



SIE MENTORING HANDBOOK

MESSAGE FROM SIE PRESIDENT

Dear Soroptimists,

The planned approach to women's personal and professional development that mentoring programmes can foster has become a strategic 'must-have' for a women's organisation like Soroptimist International of Europe who want to keep pace with modern times, attract and retain top talents and become more visible to the local, national or international communities.

The SIE Mentoring Team has been in operation since 2017. The previous biennium was marked by the launch of the first SIE Mentoring Handbook. While reassuring the more experienced Unions of the Federation's support for continuing their mentoring programmes, the Handbook was intended to encourage the less experienced Unions and Single Clubs to initiate their own programmes. Other important steps followed: most Unions and Single Clubs have now appointed their Mentoring Co-ordinators, a series of webinars were conducted for co-ordinators and union/club presidents. At the moment, SIE Mentoring Team is working on a Mentoring training module, a database of all the mentors in SIE and a communication plan involving different media.

I would be very pleased if, during the current biennium, we could together continue to move forward and make Mentoring a standing endeavour across the European Federation. Given the SIE goals - educate, empower and enable women and girls to achieve their goals and make a difference for the better in their lives - Mentoring will be a sustainable way for us both as an organisation and individual members to accomplish our mission, enhance our activities and spread the Soroptimist principles and values. We stand up for women!

Anna Wszelaczynska
SIE President 2019-2021



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We would like to thank Simona Fitcal (Romania) for the pro bono graphic design of SIE Mentoring Handbook. Simona is a former SIE Scholarship grantee (2010-2011) who used the funds to complete her second year of a Master's Degree in Arts Digital Media with the University of the Arts Bremen, Germany

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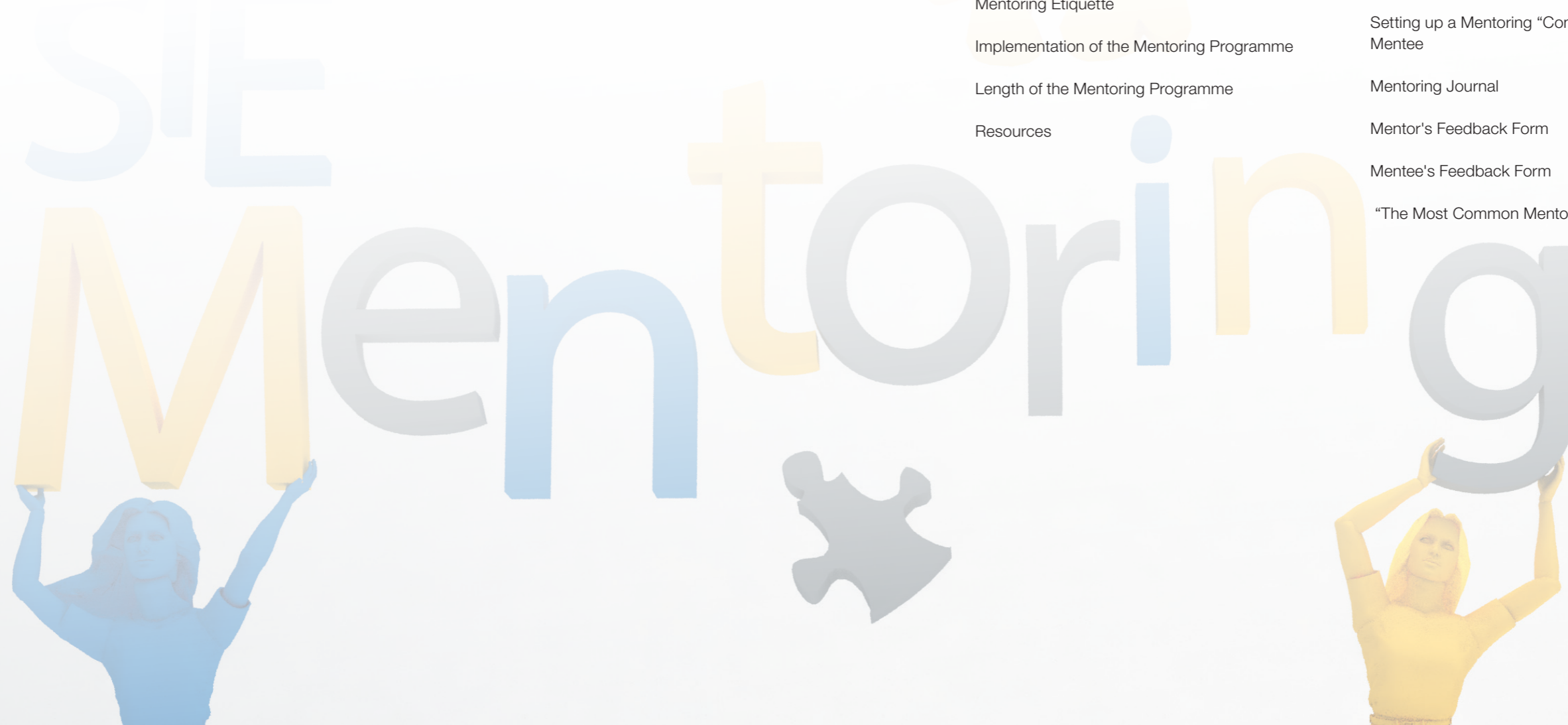
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TESTIMONIALS

TESTIMONIALS



INTRODUCTION



The aim of this Soroptimist Mentoring Handbook is to position mentoring as one of the front-and-centre points on the agenda of **Soroptimist International of Europe (SIE)**.

This can support the initiative of several national Unions to start and/or continue mentoring programmes throughout the European Federation. It can also inspire and assist African and the East-European Unions and Single Clubs interested in starting their own mentoring programmes.

With this Handbook, the European Federation hopes not only to inspire the more experienced unions to

continue with their mentoring activities, but also to provide useful guidelines for those with less mentoring experience.

The Handbook is designed to serve as a reference document and a practical tool for Soroptimist members who are willing to mentor and for prospective mentees.

In the Handbook the principles are flexible and Unions/ Clubs can design and develop their own mentoring programmes in keeping with local conditions and specific requirements.

BASIC INFORMATION ON MENTORING

Mentoring is an essential part of the DNA structure of our organisation whose goals are to **educate**, **empower** and **enable** women and girls with the aim to improving their lives. Mentoring is an effective and rewarding way of sharing SIE members' knowledge, skills and values, strengthening organisational capacity and creating powerful teams within its structure.

SIE understands mentoring as a two-way, mutually beneficial relationship between a **mentor** and a **mentee**. The mentor is a more experienced person, who shares knowledge to encourage and support the mentee to develop both **personally** and **professionally**.

For differences between mentoring and coaching, please refer to Appendix 1

on running mentoring programmes and managing mentorship¹ effectively across the European Federation.

¹ 'Mentorship' refers to the relationship between the mentor and the mentee.

UNDERSTANDING WHAT MENTORING IS

The word **mentoring**, with more than 50 definitions at present, has become part of the language of business organisations and staff development. Sometimes the term is confusing because of the various meanings different organisations attach to it.

The primary purpose of mentoring is to provide help, counselling and guidance to the development of the mentees in terms of fostering their self-awareness and confidence in their own potential. Metaphorically speaking, the mentor helps the mentee create a vision of the future and work out a path to get there.

Mentoring strikes a different note from teaching, training or coaching in that it has its own very specific approach and goals. Mentoring involves the transfer of experience from the mentor to the mentee. It works with personal values and emotional balance.

Through mentoring the mentee is helped to achieve who she wants to be.

The unique feature of mentoring is that it centres on a personal relationship between the mentor and the mentee and is concerned with the mentee's overall life development. A mentoring relationship needs a longer time to develop, and both the mentor and the mentee must play active roles to make the relationship work effectively.



TYPE OF MENTORING

SIE Mentoring Handbook has been designed to assist with formal mentoring

For other types of mentoring, please refer to Appendix 2

Formal mentoring involves

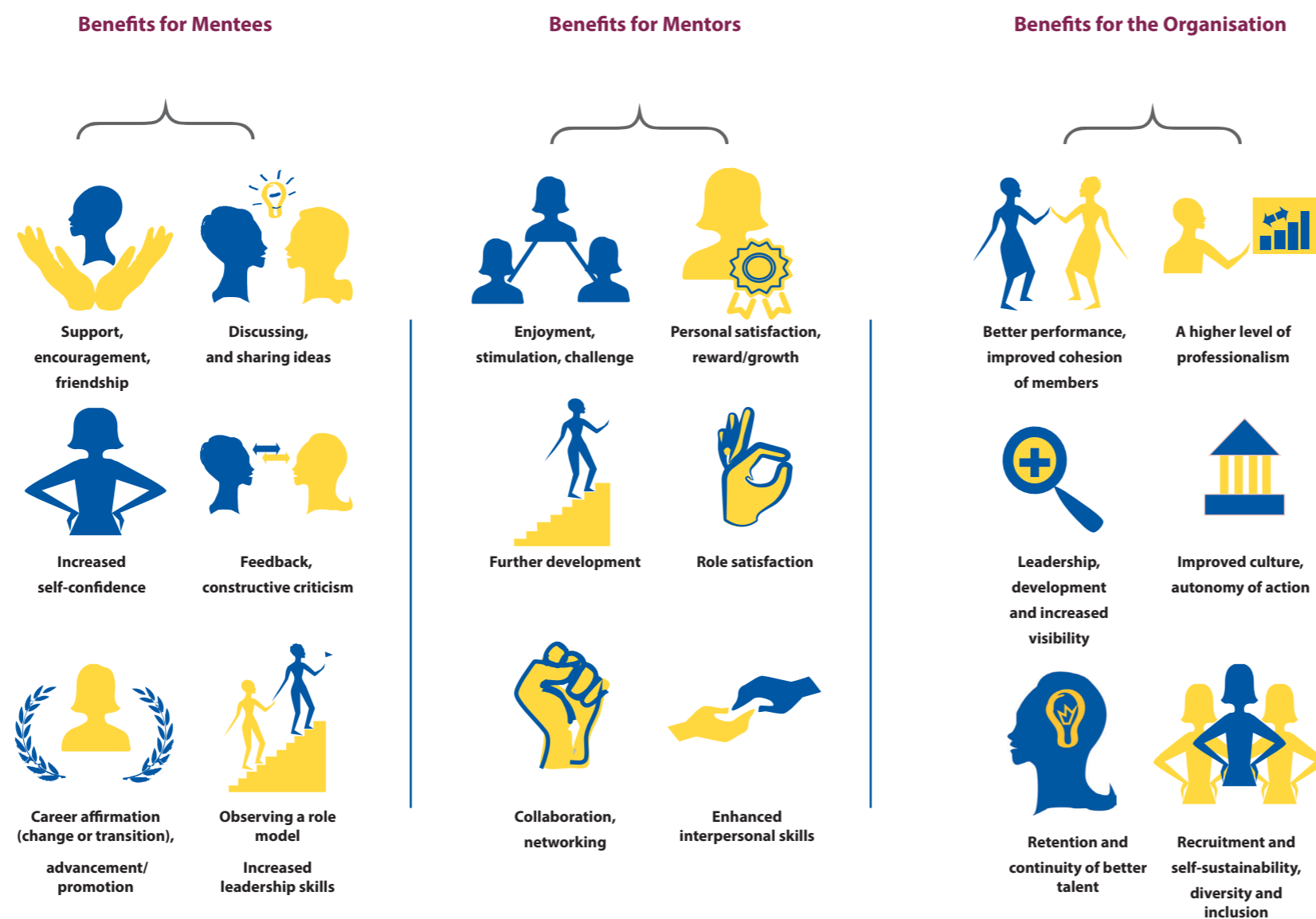
- **overt and specific goals** (e.g. to advance women, to integrate immigrant women, to recruit new members, to increase visibility of the organisation, etc.)
- **a strategic and structured approach** (e.g. connection to strategic organisational objectives, measurable outcomes, choice of mentors, matching mentors and mentees, training mentors and mentees, assessment of the programme, etc.)
- **a defined timeframe** (usually 6, 9 or 12 months).

*'Formal mentoring occurs when the organisation provides support structures to ensure that participants have clarity of purpose and the support they may need to make a success of the relationship'*¹

¹ Clutterbuck, D. (2004), Everyone needs a mentor: Fostering talent in your organisation (4th Ed.). Chartered Institute of Personnel and Development: London.

BENEFITS OF MENTORING¹

Mentoring offers a wide range of professional and personal benefits for all parties involved.



¹ Adapted from Hansford, B. C., Tennent, L. & Ehrich, L. C. (2003). Educational mentoring: Is it worth the effort? Education Research and Perspectives, 39(1), pp. 42-75. <http://eprints.qut.edu.au/archive/00002259/>

KEY FACTORS OF SUCCESS

There is no magic formula for making mentoring relationships or mentoring programmes work successfully.

There are just a few main factors that need to be taken into serious consideration:

- Commitment
- The quality of the relationship between mentor and mentee which depends on the compatibility/rapport between the two parties, i.e. matching
- Training of mentors and mentees
- Time

SIE MENTORING

One of the primary goals and missions of Soroptimist International of Europe is to **empower women**.

• Mentoring programmes can help to achieve this goal by supporting women (mentees) who have well-defined personal and professional goals.

• Soroptimists serve as an excellent pool of mentors because:

- they are women in business and professions with high qualifications and far-ranging expertise,

- they have the necessary experience since they have been working at local, national and international levels to educate, empower and enable women and girls,

- they can be role models.

• Mentoring has benefits for the organisation in terms of retention and recruitment, enhanced professional status and increased visibility.

• Mentoring can be cost efficient with Soroptimist mentors.

• The participating mentees can become powerful multipliers of Soroptimist ideas and philosophy.

MENTORS' GUIDELINES



PROFILE OF THE "IDEAL" MENTOR

For different profiles of Soroptimist mentors, please refer to Appendix 3

Without claiming to be exhaustive, the Handbook provides a general description of the 'ideal' mentor.

The 'ideal' mentor is

- generous in sharing knowledge and experience,
- empathetic,
- open-minded,
- responsible and reliable,
- flexible.

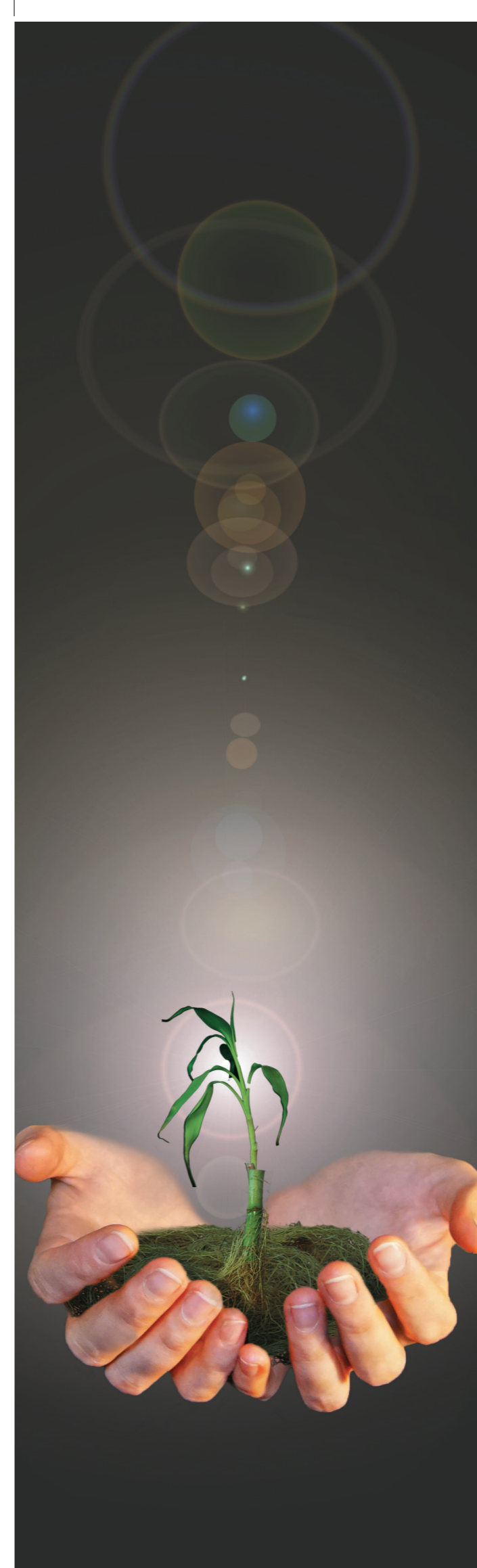
The 'ideal' mentor is able to

- listen actively,
- communicate at the same eye level,

- explain and clarify topics/questions/issues/goals,
- demonstrate and trigger self-actualisation,
- manage the framework of the mentoring sessions,
- demonstrate leadership skills.

The 'ideal' mentor is

- an acknowledged/successful professional in her field of activity,
- a Soroptimist with a SI network that can be local, regional, national or international.



TIPS FOR MENTORS

The first meeting serves to get to know each other and to set up the framework of your relationship. Agree on the following:

- the goals that the mentee aims to achieve through mentoring (the conditions of a real goal must be concretely formulated, realistic, consistent with other goals, limited in time and content);
- the main content topics to be dealt with;
- the organisational framework: mentoring "contract" (please refer to Appendix 7).
 - For each meeting with the mentee, formulate a concrete topic and a concrete goal: What does the mentee want to achieve at this meeting? How can you offer support?
 - At the end of each meeting, initiate a concrete and actionable project, e.g. a task to be done by the mentee for the next time.
 - Keep a written record of the mentoring relationship.
 - Be "generous" with your knowledge and your experience (also with the negative ones!).
 - Challenge your mentee: lure her out of her comfort zone if need be.
 - Help the mentee to find her own answers.
 - Avoid providing solutions!

Foster her growth!

BENEFITS OF BEING A MENTOR

There are many advantages to being a mentor:

- The personal satisfaction that you get from using your own knowledge and experience to help another woman grow and develop personally and professionally.
- An opportunity to learn more and develop yourself.
- The possibility to extend your own network through your contact with the mentee and the Mentoring Programme.
- Mentoring experience is an asset for your own CV.

A mentoring relationship is unique in that you, as a mentor, are offering the knowledge and the network of contacts that you have without demanding anything in return.

Your main motivators are an interest in sharing your knowledge with your mentee and seeing her grow personally and professionally!



“Soroptimists have to pass their knowledge to younger women. We must learn to empathize with a younger and new generation to be able to learn about the changes in society and to accept them. As an organisation of Soroptimists, we also have to change views. Furthermore, I enjoyed the training in the workshops for Mentors by Soroptimist trainers who are very professional. They provide a lot of tools and knowledge not only for the mentees but also for us as mentors; you are never too old to learn, they offer great added value. It [mentoring] is a project that appeals to me. I can effectively be somebody for my club and organisation and for a young woman. I am very happy to enter in a network of Soroptimists that I might have never been able to meet otherwise. And I experienced now that the connection with the mentee doesn't stop after the period of mentoring, which is another added value.”

“I have been highly impressed by the change in our relationship from an open, friendly and trustworthy interaction to mutual learning (the other's eye provides a new perspective). We also had a lot of fun with each other – the meetings were always something special and enriching.”

**Testimonials
from Mentors
in former
BeNeLux
Mentoring
Programmes**

MENTEES' GUIDELINES



PROFILE OF THE "IDEAL" MENTEE

The qualifications of an 'ideal' mentee are:

- A certain level of developmental maturity,
- Willingness to ask questions,
- Ability to initiate and participate in a discussion,
- Ability to accept praise and constructive criticism well,
- A positive attitude,
- A high degree of responsibility,
- Eagerness to explore new, sometimes 'provocative' topics and broaden capabilities¹.

Last but not least, a mentee must be professional in the relationship with the mentor, i.e. being punctual, preparing for each mentoring session, respecting the agreed ground rules and talking openly and honestly with the mentor.

Translated into very simple words, the ideal mentee should be willing to develop personally and professionally while she admits that she needs support and guidance from a mentor.

¹ As per Davidson Institute for Talent Development, 2015.

TIPS FOR MENTEES

- Agree on the following at the first meeting:
 - the goals that you want to achieve through mentoring.
 - the main content topics that you would like to deal with.
 - the organisational framework, i.e. a mentoring "contract" covering schedule, frequency of meetings, meeting place, etc.
 - (please refer to Appendix 7).
 - Prepare for each meeting with your mentor, formulate a concrete topic and a concrete goal: *What do I want to achieve at this meeting?*
 - Challenge your mentor. You direct the conversation based on your objectives, and you want to profit from the conversation the best that you can.
 - If you can, try to see your mentor "in action" while doing different tasks.
 - Ask about your mentor's networks and use them if possible.
 - If there are any questions or concerns, please do not hesitate to contact the Mentoring organisers.
 - Contact other mentees to exchange ideas and thoughts.
 - Observe discretion, confidentiality and fairness rules in your work together with the mentor.
- Depending on her mentor's personal and professional situation and possibilities, the mentee can avail herself of the following arrangements provided by the mentor:
- Visit the mentor at home for a talk/analysis/discussion;
 - Visit the mentor at work;
 - Shadow the mentor at her workplace;
 - Accompany the mentor to a professional meeting;
 - Accompany the mentor to networking events;
 - Accompany the mentor to a SI club evening or event;
 - Listen in during a phone call;
 - Ask questions on any observation the mentor makes;
 - Give feedback to the mentor.





BENEFITS OF BEING A MENTEE

Having the guidance, encouragement and support of a trusted and experienced mentor can provide a mentee with a broad range of personal and professional benefits such as:

- **Support during times of change and transition.**
- **Better self-awareness.**

The self-reflection resulting from a mentoring relationship can be a powerful growth experience for a mentee and provide her with new insights about herself.

- **Building strengths.**

A good mentor will push a mentee to exploit her strengths, and help her discover hidden resources and talents.

- **Higher qualifications as well as personal and professional development, e.g.**

- management behaviour,
- personal skills,
- higher self-esteem,
- awareness of other patterns of thinking, behaviour and experience,
- networks and networking.

- **A role model to follow.**



“A little anecdote: my mentor asked me to think of a person in my organisation that I admire, whose job I would love to do, or someone I would really like to work for. I thought of a Head of Division who is much respected in our organisation. She has two advisors she works closely with. My mentor advised me to have a coffee with one of the advisors to find out if their job is something I would like. It turned out to be so. Then, my mentor advised me to let the Head of Division know that if she ever needed another advisor, she should consider me. A week later she invited me for an interview to ask for my motivation. Some time later, she posted an internal vacancy; she was looking for an advisor. When she offered me the job she said: I was hoping you would apply! I offer you the job.”

“The openness, warmth and support of my mentor, her interest in my person and my personal continuous development, our experience exchange on job-related questions and the insights in her everyday professional routine as an HR Manager and her personal family life as a mother of 3 daughters have given me numerous impulses and ideas for the creation of my personal life-plan.”

“My mentor as a guide encouraged and motivated me to go my way, to look for new ways. Her well-directed questions, suggestions and examples from her own experiences showed me that it is worthwhile to move on, to look forward and to believe in own goals. I very much hope that the mentoring idea ... will be carried on, giving even more women this one-in-a-lifetime chance.”

“The mentoring programme made me realise that by working harder and longer, I will not achieve my goals in life. My mentor made me reflect, make a plan and execute it. I am now the mother of a lovely 3 year-old especially impressed boy, I work 80%, combine me in the mentoring work with study and programme, was that have a healthy work-life all women involved were balance leaving enough interested in doing something time for me and my good to the mentees. Without family. It was the a hidden agenda or best decision self-interest.”

Testimonials from former Mentees in the German Union and BeNeLux Mentoring Programmes

HOW TO CREATE A MENTORING PROGRAMME



The SIE Mentoring Handbook is designed as a platform or a roadmap which each Union or Single Club can use to implement its own local mentoring initiatives.

APPOINTING A RESPONSIBLE FOR MENTORING

As a first step, it is practical to appoint a person or persons responsible for mentoring within the union/single club. The responsibilities of this person or these persons are:

- to support the club(s) in finding mentors and mentees,
- provide training for the mentors in their own language,
- match mentees with mentors, and
- support mentors (e.g. webinars, reflection sessions) if applicable,
- supervise the mentoring programme,
- assess the outcomes.

The Union or Single Club should be accountable for reporting on the progress of the local programme through its annual report to the Federation.

THE MENTORING PROGRAMME MODEL

To define a mentoring programme, Unions/Clubs should consider:

- the selection and recruitment of the mentees,
- the choice of the suitable mentors,
- training of mentors and mentees,
- the actual implementation,
- the estimated/anticipated time length of the programme/mentoring relationships,
- resources, i.e. costs and budget.

Each Union/Single Club can define the model of the mentoring programme that best suits the local requirements, needs, conditions and resources. For example, in some geographically smaller unions, it may be possible to have a high number of face-to-face meetings between the mentors and the mentees while in larger ones, the meetings may mainly take place online.

SELECTION AND RECRUITMENT OF MENTEES

The selection of mentees will be based on:

- the main topic/theme of the incoming mentoring programme,
- personal qualities,
- professional background and status,
- goals,
- age.

Mentees who apply for a Mentoring Programme should fill out a mentee profile to ensure they are matched with a suitable mentor (Appendix 6). An interview can be also used for selection and matching.

It is up to each Union/Single Club to decide whether they will fully focus on external, non-Soroptimist mentees with the potential to become members, or whether they will also allow current SIE members to apply.

However, since one of the key targets of the mentoring initiative is to raise the visibility of our organisation and to attract new members, it is recommended that the focus should be on non-SIE participants. A minimum of 50% non-Soroptimist mentees for each programme would make an ideal balance, but the final decision ultimately rests with the organisers.

Once the targeted group and selection criteria have been determined, it is time to recruit the candidates. Each Union/Single Club can decide how to conduct the search for mentees, but it is useful to take advantage of Soroptimists and their own networks (Invitation/Recommendation) as well as utilise the Internet and social media (Facebook, Twitter, etc.) and/or ads in national/local newspapers and/or radio broadcasters.

Within the Union, the mentoring responsible person/persons will be accountable for the formal “approval” of mentees and mentors. For instance, it may make sense to first review the suitability of the candidates at the club level. Based on those results, a short list of candidates can be approved by the Union mentoring person/persons. Alternatively, a Union may decide to delegate the selection process to the mentoring responsible person(s) to ensure objectivity and unified selection criteria.

Leadership Academies, which may have one or several special sessions devoted to mentoring, can provide a good pool of mentees. Matching of mentors and mentees can also take place during the event. Leadership Academies are wonderful opportunities to train girls and women and introduce them to the idea of mentoring. However, they do not constitute actual mentoring processes.



RECRUITMENT AND TRAINING OF MENTORS

To recruit Soroptimists interested in becoming mentors, Unions and Single Clubs can download an Application template and a questionnaire from the member login area of the SIE website.

(Please refer to Appendices 4 and 5).

Later, each Union/Single Club will have access to the SIE Mentor Database, and can identify suitable mentors for each mentee amongst the mentor candidates, even across country borders.

Building an effective mentoring programme requires that all participants, i.e. mentors and mentees alike, are trained prior to the launch of the programme. The purpose of training is to provide mentors and mentees with valuable information about the purpose of the programme, the goals and objectives, and the roles and responsibilities of the parties. The organiser(s) should also provide a 'Workbook' for the trainees

Ideally, mentors and mentees should be trained together to promote a shared understanding of both roles and lay the groundwork for an effective relationship. However, there should always be time for the mentors to train on their own.

A single format will not fit all countries. Each Union/Single Club can arrange the training based on its own needs. A workshop, i.e. a face-to-face meeting, provides an excellent way to engage different people in discussions about the topic. However, it is possible to reach the same target through a webinar. (One could record the first webinar and make it available for the clubs for future reference and for people unable to attend 'live').

MATCHING MENTORS AND MENTEES

Once a suitable number of candidates for the mentoring programme has been selected, it is time to match each of them with a mentor.

Statistics show the most successful mentoring relationships are the ones where the mentee was involved in the mentor selection even though this task is co-ordinated and the final matching is determined by the person(s) responsible for mentoring.

For instance, in Scandinavian countries², it is the mentees who proactively select their ideal mentor from a list of profiles they have access to, whereas in other countries, the matchmaking will be dealt with by an experienced mentor or a committee of Soroptimists who know the network of potential mentors in their union very well.

MENTORING ETIQUETTE¹

A successful mentorship involves a fair and open "deal" between the mentor and the mentee.

This could vary from country to country according to local social and cultural norms but it must be based on open and honest communication as well as commitment.

Here are some general principles regarding the 'rules of play' between the mentor and the mentee:

- Set up a working agenda.
- Keep a written record of the mentorship. This will allow for both mentor and mentee to revisit initial expectations/agreements as the mentoring relationship advances.

(Please refer to Appendix 8)

- Share expectations. Mentoring styles differ, and alignment between a mentor's style and a mentee's is beneficial to both parties. For example, a mentee who wants regular feedback may struggle if she is matched with a mentor who prefers a hands-off approach.

- Establish a meeting pattern. Mentor and mentee should decide how often they will meet (frequency), where (venue), how long (the length of a session) or how (face to face/virtually), and agree on the best way to contact each other in-between meetings.

- Set boundaries to the mentoring relationship. For example, would it be appropriate for the mentee to call on a personal number? Are there any 'taboo' topics? What cannot be made a topic?

- Prepare for the meeting. Both parties should think of what topic/topics to deal with during a particular meeting, prepare questions, etc.

- Agree on confidentiality rules. For instance, is "the making public" of the mentoring topic acceptable? Is it absolutely confidential and, if not, what is allowed to be "made public"?

- Treating and developing the mentoring relationship with respect and trust.



SI France Mentoring Programme



SI Belgium Mentoring Programme



SI Germany Mentoring Programme



SI Italy Mentoring Programme

¹ For example, the Workbook for Mentors and Mentees by the Danish "House of Mentoring" has already been used by SIE Mentoring Programmes. Workbook for mentors and mentees - Copyright ©KMP + ApS - www.house-of-mentoring.com

² Soroptimist Nordic Leadership Academy (SNLA) started in the summer of 2017

¹ Development of a Mentoring Programme within the Union of the Soroptimist Clubs of Austria - Dr Gabriele Kössler, SI Austria.



SI Germany



SI Turkey



SI Italy



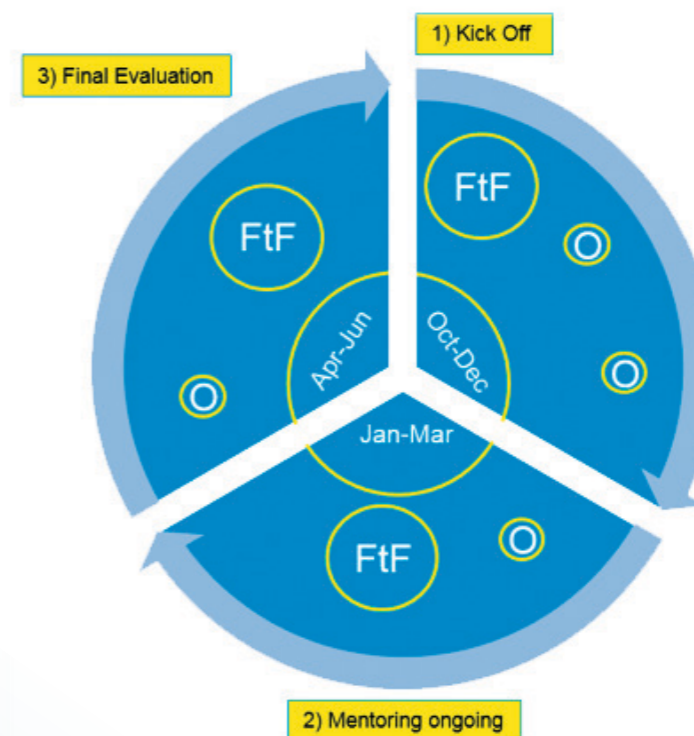
SI France



BeNeLux

Soroptimist Mentoring Programmes

Mentors and Mentees



For the content of the “mentoring clock”, please refer to the table on the next page, describing a typical mentoring programme lasting nine months with a start in October.

IMPLEMENTATION OF THE MENTORING PROGRAMME

To ensure a successful outcome of each mentoring relationship, regular meetings are required. Below, the Handbook suggests one model for a meeting structure where:

- FtF is a face-to-face meeting,
- O represents “open” meeting, i.e. the format is flexible; it can be either FtF or using media such as a video conference or Skype).

It is up to the mentor and mentee to agree on which format they wish to use.

Activity	Content	Time	Channel
1) Kick Off	- Learning to know your mentor and mentee - First discussion about objectives; drafting the Mentoring Contract	October	Face to face
Mentoring meetings	- Development plan, actions and objectives ready and documented in the learning journal Development actions ongoing, follow-up - 2 meetings	November-December	Open (FtF, Phone, Skype)
2) Mentoring ongoing	- Development actions ongoing - Adjust plan and actions if needed	January - March	Open (FtF, Phone, Skype)
Mentoring meetings and closing of the mentoring relationship	- Revisit the main objectives - Lessons learned - Things that have not worked - 2-3 meetings	April - May	Closing ceremony: if possible, all mentors and mentees together, Face to face
3) Final Evaluation	- Programme evaluation form filled in by mentors and mentees	June	Evaluation form

LENGTH OF THE MENTORING PROGRAMME

The length of the mentoring relationship can be decided in each Union/Club (in practice, each mentor-mentee pair will define this based on the needs of each mentee) but it is suggested that the relationship should last no less than 6 months

RESOURCES

Financial sustainability of mentoring programmes is important. One solution is to consider models that are streamlined and easier to fund. The Handbook suggests several ways of running a mentoring programme on a low budget and with minimum costs:

- Start with a straightforward model that makes sense for the existing budget and setting.
- Recruit Soroptimist volunteer mentors.
- Match mentors and mentees through online meetings and e-mails. In this way, minimum or no travel costs are necessary.
- Use webinars which can be an efficient way of training the mentors and mentees¹. No travelling cost is required.

- Run most of the mentoring sessions online.
- Ask mentors and mentees to find their own meeting spaces.
- Arrange low-cost meetings. Request mentors and mentees to cover their own expenses.

- Explore avenues for funding, such as partnerships with universities, businesses and/or other organisations.

- Try to obtain sponsorship from external sources².

- Encourage internal sponsorship. For instance, Clubs, Unions, Friendship Links or Mature Unions may sponsor one mentee and/or one mentor or more, depending on the available financial capability³.

Mentoring strategies can thrive with just a little money and a lot of commitment and creativity.

Believe in the power of mentoring!

¹ For example, the Union of Finland is launching its very first mentoring programme in the summer of 2018. Prior to that, the mentors will have an opportunity to participate in a webinar (content based on the SIE Mentoring Handbook)

² It might be in the interest of local businesses to support the development of female leaders, especially when diversity is recognized as an enabler for higher performance. In the Luxembourg Programme, The Luxembourg Ministry of Equal Chances contributed 8,000 EUR to the programme. Also, national and international grant programmes should be considered.

³ It is also possible that the Union decides to provide the Mentoring Programme with central funding. For example, in the BeNeLux countries, the unions support the programme with 600 Euro per mentee, enabling them to travel to the face-to-face meetings as well as to attend the final closing celebration of the programme.

SOROPTIMIST MENTORING PROGRAMMES



SI France

SI Italy

SI Turkey

European Mentoring Programme
Germany 2009-2013



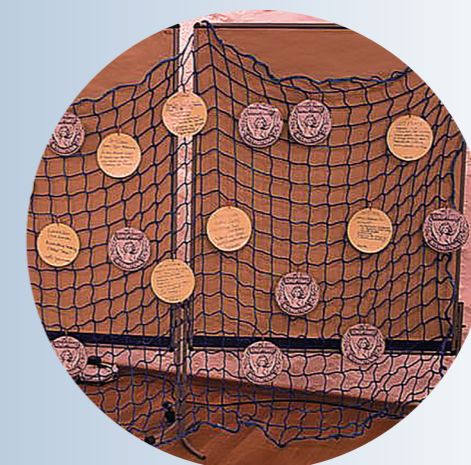
"Educate to Lead" Mentoring Programme
BeNeLux 2017-2018

We wish you lots of success!

SIE hopes this Handbook is helpful and provides Soroptimist Unions and Clubs with the necessary information and tools to develop their own programmes, build positive buzz about mentoring and recruit eager participants.

If the SIE mentoring contact person can be of any assistance, or if you have questions, please don't hesitate to contact:

siehq@soroptimisteurope.org



Wishes on the wall

Germany's mentoring programme

APPENDIX 1

MENTORING VERSUS COACHING

Although related, mentoring and coaching are not the same. A mentor may coach but a coach is not a mentor.

Without the intention of entering into a debate with professional coaches, here are some very simple differences between mentoring and coaching.

MENTORING

- focuses on the relationship,
- it is development/growth oriented,
- it crosses job boundaries,
- the learning is directed by the mentee,
- likely long-term, although rigorously planned for a particular length of time,
- it is mostly altruistic and voluntary.

COACHING

- focuses on a specific task,
- it is performance oriented,
- it is within one specific job,
- the learning is directed by the coach,
- time-bound for a strictly predetermined time span,
- it is always remunerated for services.

Adapted from ManagementMentors.com. <https://www.forbes.com/sites/forbescoachescouncil/2017/02/07/the-difference-between-coaching-and-therapy/#4785490e3417>

For very professional information from representative organisations, please refer to <https://coachfederation.org/why-icf>.

APPENDIX 2

TYPES OF MENTORING

• **Formal Mentoring**

Please refer to page 9 in the Handbook.

• **Informal Mentoring**

“Informal mentoring occurs when two people engage in a mentoring relationship without any intervention, guidance or assistance from the organisation.”

For instance, in a workplace, a senior executive can guide the personal and professional development of a young employee. Informal mentoring has very little or no structure and is based on ‘the chemistry’ between the two partners involved in the mentoring relationship. Informal mentoring will sometimes even develop into a long-term friendship.

• **Peer Mentoring and Group Mentoring**

Peer mentoring involves two people of the same level or status who work together to support each other.

Group mentoring involves a group of people and can take various forms, such as:

1. a group of peers who work together and support one another,
2. one mentor who works with a group of mentees,
3. multiple mentors who work with multiple mentees.

The key feature of peer mentoring and group mentoring is that everyone involved works together to learn from and support one another.

• **E-mentoring**

E-mentoring relies on computer-mediated communication (CMC) such as email and other electronic communication technologies to enable the mentoring to take place. The CMC can be total, partial or a supplement to the mentoring programme.

E-mentoring is an approach that can be used in formal or informal mentoring arrangements, or for various types of peer mentoring or group mentoring.

For example, in 2004, the European Union funded a programme² that supported women’s career and management development in the U.K. There were 122 women participants who were matched in pairs. The programme was designed so that the majority of interactions were online, but complemented by telephone and face-to-face meetings. In addition to each pair communicating with one another, a feature of the programme was group mentoring, as each pair was allocated to one of six groups, and this meant that all of the participants could engage in online mentoring discussions as a group. Overseeing the technical side of the programme was an e-moderator who provided advice and technical support to participants.

• **Reverse Mentoring**

Simply put, reverse “mentoring” matches senior people as mentees with younger people as mentors. This type of mentoring can help to manage the growing generational diversity in clubs and/or unions. For example, a 20-something member may introduce a senior member or a group of senior members to social networking on Facebook or Twitter.

Reverse mentoring can actually help to create a harmonious environment and develop unity as each generation gets to understand and appreciate the other.

Obviously, there are advantages and disadvantages to each type of mentoring. However, this Handbook has been designed to assist with formal mentoring.

¹ Clutterbuck, D. (2004). Everyone needs a mentor: Fostering talent in your organisation (4th Ed.). Chartered Institute of Personnel and Development: London.

² Adapted from: Headlam-Wells, J., Gosland, J., & Craig, J. (2005). ‘There’s magic in the web’: E-mentoring for women’s career development. Career Development International, 10(6/7), pp. 444–459. <http://www.emeraldinsight.com/journals.htm?articleid=1524127>

APPENDIX 3

DIFFERENT SIE MENTOR PROFILES

Looking at different Mentoring Programmes across SIE, the profile and roles of good mentors are alike. They share those characteristics without which mentoring cannot be implemented.

In S.I. Austria¹, the mentor:

- analyses the mentee's professional career and experiences,
- recommends materials, resources, reading material, further education possibilities, etc.
- helps the mentee connect to contacts who may be of help in fulfilling the objectives (e.g., to other Soroptimists, professional contacts),
- allows the mentee to accompany her to interesting events and thus facilitates "learning through role models".

Within the BeNeLux Mentoring Programme (Belgium, The Netherlands, Luxembourg)², the mentor plays two fundamental parts:

- a role model – a person who demonstrates personal and professional skills and values that will influence the mentee during the mentorship.
- a facilitator – a person who makes learning easier, faster and more effective. Mentors must understand their mentees' readiness for learning, appreciate what facilitates an effective learning process, and adapt their communication and behaviour accordingly.

In S.I. France³, the mentor has three essential roles:

- to support the mentee by listening and understanding her needs and wishes,
- to challenge the mentee to consider and analyse things from different perspectives,
- to help the mentee to project a vision, in a sufficiently concrete way, of who she wants to be in the future.

In S.I. Germany⁴, the mentor

- is an experienced professional,
- provides advice for the personal and professional development of the mentee,
- nurtures a relationship that is based on trust,
- furthers the personal development of the mentee,
- helps the mentee prepare for the future.

In S.I. Italy⁵, the call for mentors is addressed to successful and experienced women – positive, optimistic, generous and communicative – who are willing to:

- offer a model of success outside of stereotypes and pretenses,
- transmit own personal and professional experience,
- openly share own 'falls' and above all, how they 'got up' again,
- instill courage to a younger and less experienced woman,
- receive as well as to give.

Mentoring in **S.I. Turkey** is a less formalised professional relationship and more of a partnership. A mentor is a wiser and more experienced friend. Mentoring is approached as a tool for providing the mentee with an opportunity to explore herself, to look closely at her issues and at what she wants to be in her life⁶.

1 Development of a Mentoring Programme within the Union of the Soroptimist Clubs of Austria - Dr Gabriele Kössler, SI-Club Linz I

2 Workbook for mentors and mentees – Copyright ©KMP + ApS – www.house-of-mentoring.com

3 Le Profil de la Mentore – Synthèse by Evelyne Para, President, SI France (2016-2018)

4 Mentoring-Programme of the German Union to Promote Young Women in Management Positions Experience and Reports - Dr Ulrike Schnell President of the German Union of Soroptimist International 2001-2003 Initiator of the Mentoring Programme -

https://www.soroptimist.de/fileadmin/user_upload/Bilder/Mentoring-Programm/MentoringProgr_2006-07_english-20-Seiten.pdf

5 Development of a Mentoring Programme in the Union of Italy 2017-2019

6 Dissemination seminars of Mentoring Program of SIE Gaziosmanpaşa Club, by Nur Çağlar, SI Turkey.

APPENDIX 4

MENTOR'S APPLICATION FORM (MONTH/YEAR)

Contact information

Name:

E-mail:

Phone:

Address:

Member of SI Club/Union:

Add a
photograph of
yourself.

Professional experience

Education:

Profession:

Current employment:

Languages:

Experience as a mentor

Have you previous experience in a mentoring programme?

Yes/No:

As mentor/mentee:

The programme's name/organiser:

Would you be open to participating in an online mentoring relationship, with the assistance of online and technical tools like Skype, Facetime or similar?

Yes/No:

Do you have the possibility to allocate time needed for a mentoring relationship?

Yes/No:

Characteristics, abilities and motivators

Describe why you would like to be a mentor. What motivates you?

Describe how you believe you could contribute in the development and progress of a mentee. What can you bring to the programme?

Please write below a short description of who you are, describe your professional experience, and what motivates you to be a mentor. This description will be used in the matching process.

I agree that the information above and the photograph enclosed can be published as a PDF on the Soroptimist website (reserved area) and used as part of the matching process in the Mentoring Programme.

Yes/No:

(developed by Anna Rosenqvist, SI Växjö, Sweden)

APPENDIX 5

SUGGESTED QUESTIONNAIRE
FOR MENTORS

1. Name :
2. Company/area of expertise:
3. Age:
4. Education:
5. Position (since when?)
6. Professional career
7. How would you describe yourself?
8. How would other people describe you?
9. What is your personal reason for volunteering as a mentor?
10. With regard to your professional career, what has been your most significant learning experience thus far (both positive and negative)?
11. How did you of all people reach this position in your career?
12. In retrospect, how do you assess your career development? What were
 - your success factors?
 - your weaknesses, difficulties and obstacles?
13. What can you do well/what distinguishes you?
14. Have you ever had a "mentor"?
15. Have you ever been a mentor (whether formal or informal)?
16. Which developmental step influenced your career the most?
17. If you think of your own professional development, is there anything or any event that you
 - would do exactly the same again?
 - would do differently?
 - would avoid doing?
18. Which ethical values and principles do you consider to be the most important for you and in your professional career, which you would also like to pass on and share?
19. Have you rejected offers or promotions during your professional career? What were the reasons for this decision?
20. What ambitions have you had during your career/professional development which perhaps did not materialise?
21. Which recommendation(s) - max. 3 - would you want to pass on to a female junior executive regarding the pursuit of her career?
22. Which personal experiences would you like to pass on?
23. Are there other topics, propositions ... also networks, that you can offer your mentee?
24. Are there any specific wishes regarding the environment/industry/function from which your mentee should come or which goals, topics and objectives she should have, or not have?
25. What would you like to gain from the mentoring process?
26. From your point of view, the mentoring process is a success if ... /a failure if ...?
27. Miscellaneous

(from Development of a Mentoring Programme within the Union of the Soroptimist Clubs of Austria - Dr Gabriele Kössler, SI-Club Linz I)

APPENDIX 6

SUGGESTED APPLICATION QUESTIONNAIRE
FOR MENTEES

Name:
Company/organisation/study:
Age:
Education:
Current position/task/activities (since when):

1. How would you describe yourself?
2. How do you think other people would describe you?
3. Why have you applied to become a mentee?
4. What have you already achieved in your (professional) life?
5. What is your current position regarding your professional development: What are your duties; what are your professional competencies?
6. With regard to your duties, what are you happy with and what would you like to change?
7. Define your ideal career development; what would you like to achieve in 1 or 5 years time?
8. What are your personal competencies and strengths (also regarding your personal life and not just professional)?
9. What have been your greatest successes thus far?
10. Were there also failures/obstacles?
11. What makes you happy with regard to your profession?
12. What makes you discontent, anxious, or gives you headaches with regard to your profession?
13. Which personal skills would you like to improve/expand on/acquire?
14. Which professional and personal topics and skills do you wish to discuss, deepen or acquire?
15. What is your personal contribution to achieving your professional and personal goals?
16. What do you need from others - from whom - to achieve these professional and personal goals?
17. What do you expect from your mentor :
 - personal expectations
 - professional expectations
 - are there any preferences regarding industries or fields of activity?
 - which competencies and abilities should your mentor have?
18. What kind of expertise/insider knowledge should she have?
19. What is the most significant goal that you strive to achieve through mentoring?
20. From your point of view, the mentoring process is a success if ... / a failure if ...?

(from Development of a Mentoring Programme within the Union of the Soroptimist Clubs of Austria - Dr Gabriele Kössler, SI-Club Linz I)

APPENDIX 7

SETTING UP A MENTORING “CONTRACT” BETWEEN MENTOR AND MENTEE

Here are some suggested questions:

- What is the goal of this mentoring?
- What do you want to achieve/change regarding your profession?
- How concrete and realistic is what you want to achieve?
- How do you determine that you have achieved your mentoring goal?
- Which obstacles and difficulties are there in achieving the goal?
- What is the price that the achievement of this goal will/is allowed to “cost” you?
- What steps have you already taken?
- What kind of support do you expect from this mentoring?
- What kind of extra support do you require?
- How and when will the “balance sheet” take place:
 - with whom will you check the objectives and goals (except for the mentor)?
 - how will you reward yourself for achieving the objectives and goals?

APPENDIX 8

MENTORING JOURNAL

Appointments	Topics	Benefits/ Results	What remained open...
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Create your own Mentoring Journal!

APPENDIX 9 MENTOR'S FEEDBACK FORM

Name of the mentor:		
Name of the mentee:		
Country:		
1. Did the mentoring relationship meet your expectations? Why/Why not?	YES	NO
Comment:		
2. What was the highlight of the programme?		
Comment:		
3. What were the main problems you had to deal with?		
Comment:		
4. How could the mentoring programme be improved?		
Comment:		
5. Any other comments?		

APPENDIX 10 MENTEE'S FEEDBACK FORM

Name of the mentee:		
Name of the mentor:		
Country:		
1. Did the mentoring relationship meet your learning and development objectives?	YES	NO
Comment:		
2. How do you intend to apply what you have learned?		
Comment:		
3. What was the highlight of the programme?		
Comment:		
4. How could the mentoring programme be improved?		
Comment:		
5. Any other comments?		

APPENDIX 11

For the article “The Most Common Mentoring Mistakes to Avoid”, written by Alex Richardson, Marketing, Sales and Technical Director of the Art of mentoring, please refer to/visit:

<https://artofmentoring.net/the-common-pitfalls-in-mentoring-programs/>



Soroptimist International (SI) is a worldwide organisation for women in management and professions, working through service projects to build a better world for women and children. There are currently some 80,000 members in more than 3,000 clubs in 130 countries. Soroptimist International of Europe (SIE) is one of four SI Federations. It has some 34,000 members in over 1,250 clubs in 61 countries. Soroptimists inspire action and create opportunities to transform the lives of women and girls through a global network of members and international partnerships. For more information about the aims, activities and projects that characterise our organisation, please visit our SIE website at www.soroptimisteurope.org.



www.soroptimisteurope.org

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