



UniMAC
UNIVERSITY OF MEDIA, ARTS AND COMMUNICATION

BULLETIN

MENTORSHIP POLICY FOR STAFF

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MENTORSHIP POLICY FOR STAFF

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FOREWORD

The University of Media, Arts and Communication (UniMAC) emerges as a unified institution, blending the strengths of its legacy institutes to create a dynamic environment for learning, innovation, and career advancement. As we chart this new course, the well-being and growth of our staff remain central to achieving UniMAC's vision of becoming a leader in media, arts, and communication education in Ghana and beyond. It is against this backdrop that mentoring is considered key to developing the required human resource needed for UniMAC to expand. The mentorship policy has thus been developed to provide guidelines in cultivating an engaged workforce. Mentorship is a critical strategy for developing an engaged, competent, and resilient workforce. It is a cornerstone of the university's commitment to supporting staff at all levels in enhancing their skills, navigating their professional journeys, and contributing meaningfully to the university's vision. It provides a structured framework for nurturing talent, sharing knowledge, cultivating a culture of collaboration and continuous improvement.

This policy is designed to guide the mentoring process and ensure alignment with UniMAC's fundamental values and strategic goals. It outlines clear roles and responsibilities, provides mechanisms for matching mentors with mentees, and details the expectations of all parties involved. Central to the policy is the concept that mentoring is a dynamic, reciprocal process based on mutual trust, respect, and common objectives.

UniMAC reaffirms its dedication to promoting a culture of excellence, collaboration, and lifelong learning through this policy. The policy ensures that the mentoring process is not just a mechanism for personal and professional growth but also enhances the university's reputation as a transformative institution that prioritises the development and well-being of its community.

As UniMAC embraces this policy, the institution envisions that mentorship becomes a hallmark of our culture - catalysing meaningful relationships and creating a ripple effect of growth and success across UniMAC. As the university collectively build a legacy of excellence and impact, the mentoring policy should serve as a roadmap, a source of information, and an inspiration.

Prof. Eric Opoku Mensah

Vice-Chancellor, University of Media, Arts and Communication

ACKNOWLEDGMENT

The development of this **Mentoring Policy** is the outcome of a collective effort of various stakeholders within the University of Media, Arts and Communication (UniMAC). We express our profound gratitude to the Pro-Vice-Chancellor and other experts who contributed their time, expertise, and insights to the formulation of this policy.

The Directorate of Human Resources deserves recognition for their leadership and dedication in formulating a policy that aligns with the strategic objectives of UniMAC. We also acknowledge the contributions of mentors and mentees whose experiences and feedback have enriched the implementation framework of this policy.

We are equally express our gratitude to the University's leadership for their continuous support in fostering a culture of mentorship and professional development. We anticipate that this policy will be a valuable tool in strengthening the mentoring culture at UniMAC and improving the academic and professional experiences of all members of our community.

Prof. Eric Opoku Mensah

Vice-Chancellor

University of Media, Arts and Communication (UniMAC)

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PREAMBLE

The University of Media, Arts and Communication (UniMAC), created from the strategic merger of three different institutions, stands at the forefront of redefining higher education in Ghana. This bold initiative demonstrates a commitment to developing a unique identity that blends excellence in teaching, research, innovation, and service to the nation. Central to this vision is the understanding that the well-being and professional development of staff is pivotal to the sustainability and success of UniMAC.

It has long been recognized that mentoring is a transformative tool in the personal and professional development of university staff and the policy acknowledges that a structured and supportive mentoring system is key to promoting employee satisfaction, career development and institutional success.

Thus, this policy establishes a robust framework for guiding the mentoring process across all staff categories. It seeks to:

- i. Advance the vision of UniMAC by equipping staff with the resources and guidance to drive innovation and excellence in media, arts, and communication.
- ii. Unify UniMAC's community by building a shared sense of identity, purpose, and collaboration among all members of UniMAC.
- iii. Strengthen UniMAC's Legacy by empowering staff to contribute to the growth of an institution that benchmarks in academic and professional leadership within Ghana and beyond.

There are various types of mentorships designed to address diverse developmental needs. While informal mentoring develops naturally from interpersonal interactions, formal mentorship involves planned, goal-oriented partnerships frequently guided by institutional structures. Furthermore, whereas reverse mentorship allows junior staff to guide senior personnel in emerging trends or technologies, peer mentorship promotes reciprocal learning among colleagues at similar levels. Additionally, group mentorship encourages collective learning within a shared domain, and virtual mentorship leverages digital platforms to transcend geographical barriers. Together, these types contribute to knowledge transfer, skill improvement, professional development, and holistic growth, at all levels in the university.

The policy acknowledges that mentoring is a dynamic, mutually beneficial relationship that evolves with the needs of the mentor and mentee. It provides a road map for creating a culture of excellence, inclusivity, and continuous learning, by drawing on best practices in public universities in Ghana and beyond.

Through this initiative, UniMAC affirms its dedication to supporting its staff in navigating the complexities of their jobs while equipping them to contribute significantly to the university's transformational journey. This policy reflects a collective aspiration to build a thriving, empowered workforce that will lead UniMAC into a future characterised by creativity, collaboration, and unparalleled success.

1.0 BACKGROUND

The University of Media, Arts and Communication (UniMAC) was established in 2020 under Act 1059, through the merger of the Ghana Institute of Journalism (founded in 1959), the Ghana Institute of Languages (established in 1961), and the National Film and Television Institute (founded in 1978). Through the merger, a unique institution was formed, combining expertise in journalism, languages, film, and television to further education in media, arts, and communication. While the merger has brought together a diverse pool of academic and professional talent, it has also highlighted the need for a unified institutional framework to facilitate staff integration and staff development.

In addition to promoting professional development and institutional loyalty, the mentorship policy will provide a forum for knowledge transfer, career guidance, and skill enhancement, enabling staff to align with UniMAC's vision and values. Furthermore, this policy will also promote succession planning and the institution's capacity to harness its diverse expertise effectively.

2.0 RATIONALE FOR THE POLICY

The University of Media, Arts and Communication (UniMAC) recognises the importance of creating an environment that encourages continuous professional development, knowledge transfer, and strengthens institutional cohesion. Given the diversity of backgrounds and expertise among astute lecturers, administrators, managers and professionals a formal mentorship policy is required to guide early and mid-career professionals in their integration and development within the university. In addition to improving career satisfaction, retention, and alignment with the university's strategic goals, such a policy will provide structured support and promote personal and professional development. A formal mentorship framework will also foster the transfer of critical skills and knowledge, which will advance the institution's long-term success. Mentoring programmes are widely acknowledged for their effectiveness in public universities across Ghana, where they greatly enhance staff development, collaboration, and institutional loyalty. UniMAC can address current gaps in mentorship, encourage interdisciplinary collaboration, and strengthen its human capital by implementing mentorship frameworks that improve the career paths of its staff while promoting a unified institutional culture. A formal mentoring policy will not only support staff in their professional journey but will also ensure the continued growth and sustainability of UniMAC as a leading institution in media, arts, and communication education.

3.0 POLICY GOAL

The goal of the mentorship policy for the University of Media, Arts and Communication (UniMAC) is to provide a tailored framework that promotes a unified institutional culture while empowering staff to reach their full professional potential. Through

structured mentorship relationships, the policy seeks to enhance career growth, knowledge sharing, and skill development, thereby enhancing UniMAC's ability to achieve excellence in teaching, research, and service in media, arts, and communication.

4.0 POLICY OBJECTIVES

The mentorship policy seeks to:

- i. Provide structured mentorship opportunities that promote the professional development and career growth of staff of UniMAC at all levels.
- ii. Encourage knowledge sharing, skills development and succession planning, by ensuring that institutional knowledge is successfully passed on to early and mid-career staff of UniMAC.
- iii. Promote multidisciplinary partnerships and strong professional relationships between junior and senior colleagues to create a unified institutional culture.
- iv. Increase staff retention and satisfaction by providing personalised guidance and support for professional and personal growth.
- v. Identify and align staff development programmes with the long-term strategic goals of the university as a leading institution in media, arts, and communication education.

5.0 SCOPE AND GENERAL PRINCIPLES OF MENTORSHIP

The Mentorship Policy applies to all faculty members, administrative and professional staff of the University of Media, Arts and Communication, encompassing entry-level to senior positions to improve individual success and institutional excellence. The policy seeks to promote a culture of knowledge-sharing, career progression and professional growth, through structured mentoring relationships.

Key principles guiding the mentorship framework are:

- i. Equitable access to mentorship opportunities at all levels and units of the university.
- ii. The Promotion of a relationship of trust, confidentiality, and professional integrity between mentors and mentees.
- iii. Life-long learning, skill improvement, and leadership development in line with institutional and individual goals.
- iv. Tailored mentorship framework to the unique needs and aspirations of participants.
- v. Defined roles, responsibilities, and expectations that sustains mentorship engagements.

6.0. WHO CAN BE A MENTOR?

At UniMAC, mentors shall be seasoned senior members at the rank of Senior Lecturer or Senior Assistant Registrars or staff of higher rank in the case of non-teaching staff.

In addition to having the necessary abilities to support the mentoring relationship, they must exhibit a commitment to UniMAC's values. In the absence of a Senior Lecturer or equivalent, an experienced Lecturer could be nominated to serve as a mentor. In addition to this the qualification, experience and character traits of the mentor should be taken into account. Where a mentor cannot be identified in the mentee's department, a mentor shall be selected from another department.

7.0 ROLES AND RESPONSIBILITIES

7.1 Mentor

General Responsibilities

- i. Take a proactive position or attitude in the mentoring process.
- ii. Build a rapport with the mentee and improve upon his/her self-confidence.
- iii. Promote the professional growth of the mentee through motivation, counselling and encouragement to enable him or her to set realistic goals.
- iv. Adopt a nurturing attitude to presenting the mentee to other members of staff and directorates/departments.
- v. Take the necessary steps to address the grievances of the mentee.
- vi. Make follow-ups to ascertain whether the mentee is doing what is required of him/her.
- vii. Encourage the mentee to develop his/her potential.
- viii. Share experiences relevant to the mentee during the mentorship process.
- ix. Assign the mentee tasks and lead him/her through the tasks that will not interfere with his/her day-to-day affairs.
- x. Prepare annual mentoring progress reports.
- xi. Offer constructive feedback to enable the mentee harness the potential he/she has for professional development.

Teaching Category

- i. Provide professional guidance that promotes mentees academic and career progression, understanding of institutional dynamics and how to meet professional expectations.
- ii. Provide research and scholarly support through collaboration and constructive feedback on research proposals and publications.
- iii. Observe, share and provide feedback on effective teaching and assessment practices.
- iv. Provide emotional and psychological support to enable mentees negotiate professional challenges.
- v. Facilitate networking and professional connections through recommending conferences and engagement with professional associations
- vi. Guide mentees to navigate institutional policies, understanding academic ethics and maintaining professional standards.

Non-Teaching Category

- i. Provide strategic guidance on career progression, organisational culture and professional skills development.
- ii. Share insights about institutional processes and administrative procedures, workplace norms to help navigate organisational complexities.
- iii. Support mentees to develop effective communication, strategies, workplace dynamics and build professional relationships across various departments.
- iv. Provide guidance and constructive feedback to help shape programme goals.
- v. Provide emotional and psychological support to help manage workplace challenges in order to promote efficiency.

7.2 Mentee

General Responsibilities

- i. Be aware of the mentoring process in the university and prepare for it.
- ii. Bear a significant part of the responsibilities for making the mentoring relationship productive and rewarding by being open and honest with their mentors and demonstrate respect and trust.
- iii. Learn from the mentor and be receptive to new ideas in the process of mentoring.
- iv. Dedicated, willing, comports, committed and hardworking in order to be mentored.
- v. Earn the trust of the mentor during the mentoring process.
- vi. Appreciate the efforts of the mentor.
- vii. Be proactive in the mentoring process.
- viii. Be willing to accept challenging tasks as the mentoring process may present.
- ix. Keep mentors informed of progress and problems that may come up.

Teaching Category

- i. Actively seek feedback from the mentor on teaching and assessment practices.
- ii. Engage in research and professional development activities.
- iii. Seek mentorship on course design and curriculum development.
- iv. Participate in academic networking and contribute to the scholarly community.
- v. Look for opportunities to share and disseminate findings of research.
- vi. Participate in activities and projects that would impact the lives of people in the university (local), national and international community

Non-Teaching Category

- i. Engage in professional development activities.
- ii. Participate in administrative and professional networking

- iii. Support the mentoring and implementation of university policies and procedures.
- iv. Be proactive in identifying operational lapses and develop memoranda to address them.

8.0 THE ROLE AND RESPONSIBILITIES OF UniMAC

8.1 Training and Support for Mentors and Mentees

- i. Orientation and training for mentors in consultation with Heads on effective mentoring practices, cultural sensitivity, and university-specific policies.
- ii. General coordination and monitoring of the mentoring programme.
- iii. Recognise the mentoring relationship existing between the mentor and mentee.
- iv. Provision of structures and logistics for the Monitoring and Evaluation process.
- v. Resolve misunderstandings that may arise between the mentee and mentor during the mentorship process.
- vi. Ensure orientation is conducted for new staff and assign them mentors.
- vii. Serve as the main point of reference for inquiries about mentoring at the university.

8.2 Incentives for Mentors

- i. Recognition in annual performance evaluations as part of community service.
- ii. Eligibility for mentorship awards during university celebrations.
- iii. Opportunities to participate in leadership development programmes.

9.0 DIVERSE AND INCLUSIVE MENTORSHIP

The University of Media, Arts and Communication is committed to creating a welcoming and supportive environment through its Diverse and Inclusive Mentorship Policy. This initiative promotes mutual respect, understanding for one another and collaboration and encourages mentorship relationships that transcend gender boundaries. The university aims to create a more balanced academic and work culture, encourage diverse role models, improve professional development by facilitating inclusive and diverse mentorship. This policy is in line with the university's overarching mission of inclusivity, which aims to empower staff of all genders to reach their full potential in a dynamic environment

10.0 MENTORING STRUCTURE

10.1 Assignment of Mentors

- i. Newly appointed teaching and non-teaching staff shall be assigned mentors within their departments or related disciplines, considering shared interests, expertise, and career objectives.

- ii. Existing staff assuming new roles within the university shall also be assigned mentors to facilitate in their transition.
- iii. UniMAC shall provide opportunities for current staff to request mentorship as part of their continued professional development.

10.2 Levels of Mentorship:

- i. Entry-Level Mentorship: Focuses on orientation, teaching skills, and administrative procedures.
- ii. Mid-Career Mentorship: Prioritizes leadership, research, community service and strategic career advancement.

10.3 Assessment and Evaluation of Mentorship Programme

- i. The mentoring process is reviewed annually through reports submitted by mentors and mentees. There must however be at least two meetings in a Semester.
- ii. There must be frequent communication between the mentor and the mentee and Feedback is gathered to refine the policy and address emerging needs.
- iii. A Mentoring Oversight Committee monitors compliance and evaluates programme effectiveness and submits annual reports to the Pro-Vice-Chancellor.
- iv. The Mentoring Oversight Committee addresses issues parties bring before it for resolution in consultation with heads of units.

10.4 Duration of Mentor-Mentee Commitment

The duration of the mentorship commitment outlined in the Mentor Agreement Form will be two academic years. At the end of the two academic years, an assessment form in addition to reports by the parties shall be submitted to the Pro-Vice-Chancellor through the Director of Human Resources. However, if they so desire, mentors and mentees can extend their relationship beyond this period. Such extended relationships may serve as a continuous, long-term assistance throughout the mentee's career. Mentoring relationships may also be terminated by either side in writing, stating reasons.

11.0 CONFLICT RESOLUTION PROCEDURES

- i. Both the mentor and mentee are encouraged to resolve misunderstandings promptly through direct, respectful, and clear communication, ensuring that concerns are expressed honestly and constructively.
- ii. If a misunderstanding arises, both parties should engage in a candid one-on-one discussion to clarify perspectives, identify the underlying cause, and seek prompt resolution.

- iii. If direct communication does not resolve the issue, either party may seek the assistance of a designated mentorship coordinator or a neutral third party (Deans, Directors or Rectors) to facilitate mediation and assist in finding a mutually acceptable solution.
- iv. Any significant issues and the steps taken to address cases of misunderstandings should be documented by the mentor, mentee, and coordinator to ensure transparency and to monitor the resolution process.
- v. If the misunderstanding remains unresolved, the matter may be referred to the Mentoring Oversight Committee under the Directorate of Human Resources or the Registrar, for further review and action.

12.0 ETHICAL CONSIDERATIONS IN MENTORING

- i. Confidentiality and Trust: Mentors and mentees must ensure that any sensitive, personal and professional information discussed during mentorship sessions are kept confidential. Building a productive mentorship relationship requires trust and any breach of confidentiality undermines the integrity of the process.
- ii. Power Dynamics and Respect: Mentors should be mindful of the power dynamics that are inherent in mentorship relationships and ensure that interactions are based on mutual respect. In order to maintain a balanced and collaborative environment where both parties feel valued, it is imperative to refrain from any form of exploitation, manipulation, or undue influence.
- iii. Cultural Sensitivity and Inclusivity: Demonstrate cultural sensitivity and acknowledge the university's diverse staff body. Mentoring ought to be inclusive, and devoid of any form of discrimination based on gender, religion, race or socio-economic background.
- iv. Conflict of Interest: Mentors should avoid situations where personal interests or biases could interfere with their professional role. To uphold ethical standards in the mentoring relationship, any possible conflict of interest, such as favouritism or relationships that can compromise objectivity, must be disclosed and addressed promptly.

13.0 POLICY REVIEW MECHANISM

The review mechanism for the mentorship policy will employ an annual assessment approach to guarantee a continued relevant and effective procedure in line with institutional goals. This will include the use of structured feedback from mentors, mentees, and academic leadership via surveys and focus groups. Benchmarks will be used to evaluate key performance indicators such as mentee academic progress,

professional growth, and mentor-mentee engagement quality. The findings will inform recommendations for policy revisions, which will be examined and approved by the university's governing body to guarantee compliance with the university's strategic objectives and national education standards.

14.0 CONCLUSION/SUMMARY

The Mentoring Policy for teaching and non-teaching staff at UniMAC demonstrates the commitment of the university to creating a supportive and nurturing professional work environment. The policy seeks to enhance staff performance, promote career advancement, and contribute to the strategic goals of the university by addressing UniMAC's unique needs in line with best practices.

APPENDIX 1 – Annual Mentoring Assessment Template for Teaching Category



UniMAC
UNIVERSITY OF MEDIA, ARTS AND COMMUNICATION

Annual Mentoring Assessment Template for Teaching Category

Mentor

Name:.....

Position:.....

Mentee

Name:.....

Position:.....

Department:.....

Institution:.....

Academic Year:.....

Date of Initial Meeting:.....

GUIDELINES

1. Key Objectives of the Mentorship

- **Enhance Teaching Competence:** Strengthen curriculum development, instructional skills, and student engagement.
- **Advance Research Skills:** Support in developing research agenda, accessing grants and publishing.
- **Career Development:** Aid in meeting promotion criteria, understanding academic policies, and establishing professional networks.
- **Service and Community Engagement:** Promote contributions to university service and community-based initiatives.

2. Roles and Responsibilities

Mentor

- Provide professional guidance that promotes mentees academic and career progression, understanding of institutional dynamics and how to meet professional expectations.
- Provide research and scholarly support through collaboration and constructive feedback on research proposals and publications.
- Observe, share and provide feedback on effective teaching and assessment practices.
- Provide emotional and psychological support to enable mentees negotiate professional challenges.
- Facilitate networking and professional connections through recommending conferences and engagement with professional associations
- Guide mentees to navigate institutional policies, understanding academic ethics and maintaining professional standards.

Mentee

- vii. Actively seek feedback from the mentor on teaching and assessment practices.
- viii. Engage in research and professional development activities.
 - ix. Seek mentorship on course design and curriculum development.
 - x. Participate in academic networking and contribute to the scholarly community.
 - xi. Look for opportunities to share and disseminate findings of research.
 - xii. Participate in activities and projects that would impact the lives of people in the university (local), national and international community

3. Goal-Setting and Progress Review

Instruction: This section provides a guide for the establishing initial goals at the beginning of the academic year and for assessing progress at the mid-year and end-of-year reviews.

Goal Category	Annual Goals	Mid-Year Progress	End-of-Year Assessment
Teaching	e.g., Develop new course modules, integrate active learning strategies	[Review notes, progress achieved]	[Final assessment of teaching goals]
Research	e.g., Publish 1-2 papers, apply for research grants	[Review notes, ongoing projects, challenges]	[Final review, achievements, publications, grants obtained]

Professional Development	e.g., Attend workshops, engage in collaborative projects	[Development activities attended]	[Skills acquired, impact on teaching/research]
Service & Community Engagement	e.g., Participate in department committees, outreach programmes	[Service contributions to date]	[Final assessment, impact on community, department, university]

4. Mid-Year Review (June)

Instructions: Both mentor and mentee should meet mid-year to evaluate progress toward goals, adjust strategies as needed, and identify additional support if required.

- **Date of Mid-Year Review:** [Date:]
- **Progress Summary:**

Achievements: [List major accomplishments]

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Challenges Faced: [Identify challenges and any areas needing support]

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Revised Goals or Action Steps: [Outline any modifications to goals or plans for the second half of the year]

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Mentor’s Signature:..... **Date:**.....

Mentee’s Signature:..... **Date:**.....

5. End-of-Year Assessment (December)

Instructions: Conduct an end-of-year review to assess overall achievements, highlight professional growth, and set preliminary goals for the next academic year.

Date of End-of-Year Review: [Date:]

Summary of Accomplishments: [Highlight key achievements in each goal category]

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Areas for Improvement: [Identify areas for growth]
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Recommendations for Next Academic Year: [Outline preliminary goals, development needs, or adjustments to mentorship]
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Mentor's Overall Assessment:

- **Teaching:** [Summary of mentee's teaching performance and improvements]
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- **Research:** [Assessment of research output, publications, and ongoing projects]
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- **Professional Development:** [Assessment of mentee's skill acquisition and engagement in professional development activities]
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- **Service & Community Impact:** [Evaluation of mentee's contributions to the department, university, and community]
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6. Final Feedback and Next Steps

- **Mentor's Feedback:** [Mentor provides constructive feedback and advice on future focus areas]
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- **Next Steps for Career Development:** [Outline career advancement plans, additional training, or mentorship needs]
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7. Signatures and Acknowledgment

Mentor's Signature:..... **Date:**.....

Mentee's Signature:..... **Date:**.....

APPENDIX 2 – Annual Mentoring Assessment Template for Non-Teaching Category



Annual Mentoring Assessment Template for Non-Teaching Category

Mentor

Name:.....

Position:.....

Mentee

Name:.....

Position:.....

Department:.....

Institution:.....

Academic Year:.....

Date of Initial Meeting:.....

GUIDELINES

1. Key Objectives of the Mentorship

- **Professional Development:** Enhance leadership, administrative, and technical skills.
- **Institutional Integration:** Improve understanding of university policies, structures, and processes.
- **Career Progression:** Support in career planning, promotions, and role effectiveness.

- **Service Excellence:** Strengthen operational efficiency and service delivery.
- **Networking and Collaboration:** Encourage inter-departmental cooperation and mentorship culture.

2. Roles and Responsibilities

Mentor

- Provide strategic guidance on career progression, organisational culture and professional skills development.
- Share insights about institutional processes and administrative procedures, workplace norms to help navigate organisational complexities.
- Support mentees to develop effective communication, strategies, workplace dynamics and build professional relationships across various departments.
- Provide guidance and constructive feedback to help shape programme goals.
- Provide emotional and psychological support to help manage workplace challenges in order to promote efficiency.

Mentee

- Engage in professional development activities.
- Participate in administrative and professional networking
- Support the mentoring and implementation of university policies and procedures.
- Be proactive in identifying operational lapses and develop memoranda to address them.

3. Goal-Setting and Progress Review

Instructions: This section provides a guide for the establishing initial goals at the beginning of the academic year and for assessing progress at the mid-year and end-of-year reviews

Goal Category	Annual Goals	Mid-Year Progress	End-of-Year Assessment
Professional Development	e.g., Attend leadership workshops, develop administrative skills	[Workshops attended, skills acquired]	[Final assessment of professional growth]
Institutional Integration	e.g., Understand university policies, improve regulatory compliance	[Understanding gained, policy implementation progress]	[Final review of integration into institutional culture]
Career Progression	e.g., Work towards promotion, gain additional responsibilities	[Responsibilities undertaken, promotion progress]	[Assessment of career growth and achievements]

Service Excellence	e.g., Improve efficiency in processes, enhance service delivery	[Process improvements implemented]	[Evaluation of service quality and impact]
Networking & Collaboration	e.g., Engage in cross-departmental projects, join professional associations	[Collaborations established, networking activities]	Impact on professional growth and institutional goals]

4. Mid-Year Review (June)

Instructions: Both mentor and mentee should meet mid-year to evaluate progress toward goals, adjust strategies as needed, and identify additional support if required.

- **Date of Mid-Year Review:** [Date:]
- **Progress Summary:**

Achievements: [List major accomplishments]

.....

.....

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.....

Challenges Faced: [Identify challenges and any areas needing support]

.....

.....

.....

.....

Revised Goals or Action Steps: [Outline any modifications to goals or plans for the second half of the year]

.....

.....

.....

Mentor’s Signature:..... **Date:**.....

Mentee’s Signature:..... **Date:**.....

5. End-of-Year Assessment (December)

Instructions: Conduct an end-of-year review to assess overall achievements, highlight professional growth, and set preliminary goals for the next academic year.

Date of End-of-Year Review: [Date:]

Summary of Accomplishments: [Highlight key achievements in each goal category]

.....
.....
.....

Areas for Improvement: [Identify areas for growth]

.....
.....
.....

Recommendations for Next Academic Year: [Outline preliminary goals, development needs, or adjustments to mentorship]

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Mentor's Overall Assessment:

- **Professional Development:** [Summary of mentee's engagement in training programs, certifications, and skill-building activities]

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- **Institutional Integration:** [Assessment of mentee's understanding of UniMAC's policies, culture, and strategic direction]

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- **Career Progression:** [Review of mentee's career growth, including readiness for higher responsibilities or leadership roles]

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- **Service Excellence:** [Assessment of mentee's commitment to high-quality service delivery, problem-solving, and operational efficiency]

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- **Network and Collaboration:** [Evaluation of mentee's ability to establish professional relationships within and outside UniMAC]

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6. Final Feedback and Next Steps

- **Mentor’s Feedback:** [Mentor provides constructive feedback and advice on future focus areas]

.....
.....
.....

- **Next Steps for Career Development:** [Outline career advancement plans, additional training, or mentorship needs]

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7. Signatures and Acknowledgment

Mentor’s Signature:..... **Date:**.....

Mentee’s Signature:..... **Date:**.....



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