

RISING

Toolkit for mentoring impact

RISING project wants to integrate the motivational benefits of mentoring into the training and educational curriculum offered to migrants.

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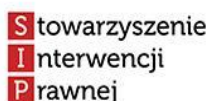
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1. ABOUT THE TOOLKIT

1.1 What is the aim of the toolkit for mentoring impact?

The toolkit is the product of a joint collaboration between the consortium of the **RISING - A Mentoring Project to Raise Motivated Migrants project** (Aproximar, Easi, K-Gem, SIP, KMOP, San Giuseppe). This toolkit aims to collect information and tools to support and systematise the accountability of mentoring programs targeting migrants to stakeholders.

In fact, mentoring providers often deliver mentoring in a non-formal way. Ultimately, there is a need to provide results to funders and work on evidence-based information. Process monitoring (supervision, accompaniment of mentors and mentees in the process, continuum training, etc.) and measurement (check indicators, assessment of skills and progress, evaluation) appear as key tasks for the sustainability and impact of mentoring.

The instruments we propose to create here are focused on evaluating the evolution of mentees' socio-emotional competencies. By assessment of socio-emotional competencies, we understand the evaluation of motivation, proactivity, communication, resilience, and creativity, among others. In this evaluation and monitoring package, we will include tools for initial diagnosis (at a pre-mentoring moment evaluating the current state of mentees, for further definition of their learning path) and a final assessment of the impact on the acquired contents (follow-up). These tools will be structured according to indicators previously defined by the partner countries to achieve a "data consensus", allowing an adjusted analysis among all the partner countries.

Not only will mentees be evaluated and monitored, but also tools for evaluating the mentoring process will be included, namely:

- intending to analyse the mentoring process itself, so that partner countries can see and assess if their mentoring programs are well adapted to the context of the project (migration);
- intending to assess possible improvement recommendations in their mentoring programs for a continuous process of updating and aligning with current social needs.

In terms of tools, we will have tools to measure mentoring processes, that is, to analyse whether mentor-mentee relationships align with the objectives defined by the partner countries and whether the role of the mentor is also meeting the mentees' needs. Other tools for evaluating the mentoring process will also be introduced in terms of collecting and monitoring physical indicators (as well as financial indicators, if possible).

This toolkit has a very innovative character since we propose to create a robust and well-defined set of tools that will allow us to start a good practice routine to prove impact in

all existing mentoring programs. Evaluation is a very important process since it proves that any activity has achieved results: they are the indicators that show (to those who look at our work for the first time) what we actually achieved with our work. Missing this evaluation aspect, we could not prove our efforts.

Intertwined with this innovative aspect also lies the impact and transferability potential of creating this toolkit. Since we have a set of well-defined, innovative and easy-to-implement tools based on well-structured guidelines (at the project consortium level), it is possible to effortlessly adapt these tools to any context and to any target group, thus making these tools a recurring good practice (at European level) and in this way standardising and making reliable the results of EU mentoring programs.

1.2 Glossary of terms

This glossary provides a comprehensive list of terms and definitions to complement the materials about mentoring practice and support capacity building and awareness in this field of knowledge.

- **Mentee**: any individual who “receives” mentoring, and who is willing and motivated to devote time and effort to develop personal, social, and soft skills to support his/hers integration process in the host country. Please note that in this toolkit, the tools have a special focus on mentees with a migratory or refugee background.
- **Mentor**: any person willing to use his/her experience to model positive behaviours constructively and preferably voluntarily to a mentee.
- **Mentor’s coordinator**: the person inside an organisation responsible for coordinating the mentors and setting up the mentoring programme. The mentor’s coordinator can organise the procedure, answer eventual questions, and ensure that both parties feel comfortable with the match.
- **Buddy system**: or “peer-to-peer mentoring”, aims to help new mentees adjust to activities during their first few months of the process. Buddies are often peers in the same department who assist new employees for short periods and require no specialized training as a buddy. Another term that’s used is “onboarding”.
- **Mentor and Mentee Matching**: the combination of mentors and mentees within the program, based on preferences such as education and career level, language and cultural background.
- **Mentoring process**: a mutually beneficial, collaborative learning relationship that has the primary goal of helping mentees acquire the essential competencies needed for success in their chosen career. It includes using one’s personal

experience to guide another person through an experience that requires personal and intellectual growth and development.

- Effective Mentoring: mentoring that promotes a relationship based on trust, which is mutually beneficial for the mentor and mentee and helps mentees move towards their goals.
- Mentoring Competencies: the knowledge and skills essential to produce effective mentoring relationships.
- Mentoring Competency Assessment: a validated instrument that assesses research mentoring skill gains: maintaining effective communication, aligning expectations, assessing understanding, addressing equity and inclusion, fostering independence, and promoting professional development.
- Handbook: an instrument to be used by mentors when working with their mentees, by targeting their motivation and engagement throughout the programme. This will empower mentors and support them in their mentoring practice of assisting migrants in their social inclusion.
- Booklet: consists of successful integration cases of people from diverse migration backgrounds, who are currently residing in Portugal, Greece, Romania, Turkey, Italy, and Poland. This booklet can be seen as a motivational tool to engage migrant people in mentoring processes for their successful social integration.

2. INTRODUCTION TO MENTORING

2.1 What is mentoring?

Various mentoring models apply to mentees in diverse situations. According to Rising's main goals and context, the Model developed is the "**Buddy System Model**", where mentoring is applied to support migrants' and refugees' integration. Mentoring is seen as a process which involves the interaction between two individuals in which the mentee (i.e., a newly arrived migrant or refugee) can benefit from the knowledge, skills, abilities, and experience of his/her mentor (MENTORING METHODOLOGICAL FRAMEWORK: Mentoring for Integration MINT PROJECT, 2019). This is a one-to-one Mentoring Model, a process through which two individuals develop a relationship of support, influence, sharing and trust, with a view to personal and professional development. A mentor is a person who is willing to use their own experience to Model positive behaviours on a constructive and voluntary basis to a migrant person. The mentor could be either a native member of the hosting society; or a migrant who has successfully integrated himself/herself into the hosting society and is now familiar with the local authorities' language, culture, and procedures.

In this type of mentoring model, the activities are marked by the absence of unequal roles and by mostly informal relationships (MENTORING METHODOLOGICAL FRAMEWORK: Mentoring for Integration MINT PROJECT, 2019).

The activities carried on by a mentor do not focus on concrete and short-term goals but they should rather be aimed at helping and supporting the mentee in several aspects of their life, with a full-range view and on a continuative basis, lasting over time. The role of a mentor is to act as a link between migrants and the hosting society, providing the best support in all levels of adaptation, such as accommodation, work, health and education. These processes are time-limited and designed to help individuals during transition phases in their lives, most often when experiencing significant life events (NESTA, 2015).

2.2 Why is mentoring important?

Many migrants and refugees have difficulties integrating in their hosting society and accessing several services. The challenges they face, mainly cultural, social and economic, are often complicated and stem from language barriers, differences in cultures and social norms, educational gaps and obstacles to accessing employment. Often, migrants can be "a challenge" for the new society, and for this, they experience social exclusion, insecurity, marginalisation and even acts of violence: all these elements can lead to isolation and lack of integration.

Firstly, it is essential to continue to create and implement social, educational and work policies, especially in the long term, that allow migrants' integration, as well as their

participation in society and their professional and economic development. However, the public initiatives in this field are still insufficient at both national and European levels. It is precisely from here that the importance of a supportive figure, namely a mentor, emerges, which will act as a guide for the migrant in his/her better and more effective integration into the host society.

2.3 Types of mentoring: The Buddy System Model

The Buddy System has been mainly promoted in the workplace context; however, in a more general perspective, the Buddy System aims to provide a 'beginner mentor' with guidance and experiential knowledge on how to support individuals in a new context (M4M, 2019). The term "Buddying" has been defined by Campbell (2015) as: "An arrangement in which persons are paired, for mutual safety or assistance" (p. 992). It is focused "... on the development of an informal but intentional relationship between people around shared interests" (NESTA, 2013; p.18).

The Buddy System approach is used in numerous sectors, as a strategy to promote the sharing of knowledge with people who can benefit from it. Amongst many other sectors, here are a few where it is applicable:

- In the health sector: not only as part of the integration and training regime for health personnel; but also, as a social support intervention for individuals experiencing illnesses (Honney et al., 2012).
- In the educational context: this model can benefit children arriving at a new school (or even young adults arriving at a university); it can also be a way of psychological support to children experiencing bullying or other problems (M4M, 2019).
- In the criminal justice system: to support prisoners to deal with challenges they may face both within and outside the penal system (M4M, 2019).
- In the integration of migrants and refugees: as a support in a diverse environment and frustrating situations that migrants and refugees may face (SOFIE, 2017).

2.4 What makes a successful mentoring relationship?

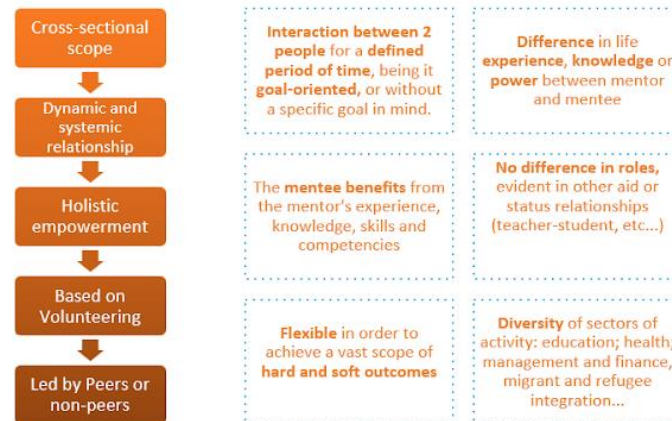
The Mentoring Process should be guided by a well-defined set of objectives that should consider all the interactions, developments and sessions between the mentor and the mentee. And it is imperative to consider the mentee's perspective – their opinion, needs and the purpose of the mentoring - in defining these primary goals. Mentoring is a co-constructed process where both parties are engaged to grow together and achieve the main goals.

To achieve these primary goals, the set of activities carried out by a mentor shift from the most elementary – but necessary ones – to more complex activities which bring a more significant added value but also require a more considerable effort. For instance, the mentor could be responsible for simple acts leading to the mentee's autonomy, such as how to get around the city by public transportation, how to get an internet subscription or show which are the main services and infrastructures which the mentee can turn to in case of need. At the same time, mentors, according to the specific needs of their mentees, can be responsible for more complex activities such as: where to find specific public services, provide support in bureaucratic practices, give advice on how to perform well in a job interview and provide support in finding a job or an accommodation. The mentor can also introduce themselves to the authorities and organisations as a contact person in case of issues related to the mentee to facilitate their communication and understanding. To implement all the above-mentioned activities, the mentor is responsible for engaging in the mentoring relationship through the creation and participation in the so-called mentoring sessions: several meetings during which mentor and mentee get to know each other and the mentor gives support to the mentee concerning their strengths and weaknesses enhancing their quick integration in the host society. The mentor is responsible for preparing, conducting, and evaluating the mentoring sessions according to the mentoring programme's scope and purpose and the mentee's specific needs that might emerge.

If it is undoubtedly recognised that the mentoring process has various benefits for mentees. It should also be acknowledged that mentoring is particularly relevant for mentors since it is offering the opportunity to develop not only new professional knowledge but also personal skills. To be helpful to migrants, mentors must develop qualities such as open-mindedness, flexibility and ability to adapt to others, active listening and effective communication, tolerance towards different cultures and empathy. Mentors should perceive the mentoring activities as a means of self-efficacy and an opportunity for a joint development.

Mentor training- Mentoring: basic terms and framework

Mentoring: a personalized and integrated intervention



Tolan et al (2008); Gonçalves & Farcas (2016)

2.5 Challenges in the mentoring relationship

A mentor is usually a volunteer who wants to share their knowledge and expertise with someone who might benefit from this support. It is very profitable if a person with migration experience becomes a mentor, whereas this is not always the case. Because some volunteers have never had any personal experience related to migration, some training on the topic is essential to efficiently mentor migrants and refugees. Nevertheless, a mentor should expect a few challenges when starting a mentoring process:

- **Lack of communication:** often, migrants and refugees do not speak the host country's native language, and volunteers rarely speak the languages which are familiar to refugees. This usually leads to (linguistic) misunderstandings. It is important to ensure that both parties understand each other and can effectively communicate for the mentee to reach his/her goals (M4M, 2019).
- **Cross-cultural barriers:** migrants and refugees can have different political, religious, and cultural backgrounds. In some situations, these differences can lead to misunderstandings or even upheavals. The mentor should be able to put aside his/her views, and objectively understand the mentees' perception of the situation. If the mentor has difficulty understanding, it might be more beneficial for the mentorship process to change mentors (M4M, 2019).

- Emotional stress and psychological challenges: the background and story of the mentee might influence the mentor’s psychological well-being. More important than helping the mentee overcome difficulties is to make sure the mentor is psychologically available to help by distancing themselves from the mentee’s personal life. (M4M, 2019).
- Lack of knowledge on specific topics: mentors might lack some knowledge of the mentee’s problems and challenges that are most common. Therefore, it is important for all mentors to have the appropriate training (SOFIE, 2017).
- Cross-gender mentoring: when mentoring with different genders, there might be some reluctance on the mentee’s part about opening up to the mentor, and inclusivity should be always emphasised. (Stock, 2019).

As was mentioned before, a mentoring process not only benefits the mentee, but it should also benefit the mentor. The following segment describes the benefits for each party in the mentoring process.

<p>Benefits for the mentee</p>	<p>Increased self-confidence; Skills construction; Reduction of isolation and exclusion; Increased self-esteem; Increased sense of solidarity; Increased social opportunities and friendship circles; Greater resilience (SOFIE, 2017); Support, encouragement, friendship; Knowledge in specific areas; Discussion/sharing of ideas; Constructive feedback/criticism; Greater self-confidence; Affirmation, career progression and commitment; Reflection (MPATH, 2016); Development of potentials; Personality development; Professional guidance; Networking in the world of work; Change of perspective; Motivation; Exchange of experiences (WKO, 2008).</p>
<p>Benefits for the mentor</p>	<p>Joviality, collaboration, networking; Professional development; Personal satisfaction, growth; Development of interpersonal skills; Development/remaking the skills of professional practice; Professional satisfaction (MPATH, 2016); Development of communication and coaching skills; Intercultural experience; Change of perspective; Intensified self-reflection; Increased know-how about the labour market; Extension of the personal network; Meeting with other mentors (WKO, 2008).</p>

3. STEPS IN MENTORING PROCESS

3.1 Design the program

To design the mentoring program, we first have to find appropriate mentee candidates. Innumerable studies and books have been written about mentorship, and many conversations have been had. In fact, the amount of information that is available on how to be an effective mentor is almost overwhelming. However, for those who are seeking a mentor, the experience can be different. There seems to be an unstated assumption that being a mentor is active while being a mentee is passive. Perhaps this assumption needs to be challenged. Here are ten actions for mentees to consider: (Campbell and MacTaggart, 2020)

1. Drive the relationship.
2. Balance formal and informal mentoring.
3. Seek the most personal means to connect.
4. Be courageous.
5. Be clear about the ask.
6. View feedback as a gift.
7. Provide value.
8. Be prepared.
9. Have realistic expectations.
10. Show gratitude.

These will be some of the qualifications we will seek in our candidates as mentees. To design the program, we also need to understand the mentoring roles:

Mentee
The mentee's role is to manage the mentoring partnership. Since the partnership is focused on the mentee's learning objectives, it is essential that potential mentees devote time to clarifying professional goals and identifying strengths that will promote the achievement of those goals and development areas that may be obstacles.
Mentor
The mentor's role is to share experience, insights and feedback that will guide the mentee in achieving his/her learning objectives. Listening plays an important part in

the mentor's role – listening to understand the mentee's goals and uncover key learning opportunities that support those aims.

Mentor's Coordinator

Though not a direct partner in the mentoring partnership, the mentor's coordinator plays a key role as he/she manages the mentee's day-to-day contribution on the job, the mentor's coordinator can be a valuable resource during the mentoring experience. This figure provides feedback and input regarding progress and accomplishments, supports the employee in his/her career development and encourages time and effort spent on mentoring.

3.2 Attract participants – the Booklet of the success stories

To attract the mentees, the Booklet will be useful. In this Booklet, a few success stories of people who had a mentoring process can be reported, This was done to show the impact, a mentor can have on a person's academic life, career etc. Another way to attract participants could be by using tools that include different types of mentorships. For example, transformational mentoring is a term used to describe a relationship that offers something powerful to both the mentee and the mentor — and it requires an equal amount of work from both. *“As a mentee, the trick to fully engage your mentor lies in finding the right person: someone with whom you can build a relaxed, inspiring relationship, driven by curiosity as opposed to the binary instructor-student exchange.”*

It would be helpful at this stage to set greater examples, such as Albert Einstein and his relationships with Werner Heisenberg and Niels Bohr. Though they varied in age and experience, they shared a joint fascination with theoretical physics. Their genuine curiosity and honest conversations enabled each of them to make impressive advances in the field in a time similarly affected by fast-paced technologies and innovation. For many years, the three physicists met and corresponded. They didn't often debate or advance a specific view; they weren't trying to compete against each other. Instead, they proposed ideas, asked questions, offered thoughts, and supported each other's seemingly wild notions. (Nour, 2020)

3.3 Connect mentors and mentees – the Handbook

The first mentorship stage is to match mentors with mentees. During this phase, you will get to know each other and begin to establish trust.

During your first meeting (ideally face-to-face), discuss your backgrounds, experiences, interests, and expectations. You will also make agreements about confidentiality and the frequency of contact.

Establishing a schedule for communicating regularly, whether in-person, by phone, or by e-mail. There are several questions you may want to ask your mentee during your second meeting:

- *Tell me a little more about yourself, your skills, your organization or community, the political environment, some key challenges you are facing, etc. (Begin by reflecting back a few of the key experiences and interests he or she expressed during your first meeting.)*
- *Have you had a mentoring relationship previously? If yes, how have you benefited from other mentoring relationships?*
- *What are some of your preliminary goals for our mentoring relationship?*

Generally, all the stages of mentorship can be summarized in 4 stages:

Stage I: Building the Relationship

Stage II: Exchanging Information and Setting Goals

Stage III: Working Towards Goals/Deepening the Engagement

Stage IV: Ending the Formal Mentoring Relationship and Planning for the Future

(Mentoring Guide: a guide for mentors, 2003)

3.4 Guide mentoring

The New Mentors & Mentees: How to Succeed with the New Mentoring Partnerships, and numerous guides and tools for mentors and mentees, studied hundreds of mentor-mentee relationships and developed a set of critical mentoring skills and competencies. They can be summarized in the following skillset:

KEY MENTORING SKILLS

Listening Actively

Building Trust

Determining Goals and Building Capacity

Encouraging & Inspiring

Additionally, to match with a mentor, you should ask the following questions:

- Is there an available mentor?
- Where do you look for mentors?
- What should you look for in a mentor?

(Mentoring Guide: a guide for mentors, 2003)

According to Harriman, 2006, generally, the qualities you should look for in a mentor are:

The 'Guide'...	The 'Catalyst'...
...will often tell a story in response to your question	...will often offer a variety of ideas and will prompt you to share your thoughts
...will usually want to share experiences and history	...may seem to jump from topic to topic covering many different subjects
...will likely ask questions that make you stop and think	...will often offer perspectives of the firm that seem novel or unique
The 'Ally'...	The 'Advocate'...
...will probably make you feel comfortable fairly quickly	...will likely want to know about your career goals and aspirations
...may surprise you by giving very candid responses to your questions	...may want to talk about how your development fits into the firm's plans
...will be responsive to a wide range of comments –	...may ask about your contact network and how you want to grow your circle of influence

To be optimal, the mentoring experience must start by establishing a solid foundation, clarifying what the objectives are and choosing different mentoring styles.

Another essential thing is self-knowledge, whether mentor or mentee: it is important to define what is expected and wanted from mentoring in order for it to be effective.

Your objectives ought to be:

Build your self-confidence in giving presentations	Increase my understanding of the business
Expand your network of contacts	Increase your ability to take risks
Clarify your professional career goals	Develop personal skills the business
Learn new technical skills	Develop your skills as a manager
Expand sources of feedback	Develop your project management skills

(Brown Brothers Harriman, 2006)

The Government Communication Service mentoring programme in the *"The mentor and mentee guide"* explains that it is expected that mentees will:

- take responsibility for managing their own development
- set clear, realistic objectives and initiate learning and career development activities
- be responsible for scheduling meetings and rescheduling them if needed

- be open to feedback from mentor and receptive to new ideas
- show consideration for their mentor's time
- adhere to confidentiality of mentoring partnership
- maintain the commitment to the mentoring partnership – the frequency, structure and length of the partnership will be discussed and agreed with the mentor. In some mentoring programs, such as the Government Communication Services (GCS) program, it's typically 1-2 hours per month for a period of 6 months, with learning and development activities between meetings
- advise the designing team of any breakdown in the mentoring relationship

It is expected that mentors will:

- motivate and encourage the mentee to take responsibility for learning and career development activities
- help identify learning and networking opportunities
- provide constructive feedback and act as a sounding board for ideas
- challenge mentee to take a broad perspective
- use listening skills and a facilitative approach to increase mentee's awareness of strengths and weaknesses
- adhere to confidentiality of mentoring partnership
- maintain a commitment to the mentoring partnership – the frequency, structure and length of the partnership will be discussed and agreed with the mentee. In some mentoring programs, such as the Government Communication Services (GCS) program, it's typically 1-2 hours per month for a period of 6 months, with learning and development activities between meetings
- advise the designing team of any breakdown in the mentoring relationship
(The mentor and mentee guide, 2021)

3.5 Final evaluation

During this stage, planning for the mentees' continued success is balanced with bringing the formal mentoring relationship to a close. As a mentor, work with your mentee to define the types of support he or she may need in the future. You may want to connect him or her with additional colleagues who can provide benefits other than those provided by you. This is also a good time to explore your mentee's own interest in mentoring someone one day.

Your final discussion should be dedicated to the following:

- Reflecting on accomplishments, challenges, and progress towards goals;
 - What will your mentee remember most about the relationship?
 - What challenges lie ahead for him or her?
- Exploring other types of support he or she may still need;
- Discussing whether the relationship will continue informally and how you will implement that, and expressing thanks and best wishes!

(Mentoring Guide: a guide for mentors, 2003)

Additionally, the following table indicates the basic mentorship activities and their purpose. Through this, there can be an evaluation of the mentorship, by testing whether the title met the purpose:

Title	<i>Purpose</i>
Were You Ready to be a Mentee?	To evaluate readiness to engage in a mentoring relationship as a Mentee
Were You Ready to be a Mentor?	To evaluate readiness to engage in a mentoring relationship as a Mentor
Mentoring Agreement	To establish a common understanding and expectations for a mentoring relationship
Making the First Meeting Count – Mentee	To facilitate the first meeting in a mentoring relationship, from the Mentee’s perspective
Making the First Meeting Count – Mentor	To facilitate the first meeting in a mentoring relationship, from the Mentor’s perspective
Plan Effective Meetings	To facilitate ongoing mentoring meetings
Identify Action Steps	To identify objectives and corresponding action steps
The End to a Mentoring Relationship	To reflect upon the mentoring relationship and identify next steps for continuing with self-development
Beyond Listening and Learning (activities)	Ideas for how to benefit from the Mentoring relationship, from the Mentee’s perspective

Beyond Teaching (activities)	Ideas for how to benefit from the Mentoring relationship, from the Mentor's perspective
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(Harriman, 2016)

4. ROLES IN MENTORING

To achieve a fruitful mentoring relationship, one must properly understand the main roles in the mentoring process. Thus, the three main positions (mentor coordinator, mentor and mentee) will be further described.

4.1 Mentor Coordinator's role

The coordinator is the person who is responsible for organising the mentor's practices and is responsible for setting up and structuring the mentoring programme. More specifically, the mentors' coordinator can organise the procedure, answer eventual questions and ensure that both parties feel comfortable with the matching. Accordingly, the coordinator creates a recruitment plan for the mentors and is responsible for choosing the future mentors and providing them with efficient tools for the process.

Moreover, the mentor's coordinator is in charge of introducing the mentors to what the mentorship programme looks like, clarifying what are its main objectives and ensuring that they are aware of their concrete responsibilities. This can be done through a series of training sessions with the mentors, where tools like the RISING Handbook (IO1) and Interactive Tools (IO2) can be used. At the same time, the mentor's coordinator needs to evaluate the mentors' and mentees' profiles and conduct the matching procedure. For this task, a thorough analysis of both parts' profiles needs to be done. Furthermore, the last process that needs to be managed by the coordinator is supervising the mentoring relationships. The coordinator needs to check in regularly with the mentors and ensure that the mentoring sessions are going as planned.

- *Tips to consider when looking for a coordinator*

While looking for a mentor's coordinator, one can use old mentors' networks and propose to some experienced mentors who performed well in this position. If this is not the case,

try searching for a coordinator in communities that benefited from mentoring programmes and are familiar with the process.

- *Requirements and skills to become a coordinator*

A mentor's coordinator needs to have the following skills:

- Have the ability to clearly deliver what a mentoring programme implies,
- Be organised,
- Be attentive to each part's needs while conducting the matching process,
- Be friendly and open to support the mentors
- Be consistent

Useful materials for training the mentors:

[3 Key Elements to Thriving Mentorship | Janet Phan | TEDxZurich - YouTube](#)

[How to be a Great Mentor | Kenneth Ortiz | TEDxBethanyGlobalUniversity - YouTube](#)

[io1 handbook | PDF \(scribd.com\)](#)

The Mentoring Wheel (Munro Turner, 1999)

The mentoring wheel is a useful instrument that helps the mentors grasp the bigger picture. It involves the analysis of where the mentees are ('here') in correlation to where they want to be ('there'). Find the explanation of each category here: [The-Mentoring-Wheel.pdf \(crowe-associates.co.uk\)](#).

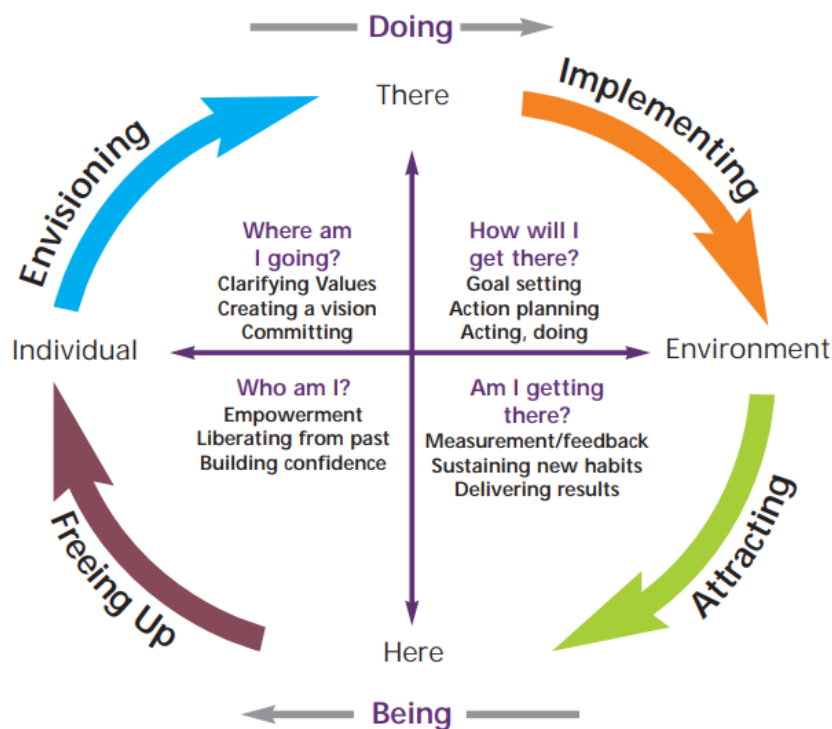


Fig. 1: The Mentoring Wheel (Munro Turner, 1999)

4.2 Mentor's role

A mentor is any person who is willing to use his/her experience to model positive behaviours in a constructive way and preferably on a way that is voluntary to a mentee. The mentor conducts a series of mentoring sessions meant to support the mentee with any issues regarding their accommodation in the receiving country.

- *Tips to consider when looking for a mentor*

A potential mentor could be a former mentee. Thus, if you have conducted previous mentorship programmes, check if former mentees are interested in becoming mentors and that they match the profile of the mentor you are searching for.

- *Requirements and skills to become a mentor*

The mentor needs to have a migratory background (optional) and hold wide experience baggage as a migrant in the receiving country. Moreover, a suitable mentor should possess the following skills:

- Patience
- Supportiveness
- Good and active listener's skills

- Inspirational character
- Consistency
- Adaptation
- Honesty when giving feedback

Additionally, following **the 3 A's scheme of a valuable mentorship** (Loretto, 2022) can help the mentor remember which are the most valuable guidelines he must follow. The three A's of mentoring are availability, active listening, and analysis.

- **Availability** means that a mentor should offer or avail you of their time, experience, encouragement, feedback, and advice.
- **Active listening** means that your mentor should be quiet and attentive when you're speaking, and not distracted.
- **Analysis** means that good mentors should be able to analyse what you're saying, process the situation you are currently in, and provide detailed feedback or solutions so that you can grow.

4.3 Mentee's role

A mentee is any individual who "receives" mentoring, and who is willing and motivated to devote time and effort to develop personal, social, and soft skills to support his/ her integration process in the host country.

- *Tips for searching for mentees*

Try to search for possible mentees in multicultural communities (e.g. universities; language centres; social media groups for different communities; NGO beneficiaries).

- *Requirements to become a mentee*

The mentee should be a newcomer in the current country of residence of the mentor and be willing to receive guidance. A mentee should have the following skills:

- Be willing to receive guidance,
- Be consistent,
- Be open

According to an article posted on the University of Illinois's website, the main qualities of a good mentee are:

- **Personal commitment** – preparing for meetings with the mentor and following through with goals/objectives set, taking responsibility to learn
- **Flexibility** – recognizing the need to accommodate changes as situations arise yet focused on the overall goal

- **Openness** – willingness to accept feedback, discuss areas for improvement, and ask for help, as well as share one’s needs and views with the mentor
- **Open-mindedness** – willingness to consider different ideas or opinions, to try new things, and to accept different points of view
- **Initiative** – the ability to act or take charge to do something without being prompted to do so

5. TOOLS

5.1 Tools for mentors

Below we present a set of tools for mentors and for mentees to evaluate their feeling, expectation and work in the mentoring process.

- **Tool to analyse the mentoring process**

Tool to analyse the mentoring process, so that partner countries can see and assess if their mentoring programs are well adapted to the project context (migrants). This tool is designed to be applied by the mentor and the mentor’s coordinator to support and systematise the accountability of mentoring programs.

Mentoring Journal

Each mentor should hold a ‘mentoring journal’ in which they have to write an assessment of every session they conduct with their mentees. This journal aims to keep track of their mentorship evolution, see what methods are fruitful, what they can change in their approach from one session to another and reassess the mentees’ needs. The mentoring journal should be done in digital form, for example, by using the One Note app.

The journal will have a page dedicated to each session that will include the following:

Date & No. of the session:	
Place:	
Topic of the session:	<ul style="list-style-type: none"> • The mentor should write here the topics he/she wants to approach in the session
Activities to be conducted:	<ul style="list-style-type: none"> • The mentor should indicate what type of activities they want to conduct in the current session (e.g. games, practical activities, self-development exercises)

Assessment of the interaction:	<ul style="list-style-type: none"> The mentor should answer the following questions: <ul style="list-style-type: none"> From a scale 1-10 (where 1 is “not practical at all; 10 is “extremely practical”), how useful was this session? From a scale 1-10 (where 1 is “not practical at all; 10 is “extremely practical”), how open was the mentee to the activities? Do you consider that the purpose of the session was reached? Were the mentee’s needs met in the session? Please note other comments that you would find useful
Future plans:	<ul style="list-style-type: none"> The mentor should briefly note in which direction the next sessions should be headed

The mentoring journal should be accessible to the mentors’ coordinator whenever they ask for it. It is advised that the coordinator checks the journal periodically, for example, once a month. Furthermore, the mentor’s coordinator could assess how the mentoring programme works by checking every mentor’s mentoring journal.

- Tool to measure mentoring relationship**

During the development of the mentoring process, it is also important to keep track of the mentorship relationship. Since the relationship is a major aspect of the mentorship programme’s success, mentors and mentees should create opportunities to talk and reflect on their interconnection. With this said, we created for this section one tool for the mentor to evaluate his/her perspective on the match, and what could be improved.

This survey is to be filled out by mentors, aiming to evaluate the mentoring relationship. This evaluation is important to understand the context of the Mentoring Relationship and analyse what needs improvement.



- **Assess possible improvement recommendations**

The table below is dedicated to the mentor for completion after each workshop. Answering the questions posed aims to, among other things:

- to organise the knowledge after the workshop;
- to refine one's own way of conducting meetings;
- to take care of the quality of the meetings and improve one's own mentoring technique;
- making sure that the overarching goal of providing knowledge, tools and support to the mentee or mentees has been achieved.

It seems particularly important that after the workshop, the mentor can discuss the results of this survey [and the above] with the mentor's coordinator. The exchange of ideas, experiences and cooperation, in general, will help solve possible problems, and refine ideas so that the mentor-mentee tandem can work together even more effectively.

The following form is an example of a set of questions which can be extended according to the workshop topic, e.g. more about employment, target group etc.

Date & No of the session:		Place:	
1	Are you satisfied with the workshops held? If not, please describe why?	yes	no
	Please provide what solution, or improvement you see for future workshops?		
2	Did you complete all the material planned? If not, please describe why?	yes	no
	Please provide what solution, or improvement you see for future workshops.		
3	Were you able to establish relationships and get participants (<i>mentees</i>) interested in the workshop? If not, please describe	yes	no



	why?		
	Please provide what solution, or improvement you see for future workshops.		
4	Did participants (<i>mentees</i>) understand the workshop's purpose and actively seek solutions?	yes	no
	If “no” please provide what solution, or improvement you see for future workshops. If “partially” please indicate it and explain why.		
5	Did you know basic or broader information about the participants (<i>mentees</i>) and did this influence the delivery of the workshop?	yes	no
	Please provide your helpful insights for future meetings:		
6	Have you encountered problems e.g. communication (language), lack of willingness to participate, shyness, lack of self-confidence etc.?	yes	no
	If “yes”, have you been able to solve the problem? Please describe what will help in future workshops.		
7	Please state what you think was the most difficult part of the workshop and did you manage to solve the problem.	yes	no
	Please describe:		

8	Please state what you think worked best during the workshop.		
	Please describe:		
9	Please indicate if you would like to introduce/change any workshop element.	yes	no
	Please describe:		

5.2 Tools for mentees

- Evolution of mentees' socio-emotional competencies

Socio-emotional development includes the ability of the mentees to express her/himself, to control her/his emotions, and to be in harmony with the environment and community. Mentees can cope with situations such as learning, building relationships, and solving everyday problems using these skills. The definition of socio-emotional competencies development over the years could be seen in Figure 1.

Figure 1: Development of Socio-Emotional Competence Definition.



Year	Social-Emotional Competence Definition
1997	Social-emotional competence refers to a person's knowledge, skills, and motivation required to master social and emotional situations.
2002	A multivariate concept that includes a person's ability to identify their emotions, to be able to manage their emotions appropriately, to have positive interactions, and to have positive interactions with others.
2003	A set of social and emotional skills to achieve a goal both in the personal and professional spheres.
2007	The ability to appropriately mobilize a set of knowledge, skills, abilities and attitudes to perform different activities with a certain level of quality and efficiency.
2009	A comprehensive set of interrelated skills and processes, including emotional processes (e.g., understanding and regulating emotions, taking others' perspectives, recognizing their own emotional strengths and weaknesses), social and interpersonal skills (e.g., understanding social cues and interacting positively with others), and cognitive processes (e.g., stress management, impulse control).
2011	A multidimensional concept, cognitive, attitudinal and behavioral, and it involves uncertainty.
2012	Knowledge, skills and social and emotional attitudes, put into practice in real life.
2013	Teacher SEC is understood as a comprehensive set of interrelated skills and processes, including emotional processes (e.g., understanding and regulating emotions, taking others' perspectives, recognizing their own emotional strengths and weaknesses), social and interpersonal skills (e.g., understanding social cues and interacting positively with others), and cognitive processes (e.g., stress management, impulse control.)
2017	Skills, knowledge, attitudes, and social and emotional dispositions that enable a person to set goals, manage behavior, build relationships, and process information in diverse contexts that intentionally develop these competencies.
2019	Teacher SEC is defined in terms of the five competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision making.
2020	Effective management of intrapersonal and interpersonal social and emotional experiences in ways that foster one's own and others' thriving. SEC is operationalized by individuals' social-emotional basic psychological need satisfaction, motivations, and behaviors.

Source: Peña, Sáez-Delgado, López-Angulo, Mella-Norambuena, 2021

The instrument we propose to create here is focused on evaluating the evolution of mentees' socio-emotional competencies. By assessment of socio-emotional competencies, we understand the evaluation of motivation, proactivity, communication, resilience, and creativity, among others. This tool we have prepared about Mentees can be seen in Table 1.

Table 1: Socio-emotional Competence Questionnaire
(Please, all the answers are required)

	Stro ngly Disa gree	Disa gree	Neu tral	Ag re e	Stro ngly Agre e
1. What I get as a result of what I do, is important to me.	()	()	()	()	()
2. I find it enjoyable to work for an important purpose.	()	()	()	()	()
3. It is important to gain the appreciation of people around me.	()	()	()	()	()
4. When I talk to someone, I can convince them.	()	()	()	()	()
5. It is hard for me to express my thoughts.	()	()	()	()	()
6. I can use body language properly during speech.	()	()	()	()	()

7. I expect people to be sincere while talking.	()	()	()	()	()
8. Finding someone to talk to is easy for me.	()	()	()	()	()
9. Finding something fun to do is easy for me.	()	()	()	()	()
10. Changing negative into positive habits is easy for me.	()	()	()	()	()
11. I am a person with unique ideas.	()	()	()	()	()
12. I always follow the same way/method while doing something.	()	()	()	()	()
13. I don't like the rules that limit me.	()	()	()	()	()
14. If I see something I dislike, I correct it.	()	()	()	()	()
15. I identify possibilities/opportunities better than other people.	()	()	()	()	()

16. I am usually a cautious person.	()	()	()	()	()
17. I think my sense of self-confidence has developed.	()	()	()	()	()
18. I can easily cope with difficulties.	()	()	()	()	()
19. It is not difficult for me to seek help from people around me.	()	()	()	()	()
20. I am confident in my problem solving ability.	()	()	()	()	()
21. I am generally highly motivated.	()	()	()	()	()

- **Tools for initial diagnosis**

Evaluations are usually divided into four tasks which are not strictly sequential: the evaluation's organisation (based on the evaluation questions wording leading to the overall assessment), the collection of quantitative and qualitative information, the analysis of the information collected, and the evaluation questions assessment leading to the formulation of conclusions and recommendations.

Here are some general evaluation tools, according to [EuropeAid](#) (2005):

- Objectives diagram and impact diagram
- Problem diagram
- Decision diagram
- Interview
- Focus group
- Survey

- Case study
- Expert panel
- SWOT analysis
- Context indicators
- Multicriteria analysis
- Cost-effectiveness analysis
- Cultural and social analysis

(EuropeAid, 2005)

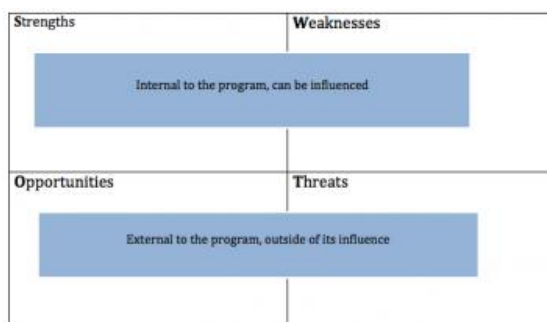
Step I: Organisation of the evaluation

The initial diagnosis of the progress of the mentee will contain the following:

- Diagram with the objectives and the impact of them, in co-relation
- Interview of both the mentor and the mentee – separately
- Conclusion on the progress of the mentorship and recommendations.

Step II: Quantitative and qualitative information

For the quantitative and qualitative information, the designing team must keep the mentoring steps in mind to adjust the tools on this matter. Firstly, after the first sessions with the mentee, the mentor should have gathered some objectives. These objectives will be made according to the mentee’s needs and goals. Following that, the mentor will make a diagram, divided into two sections. One will contain the objectives of the mentor, and the other will point out the impact these measures have so far. Apart from the diagrams, a SWOT analysis could be used to evaluate the progress of the mentor. The SWOT analysis is a classic strategic planning tool originating from business and marketing analysis that encourages groups (or individuals) to reflect on and assess the Strengths, Weaknesses, Opportunities and Threats of a particular strategy and how it can best be implemented. The following diagram from BetterEvaluation (2020) can help the mentor and mentee with the initial structure of the analysis.



(BetterEvaluation, 2020)

It is vital for the mentee to trust the mentor completely and for them to form a bond. To ensure that, we could set separate interviews with both the mentee and the mentor. Some of the questions for the mentor could be:

- Does the mentee open up to you with feelings of vulnerability or fear?
- Is the mentee excited for your sessions?
- Does the mentee mention implementing any of your initial suggestions and advice?
- How does the mentee react when being called upon his actions? Is he/she open to your advice and judgement of his/her doings?

Some questions for the mentee can be:

- Are you and your mentor in agreement regarding your goals, your strengths and weaknesses?
- Have you formed a strategy to accomplish your objectives?
- Is your mentorship passive, or do you have an active role in implementing it?

Step III: Analysis of the results

After the implementation of steps, I & II, the designing team of the mentorship will evaluate the diagrams and the analysis and conclude whether the impact of the objectives is related to the objectives themselves. In more detail, the team will evaluate which part or how many of the objectives have been completed and to what degree, as well as the mentee's feelings regarding the strategy they followed to complete it. Following that, from the interviews with both parties, the team must verify the connection between the mentor and the mentee, characterise the nature of their relationship and understand which aspect of their cooperation is productive and which is counterproductive. Using the analysis results, the team can complete the initial diagnosis with the final step, the conclusions.

Step IV: Conclusions & Recommendations

In the final step, the designing team of the mentorship must conclude on the mentee's progress on his/her personal goals and needs and on the progress of the relationship of the mentor with the mentee. If there seems to be a loss of their connection, many actions can be taken to fix or enhance it. Trusting and accepting your mentor as a mentor is a complicated process and a necessity for the mentee to reach his/her goals and have a successful mentorship. Following, you can find some helping incite to form this kind of relationship:

Mentor	Mentee
Agree on expectations	Set SMART goals <i>specific, measurable, attainable, realistic and time-sensitive</i>

Be committed	Demonstrate your interest
Give straight talk	Connect often
Share stories and struggles	Be appreciative
Don't tell your mentee what to do but listen and ask them what they think they should do	Give back
Connect your mentee with other people in your network	Ask for feedback
	Come prepared
	Apply what you learn

(Reeves, 2021)

- **Tool for the final assessment**

Concluding the mentoring relationship efficiently is important for its future success: the first and last impressions are the ones we remember most about others. Feedback from the mentoring process is essential to understand whether mentees have achieved their goals and whether the mentor has helped them meet expectations. Since the mentoring relationship is not like a marriage or other permanent commitment, the goal is to help mentees progress in their career and life goals. Below is a table listing the many benefits and advantages of mentoring. To understand whether these benefits were promoted by mentees, each person marks which benefit they rated as positive for their experience in the mentoring process.

Having a better understanding of mentees' mentoring process can help them succeed after the mentoring relationship ends. The following questions can help the mentee to understand and evaluate the progress of the whole process.

- Considering the benefits you rated as "very important", reflect on what goals or aspirations you had in your mentoring relationship.
- Considering the benefits you marked as promoted, is there an added value you gained from the mentoring relationship?
- Review your initial assessment; were there aspects you did not consider benefiting?
- List three basic needs you had when you started and say whether you have met them in your current position (e.g. less stress, more responsibility, more challenges, more respect).



BENEFITS OF MENTORING	MARK THE BENEFIT YOU CONSIDER PROMOTED IN THE PROCESS
Learning from another person's vision, experience, and knowledge	
Obtaining advice and planning assistance	
Getting more involved in things of life	
Learning more about myself	
Gaining assistance solving problems	
Developing a new adult-to-adult partnership	
Having a "safe" person to bounce ideas off	
Increasing life skills	
Understanding the organisational culture, appropriate behaviours, attitudes, and protocols	
Broadening the perspective	
Expanding the network	
Being encouraged and empowered in personal development	
Being helped to identify and correct gaps in generic skills and knowledge	
Increasing self-confidence	
Increasing productivity and better time management	
Encouraging constructive behaviour	

Developing communication skills	
Developing self-awareness	
Sharing different perspectives	
Developing personal growth	

- **Tool to measure mentoring relationship**

Like the previously mentioned survey, to evaluate the mentorship relationship, this survey is done to monitor the progress/development of the dynamic between mentor and mentees. In this case, this survey is to be filled out by mentees.



- Tool to measure mentoring process

N/A	Yes	No	Maybe	Don't Know	Mentoring Process Criteria (For Mentors)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Was your mentee easy to approach and talk with?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Did/does your mentee consider your advice and accept encouragement from you with respect to his/her goals and objectives?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Did/do the two of you meet regularly?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Did/do you find the meetings productive?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Did you help your mentee identify steps to meet goals and objectives?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Did your mentee respect your time and relationship boundaries (eg. privacy, frequency of communication)?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Were you satisfied with the mentoring relationship?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Did you and your mentee complete the goals planned?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Were you happy with the frequency of meetings?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Were you happy with the style of mentoring in your relationship?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Did the relationship meet your expectations?

Source: National Institute of Health, (2022)

N/A	Yes	No	Maybe	Don't Know	Mentoring Process Criteria (For Mentees)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Was your mentor easy to approach and talk with?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Did/does your mentor offer advice and encouragement from you with respect to your independent goals?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Did/do the two of you meet regularly?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Did/do you receive regular feedback?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Did your mentor observe you in mentoring process and provide feedback?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Did you and your mentor complete the goals planned?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Were you happy with the frequency of meetings?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Were you happy with the style of mentoring in your relationship?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Did the relationship meet your expectations?

()	()	()	()	()	Do you want your migrant friends to attend the mentoring process?
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Source: University of Kansas, (2022)

6. EVALUATION CRITERIA AND METHODS

6.1 How to Establish Evaluation Criteria and Methods

The five DAC evaluation criteria are based on the conception that evaluation is an assessment “to determine the relevance and fulfilment of objectives, developmental efficiency, effectiveness, impact and sustainability” of efforts supported by aid agencies (Chianca,2008)

1. **Effectiveness:** In evaluating the effectiveness of a program or a project, it is useful to consider the following questions:
 - To what extent were the objectives achieved or are likely to be achieved?
 - What were the major factors influencing the achievement or nonachievement of the objectives?
2. **Efficiency:** When evaluating the efficiency of a program or a project, it is useful to consider the following questions:
 - Were activities cost-efficient?
 - Were objectives achieved on time?
 - Was the program or project implemented in the most efficient way compared to alternatives?
3. **Relevance:** In evaluating the relevance of a program or a project, it is useful to consider the following questions:
 - To what extent are the objectives of the program still valid?
 - Are the activities and outputs of the program consistent with the overall goal and the attainment of its objectives?
 - Are the activities and outputs of the program consistent with the intended impacts and effects?
4. **Impact:** When evaluating the impact of a program or a project, it is useful to consider the following questions:
 - What has happened as a result of the program or project? What real difference has the activity made to the beneficiaries? How many people have been affected?
5. **Sustainability:** Projects need to be environmentally as well as financially sustainable. When evaluating the sustainability of a program or a project, it is useful to consider the following questions:
 - To what extent did the benefits of a program or project continue after donor funding ceased?

- What were the major factors which influenced the achievement or nonachievement of sustainability of the program or project?

“In order to plan the evaluation in accord with the most appropriate evaluation method, it is necessary to understand the difference between evaluation types.” 2 According to CDC study

Evaluation Types	When to use	What it shows	Why it is useful
Formative Evaluation Evaluability Assessment Needs Assessment	<ul style="list-style-type: none"> • During the development of a new program. • When an existing program is being modified or is being used in a new setting or with a new population. 	<ul style="list-style-type: none"> • Whether the proposed program elements are likely to be needed, understood, and accepted by the population you want to reach. • The extent to which an evaluation is possible, based on the goals and objectives. 	<ul style="list-style-type: none"> • It allows for modifications to be made to the plan before full implementation begins. • Maximizes the likelihood that the program will succeed.
Process Evaluation Program Monitoring	<ul style="list-style-type: none"> • As soon as program implementation begins. • During operation of an existing program. 	<ul style="list-style-type: none"> • How well the program is working. • The extent to which the program is being implemented as designed. • Whether the program is accessible and acceptable to its target population. 	<ul style="list-style-type: none"> • Provides an early warning for any problems that may occur. • Allows programs to monitor how well their program plans and activities are working.
Outcome Evaluation Objectives-Based Evaluation	<ul style="list-style-type: none"> • After the program has made contact with at least one person or group in the target population. 	<ul style="list-style-type: none"> • The degree to which the program is having an effect on the target population's behaviors. 	<ul style="list-style-type: none"> • Tells whether the program is being effective in meeting its objectives.
Economic Evaluation: Cost Analysis, Cost-Effectiveness Evaluation, Cost-Benefit Analysis, Cost-Utility Analysis	<ul style="list-style-type: none"> • At the beginning of a program. • During the operation of an existing program. 	<ul style="list-style-type: none"> • What resources are being used in a program and their costs (direct and indirect) compared to outcomes. 	<ul style="list-style-type: none"> • Provides program managers and funders a way to assess cost relative to effects. “How much bang for your buck.”
Impact Evaluation	<ul style="list-style-type: none"> • During the operation of an existing program at appropriate intervals. • At the end of a program. 	<ul style="list-style-type: none"> • The degree to which the program meets its ultimate goal on an overall rate of STD transmission (how much has program X decreased the morbidity of an STD beyond the study population). 	<ul style="list-style-type: none"> • Provides evidence for use in policy and funding decisions.

Source: (CDC,2022)

Process evaluation provides early warning in case of any problems and the chance to monitor the process. The checklists to be used before and during the mentoring process

will ensure target-oriented, and the feedback received through the process will make the process much more effective.

Impact Evaluation provides evidence for use in policy and funding decisions. Impact evaluation is needed as the RISING Project is a co-funded project by the Erasmus+ Program of the European Union.

Outcome evaluation tells whether the programme is effective in meeting its objectives. Information and feedbacks that comes from project tools are useful for understanding how program outcomes were achieved.

6.2 Measuring the Mentoring Process

Measuring the success of our mentoring program provides a high-quality program for participants and stakeholders. “Evaluating the mentoring relationship candidly and regularly will help the Mentor and Mentee stay focused, effective, and productive. All the tools to evaluate the mentoring process are collected in the previous chapter.

6.3 Measuring the Expected Outcomes

Measuring outcomes helps projects test what they're doing and expand their impact greater. The expected outcomes of this project; awareness of the importance of motivation for immigrants, increasing numbers of mentees, improved skills on mentors for immigrants, a resource handbook for mentoring sessions, increased motivation and proactivity among immigrant mentees, and improved relationships between mentors and mentees. In this project, the mentoring process will be measured with the questionnaires given to the mentors and mentees, will be followed by checklists and will be made statistical inferences. Statistically, the average and standard deviation of each country where these surveys are applied will be calculated and a general evaluation of the process will be made. Thus, the efficiency/productivity ratios will be revealed on a country basis.

Yes, I agree	Rather agree	Neither agree nor disagree	Rather disagree	No, I disagree	Measuring the Expected Outcomes

()	()	()	()	()	The project achieve the foreseen goals and objectives
()	()	()	()	()	The material was determined in project used and the method applied
()	()	()	()	()	The mentees and mentors performed fully during the mentoring process
()	()	()	()	()	The interaction of the mentee and mentor has been implemented
()	()	()	()	()	The time was sufficient in the mentoring processes
()	()	()	()	()	mentees understood the difference between mentoring and coaching
()	()	()	()	()	Mentees became aware of mentoring
()	()	()	()	()	The mentees took action towards their goals and objectives
()	()	()	()	()	Mentees viewed being a mentor positively

6.4 Checklist of Mentoring Process: Mentoring Evaluation

Mentoring process includes initial and ongoing follow-up meetings. Using a checklist and giving feedback, guides both mentor and mentee progress in line with goals and ensures long-term mentoring relations. The checklists will have a page dedicated to each session (initial and ongoing) that will include the following:

The Initial Mentee Checklist

	Discuss your needs and work on measurable goals with your mentor.
	Set responsibilities of both mentee and mentor and agree upon methods of communication and frequency of meetings.
	Share your interests- discuss and develop these
	Explore your own strengths and weakness

The Initial Mentor Checklist:

	Discuss both your and your mentee's needs together. Work with your mentee on measurable goals with time frames.
	Set responsibilities of both mentee and mentor and agree upon methods of communication and frequency of meetings.

	Explore your mentee's strengths and weaknesses.
	Fill out the Mentoring Journal for each meeting.

Ongoing Follow-Up Mentoring Meetings Checklist

	Monitor your mentee's emotional state and record.
	Encourage your mentee about his/her weaknesses and plan new actions for these weaknesses. Make only positive or neutral comments.
	Inform your mentee about the latest news/developments
	Guide your mentee to develop his/her strengths and use/demonstrate these in his/her social/business life
	Review Mentoring Journals and record the progress (accomplishments, obstacles...)
	Plan the next meeting date, time and location.

Agree on a topic that your mentee wants to talk about additionally for the next meeting (Book, movie...)

Source: GW School of Medicine&Health Sciences (2022).Mentoring Checklists

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