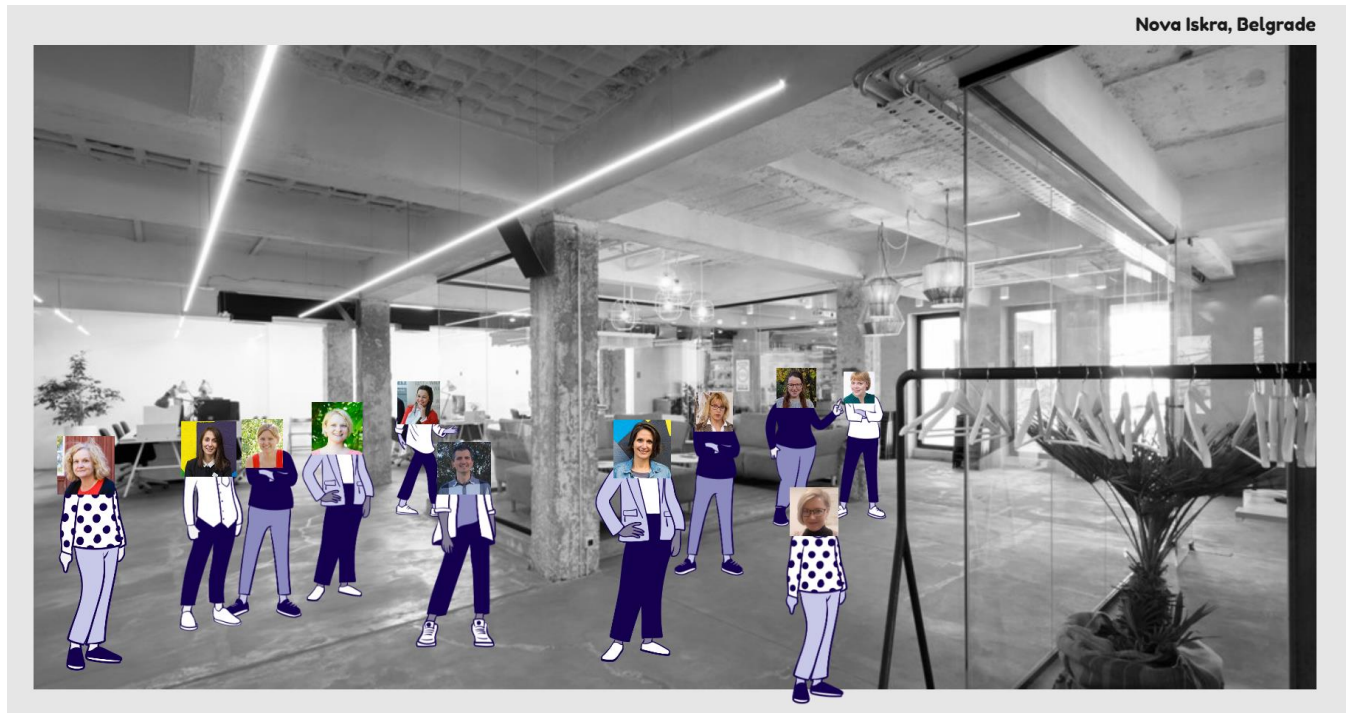


REINVENTING MENTORSHIP IN ARTS MANAGEMENT (REMAM) 2020-1-EE01-KA203-078003

Report of Transnational Project Meeting 7 May, 2021

09.00-13.00 CEST/ 10.00-14.00 Estonian time

[miro board: https://miro.com/app/board/o9J_IGUFn3s=/]



Nova Iskra, Belgrade

Thank-you to everyone who contributed to the discussions in our shared space!

This is a short report that summarises the main questions and agreements from this meeting. It is divided into 4 parts according to the meeting agenda:

- (1) The analysis of mentorship program cases
- (2) The vision and objectives of REMAM
- (3) Planning for the LTTA
- (4) Reflection on the online interaction and the meeting

1. The analysis of mentorship program cases

The 12 analysed cases are engaging with academia, state cultural institutions and entrepreneurship /private sector in different ways. Many sit in the overlaps, but there are a few cases that operate predominantly in one sector.

Questions to explore:

- **What are the target groups of each case (mentees)?**
- **What are the external impacts of each case (outside of the group of mentees)?**

- **Where are the mentors coming from (for each case)?**
- **Where are the funds coming from (for each case)?**

It seems that most of the cases exist within a larger institution or organisation (exceptions: Creative Mentorship, Cultuurloket and Beaz). This position influences their capacities, resources and methodologies.

- **What is the relationship between the larger organisation and the mentorship program within it?**
- **How does the organisation influence the mentorship methodology and the program's structure?**
- **How does the organisation benefit from mentorship?**
- **Should the REMAM model be envisaged as embedded within an institution, or as independent too?**

In total, the analysed cases are mostly focused on professional development, with some that equally value and work on personal development.

- **How is the connection between mentee's personal and professional development managed in each case? Are there specific methods in place?**

There are big differences between cases when it comes to the focus of the mentees - whether they work on specific tasks or a broad range of areas for development.

- **How are the mentorship methods different in relation to the scope of mentee's goals?**
- **In the current state of the field (needs and demands), what type of scope is more useful/important?**

The analysed cases also differ in duration, from 2-3 months to one year.

- **What is the relationship between the duration and aims of the mentorship programme?**

All 12 analysed cases consist of mentor-mentee meetings and educational/training programs. Most of them include additional support, such as promotion of mentee's work, provision of grants, etc. Only half of them also involve networking activities.

- **How do cases differ in the organisation/structure of the mentor-mentee meetings?**
- **What is the range of the educational/training programs for mentorship? What are the common and different topics between them?**

Finally, these are some of the common themes that were marked as important for discussion:

- The role of the facilitator/program coordinator (not a mentor nor a mentee)
- Personal-professional development
- Task-oriented VS wider professional development

- Bridging academic knowledge and practical implementation
- Time VS trust
- Mentoring as influencing individual to impact the ecosystem at large
- Building community of mentors
- Support/development for mentors
- Empowering particular social groups
- Evaluation methodologies
- Importance/role of the alumni network
- The influence of financing structure on mentoring relationship

We did not discuss and compare the methodologies of each program, so that might be something that each partner could focus on during the LTТА presentation.

Suggestions for the LTТА presentation of cases:

1. A simple diagram of key steps in the program
2. A simplified overview of program's methodology (including the structure of mentor-mentee meetings and the main themes of the educational program)
3. Clearly stated target group - who are the mentees (sector, age/social group, etc.)?
4. The profile of mentors in the case: where do they come from (sector, experience, etc), what are their competences and approaches to mentorship.
5. Personal VS professional development
6. Task-oriented VS wider professional development
7. The role and responsibilities of program's coordinator/facilitator
8. Program's wider impact on the ecosystem at large

2. The vision and objectives of REMAM

This is the list of topics for discussion that emerged during Annukka's presentation of the vision, objectives and outputs of REMAM. Shall we consider (some of) them for the LTТА meeting?

About the mentorship model:

- Online mentoring
- The difference between the LEARNING model of mentorship and ENTREPRENEURSHIP growth model
- Involvement of mentees' needs and opinions in designing the mentorship model
- Difference in mentoring in and outside the academic education
- Mentoring model as described in the REMAM outputs does not fulfill the projected aims
- What are the differentia specifica of mentoring programs comparing to trainings - that make them necessary to improve the sector / ecosystem

- Partners have contrasting opinions on who is the TARGET GROUP of the mentorship model (masters programs, cultural organisations, entrepreneurial programs, policy makers (not clear which policies: cultural, educational...))
- Partners have contrasting views on whether the mentorship model is designed within an institution or as an independent program that anyone could use
- Mentorship model as a 4-way exchange: mentors, mentees, academia and cultural organisations

About the policy paper:

- Partners have contrasting opinions on what is the TARGET GROUP of the policy paper (high education policies, local frameworks, economic policy, cultural policy)
- What does "occupational profile of mentors" mean exactly for each country/partner and who is in charge of it in our countries? There is a strong need to map the occupational standards of mentors in each country.
- Is it made for international or local audiences/policies?
- Are we considering that being a mentor is part of a job, or is that the additional activity? How does that influence their engagement, competences, approaches to mentorship?
- Do we have enough data to answer these questions? DO we need to involve additional cases or focus groups that will investigate this?

The app was not discussed.

3. Planning for the LTTA

The agreed schedule and to-do list is on this link: <https://docs.google.com/document/d/1RgFYeo-xIPqEIsuwG3wGgSnLqbg3YqasQsPs2ZpMMQg/edit?usp=sharing>

The deadline for sending the short description (250 words) on a) content and b) methodology and c) the role (and attributes) of the guests / participants of their session is 12 May. This material will be forwarded to the guests / participants by the local partner asap. If/when the facilitator prepares more detailed structure or precise talking points, it should be sent as well to the guests / participants.

4. Reflection on the online interaction and the meeting

We all enjoyed the discussion of these important topics. Even though miro was a bit frustrating, it was a good way to share our thoughts in a limited timeframe.

It would have been great if more partners managed to join this meeting. There are many topics for discussion, and we might organise a set of shorter meetings, in smaller groups, that would work on them.

The cases we are exploring are different and it is essential to find ways to compare them. It would be great to see what questions from the TPM could be answered in the LTTA.