Mentoring Tools

Mentor

Mentoring Tools

Have a look at the extended and elaborated set of Mentoring Tools, created to spark creativity and ease communication in the mentoring relationship.

Over the course of 10 years of the *Creative Mentorship* programme in Serbia and the region of Western Balkans, and based on the knowledge and insights gathered through the international initiative "Reinventing Mentorship in Arts Management", these Mentoring Tools are developed and / or collected to be of use to **mentees, mentors,** as well as **coordinators** of mentoring programmes.

Each Tool starts with an **explanation** of the context in which it could be used, and the **goal** that could be achieved by using it. **Step-by-step** instructions explain the mentoring process techniques, often followed by a template that could be printed and used in the mentoring sessions. These templates are the essence of each tool. They are designed to provide guidance and inspiration, be a starting point for discussions, and support the mentoring process. Therefore, the most important part of the Tools is the way in which you will use them and the content that you will create by using them.

Please let us know what you think about the Mentoring Tools: Did you use them? Which ones do you find the most useful? How could we improve them together? Please, feel free to send an email to the *"Creative Mentorship"* team with your comments, suggestions, and questions!

"Reinventing Mentorship in Arts Management" was the Erasmus+ strategic partnership project that took place from 2020 to 2023 led by the Estonian Academy of Music and Theatre as coordinator, with the Latvian Academy of Culture (Riga), University of the Basque Country (Bilbao), University of Antwerp, *Creative Mentorship* (Belgrade, Serbia) and Estonian Theatre for Young Audiences (Tallinn) as partner institutions, which made their contribution to creating, building and collecting these tools.
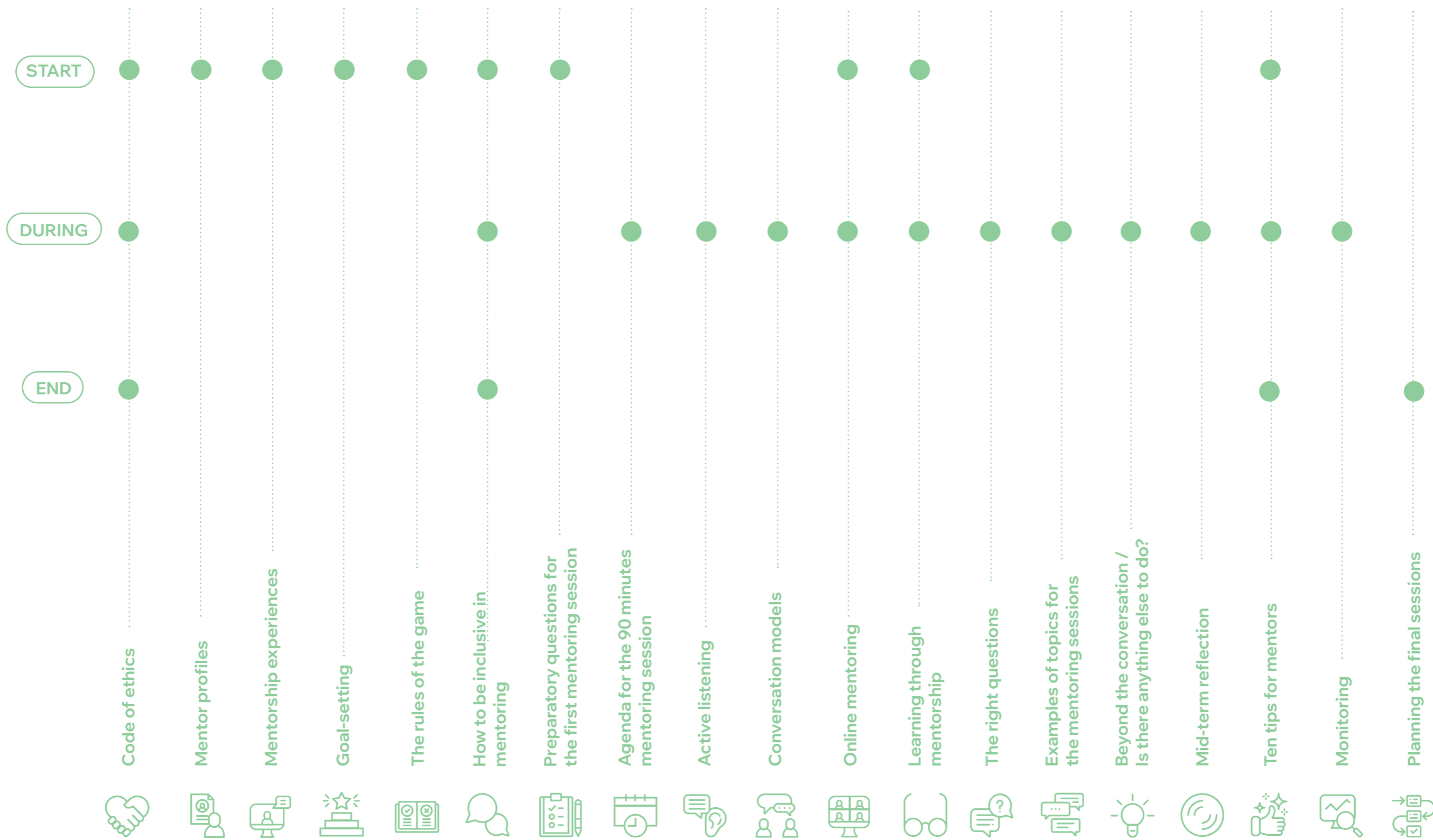
These Mentoring Tools can also be found at the *Creative Mentorship* website
www.kreativnomentorstvo.com

— Edited by Daša Moschonas

TRANSFORMING SOCIETY — ONE CONVERSATION AT A TIME!

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CREATIVE MENTORSHIP

Mentoring Tools

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CREATIVE MENTORSHIP

Code of ethics

This tool outlines the main pillars of an **ethical** and **respectful** mentoring relationship. It also provides reflective questions for a mentor to **explore** their approaches. Return to this activity regularly over your mentoring process, to ensure that you are building a fair and just process with mentees.

1 RESPONSIBILITY AND ACCOUNTABILITY

Both the mentor and mentee treat each other with respect and courtesy and avoid any behaviour that may be deemed as offensive or inappropriate. Both the mentor and mentee take responsibility for their actions and are accountable for their decisions and behaviour during the mentoring relationship. They are aware that their behaviour has the potential to both negatively and positively affect the mentoring relationship.

> How do you ensure that you treat your mentee with respect and courtesy during the mentoring relationship? What are specific techniques or approaches that you are using?

2 CONFIDENTIALITY

Both the mentor and the mentee have great responsibility to maintain and respect the confidentiality of the mentoring relationship as they may hear sensitive and personal information. However, if such information is dangerous or illegal, an appropriate approach for mentors is to encourage mentees to take appropriate action themselves. Another solution would be to appoint, within the organisation, a confidential person who will be at mentees' disposal, or encourage them to turn to the mentoriship programme coordinator.

> How do you maintain and respect the confidentiality of the mentoring relationship? How would you handle a situation where your mentee discloses sensitive information?

3 BOUNDARY MANAGEMENT & ROLES

It is important for both the mentor and mentee to establish clear boundaries for the relationship, and to ensure that the mentoring relationship does not become overly personal or inappropriate in any way. A clear understanding in formalisation can be done in the form of a written agreement. This can include clarity over the length and frequency of sessions; agreement on whether it is allowed or not to make email / telephone / text contact concerning mentoring issues between mentoring sessions; responsibility for finding a suitable location for the mentoring session.

> How do you discuss and establish boundaries in your mentoring relationship? How would you handle a situation where your mentee starts to become overly personal during sessions, or the relationship becomes inappropriate in any other way?

4 COMPETENCES

Mentors have the necessary expertise and knowledge to provide effective mentoring and should refer mentees to other professionals if the mentoring needs fall outside their areas of expertise.

> How do you check if your expertise and knowledge provides effective mentoring? What do you do when mentee's needs fall outside your areas of expertise?

5 DEALING WITH SELF-DISTRACTIONS

Mentors and mentees recognise that bias, preconceived ideas, initial impressions, opinions, and stereotypes can influence the ability to pay full attention and be present and focused in a mentoring relationship.

> How do you recognize and address your own biases, preconceived ideas, initial impressions, opinions, and stereotypes during mentoring sessions? What approach do you use to remain fully present and focused on the mentee during mentoring sessions?

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Code of ethics

6 FEEDBACK AND KNOWLEDGE-SHARING

Mentees are encouraged to provide feedback to their mentor about the mentoring relationship, and mentors should be opened to the constructive feedback from mentees to improve the mentoring experience.

> How do you encourage your mentee to provide feedback about the mentoring relationship? How do you handle constructive feedback from your mentee to improve the mentoring experience?

7 SAFETY

Both the mentor and mentee prioritise safety and wellbeing during the mentoring relationship and know how to report any concerns or incidents of harassment or abuse to the appropriate authorities.

> How do you prioritize safety and wellbeing during the mentoring relationship? How would you handle a situation where your mentee discloses concerns about safety?

8 NURTURING CONNECTIONS

Both the mentor and mentee nurture connections with other mentors and mentees within the mentoring program, as well as outside of it, in order to foster a supportive community and to broaden their perspectives and opportunities for growth and development.

> How do you plan to support the mentee in building connections with other professionals in their field? How are you building connections with other mentors in the program?

9 GOAL ALIGNMENT

Ensure that mentoring goals align with mentee's values and priorities. The mentor provides tailored support, honest feedback, and keeps mentee's goals as focus. In case of conflicts, mentor needs to disclose and resolve them transparently.

> How do you check up on the goals you and your mentee have set for the mentoring relationship? How do you examine their alignement with your values and priorities? Are there any potential conflicts of interest between your personal / professional objectives and the goals of the mentee? If so, how would you address them?

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Mentor profiles

This tool will help you to reflect on the role of a mentor, and map situations in your life in which you have been one.

In mentorship programmes, the focus is often on defining the specific roles of mentors and mentees in relation to knowledge. There are usually two main roles: the **expert** providing the (explicit) knowledge and the **novice**, receiving the knowledge. The mentor role is likely to be given to successful experienced professionals, supervisors and so forth and we often neglect the **unexpected experts** who can act as informal mentors, providing important knowledge.

In a university or higher education institute context, the role of a mentor is often attributed to experienced professionals, such as traditional senior roles of professors or alumni. Indeed, they provide relevant information as well as experiences and stories for students in a multitude of ways that may contain mentoring elements or are explicitly defined as mentoring relationships. Yet, many of the less expected relationships and knowledge sharing that occur in everyday activities are less recognized and appreciated. For example, student-to-student (peer-to-peer) mentoring, mentoring by administrative staff or joint knowledge co-creation in the context of a project can be seen as unexpected situations of **informal mentoring**.

Use the template on the following page to examine the formal and informal situations in which you have been in the role of a mentor. This may expand your understanding of a mentor's role and open up new ways of knowledge transfer.

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Mentor profiles

② Read the explanations of four different mentor profiles. Add to the list in question 1 as you think through these categories. Answer the questions related to each profile.

2a Peer-to-peer mentor

The mentor and mentee have an equal knowledge status, such as a student mentoring another student, a colleague mentoring a newcomer, or two colleagues mentoring each other through specific processes. Peer-to-peer mentoring may also occur informally, such as sharing your knowledge during a project or team work. Formal student-to-student mentoring is often called tutoring.

What **formal** peer-to-peer mentoring processes already exist within your organisation?

What **informal** peer-to-peer mentoring processes already exist within your organisation?

What **motivates** you to take on this role in your organisation?

How to build a good mentor-mentee **match**?

How can you **recognize** the existing relationships and cultivate a fruitful mentoring programme from them?

2b Professional (alumni) mentor

The most common mentoring profile for programmes implemented in universities and in practice. Mentoring relationships are usually offered towards the graduation of a student or to young professionals as a mean to facilitate the entry to working life. The mentoring relationship focuses on the work-life experiences and skills needed, but includes stories and personal experiences, sharing a wider spectrum of knowledge.

What do you assume motivates different mentee profiles to engage?

① List a few situations in which you have taken the role of a mentor:

How would you **cope** with a mis-match with a mentee?

2c Content mentor

The most common example of a formal relationship is supervision - when the academic shares the knowledge and skills on doing academic work, such as supervising students for a final thesis. However, this relationship may not build into a mentoring one. It can be rather distant and focused only on the educational tasks at hand. In other cases, it may include sharing a wide spectrum of knowledge, from academic, to professional and personal. Similarly, any educational relationship between an educator and a student may include sharing knowledge in a wider perspective, including mentoring elements.

What **support** you may need for exploring and using this mentor profile in the multitude of perspectives it may include?

How to **nurture** engagement and motivation for people to take on this role of a mentor?

What **support** you may need to recognise mentoring possibilities in your administrative interactions?

How to **nurture** engagement and motivation for people to take on this role of a mentor?

How can you **recognise** this mentoring profile around you? How can mentors in this role contribute to your mentoring relationships?

2d Aministrator mentor

The least recognised mentoring relationship from the types identified. Administrative staff in universities and organisations may take mentoring roles when sharing knowledge with new students / employees about the university / organisation practices and ways of working, possible career paths, applying for work positions, professional development options. The relationship may or may not evolve into a mentorship, and may remain as administrative only depending on the persons and situations.

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Mentorship experiences

Have a look at these videos in which mentees and mentors share their experiences of mentorship. It can demystify some of the questions or doubts about the impact that a mentoring relationship may have on people or creative industries in general.

CLICK HERE

CLICK HERE

CLICK HERE

[With the help of this programme] I am able to **get to know the industry** that interests me. I was able to see **how everything happens** in practice and get to know the **professionals** in the field as well.
— Rūdolfs, mentee

You should definitely participate because it is very **easy**, it does not take much time, it is your own free **flow and communication** - how often you want to be engaged, what you want to do. Also, I think that the mentorship programme is full of **surprises**!
— Alise, mentee

My mentor would say: Good luck! I keep my fingers crossed! **I believe in you!** Everything will work out for you! I think it is very valuable to have someone who is in the industry that I want to be in, who gives me such encouraging words.
— Ieva, mentee

After spending a year in the programme, I see *Creative Mentorship* as a community of creative people who **help and care** about each other.
— Marina Prohaska, mentee

I decided to join the *Creative Mentorship* programme, since I really have this **inner need to pass on knowledge** and that is why I teach and participate in different conferences and training. That process of passing on knowledge is very important to me because I know, from my own experience, how important it is to transfer knowledge. I have also developed and improved thanks to some people I met, who were willing to share their knowledge and experience with me.
— Lazar Džamić, mentor
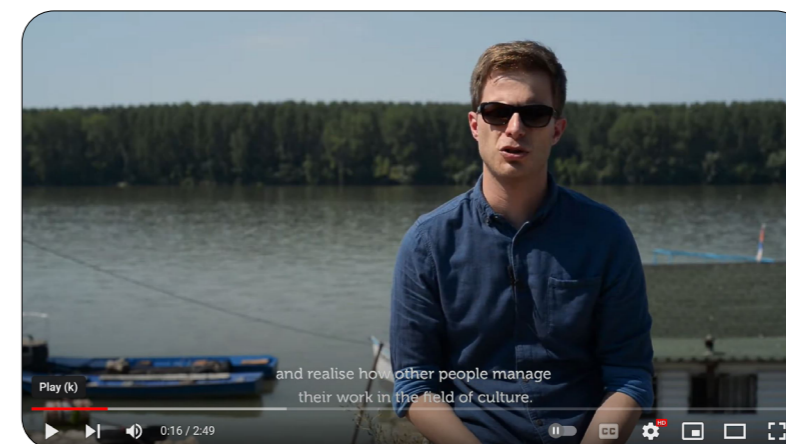
My mentor is Milena Rajković. Last year, she participated in the same programme but as a mentee, so she was on **"both sides"** and it is very helpful for our relationship. She advises me on how to organise cultural events, where to look for contacts, what to pay attention to... but we speak about other things, not only about professional ones.
— Vladimir Milić, mentee

When I think about *Creative Mentorship* I think about **professional and personal** development, and the wealth that is gained by meeting interesting and quality people.
— Milena Rajković, mentor

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Goal-setting

Even though each mentoring relationship is built around the goal and needs of a mentee, it is very important that mentors enter the relationship thinking about their own goal. Mentoring relationship is reciprocal, mentor learns and develops as much as the mentee. Entering this process being aware of what you want to learn and explore, may enrich your experience and reflection.

This tool is designed to support you in **defining your goal in the mentoring process**. It can be focused on your own development, on the cultural industries landscape, or on a project you are working on at the moment. Consider your SMART(ER) goal as a very specific element that contributes to your **vision** - what is the bigger picture that you strive for?

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YOUR JOB, OUR WORK

Goal-setting

1 My goal

What do I want to achieve in this mentorship programme (1 sentence)?

S **Specific:** What makes this goal specific?

M **Measurable:** How will we measure progress towards this goal?

A **Attainable:** How does it look like to achieve this goal?

R **Relevant:** How does this goal align with our long-term vision?

T **Time-bound:** What is the timeline for achieving this goal?

E **Exciting:** What makes us happy while thinking about this goal?

R **Rewarding:** What will feel satisfying when we achieve this goal?

2 Resources

Which skills, knowledge, experience, contacts do I already have?

Which resources and support do I need?

3 Activities

Which actions do I need to undertake to achieve this goal?

4 Impact

How will achieving this goal affect my development?

short-term

long-term

How will achieving this goal affect my mentee, and our relationship?

short-term

long-term

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The rules of the game

The rules of the game define what is and what is not allowed during the mentoring process, between a mentor and a mentee. This tool offers several **examples** of well-defined mentoring relationship rules. You should discuss them with your mentee / mentor at the beginning of the mentoring process. Besides the principles mentioned here, feel free to talk about everything that you find important so as to establish a qualitative rapport and fruitful communication. Use the *"Code of Etchics"* tool do define additional discussion topics.

— **Show respect:** regularly attend meetings without being late, turn off your mobile phone and respect your mentee / mentor during the conversation.

— **Discretion:** everything said and shared during the mentorship process is strictly confidential. Both parties should agree if something from the sessions needs to be communicated externally. Establish an agreement on how you can indicate if you feel uncomfortable with a discussion. Agree that it is OK to indicate that there is something you don't want to talk about at any point.

— **Define unwanted topics:** both mentor and mentee are required to indicate which topics are undesirable for discussion due to the possible conflict of interests or any other reason.

— **Define mentorship:** talk about how sessions are different from therapy or other interactions.

— **Define communication between regular sessions:** is it possible and desirable to send emails or make occasional telephone calls between sessions for important consultation?

— **Try to truly get to know your mentees:** have sincere discussions about their professional and personal life, put an effort in understanding what they are thinking about and why, value their world view.

— **Take part in the mentoring relationship, verbally and through actions.** Do what you promised in your mentoring session. Engage your mentee / mentor in your activities and networks if you have agreed on that. Fulfill a promise given to your mentee.

— **Communicate openly about the challenges** in your mentoring relationship as soon as they appear. Ask for feedback and provide it.

— **Trust your mentees and believe in them.** Build trust through every session.

— **Don't be afraid of challenges:** examine every possibility, take action, experiment!

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How to be inclusive in mentoring

This tool lists 15 guidelines for **diversity and inclusion** in mentorship programmes. Even though this is primarily a guide for programme coordinators, mentors and mentees should also reflect on inclusivity in mentoring. This will help you to examine whether there are practices in your environment that may be exclusive, and reflect on your role and actions towards inclusive mentoring. In case you notice how inclusivity could be improved, contact the programme coordinator directly.

1. Bottom up, it all starts from including diverse colleagues in Managing Teams, Advisory Boards, and all **decision-making processes**, but also among mentees, mentors and other participants, such as lecturers.

2. During **the open call and selection process**, we should bear in mind that when someone of discriminated background has poorer application it is probably because of less opportunities and previous support.

3. At the beginning of the programme, for example its **kick-off** or **annual event**, but also throughout regular events and communications, it is important to be as clear and explicit as possible about the **organizational culture** that aims for equality. Jokes, examples, stories, questions, and comments show if we are really inclusive. For example, an LGBTQ+ friendly space, and stating our pronouns when introducing ourselves (in languages in which it makes sense) makes it easier for all individuals to participate.

4. Establish **procedures in place** for when manifestations of sexism, ableism, racism, homophobia and other forms of oppression happen in our spaces.

5. One of the most important dimensions of mentoring is having a **role model**, which is even more relevant when providing mentorship support for people from marginalised backgrounds.

6. If there is an organised **educational programme**, consisting of lectures, workshops, presentations and debates on the topics relevant for cultural workers and artists, it is important to pay attention to who is being engaged as a lecturer or a speaker, who is "getting the mic" and **whose voices we are amplifying**.

7. Generally, reflect on **who is getting recruited and paid** and who we are sharing financial resources with as a mentoring organisation or programme. Also, we should be aware of all the (hidden) **costs** of participating in our programme and if those are preventing someone from taking part because of the material conditions.

8. In regards to **communications**, programme coordinators should take care about privacy and dignity of all included participants, including carefully portraying diversity of mentees and mentors in their external communications in order to encourage diverse participants to apply in the next programme cycle. But at the same time, it considers avoiding the practice of tokenism - misusing the rare representatives of minority groups in order to present the programme more diverse than it is.

9. It also means that the programme / platform is an **active ally** to the struggles of the underrepresented colleagues in the public space and public policies, contributing to their aims.

10. The demand for **physically accessible venues** for the events is among the most visible one, but it is also up to the managers to pay attention if activities are generally physically demanding or if there are options that fit to different physical abilities of participants.

11. Accessibility is also explicating that small children of our participants are welcome, especially if there are no other places they could be during our programmes and in cases of **single parents**. Organisers should be aiming for spaces that are **baby friendly** (for example, consider a place for breast feeding).

12. **Language** barriers exist if we are targeting diverse communities of cultural professionals and different possibilities for translations are appraised. Mentees are not always willing to explicitly state their language limitations, and rather avoid an activity or just don't fully utilise it.

13. Timing of our events and the way we distribute content or set expectations should be inclusive for the colleagues who **work precariously** or **live in distant areas**, meaning having much less time at their disposal and more obstacles to successfully participate. Even better, we should aim to organize events in different parts of the community we serve whenever possible, so that we make them more accessible to different participants and support them by increasing the visibility of their community and their work in a positive manner.

14. What is important is to **avoid secondary victimisation** - no one likes to be passive victims, need help or to draw attention to themselves in terms of their gender, sexuality or disability.

15. Do not worry, it is normal to **make mistakes** in this process - and **learn from** them. This idea must not freeze us and prevent us from working further. Having said all this, we want to emphasize that there is no one single solution for everything. We should adapt to everyone, and openly discuss, learn and improve.

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Preparatory questions for the first mentoring session

The first session with your mentee is essential. Besides **getting to know** each other, it **sets the basic guidelines** for the future communication. A well-established rapport between the mentor and mentee is a key to the successful mentoring process. In a way, mentors are guardians of this rapport, primarily because of their rich knowledge and experience. It should be clear from the beginning that mentors' role is **not to solve** mentees' problems and challenges, **but to support** them in dealing with them.

It is crucial that mentors prepare themselves for the first mentoring session - reflect on their expectations and the specific topics/activities that they could share with their mentees in the upcoming period. This mentoring tool could help the mentors to prepare for the first session. Furthermore, after you complete this exercise, the filled-out material could be a reminder of your expectations at the beginning of the mentoring process, but also to check the direction you have chosen to follow during the mentoring process.

STEPS:

1. **A few days before** the first session, fill in the material. Be open and honest with yourself - the more things you write, the easier it will be to discuss your expectations with the mentee. Think about all those things you wish someone taught you when you were starting your development path. Map the lessons and skills you have learned outside the school, and which, among other things, brought you to the present point of your life.

2. **Bring the material** to the first mentoring session. Get to know your mentee: listen carefully, share your previous experiences - did you ever have a mentor? After the introduction, start discussing and defining the mentoring process your mentee needs. If needed, share the material with your mentee. Finally, don't forget to set up and agree on the "rules of the game" and the frequency of mentoring sessions.

3. **After the first session**, have another look at the material. Mark the questions and topics that you did not have a chance to talk about with your mentee. If they are important to you, discuss at the next session. If something is missing, fill it in. Use this material as a reminder of the topics that you want to work on with your mentee during the mentoring process.

4. **Keep using** this tool during the mentoring process. It is recommended to bring it to your mentoring sessions as a reminder, or use it to prepare yourself for discussions with your mentee, as it will help you to get a bigger picture of the mentoring relationship.

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Preparatory questions - Mentor

1 Which stories/ events/ topics from my **private life** do I want to share with my mentee?

2 Which stories/ events/ topics from my **professional development and career** do I want to share with my mentee?

3 Few of my most important **achievements** so far:

4 My strenght:

5 Why is **being a mentor** important for me?

6 What is my impression of the **mentee**'s CV? Why do I want to be a mentor to this particular person?

7 What could I offer to my mentee?

• Topics/ activities for **short-term** learning and faster development

• Topics/ activities for **mid-term** learning during which the development happens gradually

• Topics/ activities for **long-term** learning which requires continuous work

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Preparatory questions - Mentor

8 What are my **expectations** from the mentoring relationship?

9 Brainstorm about various **questions** that you would like to ask your mentee in order to better understand **their goals and needs**:

How might we...   Why did you...   If you...   What is...

Where...   What...   Where could we...

Who...   Why have I...   Why...   How to...

How often...   Who can...   How do you...

10 From the above table, highlight and expand upon the **most important questions** for your mentee.
Start with the ones directly related to the knowledge and experience that you could provide.

11 In the session, I want **to agree with** my mentee on:

12 **After the session**, I would like that my mentee feels...

13 I will know that our mentoring relationship is **working** if...

• ... after 3 months my mentee is able to...

• ... after 6 months my mentee can...

• ... after 10 months my mentee is capable of...

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Agenda for the 90 minutes mentoring session

#start #during #end

You could make a **general plan** for the mentoring sessions at your first meeting with your mentee / mentor. How often will you meet? Where and when would you like to meet? **Regularity** of mentoring sessions is crucial for the positive development of the relationship between a mentor and a mentee. The optimal meeting frequency is once per month.

Always arrange your session a couple of days in advance: the exact **date, time and venue**, as well as **the topic** you would like to discuss, so both of you would have enough time to think about and prepare for the mentoring session. It is the responsibility of a mentee to think of a topic for discussion and to bring their questions to the table. However, sometimes the mentor will bring up themes that are important to discuss and work on. This tool can assist you in the preparation of a discussion topic for a session.

STEPS:

1. Arrange the exact **date, time, place and topic** for your mentoring session at least a couple of days in advance. Think about the reasons for choosing that topic for a discussion - why is it important to you and which additional questions that could be discussed.

2. **Bring the material** to the mentoring session: the template from this tool, and any other material related to your topic.

3. **Examine the topic / question** of the day with your mentee / mentor. Dive into your experiences and knowledge, explore different perspectives. Mentors, pay particular attention to the situations that mentee faces. Place the topic in the context of the goals that mentee wants to achieve. Probe into all the details, but then step back and focus on the bigger picture. The optimum time to discuss the topic is about 60 minutes.

4. During the session, always have a pen and paper, so that you could **write down** important thoughts or information. However, keep in mind that excessive note-taking can negatively affect the natural flow of conversation and the contact with the mentee / mentor.

5. **Summarise**; look back at the most important conclusions and areas for the future improvement and development. Is there anything that the mentee could do or research before the next mentoring session?

6. Propose the place and date for the **next session**, and draft a plan for the session's topic. Make sure you follow up on the progress of your mentoring relationship and discuss it together. This will help to avoid misunderstandings and direct the process on the expected and desirable course.
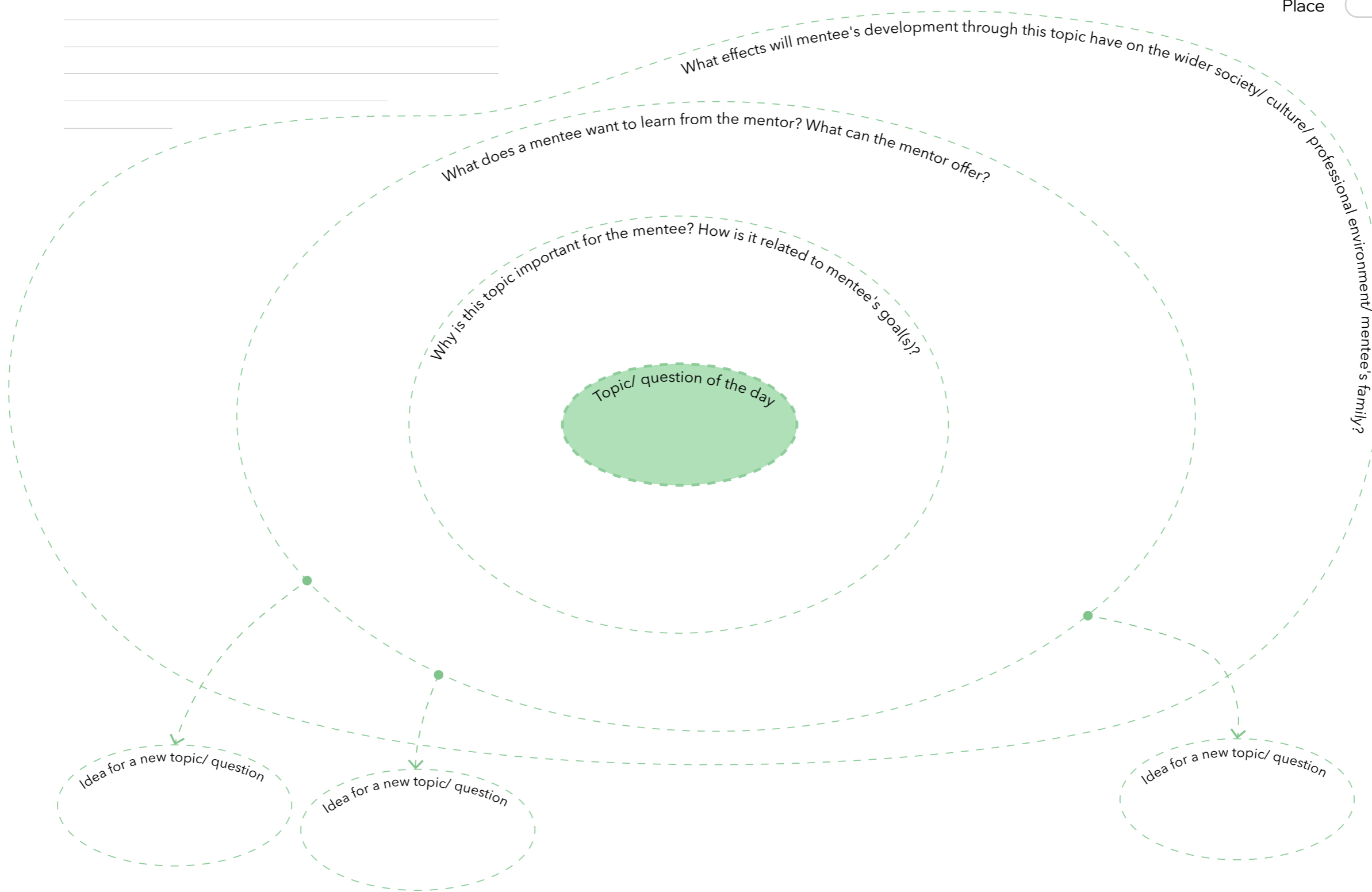
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Mentoring session agenda

Date
Time
Place

1 Which news do I want to share with my mentee?
What is new in comparison to the last time we have met?

What effects will mentee's development through this topic have on the wider society/ culture/ professional environment/ mentee's family?

What does a mentee want to learn from the mentor? What can the mentor offer?

Why is this topic important for the mentee? How is it related to mentee's goal(s)?

Topic/ question of the day

Idea for a new topic/ question

Idea for a new topic/ question

Idea for a new topic/ question

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Active listening

Active listening is one of the most important tools used in the mentoring process. It indicates a conscious intention **to hear more than just words**, to perceive the message that the mentor is trying to pass to the mentee, and vice versa. Instead of understanding the conversation as an opportunity to express our own opinion, we should use active listening techniques, valuable listening skill that involves an effort, adjustment, focus and empathy towards the interlocutor. They are based on the desire and intention to see the world from the perspective of the other person.

BASIC RULES OF ACTIVE LISTENING:

— Decide that you will actively listen to what your interlocutor has to say;
— Focus all your attention on what your mentor / mentee is telling you, both verbally and nonverbally, by body language;
— Show understanding and interest, both verbally and nonverbally;
— Ask open questions;
— Check your understanding and, if necessary, ask for more explanation / clarification;
— Pay attention not to interrupt your interlocutor too often;
— Use "I" messages - non-generalized messages that refer to personal examples and your point of view;
— Offer a new perspective on the particular situation and an insight into the various solutions.

THESE ARE SEVERAL ADDITIONAL TECHNIQUES THAT COULD HELP YOU TO ACTIVELY LISTEN:

— Use small verbal encouragements during the conversation - words that let your interlocutor know that you are listening, but do not interrupt the conversation. For example, "mhm", "really?", "yes", "interesting" etc.
— Summarise what your interlocutor has told you. This way, you will show show empathy and that you have listened carefully, emphasise the most important parts of the conversation, but also check if you have understood the message that the interlocutor wants to pass. You can start the summary with "Are you telling me that …", "Do you want to say that …", etc.
— Make sure that you understand interlocutor's emotions before you start suggesting solutions. This is a common trap - not fully understanding the starting point of mentee and their situation leads us to propose ideas and solutions which are more appropriate for us than for the person to whom we are talking to. Check your understanding with "You sound like…", "It seems to me that for you this is…", "I hear that…", "It seems to me that…". Do not be afraid of making mistakes in assessing the feelings of your interlocutor - the purpose of this technique is to check your understanding of the overall situation, in order to find together the right solution.
— If you lack information and you cannot formulate a question well during the conversation, try to repeat interlocutor's last words and use the uptalk (as if you would ask a question). This way, you will be asking for clarification and more information without directing the conversation in a (maybe) wrong direction. It is better to expand the topic than to lead a conversation in a direction that is not important for the mentee.
— Use silence. Give yourself and your interlocutor time to think about important parts of the conversation.

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CREATIVE MENTORSHIP

Conversation models

This tool could be useful to both mentors and mentees. If you are in the role of a mentor, these conversation models can help you **understand** what kind of support your mentee needs, **clarify** the goal your mentee wants to achieve, **check** the progress of the mentoring process and **celebrate** your successful development together. If you are in the role of a mentee, use this tool to **define** in which development areas you need mentor's support the most, **clarify** the goals you want to pursue, **check** your personal progress and **celebrate** the successes of your mentoring relationship.

STEPS:

1. In relation to the topic / question of the day, select a conversation model that can assist you in the analysis. A few days before the scheduled session, the mentee should fill in the material, or do it together with the mentor during the session.
2. After the session, look at the material again, fill in what is missing and highlight what is the most important to you at this moment. During the mentoring process, return to these analyses and check the development of your ideas and skills.

CONVERSATION MODELS:

SWOT ANALYSIS is an acronym for Strengths, Weaknesses, Opportunities and Threats. This tool can assist you in analysing yourself, your project or any question / topic, together with your mentee.

Fill in the blank fields first, mapping the strengths, weaknesses, opportunities and threats. Use the following questions as a guide:

3. **Strengths:** What are the strengths of the project X compared to other projects? How can the project X contribute more than other projects? What do people / organisations / market think about the project X? Why do they value it? Instead of examining a project, you can also ask these questions in relation to the mentee (e.g. What are mentee's strongest skills?).
4. **Weaknesses:** What should be improved in the project X? What are its weaknesses - organisational, administrative, conceptual, team-related, financial and reputational? What do people / organisations / market see as a weak point of the project X?

5. **Opportunities:** Which opportunities can I see regarding the project X? What interesting trends in the surroundings are in favour of the project X (local events, changes in the market, policy changes, social structure, audience / user profile, lifestyle)?
6. **Threats:** Which challenges does the project X face? What kind of political, economic or legal situation can endanger the project X? How can the project X compete with other projects?

The next step is to create strategies based on the above analysis. Move among the fields of the square you filled in and combine the information from each of the two adjacent fields to create possible strategies. You can add new information in the grey fields, by answering the following questions:

Strengths - Opportunities: Which strengths can you use to take advantage of the new opportunities?
Strengths - Threats: Which strengths can you use to minimise threats?
Weaknesses - Opportunities: Which weaknesses can you improve with the help of your opportunities?
Weaknesses - Threats: How to work on weaknesses to avoid threats?

THE STAR MODEL can be used to explore specific topics, especially when you are focusing on the implementation and specific events. As in the previous example, it is an acronym for Situation, Thinking, Actions, Results. Start by describing the current **situation** - what do you know, what should be further explored, how do you feel about it. Then, analyse the way you **thought about** that situation: which options did you take into consideration, under which assumptions, how would someone else solve this challenge? What **actions** do you plan to take, by when, in which order? What kind of **results** do you expect - what will you achieve through them and what are the consequences of failing to achieve them?

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CREATIVE MENTORSHIP

Conversation models

THE GROW MODEL is development-oriented and far-sighted. After defining the Goal, you should interpret the Reality and examine as many Options as possible for the realization of your goal. Finally, define concrete actions that the mentee is willing to do (Will) - plan the steps towards achieving the mentee's goal. Move between the fields by answering the following questions:

1. **Goal**: What is your long-term goal on this topic? How important is this goal to you on a scale of 1-10? What is your short-term goal on this topic? What result do you expect from this meeting? How can I help you today?

2. **Reality**: How do you describe your current situation? What are the most important key influencers in this situation? Who else is affected by this situation? What does this situation mean to you? What have you already done to resolve the situation? How much can you influence the desired outcome? Is there anybody else who can affect the outcome and in which way? What is the key issue in this situation? What resources do you have to use (skills, time, personal will, money, supporters, etc.) What is good in the current situation?

3. **Options**: Which means could you use to reach your goal? What else could you do? And more? More? What are the pros and cons of these different options? Which of these options seem to be the most effective in achieving the goal? What brings the best results? Would you like to hear my suggestion? Which of these options attract you the most, does it seem the best of all?

4. **Will**: Which milestones do you see moving towards your goal and what is the timeline? Which of the opportunities do you want to implement? When are you doing this? When do you start with that? What criteria and metrics do you use to measure your success? Are there any internal restrictions that prevent this from happening? On a scale of 1-10, what is your willingness to implement / do this chosen thing? What should happen to get your motivation closer to 10 on a scale? What kind of support and from whom do you need to reach the desired end result? Is there anything else you want to talk about before we end today's meeting?

THE EVALUATING OPTIONS TOOL can help you think about the ideas and solutions that you have previously generated. For example, you want to organise a set of activities within your organisation and the biggest difficulty you face is finding financial resources. On the (x) axis, write "fundraising" as the evaluation criteria, and on the (y) axis, "value for my organisation". After evaluating your solutions in this way, it will be clear which activities you can immediately implement, and which are the ones that require more investment. Or, if you are trying to find solutions for introducing innovations in your company that will generate more profit but also burden your employees with more work, write "delegating responsibilities" on (x) axes, and "making profit" on the (y) axis. The matrix will clarify more which decisions you are willing to make.
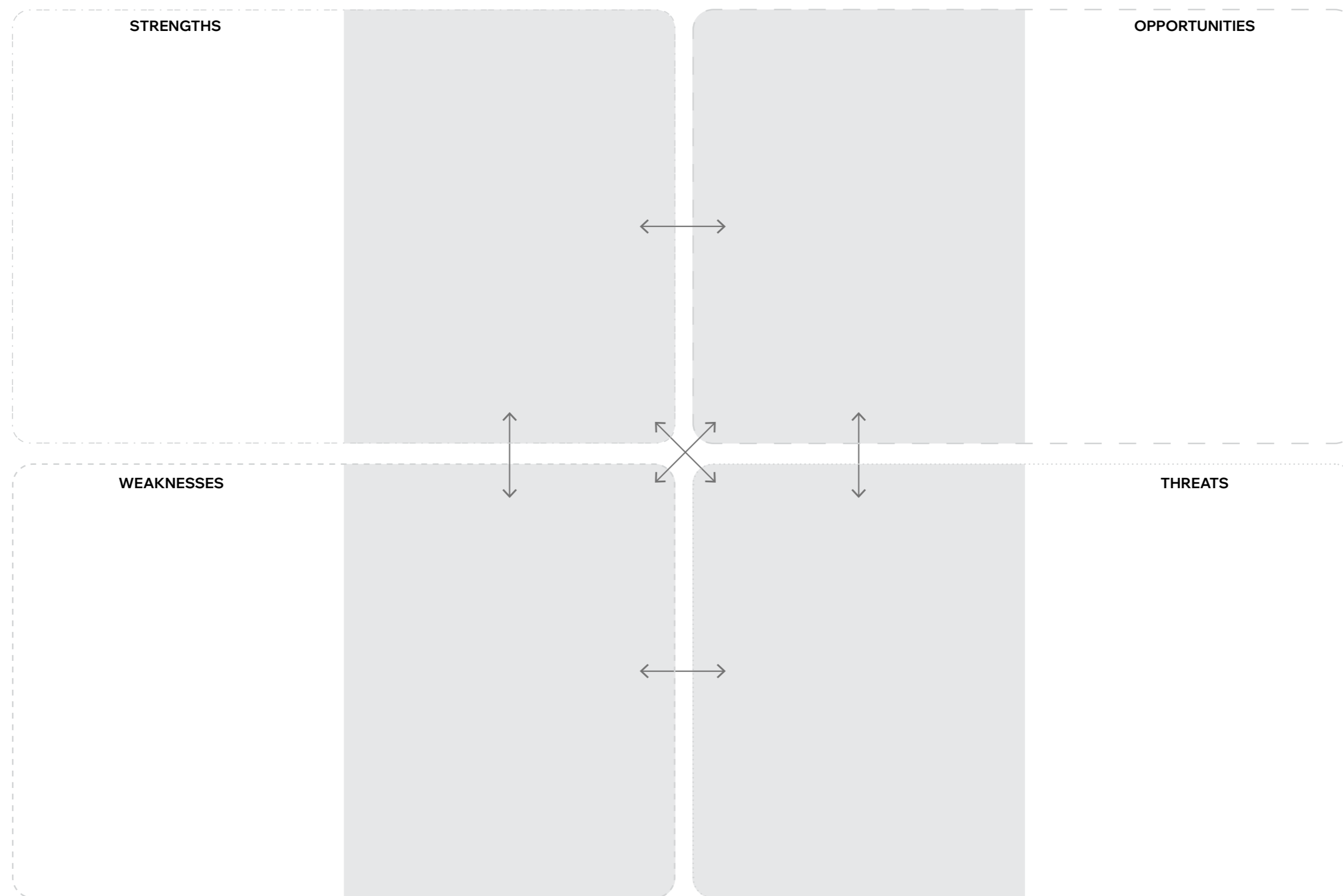
Co-funded by the Erasmus+ Programme of the European Union

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CREATIVE MENTORSHIP

Conversation models - Swot analysis

STRENGTHS

OPPORTUNITIES

WEAKNESSES

THREATS

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CREATIVE MENTORSHIP

Conversation models - Star

SITUATION	THINKING	ACTIONS	RESULTS

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Conversation models - Grow

GOAL	REALITY	OPTIONS	WILL/CONCRETE STEPS TOWARDS THE GOAL
			∞
			∞
			∞
			∞
			∞
			∞
			∞
			∞

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Conversation models - Evaluating options

criteria (y)

BIG

MEDIUM

SMALL

DIFFICULT   MEDIUM   EASY

criteria (x)

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CREATIVE MENTORSHIP

Online mentoring

> Online communication can have numerous benefits, such as expanding the network of mentors and mentees and connecting with professionals who share interests beyond the place we live in or can easily visit. However, the online sessions may go through numerous challenges as well. This tool outlines the basic **considerations** for a successful online mentoring interaction.

1 RELIABILITY AND VALIDITY OF SERVICE

The platform that is used must be reliable for both mentor and mentee, and allow clear and uninterrupted scheduling of sessions and call quality during the meetings.

Is the quality of service reliable enough to provide meaningful and deep discussion? ✓

2 DIVERSITY OF REMOTE INTERFACES

The design of the platform must be adequate for mentoring relationships.
Remote mentoring is more than video calls. Consider video communication platforms such as Zoom, Skype, MS Teams, Google Meet, but also texting platforms such as WhatsApp, Signal, Viber, Messenger. Phone communication is an excellent mode for remote mentoring. Additionally, remote mentoring is also about communication at different times: reading, exchanging, and writing documents together on cloud libraries, such as Google Drive, One Drive, Dropbox. Email exchange is not only for scheduling meetings but for sharing tasks and directions, giving advice, sharing documents, reviewing past and present projects.

Have I discussed the possibility of using various platforms with my mentee / mentor?

3 SKILL-SHARING

Mentor and mentee need to be sufficiently familiar with digital means so the mentoring relationship does not get impacted by potential technical difficulties.

Is there something that my mentee / mentor could help me with / teach me about, in relation to the new services or interfaces that we are using? What can I teach them?

4 DIVERSITY OF APPROACHES TO TIME

Both mentor and mentee should consider and discuss how will they communicate about tasks and questions - only during the mentoring sessions and face-to-face, or using other remote platforms, at different times (e.g. reading, exchanging and writing documents together).

Did I make a list of things that I can discuss with my mentee / mentor in the time of speaking (live), and things can we exchange at different times?

5 REMOTE INTIMACY

Online communication may create a sense of anonymity, which can make people feel more comfortable sharing personal information with others.
On the other hand, online communication can be more fleeting and superficial. Using computer communication runs the risk that the 'space between the two parties' becomes filled with hardware.

Did I consider how to build a sense of intimacy and trust with my mentee / mentor when working remotely? Did I talk about this with my peer mentors / peer mentees and shared specific strategies and techniques?

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CREATIVE MENTORSHIP

Online mentoring

6 REMOTE FOCUS

Both mentor and mentee need to practice being *focused more* and *focused better* in the remote types of relationships. Distractions in private spaces can be greater than when meeting in-person.
Use the silence. Do not feel uncomfortable staying quiet in remote meetings. Allow time for thinking and use the silence to deepen the focus and meaning of your conversation.

> Did I consider how to maintain focus and productivity when working remotely? Did I share any tips or tools with my peers, that could help me and my mentee / mentor to stay on track?

7 EQUITY OF ACCESS

Mentors and mentees may not have the same access to online media and technologies.

> Mentors, did you check the level of access that your mentee has to resources and opportunities? Did you think how would you handle situations where your mentee may face systemic barriers or discrimination?

8 PLANNING AND FLEXIBILITY

Plan. Reflect after every meeting and before the next one; write down the action points and keep a diary of questions and ideas for the upcoming meetings. This is something that both mentor and mentee should include as a necessary part of a successful meeting.
Don't always follow the plan. Flexibility in remote relationships is equally important as in the in-person ones. Mentor should be able to recognise when a mentee needs a safe space to talk, without pushing the "agenda"; especially if it is a transitional period and the goals are changing.
Go for a walk. Try walking with your mentee / mentor while talking to each other on the phone or video call. The walks can be structured and unstructured types of meetings. The unstructured walks allow for open discussion, sharing of thoughts that does not include screens and lowers the uncomfortable situation of sitting in front of the camera all the time. Structured walks work as a combination of "walk and talk" and "sit and write" activities. Pairs may also enjoy sharing pictures of walks and places. This adds value to the shared experience.

> Did I consider how to balance the need for structure and planning with the need for flexibility and adaptability in our sessions?

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CREATIVE MENTORSHIP

Learning through mentorship

This tool will help you to see mentoring as a way of enhancing knowledge-sharing and co-creation. It explains different types of knowledges, points to external resources on this topic, and provides a practical activity that you can do with your mentee.

Knowledge can be defined and understood in different ways. Tacit and explicit knowledge is one of the ways to look at knowledge and the process of learning, knowledge-sharing and creation. **Explicit knowledge** is something we can express and share in plain words, as information. **Tacit knowledge** is tied to the senses and experiences that can be shared via action, emotions, and stories. Mentoring is an excellent way to share both explicit and tacit knowledge. In mentoring relationship we tell stories, as well as share explicit data, tools and information.

Explicit and tacit knowledge are not separate but can be seen as **complementary** and **intertwined**. Both tacit and explicit knowledge need to be considered, in order to create a flow of knowledge and enable knowledge-sharing. The ways to facilitate knowledge sharing and co-creation include both structural as well as cultural elements. There are several tools, books and models available to build a knowledge management systems, and with a focus on arts and culture. A good overview is provided by UNESCO, Culture Sector Knowledge Management Tools.*

The tool on the next page looks at mentoring as a way to facilitate the **creation and sharing of knowledge**, often between academia and practice, or between different communities of practice. It provides a set of questions to allow reflection, building own insight and adapting knowledge perspective to mentoring activities. The tool is based on the interaction between tacit-explicit spiral presented in the SECI model of knowledge dimensions**.

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* UNESCO: Culture Sector Knowledge Management Tools

en.unesco.org/themes/protecting-our-heritage-and-fostering-creativity/culture-sector-knowledge-management-tools

** Nonaka, I. (1994). A dynamic theory of organisational knowledge creation. Organ. Sci. 5, 14–37. Technical, and Evolutionary Dimensions of Knowledge Creation. Oxford: Oxford University Press.

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CREATIVE MENTORSHIP

Learning through mentorship

Tacit

Tacit

Tacit

Explicit

SOCIALISATION

How can I share my knowledge with my mentee through observation, imitation, interaction, being together, practice or apprenticeship?

EXTERNALISATION

How can I share my knowledge with my mentee through concepts, frameworks, models, images, written documents?

How can I share my knowledge with my mentee through learning-by-doing, reflection, recognition of patterns and connections, making sense of complexity?

How can I share my knowledge with my mentee through creative combination of interdisciplinary knowledges, processed and complex ideas?

Tacit

Explicit

INTERNALISATION

COMBINATION

Explicit

Explicit

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CREATIVE MENTORSHIP

The right questions

The quality of the conversation largely depends on our ability to ask the right questions. During the mentoring sessions, try to **avoid close-ended questions** - those that can be answered only with YES or NO: "Are you ...?", "Do you have ...?", "Do you want ...?". When working with a mentee, try to use the open-ended questions, which require more detailed, meaningful and full answers: "What ...?", "Where ...?", "How ...?", "When. ..?".

Different situations request different questions in order to enable thinking, understanding of the situation, encouragement and support. This tool offers examples of **detective**, **investigative** and **encouraging** questions that you could use during mentoring sessions.

Use the time between mentoring sessions to use these examples and to think of the questions that would encourage your mentee to think and open new perspectives for personal and professional development.

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CREATIVE MENTORSHIP

The right questions

DETECTIVE QUESTIONS

— What have you achieved so far in this segment of your work?
— Which were the consequences of your actions?
— What do you want us to focus on today?
— Describe in detail the current situation related to…
— What do you know about this project / situation? How could you find out more?

EXPLORING QUESTIONS

— What did you learn from it?
— If you would need to do this again, what would you do differently?
— Which advice would you give to someone who has just started a similar project?
— Who has already managed to achieve something similar to what you want?
— What worries you? What makes you scared…?
— What current events/situations indicate that you have a problem with…?
— What would happen if you…?
— Which are your thoughts on this topic?
— What are you most comfortable with?
— Which conclusions can you draw from your previous experience?
— What are different ways of thinking about this?
— What else could you do at that moment?
— What is the most important to you?
— If someone says…, what would you answer?
— What part of today's mentoring session was the most valuable to you?

ENCOURAGING QUESTIONS

— Which current events / situations indicate that everything is going according to your plan?
— Which results do you hope to achieve?
— What do you have to do to make this happen?
— How will you know when you have reached it?
— Who else needs to know about this?
— Which resources do you have, and which do you need?
— What is completely under your control?
— What is the risk of doing it, and of not doing it?
— How could you step on your own way in this? How could you become your own challenge?
— What would you do if you knew that you can't make a mistake?
— How will you start?

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CREATIVE MENTORSHIP

Examples of topics for the mentoring sessions

During more than ten years of working with mentoring pairs, we opened many topics and questions. This tool is not a strict guideline, but more an **inspiration for topics** that you could open with your mentee. It is important to keep in mind that **each mentoring relationship is unique** and that the mentoring sessions develop according to the **goals** set by mentees, and through the **experience and knowledge** of mentors.

EXAMPLES OF POSSIBLE TOPICS FOR MENTORING SESSIONS:

— Setting priorities - how to focus your energy, attention and action?
— Balance between professional and private life
— Personal organisation, motivation and learning
— Working in a team, creating and managing teams, motivation, delegating
— Specific topics related to the mentee's professional background - extending the knowledge on the particular fields
— Self-presentation and communication of ideas
— How to evaluate your own work
— Networking and fostering supporting
— Planning, launching and running a project / organisation / institution / thesis
— Decision making
— Defining possible areas of action in relation to skills and values
— Formulation and evaluation of objectives
— Getting to know international and local organisations and projects
— Fundraising
— Advantages and disadvantages of balancing multiple disciplines
— Finding and targeting the market, the users, the audience
— Development of new products and ideas
— Using new technologies

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Beyond the conversation / Is there anything else to do?

In addition to the conversational sessions between a mentor and a mentee, the **new learning opportunities** in a mentoring relationship could be created through one (or more) of the interactions on this list. Use this tool as **inspiration**, and think about what would work the best for your mentoring relationship.

— A mentee could visit the working environment of a mentor, attend a meeting or a professional activity, get to know mentor's associates

— A mentor could visit the working environment of a mentee, attend a meeting or a professional activity, get to know mentee's associates / peers

— Mentors could introduce mentees to their colleagues and associates who might be an important source of information or support in a particular process (including other mentors within the program)

— A mentor could hold a workshop or a presentation to the mentee's team members

— Mentors and mentees could design and implement a specific

— professional activity together and evaluate it afterwards.

— A mentor could guide a mentee through a relevant bibliography, internet sources, conferences, trainings and other events that could be of use for the professional development of the mentee

— A mentee and a mentor could attend together a training or a conference in case they share a particular interest

— Mentees could share with mentors plans and reports of their organization, project, research or brand and consult them regarding specific matters

— Mentors could share with mentees plans and reports of the organisation, project or brand that they see as valuable learning resources for the mentee.

Numerous examples of successful mentoring pairs in the previous generations testify to the importance and potential of all these additional activities. You might be interested to find out more in our newsletters, reports and our Youtube channel.

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CREATIVE MENTORSHIP

Mid-term reflection

Many things **change** during the mentoring process: our goals, frequency of mentoring sessions, conversation topics and development fields. Due to the **dynamic character** of this relationship, it is essential to actively and continuosly work on the **relationship development** and **communication** with our mentee. This tool is a visual activity for **reflecting on** our mentoring relationship. It can serve as the icebreaker for these, sometimes difficult topics. You could either fill this template toghether in one of the mentoring sessions, or fill it separately and discuss when you meet.

The best time to do this activity is the mid-point of your relationship, because you have already known better your mentee, and can discuss what goes well and what could be done better.

STEPS:

1. You will need a paper (or printed template from the this tool), one black pen and one colured pen.
2. **The seven circles** from the template represent seven dimensions of a mentoring relationship: (1) Communication, (2) Continuity, (3) Dedication, (4) Focus, (5) Trust, (6) Progress, (7) Ways of learning. Place the template in front of you. In case you are starting from a blank page, draw seven big circles and mark the centre of each. Write the name of each dimension next to a circle.
3. Every circle represents **you and your mentee.** Consider yourself to be **the centre** of the circle, and your mentee to be **the circumference**.
4. The goal of this activity is to reflect on the seven dimensions of our relationship using the "language" of **circular waves on the water surface** (such as around a raindrop when it falls into a puddle). These waves can be calm and tempestuous, dense and sparse, thick (strong) and thin (weak), equally distributed between the centre (me) and circumference (you), or get lost towards the centre / circumference. When drawing your waves, think creatvely and try to translate your thoughts and feelings into the characteristics of a wave. Use the black pen.
5. Each circle should be a visual response to the seven dimensions of a mentoring relationship:

   — **Communication**: How well do we listen to each other and understand each other?
   — **Continuity**: Do we regularly meet, is there persistency and tenacity from both sides?
   — **Dedication**: How do we prepare for our meetings? Who makes the initiative and how?
   — **Focus**: How do we focus on our goals? Are we tackling important topics?
   — **Trust**: How do we practice connectiveness, mutuality, innerness and trust?
   — **Progress**: How are we going forward, transforming, progressing?
   — **Ways of learning**: How do we learn from each other? Do we use the mentoring tools or some other methods?

6. When you have finished drawing the characteristics of each of the seven circles, explain them to your mentee. Discuss each of the dimensions separately, and then look at the bigger picture. Is your mentoring relatinship stronger / weaker in some specific dimensions? Can you use some of the "stronger" dimensions to improve the "weaker" ones?
7. Using the coloured pen, complete each circle so it works in a way you would like to. What dimensions of our mentoring relationship should we focus on? What is the first thing we will do after this meeting? When are we going to repeat this reflection?
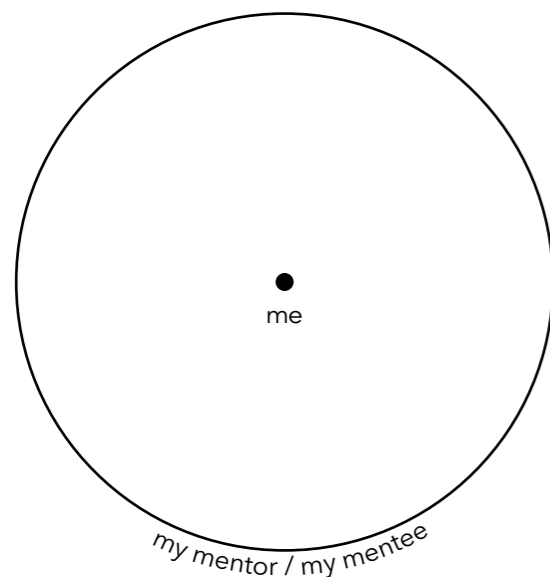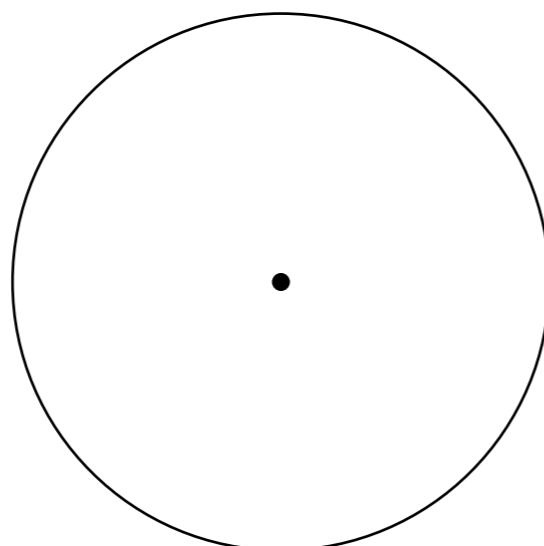
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CREATIVE MENTORSHIP

Mid-term reflection
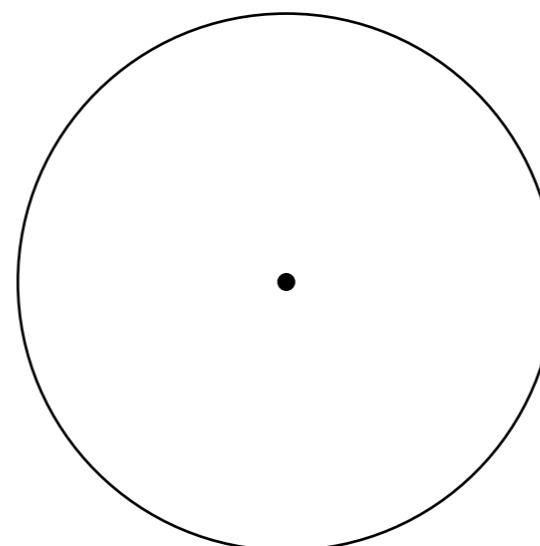
COMMUNICATION

•
me

my mentor / my mentee

CONTINUITY

•

DEDICATION

•

FOCUS

•
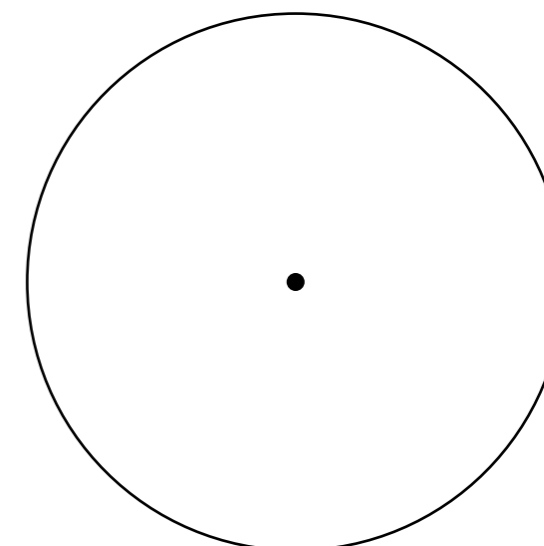
TRUST

•
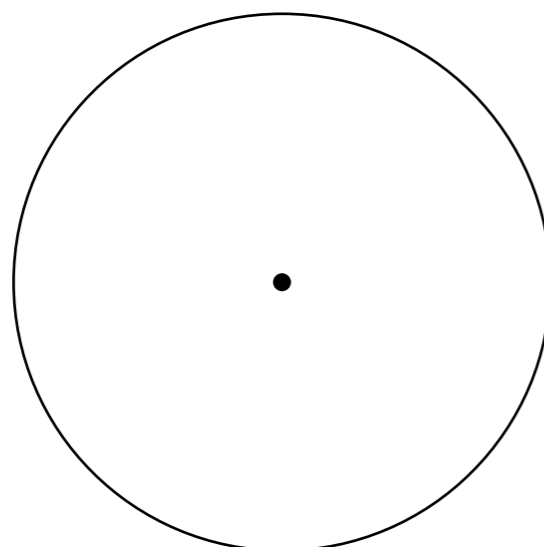
PROGRESS

•

WAYS OF LEARNING

•

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CREATIVE MENTORSHIP
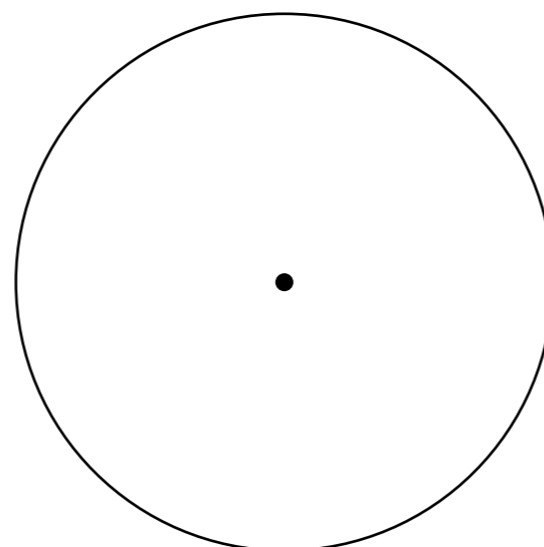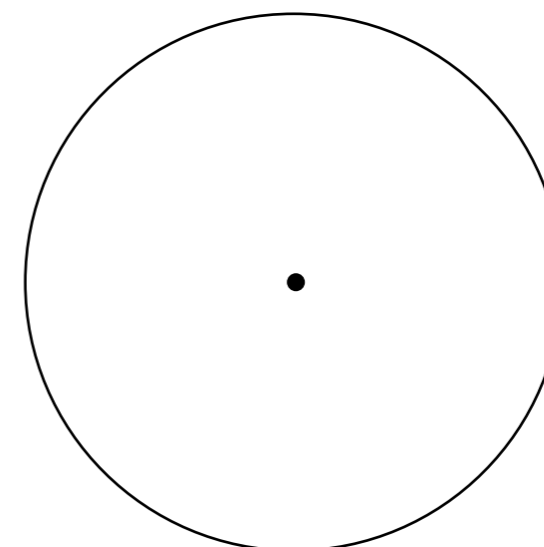
Mid-term reflection

This is an **example** that may help you "think" through the water waves. It shows 8 possible responses to the first dimensions: **Communication - How well are we listening to each other and understand each other?** The current situation is marked with black lines, and the desirable change in orange. Have in mind that there are as many visual expressions as there are mentoring pairs; every relationship is different.

COMMUNICATION
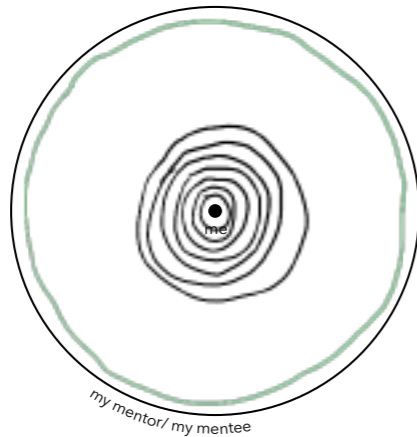
I have an impression that I initiate every moment of our communication. As if my attempts cannot reach you. Could you schedule the next session? It would be great if you could suggest a discussion topic that is the most relevant for us now.

COMMUNICATION
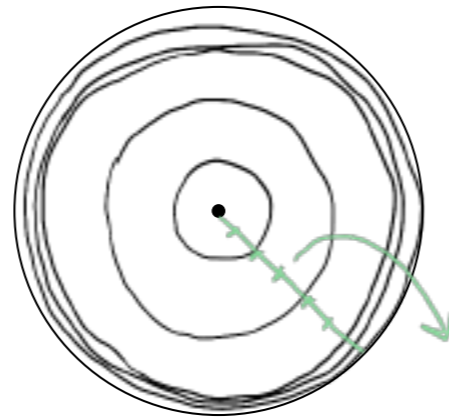
I think you put so much more effort in the communication than me. I have a feeling I only sometimes understand what you mean, and that many things that you share pass me by. I will make a calendar for our future sessions, so we can use our remaining time the best we can.

COMMUNICATION
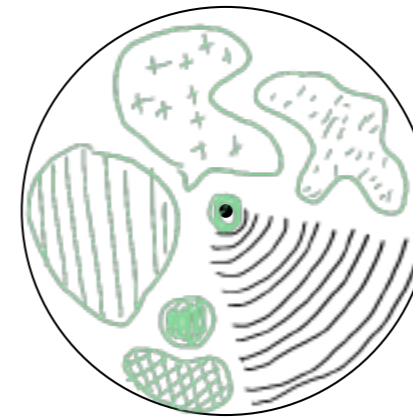
Our communication is great in one development area, but there are topics that we never open. Let's use the next session to map all the topics that we find important.
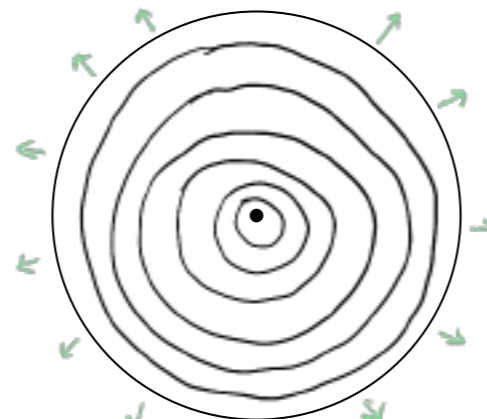
COMMUNICATION
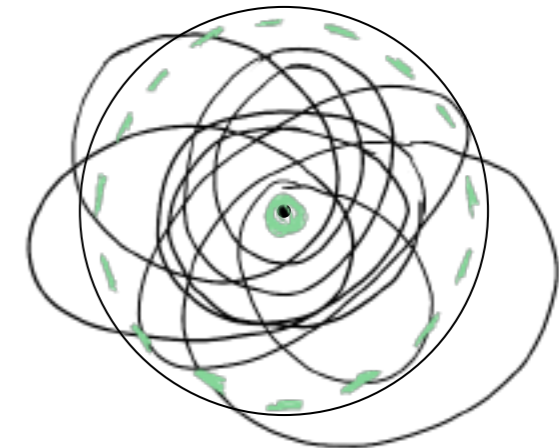
It feels like our communication is all over the place, every session is different than the previous one. I feel like we don't have a clear goal and purpose. Let's define the boundaries of our discussions, and relate them more directly to your goals.
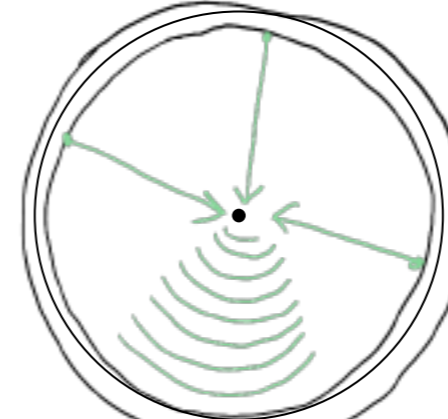
COMMUNICATION
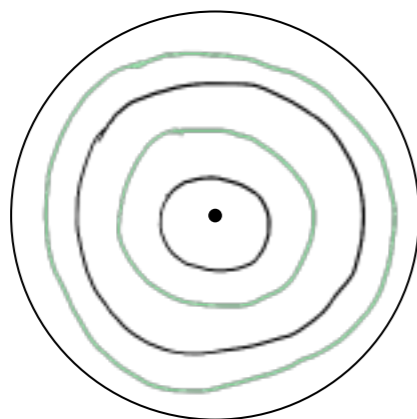
I think we both put equal effort towards a good communication, but our sessions are still not regular or frequent. I wish we could meet more often. Do you agree that each of us schedules an additional meeting, between our already established ones?
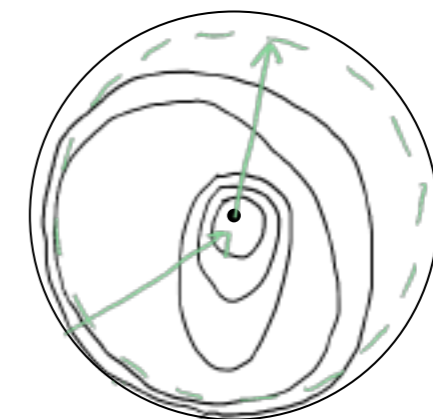
COMMUNICATION

Our communication is fantastic! We are both very good listeners, we both plan for our sessions and think of the topics that lead us to our goal. Let's discuss with the program coordinator if they would be interested to publish a blog post with our communication experiences and tips.

COMMUNICATION

I have a feeling that you often direct your communication outwards (towards another person or topic), instead of directly communicating with me and responding to my doubts and questions. Here are some topics I would really like to discuss with you, especially hearing your personal experiences and opinions.

COMMUNICATION

We communicate in different directions - it often happens that I start one topic, and you jump to another one. How might we define the main topic of our next meeting, and make an effort to direct our conversation in the same direction?

Ten tips for mentors

This tool is designed to help mentors avoid some of the **common traps** in building a mentoring relationship. If you recognise yourself in some of them - do not despair! It is important that you identify them on time and actively work on overcoming them. Mostly, a wrong perception are the results of prejudices, unreasonable expectations, and misapprehension of the role of a mentor and a mentee. Look at the 10 most common tips below, and do not hesitate to contact the program coordination team if you need additional help or advice.

10 TIPS FOR MENTORS:

1. Mentors should listen and understand mentees. Even though the mentors have a lot of experience and knowledge, mentoring is not about pushing the mentors' agenda as the **mentees know best** what is in their interest.

2. The conversations with your mentee are confidential. If you want to share some parts of your mentoring session with colleagues and friends, first check if the mentee agrees with that. **Foster the trust** you have developed during the mentoring relationship.

3. The mentor will **not always have an answer** to a mentee's question and will not always be able to fulfill mentee's interests and needs.

4. Mentors should not get discouraged if it is difficult to **measure** the results of mentoring. Some results can be identified or measured, while some cannot. This does not mean they are insignificant or less important.

5. Mentors is **not responsible for scheduling** mentoring sessions and deciding upon the topic, but they could suggest them. Mentoring sessions are not really flexible – **avoid delaying or canceling** them if not really necessary.

6. Enter into the mentoring relationship **honestly and openly** - show or share personal weaknesses and failures, not just successes.

7. **Get close** to your mentee - enjoy a mentoring relationship together. If a mentee has low level of engagement in the relationship, try to understand what is causing it and **stay objective** / stick to the facts before responding. Facts-based conversation and supportive intentions could be a good start to address the issue and discuss how to proceed.

8. If your mentee did not follow your advice, that does not show a lack of the motivation and respect. Most probably the situation is just **more complex** or slightly different than perceived. Mentoring relationship may begin in one direction and switch to another due to life's **twists and turns**. When we are unable to control unexpected events, it is better to accept and embrace them. Thus we are able to stay resourceful and constructive.

9. If you find your mentoring relationship dysfunctional, **consult** *the program coordination* team. Do not think about ending it straight away.

10. Mentors should show to mentees that they are also **learning and progressing** during the mentoring process.

REMAM

CREATIVE MENTORSHIP

Monitoring

A regular reflection on the mentoring process is a key to the successful mentoring relationship. You should dedicate time to think about the following questions between two mentoring sessions (usually 10-30 minutes). This way, you will be able to identify potential challenges and accomplishments in your mentoring relationship. If you face difficulties in your rapport, the best way to deal with them is to openly discuss with your mentee. Likewise, it is important to highlight successes that have been important to you, in order to clarify in which direction to continue the mentoring process. At the end of each mentoring session, reflect on the process together with your mentee and share your thoughts.

USE THE FOLLOWING QUESTIONS AS THE GUIDELINE:

— Did you meet with your mentee this month? Are you satisfied with the time, place, duration, context and form of the session, or would it be better to organise the next session differently?

— Are you satisfied with the progress of your mentoring process?

— Which new perspective opened up after the last mentoring session?

— If there are some difficulties, describe them briefly.

— How does working with a mentee affect your personal and / or professional development?

— Briefly describe one good thing that happened as a result of the previous mentoring session.

— Does your have a need that you do not feel competent to satisfy?

— Would you recommend others to enter in a mentoring relationship?

— Is there anything you would like to share with the *coordination* team or hear suggestions, ideas...or another experience from other mentors?

Within the program, monitoring will be actively done by the coordination team - **use monthly / quarterly forms and the support of the organization / university** and share everything that you find important, interesting or educative.

REMAM

CREATIVE MENTORSHIP

Planning the final sessions

The last session should be used to **summarise** the mentoring relationship, **reflect on** the process, give **final suggestions** and **share insights**. It is crucial that mentors prepare themselves for the final mentoring session - to think about their development in the previous period, the expectations that both parties had from the mentoring relationship, accomplished or unfulfilled goals and needs. This tool can help mentors to prepare for the final session with their mentee - for celebrating their success and **planning the future steps**. The conclusion of a mentoring relationship is the time for **a new beginning** - for encouraging the future mentee's development.

STEPS:

1. Go over the mentoring process by revising the tools that you have completed in the previous period. How did your mentoring relationship progress? Recall the expectations you had at the beginning (*Preparatory questions for the first mentoring session – mentor*), topics that you explored during the process (*Agenda for the 90 minutes mentoring session, Conversation models*) and your thoughts about them.

2. A few days before the scheduled session, fill in the template on the following page. Be honest with yourself and do not hesitate - the more things you write down, the more you will be able to analyse your progress and see how to advise your mentee to go forward. Think about the questions that you want to ask your mentee - use this opportunity to learn about yourself, and to get feedback on your mentoring skills.

3. Take the material with you to the final session. Discuss the mentoring process with your mentee, and then do something fun and enjoyable - this is the moment that you should celebrate together!

4. Agree on whether you will stay in touch, on which occasion and how often will you contact.

REMAM

CREATIVE MENTORSHIP

Planning the final sessions

#start   #during   **#end**

1 What were **my expectations at the start**?

2 Which are the **three most important topics/questions/activities/inquiries/changes** that I managed to transfer to my mentee?

1

2

3

3 What didn't I manage to achieve through this mentoring process? Why?

4 How do I see **mentee's development** during this process? In which development areas did the mentee progress the most?

5 Brainstorm about questions that you would like to ask your mentee, in relation to your collaboration and shared experience. Ask for feedback and provide it.

What did you...   ∞ Why did you...   ∞ What was...   ∞ Have I...

...get from...   ∞ How might we...

...has changed...

∞ How did you...

...learn...   ...about yourself...   ... greatest pleasure?

...with me...

...in the future?   ...biggest challenge?

6 What could my mentee keep working on, in order to develop further?

7 What kind of support does my mentee need for further development? Where and how could they get it?

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