



GUIDEBOOK

For Mentoring
Young Women
in Europe

Table of Contents

Introduction

Note of the Editor

by Magdalena Kurz 4

Foreword

by Laura Hemmati (IYWP) 6

Essays

Political Mentoring at European Union Level

by Cécile Gréboval (EWL) 8

Concepts, terms and types of Mentoring Programmes

by Gerlinde Hacker (WoMentor) 14

The Framework Programme

by Daniela Reiter (dieReiter) 26

The Matching Process

by Gabriela Keseberg Dávalos (IYWP) 34

Mentee Level

by Rosemary Hindle (WAGGGS) 42

Mentor Level

by Theresa Philippi and Magdalena Kurz 48

Evaluation and Monitoring

by Mette Østerberg (KVINFO) 56

Appendix

About the Contributors 64

Bibliography 70

NOTE OF THE EDITOR

The idea of the Guidebook of Mentoring Young Women in Europe

Equal access and participation of women and girls in decision making processes at all levels, education, training, science and technology, as well as women's equal access to full employment and decent work, is not a reality in today's Europe. Gender equality is not accomplished.

I am a privileged young European woman. As oldest of five girls I was taught to think and act as an independent woman, always claiming my rights. I was fortunate enough to have the freedom to choose my education, career, place to live, partner and to participate in public life. I am very aware of the fact that worldwide a very small percentage of women enjoy these privileges. It was women around me, who acted as guides, supporters or mentors. It was the exchange in formal and informal women networks and mentoring structures that encouraged me to continue this journey. The compilation of this Guidebook is also motivated by the attempt to give other women the support they need, to raise awareness of gender equality and to promote empowerment of young women.

Mentoring proved to be a tool for fostering empowerment of young women. But what is «young women mentoring»? What does the spectrum of mentoring offer – from group- to peer mentoring? How exactly does it work? What do I have to take into account when launching my «young women mentoring» project? How do I approach mentors and mentees?

The «Guidebook for Mentoring Young Women in Europe» aims at answering these questions, not duplicating work that has already been done, but drawing upon existing projects, programmes and approaches.

The aim was not to publish another best practice compilation of projects implemented in one sector, area or branch of society. The guidebook gives clear directions on how to establish women mentoring

relationships and projects from the call of participants, the matching process, implementation and monitoring to evaluation and follow up.

The idea of the development to the «Guidebook on Young Women Mentoring in Europe» was born in the context of further development of the «International Young Women Partnership» (IYWP), that was in the process of setting up a career mentoring programme for young women and will draw upon the deliverables of this project in its further work. After approaching the board of the IYWP and presenting the concept, a close cooperation was launched.

This Guidebook brings together the expertise of major women and mentoring networks, as well as mentoring experts from across Europe. It gathers existing knowledge on mentoring young women, puts it in relation and processes information in a user-friendly manner. Every aspect of setting up a mentoring project or relationship is chronological dealt with in a separate chapter, closing with a checklist outlining the core items to be considered in every step.

At this point I would like to thank everyone involved in the development of the «Guidebook for Mentoring Young Women in Europe» for not hesitating to share your expertise and time and for immediately agreeing to cooperate.

I sincerely hope that the collaborations developed in the framework of the making of this project are long lasting and fruitful and that this Guidebook will be a source for many projects to come. Ultimately, I hope that this project will contribute to fostering the empowerment of young women in Europe.

Magdalena Kurz

Editor and Project Manager

FOREWORD

IYWP Introduction to Guidebook on Mentoring Young Women in Europe

The International Young Women Partnership is a Brussels based network and platform for young women to develop their professional and networking skills; gain improved confidence; and learn from exceptionally accomplished women in an atmosphere of friendship and solidarity.

One of the most important factors in gaining a firm footing in any professional environment is having access to key information and contacts. As more and more European women graduate from university and enter the workforce, there is an ever-growing need to establish a new culture of women-friendly networking: networking designed with women in mind, helping them to fulfill their potential.

Mentoring is one of the simplest yet most effective ways to enable young women professionals to make the career decisions which are right for them and for their employers. It gives young women the confidence to believe that they can go further and achieve more and its support network becomes a source of strength and resilience to those who take part in such initiatives.

Through mentoring, women take charge of their personal development by honing their decision-making skills in a safe and open environment: they have an outlet to discuss the career issues that matter to them most; they learn from others' experience; and benefit from one-to-one discussions on professional and personal challenges.

Both mentor and mentee have much to gain from the process. Mentees are no longer alone in answering the career questions which daunt them most, while mentors gain insight into new working reali-

ties and have the opportunity to share their experience with the people most able to implement their ideas in the future. All the while, employers gain a stronger and more confident workforce, where information is shared freely and knowledge passed on.

Essential to these mentoring relationships are, above all, confidentiality, patience and respect. A healthy mentoring relationship can lead to much more than career development, it can be the start of life-long friendships and even sow the seeds for entrepreneurial ideas. Mentoring is a learning opportunity, a platform for exchange and an ideas factory that can improve employee skill sets, increase entrepreneurial drive and inspire innovative practices.

Ultimately, the aim of such woman-to-woman mentoring is to propel forward a new generation of young women equipped with the strong leadership and decision-making skills needed to achieve their goals. A strong, innovative and resilient workforce, with the skills to lead and the confidence to take action, is clearly of benefit to any employer.

Conceived by Magdalena Kurz, this guidebook was made by international young women professionals, experts and women's networks. It is the latest, positive step in encouraging the millennial generation to seek out mentors, to expect more from their employers and to help themselves and each other.

We sincerely hope that this Guidebook, as a free resource, will stimulate European businesses and organisations to value fostering young women's talent more than ever. To invest in women, is to invest in a prosperous and just future.

Laura Hemmati

Founding Board Member IYWP

POLITICAL INTRODUCTION

Political mentoring at European Union level: a way towards 50/50?

By Cécile Gréboval,

Secretary General of the European Women's Lobby (EWL)



The European Women's Lobby (EWL) works towards a vision of a peaceful, social and democratic European Union built on a culture of respect for human rights, gender equality, peace and solidarity, in Europe and globally, where women and men have equal rights, full enjoyment of their personal integrity and choice, an equal share of social, cultural and economic resources, caring and family roles, and are equally represented in decision making.

The mission of EWL is to work to achieve equality between women and men, to promote women's rights in all spheres of public and private life, to work towards economic and social justice for all women

in their diversity, and to eliminate all forms of male violence against women. The EWL works through democratic processes with its members for the mainstreaming and monitoring of gender equality and women's rights perspective in all areas of European Union policy and for the achievement of parity democracy at all levels and in all areas.

This introduction presents the status quo of young women in Europe and elaborates on the need for the empowerment of young European women and the promotion of equality through mentoring projects by drawing upon the experience of the EWL.

«We have begun a new Millennium where personal, social, economic and political inequalities continue to define the relations between young women and men. We, young European women from all backgrounds and in all our diversity will no longer tolerate this. We demand change. We demand the right to work towards and be included in a better society for all.»

This is the final statement of the «Young Women's Manifesto» launched in Lisbon, Portugal on July 1st 2000 at the second European seminar for the European Women's Lobby (EWL) project «Mobilising Young Women for Equality in Europe». From 1999 to 2001, the EWL coordinated a project in which the overall objective was to support the integration of young women's concerns into European and national policy developments through the increased participation of young women in organised actions and decision-making. At that time, the project also responded to the clear need to incorporate young women's concerns and demands into national and European agendas as well as into the work and decision-making structures of the European Women's Lobby's. The absence of young women in particular at all levels of decision making and in NGOs – as well as the absence of the mentioning of young women's particular needs and demands in legislation, resolutions and other political documents at all levels – was remarkable and called for serious action. The «Young Women's Guide to Gender Equality in Europe» was the main result of this project. It was published in 2001, in all official languages of the EU, and highlighted the concerns of young women in relation to the European political agenda in key areas of life such as education, work, media or health. At the same time, the project was also an opportunity for networking activities and for fruitful formal and informal contact between EWL members and the national coordinators of the project in each country. In some countries, for example in Portugal, the organisation that was born out of the project still exists today providing training and other activities.¹

Eleven years after the publication of the EWL «Young Women's Guide to Gender Equality in Europe», young women in Europe are still facing the same challenges as those highlighted at that time. If we take the issue of

1

See [http://
redejovensigualdade.
org.pt/drupal/node/41](http://redejovensigualdade.org.pt/drupal/node/41)

(un-)employment for example, the situation of young women remains very challenging and is actually worsening with the crisis and austerity measures being put into place across Europe. The budgetary consolidation approach is increasing female poverty the long term, pushing a great proportion of working women under the poverty line, reducing the chances for young women to achieve equal economic independence.

Giving a voice and a providing space to young women from all over Europe in these times of austerity measures and of lack of confidence in politics is crucial. Mentoring has been a tool for businesses and for women's organisations for some time and it is indeed gaining more and more support; especially in view of the difficulty women face in reaching decision-making positions in the private and the political sectors. Establishing women's mentoring networks can prove to be an efficient tool in overcoming the current obstacles faced by young women in different sectors in this regard, whether in the corporate world, in NGOs or in the political sphere. The experience of EWL members with mentoring networks as well as that of other organisations has shown that mentoring works when it is done in a professional structured way.

Mentoring is also a great tool for the equality of all women who have less opportunities because of their sex, age, foreign origin, social origin, minority group etc. At EWL, we have just started a Pilot European Political Mentoring Network ahead of the next European Elections in 2014 in partnership with KVINFO (Denmark).² This Network aims to empower ethnic minority women and women of foreign origin ahead of the June 2014 European elections and, ideally, also aims to increase their representation in the European Parliament (EP), in order to address the lack of gender parity and ethnic diversity in political decision-making at European level. From January 2013 to the European elections in June 2014, this Programme

2

To learn more about
EWL European Political
Mentoring Network,
please contact:
ewl@womenlobby.org

will connect 8-12 women Members of the European Parliament (the mentors) with 8-12 women of foreign origin or ethnic minority background from different EU countries and different political parties, interested in running for the 2014 European elections (the mentees). The Mentoring Network that the European Women's Lobby is creating is a unique model at European Union level, based on the fact that women are generally under-represented at the European Parliament (65% of MEPs are men), but also on the fact that women of migrant background are completely invisible in European Union decision-making. When based on common values of autonomy and equality for all women, the use of a political mentoring methodology which has proven successful in other settings will we hope bring more parity and better gender diversity in the run up to the European elections 2014.

Concepts, terms and types of mentoring programmes

by Gerlinde Hacker

European Federation of Mentoring
for Girls and Women (WoMentor)



WoMentor was established as a non-profit federation in 2008 in Austria. The federation currently has 15 members from 11 different countries. The mission of WoMentor is to achieve gender equality through mentoring. The objectives of WoMentor are the reduction of gender gaps in employment and wages as well as in gender segregation; WoMentor promotes equal work and career opportunities as well as balance in private and family life. The keywords to describe WoMentor's mission would be: striving for active participation, cooperation, information-sharing, gender

sensitivity, anti-discrimination, valuing diversity, confidentiality, mutual respect, reciprocity, and a strong focus on the development of personal strengths.

Drawing on our experience the following article presents: aspects of mentoring; types of mentoring; and the structure of an ideal mentoring process – with particular focus on two phases. The first being the planning, budgeting, setup of an ideal mentoring process and the sixth being the mentoring relationship. A typical outline for a mentoring meeting and a checklist for practical methods are also provided.

Aspects of mentoring

At the beginning of the mentoring programme it is essential to assess any potential conflicts of interest between the mentoring programme on the one hand and personal, professional, and business interests or commitments on the other. Both involved (mentors and mentees) must agree on a mutual commitment that includes respect for each other, participation at the meetings, preparation according to the requirements of each meeting and sincerity, dignity and confidentiality as far as it concerns the meeting's content.

Different from other knowledge transfer processes, in mentoring the mentee is responsible for the learning process. The mentor does not give a solution, but supports the mentee. Mentoring is characterised as a learning and advancement process for both parties, requiring a considerable commitment of time and energy from the mentor as well as the mentee.

When working with girls and women, a mentor ought to ...

- ▶ Be sensitive towards equal opportunities and gender issues
- ▶ Assist the mentee to overcome social, gender and professional stereotypes
- ▶ Recognise gender barriers and the glass ceiling
- ▶ Share experience and knowledge to overcome those difficulties
- ▶ Encourage the mentee to develop her own sense of femininity

The Aims of WoMentor Mentoring Programmes

Through our mentoring programmes, WoMentor aims to provide motivation, to increase confidence, to provide role models, to encourage networking and increase the chances of continued education and employment, to inspire women and girls to work and study in non-traditional fields, to increase recruitment levels in both employment and education, to tackle issues such as managing the transition into a non-traditional roles, to provide support through professional assessments and career breaks and finally to help women to break through the «glass ceiling».

Different types of mentoring in WoMentor practice

Real-Meeting Mentoring

Real-Meeting mentoring is a mentoring process of face-to-face meetings with a specific duration, goals and support.

ADVANTAGES

- ▶ Good one-to-one communication and a strong relationship can be built
- ▶ The transfer of knowledge and experience is effective and efficient
- ▶ The meetings planned are fit for purpose, focused, efficient, creative and enjoyable for both sides

DISADVANTAGES

- ▶ The mentor may feel that the mentee is not progressing quickly enough or does not seem able or willing to follow directions, leading to frustration
- ▶ Participants with poor time management skills can lead to meetings becoming ineffective and unhelpful

GOOD PRACTICE

A mentoring programme working as a knowledge transfer system for Latvian rural women entrepreneurs. In this example, the mentoring model builds on the practical needs of newly established female entrepreneurs. In regularly arranged, confidential discussions, the personal mentor – a carefully chosen experienced entrepreneur – supports the mentee with her knowledge, experience and contacts and thus, offers individually tailored advice and support.

Different Types of Mentoring in WoMentor Practice

One to one mentoring

This is a formal mentoring relationship developed directly within an organisation or company where a younger mentee is matched with an experienced business mentor.

ADVANTAGES

- ▶ Regular meetings
- ▶ Focus on task-related issues
- ▶ Measured outcomes
- ▶ Learning exchange which increases over time
- ▶ The benefit of constant feedback
- ▶ On-going support while reflecting, assessing and evaluating learning

DISADVANTAGES

- ▶ The risk of lack of compatibility is higher and more conflicts between mentor and mentee can occur
- ▶ The mentee and mentor both have developmental needs. If these needs are not complementary, interaction can be frustrating

GOOD PRACTICE

Mentoring in EVS projects organised by WoMentor and ProjectOffice

For European Voluntary Service projects (EVS) the matching process is a virtual one. The mentor is a person with experience from a host organisation, while the mentee is an international volunteer who fits a general profile. The programme is fixed: focused on specific tasks, goals and the learning experience of the mentee.

Cybermentoring

CyberMentoring is an e-mentoring-programme in which communication between mentor and mentee takes place mainly electronically.

The programme offers: E-Mail-Mentoring, synchronous communication (chat, instant messaging); asynchronous communication (e-mails, forum); offline-meetings for mentees and mentor (training, networking, workshops, teamwork); trips to mentors' workplaces; community-Platform (profile page, chat, discussion board, cyber mails and cyber news); competitions (teams together with other CyberMentees).

ADVANTAGES OF CYBERMENTORING

- ▶ More, younger girls join as no travelling is needed, costs are low and participation from rural regions is possible
- ▶ Greater anonymity can be a plus for shy girls, who otherwise would not participate in a programme that requires face-to-face meetings.
- ▶ This method works best when a combination of E-Mentoring and offline activities is employed.

DISADVANTAGES OF CYBERMENTORING

- ▶ Relationships are more difficult to form
- ▶ It is a low-commitment medium

GOOD PRACTICE

Cybermentoring by dib-Germany is an e-mentoring-programme for female (middle-and high school) students between 11 and 18 years aiming to foster interest in Science, Technology, Engineering and Mathematics (STEM). One goal of the programme is to expand mentees' knowledge of the career opportunities and benefits which exist for women interested in STEM fields. The programme provides motivation for girls to continue their mathematics and science studies by means of interaction with women role models working in these fields.

Different Types of Mentoring in WoMentor Practice

Peer to peer mentoring

This approach involves small groups of peers periodically coming together as a group to share real issues or work on their own development goals. The main goal is to help the mentee explore, discover, and clarify how to utilise resources for personal development and problem solving efficiently.

ADVANTAGES

- ▶ More self-efficacy
(problem solving, communication, interaction)
- ▶ Encourages self-exploration
- ▶ Greater social integration for the mentee

DISADVANTAGES

- ▶ Balancing rigor and structure (often defined in relation to mentor) with flexibility and creativity (from the perspective of the mentee)
- ▶ Developing guidelines addressing consistency and follow-through

GOOD PRACTICE

Mentoring peer to peer – CENTRAS Constanta: In this case mentoring peer to peer is a tool for developing «life motivation» in order to achieve better social integration among young people from orphanages, aged between 15–17 years. The mentors were young themselves and specially trained as prepared volunteers.

Peer mentors provided advice and support, serving as role models for younger people from orphanages. The methods used during mentoring meetings were based on an awareness of the personal resources and obstacles related to the real-life situation of the youngster in question, developing their ability to self-evaluate constructively.

Group mentoring

Group mentoring involves a group of people in a mentoring relationship who meet together, in a structured way, for a defined length of time. In our context, its aims are to foster self-confidence, prevent isolation, connect people with other entrepreneurs and increase their knowledge of self-employment.

ADVANTAGES

- ▶ Supports individuals through a period of personal reflection and self-development
- ▶ Group members are encouraged to ask open questions rather than offer advice
- ▶ There is peer support and encouragement to engage in self-reflection practices
- ▶ Access to many new opinions and points of view
- ▶ Groups help to normalise a mentoring culture throughout the organisation

DISADVANTAGES

- ▶ Confidentiality can be an issue. Even though the group agrees to keep all exchanges within the group, information can slip out
- ▶ Not everyone enjoys group learning and sharing
- ▶ Due to the nature of this kind of mentoring, mentees do not have as much 1-to-1 contact with mentor(s) as they would like
- ▶ Members may feel pressured by the group when they have difficulty setting goals or making progress.

GOOD PRACTICE

Mentoring circles™ is a methodology developed by Inova Consultancy, that usually includes up to 5 individuals. A Mentoring Circle lasts approximately 3-4 hours with every member being given the opportunity to discuss individual issues, followed by group support and the other members or issues.

The ideal structure of a mentoring process

The «European Guidelines for Mentoring Programmes – A Guideline for Setting up and Running Mentoring Programmes with a Special Focus on Mentoring for Girls and Young Women» – were developed as an «ideal mentoring process».

For this reason, the implementation of a structured mentoring programme requires a systematic approach with clearly defined goals, tasks, resources, procedures, training, and results. Cooperation or partnership in mentoring programmes are specifically organised, supervised and supported. Each mentoring programme has a start and conclusion date. To setup a mentoring programme WoMentor identified 7 necessary phases.

Figure.01 The structure of a Mentoring process



Here we point out phase 1 and phase 6

Phase 1: Planning, Budgeting, Setup

Tasks: Detailed Concept, Budgeting, Fundraising, Set-up Management

Process Owner: Coordinator of the Mentoring Programme

1.1 CONCEPT

A detailed concept of the mentoring programme is the vital basis of every mentoring programme. The following factors should be taken into consideration: Audience, Potential benefit of the programme, Chances and risks, Duration, Funding.

1.2 BUDGETING, FUNDRAISING

Before starting a mentoring programme, a realistic budget of the costs and expenses of the mentoring programme is necessary.

Some essential cost factors are:

- ▶ Staff cost for programme coordination, initial training / instruction / on-going support
- ▶ Premises and equipment for programme management and trainings/seminars
- ▶ Cost for recruiting mentors and mentees (PR, advertising)
- ▶ Communication and other variable cost (phone, Internet, etc.)

Generally mentoring should be done without payment, but depending on the circumstances of the project / programme, the mentor can be paid.

1.3 SET-UP MANAGEMENT

A professional management (team) for coordination of the programme must be set up, and their competencies defined.

Phase 6: The mentoring relationship

Tasks: Developing the Mentees' agenda, Communication and Feedback; Record-keeping, Further Trainings, Developing the Relationship, Permanent; Improvement, Supporting the Mentoring Relationship, Support and Supervision for Mentors and the Mentoring Progress

Process Owner: Mentors

According to mentoring principles, the mentoring pairings and groups meet regularly (usually once a month). Traditional mentoring involves

face-to-face meetings, telephone calls and email/virtual meetings in any combination.

A typical mentoring meeting includes:

- ▶ Discussion of progress since the last meeting, problems in achieving the last meeting's aims
- ▶ Agreement on the aims and tasks of a certain meeting
- ▶ Discussing new problems, the most effective approaches for solving these problems, and their analysis
- ▶ Discussing the practical implementation of activities and a working plan
- ▶ Agreement of the theme, time and place of the next meeting

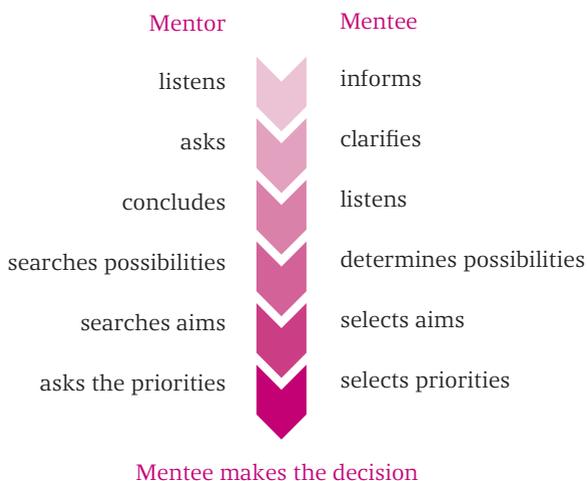
A typical outline of a mentoring meeting is described in figure.02.

MENTORING SUB-PHASE 6A:

Support for mentors /Progress supervision

It is necessary to support and monitor the mentoring process as well as to create the appropriate environment for mentors to reflect on their work and receive feedback.

Figure.02 What happens in a mentoring meeting?



Checklist for practical methods

Depending on the aims and particularities of a mentoring programme, these methods may be taken into account with their uses varying widely.

Hereafter, a non-exhaustive list of methods that have been used by one or more of our member organisations with great success:

- **Role play** in training e.g. how to ask open questions to mentees
- **Personality profiling** – for example, use of psychometric testing to measure personality traits of mentors and mentees to support the matching process.
- **Drawing**, for example use of mind maps with the mentor and mentee in training and also throughout the mentoring relationship to illustrate issues / challenges / opportunities
- **SWOT analysis** – can help to test mentee interests and plans (Personal SWOT) or to analyse mentee business from different aspects
- **Focus group** – for example, bringing together a focus group of mentors or mentees at the end of a mentoring programme to evaluate successes within a programme
- **Reframing**
- **Conflict management tools**
- **Supervision**
- **Art therapy**: Art therapy is a form of expressive therapy that uses art materials, such as paints, chalk and markers, clay, wood or other.
- **Forum/Social Theatre, Counselling, Drama Therapy**

The Framework Programme

by Daniela Reiter (dieReiter)



In her role as a policy officer for gender equality at the Austrian National Youth Council, Daniela Reiter organised «Genderize!» a mentoring programme for young women in the field of politics. «Genderize!» was inspired by and developed by the «Von Frau zu Frau» model (=«From woman to woman»), a mentoring programme of the Swiss National Youth Council. The project empowers and encourages young women to become involved in public affairs and creates new forms of political participation. The participants are young women («mentees») between 18 and 30 years of age, from various backgrounds and who share an interest in politics in

a broad sense. The mentees accompany experienced working women («mentors») in the fields of politics, civil society and culture for a one year period. This process proved to strengthen women's networks, promote intergenerational dialogue and develop participants', as well as the public's, awareness of gender and other equality issues. Nowadays, Daniela Reiter is in charge of a mentoring programme for female entrepreneurs and has also initiated peer mentoring sessions for NGO representatives at the annual meeting of the United Nations Commission of the Status of Women.

Drawing upon this experience, she elaborates on the framework process, with an emphasis on the events involved in a mentoring programme.

Why a framework programme

A mentoring programme is like a colorful and vibrant collage made up of individual mentoring couples (or groups). A programme for all participants involved can serve as the frame for this collage, which provides formality and boundaries that work to complement what the mentoring relationships have to offer.

Some mentoring programmes have different beginning and end points for each mentoring couple, thus foregoing some of the major rewards of a shared framework programme. Among the advantages of a shared framework programme are exchange, visibility and the opportunity to create momentum.

The framework programme serves the participants as well as the project team and the overall goals of the mentoring programme in various ways.

With all *participants* coming together for a launch, a midterm and a closing event, the effects of mentoring are multiplied for mentees and mentors alike: networks grow, lessons are learned and shared, a higher number of role models can be developed. For many mentors, it is a major reward for their (usually) unpaid voluntary job of mentoring to meet the other mentors and thereby enlarge their own network. Furthermore, the exchange between all mentees and mentors facilitates the formation of new alliances and the creation of ideas, projects or manifestos for the advancement of women.

The *project team* gets a broad range of impressions and immediate feedback about how the mentoring programme and the mentoring couples are running individually.

Visibility is a major aim for most mentoring programmes in order to raise awareness of the success of women in various fields by presenting them as role models. The events of the framework programme can contain extra parts for press relations; for example, press conferences, photo shoots, interviews with mentees and mentors, or a panel discussion. However, the press work must not dictate the events, because the personal exchange between mentees and mentors is key.

In the following I will describe the typical elements and some extra tips for a launch, a midterm and a closing event.

Launch event

The kick-off of the mentoring programme and the start of the mentoring work for mentors and mentees are the sum of the main elements of the launch event.

INTRODUCTION OF THE PROGRAMME AND THE TEAM MEMBERS

A brief presentation of the «herstory» of the mentoring programme together with its major goals and objectives is a good start. Team members and the schedule of the event should be introduced at the beginning as well.

TRAININGS FOR MENTORS AND MENTEES (– see related articles)

Training sessions to prepare mentors and mentees for their respective roles can be part of the launch event or held on alternative dates.

GETTING TO KNOW EACH OTHER

Mentoring couples meet for the first time, the mentees get to know each other, the mentors become acquainted, either formally in presentations or informally during coffee breaks and lunch/dinner – everybody meets everybody.

FRAMEWORK OF COLLABORATION

This is the key element of the launch event. The mentoring couples usually meet for the first time at the launch event. They present themselves and discuss the framework of the mentoring work of the individual mentoring couple: Aims and goals, ways of contact, dates, times and places for the meetings ...

WRITTEN MENTORING AGREEMENT

A written agreement works as a contract for the mentoring couple (please ensure that it includes a point about confidentiality).

INCLUDING LIVING TESTIMONIALS

Experienced mentees and/or mentors that participated in previous mentoring projects can be invited as speakers and support the team, offering advice for the participants on how to get the most out of the mentoring.

PRESS / PUBLIC RELATIONS

Lessons learned: The idea for the press event with photographers came from the Swiss sisters: Mentors and mentees riding tandem bicycles. The pictures of ministers and other politicians with their mentees turned out well and the press reactions were accordingly good with some short coverage in the news of an Austrian TV station.

The down side of it all was the timing. In order to be right on time for the press deadline the photo shoot took place in the morning before the launch event really started. This meant that mentees and mentors met each other for the first time in front of press cameras – nothing special for some of the better known mentors, but quite thrilling and maybe even stressful for the rest of the participants.

It might be preferable to organise a press event on another date or perhaps later the same day, after the mentors and mentees have become acquainted.

PRESENTS, GADGETS, PR MATERIAL

Handing out presents is always welcome. Gadgets that can be used in the context of the mentoring project and give visibility to the project through a logo are recommended in order to strengthen the identity of your project. Little notebooks as presents can serve as mentoring diaries for the mentees.

CELEBRATION!

The launch of the mentoring programme is a good occasion to invite other stakeholders, friends of the programme and of mentors and mentees, helpful hands, and cooperation partners to celebrate and network together.

Midterm event

MIDTERM EVALUATION

The main goal of the midterm event is an evaluation in order to check where the mentoring couples stand, how the mentoring has worked so far and to plan the direction for the second half of the mentoring term. Mentors and mentees evaluate their work as well as the programme (here an external evaluation is recommended – see related articles).

Additionally, the participants have the opportunity to tell the team what kind of support they need.

EXCHANGE AND NETWORKING

Mentees and mentors meet the others again and share experience, good practices, and ideas.

CELEBRATION

It is important to value the cooperation and the work done as well as to use this opportunity to give visibility to the project and enlarge the network. This can be done in the framework of a celebration event open to external cooperation partners and friends

Closing event

CONCLUDING THE MENTORING RELATIONSHIP

The end of the mentoring collaboration does not necessarily mean the end of all contact between the women involved. Nevertheless, it is strongly recommended to quit the roles as mentees and mentors so that something new can evolve. Some former mentoring couples become friends; others start a project together or turn into business associates.

FINAL EVALUATION

The mentoring couples take a close look at their partnership: what were the initial goals, did they change during the process, and what were the highlights?

PRESENTATION OF HIGHLIGHTS

A presentation of the respective highlights gives credit to the work involved and shows the different faces of mentoring collaboration. Lessons Learned: When asked to present their mentoring partnership in a creative way a mentoring couple chose the following: They used the full length of the great room we had for our closing event by dancing a waltz together. The mentor led the dance until they changed the leading position midway, thereby showing how the mentee grew during their cooperation and how their roles changed throughout the process.

RECOMMENDATIONS FOR THE FUTURE

A creative and open way to discuss the lessons learned is to collect recommendations for future mentees and mentors. After all, mentoring helps to avoid mistakes others have made so that one can make new ones.

PRESENTS AND CERTIFICATE

Provide certificates for the mentees and the mentors that state the main aspects of the mentoring programme, the time frame, the mentee/mentor, the attended events, and the amount of time involved.

Lessons Learned: The first closing event of «genderize!» started a nice ritual where the mentees gave the certificates to each other, saying something positive they especially remembered about the other and a good wish for her. Presents for mentors and for team members can be a nice thank-you gift. At «genderize!» we had flowers for the team members and a nicely printed report with good pictures of all the mentoring couples and the events for the mentees and the mentors.

RETROSPECTION

A slide show with pictures of all mentoring events is an easy way to give an impression of the richness of the mentoring programme.

CELEBRATION!

An excellent programme comes to an end, many good things have evolved from it, and a lot of time and thought have been invested by all participants – all in all it is a huge success, so it definitely is time to celebrate!

For all three events, some other details have to be considered. Nice locations could be a form of sponsoring from political or academic institutions – some also offer catering along with space. An external moderator/facilitator can serve as a common thread through all the events. Hiring a professional photographer can help with the press work as well as for internal documentation. Photos are also a nice souvenir for the participants.

Usually, participation in all these events is mandatory in order to have the highest possible number of attendees and to reach a certain commitment. Early announcement of the dates helps the mentors and mentees to plan ahead. However, individuals might not be able to attend and therefore a mentee or a mentor could be without her counterpart. For these participants, an extra programme might be needed.

Framework Event Check list

Please find core elements of the mentoring launch, mid term evaluation and closing event discussed in the article found in this list below.

A brief list of programme tasks:

- **Formulate a General Concept:** The development of General Concept for the framework programme, should include a background explanation, aims and objective of the programme, dates for the events, as well as potential cooperation partners and venues, which will allow the creation of a coherent process.
- **The Team:** build a team on location (facilitator, helping hands, photographer, living testimonials); create clear task division and hold preparation meetings, debriefings and evaluation for team members.
- **Agenda:** Agenda development for the different events. It is recommended to develop one official and one working agenda for the team.
- **Participants:** Identify Participants, Team members, Guest Speakers, and Press contacts.
- **Invitation sending:** For different participants to the different parts of the events

Technical elements:

Venue: organise a room, cooperation with local women networks is recommended.

- Fabricate name tags
- Prepare and install direction signs
- Make a reservation in a restaurant (for lunch/dinner and/or for the after party)
- Order the catering (including drinks and snacks for the breaks)
- Make a precise schedule
- Produce attendance sheets
- Prepare a presentation/picture slide show
- Preparation of mentoring agreements/certificates for mentees & mentors
- Check the technical equipment (beamer, microphones,...)

The Matching Process

by Gabriela Keseberg Dávalos

The IYWP Career Mentoring Programme 2012



The International Young Women Partnership is a network of international young women professionals from a range of different sectors based in Brussels. Its four co-founders, Veronica Cooper Gumiel, Laura Hemmati, Jennifer Mackie and Gabriela Keseberg Dávalos, are dedicated to building a culture of friendship, solidarity and information-sharing among young career women, while showcasing exceptional female talent, providing skills workshops, social activities and networking opportunities for free.

Mentoring, in all its forms, is at the core of everything we do. Just one open conversation can help improve a person's confidence, fuel their ambition and give them the courage to believe they can achieve more. In 2012 we started our first career mentoring programme. It is designed for women with work experience, who benefit from being paired with highly accomplished women mentors in management-level positions.

When embarking on this 'journey' at the beginning of the year, one of our main

motivations was to find accomplished female mentors for ourselves and others. The programme is intended for young women who have reached a point in their career at which advice from not just anyone, but from a female role model, would be of great assistance. It was important to find mentors who understood the concerns young career women are facing, both at work and in their private lives.

In conversations with other professionals in our peer group, it became evident that there was indeed widespread enthusiasm on the part of young career women to engage with female mentors with greater work and leadership experience, but a lack of opportunities had been an obstacle to many in Brussels. As individuals, young career women had difficulties gaining access to women in high positions due to the nature of their busy schedules, family commitments and often the simple fact that there weren't enough women in managerial positions who could have offered guidance.

Matching mentors and mentees was one of our first challenges. It was important to fuel the enthusiasm of all participants involved, to ensure there was a genuine rapport between mentors and mentees and, above all, to ensure the commitment of all parties involved in the career mentoring programme.

Engaging in a sufficient amount of research on mentoring best practices; having a clear overview of the expectations of programme participants; and ensuring careful screening of potential candidates are to be recommended for organisations embarking on a flagship mentoring programme. In the case of the International Young Women Partnership, personal contacts played an important role in both finding suitable mentors and reaching out to enthusiastic mentee candidates.

Participant applications

For the IYWP career mentoring programme both mentor and mentee candidates were asked to send an application to take part in the programme, including a curriculum vitae and motivation letter. This ensured from the outset that all those involved would be committed to participate in the programme and provided us with a clear blueprint of the participants' expectations.

Screening potential mentors

Individual meetings were held with each mentor candidate. Due to the busy semester-based, international work culture in Brussels, this was a fairly lengthy process, over a period of months. This called for flexibility on the part of the programme coordinator in approaching high-level women with heavy work schedules as well as other commitments.

The benefits of these face-to-face meetings were twofold:

- ▶ As in any interview situation, there was an opportunity for the programme coordinator to observe the personalities of potential mentors. It helped to gain a better understanding of the women who wished to participate in the programme and gauge their level of commitment to the process. Potential mentors willing to put time aside for these meetings already demonstrated a genuine commitment.
- ▶ One-to-one communication also ensured that potential mentors had a clear understanding of what the career programme would entail as well as the role they would be expected to play in it.

All potential mentors were selected on the basis of extensive career experience. Interestingly, several of these highly accomplished women had themselves benefited from mentoring in the past, demonstrating a multiplier effect. Women who have had positive mentors in building their own careers and who therefore understand the benefits of mentoring, are often most willing to donate their time in guiding others.

Screening potential mentees

Potential mentees were required to have a minimum of two years working experience and to demonstrate a willingness to learn as well as commitment to the programme. An age limit was set, between 27 to 33 years. The International Young Women Partnership's career mentoring programme was an attractive opportunity to many, as it filled an opportunities gap for woman to woman mentoring in Brussels. It also brought together mentors from a number of sectors, rather than from just one company or organisation.

At a meeting of the mentees at the beginning of the programme, the commonalities in participant motivation could be clearly identified:

- ▶ Participants demonstrated a desire to learn from the experiences of other highly accomplished women.
- ▶ Many participants found themselves at a cross-roads in their careers and felt that they would benefit from discussing both personal and career decisions with more experienced mentors.

- ▶ Participants required guidance on how to further their careers and nurture their talents.
- ▶ Participants felt that having a female mentor would enable them to tackle issues that impact more specifically on women in the workplace, such as work-life balance, career breaks and salary negotiation.

The matching process

As an initial step, mentors were matched with mentees on the basis of their applications, expertise and motivation letters, as it is important to ensure a mentor will be able to help the mentee reach the goals she has identified. Meetings of the mentee and mentor groups were then organised separately.

Both group meetings took place in an informal setting, offering an opportunity for frank peer exchange. From these meetings the programme coordinator gained a clear understanding of the expectations of all those involved and was able to take the personalities and communication tendencies of each individual into consideration before making the final pairings.

Mentee group meeting and mentee motivation

At the mentee group meeting it became clear that establishing professional connections with the potential to further their careers was a particularly strong motivation for taking part in the programme. It was generally felt that they, as young career women, either lacked professional connections or were unsure how best to utilise the ones they had. In Brussels this is an obstacle of particular importance, as job vacancies are often not advertised publicly.

The second overarching obstacle which came to the fore was the challenge of «self-marketing», the problem of getting noticed inside and outside the company/organisation where they work. Mentees were concerned with such questions as: How can I avoid being a push-over? How can I avoid being seen as too aggressive? How can I project an aura of confidence? etc. The group found it empowering to meet others with similar concerns and to begin solving problems together.

Mentor group meeting – mentor motivation

A working lunch was later held with the mentor group. Just as with the mentees, this meeting was an opportunity for the mentors to get to know each other and discuss their expectations. For many, issues surrounding work-life balance and the changes having children can have to your career, gave plenty of fuel for exchange. In this informal setting, several mentors were willing to discuss how they themselves had hit the «glass-ceiling» in their places of work. One even described it as a «concrete-ceiling». They emphasised the importance of sharing the lessons learned throughout their careers with younger women in order to make them aware of potential traps and pitfalls.

Many of the mentors could relate to what had been discussed by mentees in their group meeting. They came forward with practical ideas on how to shape the mentoring programme in a way that could maximise the potential outcomes for mentees. This meeting was also very enjoyable and the mentors got along brilliantly. In the months prior to this meeting, mentors had already been very vocal with useful tips concerning the organisation of the mentoring programme.

Final pairing

On the basis of both the participant applications and the programme coordinator's observations during the group meetings, mentors and mentees were finally paired together.

At a last preparatory meeting involving both groups, mentors and mentees embarked together on the IYWP-career mentoring programme. Participants committed to a journey of approximately one year, meeting at least once a month for discussion and exchange on work related issues.

Check-in and evaluation

From this point onwards, mentors and mentees are mainly left to organise themselves until a first evaluation after 3 months and at the end of the programme. However, it is recommended that the programme coordinator check-in and monitor progress along the way in order to deal swiftly with any problems that may arise from the pairings due to schedule conflicts and other obstacles. It is also recommended that the programme coordinator seeks feedback from all participants involved. We encourage mentees especially, to continue to have group meetings for peer exchange throughout the programme until a final evaluation of the matching process and programme as a whole.

The Process:

- ▶ Applications
- ▶ Interviews & Screening
- ▶ Preliminary Matching
- ▶ Group Meetings
- ▶ Final pairing
- ▶ Check-in and Evaluation

Checklist for the Matching Process

A high quality matching process is one of the foundations of a positive and fruitful mentoring relationship and a successful mentoring project.

Three basics need to be considered:

- a) selection of Mentees and Mentors
- b) matching of mentoring couples and
- c) commitment by all sides to follow through.

Selection of Mentors:

- Development of basic concept.
- Reaching out to contacts or through contacts to find mentors.
- Interview of potential mentors in a personal meeting highly recommended (expectation management).
- Asking for CV/bio and motivation letter.

Selection of mentees:

- Publishing call for participation including CV and motivation letter.
- Information events and interviews.
- Age limit recommended, but not compulsory.

Matching Process:

- Evaluation of the needs and concerns of the mentee based on the applications received.
- Mentee networking meeting – specification of the needs and concerns as well as core topics relevant of the mentees through a mentee group meeting.
- Mentor networking meeting – presentation of general needs and concerns as well as core topics relevant for the mentees. Discuss expectations and experiences of the mentors.

Matching based on personality and professional needs, resulting from the information provided in the application, through personal contact/ interviews and during group networking meetings.

Finally: General meeting of mentors and mentees for networking and as the first meeting of the mentoring couples.

Relevant factors: Experience, expectations, common thematic or career interest, personal compatibility.

Mentee Level

by Rosemary Hindle

World Association of Girl Guides and Girl Scouts (WAGGGS)



Many barriers still prevent the equal participation of young women. History, culture, tradition, or political and economic circumstances are just some of the reasons why girls and young women continue to face disadvantage, inequality, exploitation and even violence. Women, particularly young women, also continue to be under-represented in economic and political decision-making. Mentoring programmes are just one method to promote young women's empowerment and support the development of their leadership skills so they can become responsible and active, motivated and committed members of society.

The World Association of Girl Guides and Girl Scouts is the official umbrella organisation for 145 national Girl Guide and Girl Scout organisations throughout the world. At European level, through its 39 member organisations, representing over 1 million individual members, WAGGGS' values-based non-formal education programme enable Girl Guides and Girl Scouts to develop life and leadership skills through community action and advocacy projects, providing opportunities for fun, challenge and adventure; and empowering them to become responsible and active citizens, ready to speak out on issues which affect them, and work together to change lives and build a better world.

For 100 years, one of the key principles of Girl Guiding/Girl Scouting has been the patrol system, a group organisation of young people, working together to achieve and improve personal development and personal

leadership for all. According to the theories about teamwork, it is the most experienced in any task given who leads the patrol and during her leadership of the task, knowledge and learning experiences are shared and offered with other members in the group.

This way of leading while sharing knowledge and experiences is mentoring, and WAGGGS experience of mentoring has developed into a facilitation concept for the development of leadership and task management within our organisation. It defines mentoring as «the appreciative communicative relationship between an experienced person or group and a less experienced person or group – with a specific task or position – to support development and to achieve a defined stability and quality of a task at any level of the organisation.» Mentoring relationships with WAGGGS can exist between individual members or between Member Organisations at different levels of development.

Introducing mentoring into an organisation can also encourage the development of an organisational culture, especially between peers or mentees who recognise the value of self-development and reflection and encourages equal participation in decision-making in an inclusive way.

In this article, we will focus on the development of a mentoring relationship from the perspective of the different needs of the mentee (the person being mentored) and the mentees (the person carrying out the mentoring).

Formal mentoring programmes which support young women in leadership positions aim to re-create the informal partnerships that have always occurred in work or organisations, and to make these partnerships available to women and other groups who would not normally be included.

Mentoring can play an important role in succession planning and can possibly grow into role-modeling for the learner who gains support for their personal development from someone who has succeeded in the same process. With a balance of intervention/disturbance, appreciation, and mutual trust, mentee networking can be a very useful way of supporting young women in leadership positions as a means of building up experience and self-esteem among newcomers to a position, or as a way to encourage them to take up a position in the first place.

Responsibilities of a Mentee

For the mentoring relationship to be successful, the mentee has certain responsibilities. She has to be willing to:

- ▶ Take responsibility for her personal development to gain skills and knowledge
- ▶ Look for new challenges and consider fresh options
- ▶ Identify and discuss her needs, expectations, and objectives
- ▶ Commit to being an active partner in the mentoring programme and challenge herself to grow.

The mentee also has the responsibility of setting her own objectives, making her own decisions, and understanding that the mentor is there only to guide and advise. It is the mentee herself who decides how to use the knowledge and the advice she receives in order to improve her knowledge, skills and attitudes and to achieve the objectives she has set herself.

Benefits for a Mentee

WAGGGS believes that mentoring can help young women:

- ▶ Acquire new skills and develop existing skills
- ▶ Plan their career path
- ▶ Learn from someone else's experience by sharing and discussing
- ▶ Consider their situation in a broader perspective
- ▶ Receive and share meaningful feedback
- ▶ Understand an organization from a more senior leader
- ▶ Get access to a wider network and more sources of information
- ▶ Deal with day-to-day challenges
- ▶ Develop confidence and self-belief

The mentee is normally seeking assistance in their personal development, perhaps because they are new to a position, in new role, or part of a new organisation. The mentee needs to be open to learning from her mentor's experience, commitment, and the mutual discussions that will take place, as well as be prepared to ask for advice and welcome valuable feedback. The results of mentoring can be measured by tracking the development of the skills, attitudes and competencies gained by the mentee as a result of the mentoring relationship.

A young woman entering into a mentoring relationship as a mentee will also have certain requirements from the person who will be acting as the mentor. A mentor should for example have good interpersonal skills; be organised, patient and understanding; encouraging; honest; provide leadership; be able to give constructive, meaningful and positive feedback; and able to find the right balance in the level of support they give to the mentee.

Ongoing tailored support for mentees is another crucial additional element to the mentoring relationship between mentee and mentor. Specific mentee training schemes may empower the young woman participating in the project even more and multiply the effect of the mentoring programme.

Training modules should have a clear concept and schedule to allow the different units to build upon each other and can be held in groups or in individual sessions. Tailored trainings need to fit the needs of the mentees and can be held on a diversity of topics (work-life balance, career planning, coaching, overcoming stress, area specific

content information) in the form of seminars, information events, expert lectures, coaching sessions or similar. Furthermore, it is recommended to facilitate the development of mentee networks (e.g. jour fix and other networking and support structures), giving the young women the opportunity to empower, support, and learn from each other. Cooperating with external trainers, who guide the participants through the programme, monitoring and facilitating the process, in the implementation of the trainings is advisable. The creation of mentee networks can be facilitated through a common content related group work, but should not be obligatory.

Checklist for Project Coordinator

The Project Coordinator has a crucial role to play in developing consistent procedures for identifying and referring possible mentees and matching them to a possible mentors, coordinating their activities and offering ongoing support to both the mentees and mentor throughout the course of their relationship. They must ensure the aims and objectives of the mentoring project are still being met, hold regular supervision sessions with the mentors and provide support to the mentees, as well as facilitate the end of the relationship and carry out an evaluation with both mentee and mentors.

Important Questions to Ask at the Beginning

- What should a mentee consider before entering into a mentoring relationship to ensure successful outcomes?
- What are the objectives you would like to achieve from your mentoring relationship?
- Are there specific issues on which you would like support?
- What targets would you like to achieve and in what timescale?
- Do you understand the role of your mentor?
- What agreements have you made with your mentor to ensure trust, honesty and openness in the relationship?
- How often will you be in contact with your mentor?
- How will you meet – face-to-face, by email, telephone or skype?
- How will any expenses be covered?
- How will you know that you are developing your skills and competences as a result of the mentoring relationship?
- How will you report your progress to other people who have an interest in the mentoring relationship?
- How will you end the mentoring relationship?
- Are there any external factors which would affect your mentoring relationship?
- Are there any other people involved in the process and what is their role?

Mentor Level – A mentor’s perspective

on bases of input from Theresa Philippi
in cooperation with Magdalena Kurz
(mentoring couple «Genderize» 2005/06)



In the late 1990's Ms Theresa Philippi was first asked to be a mentor for a woman, relocating and searching for an appropriate career network to join in Vienna. Some years later, she was twice a mentor within «Genderize», a mentoring programme, organised by the Austrian National Youth Council. One of her mentees at «Genderize» was Magdalena Kurz, the editor of this guidebook, which led to their cooperation on this article. Later Ms. Philippi was the mentor for a young mother of two children in transition from education to work, struggling to finish her studies in law and start her career. Nowadays, she is active via e-mentoring, supporting a young woman who takes political action in the Ukraine having participated in the Robert Schuman Institute's Gender in Politics programme.

This article is developed on bases of the experience and input of Theresa Philippi, manifold mentor in a diversity of projects, actively advocating for women rights in different political functions and as developer of the concept on career design in cycles. The article aims to describe a mentor's perspective on mentoring processes and programmes, elaborating on how to approach a mentor, presenting a mentor's perspective

on the individual mentor-mentee relationship commitment and agreement, tailored preparation and support, seminars and networking opportunities for mentors it explains which expectations of mentors would need to be met when preparing a project for mentoring young women in Europe.

«Being a forty-something woman now I am looking back to my own days of adolescence. I still remember the mixed feelings of insecurity and high expectations in regards to the professional and political career I intended to make. When I entered the job market, I soon found out, that there is more to survival and success than just the formal education I had undergone. Often, background information and informal knowledge about happenings behind the scenes brought me to the correct estimation of a situation and the subsequent solution of a problem. Networking with other beginners (i.e. in the Bruges alumni network) was as useful for me as joining the women's club «alpha» where I got in touch with more experienced women who shared their thoughts over a cup of coffee or a glass of wine.»

Career design in cycles

Professional careers traditionally suggest a linear development of events in working life. A solid high level education, followed by first work experience, progressing over time, allowing promotion on bases of age and, working full-time until retirement. Even if this strictly linear design of careers integrates the «Life Long Learning» approach in a fast developing environment, it is not a viable concept any more. Nowadays, in modern, ultra-demanding working markets, careers should be designed in cycles. This means that careers are structured in alternating phases of very intense, average and less intense phases of professional life. Multiple options of extra occupational higher education and trainings schemes, as well as the possibility of taking different forms of sabbaticals that allow a flexible approach towards career planning. It is more likely today that one takes up a completely new career path after several years of activity. This new development gives women a new role and opportunities in society. The cycle phases may foster work life balance, alleviate the «rush hour of life» and thus provide a remedy against burn out. Phases of less intense professional involvement may allow an experienced woman even more, to be a mentor for a certain period of time, guiding a mentee through a phase in the working cycle and learning from the mentee about new developments and dynamics. It is a system in motion that shall be considered when developing a mentoring project and addressing mentors.

Motivation

Mentors are volunteers who are driven by personal motivation. The reasons for participating to a mentoring project are diverse. Considering the current phase of working cycle and depending on personal intension, a mentor may have the following reasons to participate in project:

- ▶ **Publicity:** Women in high level positions may participate in order to gain publicity. This may aim at public awareness raising on the situation of young women in Europe or positive publicity for the personal profile.
- ▶ **Role model:** A mentor may want to be a role model for a certain type of career, life style, political conviction or other new concepts.
- ▶ **Support:** A mentor may want support a mentee in their personal career development, or foster the development of a specific group of women with fewer opportunities.
- ▶ **Networking:** A mentor may want to open new doors for a mentee, by introducing her to insider groups and offer her networking opportunities on different occasions.
- ▶ **Empowering young women in Europe:** A mentor may be aware of the challenges young women in Europe are facing and want to empower them to establish themselves.

Ms Philippi pointed out that she found it most rewarding to get an opportunity for self-reflection by contemplating and answering the questions mentee has during the individual «tête-à-tête» mentoring sessions. Being a mentor may allow to look at the personal learning curves and experiences and the tools developed to overcome challenges.

When approaching potential mentors, it is recommended to present the different benefits, effects and opportunities of participating to the projects.

Core Commitments

When approaching a potential mentor it is important to point out the core commitments that are necessary to make the mentoring programme and the individual relationship a success. Those may vary, depending on the type of mentoring, but in general the following elements may be considered:

- ▶ Participation in the framework programme: the framework can consist of start, midterm and closing event (or additional press moments or training schemes).
- ▶ The mentoring meetings: it is recommended to inform the mentor about the desired frequency of meetings between the mentor and the mentee.
- ▶ Networking and events: giving the mentee the opportunity to attend relevant networking opportunities/ events.
- ▶ Monitoring and Evaluation: it is recommended to apply reporting mechanisms for the project monitoring and expected participation in a mid term or closing evaluation, to be part of the final reporting.

Ms Philippi points to the fact that a written agreement between mentor and mentee, setting up common aims and objectives for the mentoring relationship as well as timeframe and frequency and manner of contact, is most helpful.

The individual mentor-mentee relationship

The dynamics of each mentoring relationship depends on a variety of factors, such as the type of mentoring project, aim of the programme, motivation of mentor and mentee, the framework programme and other contextual matters. Ms Philippi acted as mentor in a diversity of projects, programmes and contexts, which gives her a clear idea on how diverse mentoring relationships can actually be. She states that in each mentoring relationship, it is the mentee that defines the topic and objective of the relationship. It is the role of the mentor to share experience, knowledge and contacts and give guidance on the topic chosen by the mentee. «Each mentee had a different personality, degree of personal maturity and of course specific aims. Yet, watching them grow mentally, in their ability to speak out in public, to implement their ideas and to cope with individual drawbacks and the general effects of the still ongoing backlash, was a great experience I shared with all my mentees and all of them stayed in my personal network.» It is also clear to her that mentoring shall not be confused with professional coaching or training and does not automatically result in friendship. According to her experience and judgement, mentoring and networking go hand in hand. Both are based on the share of knowledge and a very positive and energising interaction between individuals. Thus, they are excellent tools for reaching the aim of gender equality, which is one of the most fundamental principles of democracy and one of the few safeguards for economic prosperity and democratic stability. All these elements can be considered when reaching out to mentors to set up a mentoring programme.

Tailored support

Additional to all the elements mentioned above it is recommended to consider necessary tailored support and guidance for mentors. This can be...

- ▶ Individual interviews
- ▶ Providing literature, briefings and examples on the concept of mentoring.
- ▶ Training and coordinated exchange for mentors before the launch of the project.
- ▶ Seminars, networking meetings and thematic events for mentors.
- ▶ Ongoing technical, structural and administrative support by project coordinator,

Ms Philippi is referring to a diversity of women networks she is affiliated with, which provide opportunities for exchange, training and networking. A mentoring programme may offer similar opportunities for mentors.

Checklist

This article gives a mentors perspective to mentoring young women in Europe. Please find below a general checklist for the experience on the mentor level

- Approach a mentor via email, hold phone interviews/ discussions or meet them in person
- Clarify their motivation and ask how they would approach mentoring or what they actually know about mentoring.
- Provide briefings, literature and background information on the topic of mentoring.
- Elaborate clearly on the core commitments in regards to the mentoring relationship and other elements such as participation in the framework programme's monitoring and evaluation mechanisms.
- Mentors Meeting before project launch
- Identify potential topics and opportunities for seminar and trainings
- Involvement of mentors in the evaluation of the project.

Evaluation and Monitoring

by Mette Østerberg

Danish Centre for Information on
Gender, Equality and Diversity (KVINFO)



Kvinfo is the Danish Centre for Information on Gender, Equality and Diversity. In 2002 we started a Mentor Network that facilitates the path to employment and to society for immigrant women living in Denmark.

We have developed our own mentoring model – a hybrid of mentoring and networking programmes – which builds upon important similarities among women. Mentees and mentors are matched on bases of the mentee's education and on her profession /personal wishes.

In 2010 the Mentor Network took the initiative to develop a mentoring programme called «My Own Way», shifting from mothers to daughters, recognising that young women have different needs and are struggling with a different set of challenges. The programme is designed for young women between 16 and 24 years

from Vollsmose – a densely populated district in the city of Odense, the third largest city in Denmark. Our aim was to support the young participants in realising their dreams and ambitions, in relation to education, leisure time, career and network. My Own Way further built on the convincingly positive experiences made by the original Mentor Network. But the methods and tools are further developed and newly tested, so that they match the needs and situation of young women.

The project ran over the period 2010–2012 and was funded by the Egmont Foundation. Drawing upon this experience, this article will elaborate on how to monitor mentoring relationships, improve ongoing project support and evaluate the mentoring programme.

General Note

Mentoring programmes aim for social change by means of the setting up of educational frameworks which allow for the management and co-ordination of individual relationships. Therefore, when conceptualising the evaluation and monitoring process of a mentoring project, the coordinator is drawing upon a number of disciplines, which include management and organisational theory, education, sociology and social change. As the success of a mentoring project depends mainly on the dynamics of the mentoring relationships, it is recommended that focus be on the monitoring function rather than solely on measurable programme outcomes in the evaluation. This will allow continued improvement of the project. Needless to say, it is important too that priorities, monitoring and evaluation strategy is defined before the project starts. Furthermore, it is essential to define the target group that will be involved in the evaluation (closely and directly involved and affected – primary and secondary stakeholders).

A Database as Core Tool

Among our tools there is an IT system, a database, designed to facilitate good matches, to ensure greater efficiency and improved evaluation. We register and evaluate in relation to mentees' origins and migration history, age, education, occupation and postcode. Mentees are ensured full anonymity, and evaluation is made in accordance with the feedback from both parties when the mentoring process has come to an end.

The most recent redevelopment of the database – the third in its history – was carried out in 2010 in order to ensure greater efficiency and improved evaluation. The system gives them the possibility of signing-up online, to create and update their profiles, and – of course – to upload their portraits, CVs, blogs and personal websites. The young women also participated in individual interviews where they share wishes and needs for a mentor. The interviews are registered in the database and are conducted following Kvinfo's interview guidelines. Then an algorithm allows the search for mentors using a set of criteria and brings the profiles of the best-suited candidates for a match to the attention of the coordinator. Mentors and mentees have an initial

meeting face to face where the goals of their relationship are described in a mentor agreement that both parties sign. The developments in the relationship are noted down in a joint online log. As a starting point, the pairs are matched for a 10 month period, and if they so wish, they can extend it to a new 1 year period.

The system allows mentoring relationships in progress to be monitored, and it integrates statistical tools to measure results.

Indicators?

In order to be able to monitor and evaluate the project, it is important to define indicators or benchmarks. Of course, key success factors allow evidence gathering on the overall results of the project, but it is also recommended to define objectives for each level and element of the project in order to monitor whether the aims and priorities have been achieved. This allows the set up of «early warning systems», and provides an opportunity for improvement, through ongoing support mechanisms.

Examples of Indicators

From the very beginning of the project my Own Way, the official rate of success was defined as the number of matches made per year that complete a full cycle (initiation, cultivation, maturation, separation) –. The Ministry for Refugee, Immigration and Integration Affairs sanctioned this yardstick. Our data shows that the successful match leads to far more than one positive outcome.

Bearing this perspective in mind, it makes sense to place ongoing emphasis on the «softer» goals of the mentoring process. It is important to keep a twofold focus: mapping the «soft goals» of what goes on in the mentoring process as well as documenting the goals achieved.

In order to define the success factors and indicators of the mentoring relationship we ask each mentee in the interviews mentioned above: What she dreams about? How would her life look in 5 years? What will it take for her to get there? Why does she want a mentor? What does she hope will come out from the mentor relation? Where would she like

to see a mentor supporting her? What can she offer to the relationship? What is the ideal mentor for her? How often can she meet with her mentor?

The interview guide for mentors is designed to ask about motivation for becoming a mentor; about professional and personal competences for the task; about personal and professional networks. Regarding the match we ask each and every mentor what can she offer a mentee and how much time is she willing to invest in the relationship.

Monitoring via a centralised database?

A well-developed monitoring system allows continues improvement of the project. The monitoring can be done by the project coordinator, an external source, via database, personal meetings or through a combination of them all. It is most recommended to apply a combination of all of these approaches.

The database enables the coordinators to have access to each individual profile in the Network. Furthermore, the system allows mentoring relationships in progress to be monitored, and it integrates statistics tools to measure results.

The coordinating team uses the email system integrated in the database to communicate with mentors and mentees, to monitor the mentoring cycle and to registers feedback when the couples reach results. Monitoring is also an efficient way of dealing with factors that can result in negative experiences.

Via email the coordinators keep track of how the mentoring is progressing; how often do the couple meet; how do they stay in touch with one another between meetings; what is working particularly well; what aspects are more difficult; and how are things going in relation to reaching the main goals.

Participants to the project are also encourage to contact Kvinfo if they would like to discuss the mentoring relationship in more detail or if they would like some new input.

As a minimum they must agree on meeting 1–2 times a month and they are in touch with each other via text messages, facebook or e-mail.

E-mentoring can be used strategically in order to ease and facilitate the monitoring of the mentoring relationship, it is easier for mentees and for mentors to use email and SMS to keep track of the concrete activities they have agreed to engage in, to be aware of the deadlines for each goal and to double check results.

As a method, e-mentoring makes it possible to recruit new highly skilled mentors from the whole country, who want to make a difference by doing voluntary work, but who are not available until after 9 o'clock in the evening.

e-mentoring is also perfectly compatible with the mentor database and the Analyzer system.

Evaluation?

The Evaluation of the project can be done by the project coordinator or an external evaluator, in order to avoid potential conflicts of interest. Besides the constant monitoring, a global mid term evaluation in form of an event, may be implemented. Data may be gathered through project reports, questionnaire or interviews with all stakeholders. Also in this context we would like to point out the advantage of using a Database as supporting tool.

Both mentors and mentees have the opportunity to evaluate progress individually via a final interview using Analyzer, an analysis tool integrated in the database.

Analyzer is a questionnaire that can be used in many contexts, ranging from user surveys, HR studies and course registration. It can be used for both to collect mentor agreements, when the mentor programme is underway, and to collect evaluations. The questionnaires may be sent as web link, to be completed by mentors and mentees. From here, it is possible to draw statistics and reports, which help to document and fine-tune the work flow of the mentoring project.

Evaluation questions

There are a variety of possibilities to develop evaluation questionnaires. It is important that they relate to the key success indicators. The following set of questions have been proven as most relevant in my Own Way:

- ▶ What are the outcomes of the mentoring relationship?
- ▶ How often have you had contact?
- ▶ What did you get out of being in a mentoring programme?
- ▶ Have you participated in networking events, courses or workshops offered by Kvinno?
- ▶ How satisfied have you been with the advice and guidance you received from the coordinators?
- ▶ It is recommended to leave space additional comments and suggestions.

In my Own Way, we noticed that only 30% of mentees expressed in the initial agreement that they wanted to gain a larger network of contacts. Most mentees focused their initial wishes on educational training and leisure activities. It turns out, however, that when we compared the mentor agreements with final evaluations 80% of mentees assess as a major achievement the many professional and personal contacts gained via their mentors. This reflects the natural process in an effective mentor programme where one often sees a gradual building up of confidence in the relationship and greater clarity from the mentee's side about what she can use her mentor for.

Checklist

- Clearly defined features of mentoring
- Clearly define a road map for the mentoring cycle
- Clearly defined factors associated with success
- Clearly define guidelines to register and interview participants to facilitate the monitoring and evaluation
- Define priorities, monitoring and evaluation strategy
- Develop criteria and tools to match efficiently and to monitor relationships
- Develop criteria tools to evaluate and to measure results.
- Defining aims of the project + setting up measurable process and evaluation indicators
- Defining objectives of each level and element of the project in order to achieve the aim and priorities
- Define Stakeholders and target group that will be evaluated (closely and directly involved and affected – primary and secondary Stakeholders)
- Relationship work – monitored through meeting reports
- Monitoring Quality of Training units and supervision
- Mid term evaluation event

Appendix

About the Contributors

Note of the Editor/The Mentor Level Page 4/48



Magdalena Kurz, editor and initiator of the «Guidebook for mentoring young women in Europe», holds an MA in Political Science and studied at the University of Vienna and at University of California, Berkeley. Magdalena is Policy Officer for Participation at the European Youth Forum since 2009. Prior to that she was active within the United Nation Information Service, the Press and Public Information Service of the Organisation of Security and Cooperation in Europe, Research Officer for the Evaluation of the Youth Programme of the European Commission in Austria, consultant at the Austrian Federal Ministry for Family Health and Youth as well as the Austrian National Youth Council. After participating to the mentoring project «Genderize!» Magdalena continued fostering women networking and decided to launch this Guidebook with the Staff Grant of the Youth Forum.

Foreword Page 6



Laura Hemmati is a Co-Founder of the International Young Women Partnership network and, in her role as a Board Member, manages a peer mentoring programme which orientates newcomers to Brussels. She has a background in EU policy and youth activism. During her studies, she received two awards for her interfaith work at the University of Edinburgh Chaplaincy and was invited to meet Her Majesty Queen Elizabeth II on behalf of the first Scottish Interfaith Youth Committee. In 2010, while completing at traineeship in youth policy at the European Commission and serving as Treasurer of the Commission Trainee Committee in Brussels, Laura was invited to address the Scottish Parliament on the subject of youth empowerment. She later worked as a Project Officer for the European Youth Forum. Laura is a Jung Königswinter Alumna and currently works for the European institutions in Brussels. iywpbrussels.wordpress.com

Political Introduction Page 8



A French national, *Cécile Gréboval* holds a master degree in European Public Policies from the Institute for Political Studies in Strasbourg, and an academic background spanning also law and gender studies. She lived in France, The Netherlands and Germany before moving to Brussels.

Cécile joined the EWL in 1996. Starting as Information Officer, she has occupied different positions in the EWL Secretariat since then. Among other things, Cécile coordinated the EWL Amsterdam Treaty Campaign, the Young Women's Project and most recently, the EWL 50/50 Campaign for Democracy, and has been responsible for policy issues related to European gender equality legislation, women in decision-making and women's rights in an international context. From January 2009 until her appointment as Secretary General, Cécile held the post of Programme Director with a variety of horizontal strategic and management tasks in support of the Secretary General, including supporting and coordinating the implementation of the annual Work Programme, liaising with elected members, advising and producing strategic policy input, contributing to fundraising and representing the organisation externally. Cécile was appointed Secretary General of the EWL in April 2011. www.womenlobby.org

Concepts, terms and types of mentoring programmes Page 14



Gerlinde Hacker is president of «WoMentor – European Federation of Mentoring for Girls and Women» and managing director of «Project Office for innovative social policy». She works as independent consultant and trainer based in

Graz, Austria. Her work and efforts are focused on mentoring, coaching, training, gender issues and project consulting. These activities include project initiatives in the fields of labour-market-policies, innovative social policies, research and development for

Gender and Youth based projects as well as the investigation of innovative schemes concerning the Employment Market.

Gerlinde Hacker has been involved in the development and implementation of several programmes and projects in the areas of gender-policy and youth such as: «European Guidelines for Mentoring Programmes A Guideline for Setting up and Running Mentoring Programmes with a Special Focus on Mentoring for Girls and Young Women», «We:Mentor – Women Educators in Mentoring» and «Gender equality through EVS».

Contact: gerlinde.hacker@womentor.eu

www.womentor.eu / www.projectoffice.at

The Framework Programme Page 26



Daniela Reiter is running her own company as a psychologist, life coach and consultant (www.diereiter.at). Her main focus is on gender equality and life balance and she consults various organisations with their mentoring programmes.

Daniela is a fervent feminist and a Finland lover and therefore annually runs a coaching week for women on the move in the Finnish forest. Contact details: daniela.reiter@diereiter.at

The Matching Process Page 34



Gabriela Keseberg Dávalos is Co-Founder, Board Member and Manager of the high-level career mentoring of the International Young Women Partnership (IYWP) in Brussels. The IYWP is a volunteer organisation to empower young women

professionals in the early stages of their career through mentoring, networking and by showcasing highly accomplished female talent.

Gabriela holds the position of Senior Communications Officer at the International Crisis Group. Prior to that, she worked as a journalist for ZDF German Television. Gabriela is a UNAOC Fellow 2012 and a Bolivian / German national. iywpbrussels.wordpress.com

The Mentee Level Page 42



Rosemary Hindle has been involved with Guiding since she was 7 years old, and having previously worked in the voluntary sector in the United Kingdom, she moved to Brussels to work for the World Association of Girl Guides and Girl Scouts in 2001. WAGGGS mission «enables girls and young women to develop their fullest potential, as responsible citizens of the world,» and has touched the lives of millions of girls and young women through its non-formal education programmes and opportunities for volunteering over the last 100 years. Rosemary is responsible for co-ordinating external relations for WAGGGS at European level. europe.wagggsworld.org

The Mentor Level Page 48



Theresa Philippi graduated in law at the University of Vienna and holds post graduate degrees in European Law (College of Europe, Bruges) and IT-Law (University of Vienna). She started her professional career right after Austria's accession to the EU in the European Affairs department of the Ministry of Environment and moved to the newly privatised Telekom Austria Group two years later when telecommunication was liberalised. Her interest in sustainability issues (which include gender equality) was still high and resulted in several pro bono activities in addition to her job. These activities in civil society and politics led to her shift into the cabinet of the then Minister of Health and Women in 2003 where she contributed amongst others to the gender equality issues during Austria's EU Presidency in 2006. Later that year Ms Philippi returned to IT-Law within the context of a newly established eHealth project aiming at the nationwide roll-out of an electronic health record (ELGA) where she serves as legal counsel. www.theresa-philippi.at

Evaluation and monitoring Page 56



Mette Østerberg holds a MA in History and in Political Science. Since 2006 she has been contributing to Kvinno's network's high growth, so today it is the world's largest of its kind. In 2009 Mette became team leader for the office in Odense and the first of August this year she was appointed general manager of Kvinno's Mentor Network at national level. www.kvinfo.dk

Graphic Design



Katrina Wiedner is an independent graphic designer specialised in print design and typography. She holds an MA in Communication Design from Central Saint Martins, London. After living and working in London for several years she returned to Vienna in 2010. She is currently working for a diverse range of clients in the UK, Belgium and Austria. Contact: office@katrinawiedner.net / www.katrinawiedner.net

Editor's Note on Funding

I would like to thank for the kind financial support for this project by the *European Youth Forum's staff grant*. The Forum launched this grant scheme to help employees finance personal projects that represent the values and the overall priorities of the organisation. This initiative is part of the broader talent development opportunities that the Forum offers to its staff, aiming to foster creativity and personal initiative.

Appendix

Bibliography

POLITICAL INTRODUCTION

- ▶ To learn more about EWL European Political Mentoring Network, please contact: ewl@womenlobby.org

CONCEPTS, TERMS AND TYPES OF MENTORING PROGRAMMES

- ▶ «European Guidelines for Mentoring Programmes A Guideline for Setting up and Running Mentoring Programmes with a Special Focus on Mentoring for Girls and Young Women», July 2010. Created and edited by the Board Members of WoMentor. Coordinator: Projektbüro für innovative Sozialpolitik (ProjectOffice)
- ▶ Lifelong Learning Project: «WE: MENTOR Women Educators in Mentoring»
- ▶ WoMentor Website: www.womentor.eu
Please note that we will discuss with the Layout team the placement of lists of best practise examples.

MENTEE LEVEL

- ▶ Recognising the importance of mentoring in the development of both the organisation and individual members of Girl Guiding/Girl Scouting, the Europe Region WAGGGS produced guidelines to help WAGGGS members develop a mentoring relationship «Mentoring in Girl Guiding and Girl Scouting in an Nutshell.» europe.wagggsworld.org/en/grab/670/1/MentoringInaNutshell-E.pdf

MENTOR LEVEL

- ▶ The Interparliamentary Union (IPU) holds track of women in Parliaments: www.ipu.org/wmn-e/classif.htm
www.eige.europa.eu
- ▶ European Commission DG Justice: ec.europa.eu/justice/newsroom/gender-equality/index_en.htm

MENTORING PROCESS – GOOD PRACTICES

- ▶ CENTRAS, Romania: project «Mentoring Peer to Peer», «Rural heritage, business challenge for creative youth»
- ▶ Zonta Club, Latvia: The perspective models of mentoring programmes for promoting start-up enterprises in rural areas of Latvia, «Women entrepreneurship development in Baltic Sea region»
- ▶ INOVA, UK: Women in Business, Business Link Diversity Guides and Training the Trainers, EU Return: Innovative Career Development for Women Returners, Mentoring Circles
- ▶ dib members, Germany: Cyber-Mentoring
- ▶ EDEM, Greece: Women in Engineering (mentor: woman professional, mentee:female student in engineering), «Altener – Women and Renewable Energy Sources», «PREparing Female students for Academic Entrepreneurship»
- ▶ WoMentor/ProjectOffice, Austria: Gender Equality in EVS, WE: MENTOR Women Educators in Mentoring.



EUROPEAN WOMEN'S
LOBBY
EUROPÉEN DES FEMMES



europaean
youth forum



KVINFO's
Mentor Network



WOMENTOR



Europe Region
World Association
of Girl Guides
and Girl Scouts



dieReiter



IYWP

BRUSSELS

Project Manager and Editor: Magdalena Kurz
Project Partner: International Young Women Partnership