Asia-Pacific Economic Cooperation

APEC Gender-mainstreaming
mentoring package

Prepared for the Anti-Corruption Working Group

Mentor's handbook

Asia-Pacific
Economic Cooperation

APEC#222-AC-03.1
APEC Project: ACT 01 2020

Contents

Introduction

A key Asia-Pacific Economic Cooperation (APEC) goal is women's economic integration and empowerment. As one recent mechanism to achieve this, the 'La Serena Roadmap for Women and Inclusive Growth' was adopted in 2019. Malaysia contributed to this by holding the 'Symposium on Gender Mainstreaming and Women's Empowerment to Fight Corruption' in February 2020. The Symposium identified an association between gender and corruption, leading to recommendations on gender mainstreaming by the Anti-Corruption Transparency Working Group (ACTWG).

The ACTWG endorsed gender mainstreaming recommendations for agencies focus on those agencies' external work. New Zealand aims to continue to empower women in the fight against corruption, by focussing particularly on female employees within APEC anti-corruption agencies.

Women from these agencies were surveyed to assess the level of gender mainstreaming in anti-corruption workplaces, and consider the best ways of enhancing it. The analysis revealed gender segregation in the agencies. It indicated that career mentoring was a practical, effective approach to improving gender mainstreaming.

This handbook was, therefore, developed as a resource to help agencies establish their own career mentoring programmes. It is intended only as a framework for reference, that may be adapted to suit the relevant cultural and legislative environment.

Please note that in this document, the concept of gender[1] conveys a binary understanding of men and women, simply because this is where the most research is available. This is not intended to dilute the diversity of gender. And although the terms 'woman' and 'female' are not perfect synonyms, they are used interchangeably; this is an editorial choice to make this draft framework more readable and can be easily modified.

In different economies and cultures, different gender terms may be appropriate, and this draft can be modified accordingly, to suit the particular economy.

What does gender have to do with corruption?

APEC's identification of gender mainstreaming as an anti-corruption tool reflects the view that women and men experience corruption differently. The reasons for these differences are not always clear, but for the purpose of this guide, the definitions below can provide a good basis for better understanding.

GENDER DEFINITIONS

Gender	refers to the socially and culturally defined set of roles, rights, responsibilities, entitlements, and obligations of females and males.
Gender equality	refers to equal rights, responsibility and opportunities, regardless of gender. It recognizes the diversity of different groups of women and men. It means all their interests, needs and priorities are taken into consideration at all times.[3]
Gender inequality	is the opposite of gender equality. It means people who are otherwise in similar circumstances do not have the same rights or opportunities, and this is solely because of their gender and associated perceptions.
Gender blindness	is a failure to see, e.g. how the same piece of legislation, or policy, can affect women and men differently.
Gender sensitivity	acknowledges gender gaps and structural inequalities. In anti-corruption agencies, it means recognising and responding to the differing needs of women and men in processes designed to eliminate corruption.
Gender mainstreaming	or gender integration, is a process that identifies and addresses gender differences and inequalities. The goal is for all individuals, regardless of gender, to have equitable access to resources and benefits from opportunities.[2] To achieve it, women's concerns and experiences must be a key part of the design, implementation, monitoring and evaluation of policies and programmes.

Q How does corruption affect women?

Corruption often appears to affect women more than men. One reason may be that women are frequently less socially and economically empowered. However, available data suggest more specific reasons why they may be more affected by corruption:

* They are more likely to be poor. While numbers are unclear, one study reports that 70% of people living in poverty are women.[4]

* Women are often the primary family caregivers. They may be regularly confronted with corruption when dealing with education, health and other public services that are prone to corruption, especially as they may not be able to afford private health care.

* Budgets for women's and children's services may be reduced by officials illegally taking a percentage off the top.

* Human trafficking is enabled by corruption and at least 80% of victims are female.

* Women are most likely to become victims of corruption with sex used as a currency.[5]

These impacts of corruption are worsened by barriers to women's participation in the justice system. These include: language barriers, lack of knowledge of legal rights, lack of money for court fees, transport or childcare, and fears of testifying.

Q Is the link between women's political representation and less corruption real?

Research by the World Bank in 2001 showed an association between women's participation in decision-making and lower levels of corruption. This led to an aim to increase women's political participation, as a way of reducing corruption.

More recent research suggests that any link between levels of corruption and women's participation in political and representative decision-making roles is tenuous. Corruption appears to be lower in representative democracies with a strong rule of law and a firm commitment to women's rights. These commitments lead to women-friendly policies, such as generous maternity and/or parental leave. These policies, in turn, help to increase women's participation in all sectors of the workforce.

Including women in decision-making is, therefore, not a magical cure for reducing corruption. It is probably more helpful to simply view women's greater participation in decision-making as a basic human right, which reflects women's entitlement to inclusion, dignity and equality. Whether it is linked to other policies, like anti-corruption, may be less important. Either way, having more women in representative roles and public offices is a first step in changing the way things are done. Changes can include weakening of longstanding networks that perpetuate corruption.

In Justice agencies, positively promoting the employment of both women and men also makes organisations more representative. Agencies can respond more effectively to a society's needs, as more people become more willing to be involved. A simple example is that people may feel more comfortable reporting crimes to women officers. This increased access to justice increases trust in the system.

Q How can we overcome barriers to women employees?

Barriers faced by female employees in anti-corruption agencies may be unique to women, or shared with other people (see table below).

Some are based on biases, e.g. women are likely to be smaller, so labelled as unsuited to operational work. Some apply equally to men and women, but disproportionately affect women (i.e., gender blindness).

The flow-on effects of these barriers are that women may have fewer career opportunities.

The first step in overcoming barriers is to recognise that they exist. The table below includes some examples of potentially discriminatory policies that can prevent women from having the same career opportunities as men.

WORK AREAS	Examples of policies that act as barriers to women's career opportunities in law enforcement
Recruitment and training	* Specific entry requirements, e.g. a requirement for prior police investigation experience, where those policing roles are rarely held by women. * Female officers having fewer opportunities to attend training (especially internationally).
Office hours	* Few flexible/part-time working arrangements, especially for significant jobs. * Meetings or training opportunities held early in the morning or late in the afternoon.
Operational work	Segregation of duties according to gender, e.g. men patrol the streets and do other operational work; women focus on administration.
Promotion and leadership	* Leadership job descriptions that unnecessarily specify long years of experience, or require other non-essential skills that women are less likely to have. * Fewer promotional opportunities, as a result of the policies above (less training, less operational experience and few flexible or part-time working arrangements).
Infrastructure and facilities	* No separate facilities for men and women for changing, sleeping or sanitation. * No facilities for breastfeeding, pumping breast milk and childcare.

Better understanding also stems from training in gender and other forms of discrimination, which highlights the issues to both men and women. Providing examples from neighbouring economies where women fill a wider range of these roles can help change perceptions. Encouraging women to identify and raise issues that are mostly affecting them is also valuable. These can all be part of a mentoring programme agenda (see mentor resources).

Q What exactly is gender mainstreaming?

The process of gender mainstreaming often requires stepping back from entrenched practices, then redeveloping them with women's perspectives in mind.

In the workplace, gender mainstreaming aims to provide men and women with equitable opportunities at every career stage. As with snowploughing (see case study), this starts with taking a step back to consider policies and practices to see whether they disadvantage women. These range from recruitment and training, through to taskforces, working groups and promotions, as well as access to resources and budgets,

Gender mainstreaming works best when initiatives are part of a group of projects. For example, a combination of data gathering (gender analysis or assessment), then targeted actions and activities in response to this, could all be considered part of a gender equality programme. This career mentoring programme is an example of an activity that stemmed from a gender survey. [6]

Q Where does mentoring fit into this?

Mentoring helps women assess their own situations, gain skills, build confidence, move into decision-making roles and work with others to effect change (for detail, see Benefits of Mentoring, in Section 3). This improves women's career opportunities, and supports better outcomes from agencies.

Aside from helping women progress in organisations, mentoring can increase gender awareness in several ways. Gender mainstreaming can be included in specific content in a mentoring session. Mentoring sessions can include questions that encourage mentees to think about mainstreaming in their own workplace (see mentor resources). [7]

By increasing understanding of the differences between men's and women's experiences, a mentoring programme can raise awareness and recognition of barriers to women. [7]
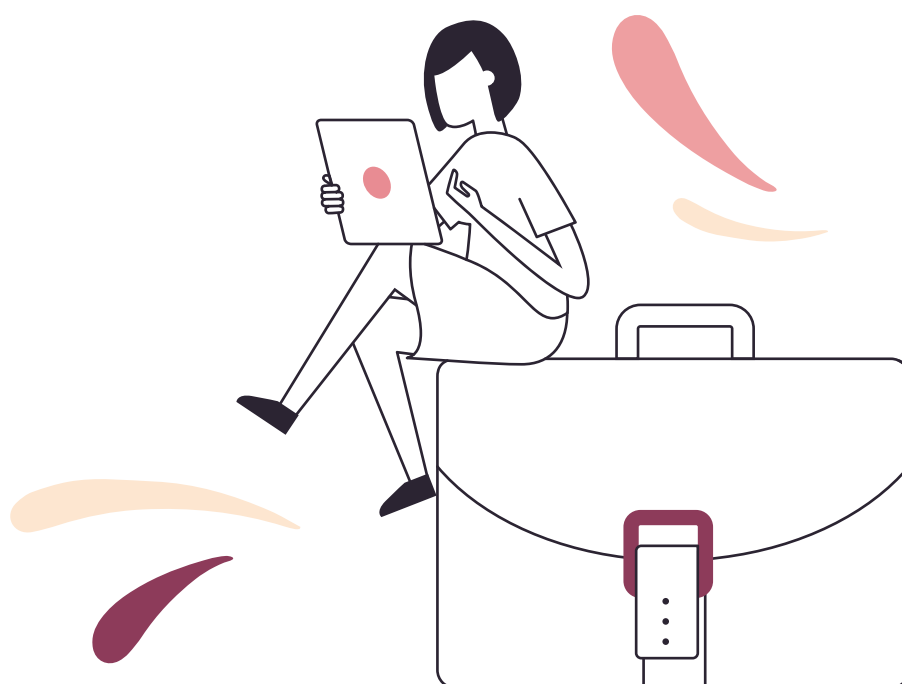
Snowploughing in Sweden

Snowploughing traditionally prioritised major roads. A gender assessment asked for women's input. As a result, priorities changed and footpaths were cleared first. This gave people, especially women and children, better access to the city and significantly reduced pedestrian injuries. This, in turn, reduced health costs and improved productivity.

TWO | EUROPE

Mentoring to promote gender main-streaming
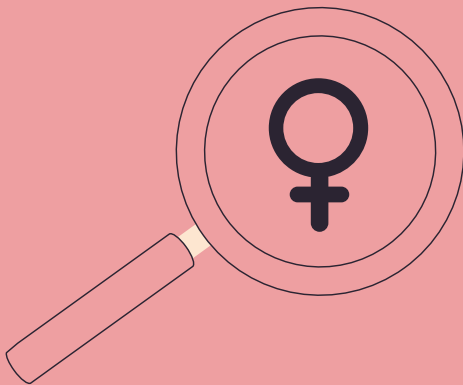
A European mentoring programme, which is part of the Women's Access to Justice Project, sets out specific topics for discussion at mentoring sessions. The entire programme focusses on gender mainstreaming, and improving the unequal access of men and women to justice.

To encourage mentees to answer the question **"What does women's access to justice have to do with me?"** data on the different percentages of men and women in positions of power are provided. These include jobs such as judges (versus heads of court) and prosecutors (versus heads of prosecutors' offices). Mentees are encouraged to do their own research on males and females in different roles in the legal system in their own and neighbouring economies. This can highlight gender discrepancies for both mentees and mentors.[7]

Case studies

Mentoring: what is it and why encourage it?

Career mentoring can be broadly defined as a professional partnership between someone experienced (mentor) and a newer employee (mentee). It is often mentee-driven,[8] with the mentor aiming to help the mentee achieve career goals. Mentoring offers professional and career development for the mentee. However, mentors also grow by sharing their knowledge.[8]

Mentoring is an evolving field, with changing relationships. Mentors are generally in positions of power relative to mentees. However, they now tend to partner with the mentee in a dynamic, reciprocal relationship, which is still aimed at meeting mentee learning goals and objectives.[9]

> "YOU ARE THE FIRST WOMAN TO SERVE AS MANAGING PARTNER IN THE FIRM'S 63-YEAR HISTORY. HOW HAVE YOUR LIFE EXPERIENCES SHAPED HOW YOU LEAD?"

> "I was extraordinarily fortunate to have a very strong mentor who saw my potential as a lawyer from day one."[26]

Mentoring versus coaching, sponsoring and training

Mentoring, sponsoring, coaching and training often overlap. For example, mentoring and sponsorship create and reinforce connections within the workforce; both coaching and training may occur as part of a person's day-to-day job. A key difference is the two-way nature of the mentoring relationship.

Mentoring	Mentoring is a relationship, which may not focus strictly on career advancement. Both gaining and using knowledge, as well as critical reflection are involved.[10] Mentors provide advice and guidance to mentees along the way.
Coaching	Coaching can provide technical or broader interpersonal skills, or related learning and growth. People may learn specific tasks or a series of tasks.[11] Coaching may be part of a formal training session. It often has a particular goal or focus.
Sponsoring	Sponsorship can work well as an alternative to mentoring, especially in organisations and cultures where this is a well established practice. Sponsorship's core purpose is promotion. Sponsors use their position to highlight the sponsored person for opportunities or recognition. They actively endorse them, help them build network connections and aim to raise their status in the organisation.[12]
Training	Training transfers specific skills, either between individuals or via classroom sessions. It is usually strictly work-focussed. An employee's job description often includes training newer employees. Training may focus on the practical use of theory, e.g. showing recent graduates how to download data or write work-related reports.

Q Who is a mentor?

A career mentor is someone who supports the learning, development and progress of someone else (the mentee), by providing information, advice and help in a way that empowers the mentee.[13] Where gender mainstreaming is a driver, the mentor and mentee work together to identify and improve areas where gender preconceptions and beliefs are affecting the mentee's ability to progress or achieve goals.

> **Career mentors are typically respected high achievers, who know how the organisation works. They support and encourage career growth, by acting as:**

* facilitators
* enablers who help mentees achieve desired skill levels
* partners who provide support where requested, rather than being heavily focused on self-improvement[14]

"Mentors shine as you start to define your dream. They can see and put into words for you what you may not see about yourself or be able to articulate. They can help you determine your strengths: what you do exceptionally well and what sets you apart."[12]

— SYLVIA ANN HEWLETT
  OF COQUAL (FORMERLY KNOWN AS CENTER
  FOR TALENT INNOVATION)

Q What makes someone a good mentor?

The ideal mentor depends on the organisation, the goals of the programme and the culture of both the organisation and the economy. However, there are some common themes across many cultures.

> **A good mentor wants to see someone grow and achieve, is encouraging and has the following traits:**

* non-judgemental and discreet
* willing and able to commit enough time to support and guide the mentee
* a good listener, being empathetic, patient and open
* able to understand the learning and working style of the mentee
* open to the idea that they may also learn from the relationship
* skilled at asking open questions, providing specific, constructive feedback and helping the mentee identify self-limiting thinking
* willing to share experiences, networks, power, relationships and knowledge about how things work
* self-aware, understanding their own strengths and development needs
* humble, able to understand that senior mentors sharing their own flaws can be empowering models
* able to help remove career blocks for the mentee, e.g. suggesting professional skills training or advising on how the mentee could deal with colleague and manager relationship mi9kik9.

Q How are mentors identified?

As well as 'good mentor' characteristics, culture, programme goals and practical considerations all influence the choice of a mentor. In a career mentoring programme, mentors need to have succeeded in the organisation. However, a mentor must first be culturally acceptable.

Both male and female mentors could be appropriate (table ...). While female mentors may be preferred, this could limit programme participation. The choices may, therefore, be:

* female mentors, resulting in quite restricted mentee numbers
* including male mentors or
* using female mentors from outside the organisation

All potential mentors also benefit from training. In a programme that supports gender mainstreaming, mentors may need both gender equality training and mentoring training (Appendix 1).

Q Is there an ideal mentee?

Mentee selection also depends on the goals of the mentoring programme, but as with mentors, there are some typical 'good mentee' traits.

These include:

* understanding that they share responsibility for their learning[9]
* a willingness to prioritise, and to learn to become more self-directed
* interest in improving their skill levels and willingness to actively participate
* open to new ideas, learning and advice from experienced people

"Mentoring is a brain to pick, an ear to listen and a push in the right direction."

– JOHN C. CROSBY
MEMBER OF THE U.S. HOUSE OF REPRESENTATIVES 1891–1893
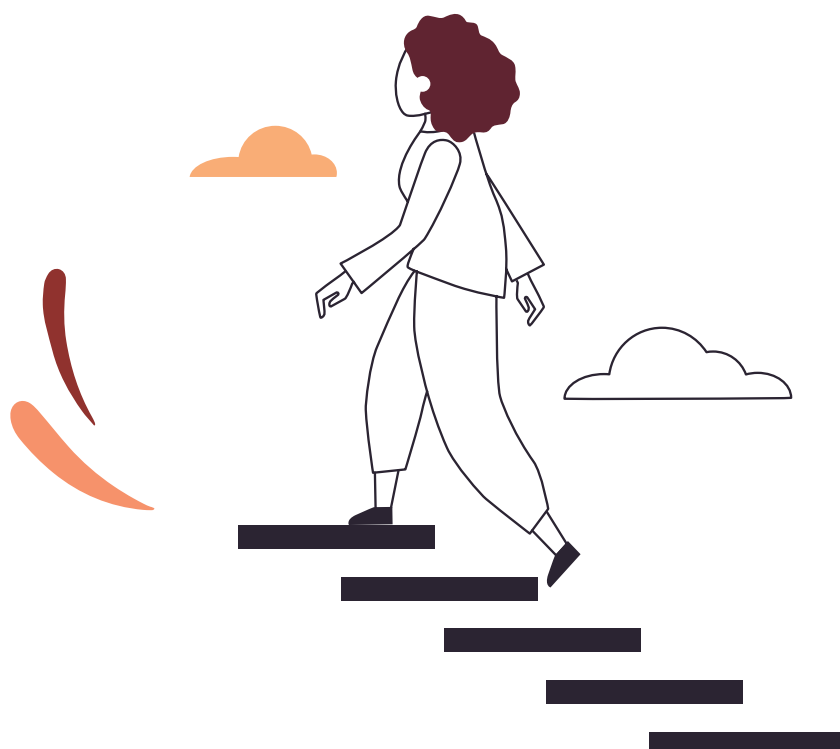
Mentee selection principles

Selection of women mentees should use objective, work-based criteria and not be based on anecdotes or preconceptions (table below).

For example, women's commitments outside paid work should not be used to exclude them from achieving their career aspirations.

SELECTING FEMALE MENTEES – CRITERIA AND PROCESS

Criteria to include	Mentees' needs for technical and leadership skills and career management, given their current role and potential future roles.
Selection process	Identify potential mentees from organisation charts, performance management and other human resources (HR) systems. These show career paths and skills needed at each level.
Criteria to exclude	* Women's styles, levels of confidence or assertiveness, or ease of colleague relationships. * Assumptions about women's commitment and ambition, based on their previous work history.

Q How are mentors and mentees matched?

Matching mentees with the right mentor is the most important step in a mentoring programme. The following principles are most likely to support a successful mentoring relationship:

* Cultural considerations, ascertained with appropriate consultation should be the first consideration, especially with respect to mentor gender.

* Matching should then reflect the key business goal, e.g. is career progression, employee retention or a feeling of 'belonging' in the organisation the most important issue?

* Mentors and mentees should not have a direct line relationship, i.e. the mentor should not be the mentee's manager (or further up the chain).

* Mentors and mentees with different styles may find that sharing learning and working style profiles is helpful.

* Decide whether to allocate a mentor to each woman, or allow each woman to choose her mentor. Allowing a choice is common practice and gives mentees some power. The risks are that mentees will not know how to choose, or will select someone much like themselves. This may not give them the best outcome.

PROS AND CONS OF DIFFERENT MENTORING RELATIONSHIPS FOR FEMALE MENTEES

	MALE TO FEMALE MENTORING	FEMALE TO FEMALE MENTORING
PROS	* Potentially better communication; in one study mentees felt they received more psychosocial support from their mentors than mentees in same-gender mentoring relationships.[15] * A more senior, strongly networked, highly respected mentor may be most effective in supporting career progression; this is currently more likely to be a male. * More mentee career advancement and better pay, versus female-female mentoring.[16] * Both parties may become more gender sensitive, thus improving gender equity. * There are some indications that men whose first child is a daughter are more likely to support gender-equity policies.[17]	* Generally fewer cultural or safety concerns. * Female role models are important for women.[18] * Potentially better career satisfaction, commitment to the profession and achievement of professional expectations; less work–nonwork conflict.[16,19]
CONS	* Potentially inappropriate, or not perceived as safe relationships. Women mentees can feel uneasy meeting alone with a male, and be concerned about public perception. * In the absence of good gender training, may reinforce gender stereotypes, such as women's perceived lack of desirable business traits (leadership, emotional control, assertiveness, and competitiveness).[18]	* Mentees may learn less from someone who is likely more similar, versus someone with a very different style. * Fewer women mentors may be available.

Characteristics and stages of mentoring relationships

Mentoring relationships that work well are based on:

* trust and mutual respect
* commitment to the agreed programme, despite work pressures
* an understanding of each other's styles of learning and working
* openness from both parties to new ways of doing things and different ways of working
* complete confidentiality, which encourages openness[9]

A formal commitment to agreed meetings can highlight the importance of the mentoring relationship.

Mentoring relationships tend to progress through stages. These start with initial setup and getting to know each other, through to substantive progress and review. Specific steps depend on the mentee's career stage, expectations and needs. Formal mentoring relationships end, usually in about one year although good relationships may continue well beyond the original programme timetable.

Goal-setting is a crucial and often challenging part of a mentoring process. Goals may be enabling, developmental, career-oriented, or emotional (see mentee manual). Mentoring often starts with more career-focussed goals, with emotional goals discussed once trust is established.

"Good mentors and mentees are interested in helping one another find success beyond mere career advancement and compensation. Less tangible but equally salient mentoring conversations may center on concerns such as professional identity, work-family integration, and personal confidence. The finest reciprocal mentors are interested in helping mentees hone things such as self-efficacy, emotional intelligence and resilience in the face of stress."[27]

CASE STUDY THREE | CANADA

Canadian women lawyers get different benefits from male or female mentors

A Canadian study found female mentees with male mentors earned significantly more than those with female mentors. However, those mentored by women reported more career satisfaction, more intent to continue practising law, professional expectations that were met to a greater degree, and less work-nonwork conflict than women with male mentors.[16]

Q Are there any clear benefits from mentoring?

Mentoring programmes are clearly shown to help organisations, mentees and mentors. Some of the benefits and reasons why organisations establish mentoring programmes for women, are outlined below.

BENEFITS OF MENTORING PROGRAMMES

FOR ORGANISATIONS

Formal workplace mentoring programmes can reduce organisational costs and provide indirect benefits to organisations:

* Direct financial benefits can include easier recruitment, better staff retention, improved work performance and greater productivity.[20]
* Longer-term benefits include better leadership skills in both mentors and mentees, and technical skills, all of which are passed on to other employees.[21]
* Outcomes that are indirectly linked to financial performance include higher employee engagement levels, better job satisfaction and 'fit' with the organisation, as well as enhanced diversity.

Senior managers may see potential benefits from a women-focussed mentoring programme that addresses the following issues:

* high female employee turnover, which increases recruitment costs and causes work overload for remaining employees
* difficulties filling senior roles, causing work stress and bottlenecks
* lower engagement scores among women than men, which affect organisational performance
* inability to attract female graduates, due to perceived inequality or gender discrimination
* in an anti-corruption agency, signs that women are reluctant to approach the agency for help

MENTOR BENEFITS

Mentors may gain personal and professional benefits from mentoring:

* they help someone progress through their career, which is often satisfying
* they generally enjoy sharing and learning from the experience
* they may develop increased gender awareness and broader networks as a result
* they may receive professional development credits from participating in a mentoring programme
* unexpectedly, mentoring can reduce stress in mentors in occupations which, like anti-corruption, have a significant social role[22]

MENTEE BENEFITS

In formal career mentoring programmes, female mentees:

* can gain a clearer understanding of their organisation and its career paths
* may earn more money and
* may achieve better job satisfaction[16]

In some organisations, it is hard for people to understand how to progress. The Center for Talent Innovation (CTI) reports that 85% of women and 81% of multicultural professionals need 'navigational support' to figure out how best to succeed in the workplace. However, they often don't receive this support as frequently as men do.[12] Senior level mentors in a formal mentoring programme can open more career options to women, by passing on their intuitive understanding of how things work.

Canadian lawyers with mentors do better than those without

A Canadian study found that having any mentor was vital for the career success of female lawyers. 'Success' included earnings, promotional opportunities, procedural justice, and social integration. Additional benefits included greater career satisfaction than women who had not been mentored, and having more of their expectations met.[16]

FIVE | UNITED KINGDOM

Mentors become less anxious and happier during the mentoring process

A UK pilot police force study revealed that 17 mentors were less anxious and found their jobs more meaningful than comparable employees who did not mentor. The mentors, when discussing and reflecting on the mentee's concerns, realized that their own feelings of anxiety were common and they were able to share coping mechanisms.

Mentoring allowed senior police officers to discuss difficult and sensitive topics. These are often not discussed, due to the stigma of seeking mental health support. Mentors could also see they were clearly helping their mentees because they could see the impact of their advice. They realized their work was important and that they made a difference.[22]

Case studies

Q What exactly is a mentoring programme?

Mentoring may be formal or informal. Many people have had an informal mentor, whether this was a family member, a teacher or an early supportive manager. These relationships develop naturally and may have specific goals, e.g. helping someone get to university, but do not have a formal structure.

Formal mentoring programmes are usually set up by organisations, are linked to a specific objective and have a clear structure. In this case, for example, the broad objective is gender mainstreaming, and the organisations are the individual anti-corruption agencies. Mentees are often chosen by the organisation, and reporting against the programme's goals and targets is often a feature.[23]

Formal programmes achieve both business and personal benefits. Organisations are, therefore, prepared to invest in these programmes and to budget for their costs (see section 4 for more detail). These costs include people's time, with time-cost budgets and workloads adjusted to allow time for mentoring.

Formal programmes benefit women

Formal mentoring programmes are generally preferred for women.[11] Women do not receive the same employment-related benefits as men from informal networks; in fact, such networks may actively exclude or work against women and minorities.[11] For example, patronage networks are often dominated by men. They can exclude women from key roles in the public and private sectors and politics.[24]

Voluntary programmes also often exclude women, as people who lack self-confidence may not apply.

A formal women-only pilot mentoring scheme in the UK police force is helpful

Women gained skills in all four types of learning. Technical knowledge (cognition) and skills in communication, especially meeting participation, improved. Mentees also gained social networking abilities, such as links with other departments. The greatest gains, however, were emotional (or affective), especially in self-confidence. Several women aimed to bring in mentoring schemes in their own departments.[19]

Common mentoring approaches

Some key types of mentoring programmes[25] are outlined in the table below.

FORMAL ONE-TO-ONE PROGRAMME	PEER-TO-PEER MENTORING
These are formal relationships, where a more experienced mentor is appointed to mentor a selected mentee. **A formal programme:** * adds organisational credibility, support and resources, e.g. has a senior programme sponsor, recognizes the time spent by mentors and mentees, offers training and resources * has a clear structure, e.g. a specified term, and co-ordination, usually by the human resources department * often matches mentors and mentees using established criteria or principles * evaluates mentees' and mentors' experiences and analyses the results, to encourage continuous improvement	**Peer mentoring involves people at a similar level in the organisation, with similar needs. Many people experience informal peer mentoring, even though peers do not usually feel they are "in charge" of their co-workers. Commonly:** * peers mentor each other * they provide direct advice and information, including information about potential promotions * they may approve or disapprove of work behaviours (peer pressure) * they may, by these activities, help people achieve goals[9] **Orientation or 'buddy' type mentoring systems that help new employees become familiar with how organisations work can be very helpful during a person's first days or weeks at work. In these programmes:** * a slightly more experienced buddy (e.g. a graduate with one year's experience) is allocated to the new employee * there may be a checklist of things to cover, but the main aim is to answer new employee's questions, help them resolve problems and show them how the organisation does things * sometimes, buddies help people with their first work assignment **Such programmes have been successfully used in several law enforcement agencies in the U.S.[9] to support police in successfully completing their probation periods and to increase retention.**

PEER GROUP FORMAL MENTORING

Peer group mentoring, involving two to eight peers, is a more structured way of mentoring colleagues. Examples are:

* peers meeting and agreeing on key learning and development goals they would like to improve on over the coming months

* peers allocating smaller mentoring groups to meet each week

* employees presenting weekly in turn to these smaller peer groups on what they have tried and what has worked, as well as barriers and difficulties

* providing and receiving feedback to/from each other

These sessions can be facilitated by a more senior mentor. Peers can also observe each other at work (e.g. attend a meeting together) to provide more insight and feedback.

An example of a less formal approach to group mentoring 'speed mentoring' is outlined in case study seven.

PROFESSIONAL ASSOCIATION MENTORING

Professional employees, including those in the justice and law enforcement sectors, may have access to mentoring via professional associations. These are common in careers where there are often only one or two of those professionals in each workplace. Usually:

* both male and female mentors are available

* these programmes promote members' interests

* they have a wide variety of goals, including retaining people in the profession, developing leadership skills, and offering technical or specialist training

CROSS-BORDER MENTORING

Cross-border mentoring occurs when there are regional or global connections between women, e.g. in different anti-corruption agencies.

While cultural differences mean policies cannot simply be transplanted from one economy to another, women may find sharing experiences helpful. Examples are the open sharing of data and experiences by the United States' Department of State, Bureau of International Narcotics and Law Enforcement Affairs (INL) (Appendix 72) and the WATCH programme in Case study eight.

Group speed mentoring is a novel way to pass on some valuable advice

Hikina Whakatutuki (New Zealand Ministry for Business, Innovation & Employment) ran 'speed mentoring' events. These brought together about 12 male and female mentors who were senior leaders, and 24 female mentees for quick career advice. Mentors' profiles were available to mentees, who enrolled on a first-come first-served basis.

The programmed sessions involved a panel discussion where mentors responded to questions about a pre-agreed leadership topic. Mentees then split into smaller groups and each received two 10-minute 1:1 mentoring sessions. At least one woman successfully moved into a new role following her attendance at the session.[28]

Cross-border networking aims to help women in anti-corruption roles feel connected

The Women Against Transnational Corruption Hub (WATCH) is an international network of women in anti-corruption agencies, hosted via International Anti-Corruption Co-ordination Centre (IACCC) in London. WATCH uses WhatsApp as an easy and fast way for women in a region to network and share experiences and expertise e.g. on specific local land laws in Africa.

The goal is for WATCH to become a central resource for women in anti-corruption agencies in a specific region, while also providing a good conduit for collecting data to understand barriers to women in this group. It is, however, informal and does not replace formal police-to-police collaboration or formal legal advice.

Case studies

"Mentors shine as you start to define your dream. They can see and put into words for you what you may not see about yourself or be able to articulate. They can help you determine your strengths: what you do exceptionally well and what sets you apart."[12]

How can we set up our own programme?
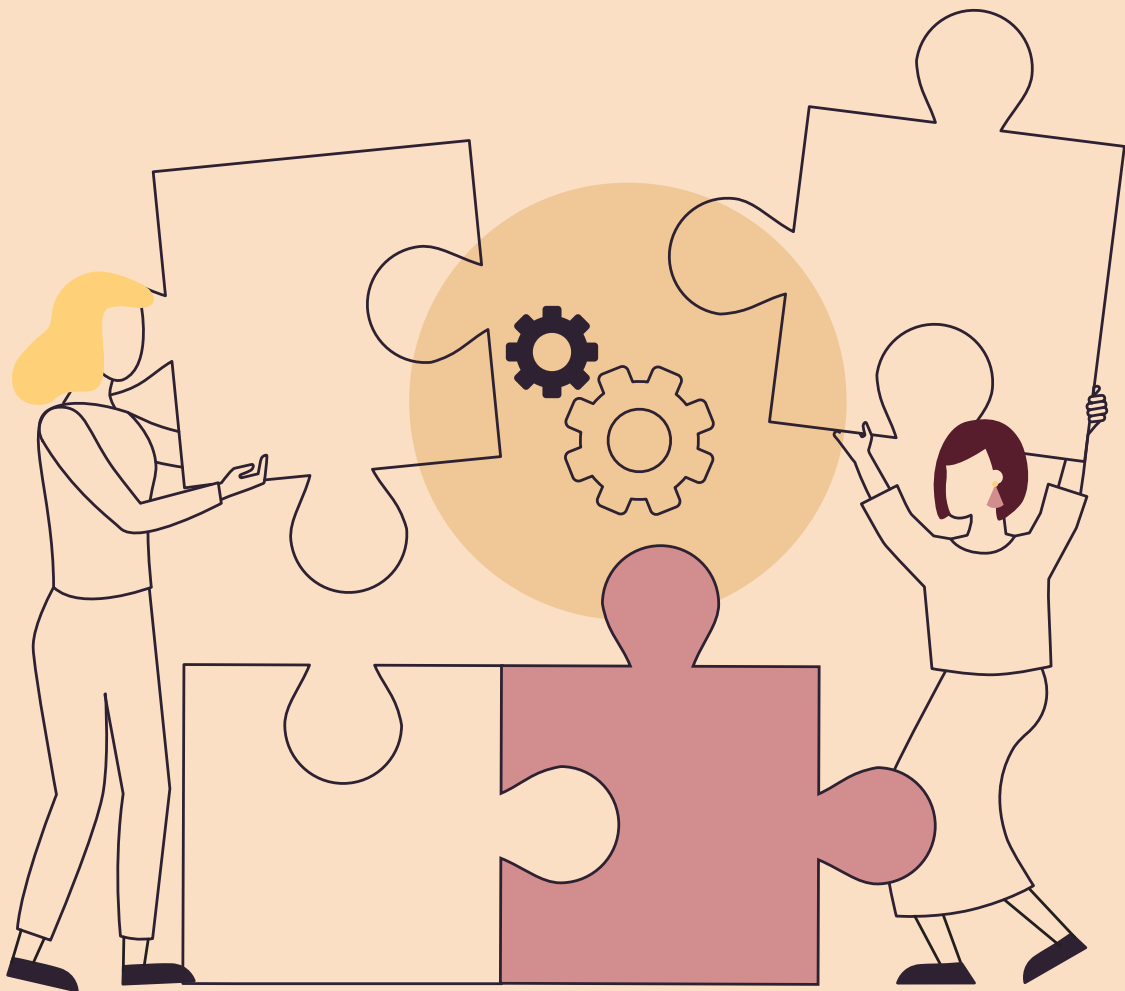
This mentoring programme is suggested as a step to achieving APEC's broad gender mainstreaming goal. The ideal programme to support women's career development is usually a formal 1:1 programme, with well trained mentors, carefully matched with fairly selected mentees. However, if this is not practical, a less structured programme that focusses on your most important goal may be a good option.

Case study

A practical approach to gender equality

In a review of UN operations, there was a discussion around why people from some offices felt hesitant about their abilities in promoting gender equality. Working with diverse cultural backgrounds was a challenge. Discussions of 'traditional' notions of gender revealed how hard these are to influence, especially in conservative environments. Some trainees did not know where to start their interventions, and were doubtful about succeeding.

Trainers encouraged trainees to 'go for the lowest hanging fruit', i.e. work towards what is achievable, concentrate on this level, and work with the people with whom they had strong partnerships. Learning about the work of neighbouring economies was helpful, as these approaches could potentially be applied in their own economy.[29]

Define objectives and broadly design programme

- What do you want this programme to acheive?
- Select mentoring programme that best achieves goals
- Confirm likely mentee numbers in year one
- Consider a pilot and/or reduce numbers

Get buy-in, budget, sign-off

- Identify stakeholders and project team
- Calculate year one budget and resources
- Present business case
  - Unacceptable
  - Acceptable

Prepare for programme

- Identify, confirm and train mentors
- Identify mentees, adjust to match mentor numbers, if needed
- Match mentees with mentors

Launch mentoring programme and calendar

- Do quarterly evaluations and reporting
- Organise networking opportunities
- Celebrate with end-of-year-one function
- Manage any non-functioning mentoring relationships

Analyse year one results against programme goals

- Goals mostly not met?
- Goals mostly met
- Check if goals are still appropriate
- Suspend programme until you understand why it has not worked

Tweak and run programme in year two

Figure 1 (above) summarises the key steps needed to establish an in-house mentoring programme, with more detail provided in this section. 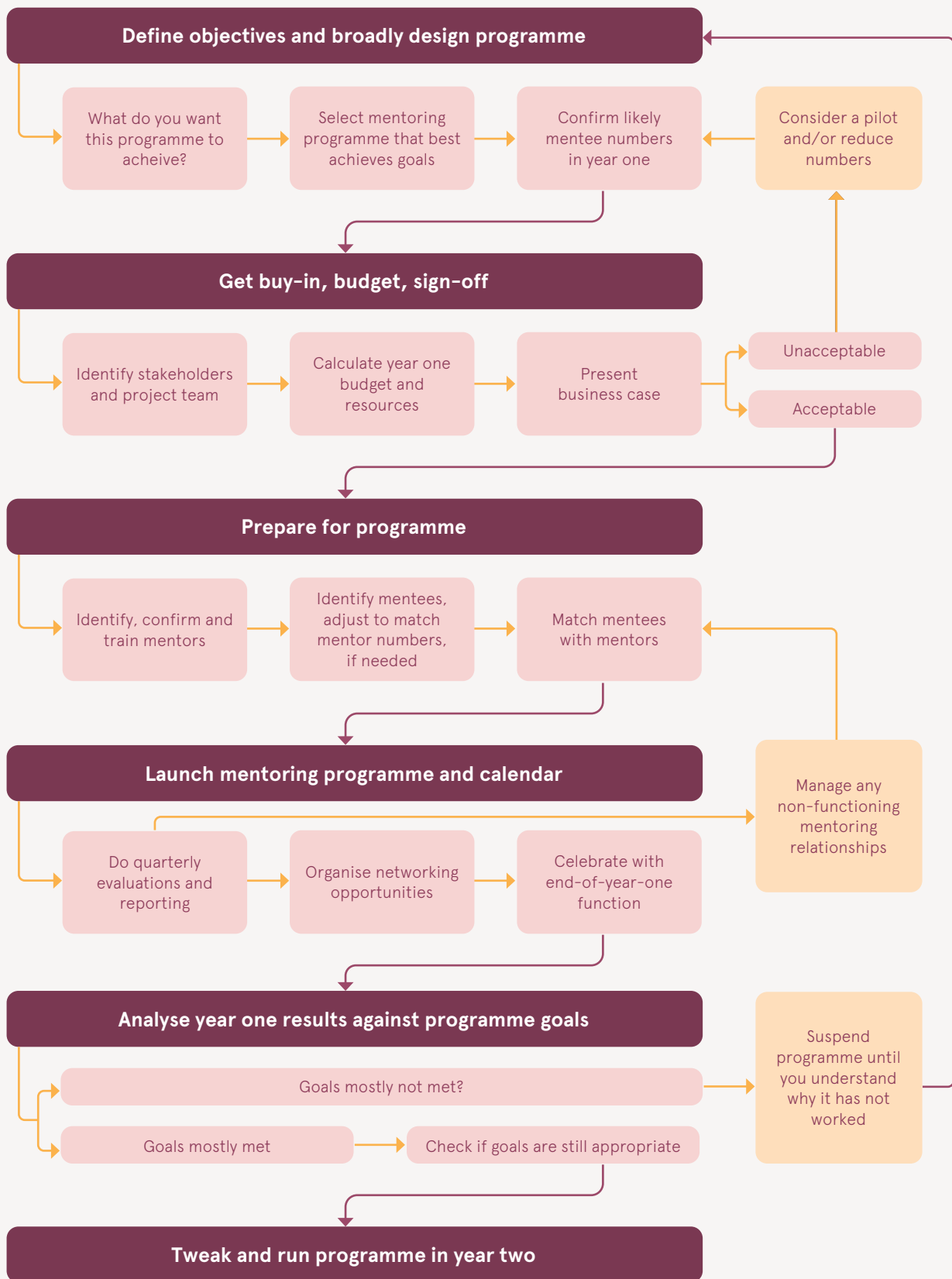Appendix 2 includes a working matrix you may find helpful. Note this is only a suggested approach, designed to help you think about some of the key factors in the process.

Year one programme objectives

Determine your programme's goals and structure. Appendix 3 includes some examples of potential goals and measurable targets. Using your goals as a guide, list:

* your programme's key success factors
* the programme that would best achieve these goals, e.g. formal mentoring, a buddy system
* your organisation's desired return for the programme e.g. dollar savings in recruitment, higher productivity, positive outcomes for mentees, clearer succession plans
* your ideal year one numbers; specify a pilot programme with <10 people if preferred
* likely source of programme funding

Q Who needs to be involved?

Identify the key stakeholders in your potential mentoring programme and ensure they understand and support the concept, subject to budgetary approval:

* agency head
* project sponsor (ideally the agency head, but otherwise a senior leader)
* mentoring team (see table below)
* communications and marketing and HR team who will promote the programme internally

You may not have dedicated people to run your mentoring programme. It may be helpful to include the following roles (see table below) in your budget. Mentors and mentees can be involved once the project is approved.

KEY MENTORING PROGRAMME ROLES

Sponsor	the programme figurehead, who communicates and reports on the programme goals (with communications and HR support) and launches and closes it
Co-ordinator	* administers the programme, including day-to-day contact with mentors and mentees, programme evaluations and tracking progress against goals and measures * finds and provides data on gender equality or inequality in the economy, the law enforcement system and the anti-corruption agency. May include regional data
Resource provider	manages the budget to support the programme, including training costs and all team costs
Trainer	either an internal or external training resource, providing mentoring and gender mainstreaming training, detailed in Appendix 1
Mentor support	an experienced coach who is able to support mentors (and mentees) who are having difficulty establishing an effective mentoring relationship

Q How do I get the budget I need?

It is useful to think about both the costs and benefits. Have you realistically budgeted for the programme?

The following may be helpful if you need to provide a business case:

COSTS

Potential costs include:

* start-up, gender mainstreaming training for mentors and possibly mentees, mentor skills training

* the costs of time away from their regular jobs, for mentors and mentees

* communication and rollout (launch, networking events, materials, publicity, wrap-up)

* project team costs – time commitments for the roles listed above

BENEFITS

Potential benefits, ideally supported by a gender analysis, include:

* cost savings from reduced staff turnover (recruitment costs)

* easier recruitment providing a better candidate pool

* better productivity

* improved engagement that is linked to good business outcomes

* longer-term changes in organisational culture that benefit all employees

Q How do we start our implementation?

Once the programme is approved, develop a detailed implementation plan. A carefully planned communication plan, especially in year one when numbers may be limited, is also recommended. It will mean mentoring is more likely to be seen as a positive and exciting new opportunity.

MENTOR CONFIRMATION

Provide potential mentors with a one-page outline of the proposed programme, including estimated time commitments. Develop a short profile for each mentor who confirms their interest. Your preferred mentors may not all be available, so aim to identify 1.5 times as many mentors as you have mentees.

MENTEE SELECTION AND TRAINING

Select and invite the number of mentees your programme can accommodate. Ensure their selection is communicated as a positive indicator, and emphasise the programme's confidential nature.

MENTEE AND MENTOR RESOURCES

A mentee handbook and resources for mentors are included as part of this pack, although mentors' training should provide them with most of the required resources. Mentors also need to understand their specific programme, including its goals, structure (timeframes, networking events), evaluation criteria and success factors, and any administrative aspects. You may like to get mentors and mentees to sign a mentoring commitment agreement.

Q Should we have an official launch?

The launch of your programme will depend on what's appropriate for your organisation. The project sponsor, key project team members and all mentors and mentees should attend. A simple launch invitation and programme timetable to share is included in Appendix 4.

Programme wrap-up

Your programme has completed its first year! Celebrate with a function including the same people who attended the launch.

Q How can we track the results?

Your mentoring programme will keep a high profile if it is evaluated. This lets you share good stories and organisational benefits (subject to confidentiality) and helps improve the programme.

While evaluation of your mentoring programme is necessary, it is important that it is carried out in a way that protects participants' privacy, so they feel participation is safe. Try to include:

* quarterly mentor and mentee evaluations – ask about their mentoring relationship and the overall programme (Appendix 5)

* networking opportunities for mentors or mentees

* reporting and analysis of any changes or improvements resulting from the programme

* end-of-year assessment of the programme's results against its stated objectives – most programmes will need some revision each year (Appendix 6)

If a mentoring relationship is not working, help from an experienced coach may be useful. If not, the reasons for the problem should be documented. This will improve matching for future mentoring programmes. Mentees should be reallocated to different mentors.

The content of mentoring sessions is confidential, but participation in a mentoring programme should be noted in HR systems. This allows an easier assessment of the programme's effectiveness, e.g. by comparing results for women who were mentored versus women who were not. Analysis may demonstrate interesting trends, even if numbers are small.

Checklist for successful mentoring programmes
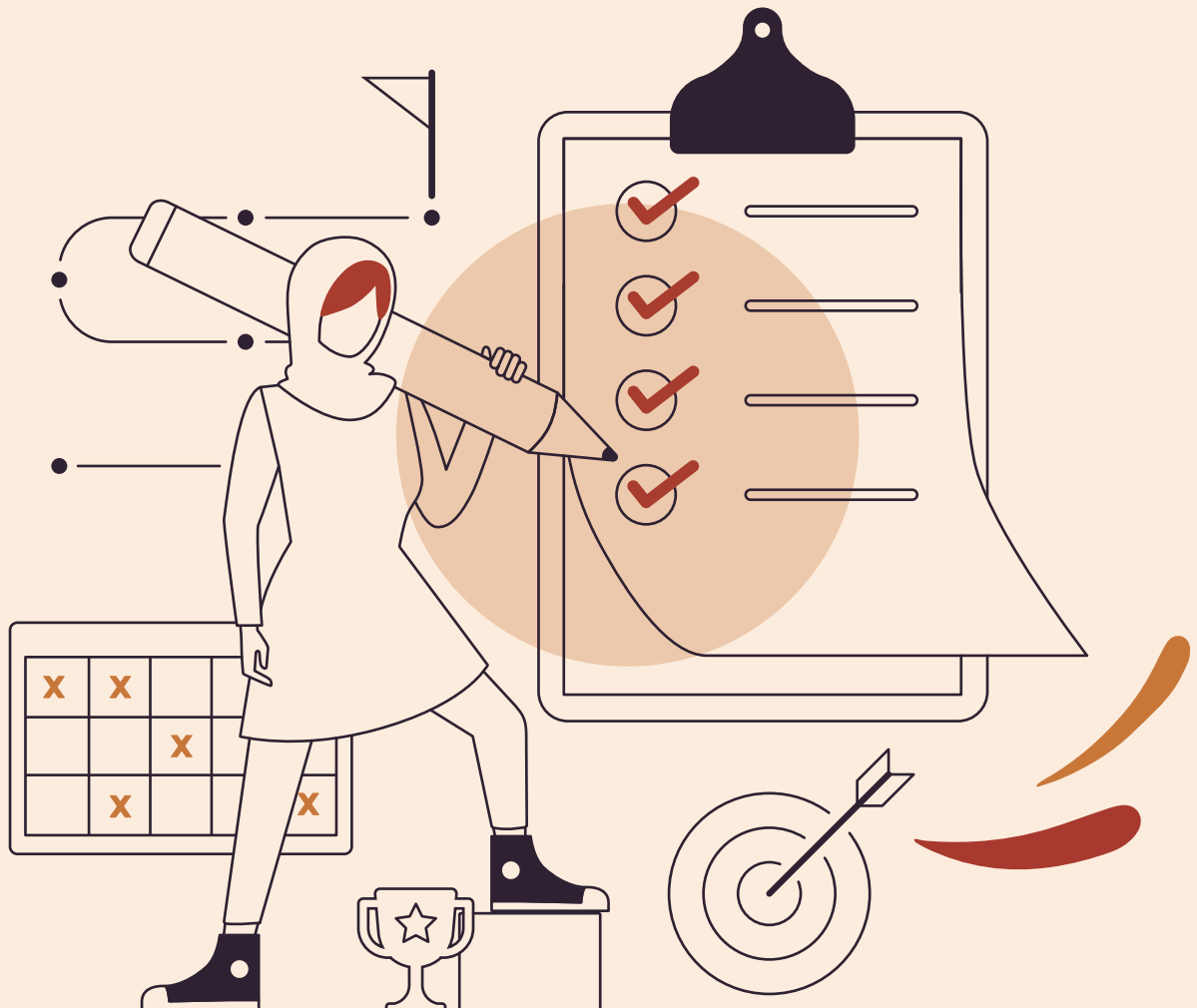
All mentoring programmes come across obstacles and improve over time. However, getting some things right at the start means you are more likely to see some early success. Assess your programme against this checklist to see how well it meets the criteria for a successful gender mainstreaming mentoring programme. Appendix 7 lists some good examples of successful programmes.

Aim for at least 10 'Yes' answers.

FEATURES OF A SUCCESSFUL PROGRAMME	MET?	
Business-focussed goals and links to other programmes		
The programme has clear links to business strategy, and is one of several initiatives aimed at improving gender equality.	Y	N
Plan goals are realistic for our organisation; this may involve less ambitious targets that can realistically be met, rather than unrealisable goals.	Y	N
Our culture and economy is considered when planning goals	Y	N
Genuine commitment to the programme		
Our senior managers are committed to the programme.	Y	N
Mentoring is seen as core to the workplace and not as a compliance programme.	Y	N
The right mentor:mentee combination		
The programme has the right mentors - empathy, maturity, self-confidence without too much egotism, resourcefulness and reciprocity are the most important traits.	Y	N
The mentoring programme formally matches women with mentors.	Y	N
Mentors and mentees are matched according to objective skills and development needs.	Y	N
Both parties are held accountable and expected to meet their commitments.	Y	N
Good planning and structure		
The programme has a formal structure including tracked goals, agreed time commitments and processes for monitoring mentoring relationships.	Y	N
The programme is well funded and well staffed, and participants' time is recognised.	Y	N
There are detailed operational rollout and communications plans.	Y	N
Evaluation is sought and acted upon.	Y	N

Success factors for diversity

The Royal Bank of Canada (RBC) Diversity & Inclusion Blueprint is an ongoing journey that takes sustained commitment.[23] Our **'Fundamentals for Success'** are:

Senior leadership commitment

We believe that senior leaders are essential and must be visible champions for diversity inside and outside RBC. Having a diverse and inclusive environment is a collaborative effort that must engage all RBC employees. We will help identify opportunities and support leaders in their roles as champions.

Employees' involvement

We believe providing RBCers with opportunities to become personally involved in diversity initiatives is critical. RBC will continue to support and profile our diversity councils, committees and employee resource groups and ensure the 'voice of our employees' is reflected in our initiatives and communications.

Stakeholder engagement

We believe collaboration results in better outcomes. RBC believes a deeper understanding of diversity issues and the links between the social and economic considerations among all stakeholders are crucial for making progress. Stakeholders include employees, prospective employees, clients, prospective clients, private and public sector organizations, investors, suppliers, community members, grassroots agencies, experts, governments, non-governmental organizations (NGOs), non-profits, academia and students.

Accountability and reporting

We believe establishing accountabilities provides clarity and helps drive productive efforts. We will establish clear accountabilities for our diversity and inclusion initiatives and commitments. In addition to formal submissions to regulators in Canada and the U.S, RBC will continue to report publicly on the full spectrum of our diversity activities.

Communications

We believe clear, consistent, open communication is essential for a healthy and productive organizational culture. We will communicate regularly about our diversity progress, share experiences and best practices.

Case study

Appendices

Appendix 1. Mentor skills training

Mentoring training

There are resources in most economies who can provide mentors with mentor training. Exact needs will vary between jurisdictions, but for this policy to achieve its objectives, training should include:

* general mentoring skills, especially communication skills

* exploring the learning needs and fields of interests of the mentee

* working with mentees whose style may be very different to the mentor's style

* understanding the mentee's learning style (aural, visual, kinaesthetic)

Training in gender equality concepts

For this policy to achieve its objectives, both the mentor and the mentee need to understand some gender concepts, and how these influence their outlooks and their work opportunities. Gender equality training should include:

What is gender:

* introducing the concept of gender

* exploring how gender is understood in the respective economy

Distinguishing gender neutral and gender blind, and learning about a gender-sensitive perspective:

* introducing the concept of gender-sensitivity and learning when a gender sensitive approach is necessary to achieve substantive equality

Identifying how you fit in the gender gap discussion, with data about where women sit in the statistics for professionals and law enforcement workforces, and the 'glass ceiling' (this term refers to an invisible barrier that stops people moving further upward in their careers):

* introducing the topic of access to employment for women through data/statistics

* identifying gender differences and considering why women face barriers

* demonstrating the relevance of the topic to trainee's own work and economy

Why gender matters in corruption and especially how women are affected by corruption:

* identifying gender roles in anti-corruption cases

* identifying common barriers to employment and distinguishing those that have a particular impact on women

* trainee thinking critically about her/his personal role in addressing barriers

Using gender-sensitive practices in real life, by auditing your own work and professional practices to identify barriers:

* mentee (and mentor) take a critical look at their own work

* understanding the economy, organisation and practices from the perspective of a woman

* identifying potential barriers to justice

* mentee (and mentor) consider concrete ways to alleviate barriers that the mentee can take and what support/resources she would need

Appendix 2. Matrix for developing the right mentoring programme for your organisation

	TARGET MENTEES ▶	NEW RECRUITS (< 2 YEARS' EXPERIENCE)	AT MID-CAREER LEVEL (5–10 YEARS' EXPERIENCE)	PROFESSIONAL SPECIALISTS
PROGRAMME GOALS ▼	**Lower turnover**	Formal 1:1 Team mentoring	Formal 1:1	Formal 1:1
	More qualified women in senior roles	Group mentoring	Team mentoring	Professional associations Team mentoring
	Gender sensitivity	Any approach with male mentors/female mentees (all benefit)		
	Pay equity	Formal 1:1	Formal 1:1	Formal 1:1

Appendix 3. Examples of success measures and targets

		MEASURE	BASELINE	TARGET YEAR ONE	TARGET YEAR TWO
EXAMPLES OF GOALS ▼	**More women in senior roles**	Positioning by salary grade / band	Tier 2 – 10% Tier 3 – 20%	Tier 2 – 15% Tier 3 – 30%	Tier 2 – 25% Tier 3 – 45%
	Better retention for first two years	Total turnover (voluntary and involuntary)	25% in first two years	20% in first two years	15% in first two years
	Higher female engagement scores	Overall engagement score	55%	60%	65%
	More women return from maternity leave	Return to part-time or full-time work	50%	60%	75%

Appendix 4. Programme launch and calendar

MENTORING PROGRAMME CALENDAR		
Event	**Date**	**Completed**
Mentoring partnerships confirmed		
Training completed		
Launch*		
First mentoring session completed		
Networking event for mentors		
Networking event for mentees		
End-of-programme celebration		

*Mentor and mentee attendance at this event is compulsory

Invitation

We are pleased to invite you to the launch of our mentoring programme, where you will meet the programme sponsor [name, role] and fellow mentors and mentees.

WHEN

_____

_____

_____

WHERE

_____

_____

_____

FORMAT   Morning tea, with a presentation by our mentoring programme sponsor, then questions.

Please make sure you are able to attend, as this introductory session is a vital step in our first year mentoring programme.

Appendix 5. Quarterly evaluations (by mentors and mentees)

Please score on a scale of 1 (strongly disagree) to 5 (strongly agree), how you feel about your mentoring experience in the following areas:

CATEGORY	QUARTER ONE QUESTIONS	RATING					
		1	2	3	4	5	N/A
Programme goals	Goals were well explained to me	1	2	3	4	5	N/A
Mentor training	The mentor training helped me prepare for the role	1	2	3	4	5	N/A
Supportive activity	There are good networking opportunities with other mentors or mentees	1	2	3	4	5	N/A
Programme resources	The programme is well supported and I feel comfortable taking the time we have allocated to mentoring activities	1	2	3	4	5	N/A
My personal expectations	I feel my work experience and/or career prospects have been enhanced by the programme	1	2	3	4	5	N/A
My suggestion	Looking back over the first quarter, if there was one thing I could improve about the programme, it would be: _____ _____ _____ _____ _____ _____ _____ _____ _____						

Appendix 6. Annual programme evaluation (by mentors and mentees)

Please score on a scale of 1 (strongly disagree) to 5 (strongly agree), how you feel about your mentoring experience in the following areas:

CATEGORY	ANNUAL SUMMARY	RATING					
		1	2	3	4	5	N/A
Programme goals	The goals of the programme are clear	1	2	3	4	5	N/A
	The programme enhances understanding of gender differences	1	2	3	4	5	N/A
My personal expectations	My work-related networks were improved because of the programme	1	2	3	4	5	N/A
	My work prospects were improved by participating in the programme	1	2	3	4	5	N/A
	I developed valuable new skills as a mentee or mentor	1	2	3	4	5	N/A
	I achieved other goals because of the programme	1	2	3	4	5	N/A
Supportive activity	There are good opportunities to network with other mentors and mentees	1	2	3	4	5	N/A
Programme resources	The programme sponsor is influential enough to be effective	1	2	3	4	5	N/A
	Training was sufficient for me to feel confident about the programme	1	2	3	4	5	N/A
	There are enough other resources (meeting support, coaching support if there are mentor:mentee issues)	1	2	3	4	5	N/A

Appendix 6. Annual programme evaluation (by mentors and mentees)

CATEGORY	ANNUAL SUMMARY	RATING					
		1	2	3	4	5	N/A
Programme management and co-ordination	The mentor-mentee matching system works well	1	2	3	4	5	N/A
	The co-ordination and communication over the year has been good	1	2	3	4	5	N/A
My suggestion	Looking back over the first year, if there was one thing I could improve about the programme, it would be: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____						

Appendix 7. Resources and examples of gender mainstreaming and mentoring programmes

Gender mainstreaming resources

1. Ferguson, Leghari & Wretblad. Compendium of Good Practices in training for Gender Equality 2016
   https://trainingcentre.unwomen.org/RESOURCES_LIBRARY/Resources_Centre/COMPENDIO_ONU-M-WEB.pdf

2. APEC Workshop on Gender Analysis: Concepts, Tools and Practice (Cairns training programme in gender analysis)
   https://www.apec.org/Publications/2007/06/Training-Manual-on-Gender-Analysis-Concepts-Tools--Practice-June-2007

3. United Nations Office on Drugs and Crime. The Time is Now: Addressing the Gender Dimensions of Corruption: United Nations; 2020
   https://www.unodc.org/documents/corruption/Publications/2020/THE_TIME_IS_NOW_2020_12_08.pdf

4. Bureau of International Narcotics and Law Enforcement Affairs. INL Guide to Gender in the Criminal Justice System.
   https://www.state.gov/wp-content/uploads/2019/03/222034.pdf

Mentoring skills resources

1. Zachary L. The Mentor's Guide. San Francisco, CA: Jossey-Bass; 2000 (available online, from many sources)
   https://www.kobo.com/us/en/ebook/the-mentor-s-guide

2. Starr J. Guiding principles for mentors. The Mentoring Manual. UK: Pearson Education Limited; 2014. Many resources on this website:
   https://starrcoaching.co.uk/wp-content/uploads/2014/10/MENTORING_MANUAL_eCHAPTER.pdf

3. Clutterbuck D. Many resources on coaching and mentoring available:
   https://davidclutterbuckpartnership.com/products-page/

Programme examples and set-up resources

1. NZ Ministry of Business, Innovation & Employment: Speed Mentoring Toolkit.
   https://gwn.govt.nz/assets/Resources/Tools-and-guides/Speed-Mentoring-toolkit-MBIE.pdf

2. The University of Auckland. A Guide to Mentoring. 2014.
   https://cdn.auckland.ac.nz/assets/auckland/business/current-students/PDFs/mentoring-guide-final.pdf. Accessed 2021.

3. Guide for developing a mentoring programme on women's access to justice for legal professionals. Prepared by Zora Csalagovits and Elisabeth Duban, Funded by the EU and the Council of Europe
   https://rm.coe.int/guide-for-developing-a-mentoring-programme-on-women-s-access-to-justic/16809c8291

4. Royal Bank of Canada. RBS Diversity & Inclusion Blueprint 2020
   https://www.rbc.com/diversity-inclusion/_assets-custom/includes/pdf/rbc-diversity-blueprint.pdf

Bibliography

1. United Nations Office on Drugs and Crime.
    The Time is Now: Addressing the Gender Dimensions of Corruption: United Nations; 2020.

2. Bureau of International Narcotics and Law Enforcement Affairs.
    INL Guide to Gender in the Criminal Justice System. 2016

3. Office of the Special Adviser on Gender Issues and Advancement of Women. Gender Mainstreaming. 2001.
    https://www.un.org/womenwatch/osagi/gendermainstreaming.htm. Accessed 2021.

4. Malik K for UNDP. Summary Human Development Report 2014. 2014.
    http://hdr.undp.org/sites/default/files/hdr14-summary-en.pdf. Accessed 2021.

5. Transparency International. Corruption Perceptions Index. 2019.
    https://www.transparency.org/en/cpi/2019/index/bra. Accessed 2021.

6. Promotion of Renewable Energy and Energy Efficiency Programme. Training Manual on Gender Mainstreaming. 2011.
    https://www.energia.org/assets/2015/04/04.-1319143629-Gendertrainingmanual.pdf. Accessed 2021.

7. Csalagovits Z and Duban E. Guide for Developing a Mentoring Programme on Women's Access to Justice for Legal Professionals: Funded by the European Union and the Council of Europe. 2019.
    https://rm.coe.int/guide-for-developing-a-mentoring-programme-on-women-s-access-to-justic/16809c8291. Accessed 2021.

8. Victoria University of Wellington Wellington Careers and Employment.
    Alumni as Mentors Programme. 2021.
    https://www.wgtn.ac.nz/careers/employment/alumni-as-mentors. Accessed 2021.

9. Valencia L. A Guide for Mentoring Programs in Police Departments. 2009.
    https://epublications.regis.edu/theses/120/. Accessed 2021

10. Zachary L. The Mentor's Guide. San Francisco, CA: Jossey-Bass; 2000.

11. Dinolfo S. and Nugent J.S. Making Mentoring Work. 2010.
    https://www.catalyst.org/wp-content/uploads/2019/01/Making_Mentoring_Work.pdf. Accessed 2021.

12. Mobley K. Understanding the Impact of Mentorship Versus Sponsorship. 2019.
    https://www.forbes.com/sites/forbescommunicationscouncil/2019/09/17/understanding-the-impact-of-mentorship-versus-sponsorship/?sh=1d0c66b940ad.
    Accessed 2021.

13. Starr J. Guiding principles for mentors.
    The Mentoring Manual. UK: Pearson Education Limited; 2014.

14. Human Resources Institute of New Zealand. HRNZ Mentoring Programme Guide. 2021.
    https://hrnz.org.nz/fileadmin/user_upload/HRNZ_Mentoring_Programme_Guide.pdf. Accessed 7 March, 2021

15. Sosik JJ and Godshalk VM. Leadership styles, mentoring functions received, and job-related stress: A conceptual model and preliminary study.
    Journal of Organizational Behavior. 2000;21(4):365-90.

16. Wallace JE. The Benefits of Mentoring for Female Lawyers.
    Journal of Vocational Behavior. 2001;58(3):366-91.

17. Sharrow EA et al. The Impact of Fathering Daughters on Men's Preferences for Gender-Equity Policies.
    Public Opinion Quarterly. 2018;82(3):493-523.

18. Budge S. Peer Mentoring in Post-Secondary Education: Implications for Research and Practice.
    Journal of College Reading and Learning. 2006;37(1):71-85.

19. Jones J. How can mentoring support women in a male-dominated workplace?
    A case study of the UK police force. Palgrave Communications. 2016.

20. Egan TM SZ. Are Facilitated Mentoring Programs Beneficial? A Randomized Experimental Field Study.
Journal of Vocational Behavior. 2008;72(3):351-62.

21. Greene MT and Puetzer M. The Value of Mentoring: A Strategic Approach to Retention and Recruitment.
Journal of Nursing Care Quality. 2002;17(1):63-70.

22. Gill M and Roulet T. Stressed at Work?
Mentoring a Colleague Could Help. Harvard Business Review: Stress: March 01, 2019.

23. Royal Bank of Canada. RBS Diversity & Inclusion Blueprint 2020. 2020.
https://www.rbc.com/diversity-inclusion/_assets-custom/includes/pdf/rbc-diversity-blueprint.pdf. Accessed 2021.

24. Reeves H and Baden S. Gender and development: Concepts and definitions. Brighton UK: Institute of Development Studies; 2000.

25. The University of Auckland. A Guide to Mentoring. 2014.
https://cdn.auckland.ac.nz/assets/auckland/business/current-students/PDFs/mentoring-guide-final.pdf. Accessed 2021.

26. Hurtarte J. Leading Questions: Hanson Bridgett's Kristina Lawson. Bloomberg Law. 2021.

27. Johnson WB and Smith DG. Mentoring Women Is Not About Trying to "Rescue" Them. Harvard Business Review: Gender. 2018.

28. Ministry of Business Innovation and Employment. Speed Mentoring Toolkit. 2016.
https://gwn.govt.nz/assets/Resources/Tools-and-guides/Speed-Mentoring-toolkit-MBIE.pdf. Accessed 2021.

29. Ferguson L Leghari R Wretblad E. Compendium of Good Practices in training for Gender Equality. 2016

30. Piehl K. Mentorship: Women Share How Mentors Helped Shape Their Career. 2019. https://medium.com/blackruby/mentorship-women-share-how-mentors-helped-shape-their-career-4de5374eaba2. Accessed 2021

Asia-Pacific
Economic Cooperation