

# **MUHIMBILI UNIVERSITY OF HEALTH AND ALLIED SCIENCES (MUHAS)**



## **GUIDELINES FOR MATCHING MENTOR-MENTEE IN RESEARCH AND TRAINING**

**January, 2020**

ISBN -----



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## **PREFACE**

On behalf of Muhimbili University of Health and Allied Sciences (MUHAS), I have the pleasure to introduce the MUHAS second version of Mentoring Guidelines. These guidelines focus on matching mentor-mentee in research and training activities. The guidelines have been adapted from the former version of 2005 when Muhimbili University College of Health Sciences (MUCHS) was in transformation into a fully-fledged University. Following upgrading of MUCHS to a fully-fledged University, MUHAS has expanded training programs, research and consultancy activities. Therefore, guidelines for essential relationships between academic members of staff, students and prospective employees is inevitably needed. After becoming a fully-fledged University in 2007, MUHAS has developed a number of policies and guidelines to guide how different relationships and interactions would be handled in the learning and working environment. Among such policies and guidelines include: (a) The Policy Against Sexual Harassment and Discrimination, 2007; (b) MUHAS Research Agenda, 2011; (c) Gender Policy, 2013; (d) Human Resources Training and Development Policy, 2012; and (e) General Regulations and Guidelines for Postgraduate Programs, 2016. Career and professional guidance in research and training need to be emphasized beyond supervision of academic works. Therefore, guidelines for matching mentor-mentee in research and training would create more conducive environment in guiding early career staff, students, and senior staff members to (a) Enhance personal satisfaction from making a difference in the career development of another persons; (b) Enhance diffusion of soft skills needed in one's profession such as leadership, interpersonal and team forming, communication, and critical thinking; (c) Increase efficiency in research and training activities at the University through guidance offered by different university units; (d) Enhance profile of the University and its visibility in the Public services; and (e) Develop networks among MUHAS clients and its internal and external stakeholders.

I wish to convey my sincere gratitude to the committee which worked tirelessly for development of this document under the support of the Association of Commonwealth Universities & Climate Impacts Research Capacity and Leadership Enhancement in Sub-Saharan Africa (ACU-CIRCLE) program. I am also grateful to the representation of faculty and students who made contributions to this document. It is my hope that the University community and stakeholders will find this document useful and will endeavor to make full use of it to enhance teaching and research at MUHAS.

**Vice Chancellor, Dar es Salaam, January, 2020**



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# 1 CHAPTER ONE: BACKGROUND AND PURPOSE

## 1.1 INTRODUCTION

Effective learning takes place in an environment conducive for both academic and psychosocial learning. The environment should provide opportunities that encourage interactions between learners and teachers, students and students, teachers and teachers, and students and other stakeholders. In brief, there should be a positive interaction between the learner and the environment. Consequently, the transition from high school to University can be a bitter, isolating and hostile experience to some students joining University as they strive to cope academically and socially during their studies. It demands a need to break with old routines and lifestyle and to adjust to the new demands of University life, which presents fresh intellectual and social challenges.

MUHAS has had academic advisors for many years as one way of assisting undergraduate students during their study tenure at the University. Normally, each student is assigned to a teacher by the Dean of the School or Director of Academic Institute. The system randomly allocates a number of students to each of the teachers, usually those who teach the student in one of the courses. In spite of the long duration of existence of this system, the intended benefits have not been forthcoming. The deficiencies of the system, evident to students and graduates, include:

- Unacceptably large social distance between the academic members of staff and students.
- Emphasis on academic matters, largely ignoring the social well being or affairs of students.
- The students developing a negative attitude towards their teachers.
- A proportion of students leaving the University on graduation with unprofessional attitudes.

The current system of assigning Academic Advisors is therefore inadequate, and calls for an improvement; a system that will address the students' needs and expectation in a more holistic manner. This is the reason behind this initiative to introduce these guidelines for mentor-mentee in research and training at MUHAS.

In the MUHAS context, however, mentoring of students by teachers is not likely to be a one-to-one affair because of the ongoing expansion of the University and its academic programs. For example, when MUHAS became a fully flaged University in 2007, about 1341 students were enrolled into undergraduate programs and 144 students were enrolled into the various postgraduate programs. During the same period the number of academic staff with PhD and Masters were 74 and 159, respectively.

About ten years later in 2016/2017, the University had a total of 2093 students enrolled into undergraduate programs and 745 students enrolled into postgraduate programs. The total number of academic staff for the year 2016/2017 was 298. While the number of undergraduate and staff doubled, that of postgraduate students increased five times, with 66 postgraduate programs running in 2019. The aim of this expansion was to produce the required specialists in the different disciplines of health sciences in the country as well as producing highly qualified academic members of staff. Despite of these expansions, currently there are only 28 associate professors and full professors at MUHAS, of which 9 are females. The scenario is therefore that of a senior academic staff undertaking mentoring for a number of students and junior academic staff joining the University and also among senior staff as peers and with gender diversity.

## **1.2 PURPOSE AND CONTEXT**

Mentoring is a powerful personal development tool and offers extensive benefits to all those involved, the mentor, mentee and the organisation. Mentoring is instrumental for professional development as it gives a way and means through career development and progression using scientifically generated knowledge and academic activities that benefit an individual, the family, community, national and other stakeholders. Mentoring is a continuous process due to fast changing trend in the world of the skills needed for the labour market. The skills that were needed in 20<sup>th</sup> century during industrial revolution may no longer be relevant in 21<sup>st</sup> century where the world is driven by knowledge based economy such as use of ICT, automation and intelligence machines. Changing market trend from liberalization to protectionalism requires professional competencies that survive in the competitive labour market. Furthermore, early career academicians often report that they lack the necessary support to enable them make right decisions for their lives at the right time as research is increasingly becoming more multidisciplinary, trans-disciplinary, collaborative and data-intensive. These needs are dependant on the institutional strategies for creating mentorship programs that enhances learning environment and capacity to transfer knowledge into value.

The guidelines for matching mentor-mentee in research and training are intended to guide early career staff and students to advance their career development and professional skills at the University and after graduation. Also for Senior staff at the university and working places to inculcate facilitation and guidance role in career development of youth.

### 1.3 DEFINITION AND TERMS

**Career development:** is the lifelong process of managing learning, work, leisure, and transitions in order to move toward a personally determined and evolving preferred future.

**Coaching:** is a process where experts help others to take responsibility and act to maximize their own potential or improve some aspect of performance, normally through problem solving.

**Counseling:** is a process of listening to someone and giving that person advice about his/her problem.

**Diversity:** is about recognizing, respecting and placing positive value on people's differences to contribute and realize their full potential by promoting an inclusive culture in learning environment..

**Early career researcher:** A Scientist who is on transition to fully independent position as investigator, faculty member, clinician, scientists, or scientific team leader in industry.

**Equality of opportunity:** is about ensuring everybody has an equal chance to take up opportunities and make full use of the opportunities on offer to fulfil their potential in career and professional development.

**Industry linkage:** An establish link between the University and employers or professional bodies within the sector the mentee are interested in. The mentorship scheme aim to enhance their employability, expand their professional network, increase their confidence and help them to develop key skills that will provide them with a competitive edge in the graduate labour market.

**Learning environment:** Refers to the whole range of components and activities within which learning happens.

**Mentee:** Someone who is given support and advice about his/her job/career/studies by a more experienced person (Mentor).

**Mentor:** An experienced and trusted adviser who is not the mentee's direct line manager or supervisor who has no direct responsibility to the mentee's work performance but responsible for encouraging the mentee to work towards their own individual objectives and be a motivating guide to the mentee on their career journey.

**Mentoring:** A support and encouragement given to people to manage their own learning and career development in order that they may maximise their potentials, develop their skills, improve their performance and become the person they want to be in life.

**Mentorship:** A mentoring relationship that may vary along a continuum from informal / shortterm to formal/ long term in which faculty with useful experience, knowledge, skills and/or wisdom offers advice, information, guidance, support, or opportunity to another faculty member or student to advance their career and professional development.

**Mid-career researcher:** A scientist who has just acquired a status of being an independent researcher.

**Peer mentoring:** A group of individuals with similar backgrounds who meet regularly to mentor each other. It employs motivational innovative career approaches programs such as exhibitions, show case ideas etc.

**Professional development:** A training that is given to people working in professions to increase their knowledge and skills to be able to change their professional thinking, understanding and perception so as to increase effectiveness and efficiency. The organization continuously give these trainings to its employee in-house or allow them to gain attending training to other institutions.

**Senior researchers/staff:** A highly experienced researcher who conducts training, research, and research project related activities, either independently or as part of research teams in a consortia or network/collaboration.

**Supervision:** A process of monitoring and regulating the performance of assigned or delegated tasks

## 2 CHAPTER TWO: ROLE AND RESPONSIBILITIES OF MENTOR, MENTEE AND MENTORING INSTITUTION

### 2.1 ROLES

#### 2.1.1 ROLES OF THE MENTOR

- 2.1.2.1. **The mentor as an academic advisor:** This involves formal guidance on technical matters such as research training, project implementation or supervision etc. An adviser's cardinal goal is to help mentee toward greater initiative, independence, and self-reliance in academic development.
- 2.1.2.2. **The mentor as career adviser:** This involves guidance on career progression to meet individual academic, social and family satisfaction/obligation. As the employment and the conduct of health care change continuously, it is wise to view career as an evolutionary process. Mentee should plan their careers with their mentors where possible.
- 2.1.2.3. **The mentor as skill/industry consultant:** This involves guidance on professional competencies needed in the labour market. Mentee augment their field-specific knowledge and experience with a variety of other skills if they are to make the best use of their talents. For example, beyond learning to communicate about science of health, informal communication skills and understanding others' responses can result into comprehensive health care delivery.
- 2.1.2.4. **The Mentor as role model:** This is an informal mentoring that drives mentee to see the best of tomorrow, mostly best performing employer or employee within a professional. In a good mentoring relationship, the mentor as a senior partner can be a role model through both words and actions. By who you are, you provide a personal window for the mentee on a possible future. Your ethical, scientific and professional behaviors, all leave a strong impression on mentee, as does your attitude toward your work.
- 2.1.2.5. **The Mentor as a Guardian -** This involves modelling behavior, providing information, etc., to understand better what mentee is seeking from the mentoring relationship

- 2.1.2.6. **Mentor as a Cheerleader** - This involves inspiring the mentee to achieve what they are capable of achieving, challenging the mentee in their assumptions and encouraging them in their development.
- 2.1.2.7. **Mentor as a Counselor** - This involves listening, probing to discover the key issues affecting the mentee's success, clarifying and advising.
- 2.1.2.8. **Mentor as a Friend** - This involves accepting the mentee for who they are and engaging in a more personal relationship that supports the mentee in their personal and professional growth.
- 2.1.2.9. **Mentor as a Networker** - This involves using networks of professional or social contacts to further mentee's career progression and development.
- 2.1.2.10. **Mentor as a coach** - This involves giving professional advice on how to attain mentees goals. It focusses on specific skills, innovation or change and does not encourage career transition rather encourages talents.

## 2.1.2 ROLE OF THE MENTEE

- 2.1.2.1 **Mentee as an active listener:** This involves securing information from mentor by drawing out details that might not otherwise be shared. Active listeners avoid interrupting at all costs, summarize and repeat back what is said, and observe body language.
- 2.1.2.2 **Mentee as a Learner:** This involves gaining and understanding professional and life skills, knowledge and attitude
- 2.1.2.3 **Mentee as a player:** This involves being responsible for his/her career development

## 2.1.3 ROLES OF THE INSTITUTIONS

- 2.1.3.1 **Facilitative:** This involves setting policy/guidelines, plans and activities for mentoring.
- 2.1.3.2 **Supportive:** This involves giving mentoring support, promote mentoring programs, monitoring, and evaluation
- 2.1.3.3 **Motivative:** This involves rewarding and giving incentive to best mentoring practices

## **2.2 RESPONSIBILITIES**

Successful, effective and efficient institutions create conducive environment to enable mentor-mentee interaction. This is because performance of an individual human resource contributes to an institutional performance profile within and to external actors. Mentoring institutions thus have to assist mentors to play facilitative role to early career researchers (Mentee) to know the responsibility of making things happen by putting plans into action. The following responsibilities are suggestive of different players in the mentorship process:

### **2.2.1 THE MENTOR RESPONSIBILITY**

The responsibility of the mentor shall be to:

- 2.2.1.1 Provide guidance about specific career progression and development
- 2.2.1.2 Exposing mentee to opportunities and motivating mentee to grab the opportunities; example encourage mentee to attend international workshops; scientific conferences; securing short term attachments in different institutions or industries; introduce to colleagues and collaborators
- 2.2.1.3 Provide counseling to mentor on other social problems
- 2.2.1.4 Facilitate mentee set time and space for mentorship
- 2.2.1.5 Facilitate mentee prepare mentoring session
- 2.2.1.6 Agree on a regular, mutually convenient contact schedule with mentee
- 2.2.1.7 Communicate through active listening
- 2.2.1.8 Share resources, experience, support, encouragement and opportunities
- 2.2.1.9 Provide feedback about instructional practices and learning activities
- 2.2.1.10 Encourage self reflection, self esteem, self-directed learning and critical thinking
- 2.2.1.11 Observe confidentiality and personal boundaries;
  - i. Not treat mentees as free labor;
  - ii. Not make personal requests of the mentee;
  - iii. Not gossip about the mentee;

- iv. Not micromanage the mentee by directing the mentee to take specific actions;
- v. Suggest other mentors as resource when mentoring relationship is not working

2.2.1.12 Integrates professional support with other areas such as faith, family and community

2.2.1.13 Assist to identify intercultural differences and handle relationship in networks

2.2.1.14 Enjoy the opportunity to pass on wisdom, knowledge and collaboration

## 2.2.2 THE MENTEE RESPONSIBILITY

The responsibility of the mentee shall be to

2.2.2.1 Look for the mentor and co-operate

2.2.2.2 Take charge of his/her career self-management.

2.2.2.3 Identify areas for career development and relevant attributes s/he wants to improve

2.2.2.4 Agree on a regular, mutually convenient contact schedule with mentor

2.2.2.5 Keep communication if unable to attend scheduled meetings

2.2.2.6 Set specific goals and expectations for the mentoring relationship

2.2.2.7 Share ideas, concerns, agenda and professional goals

2.2.2.8 Be punctual for mentoring session

2.2.2.9 Respect mentor's boundaries, time and help

2.2.2.10 Take an active role in your own learning and help drive the process, be open to mentor and asking questions

2.2.2.11 Treat the mentor professionally and in an ethical manner.

2.2.2.12 Take informed risks as they try new options and behaviors in support of career development goals

2.2.2.13 Implement and provide feedback of advice given by mentor

2.2.2.14 Not to take rejection of mentorship request in personal concern.

### 2.2.3 THE INSTITUTION RESPONSIBILITY

MUHAS being a cooperate institution comprises different academic and administrative units. In executing such duties, the responsibility of MUHAS in the implementation of these guidelines shall include the follwing:

- 2.2.3.1 Directorate of Quality Assurance shall develop a mentorship handbook to guide the implementation of mentorship activities at the University.
- 2.2.3.2 Directorate of Continuing Education and Proffesional Development shall conduct career development and sensitization workshops regarding mentor-mentee relationship to students and staff.
- 2.2.3.3 Deans and Directors of academic units shall oversee implementation of regular mentoring activities starting the day of white coat ceremony during the orientation week for new students in the beginning of the academic year. Activities shall include mentors attending induction seminars during student’s orientation; assigning mentors; attending awareness and inspiration mentoring programs.
- 2.2.3.4 Dean of Students office shall link undergraduate and postgraduate students to appropriate mentors or mentoring units of the presented social challenges.
- 2.2.3.5 Gender Unit shall mount systematic mentoring programs that affect women and men in career development; Programs that transcend groups of special needs, intercultural and gender boundaries in research and training.
- 2.2.3.6 External Relations Office shall devise informal mentoring program to international students and staff with the host academic departments or units.
- 2.2.3.7 Academic departments shall invite Guest speakers from recognized institutions and industries to mentor students on career path and choices.
- 2.2.3.8 Directorate of Research and Publications shall set a mentorship grant to finance advanced relationship to pursue joint research.
- 2.2.3.9 Directorate of Research and Publications shall facilitate institutional consortia that provide mentoring coupled with teaching assigment.
- 2.2.3.10 Office of the Counsellor shall be a focal point for dispute resolution to students, whereas the Disiplinary Committee shall be responsible for staff disputes.
- 2.2.3.11 The Directorate of information communication technology (DICT) shall create environment of equal access to opportunity among diverse groups to enhance career

development such as access of online connect events, peer mentoring events, graduate-employee matching event and grant awards.

- 2.2.3.12 The office of the Deputy Vice Chancellor responsible for Planning, Finance and Administration office shall consider inclusion of mentorship objectives in its institutional strategic planning.
- 2.2.3.13 Vice Chancellor office shall devise and rewards successful mentorship programmes or mentor-mentee relationship model through material and non-material awards.

### **3 CHAPTER THREE: PROCEDURE FOR MATCHING MENTOR-MENTEES**

A mentoring relationship is one that may vary along a continuum from informal/short-term to formal/long term. The primary motivation to be a mentor is a natural desire to share knowledge and experience, achieve satisfaction from having early career researcher succeed and eventually become friends and colleagues, and thus develop professional networks. A well functioning mentoring programme may help to attract good students and faculty into the institution such as MUHAS. The following sections describes criteria for selection and procedures for matching mentor-mentee relationship.

#### **3.1 CRITERIA FOR SELECTION AND ACCEPTANCE OF A MENTOR**

- 3.1.1. Senior members of staff of the MUHAS are available as mentors.
- 3.1.2. All Principal Investigators (PIs) of different research projects and programs at MUHAS are available as mentors.
- 3.1.3. Members of staff with Masters, Doctoral and postdoctoral qualifications are eligible as mentors.
- 3.1.4. The selection shall be well considered based on familiarization of personal career and professional profile.
- 3.1.5. Mentor-Mentee matching should consider diversity and equality of opportunity.

#### **3.2 GENERAL PROCEDURES FOR MATCHING MENTOR-MENTEE**

- 3.2.1. The first meeting shall be made sooner after allocation and/or setting of mentorship goal using **Form I**.
- 3.2.2. At the beginning of a mentorship it is helpful to agree on a schedule of mentoring meetings which suits both parties (e.g. once every month or quarterly).
- 3.2.3. In unlikely event that, mentoring relationship does not work, mentees and mentors will be given opportunity to change, depending on the reasons given in **Forms II and III** and upon availability of mentors.

- 3.2.4. Staff members from recognized private and public institutions wishing to be engaged in academic training mentorship at MUHAS shall fill **Form IV**.
- 3.2.5. Staff members from recognized private and public institutions wishing to be engaged in Research mentorship at MUHAS shall fill **Form V**.
- 3.2.6. Every mentorship meeting will be conducted as per appointment schedule using **Guide I**.

### **3.3 MENTOR-MENTEE MATCHING FOR STUDENTS**

MUHAS is one of the Higher Learning Institutions providing tertiary education by providing quality training, research and services in health and related fields for attainment of equitable socioeconomic development for Tanzanian community and beyond. Therefore, academia-industry linkage is very important in one's career development. Trends of skills is well understood by the people working on site. In compliance with sections 3.1 and 3.2 above, the following matching procedures will be followed:

#### **3.3.1 UNDERGRADUATE STUDENTS**

- 3.3.1.1. Undergraduate student need help in selecting a mentor. The office of Dean of School or Director of respective Institute shall be responsible for allocation of mentors.
- 3.3.1.2. In this case the mentor is the main advisor of academic progress of student to the University.
- 3.3.1.3. A mentor shall be allocated among Assistant lecturers with a minimum of three years research experience, Lecturers, Senior lecturers and where necessary Professors.
- 3.3.1.4. Mentees shall meet their mentors within four weeks to set mentoship goals and mentorship schedule.
- 3.3.1.5. Mentorship meeting shall be conducted at least once every semester and as per agreed appointment schedule, following **Guide I**.
- 3.3.1.6. Mentor and mentee will meet at any time when there is an academic or social challege. The report (**Form II**) shall be submitted immediately to the respective office of Dean of School or Director of respective Institute.
- 3.3.1.7. Inspirational events of mentors from recognized public and private institutions shall be eligible for peer mentorship.

3.3.1.8. In case there is no emergence, mentorship progress reports shall be submitted to the office of Dean or Director of the respective School and Institute once in a semester

### 3.3.2 POSTGRADUATE STUDENTS

- 3.3.2.1. Mentor-mentee matching for postgraduate students will be coordinated through office of Dean/Director of School/Institute.
- 3.3.2.2. A mentor shall be allocated among Academic staff with master qualification in the field of interest with minimum of five years of research experience at the level of Lecturers, Senior Lecturers and Professors.
- 3.3.2.3. Mentors from recognized public and private institutions shall be eligible for allocation of mentees
- 3.3.2.4. In some circumstances, the supervisor and/or research project principal investigator may become a mentor.
- 3.3.2.5. If mentorship is for academic advises, then, a mentor should be of at least the same hierarchy level or work experience as the supervisor (ability to judge).
- 3.3.2.6. If mentorship is for career development, a mentor and mentee should have situations which are compatible.
- 3.3.2.7. Mentee will suggest at least three names of mentors using **Form I**.
- 3.3.2.8.** Every mentorship meeting shall be conducted as per appointment schedule and by following **Guide I**.
- 3.3.2.9. Mentor and mentee shall fill mentorship progress report (**Form II**) and submit to respective office of Dean/Director of school/institute through the Head of Department if it is for academic mentorship.
- 3.3.2.10. Mentor and mentee shall fill research mentorship progress report (**Form III**) and submit to the Director for Research and Publication through respective Head of Department and office of Dean/Director of school/institute.

### 3.4 MENTOR-MENTEE MATCHING FOR STAFF

Mentor-mentee matching for early career researchers aims at pushing the boundaries of mentee's thinking, helping develop a research trajectory, ideas, and methodologies that enhances knowledge and

skills to attract different grants from different funders. Also, enhance communication and engagement through research dissemination and publications. Notwithstanding, senior staff need to reconcretize research networks among early career and experienced staff in and across discipline.

### 3.4.1 MATCHING FOR EARLY CAREER RESEARCHERS

- 3.4.1.1. Early career researcher whether postgraduates or new employee joined the university are advised to look for successful researchers whom they admire and request for mentorship.
- 3.4.1.2. The office of the DRP will have the list of staff and their research interests posted on the MUHAS website for mentees to read and suggest a mentor.
- 3.4.1.3. Mentee will suggest at least three names of mentors using **Form I**.
- 3.4.1.4. The names of the suggested mentors in **Form I** will be forwarded to the Deputy Vice Chancellor responsible for Academic, Research and Consultancy for final approval.
- 3.4.1.5. Mentor and mentee shall maintain contact during the mentoring programme according to the agreed schedule and by filling **Form III**.
- 3.4.1.6. Implementation for mentorship will be managed at the respective schools/institutes and reporting coordinated by the Director for Research and Publication office biannually.

### 3.4.2 MATCHING FOR SENIOR RESEARCHERS/STAFF

- 3.4.2.1. Mentoring events will involve formal activities or program to support the individuals to develop and maintain their research and career profile. Example networking events such as conferences, collaborations, workshops and consortia.
- 3.4.2.2. Mentoring events will involve informal gatherings aiming at sharing professional and life experience among themselves, example task and career shift, retirement, etc.

## 4 APPENDICES

### MUHIMBILI UNIVERSITY OF HEALTH AND ALLIED SCIENCES

THE OFFICE OF THE DEPUTY VICE CHANCELOR - ACADEMIC, RESEARCH AND  
CONSULTANCY



#### Form 1: Form for Request for Allocation of a Formal Mentor

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##### To be completed by the mentee

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Area of speciality \_\_\_\_\_

Level of Education \_\_\_\_\_

What do you want to achieve through engaging in the mentoring relationship?

\_\_\_\_\_

**If student:** Reg.No:-----Degree Programme:-----

##### Goal #1:

*Benefits to You:* \_\_\_\_\_

*Benefits to Your Program/Institution/Community:* \_\_\_\_\_

*Potential Barriers to Success encountered: (Tick) Social*  *-Academic*

*Financial*  *Career balance*  *Other* \_\_\_\_\_

*Resources/Support Needed to Achieve Goal:* \_\_\_\_\_

##### Goal #2:

*Benefits to You:* \_\_\_\_\_

*Benefits to Your Program/Institution/Community:* \_\_\_\_\_

*Potential Barriers to Success encountered: (Tick) Social*  *-Academic*

*Financial*  *Career balance*  *Other* \_\_\_\_\_

*Resources/Support Needed to Achieve Goal:* \_\_\_\_\_

**Type of mentor looked for**

Academic advisor  Career advisor  Industrial consultant

Any other \_\_\_\_\_

**Suggested Mentors by Mentee**

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

**Comment by the Head of Department**

\_\_\_\_\_

**Comment by the Dean/Director of School/Institute**

\_\_\_\_\_

**DRP Remarks (if it is for Research mentorship)**

\_\_\_\_\_

**Approval by the Deputy Vice Chancellor-Academic, Research and Consultancy**

Name of Assigned mentor \_\_\_\_\_

Designation \_\_\_\_\_

Name and designation of assigning person \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**MUHIMBILI UNIVERSITY OF HEALTH AND ALLIED SCIENCES**

**THE OFFICE OF THE DEPUTY VICE CHANCELOR - ACADEMIC, RESEARCH AND CONSULTANCY**



**Form II: Progress Report for Academic Training Mentorship**

**This form must be submitted at the end each semester or earlier if found necessary.**

Period: \_\_\_\_\_ to \_\_\_\_\_ (Dates, usually once in academic semester)

**Type of mentor sought**

Academic advisor  Career advisor  Industrial consultant   
 Any other \_\_\_\_\_

**Purpose of the meeting**

Academic advise  Career advise  Industrial or professional advise   
 Any other reason \_\_\_\_\_

**If student**

Student Name: \_\_\_\_\_ Semester \_\_\_\_\_

Reg.No: \_\_\_\_\_ Programme: \_\_\_\_\_

Dates Met in Semester	Students Remarks	Advisor's Remarks

1. Agreed meetings in academic semester.....
2. If you did not meet as agreed please indicate reasons.....

3. If progress is not satisfactory, please indicate remedial measures taken for that individual and reasons for the unsatisfactory progress.....  
.....
4. If any special attention is required please indicate by writing in this progress report.  
.....  
.....

**Mentor's Name..... Signature..... Date.....**

**Mentee's Name.....Signature.....Date.....**

**Comment by the Head of Department**

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**Comment by the Dean/Director of School /Institute**

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**IF IT REQUIRES ATTENTION OF THE DEPUTY VICE CHANCELLOR-ARC**

**Remark and recommendation**

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**MUHIMBILI UNIVERSITY OF HEALTH AND ALLIED SCIENCES**

**THE OFFICE OF THE DEPUTY VICE CHANCELOR - ACADEMIC, RESEARCH AND CONSULTANCY**



**Form III: Progress Report for Research Mentorship**

**This form must be submitted at the end each semester or earlier if found necessary.**

Period: \_\_\_\_\_ to \_\_\_\_\_ (Dates, usually once in academic semester)

**Type of mentor sought**

Academic advisor  Career advisor  Industrial consultant

Any other \_\_\_\_\_

**Purpose of the meeting**

Academic advise  Career advise  Industrial or professional advise

Any other reason \_\_\_\_\_

**If student**

Student Name: \_\_\_\_\_ Semester \_\_\_\_\_

Reg.No: \_\_\_\_\_ Programme: \_\_\_\_\_

Dates Met in Semester	Students Remarks	Advisor's Remarks

1. Agreed meetings in academic semester.....
2. If you did not meet as agreed please indicate reasons.....

3. If progress is not satisfactory, please indicate remedial measures taken for that individual and reasons for the unsatisfactory progress.....  
.....
4. If any special attention is required please indicate by writing in this progress report.  
.....  
.....

**Mentor's Name..... Signature..... Date.....**

**Mentee's Name.....Signature.....Date.....**

**Comment by the Head of Department**

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**Comment by the Dean/Director of School /Institute**

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**DRP Remarks**

.....

**IF IT REQUIRES ATTENTION OF THE DEPUTY VICE CHANCELLOR-ARC**

**Remark and recommendation**

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**THE OFFICE OF THE DEPUTY VICE CHANCELOR - ACADEMIC, RESEARCH AND CONSULTANCY**



**Form IV: Form for Academic Training Mentors**

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**To be completed by mentors form public and private Institutions**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Area of speciality \_\_\_\_\_

Level of Education \_\_\_\_\_

Institution/Company/Organization working for \_\_\_\_\_

Working experience \_\_\_\_\_

What do you want to achieve through engaging in the mentoring relationship?

*Benefits to You:* \_\_\_\_\_

*Benefits to Your Program/Institution/Organization/Community:* \_\_\_\_\_

*Resources/Support You Will Provide to Achieve Goal:* \_\_\_\_\_

**Brief description of your academic training interests (You may attach CV)**

\_\_\_\_\_  
\_\_\_\_\_

**For Official Use Only**

**Comment by the Head of Department**

\_\_\_\_\_

**Remark by Dean of School/Director of academic Institute**

\_\_\_\_\_

**Approval by Deputy Vice Chancellor-ARC Remarks**

Name of Assigned mentee \_\_\_\_\_ Designation \_\_\_\_\_

Name and designation of assigned person \_\_\_\_\_

Signature of Assigning Person \_\_\_\_\_ Date \_\_\_\_\_

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**Form V: Form for Research Mentors**

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**To be completed by mentors from public and private Institutions**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Area of speciality \_\_\_\_\_

Level of Education \_\_\_\_\_

Institution/Company/Organization working for \_\_\_\_\_

Working experience \_\_\_\_\_

What do you want to achieve through engaging in the mentoring relationship?

*Benefits to You:* \_\_\_\_\_

*Benefits to Your Program/Institution/Organization/Community:* \_\_\_\_\_

*Resources/Support You Will Provide to Achieve Goal:* \_\_\_\_\_

**Brief description of your research interests (You may attach CV)**

\_\_\_\_\_  
\_\_\_\_\_

**For Official Use Only**

**Comment by the Head of Department**

\_\_\_\_\_

**Remark by the Director for Research and Publication**

\_\_\_\_\_  
\_\_\_\_\_

**Approval by Deputy Vice Chancellor-ARC Remarks**

Name of Assigned mentee \_\_\_\_\_ Designation \_\_\_\_\_

Name and designation of assigned person \_\_\_\_\_

Signature of Assigning Person \_\_\_\_\_ Date \_\_\_\_\_

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**Guide for Mentorship Meeting**

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**To be used by mentors during mentorship sessions.**

Being a Mentor does not usually take much time. Often 10-15 minutes is plenty. Just ask a few questions when you meet with your mentees:

1. How have you been since we last met? - Or - How was the vacation?
  2. How is your health?
  3. How is your family? (If they are separated from their families due to studies ask how they are keeping in touch.)
  4. How have you been doing in your academic studies/research activities?
  5. How can I help you?
  6. Is there anything else you would like me to know?
- If there are any negative answers, try to help them sort out their thoughts and the best way forward.
  - If you discover something worthy to be communicated, discuss with the mentee to inform that you will share the information you discussed.
  - If the mentee wouldn't like to share his/her case, the mentor should weigh the risk, and be responsive and responsible.
  - If mentees don't come on their own, put a sign on the bulletin board that you are waiting to see them!!
  - Finish by setting date and agenda for the next meeting



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