



CREATING MENTOR NETWORKS IN THE OSCE REGION:

A Practical Roadmap.

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FOREWORD

The average number of women in leadership and decision making positions in both the private and the public sectors varies widely across the OSCE participating States. Parity in the number of women and men on corporate boards, ministerial positions, or leaders among entrepreneurs has been achieved only in very few contexts. In most countries women, in particular women from minority and migrant backgrounds, continue to face a number of constraints that limit their access to labour markets and public arenas. While the importance of factors such as education levels and access to childcare have long been recognized as facilitating women's access to opportunities the role of networking has been less discussed.

The Danish Centre for Information on Gender, Equality and Diversity (KVINFO) has directly harnessed the importance of networking for marginalized women by successfully developing a Mentor Network that has involved more than 7 000 women since 2002. The KVINFO model was presented as a good practice example on how to empower women from all minority communities at the OSCE conference on "Women as Agents of Change in Migrant, Minority and Roma and Sinti Communities in the OSCE Area" in Vienna on 6-7 September 2012.

This roadmap is the result of a partnership between the OSCE Gender Section and KVINFO with the goal of spreading KVINFO's experience and lessons to the entire OSCE region. It is designed as a "how-to" manual for creating a mentoring network by providing operational guidance, concrete examples and samples of useful documents for mentors and mentees. As such, the publication offers practical guidance on how to design a Mentor Agreement including ground rules, confidentiality issues and responsibilities of both the mentor and the mentee as well as providing an introduction to the database software used by KVINFO to monitor and evaluate their results.

The OSCE recognizes that social exclusion can contribute to instability and insecurity. It is thus my hope that this roadmap will contribute to a broader understanding of the strategic value of mentoring networks in ending social exclusion and empowering women, in particular women from marginalized groups and that it will lead to the successful establishment of mentor networks throughout the OSCE region.

Ambassador Miroslava Beham
OSCE Senior Adviser on Gender Issues

THE VISION

« ***Socio-economic barriers, long standing cultural stigmas and repressive legal codes create challenges for women's inclusion at the global level.*** »

Lamberto Zannier
OSCE Secretary General

During the OSCE Conference Women as Agents of Change in Migrant, Minority and Roma and Sinti Communities (Vienna 2012), expert participants identified barriers and cross-cutting vulnerabilities that still hamper women's empowerment and full inclusion in public life across the OSCE region. A myriad of issues including lack of access to education, credit and health care were highlighted.

Participants agreed that these limitations have a significant impact on the ability of women to participate in society in a meaningful way. They also agreed that these limitations leave women feeling isolated and disempowered.

When asked to brainstorm forward-looking solutions to these interlinked obstacles, one approach was consistently raised: establish networks for women to connect to each other, learn and share experiences. The participants overwhelmingly agreed that establishing and maintaining resilient mentoring networks has the potential to enhance women's individual capacities and give them access to a range of opportunities to apply their skills and knowledge. These networks can represent an important contribution towards achieving the goal of gender equality at the social, economic and political level.

THE MODEL

In 2002, KVINFO – the Danish Centre for Information on Gender, Equality and Diversity – launched its Mentor Network, the aim of which is to facilitate the path into employment and integration into society for immigrant and refugee women living in Denmark.

The core objective of KVINFO's Mentor Network is to pair up refugee and immigrant women (mentees) with women who are firmly established within both Danish society (mentors) and within the Danish labour market.

The mentoring relationship builds upon clear values and focuses on similarities between women, rather than differences. In practice, it consists of one-on-one meetings, in which both mentor and mentee are treated as equals. The mentor and mentee are paired up according to the mentee's educational and professional background and her personal wishes and goals. The aim of the relationship is to assist the mentee in fully realizing her potential and enable her to achieve her goals for her life in Denmark.

Today, the Network involves more than 7,000 participants, and according to experts in the field of mentoring and

coaching, it is the largest of its kind in the world.

The KVINFO model is today regarded as an example of 'best practice' from which others can learn, including international organizations such as the EU Commission for Employment, Social Policy and Equal Opportunities, the organization for Economic Co-operation and Development (OECD), The European Women's Lobby (EWL), and the Canadian initiative "Cities of Migration."

KVINFO's Mentor Network has inspired other sectors in Denmark to establish similar networks, and the idea has even transcended the country's borders to Norway, Iceland, Finland, Germany, Spain, Portugal, Belgium, Bhutan, Tanzania, Malawi, Jordan, Tunisia and Morocco.

This roadmap was developed as a guide for implementation by OSCE field operations and its partners on how to create a mentoring network following the KVINFO Mentor Network model. It is designed to provide practical knowledge and insight with the goal of building expertise on mentoring issues.

MENTORING & NETWORKING?

Most available literature locates the roots of the concept of mentoring in ancient Greek mythology. In modern times, however, one can find formal mentoring being used very effectively in higher education, in management and organizational behavior, psychology, nursing, sociology, and many other fields.

A mentor is someone who provides guidance, instruction, modeling, counseling and -if possible - sponsoring. Traditionally, the process of mentoring involves two individuals, a mentor and a mentee, and it is understood as a reciprocal relationship that allows both parties to experience growth and transformation.

Great leaders of industry and gifted people in every field have always had mentors; often more than one, and many businesses pair a managerial trainee with a top executive. But a mentee can only benefit from the help of a mentor if there are individuals and organizations that believe in their potential.

KVINFO's mentoring philosophy is a belief in the potential of the women who are mentees – KVINFO sees in them women with untapped resources and capacity.

Networking is the act of linking!

The term Network comes from the Computer Sciences. It is used to describe the act of linking two or more computing devices together for the purpose of sharing data. In the professional sphere, a Network is a group of like-minded people creating opportunities and taking action. Networks play an important role for personal and career development.

KVINFO's networking approach involves two key features: information exchanges, and the possibility to act on opportunities. KVINFO's Mentor Network shares contacts and knowledge among women who can benefit from connecting to one another.

THE BASIC STEPS

1

Understanding that the need for such a programme exists.

This is obviously critical. The goal and objectives must be well defined from the beginning, as well as who will be the beneficiaries. Research shows that the most difficult task for an immigrant or refugee woman living in Denmark is to find a job that matches her education and professional experience. It has been estimated that more than 50 % of all job openings in Denmark are filled via personal networks. Networks are essential to gain a foothold in Danish society. Through one-on-one meetings of equals, Danish mentors provide access to their networks, and they can give appropriate advice regarding job applications, job interviews, workplace culture and assessment of employment potential.

Main goal and objectives must be linked to a defined time frame.

KVINFO's Mentor Network pilot programme needed a minimum of twelve months to be successful. Mentoring relations seem to have a natural life cycle: initiation, cultivation, maturation, separation and re-definition. Timing from phase to phase depends upon programme structure and management.

2

Defining the resources needed to support a programme of this length.

Once the expected outcomes are defined, the planning and resources required for implementation must be determined: staff, budget, workflow, timeline, communication plan and evaluation method. Due to the constant consultation during the matching process, KVINFO's Mentor Network has required a minimum of two staff members to coordinate a significant number of mentor-mentee partners. These employees are called coordinators, and they are experienced in conducting interviews and possess basic IT skills in order to operate the mentoring database. It is recommended to have a physical space from which the coordinators can organize the network and hold the interviews in a confidential context. Additionally, access to IT support can be an important resource.

3

Deciding how mentors and mentees will be chosen is also critical.

Will mentors and mentees apply to be part of the network? How will they be selected? KVINFO's initial mentors volunteered as the idea was announced through mailing lists and on KVINFO's website. Mentors are strong, educated, influential and well-connected women, who belong to KVINFO's large network of contacts. However, the key challenge was reaching potential mentees - immigrant and refugee women. KVINFO started by running a pilot project with a target of 12 mentor-mentee pairings, and discovered that the way to make contact with mentees was via sometimes very small forums, societies and associations. From this starting point the message spread through personal networks that the Mentor Network was functioning with great results. KVINFO now is continuously approached by new women interested to join the Network after hearing about it through word of mouth.

4

Determining how to screen and match mentors and mentees.

KVINFO has designed personal interviews that help build individual profiles of mentors and mentees. The profiles show education and professional history, career and life objectives, strengths, weaknesses and expectations. This information guides the matching process. When KVINFO's coordinator interviews a mentee, the questions focus on what she would like to do, what are her dreams for her life in Denmark, what kind of training, what kind of job and, consequently, what kind of mentor would she prefer. The criteria based on which pairs are matched include a shared line of work and shared experiences on which a relationship can be built. This shared background provides a platform for dialogue and collaboration, which is to the benefit of both the mentee and mentor. At KVINFO this perspective is of vital importance.

5

Deciding when and where the mentoring will take place.

KVINFO's Mentor Network suggests a first meeting between a mentor and a mentee, where they discuss their options and have the opportunity to reflect afterwards whether they would like to enter into a mentoring relationship for one year. The meeting takes place at a neutral place, for instance a public café or the local library. If they agree to move forward then at the second meeting, the mentor and mentee are provided with the Mentor Agreement and the Activity Plan. Both tools can be used as guidelines, but it is best to let the mentor pairs determine a schedule that meets their needs. KVINFO always reminds the pair of their commitment to the mentoring process, but also lets them decide and agree upon how much time they are willing to devote to the relationship.

6

7

Introductory orientation workshops offer mentors and mentees important opportunities to understand the program's goals and to clarify their expectations.

KVINFO holds separate orientation workshops for new mentors and mentees that allow each set of participants to express expectations and concerns. Mentors and mentees receive a handbook with useful and detailed information.

8

Networking events and opportunities should be offered on regular basis.

Mentoring pairs can be brought together for joint networking sessions. Plan these networking events drawing also on mentors and mentees for extra insight and ideas on theme workshops, seminars and field trips. Occasionally some of the mentees entering KVINFO's Mentor Network are struggling with depression due to prolonged social isolation. With this scenario in mind, it makes sense to place emphasis on the 'softer' goals of networking – those courses of action that are vital to find and connect with other women and reaching the doors to different areas of society – for example: improving language skills.

9

Proper documentation and monitoring of the progress made by mentor pairs.

KVINFO has designed a database where contact between coordinators and mentors and mentees are registered. An important part of the coordinator's job is to find out how the relationships are progressing, to offer support as needed, and to address issues when conflict arises.

Assessing results and providing a mechanism for mentors and mentees to evaluate their experience is the key for full implementation.

From the beginning of KVINFO's Mentor Network, the official rate of success has been defined as the number of matches per year – not the employment rate of mentees. For KVINFO the good story is the one in which mentor and mentee complete the entire mentoring cycle over the course of a year and the results show much more than a job. An evaluation report from Oxford Research, an independent Danish organization with a focus on welfare, industry and regional development, shows that:

- 29% of the mentees say that the network has given them better opportunities to enter the labour market.
- 55% claim that they do better in their educational endeavors.
- 61% claim that their possibilities to complete an education have improved.
- Many mentees say that they now know more about Danish Society (72%), their spoken Danish has improved (55%) and they have more belief in themselves and their skills (71%)

The overall feedback from mentors and mentees of the KVINFO Mentor Network has been that the whole process is extremely positive.

10

THE TOOLBOX

REGISTRATION

In 2002, mentors volunteered as soon as KVINFO announced the project on the website and through our various mailing lists. The way to make contact with mentees was via promoting the idea of the Mentor Network in very small forums, societies and associations. From this starting point the message quickly spread that the Mentor Network was functioning.

Now the Mentor Network has no need of specific outreach – the success stories are passed from person to person, and immigrant women seek out the network on their own initiative. Mentors and mentees register online via a web-link. The coordinator personally guides those who experience difficulties registering online. After registration they receive an email confirming enrollment.



Thank you for signing up for the Mentor Network. I am happy that you wish to participate in The Mentor Network as: Mentee/Mentor. To confirm your registration, go to the link: www.mentornet.com.

If you do not want to confirm your registration, you do not need to do anything. Your registration applies only after it has been confirmed.

*Many greetings,
Coordinator
The Mentor Network*

Once registration is confirmed, the database enables coordinators to handle the profiles of mentees and mentors, as well as to facilitate the matching process. Each individual profile contains a wide range of data parameters either obligatory or optional.

The individual profile of a mentor or a mentee is then selected by one of the coordinators, who changes her status in the database:

Status changes from « REGISTERED » to « AWAITING INTERVIEW »

Next, individual mentors and mentees receive an e-mail with an invitation for a personal interview. Here is an example of the invitation for mentees.



Dear {name}

You have signed up to be a member of the Mentor Network, and now I would like to invite you for an interview. During the interview, we will talk about your professional and personal profile and your wishes for a mentor. The interview will take place on (month/day/date). Please come to (address), where I will meet you at the appointed time.

I kindly ask you to confirm your attendance by email; otherwise we can use the time to interview someone else. If you are unable to come on this date, you are welcome to write back suggesting a new date.

I look forward to meeting you!

*Coordinator
The Mentor Network*

INTERVIEW

 **All mentors and mentees participate in a mandatory interview.**

KVINFO uses an Interview Guide which contains questions designed to uncover key areas, for example - motivation, professional profile and attitude to mentoring and matching.

These areas are listed in an order that would be logical to most mentors and mentees. However, the coordinator should consider always whether it is the sequence that will work best according to the mentee or mentor she is interviewing and adapt if necessary.

The coordinator can ask all the questions, but often she will not need to do that. It may seem clumsy questioning areas that mentors and mentees have already answered. The coordinator should select the questions she thinks work best, and supplement them with follow-up questions if needed.

KVINFO suggests the following guidelines for the Interview:

- **During the interview the coordinator keeps notes of the answers.**


The coordinator makes the most of creating a good connection and good feelings between her and the woman who is being interviewed.

The coordinator should give mentee/mentor time to consider before answering.

- **Interviews are always stressful.**

If the coordinator wants to refer the woman to a specific social service or make a side point she should write this down and bring it up when the interview is over.

It is important to support the flow of the interview and make the interviewee comfortable.

 **If the interview was particularly stressful** in terms of revealing incriminating information or very emotional for the person being interviewed, then she should debrief with a colleague afterwards and examine the options available to handle this particular situation.



Example of Interview Guide *for Mentees*

Welcome and presentation of the interviewer:

Information about conversation structure. Information about the conversation confidentiality. If needed brief introduction to mentoring network: goals, values, size, activities, mentoring relationship, etc.

Professional profile:

*Tell us about your educational background (home + new country);
Tell about your work experience (home + new country);
Do you have experience with a job search in the new country?
Tell us a little more about it;
What kind of work do you hope to find in the future?
What languages do you speak?*

Personal profile:

*How long have you been in the new country and what brought you here?
How has it been to get here? What barriers have you experienced in the new country (in relation to entering the labor, education, and communication with authorities)? How do you characterize yourself*

as a person? Or if your friends would describe you as a person, what do you think they would say?

Networks:

*Do you know many people in the new country? Who are they (family, colleagues, friends, etc.)?
How did you get to know them?
Are there locals among your friends?*

Vision:

*What did you dream about before you came to the new country?
What did you dream about right after you had come to the new country?
What do you dream about now?
If you were completely free to decide - how would your life look like in 5 years?
What will it take for you to get there?*

Match:

*Why do you want a mentor?
What do you hope will come out of it? Where would you like to see your mentor supporting you?
What do you imagine that you and your mentor should do together?*





What can you offer in a mentoring relationship? What is the ideal mentor for you? What is her background and where she works?

How often can you meet with a mentor? Do you have any requests on a mentor other than the purely professional (age, children, jobs, education, interests, geographic preferences)?

Others:

Are there other things I need to know about you in order to make a good match? Is there anything you can contribute in relation to the activities of the mentor network? Do you have any questions for me?

Next she gets information on how to proceed:

The Coordinator will take the following steps after the interview: Match Search. Match. First meeting. Feedback from the first meeting. Mentor agreement and activity plan. Follow up and check-up by coordinator. Feedback, when the pair achieves a goal. Evaluation. End of match. Handbook. Information on courses and events and the newsletter.

Introduction:

Information about conversation structure. Information about the conversation confidentiality. If needed brief introduction to mentoring network: goals, values, size, activities, mentoring relationship, etc. Where did you learn of the Mentor Network?

Motivation:

Why do you want to be a mentor? What do you think you will get out of being a mentor?

Professional profile:

Tell us about your educational background? How has your professional life developed? What are your main professional skills? What languages do you speak?

Personal profile:

If your friends could describe you, what would they say (praise/criticism)? What would your life look like in 5 years ideally? What hobbies do you have?



Networks:

Which contacts and networks do you have? How can you use your network in relation to the mentee?

Match:

What can you offer a mentee? Have you thought about whom I can match you with and whom I should not match with you? How many meetings per month can you have with the mentee? Do you have preferences with respect to age, marital status? Is there anything else I should know about you to make a good match?

Others:

Is there anything you can contribute in relation to the activities of the mentor network (specific knowledge, skills which you would like to use, presentations, workshops)?

Others:

Do you have any questions for me?

Next the Mentor gets information about how the process will proceed: Match Search. Match. First meeting. Feedback from the first meeting. Mentor agreement and activity plan. Follow up and check-up. Feedback, when the pair achieves a goal. Evaluation. End of match. Handbook. Information on courses and events and the newsletter.


It is important to write up good notes documenting the content of the interview.


A sample of the information that must be gathered during the interview is:

- Date
- Interviewer
- Knowledge of the Mentor Network
- Personal profile
- Professional profile
- Network
- Visions
- Match
- Others


As a general rule the coordinator must bring the following items to the interview:

Interview Guide
Mentee or mentor's profile
Brochure on the Mentor Network
Business Card
Mentor Agreement
Activity Plan

 **The coordinator should always explain** to potential mentees that matches will be made based on their specific needs; therefore, it is not always possible to find the right mentor in the pool of mentors available.

 **The coordinator should always explain** to potential mentors that matches will be made based on the specific needs of the mentee; therefore, not every mentor may be successfully matched. Also the mentor must know that she immediately becomes a member of the Network, and that her information will be kept in the program's database for future mentees.

After being interviewed and after having their individual profiles completed, the status of a mentor and a mentee in the database changes again:

 **Status changes from «AWAITING INTERVIEW» to «READY TO BE MATCHED»**

THE MENTOR AGREEMENT

It is essential that both mentor and mentee formulate their own expectations and goals for the relationship to establish a solid foundation for development, mutual learning and an equal dialogue. KVINFO has designed a Mentor Agreement to facilitate an understanding between the mentor and the mentee as to the ground rules, confidentiality and responsibilities of the relationship. The coordinator should bring a copy of the agreement to the interview and explain how it is used as outlined below. It is an agreement not a contract, and it works well for both the mentor and the mentee to jointly discuss and reach an understanding on each of the following key issues once the match is confirmed:



This is what a mentoring agreement between a Mentee and a Mentor looks like. It outlines some of the responsibilities of each.

Requirements for Mentor:

- Listen, ask, guide and be a partner;
- Be an honest conversation partner;
- Show respect;
- Be willing to open your own networks to another person;
- A mentor cannot and must not be an expert in everything.

Requirements for Mentees:

- Ask, listen and be open to advice and guidance;
- Take responsibility and initiative for your own development;
- Show respect;
- Be an honest conversation partner;
- A mentee should attempt to realize her own goals, needs and be willing to discuss them;
- By signing this agreement the mentor and mentee express their agreement on the items below;
- Our meetings are confidential;
- We do not exchange gifts or lend each other money;



- *The Mentor does her best to support the mentee and help to expand her network;*
- *We will meet at least once a month until the mentorship ends;*
- *We comply with appointments and arrive on time;*
- *If agreement is to be amended, we do it in written form and inform our coordinator of the changes;*
- *We communicate between meetings via phone/e-mail/sms and with the frequency of _____;*
- *Mentee's expectations of mentoring relationship (try to be as specific as possible);*
- *Mentor's expectations of mentoring relationship (try to be as specific as possible).*


Termination:

- *Either party may terminate the agreement with one month's notice, and the last week should be used for evaluating the mentoring relationship. However, the mentor or mentee can leave the mentoring relationship with one day's notice if there is a breach of contract from the other side. Breach of confidentiality by a party shall cease the mentoring relationship immediately.*
- *The agreement will be reviewed at least once a year. If a mentee or mentor feels her expectations are met before the annual assessment, the agreement can be reviewed without delay. Since the Agreement is assessed and the mentoring relationship is evaluated, the parties can discuss whether to continue to meet, and if so, whether to sign a new agreement or otherwise end the relationship.*

See Annex 1 (p 45) for an example of KVINFO's Mentor Agreement.

MATCH

Each of KVINFO's coordinators manages up to 80 matched pairs per year.

 **First**, the coordinator sends an e-mail suggesting a potential match for a mentor/ mentee.



I propose a potential mentoring match. The next step is that you meet and discuss if your expectations align and whether you are prepared to make the time commitment. It is now your task (mentee) to make contact with (mentor) and agree on a first meeting. Together you must set a date for the first meeting within the next 14 days, and the actual meeting should take place within two months from now.

Contact Information:

> MENTOR • Name • Address • Telephone • Mobile • E-mail

> MENTEE • Name • Address • Telephone • Mobile • E-mail

The first meeting is noncommittal, and after that, we recommend that you both take your time to reflect on the experience. Next, each of you should contact me individually and inform me whether you would like to continue in this mentoring relationship.

This means that you should not make a new appointment during the first meeting. If you both want to continue in a formal mentoring process, I will write back with the good news.

If you wish not to continue the relationship, I will find a new mentor or mentee for you.

I recommend that you do not complete the attached agreement and planner before reaching a final decision to continue in a mentoring relationship, and perhaps having met more than once.

I look forward to hearing from you.

*Yours sincerely,
The Coordinator
The Mentor Network*

The coordinator must then set a new check-up date in the database field, usually in two weeks.

The key to a successful match seems to be the willingness of both mentor and mentee to participate and to learn. KVINFO's office in Copenhagen recorded 124 new matches from January 1 to March 15, 2013. Of these 124 matches 86 pairs continued the mentoring relationship after the first meeting.

 **Second**, a Match Confirmation e-mail is sent.



Dear {mentor /mentee}

You have both reported back that you would like to continue in a mentoring relationship. I kindly ask you to contact one another and decide when you will meet next.

I am the case-facilitator of your mentoring process, which means that I will follow up on your mentoring relationship for up to one year, and that you are always welcome to contact me if you need any support. I will ask for feedback on how it goes with your mentoring experience over the next three months.

Please find attached a mentoring agreement and planner for activities/goals, which I ask you to fill in together during your next meeting. Please e-mail me a copy of both within the next three weeks.

*Yours sincerely,
The Coordinator
The Mentor Network*

If the coordinators do not hear from the mentor and the mentee, she should make contact by e-mail/phone and ask: Is the Mentoring Agreement and Activity Plan on the way? Have you met a second time? Will you continue the process?

The coordinator must also remember to set a new check-up date in the database field provided for this, in three months time. It should be pointed out to the mentor and mentee that they can always contact the coordinator for advice and guidance. The coordinator changes the status in the database of each individual profile once more.

 **Status changes**
from «READY TO BE MATCHED»
to «IN A MENTOR RELATIONSHIP»

 **Third**, Follow-up e-mails are sent at three and at nine months.




Dear {mentor/mentee}

It has now been three/nine months since you began your mentoring relationship. I am writing to follow up on how it is going.

Your formal relation as mentor-mentee in our programme is scheduled to last a year, so in X months I will stop being your case-facilitator. Of course, you are very welcome to continue seeing each other if you wish to do so.

I kindly ask you to reply to this email within the next 14 days to let me know how far you have come in achieving your initial goals, as well as give a brief update on your mentoring process. You are also welcome to contact me if you have questions.

*Yours sincerely,
The Coordinator
The Mentor Network*

 **Fourth**, a termination e-mail is sent (as well as an evaluation form) approximately one year after the match-mail is sent.



Dear {mentor/mentee}

You have now been matched in the Mentor Network for a year, and we will terminate your formal mentoring relationship. This means that I am no longer your case-facilitator, and that you will not be contacted for follow-ups anymore.

It is our experience that within a year, most pairs have managed to achieve their initial goals. Beyond this point, some wish to continue the mentoring relationship on their own; some have ended their contact; and for others, the relationship has evolved into friendship. In most cases, there is then no further need for the mentor network continued monitoring. However, if you believe that you still need coaching or support, you are welcome to contact me.


I kindly ask you to report back to me if you want to continue in the mentoring network as either an active mentor or mentee and therefore wish to be matched again.

You can also choose to continue to be part of the network and receive information about events and courses as a “network participant.”

*Yours sincerely,
The Coordinator
The Mentor Network*

EVALUATION

The coordinator must remember to set the new check-up date in the field provided in the database, in two weeks time. And the reasons for the termination of the mentoring relationship should be noted in the Note field. The coordinator should also remember to change the status of mentor and mentee in the individual profiles.

 If the evaluation form does not come back within two weeks, a reminder should follow. This time, the coordinator must remember to set the new check-up date in the field provided by the database, one week ahead. If evaluations have not been returned within one week the coordinator should call the mentor pair and ask for it.



Example of the *Mentor's evaluation*

Dear Mentor:

Thank you for taking five minutes to tell us your thoughts on the mentoring process. Your comments will be treated in total confidentiality and will only be available to personnel in the Mentor Network.

*With best wishes,
The Coordinator
The Mentor Network*

.....
Date:
What is your name?
What is your mentee's name?
What is the name of your contact person in the Mentor Network?

Has the mentoring process ended? - Please check one box only -
 Yes No, I am continuing work with my mentee

>>

Why has the mentoring process ended? - Please check as many boxes as apply -

- Mentee has achieved her goals
- The one-year period is over
- The partnership has no more to contribute
- We no longer meet or have contact
- Our aspirations for the mentoring partnership did not agree
- We found it difficult to understand one another
- We have become friends and now meet socially
- Mentee's or my situation has changed (change of address, new job, new educational/training course, maternity leave, divorce, or other)
- Other

How often and in what context have you had contact with your mentee?

- Please check only one box -

- Once a month or more
- Less than once a month
- Never

In what form was your most common contact? - Please check only one box -

- In person
- Contact via email, telephone, texting, Facebook or other social media

How have you benefited from being a mentor? - Please check only one box -

- I have become more aware of the barriers and challenges my mentee might face
- I have expanded my network to include women from an ethnic background other than Danish
- I have helped another woman to take positive steps
- I have learned and developed from being a mentor
- Overall it was a positive experience
- Other

Have you expanded your network? - Please check only one box -

- Yes, a great deal
- Yes, to some extent
- No, not much
- No, not at all
- Don't know

How satisfied have you been with the guidance and follow-up you have received from staff at the Mentor Network? - Please check only one box -

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied
- Don't know



How would you describe the relationship between you and your mentee?

- Please check only one box -

- Very good
- Good
- Neutral
- Bad
- Don't know

If you would like to comment further on what you have got out of being a mentor, please do so here.

Thank you for your feedback!



Example of the *Mentee's evaluation*

Dear Mentee,

Thank you for taking five minutes to tell us your thoughts on the mentoring process. Your comments will be treated in total confidentiality and will only be available to personnel in the Mentor Network.

With best wishes,
The Coordinator
The Mentor Network

.....
Date
What is your name?
What is your mentee's name?
What is the name of your contact person in the Mentor Network?

Has the mentoring process ended? - Please check only one box -
 Yes No, I am continuing work with my mentee



Why has the mentoring process ended? - Please check as many boxes as apply -

- Mentee has achieved her goals*
- The one-year period is over*
- The partnership has no more to contribute*
- We no longer meet or have contact*
- Our aspirations for the mentoring partnership did not agree*
- We found it difficult to understand one another*
- We have become friends and now meet socially*
- Mentee's or my situation has changed (change of address, new job, new educational/training course, maternity leave, divorce, or other)*
- Other*

How often and in what context have you had contact with your mentor?

- Please check only one box -

- Once a month or more* *Less than once a month* *Never*

In what form was your most common contact? *- Please check only one box -*

- In person*
- Contact via email, telephone, texting, Facebook or other social media*

How have you benefited from being a mentor? *- Please check only one box -*

- I have become more aware of the barriers and challenges my mentee might face*
- I have expanded my network to include women from an ethnic background other than Danish*
- I have helped another woman to take positive steps*
- I have learned and developed from being a mentor*
- Overall it was a positive experience*
- Other*

Have you expanded your network? *- Please check only one box -*

- Yes, a great deal* *Yes, to some extent* *No, not much*
- No, not at all* *Don't know*

How satisfied have you been with the guidance and follow-up you have received from staff at the Mentor Network? *- Please check only one box -*

- Very satisfied* *Satisfied* *Neutral*
- Dissatisfied* *Very dissatisfied* *Don't know*

How would you describe the relationship between you and your mentee?

- Please check only one box -

- Very good* *Good* *Neutral* *Bad* *Don't know*

If you would like to comment further on what you have got out of being a mentor, please do so here.

Thank you for your feedback!



KVINFO'S MENTOR DATABASE

KVINFO has developed a database template available in Danish and English.

If you would like to use the database to support you in creating your mentoring network it is important to consider four issues.

Internet as a workplace:

Is it feasible to use an internet-based database as a reliable tool? How stable is Internet in our location? Do most mentors and mentees have e-mail and Internet connection?

Hosting a database:

Do we have a server suitable for a database? Do we have an IT person familiar with installing and maintaining databases? Do we have a support agreement with that IT person if something fails?

Documentation and writing reports:

Do you include statistical analysis in your reports? How much detail would you like to have in the reports?

Installing and setting up KVINFO's mentor database involves:

- A Web-server
- PHP 5 /MySQL and Apache 2 installed
- Access to install and unpack the database (access privileges)
- Time to set-up, configure and adjust the tool to the individual needs.

COMMUNICATING THE EXPERIENCES IN THE MENTOR NETWORK: DIGITAL PRESENCE

The communication team of an organization plays a key role in the development of a Mentor Network, often working in collaboration with the coordinators to set a communication and outreach strategy. The communication plan should understand mentor's and mentee's needs and their experiences with the services provided by the Mentor Network, but should also integrate with the vision of the organization.

Modern technology has changed the way KVINFO's Mentor Network develops and communicates. KVINFO's communication team is responsible for the digital presence, website and newsletter; and for press opportunities in TV, radio and in print. KVINFO does not advertise and does not formally recruit mentors and mentees. Therefore, the digital presence now is as important as printed materials were in the past.

KVINFO's communications team developed a coherent brand for the Mentor Network as well as a logo and slogans. Another large shift for KVINFO's Mentor Network has been the evolution of social media, such as Facebook, YouTube and Twitter. However care must be taken to assure these are used appropriately and according to clear policies.

Here are some tips for good teamwork between the communications team and the Mentor Network coordinators:

- **Develop a clear working methodology.** Communications can be complex and time-sensitive, it is important to be clear on the scope of the communication efforts and on what to expect in terms of end results. This keeps processes transparent and manageable.
- **Agree on communication tools.** There must be agreement on the channels of communication with mentors, mentees and other stakeholders.
- **Always strive to keep the main content of your communication channels** concise and informative, readable and easy to navigate.

GUIDE TO ORGANIZING AN INTRODUCTORY WORKSHOP FOR MENTEES

The coordinator makes her welcome remarks and makes an introductory round among the attendants asking everybody to provide their names and how long they have been part of the Network. Next she explains that the purpose of the workshop is to prepare participants for the role of a mentee.

The coordinator makes a brief review of the structure of the workshop. She draws on the flipchart the life story and the three units:

MODULE 1: Mentee's dreams & visions for their own lives.

MODULE 2: Mentees & Mentors – roles in the relationship.

MODULE 3: Mentees & the Mentor Network.

An experienced mentor pair presents their story as a case study. They touch upon:

What issues and challenges have the mentor and mentee faced in the mentoring relationship?

How has the mentor supported the mentee to self-help or given inspiration?

What was difficult?

What has been fun?

What has come as a surprise?

Where do they stand now?

What did the pair get out of the relationship so far?

There is time for questions and comments from the participants to the mentor pair.

The coordinator thanks the mentor pair for their participation.

The coordinator introduces **MODULE 1:**

The facilitator then hands out a piece of paper with the headline «My dream is...» and also hands out some pens.



We continue by focusing on your dreams and visions, those you would like to pursue. Right now your dreams and your ability to put them in words are central to your mentor relationship. Next we dedicate some time on how you can pursue those dreams with the support of a mentor.

The next five minutes, you will spend by yourself, writing down what your dreams are right now. What you want for your life right now. I'll tell you when the five minutes have passed.

After the five minutes are over, the participants are asked to alternately stand up and read aloud what they have written on their papers. The coordinator collects all the papers and tapes them up on a blackboard. The coordinator opens for a plenary talk:



Now we've got a lot of dreams up on the board here, the question is how you as mentees can pursue those dreams with your mentor.

The coordinator outlines graphically the process that a mentor and mentee go through: formulating a) the dream or goal; b) milestones or targets; and c) activities.

The coordinator takes a case study - one (and if there is time, possibly two) of those that are on the board - and relates it to the process she has just outlined. She involves the participants by asking them how they think that the given dreams can

be pursued. Participants are encouraged in this way to give input. The coordinator clarifies during plenary discussion that dreams and goals may change over time and that dreams can be achieved in many ways. The coordinator presents the mentor agreement and the activities plan on a slide: The Mentor Network has designed some very specific tools for mentor pairs to assist the process of pursuing goals and dreams. The coordinator explains the mentor agreement and the activities plan and includes some of the other participants' examples.


The coordinator ends the discussion on the mentor agreement and activity plan by making it clear that the agenda lies with the mentee, while the completion of the tools is always done in close collaboration with the mentor. The coordinator ends the module and links it to the next one by presenting the experiences the Mentor Network has with the challenges that surface when pursuing dreams:



We need to end this module, but first I would like to say a bit about the experience we have with the challenges that may surface for the mentor pair when they pursue the mentees' dream.

It can often be a challenge for a mentor pair just to be able to reach an agreement on what is achievable, and on whether a dream seems realistic or not. It may well be that in the mentor's eyes the mentee has too high expectations of herself and the relationship. Or inversely, in the mentee's eyes the mentor has excessive demands or aspirations on behalf of the mentee (possibly offer examples).

To reach a common understanding and to agree on these things is a pre-requisite in most mentor relationships. There can often be contradictions between what you as a mentee dream about and what the mentor assesses. But the discussions around the subject between mentor and mentee are often positive and stimulating and advance those goals you set out in the first place. Of course it requires that both mentor and mentee engage in open dialogue and are responsive to one another's expectations.

 **The coordinator begins MODULE 2** with a few words about roles in a mentor program - it is a relationship of mutual obligation where communication and dialogue are paramount. The more conscientious mentors and mentees are about their roles, the easier it is to have a dialogue:



Now you have worked with your individual dreams and visions, and we have talked about how in conjunction with your mentors you can pursue your dreams. The next module of the course deals, more specifically, with your relationships with your mentors. When you are part of a mentor program, you assume a role – either as a mentee or as a mentor.

We will now focus on what you envision the mentor and mentee's roles to be. Please discuss for the next 10 minutes in smaller groups the mentor's role and the mentee's role.

The coordinator divides the participants into smaller groups, and makes sure to keep track of time. The coordinator invites the groups one by one, to report back their input on the roles. The coordinator writes the inputs down on a flipchart. The coordinator ends by asking the participants whether there are any surprises, any expectations that are not consistent, any unrealistic expectations for the mentee or mentor.



Now you have presented your ideas for the mentor and mentee roles and now I want to end the module here by coming up with our ideas about the roles based on the experiences we have as coordinators for different mentor relationships.

The coordinator distributes a handout with an outline of the mentor and mentee roles and elaborates. She emphasizes also those roles that a mentor or mentee must not be expected to assume.

See Annex 2 for a sample of KVINFO's Mentor Network Memo for Mentees (p.47)

 Finally the coordinator makes a presentation in **MODULE 3** on the Mentor Network.



How can you get the most out of being a mentee in the Mentor Network? How can you use the coordinator and the others in the network to reach your goals? We want to give you a sense of the advantage of being a mentee in the mentor network, so you get maximum benefit out of your experience.

Here are some facts: the Coordinator provides information on the number of mentees, number of mentors, number of offices in Denmark, type of networking activities available, type of workshops and seminars available, type of sub-networks available, and so on.

The coordinator summarizes the questions, comments and discussions that have been a part of the evening and introduces the final exercise:



We now need to end the workshop and I would like you to reflect on what you have heard tonight and focus on what you think you have learned about what being a mentee entails.

The coordinator puts 6 pieces of cardboard with printed text with the inputs on the main role of the mentee and two blank pieces of cardboard in a large circle on the floor. On the cardboard the following roles are printed:

The mentee :

1. Sets the agenda, 2. Tells about herself / her dreams, 3. Sets goals, 4. Is attentive and critical, 5. Is proactive.

Participants are instructed that they must choose those inputs they think are the most relevant to the mentee's role, and if they find something more important, they need to write it on the blank pieces of cardboard. Participants will then discuss for several minutes with other participants, how to prioritize the paperboards, why they think these are the most important. The coordinator invites each group to share what they have discussed.

If there is enough time, the exercise starts again with the next most important input and so on. The coordinator lets the participants express themselves freely: what has been particularly important for the participants in the program. The coordinator thanks everyone for their participation and distributes the evaluation forms.

GUIDE TO ORGANIZING AN INTRODUCTORY WORKSHOP FOR MENTORS

The coordinator makes her welcome remarks and makes an introductory round among the participants asking everybody to provide their names, their profession and how long they have been part of the Mentor Network.

Next she explains that the purpose of the workshop is to prepare participants to act as mentors and give them inspiration and ideas on how to get the best possible start in a mentoring relationship. The coordinator makes a brief review of the structure of the workshop and draws on the flipchart the case study and the four units:

MODULE 1: Intercultural encounters in practice

MODULE 2: Dilemmas and Solutions

MODULE 3: Tools

MODULE 4: About the Mentor Network

The life story is a case study presentation by an experienced mentor pair. They touch upon:

What issues and challenges have the mentor and mentee faced in the mentoring relationship?

How has the mentor supported the mentee to self-help or given inspiration?

What was difficult?

What has been fun?

What has come as a surprise?

Where do they stand now?

What did the pair get out of the relationship so far?

There is time for questions and comments from the participants to the mentor pair.

The coordinator thanks the mentor pair for their participation.

 **MODULE 1 focuses on intercultural encounters in practice.**

The coordinator leads the conversation to the exercise: «**Reflection on our prejudices**». The exercise is introduced preferably with examples of some of the coordinator's own prejudices:



Think of some preconceptions or prejudices you might have. Consider that these prejudices would be something you might want to pay attention to in a mentoring relationship, and how could this be difficult for you. Think about this for a minute and then share your thoughts to the mentor sitting next to you.

The coordinator then asks the mentors to share what they have discussed.

 **The facilitator introduces MODULE 2 on Dilemmas and Solutions.**

Participants are divided into groups of approximately 3-4 mentors. The coordinator hands out a number of cases for each group, which have been written down on paper (see below). The cases deal with various issues that may arise in a mentoring relationship and groups are asked to discuss at least two of these over the next 20 minutes.

CASE 1

Your coordinator has told you that it is the mentee's job to contact you and take the initiative to arrange the first meeting. But you do not hear from the mentee. How do you react?

CASE 2

You and your mentee have had a few meetings and you have the feeling that it is you, not the mentee, who sets the agenda for future work. What do you do?

CASE 3

You and your mentee have met once, and it took a long time to plan this meeting. Your mentee will now postpone the second meeting, as she has too much on her

hands right now dealing with her education and with work at home. How do you react to this?

CASE 4

Your mentee has begun training as a fashion designer, but has not finished. Now she wants to open her own shop, but she does not have a network in this area. She has refused to work with an already established designer, because what she wants is her own shop. Now she looks to you as her mentor for help. How do you tackle your mentee's expectations?

CASE 5

The mentee expresses that she has difficulty doing her homework assignments from school. She therefore asks you for help get them done. How do you choose to support the mentee in this context?

CASE 6

You have a mentee and you are very happy with her. However, there is a problem. She often asks you personal questions and interferes in things that according to you are very private. How do you handle this situation?

Each group is asked to focus on two specific cases (determined by coordinator). If the group has time to spare, they can subsequently continue to discuss the remaining cases. The coordinator shall notify the groups that they all have 20 minutes to discuss the different cases. After 20 minutes, the coordinator gathers the participants, opens a plenary discussion and examines the group's responses to the cases.

What is the individual group's answer to the cases? Are there one or more possible answers to the cases? Do the groups agree with each other's response to individual cases?

 **In MODULE 3 the coordinator presents the mentor agreement and the activities plan on a slide.**



We have in the mentor network designed some very specific tools that we provide to you and your mentee to assist the process of pursuing goals and dreams.

The coordinator explains the mentor agreement and the activities plan and includes some of the other participants' examples. The facilitator ends the presentation by pointing out the relationship between the mentor agreement and the activities plan. She makes clear that the agenda lies with the mentee, but the completion of these tools is always done in close collaboration with the mentor.

Next, the coordinator initiates the exercise to explain the preparation of the mentor agreement and the plan of activities.

The coordinator divides the participants into pairs as asks them to role play as mentor and mentee. It is now the pair's task to complete the two tools based on the mentee wants and needs.

The coordinator keeps track of the time. The pairs will have **15 minutes** to review the exercise.

The coordinator begins discussion by asking for volunteers to discuss their conclusions: *Are there any of you who want to share with us how you completed the exercise?*

The coordinator ends the module by mentioning the Mentor Network experiences with the mentor agreement and the plan of activities and how mentors use them.

Next, she links the subject to the next module by presenting the Mentor Network using power point.

MODULE 4 addresses your relationship to the Mentor Network.

Module 4 provides important information about the Mentor Network. It is good for mentors to understand the size and scope of the network so that they understand how they will also benefit from the experience. The Coordinator provides information on the number of mentees, the number of mentors, the number of offices in Denmark, the type of networking activities available, the type of workshops and seminars available, and the type of sub-networks that have come out of the Mentor Network.

The coordinator lets the participants express themselves freely: what has been particularly important for the participants in tonight's program? The coordinator thanks everybody for participation and distributes the evaluation forms.

MENTORING AND NETWORKING USED IN POLITICS

Not enough women, and of course not enough women from minorities, are involved in political life; this is the case in Denmark, and also in the rest of the EU. In 2008-2009 the centenary of Danish women's right to vote in local elections and the selection of the first female representatives to local councils was commemorated. As part of the commemorative celebrations, KVINFO's Mentor Network, in partnership with the Municipality of Copenhagen, embarked on the first political mentoring programme designed to encourage equal political representation and participation of immigrant women at the local level.

The first political mentoring model had 15 female politicians (mentors) advise and guide 15 women immigrants (mentees) who have an interest in or were already involved in politics within the Greater Copenhagen area. The programme provided a unique opportunity for immigrants living in Denmark and top politicians from the various parties in the Danish Parliament to get to know one another and discuss needs, options and potential. This initiative was launched on 5 March 2009 and continued until October 2009. The goals outlined included: to encourage political participation by the mentees via contacts with key political networks; to make politics attractive to women from immigrant backgrounds through sharing knowledge and experiences with the mentors; to promote dialogue between mentees and mentors in order to strengthen decision making; to encourage more political participation among women from immigrant backgrounds in the next municipal elections scheduled to take place in November 2009. Five mentees contested the elections and three of them got elected. The initiative was a great success and KVINFO's mentoring model is now being used by the European Women's Lobby (EWL) across Europe and by other organizations in Jordan, Bhutan, Tanzania and Malawi.

MENTORING AND NETWORKING USED IN ENTREPRENEURSHIP

KVINFO's mentoring model and tools are being used by organizations in Morocco and Portugal to support women and men from marginalized groups who have the dream to become successful entrepreneurs. The mentoring experience is designed for mentees to achieve proper business skills and professional networks. The couples work one-on-one over the course of a year on the mentee's key business goals and on boosting mentee's entrepreneurial spirit for a year. The aim is for mentees to be able to open their own businesses and support each other as part of the larger business community.

FINAL CHECKLIST FOR SETTING UP A MENTORING NETWORK

This is a checklist of some key actions you should consider:

- The aim and objectives that the mentor network will address are clear.
- The needs of the target audience, the mentees, have been identified.
- The potential mentors have been identified.
- The potential mentees have been identified.
- The process to identify mentee’s individual needs is planned.
- A way to determine a mentor’s individual skills and ability is planned.
- A means to match mentors and mentees has been identified.
- A process to provide ongoing information and support to mentors and mentees is in place, including how potential conflicts will be mediated and resolved.
- The training plan to meet the needs of mentors and mentees is in place.
- Key performance indicators and a method for evaluating the mentoring relationship have been identified.

At the operational level you should also consider:

- A time-line for implementing the mentor network.
- A budget for implementing the mentor network.
- The logistical requirements for implementing the mentor network (e.g. privacy, technology, communication strategy).
- The support of all relevant stakeholders for implementing the mentor network.

MENTOR AGREEMENT

This mentor agreement is between:

Mentee

Mentor

Our coordinator is

With this agreement we agree upon the following:

- We aim to develop a respectful relationship.
- We aim to engage in dialogue in order to understand each other’s point of view.
- If we experience difficulties in our mentoring relationship, we aim to talk about it and will try to find a solution.
- Our relationship is confidential, which means that we do not talk about the content of our conversations with anyone else. We can choose to share our thoughts and experience with our coordinator.
- We will not exchange gifts.
- We will not wait for the other to call or write.
- We will take the initiative to contact each other.
- We will keep our appointments.
- We aim to motivate each other and to accomplish what we have agreed upon.

We will meet at least once a month. Between the meetings we stay in contact like this *(text messages, e-mail, telephone, skype):*

.....

.....

THE PURPOSE OF THE MENTOR RELATIONSHIP IS TO

(tick up to 4 boxes)

- Get educational support (homework, help etc.)
- Start an education
- Be accepted for an internship
- Get a job
- Get a job according to the mentees qualifications
- Have a larger social network
- Have a larger professional network
- Gain greater insight into the culture of the job market
- Benefit from having someone to talk to and who will listen
- Become more confident and belief in one's own abilities
- Other
-
-
-
-

MEMO FOR MENTEES

I will be having a mentor relationship with my mentor for approximately **12 months**. I will meet my mentor at least once a month and stay in contact with her between the meetings.

I remember that:

The mentor is doing a voluntary job. She is not getting payed to meet me, she does it because she wants to support another woman.

The mentor will give me support and counseling according to my dreams and goals in life.

The mentor is a conversation partner. I decide whether to use her advices or not. I can discuss this openly with my mentor.

I will do my best to create a good mentor relation. That means that I will respect our meetings and cancel if I am unable to show up. It also means that I will try to make my goals as specific as possible for my mentor.

The mentor and I are responsible for the process of the relation.

I will participate in an introductory workshop for mentees.

I will contact my coordinator if I find something in the mentor relationship difficult or challenging.

I will participate in the follow ups and evaluations of the mentor relationship. That includes signing a mentor agreement and filling out the final evaluation.

I will share my experiences and successes with my coordinator.

I will make sure that my contact information is up to date.

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