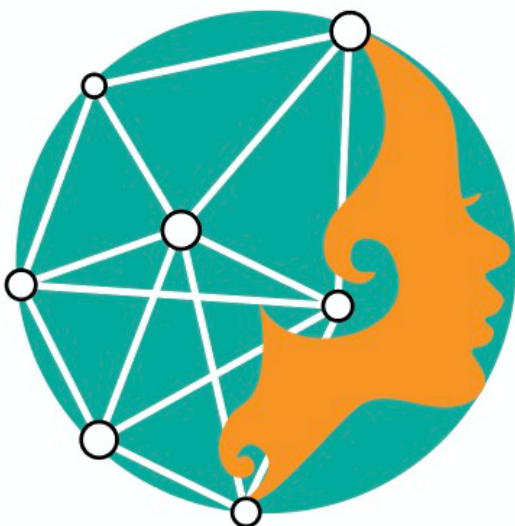


NOW Mentoring Manual

A Guide for Mentors



NOW
New Opportunities
for Women

Synopsis

Part of the NOW Mentoring Cycle, the Mentoring Manual aims to:

- ☑ assist NOW mentors in providing quality mentoring to migrant women
- ☑ offer a set of practical didactic contents and effective strategies, including:
 - #6 mentoring techniques to apply during the NOW mentoring cycle
 - #4 illustrative mentoring vignettes
 - #8 mentoring FAQs
 - #4 practical tips for each one of the NOW mentoring cycle sessions
 - #2 lists of do's and don'ts for mentors and mentees
 - #2 mentoring scheme aids (session plan and mentee action plan)



Mentoring Techniques

TITLE: Beginning Rapport and Setting Boundaries	
<p>Brief description</p> <p>For any mentoring programme to be successful it is crucial that the cycle begins with a 'setting up' phase. This should be used to clearly establish the purpose of the programme, explain the process and content, discuss roles, manage expectations and set boundaries.</p>	
Can help to	<ul style="list-style-type: none"> ✓ Manage expectations ✓ Maintain commitment ✓ Provide structure for the programme
Step-by-step	<ol style="list-style-type: none"> 1. Contact mentee and send an overview of the mentoring cycle. 2. First meeting – explain what mentoring is and explain the mentoring process; number of meetings, focus of meetings, role of mentor, expectations of mentee. Explain the NOW programme is to support migrant women as they move into leadership roles or as they move towards leading their personal and professional development. 3. First meeting – build rapport i.e. provide some basic background about yourself and gain some background information about your mentee. Do not cross professional boundaries. 4. Explain the role of the mentor, what support and help you can offer and how each session will be managed. 5. Ask the mentee about their understanding of the programme, their expectations and discuss your expectations of them during the process.

TITLE: Setting Goals and Guiding the Mentee

Brief description

An effective mentor will be able to guide their mentee appropriately. The key here is to guide 'appropriately' – that is to help them achieve their goals and make the progress they want to make. Part of the role will be to refer them to appropriate resources and other sources of information/networks.

Can help to	<ul style="list-style-type: none"> ☑ Support achievement of mentee goals ☑ Widen knowledge and information sources useful to mentee ☑ Support mentees cultural integration
Step-by-step	<ol style="list-style-type: none"> 1. Ensure mentee goals are clearly established from the start of the mentoring. 2. Establish what the mentee already knows and understands and identify any gaps. 3. Once gaps have been identified support the mentee to improve knowledge and understanding of systems and processes. 4. Provide references and/or resources that will help the mentee. 5. Where and when appropriate provide advice and guidance in relation to specific mentee issues.

TITLE: Effective Listening

Brief description

Active listening is a highly developed skill and is essential for mentor to be effective. Active listening is a technique in which the listener must fully concentrate in order to understand, respond and remember what is being said. Listening to really understand and identify patterns, issues and challenges for your mentee.

Can help to	<ul style="list-style-type: none"> ☑ Build effective relationships with mentees ☑ Ensure that time is directed to meet mentee needs ☑ Enable mentors to provide targeted advice and support
Step-by-step	<ol style="list-style-type: none"> 1. Develop active listening as a technique from the first session with your mentee. 2. As you listen to your mentee make notes (mentally or on paper) of any patterns or themes you think would be useful to explore. 3. Avoid interrupting, over-sympathising or telling your own stories. 4. Practice the art of being truly present – provide non-verbal engagement through nodding, eye contact, gesture, sitting position, focusing on the mentee completely and avoid distracting thoughts of your own! 5. Use the skills of summarising and clarifying to ensure you have 'heard' correctly (see below).

TITLE: Effective Questioning

Brief description

Effective questioning will enable your mentee to explore concerns and thoughts. Mentors should be clear in their own minds about why you are asking a particular question – is it to gain more information, to offer insight, to better understand, to move your mentee on towards their own solution?

Can help to	<ul style="list-style-type: none"> ✓ Help mentees to understand emotions or other barriers when they are stuck ✓ Enable you to better understand your mentees situation or challenges ✓ Provide more insightful guidance and support
Step-by-step	<ol style="list-style-type: none"> 1. Ask open questions and think about the purpose for the question. 2. Ask questions that will challenge your mentee's thinking but be sensitive 3. Use questioning that enables your mentee to develop solution. 4. Ensure you allow sufficient time and space for your mentee to ask you questions. 5. Review your notes from each mentoring session and identify any further follow up questions for the next session.

TITLE: Effective Feedback

Brief description

Feedback can be about clarifying and summarising the words of your mentee, for someone to hear their own words back can help to illuminate thoughts and discover new possibilities. Feedback is also used to point out progress and set new goals. Providing effective feedback is a powerful skill.

Can help to	<ul style="list-style-type: none"> ✓ Enables the mentee to gain a deeper understanding of themselves and their thoughts ✓ Allows the mentee to hear their own words in order to explore concerns aired so that and emotions in an objective way. ✓ Enable the mentor to gain more insight and understanding by repeating back what they have heard or by clarifying content provided by the mentee. ✓ Enable the mentee to feel a sense of progress through continuous feedback.
Step-by-step	<ol style="list-style-type: none"> 1. Follow up from your mentee by summarising – e.g. "So, what I think you said is xxxxx. Is this correct?" 2. Ensure you use clarification questions or strategies to check your own understanding of what your mentee is saying – e.g. "Just to clarify, does that mean....?" 3. Ask your mentee to summarise again for themselves – e.g. "So, could you just explain that again to me" 4. Use feedback to both celebrate successes for your mentee but also provide sensitive challenge where appropriate. 5. Feedback should be objective, non-judgemental and always constructive.

TITLE: Ending Sessions Effectively

Brief description

Each session should follow a similar pattern of plan, do, review, plan, do review. The ending of each session should be very crisp and clear with actions laid out for both mentor and mentee. At the end of the programme mentees should have a clear direction of travel and roadmap forward.

Can help to

- ✓ Move mentees forward and enable them to progress.
- ✓ Provide clarity and motivation to enable action.
- ✓ Allow a sense of satisfaction and achievement.

Step-by-step

1. At the end of each session ask your mentee to summarise what has been discussed, what they have learnt and how they will move forward.
2. Clarify any actions for mentee/mentor and make sure these are noted for review at the next session.
3. Ensure your mentee has had an opportunity to ask any questions/clarified any concerns.
4. Help your mentee by asking them *how* as well as *what* they are going to do before the next session.
5. At the end of the programme review progress and map out with your mentee how they are going to move themselves further towards their goals.

Mentoring Vignettes

Career Development Mentoring	
NAME Alem	<p>Age: 43</p> <p>Origin country: Ethiopia</p> <p>Host country: England</p> <p>Occupation: Teacher</p>
<p>Brief history</p> <p>Alem came to the UK in 2002. She had been a teacher in Ethiopia, teaching primary age children. She sought asylum in the UK following very traumatic experiences and the loss of most of her family members.</p> <p>Alem was unable to get work in primary schools in the UK without further training and so took a part-time job teaching English in an English Language college on a zero hours contract. She was then able to work and study at the same time. Alem initially found processes and procedures to be very challenging and the teaching methods very different from those she had adopted when teaching in Ethiopia.</p>	
<p>Mentoring goals:</p> <ol style="list-style-type: none"> 1. To better understand processes and procedures at the college. 2. To adapt and develop her teaching approaches and strategies. 3. To gain full-time permanent employment. 	<p>Mentorship questions:</p> <ol style="list-style-type: none"> 1. Where do you feel you have the biggest knowledge gap? Have you reviewed the xxx manual? 2. What would help to develop your teaching approaches? Would you be able to observe other teachers? How could that happen? 3. What do you need to have in place to apply for full-time positions?

Professional Development Mentoring

NAME Bertha

Age: 38

Origin country: Spain

Host country: England

Occupation: Education Manager

Brief history

Bertha is from northern Spain. She has been in the UK for nearly 20 years and has undertaken a range of job roles. Initially she worked in careers guidance and support, then as a teacher and advanced practitioner in education. She is now moving into a first line management role.

Berta is a perfectionist and is keen to do well in her new role. It is the first time she has managed staff and she has reservations about this particularly as she is operating in an environment where many staff have recently been made redundant.

Mentoring goals:

1. Support transitioning into a management role
2. Guidance and help with managing a small team
3. How to prioritise heavy workload

Mentorship questions:

1. What are your priorities for the new role? What would success look like? What support can I give to help you with this?
2. Shall we map out the different aspects of your team management and how you can manage these most effectively?
3. What areas of your work do you think will achieve the biggest impact? Which will best support success for you in your role?

Integration Mentoring

NAME Josepha

Age: 32

Origin country: Iran

Host country: England

Occupation: Computer Technician

Brief history

Josepha sought asylum in the UK about 5 years ago. She is in the UK with her husband and both have recently applied for and successfully gained UK citizenship. Josepha worries about her language and skills and is keen to get a more senior job in IT or to start her own business providing IT support to small businesses.

Mentoring goals

1. To find meaningful employment in the UK
2. To enhance own skills and language
3. To better understand UK systems and processes

Mentorship questions

1. What are your professional goals for the next two years?
2. What training and support do you think you need to help you progress towards your goals? Have you contacted XYZ? Could I suggest that you ABC?
3. Would it be useful to undertake some work-shadowing?

Personal Development Mentoring

NAME Monica

Age: 37

Origin country: Italy

Host country: England

Occupation: Senior Manager

Brief history

Monica is a very lively and engaging woman who has lived in the UK for 12 years. She feels that the UK is now home. She feels ready, having progressed quickly in her organisation to a middle-management role, to take the next step into a more senior position, she is nervous about making the jump.

Mentoring goals

1. To develop confidence to apply for senior management roles
2. To prepare job applications and interviews
3. To secure a senior management position

Mentorship questions

1. Describe some of your professional successes to me. What can you take from these to support you in your next role?
2. What are the first steps you need to take to begin the process of moving towards a more senior position?
3. Describe the concerns which are making you nervous?

Mentoring FAQs



What is the difference between mentoring and coaching?

Both coaching and mentoring are development approaches consisting of one-one discussions to support and enhance an individual's skills, qualities, knowledge or performance. Both approaches utilise skills of questioning, listening, clarifying and summarising. Coaching is more about deepening **learning** and applying this to improving performance whilst the process of mentoring includes **teaching** and encouraging to enhance performance.

What if I have never mentored anyone before?



The programme has been designed to provide a range of support mechanisms for new mentors and you will be able to draw on these and your own professional experience to help support your mentee.



How long is the mentoring programme?

Each mentoring cycle consists of 4 mentoring sessions – two will be face-face and two online. Each session will be of 1 to 1.5 hours duration.

What support will there be for mentors?



All mentors will undergo training and orientation before undertaking mentoring. There are a range of resources to support you such as an online Community of Practice, MOOC and training manual.



Who will I be mentoring?

You will be working with women and especially migrant women who are either in leadership roles, aspirational leaders, seeking personal development or integrating into their new home country.

What sort of topics will we discuss?



It would be expected that topics will be related to professional roles, challenges and barriers. There may be issues around cultural integration and understanding personal development. Mentoring is a highly personalised one-one relationship and as such the sessions should be flexible and adaptable to take account of the needs of the mentee.



What do I do if I don't know the answer to questions from my mentee?

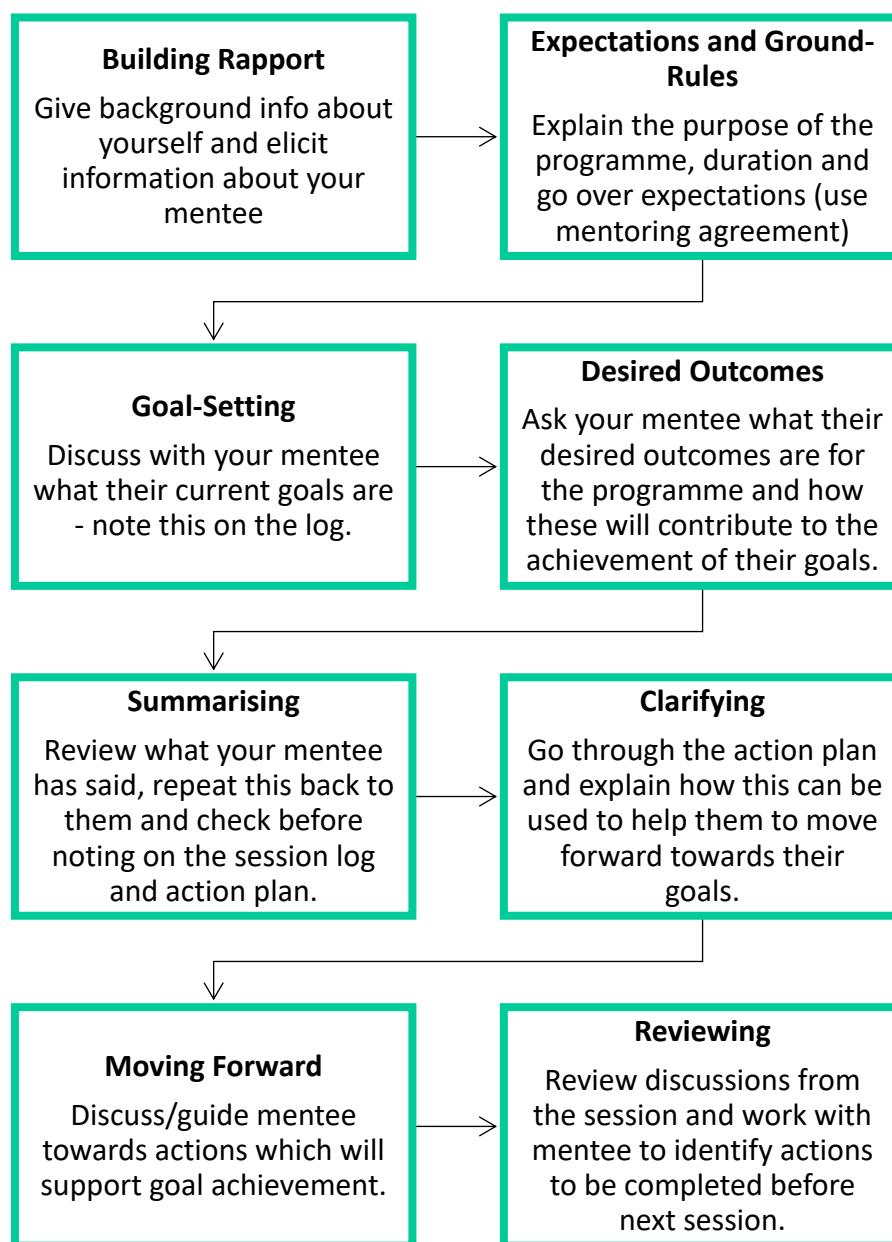
As a mentor you can never be expected to know all the answers! One of the important attributes to bring to the relationship is openness and honesty. Your role as a mentor will be to help your mentee navigate through their challenges and help them to find resources to help themselves. Sometimes you may draw on other sources, networks or other mentors to help your mentee or help you find suggestions.

What are the expected outcomes of the NOW mentoring programme?

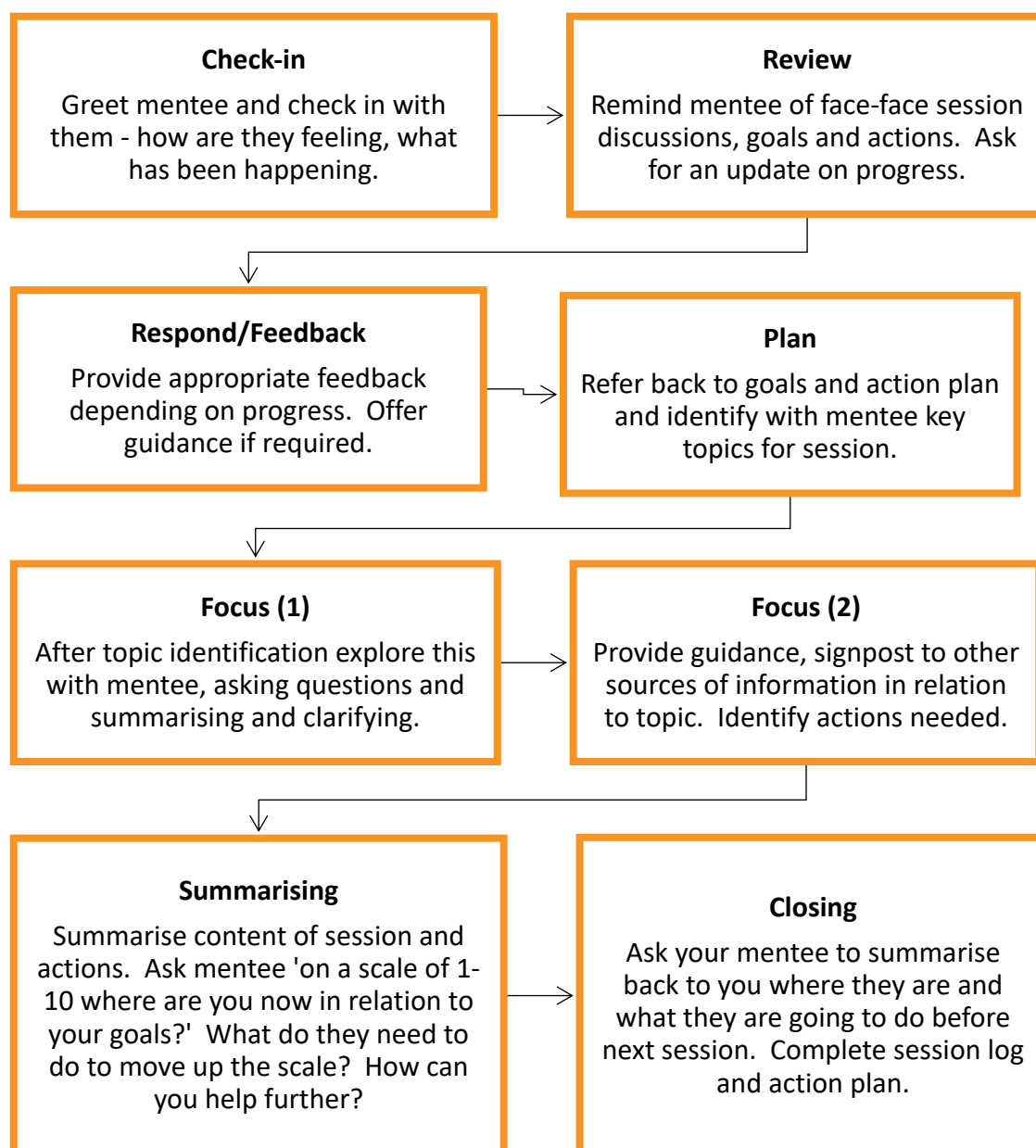


The NOW mentoring cycle has been designed to enhance women / migrant women's access to training and mentoring despite their starting points. It will enable the participants to heighten their personal development and professional profile by developing a range of leadership strategies and Increase self-empowerment and self-leadership. Participants will be more motivated to take up leadership and decision-making roles. They will develop networks through interactions with fellow participants and mentors and become vehicles for change, perhaps become mentors of future same/similar programmes.

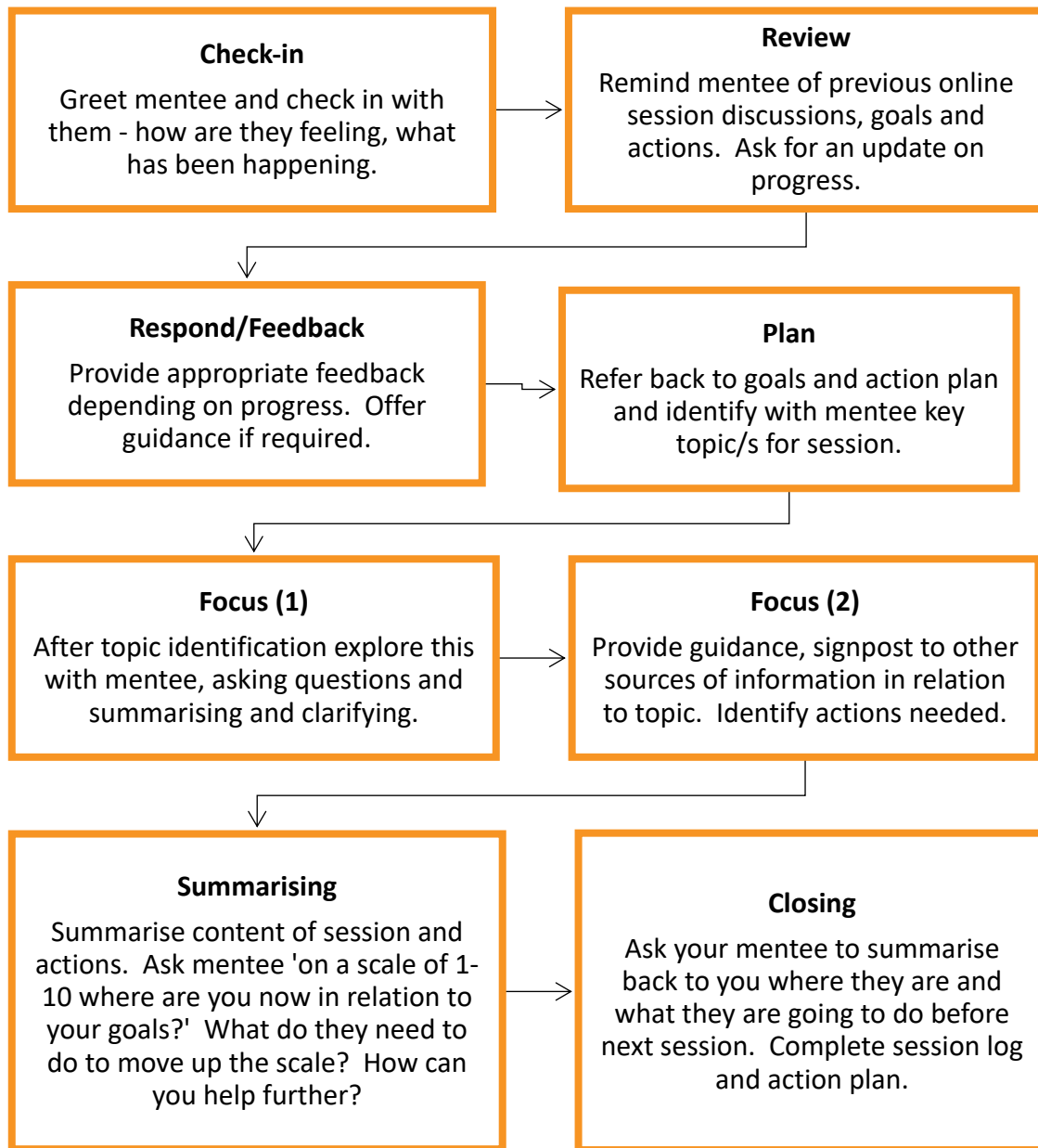
Practical tips: NOW face-to-face mentoring session 1



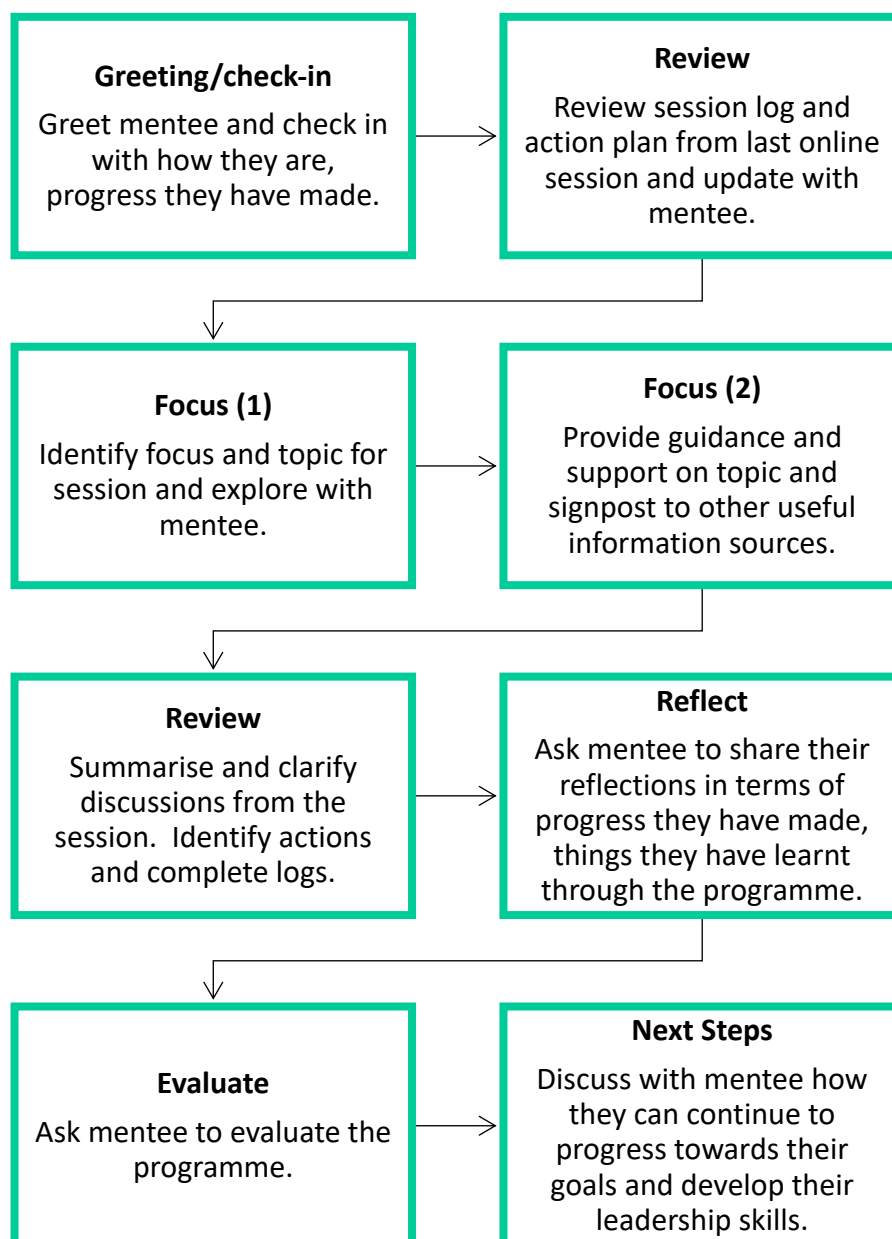
Practical tips: NOW online mentoring session 2



Practical tips: NOW online mentoring session 3



Practical tips: NOW face-to-face mentoring session 4



Dos and Don'ts for Mentors



DOS

- Be prepared for all sessions
- Manage time effectively
- Be open and non-judgemental
- Listen
- Be solution-focused
- Be supportive
- Provide any information or resources you have promised
- Ask insightful open questions
- Be empathetic and understanding of the pressures and challenges of your mentee
- Be flexible in dealing with issues
- If the match is not right then alert the programme co-ordinator

DON'TS

- Overplease mentees by agreeing with everything they say
- Give lots of personal anecdotes
- Dominate the conversations
- Be judgemental
- Be over emotional
- Be negative
- Think you have all the answers/ be a 'know it all'
- Over-promise and under-deliver
- Become over-familiar with your mentee

Dos and don'ts: for Mentees



DOS

- Be prepared for all sessions
- Be open and honest
- Undertake any post-session actions
- Ask questions and give feedback
- Take initiative when discussing solutions
- Allow yourself to make mistakes
- Take responsibility for actions
- Clarify and check anything you don't understand during the process
- If the match is not right then alert the programme co-ordinator

DON'TS

- Be late for sessions
- Cancel sessions without sufficient prior notice
- Expect your mentor to solve all your problems or challenges for you
- Expect your mentor to do work for you that you could be doing for yourself
- Get disheartened if things don't always go to plan
- Stay in your comfort zone or shy away from new experiences
- Be afraid to ask any kind of question - the only stupid question is the one that isn't asked!
- Bottle things up because you are worried about what your mentor might think

Mentoring scheme aids: Mentoring Agreement

	Mentor	Mentee
Name		
Email		
Phone Number		
Skype Address		
Other		

What areas would you like mentoring in?

What would you like to achieve by the end of our 4 sessions?

What are your expectations from the programme?

What ground rules should we establish?

Confidentiality statement:

I agree to keep our conversations confidential unless both parties agree to do otherwise (unless there is a mandatory reporting issue).

Mentor_____

Date_____

Mentee_____

Date_____

Mentoring scheme aids: Mentoring Session Log

Number of mentoring sessions: 4

mentor			
mentee			
organisation			
session	<input type="checkbox"/> face-to-face 1 <input type="checkbox"/> online 2 <input type="checkbox"/> online 3 <input type="checkbox"/> face-to-face 4		
date		date of next session	

Actions/objectives achieved from last session

- 1)
- 2)
- 3)

Challenges, solutions, and outstanding objectives

- ☒
- ☒
- ☒

Topic(s) for this session

- ☒
- ☒
- ☒

Steps for achieving objectives set at this session (e.g. resources required, whose responsibility)

- 1)
- 2)
- 3)

Topic for next mentoring session

- ☒
- ☒

Actions for mentee before next meeting

- ☒
- ☒
- ☒

Mentoring scheme aids: Mentee Action Plan

mentee			
mentor			
organisation			
start-date		completion-date	

Short-term goals

Goal	Deadline
1)	
2)	
3)	

What actions do I need to take in order to achieve my goals?

- 1)
- 2)
- 3)

Milestones

✓	
✓	
✓	

Success indicators / Outcomes

<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/>	

Personal notes

Mentoring scheme aids: Mentee Evaluation

Name of Mentee:	Agree	Neither Agree or Disagree	Disagree
1. The mentoring programme has been relevant and useful for me.			
2. I have gained confidence in moving to my next steps.			
3. I have achieved the goals I set myself at the start of the programme.			
4. I am confident about taking actions identified in my action plan			
5. I would recommend this programme?			
6. Please give reasons to explain your answer to Q5?			
7. What are the key things you have learnt/reflected upon from the programme? (Please include up to 3 key points).			
<ul style="list-style-type: none"> 			
8. What actions will you take following this programme? (Please include up to 3 actions).			
<ul style="list-style-type: none"> 			
9. Any other comments?			
Are you interested in becoming a mentor through the NOW programme?	Y / N		
Please provide your preferred contact details so that we can follow up your request to become a NOW mentor			



MINDSHIFT
Talent Advisory



**Icelandic Women's
Rights Association**



Le Portage Salarial



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