

Module IV - How coordinating organisations can manage mentoring process

Module description

This module focuses on the requirements for a successful mentoring process management, which includes the phases of planification, implementation and supervision. Thus, the module will emphasize the need for a detailed plan, good strategy, and clear objectives for an organisation to ensure a high-quality mentoring process.

Learning Objectives

Upon completion of this module you will be able to:

- Understand and distinguish the role, limits and responsibilities of the actors involved in the mentoring programme
- Understand in depth the existing steps in planning and organising a mentoring programme
- Be capable to understand and deliver a draft of a mentoring programme
- Be able to adapt a mentoring programme to an online methodology

Theoretical and Contextual Background

Mentoring is a process based on skills development that combines guidance, counseling and education processes, which has proven to be successful in terms of social inclusion of socially marginalised groups. It is a relationship limited in time between a buddy (mentor) who has greater experience or knowledge, and a mentee, who is, in most cases, in a vulnerable situation (Finnegan, et al. 2010; Tolan et al., 2008). Therefore, the mentoring programme requires an adjusted plan that serves mutually enriching relationships between individuals of a different gender, sexual orientation, ethnicity, religion, socioeconomic condition, cultural background or nationality, as it is the case of migrants or refugees. Consequently, the organisation must adapt the buddy system to the country's reality (MPATH, 2017).

Content/Topics

This module will discuss the following topics:

- Mentoring roles: coordinator, and mentor and mentee
- Plan a mentoring model
- Process Map, recruitment and matching

- Supervision of the mentoring process
- E-Mentoring

Supporting material - Additional Resources

Title	Description	Link
How to Create a Pilot Mentoring Programme	Selecting the coordinator and creating the program	http://cdn2.hubspot.net/hub/41809/file-309835781-pdf/docs/how_to_create_a_pilot_mentoring_program.pdf?t=1479416786784
7 Steps to creating a Mentoring Programme	Key steps to create a successful mentoring programme	7 Steps to Creating a Mentoring Program - YouTube
The power of mentoring	Sharing a story about mentoring	https://www.youtube.com/watch?v=Atme26C0I5E
Setting up a Mentoring Programme	Challenges that can be faced in creating a mentoring programme	https://www.youtube.com/watch?v=RUBmqoTn-tQ
Toolkit for Intercultural Mentoring Training	Toolkit to implement an intercultural training for the mentor	http://interculturalmentoring.eu/images/Toolkits/TOOLKIT_FOR_INTERCULTURAL_MENTOR_TRAINING.pdf
Gender-Specific Approaches in Mentoring	Guidelines for a gender-specific approach in mentoring	https://educationnorthwest.org/sites/default/files/resources/factsheet16.pdf

ACTIVITIES/EXERCISES/GAMES/TESTS

Activity 1 – Identify and draw a safe buddy for Melisa.

Instructions:

According to the following profile of the mentee Melisa, imagine a safe and appropriate buddy for her – identify main characteristics of the buddy – and draw him/her. Then each participant shares his/her description and explains to the rest of the group the selection.

Description of the mentee Melissa

Melisa is a 28-year-old migrant from Morocco, with little family support. She is looking for a job. One of her great passions is literature.

Activity 2 - Dynamic to blindly construct a paper plane

Instructions:

The group of participants is divided into groups of 3 people. Each group must identify a mentor, a mentee and a mentor's coordinator. Each group is given an image of a distinct plane.

Whoever has the role of the mentor should try to give the instructions to the mentee to construct the paper plane; whoever has the role of the mentee should try to build a paper airplane following the mentor's instructions, hence, without looking at the plane's image. Who has the role of mentor coordinator, observes the dynamics.

At the end, each group shares their experience and observations about the dynamics: coordinator, mentor, and mentee.

Activity 3 – Challenges that migrants face

1. Give each participant 10 post-it notes. Have each participant write 5 challenges (one on each post-it note) that they believe migrants face during their arrival in a new country. (e.g., speaking a different language, having different cultural habits); and in the other five post-it ask them to write ways in which a buddy system program could help to overcome these challenges.

2. Create two columns (1. Challenges – 2. Buddy system contributes to) and ask each participant to place their post-it in the two columns on the wall (if presential) or in a Jamboard board (if online).

Activity 4 – Pairs exercise (group activity)

Instructions:

Present to participants different pairs/relationship characteristics (parent-child | teacher-student | coach-athlete | therapist-patient | tutor-student | friend-friend). Ask participants to write in the noteboard what the characteristics of each relationship are and do a comparison with the relationship Buddy – mentee.

Challenges and tips for a successful mentoring process

It is fundamental to:

- Ensure that mentoring programmes are designed considering quality standards and research findings on mentoring program
- Always consider the need to match mentors and mentees on the basis of their background and interests
- Identify and monitor the mentoring outcomes
- Ensure that there is a positive benefit to participation in mentoring programmes for the mentor as well as for the mentee
- Explore innovations, including group mentoring and technology
- Use evaluation methods that will address current research gaps on mentoring process
- Identify in which situations additional training is necessary

- Know how to connect to people with a different cultural background and know how to respect the differences
- Identify the Mentees' goals
- Define the communication channels, the periodicity and duration of the meetings
- Present progress and reports to the Coordination Team, being responsible for decision making
- Be available and open to formulate processes and dynamics

Duration

The duration of this block is approximately 5 hours: 2h online (asynchronous) & 3h face-to-face (synchronous)

Quiz / Self – assessment activity

The purpose of mentoring:

- Is to teach the person the steps necessary to perform a task
- Ensures the transfer of knowledge from generation to generation
- Is to offer something to the community, organisation and society
- Is to facilitate the personal and professional development of a person ✓

What should a mentor do?

- She/he makes a lawyer when the mentor makes a mistake
- Acquires resources for mentoring
- Acts as model to follow ✓
- Decides the steps that the mentor should follow

What roles exist in a mentoring program?

- Mentor-Mentoring organisation
- Mentoring Coordinator
- Mentee
- Coordinating Organisation-Coordinator-Mentor, Mentor and Mentee ✓

The cross-cultural matching of mentor and mentee:

- Enables to strengthen the differences between individuals
- Provides an opportunity to interact with people of different cultures ✓
- Works just if it is in a format of a friendship
- Is efficient but not in a e-learning format

References

Aproximar & SCMA. (2011). *Mentoring Programme. Models of Mentoring for Inclusion and Employment (MOMIE) project.*

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Finnegan, L., Whitehurst, D. and Deaton, S. (2010), *Models of mentoring for inclusion and employment - Thematic review of existing evidence on mentoring and peer mentoring.* London: Centre for Economic and Social Inclusion

Foster, S, and Finnegan, L (2014). *Atualização da Investigação do Programa de Mentorização: Revisão da literatura para o projeto MEGAN (Mentoring for Excluded Groups and Networks).*

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MPATH. (2016). *Perfil de competências do Mentor*

Mutti, V. et al. (2021). *MEET A compendium to design migrant mentoring programs.* Bergamo: CESVI

NESTA. (2015). *Peer Support: What is it and does it work?* Available at: <https://www.nationalvoices.org.uk/publications/our-publications/peer-support>

Rhodes, J. E. (2002). *Stand by Me: The Risks and Rewards of Mentoring Today's*

SOFIE. (2017). *IO5 Best Practice Guide for Buddying*. Verein Multikulturell

Tolan, P., Henry, D., Schoeny, M. and Bass, A. (2008) *Mentoring interventions to affect juvenile delinquency and associated problems*. Oslo: The Campbell Collaboration.

TITLE OF THE TOPIC 1 - Mentoring roles: mentors' coordinator, and mentor and mentee

Topic description: The purpose of this topic is to understand and clarify the role of the actors involved in the mentoring process.

In a mentoring process are involved: mentors' coordinator, mentor and mentee. Each of these actors performs different tasks and has different levels of responsibilities.

The mentors' coordinator will be responsible for starting the mentoring program and for the overall management. The mentors' coordinator is an experienced mentor as she/he plays the role of managing and supervising the mentoring process. The coordinator aims to ensure that the mentoring process is implemented as initially defined and that the objectives and goals are achieved. The mentor coordinator must recognize organisational culture (Gonçalves and Farcas, 2016) and s/he must be present at some of the main sessions, such as presentation, matching confirmation and closing.

The mentor coordinator's responsibilities are:

- recruiting mentors and mentees
- training mentors
- matching, successfully, available mentors and mentees
- providing support to mentors to define the purpose of mentoring
- supervising the entire process providing organisational support for its development (Aproximar & ASSOC., 2017)
- being aware of the mentee's needs and aspirations, so s/he can properly accompany the process from the beginning. If needed, the coordinator will intervene (MPATH, 2016).

According to Rhodes (2002) there are five program practices that are essential for strong and effective mentoring relationships:

- To conduct a reasonably intensive programme;
- To screen for potential mentors;
- To match mentor and mentee based on shared interests;
- To provide more than six hours of training for mentors;
- To offer post-match training and support.

The mentor is an individual who has overcome a certain situation in his/her life path (professionally, personally or socially) and has acquired skills and knowledge that have made it possible to obtain a recognised success path. A mentor must show availability to share, voluntarily, knowledge with other individuals that may find themselves, at a certain moment, in a similar situation to the one that the mentor has gone through initially. Therefore, a mentor must be an experienced person who has organisational knowledge, and who is willing to commit to others (Gonçalves and Farcas, 2016).

Thus, the mentor is responsible for:

- being involved in the mentoring relationship, namely in supporting the mentee to achieve goals;
- preparing, conducting and evaluating the mentoring sessions according to the objective and purpose of the program;
- sharing with the mentors' coordinator all the steps to be taken in the mentoring process (Gonçalves and Farcas, 2016).

Therefore, the mentor training is intended to prepare mentors to play the role successfully, but also to provide them with tools, strategies and materials to use in mentoring sessions. Mentors can organise their own pathways and materials (if necessary) to develop these topics with mentees, considering education level and areas of interest, learning style, personal, cognitive and social functionality, and the resources involved (MPATH, 2017).

The mentee is the individual who receives guidance, and is willing and motivated to develop skills (i.e. personal, social, professional, or others) to achieve her/his goal. The mentee must be flexible, interested in learning, absorbing and analyzing the information transmitted by the mentor, thus creating their own path to achieve those goals. It is also important that the mentee keeps in mind the rules of the mentoring process (structure, goals, code of conduct) (Aproximar & ASSOC., 2017).

TITLE OF THE TOPIC 2 - *Plan a mentoring model*

Topic description: The purpose of this topic is to understand the structure (i.e. steps) of a mentoring programme, starting in a pre-implementation phase until the final evaluation of the programme.

The organisational model of mentoring is fundamental for a successful program. The first step is to identify one or more needs of the mentees, so that the objectives of the mentoring programme can be properly defined and work to suppress those needs.

Below are ten parameters that an organisation should follow to successfully plan a mentoring programme,:

1. Define the target group to be served by the mentoring programme. Based on the results of your assessment needs, it is important to identify certain features of the target group in the programme (i.e. age, gender, needs, wishes and aspirations, common characteristics).

2. Identify the types of individuals to be recruited as mentors. Recruitment and matching should be based on the profile of the mentee and mentor.

3. Determine the type of mentoring programme to be offered. There is no one size fits all solution. There can be flexible or rigid content structure and timeline, peer or non-peer mentoring, open-ended or goal-oriented model, one-to-one or group mentoring, self-directed and situational mentoring. Therefore, there are multiple and diverse ways of implementing the mentoring programme, such as:

- Traditional mentoring (one to one);
- Group mentoring (one mentor to up to four mentees);
- Team mentoring (several mentors working with small groups of mentees);
- Peer mentoring (for instance, youth mentoring other youth);
- E-mentoring (mentoring via e-mail and the Internet).

4. Determine the programme's goals and outcomes and communicate them properly. While structuring the sessions, consider the goals and outcomes for the overall programme and for all the participants: mentors, mentees, and implementing organisations.

5. Determine where the mentoring will take place. Depending on the goal of the mentoring the mentor and the mentee will agree on the best place to carry on each mentoring session (MENTOR, 2005).

6. Determine how often mentors and mentees will meet and how long the mentoring matches should endure. Ensure that the amount of time you require for mentoring sessions will be adequate to accomplish the outcomes set out. There might be a certain amount of flexibility, hence, different mentoring processes may last from three up to six months, with at least 1 weekly session or fortnightly sessions (between mentor and mentee), lasting 1 to 2 hours each. The total number of sessions will depend on the mentee's starting point, which means the mentee and mentor can agree to have a more intense frequency of meetings (MPATH, 2017).

7. Decide where the mentoring matches will meet. Mentor and mentee may use any type of communication channels to streamline mentoring sessions, either in person or online (for example, phone, email, skype...). It is suggested to have at least 1 session per month where mentors and mentees meet in person (MPATH, 2017).

8. Identify your programme stakeholders and determine how you will promote your programme. Communicate properly the programme's content, goals and target groups. Stakeholders might include migrant communities, NGO's, services working with and supporting migrants, among other organisations / institutions.

9. Decide how to evaluate the programme's success. Identify tools to evaluate whether you have succeeded in accomplishing what you set out to do.

10. Establish a case management protocol to ensure that the programme staff/coordinator has regular contact with both mentors and mentees about their relationship. In order to allow mentoring relationships to flourish and endure, the coordinator must keep in touch with mentor and mentee on an ongoing basis to assess how the relationship is progressing. The goal is to offer guidance and advice along the way. Regular contact between coordinator and mentors and mentees may help avoid and manage conflict (MENTOR, 2005).

Establish Policies and Procedures

In addition to selecting a management team (that could be a mentor's coordinator), you will need to establish policies and procedures that reflect your programme decisions and practices that everyone will follow, such as:

- Where and when mentoring takes place
- How mentors are recruited, oriented, trained and screened
- How mentors and mentees are matched
- Who supervises mentoring pairs
- Who is the liaison person when problems/issues/ concerns arise
- How to handle complaints
- How to resolve problems in relationships (i.e. power abuse)
- How to bring relationships to closure
- How to evaluate your success (MENTOR, 2005).

TITLE OF THE TOPIC 3 - Supervision of the mentoring process

Topic description: The purpose of this topic is to present indications for the supervision of the mentoring process.

Supervision creates planned moments to review the progress of the entire mentoring process, but also promotes the reflection and sharing of difficulties that may arise during the implementation of the mentoring program. Supervision also supports the mentor to reflect deeply on the relationship dynamics and how they and the mentee can achieve, for instance, trust, openness and sense of purpose. Supervision intends to ensure the best possible guidance to mentors.

Supervision aims to:

- give broad support to the entire mentoring process
- focus on continuous learning and the development of mentor skills (peer or non-peer)
- promote motivation (MPATH, 2017).

The supervision procedures can be implemented as:

- General supervision: that should include sign-in/out procedures, monitoring drop-off and pick-up activities, monitoring the program facilities and an oversight of mentoring activities.

- Specific supervision: that involves oversight of specific mentoring activities and monitoring of mentoring relationships (MENTOR, 2005).

On a regular basis, the coordinator will ensure supervision at least once a month, lasting 2 hours, for the general period of the mentoring process. In the first few months of the process, however, there may be a weekly supervisory session event. The mentor coordinator must be available for any questions or to support any difficulties taking place during mentoring sessions. The coordinator must also meet the mentees regularly, to get to know them, understand their goals and expectations, and support the mentors' work.

Different approaches to the mentoring process may include: breakout/reflection group meetings, personal reflection journal, adapting feedback requests, creative activities or meetings in order to reinforce motivation (MPATH, 2017)(MENTOR, 2005).

For more information regarding the supervision and monitoring, please check Module 3 (Buddy System Process , steps 8-9).

Evaluation

To evaluate the programme's effectiveness is crucial. The moments of assessment should be defined according to the timeline of the mentoring process (e.g., bi-monthly, or quarterly) as well as the instruments must be created and adapted (e.g., self-assessments and mentoring meeting records). At the end of the programme, mentors' coordinator can produce a final report with final data about the mentoring programme, to present to the coordinating organisation (MPATH, 2017). And it would also be useful to have a follow-up mechanism to assess the impact of the mentoring programme in the mentee's life goals (Foster and Finnegan, 2014). For instance, at the beginning the buddy (mentor) and mentee set the goals of the mentoring process.

For more information regarding the evaluation, please check Module 3 (Buddy System Process, step 10).

TITLE OF THE TOPIC 4 - E-Mentoring

Topic description: The purpose of this topic is to present an overview on the E-mentoring format.

E-mentoring refers to any type of mentoring that includes the use of information and communication technology (ICT). Considering the impact of the Covid in most individual's daily life, ICT has become more relevant, including in mentoring processes. Therefore, using emails, online platforms for buddies (mentors) and mentees to communicate has become more usual. Multiple ICT mechanisms to communicate include:

- email exchange between a mentor and mentee;
- texting or chatting using a messenger programme or social media;
- video conferencing (Skype, Zoom, Google Meet etc.);
- posting messages in digital bulletin boards or forums (Aproximar & SCMA, 2011).

This specific format of mentoring is recommended at least once a week over a period of six months (MENTOR, 2019). E-mentoring has the particularity of being very flexible and can occur in mentoring programmes that include both in-person contacts and technology-assisted interactions. E-mentoring can be commonly referred to as: electronic mentoring, digital mentoring, online mentoring, virtual mentoring, or computer-assisted mentoring. It can be implemented through:

- Synchronous e-mentoring: the interaction between mentor and mentee happens simultaneously via video call or chat programme. It has a regularly scheduled meeting.
- Asynchronous mentoring: via emails, forums, especially in less structured mentoring programmes, with more communication flexibility and it becomes especially useful in situations where there can be time lag between participants sending and receiving messages.
- Blended typology: a mix between synchronous and asynchronous sessions (Aproximar & SCMA, 2011).

Goals of E-mentoring programmes

Most times the e-mentoring goals are the same as of traditional in-person mentoring, although can target specific circumstances and outcomes that might not be easily addressed through in-person formats (e.g. living far away participants, or mobility impairment participants). Besides this, e-mentoring programmes can also strengthen online communication and provide mentors to people geographically or socially isolated thus bringing mentors and mentees together (MENTOR, 2005).

With technology playing an increasingly important role in everyone's lives, these relationships and e-mentoring models will continue to grow in importance and relevance in the mentoring field. E-mentoring will be the least restrictive type of mentoring in terms of bridging geography isolated people because mentors and mentees may drop an email 24 hours a day, seven days a week, no matter where they are, as long as they have access to the internet (MENTOR, 2019).