



# REMAM

**Learning, Teaching, Training Activity  
(LTTA)**

**May 31 – June 4, 2021**

**10.00-14.00 CEST/ 11.00-15.00 EEST**

**Building Bridges with Practitioners Community**

## PROGRAM

REMAM is the Erasmus+ strategic partnership project that aims to co-create a new comprehensive understanding of cultural management mentorship as a framework for professional life-long learning as well as part of academic education. Its focus is on establishing and maintaining a sustainable interaction between students, potential employers and field practitioners, simultaneously renewing the understanding of mentoring and creating a novel way for “mentorage” that allows co-creation of knowledge.

In order to connect the existing knowledge on mentorship as discipline with cultural management practice field, the teachers/trainers/researchers have one learning session on building the connection with practitioners community, matchmaking and to learn about gaps in existing liaisons between curricula and practice. The learning session will take place virtually because of the covid pandemic. The LTT2 consists of different formats through which the new knowledge will be gained and learned in order to provide input for future needs of the field, and foresights how the new mentorship model should be built to fit the needs of practice and the community of practitioners. The participants will consist of lecturers from partner institutions as well as local actors.

# PROGRAM overview

REMAM: Building Bridges with Practitioners Community  
May 31 - June 4, 2021 | Online gathering

## DAY 1

31 May

**10:00** WELCOME

**1.**

**Presentations and deep analysis of the cases [part 1]**

**10:05**

10:05-10:15 Share your knowledge  
10:20-10:35 Association of Estonian Career Counsellors  
10:40-10:50 Beaz  
10:55-11:05 PROJECT 33  
11:10-11:20 Fundación INCYDE

**11:30**

**45 min BREAK**

[part 2]

**12:15** WELCOME

12:20-12:30 Antwerp Management School  
12:35-12:45 Creative Mentorship  
12:50-13:00 Estonian Theatre for Young Audiences  
13:05-13:15 Fundación Gaztenpresa

**13:20**

**5 min BREAK**

13:25-13:35 University of Antwerp  
13:40-13:50 Music Estonia  
13:55-14:05 Cultuurloket UA

**14:10** WRAP-UP

**14:25**

video: Creative Mentorship

## DAY 2

1 June

**2.**

**Online relationships, interactions and learning**

**10:00** WELCOME

**10:05**

**Kadi-Eli Tähiste**  
a Contemporary Art gallerist from Estonia;  
**Elina Kivimäki**  
psychologist from EMTA;  
**Christine Sluysmans**  
Cultuur+Ondernemen

**11:15** Q & A

**11:30**

**45 min BREAK**

**3.**

**International comparative perspective among the partners**

**12:15** WELCOME

**12:20**

**What is your link with mentorship?**

**12:40** Discussion among REMAM partners

**13:45**

video: University of Antwerpen

## DAY 3

2 June

**4.**

**"Let me frame it!"**

**10:00** WELCOME

**10:05**

**Needs of students and young professionals in arts management that mentorship could support**

**11:15** Wrap-up

**11:30**

**45 min BREAK**

**5.**

**Knowledge management and transfer methodologies**

**12:15** WELCOME

**12:20**

**Kristina Kuznetsova-Bogdanovič**,  
PhD student, Sibelius Academy

**12:35** Discussion

**13:00**

**5 min BREAK**

**13:05** Expert's comments  
**Ülle Susi**  
**13:20** Q & A

**13:45**

video: LAC

## DAY 4

3 June

**6.**

**Diversity and inclusion within and through mentorship**

**10:00** WELCOME

**10:05**

**Zorana Milovanović**  
"Share your knowledge"

**11:15** Wrap-up

**11:30**

**45 min BREAK**

**7.**

**Employers view of mentoring in organisations**

**12:15** WELCOME

**12:20**

**Jelena Knežević**  
Belgrade International Theatre Festival  
**Bojana Kovačević**  
National Theatre in Sombor, Serbia  
**Rasa Bugavičute - Pēce**  
Dramatist and writer, Latvia  
**Leonarda Kestere**  
Cultural policy expert, producer and manager, Latvia

**13:45**

video: Music Estonia

## DAY 5

4 June

**8.**

**Market-related: entrepreneurs, business ecosystem, investors**

**10:00** WELCOME

**10:05**

**Mr. Xabier Otxandiano**  
Councillor for Economics Development, Trade and Employment, Bilbao City Council

**11:15** Wrap-up

**11:30**

**45 min BREAK**

**...**

**INTERSECTIONS: Summary session**

**12:15** WELCOME

**12:20** Reporter's presentations:

12:20 Session 2: Dragana, CM  
12:25 Session 3: Nathalie, UA  
12:30 Session 4: Hannele, NT  
12:35 Session 5: Kai, EAMT  
12:40 Session 6: Inne, UA  
12:45 Session 7: Tatjana, CM  
12:50 Session 8: Annukka, EMTA  
**13:05** Discussion

**13:45**

video: Bilbao

## 2.

# Online relationships, interactions and learning

reporter:  
Dragana  
(CM)

Hannele's notes  
during session

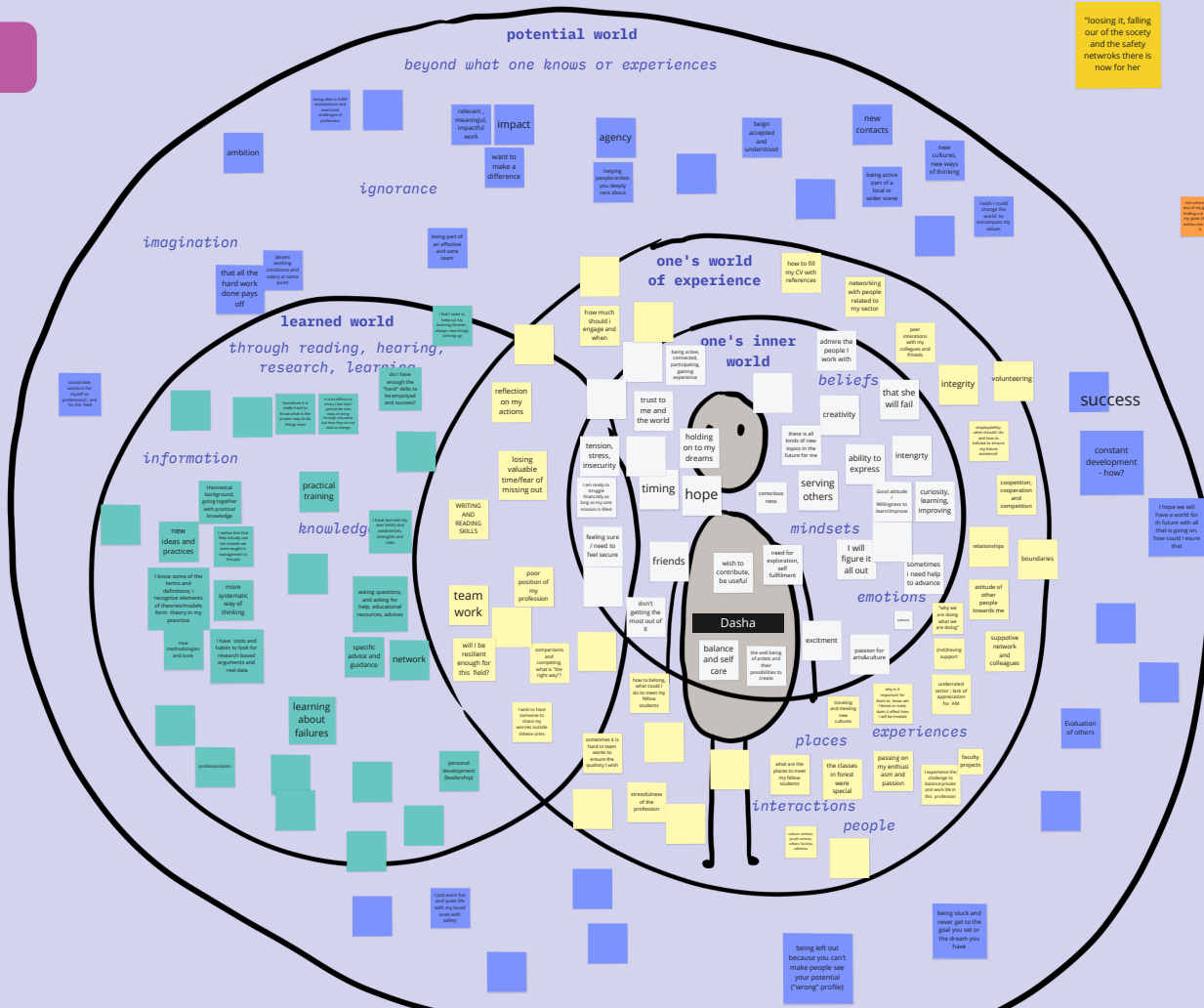


**"Let me frame it!"**

reporter:  
Hannele  
(NT)

does it (what I'm going to do/work on) really matter/make a difference on a larger scale?

burnout



"loosing it, falling  
our of the socety  
and the safety  
networks there is  
now for her

What surprised Dasha at her workplace? What was different than the things she learned / heard about during her studies?

she has to figure many things out by herself

how dream teams  
sometimes don't  
work; surprising  
team dynamics

the "box" is  
much much  
bigger

human  
interactions  
are the key!

bigger  
responsibility than  
I imagined (finances, people,  
overall impact to  
ecosystem)

you are seen  
- valued and  
judged at the  
same time

all kinds of boring practical things

people are  
not always  
doing what I  
need them to

cooperation,  
horizontal  
organisation,  
communication

proactivity

learning, not  
being "judged"  
if we do not  
know  
something

than expected

only 1 way  
to get  
somewhere

1

How things really work

need for strong interpersonal skills / lack of soft skills among experienced colleagues!

different  
from theory  
practice is

# 5.

Knowledge management and transfer methodologies: academic VS non-academic mentorship

reporter:  
Kai  
(EAMT)

1. What is academic knowledge
2. What is practical knowledge
3. What are the gaps
4. How they can be bridged
5. What role has mentorship in this -  
bridge, train to cross the bridge, constructors of the bridge...

academic/explicit & tacit

MENTORSHIP

practice/explicit & tacit

academic leaders: set the role models / practice of learning . Leaders' view influences the approach of staff and students to mentorship

4. Time needed for the academic knowledge to sediment properly before being put into practice- this is the bridge but how to build it?

Time frame could be a bridge but how to build it

bridge  
by  
dialogues

Mentor as translator ? Facilitator  
- not necessarily know all the theoretical concept but being able to put them to practice

Mentor facilitate process of self exploration towards application of academic knowledge into practice

mentors can and must be the bridges between academic and practical knowledge; like vessels showing the two shores and the connection points.

enabler to the variety /diversity of communities of practice, to enlarge the perspectives/supportunities

there are often time limits concerning academic knowledge, time pressure

theoretical knowledge, research & methodology  
  
themes and approaches; vocabulary

6.

Diversity and inclusion  
within and through  
mentorship

reporter:  
Inne (UA)

How can we make  
sure we provide  
equal possibilities  
in mentoring  
programmes

how can we  
make EQUITY  
part of the  
mentorship  
method

What's  
equity got to  
do with  
mentorship?

How we can  
ensure  
inclusion  
values in  
mentoring

how can we reach  
the  
understanding of  
equity between  
different actors?

what does  
equity mean  
within arts  
management?

how can we  
introduce  
these topics  
much more in  
AM education

is universal  
justice  
possible?

is global  
equity  
possible?

how to  
ensure it is  
all real and  
not fake

# EQUITY

Is it sustainable to make  
students "get used to" having  
mentor as development partner  
and then leave them even more  
alone after graduation?

what is a  
difference  
between  
equity and  
equality?

How do  
diversity and  
equity relate  
to each other?

sustainability

diversity

inclusion

justice

how is  
sustainability  
part of  
equity?

legitimacy and  
understanding  
of positive  
discrimination

Can we ever  
be empathetic  
enough as  
mentors?

are we  
including/engaging  
enough now, in the  
phase of developing  
our  
model/approach/  
outcomes?

is it equal/fair to  
invite mentors  
based on our  
subjective  
selection?

what mentors get back from the  
mentorship - is it fair just to give  
and give, without getting much  
in return (in case of voluntary  
/pro bono mentorship)? what is  
"fair" return to mentors - is it  
enough to have "sparkle in the  
eyes"?



## QUESTIONS TO ASK IN PROCESS

- Accommodation: How are differences in ability, skill level, income, language, location, perspective, etc. accommodated to ensure that all potential participants (mentors/mentees) are able to take part?
- Unexpected: If unexpected issues or developments occur how will they be addressed or responded to?
- Training: What kind of training or preparation might be needed to support facilitators, mentors, mentees in negotiating change or being open to difference?

1

## Flexibility & Adaptability

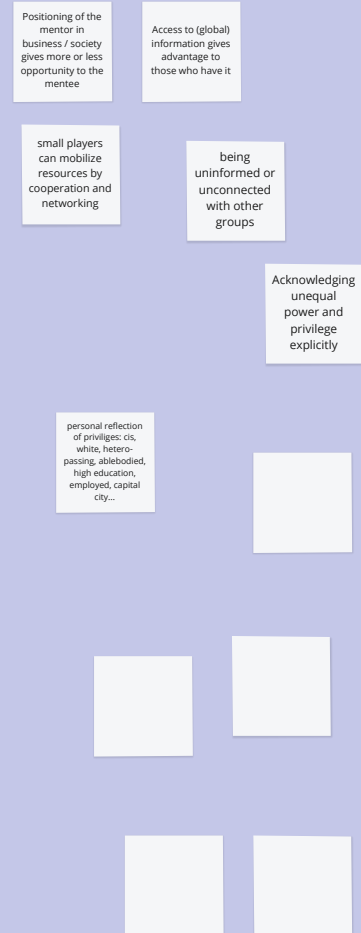


## QUESTIONS TO ASK

- Recognizing how one may embody or represent different kinds of power or agency and how that may impact the building of relationships with colleagues, peers, mentors, mentees, and other organizations is vital.
- What kind of access to knowledge and resources do you have and does this give you an advantage or disadvantage?
- What qualifies and/or motivates you to work in a particular role or with a particular group?
- How do you acknowledge and address unequal power dynamics within a relationship?
- What are the possibilities and limitations of your position in relation to other people?

2

## Reflexivity & Relationships

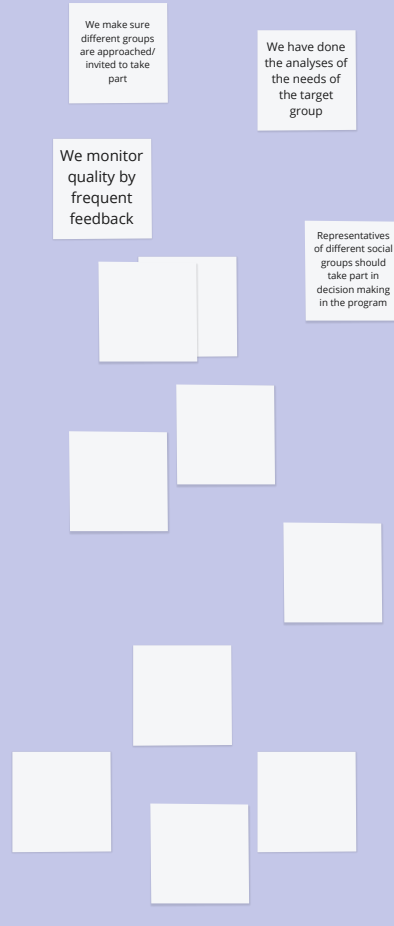


## QUESTIONS TO CONSIDER:

- Is the program relevant (to all underrepresented and beyond members...)
- Who is represented?
- What is represented?
- How is the program relevant to their contexts?

3

## Relevance & Representation

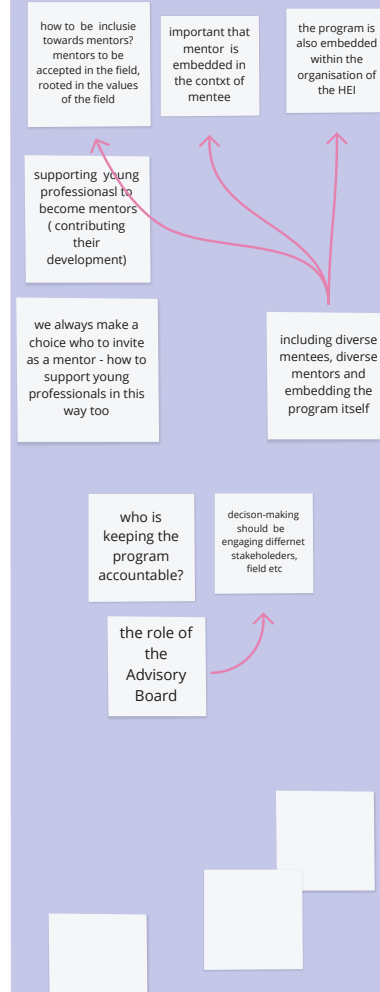


## Questions to consider

- How is the action Connecting to Field Assets and Priorities
- How is this work rooted in the field?
- Who is involved, and what are their relationships to the field?
- Who is making decisions?
- How are the sector/field/HEI priorities being integrated into the program?

4

## Embeddedness



## Issues to consider

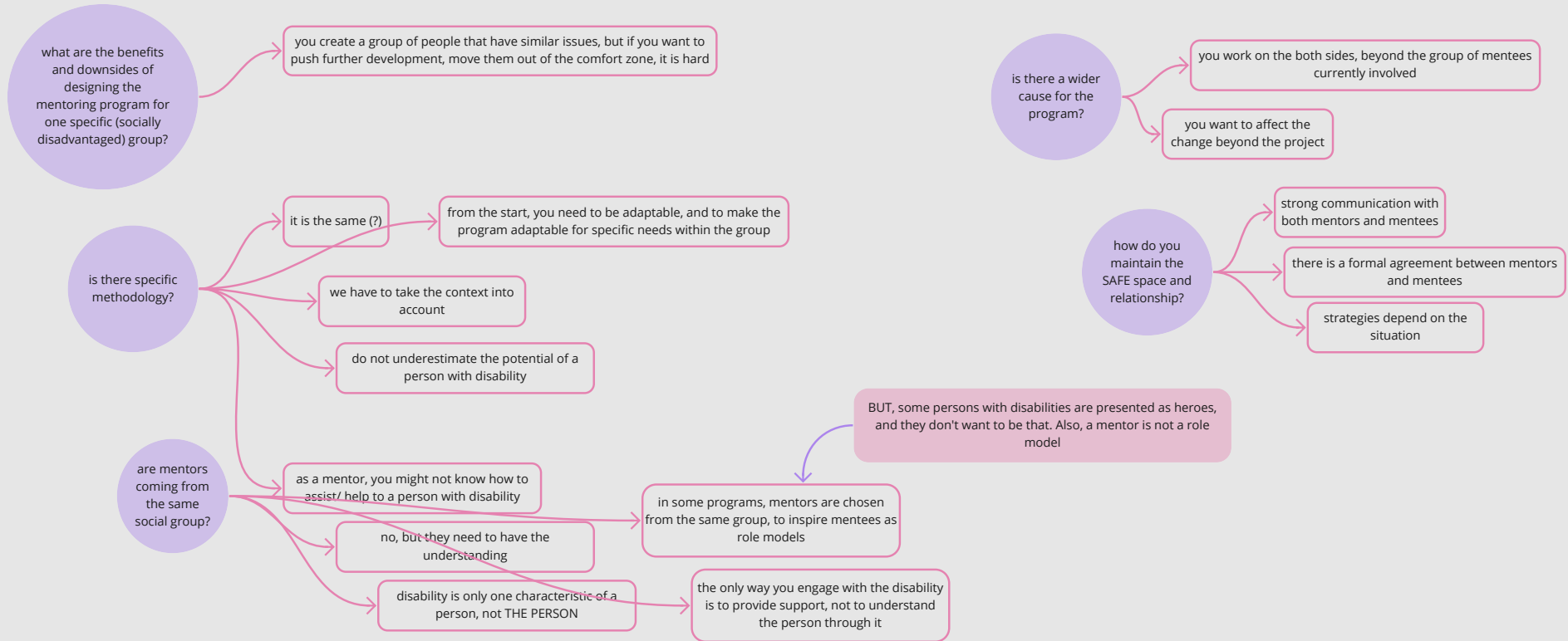
- Participants Life Experiences and Needs
- Relationships and Accountability
- Contributions to Community/Ecosystem
- Sustaining Organizations

5

## Sustainability



"one size does not fit all - there is no universal theory or methodology that could be applied, but a person (mentor, manager) needs to LIVE the INCLUSIVITY"





## Online relationships, interactions and learning

can we cross the barrier between online and offline?

is it possible to experience a valuable mentorship online?

is it possible to ask difficult questions online?

this depends on mentees' needs and the type of the relationship

online mode enables international reach - this introduces new challenges

how

it is especially important to leave the space and time to create the CLIMATE OF TRUST

it is possible to zoom out with a mentor and give different perspective

mentee and mentor need to learn how to be more expressive online

we should be efficient in the timing, and it would require more time for preparation

tech needs to be prepared

we need more tools

mentee needs to come out of the session with concrete ACTION points

DO GOOD SCREENING OF MENTORS

mentors should be "good people"

the key might be in the BLEND of these two modes

it is up to mentors and mentees to choose online OR offline

## International comparative perspective among the partners

difference between mentoring and coaching

CROSS-SECTORAL

3 pillars of mentorship

mentors can be afraid to be mentors

it would be great to hear more about how CM works with other organisations

different approaches of programmes to MATCHING process

internationalisation of mentorship? local or international?

possible roles of ALUMNI

how have our views on mentorship changed since the start of BESAM?

the role of a "team builder"

## "Let me frame it!"

2 students from Serbia

others reflected on their students

we reflected on the potential needs of a student named "Dasha"

at what point in the learning path should mentors join the student?

MIDDLE POINT

mentor should be someone outside of the academic context

the needs and wants of students are changing through generations

students have many uncertainties, personal and professional

there is a difference between peer support, counselling, and mentoring

## Knowledge management and transfer methodologies: academic VS non-academic mentorship

2 guests - EAMT alumni and Estonian chamber of mentors

the knowledge development happens in the mind of the individual

individual approach to knowledge is important

are the arts universities learning- or expert- organisations?

the knowledge is tacit and highly individualised, hard to maintain and manage

how do we want to use the knowledge from the organisational perspective?

there are 4 types of mentoring

mentor is a supporter for reflection

mentor unlocks mentee's potential

the mentor has a role of a "gate-opener"

mentor needs to know what is expected of him/her

mentor

how important is the chemistry between the mentor and a mentee?

the more professional the mentor is, the less chemistry is required

different gender relationships work better than same gender (?)

basic values need to be shared, if they are not discussed, the relationship will crash

## Diversity and inclusion within and through mentorship

important topic

EQUITY

discussion on the 5 principles

discussion with Marina, who works on mentoring with people with disabilities

no specific methodology for working with people with disabilities (?)

the programme needs to be flexible

do not underestimate the potential of people

mentors do not have to have the experience with the same disability as the mentees

there is no one-size-fits-all approach

## Employers view of mentoring in organisations

focused mostly on theatres

results of the preliminary research of Hannele and Jonas

more guidance on structure of mentorship is needed

frameworks should be introduced gradually

benefits of mentoring should be presented in a clear way

too much guidance is not good either

competition and ego in the ARTS world can make mentoring very hard

mentees are asking more about soft skills, boundaries, relationships, not the writing skills

mentoring in the arts is different than mentoring in business

we need new methods for artists' personalities, more sensitive and reflective

mentoring useful when bringing new people in

how to make sure that mentees are motivated?

## Market-related: entrepreneurs, business ecosystem, investors

are creative industries always in the URBAN context?

the importance of the creative sector for the CITY identity

how can climate change become part of the mentorship programme

fostering the values

mentor has different roles: coach, skills, being there WITH the mentee

different things are important for the music sector

focus on WE, rather than YOU or ME

when sharing your own experience, what is that you are sharing?

# LTTA>> MOVING FORWARDS

we need to engage with students more

let's try to also say what we do not want to do

potential link to another EU project that is also dealing with mentorship (Annick)

how can we use the prototype of the program as a development tool - action research approach?

can we add another case?

we need more discussions about methodology: between countries, including diversity, arts VS business

we should start writing the table of contents, the first draft

the chapter on diversity for the book - this was a very important session

maybe the book could be divided into (1) methodology for building up the mentorship programme and (2) the environment for the creation of the programme (main topics)

who will write WHAT - how to clearly develop roles and responsibilities?

maybe the book could be divided into (1) methodology for building up the mentorship programme and (2) the environment for the creation of the programme (main topics)

How are we going to use all this information from all these sessions?