



Mentoring

in Girl Guiding and Girl Scouting

in a Nutshell

girls worldwide say 

Europe Region
Région Europe

World Association of Girl Guides & Girl Scouts
Association mondiale des Guides et des Eclaireuses
Asociación Mundial de las Guías Scouts

Registered AISBL Belgium.

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introduction

The document "Mentoring in Girl Guiding and Girl Scouting in a Nutshell" was prepared in 2006 by the European Strategies for Growth Group of the Europe Region of the World Association of Girl Guides and Girl Scouts ("Europe Region WAGGGS"). The Europe Region WAGGGS is the largest, non-political, voluntary youth organization for girls and young women in Europe with 1.2 million young members in 38 countries. Its mission is to "enable girls and young women to develop their fullest potential to become responsible citizens of the world".

Through their visits with Member Organisations, members of the Europe Committee discovered that certain national level volunteers would benefit from guidance from outside their own Association, for example from a WAGGGS member who occupied a similar position on the National Board of another Member Organization or Association. Accordingly, the European Strategies for Growth group, which supports strategic development of the Europe Region WAGGGS, was asked to develop guidelines for a pilot mentoring programme to match mentors and mentees within the Europe Region.

This package will be used by the mentors and mentees in the Europe Region Pilot Mentoring Programme and also can be used by Member Organizations who wish to set up their own internal mentoring programme.

We hope that you find this package useful and that members of your Association will participate in the Europe Region Pilot Mentoring Programme and start an internal mentoring programme in your Association.

If you have any comments or would like further information on mentoring, please do not hesitate to contact the Europe Region at europe@europe.wagggsworld.org or visit our website at www.europe.wagggsworld.org.

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[1]

What is mentoring? _____

- ▶ Mentoring is about supporting individuals so that they develop more effectively. It is a partnership between a mentor (the person giving guidance) and a mentee (the person receiving guidance) designed to build confidence in the mentee. The mentoring partnership can include learning, experimenting and developing skills. The results of mentoring can be measured in terms of the skills, attitudes and competencies gained by the mentee.
- ▶ Mentoring differs from other forms of help such as instructing, training, tutoring or coaching. The mentor does not need to be a qualified trainer or expert. Mentoring is not personal therapy.
- ▶ The mentoring partnership requires mutual confidence and trust. The mentor and mentee should get along well together and enjoy one another's company without necessarily becoming friends. They both need to be involved and seriously committed to the mentoring process.

What is a mentor? _____

- ▶ A mentor is an experienced person who helps the mentee to set goals and develop skills to reach those goals.
- ▶ A mentor is a person with experience with the volunteer role that the mentee is involved in. She will guide, listen, advise, support, coach and encourage in all aspects of the work including organizational structure and politics.
- ▶ A mentor is a person who will show the mentee how to effectively do her job. She gives support for personal development and learning. Because it is a specially protected partnership, the mentor is able to give confidential feedback as well as encouragement for further progress.

What are the qualities of a good mentor? _____

- stays neutral - does not blame
 - gives honest answers
 - is not intimidating and is easy to approach at any time
 - knows what she is talking about because she is good at her own job
 - actively questions the mentee
 - enables, cares, is open and facilitative
 - gives constructive, meaningful and positive feedback
 - provides subtle guidance but ensures the mentee makes the decisions
 - is interested in the mentee personally and shows genuine concern
 - is willing to debate and discuss
- ▶ Skilled mentors are able to reach the right balance between giving too much and too little help. A mentor will know when she is providing more guidance than she should and will do this only when it prevents the mentee from becoming needlessly frustrated.

- ▶ Skilled mentors possess a platform of existing or potential interpersonal skills which will provide the basis for further development.

Mentees want mentors who are: _____

- organised, patient and understanding
- enthusiastically persuasive and encouraging
- down to earth and realistic
- prepared to get jobs done for the mentee
- able to make the mentee feel relaxed by showing she understands the perspective of the mentee.

What is a mentee? _____

- ▶ A person seeking assistance with personal development, perhaps because she is in a new position, in a new role or in a new organization.
- ▶ A person who is eager to learn from her mentor's experience, commitment and mutual discussions.
- ▶ A person who is prepared to ask for advice and welcomes valuable feedback.

What are the qualities of a good mentee? _____

- willing to take responsibility for her personal development to gain skills and knowledge
- looks for new challenges and considers fresh options
- identifies and discusses her needs, expectations and objectives
- prepares to accept valuable feedback
- commits to being a partner in the mentoring programme
- understands that she is responsible to set her own objectives and to make her own decisions and that the mentor is there only for guidance
- challenges herself to grow.

The benefits of mentoring

Mentors may:

- acquire new ideas and attitudes
- get useful information for their own development or that of their organization
- enjoy a motivating and stimulating experience
- receive credit when the mentee or organization succeeds
- appreciate the chance to return support and experience they have received in the past
- become a member of a wider network
- experience the reward of being a supportive and useful person to a mentee

Mentees may:

- acquire new skills and develop existing skills
- internalise values, ways of work and attitudes
- enjoy the opportunity of exchanging ideas and learning new ones
- learn by sharing and discussing
- receive information
- get access to a wider network and larger sources of information
- consider their situation in a broader perspective
- learn to think in different ways
- enhance their CV for career development
- receive and share meaningful feedback
- gain self esteem through reflection

Associations may

- find new talent
- reduce the transition period for members in new positions
- obtain stronger commitments from members
- make good use of human resources
- find fresh, motivated people
- improve their ability to cope with change
- improve the quality of management and leadership
- improve results
- enhance the learning of the organization

What do mentors and mentees do together? _____

- discuss past experiences and problems
- set objectives for the mentee and discuss problem solving methods
- work together on the goals of the mentee
- observe each other in action (if possible)
- role play situations faced by the mentee
- attend meetings, conferences and other events together (if possible)
- introduce each other to their respective networks of people
- find alternatives to face to face meetings including letters, telephone calls or e-mails

When face to face meetings are not possible: _____

- distance mentoring
- letters
- telephone calls
- chat websites

Confidentiality _____

- ▶ All shared information and discussions are between the mentor and the mentee and should not be shared with other people without permission. Inappropriate information should not be sought or shared. All mentoring partnerships are unique and should not be compared to other mentoring partnerships.

What are some of the problems that can occur in the mentoring process? _____

- not enough time and energy to spend on the mentoring partnership
- mentees are unsure of their objectives
- unreasonable expectations of each other
- one member taking unfair advantage of the other
- lack of mentoring skills on the part of the mentor or mentee

How can these problems be prevented or solved? _____

- ▶ Both parties should aim for realistic, focussed goals and maximise their time by using the telephone, email and other time saving strategies.
- ▶ Mentors and mentees should talk honestly about their partnership, including expectations, limits, preferred ways of interacting and the fact that their partnership will come to an end.
- ▶ Mentors and mentees should work on improving their mentoring skills. It is also understandable and acceptable if one party wants to end the mentoring partnership because she is not comfortable with the mentoring partner.

Starting a mentoring partnership

1. Make contact quickly after you get your partner's contact information. Use Appendix 4: First meeting/phone call check list to find out about each other.
2. Create a personal action plan for the mentee that covers the new areas of work that the mentee will be involved with. For example, someone who has just taken the role of International Commissioner may have to:
 - communicate with national board members, the wider membership of the organization, the Europe Region and the World Bureau;
 - apply for representation at events;
 - select people for events;
 - be a National Board member;
 - deal with budgets and finance; and
 - contribute to the international aspect of the programme.
3. Agree on a timetable including the next contact dates. Try to ensure that the plan is covered within a reasonable time span.
4. During the mentoring discussions, the mentor should aim to:
 - build rapport with the mentee;
 - develop the self confidence of the mentee;
 - assess progress and ask questions which encourage the mentee to reflect upon their experience;
 - listen carefully so that she is able to reflect back what she is hearing and support the mentee as appropriate; and
 - review the plan and set the next targets.
5. At the end of the one year period, the Europe Region WAGGGS will carry out the 'Exit Questionnaire' procedure as outlined in Appendix 5.
6. An evaluation of the Mentoring Programme will be made and any necessary changes to the mentoring process discussed by the European Strategies for Growth Group.

APPENDIX 3 - Administration of the Europe Region Pilot Mentoring Programme

1. The Europe Region WAGGGS informs Associations of the Mentoring Europe Region Pilot and encourages them to contact the office if they wish to make use of it.
2. A list of possible mentors is established through suggestions from: the Europe Committee Members, Development Executives, Regional Director and Associations.
3. The Europe Region WAGGGS contacts the mentor candidate and if the candidate agrees, she receives the document “Mentoring in a Nutshell” and the “Mentor Profile Form” (Appendix 1) which she completes and returns to the office where the information is entered into a database. Confidentiality will be assured. The mentor profile forms will be checked annually with the mentor to ensure they remain up to date.
4. A list of possible mentees is established through suggestions from the Europe Committee Members, Development Executives, Regional Director and Associations.
5. The Europe Region WAGGGS contacts the mentee candidate and if the candidate agrees, she receives the document “Mentoring in a Nutshell” and the “Mentee Profile Form” (Appendix 2) which she completes and returns to the office. All information remains confidential.
6. The Europe Region WAGGGS considers the lists of possible mentors and mentees and their profiles and decides on the most appropriate match. The mentee is contacted and given some details of the proposed mentor. If the mentee agrees, the mentor is contacted and given some details of the mentee.
7. If both the mentor and mentee are happy to work together, plans for the first phone call (i.e. date, time) are made and the Europe Region WAGGGS sends the First Phone Call Checklist to the mentor and the mentee.
8. The Europe Region WAGGGS checks from time to time that everything is proceeding well and that neither party is having problems with the process. The Committee contact is kept informed.
9. If difficulties do occur, a Europe Region WAGGGS staff member reviews the situation and, with the help of the committee contact, resolves the situation.
10. At the end of the process, the Europe Region WAGGGS writes to both parties thanking them for their participation and wishing them well for the future.

APPENDIX 4 - Phone Call Checklist

Who are we? _____

- Present yourselves
 - background and experience in Girl Guides / Girl Scouts
 - professional history
 - other personal things that the mentor/mentee should know (family situation, education)

The purpose of our mentoring partnership - what do we want to achieve? _____

- Mentee's expectations
 - identify general areas that the mentee would like help with
 - identify specific issues that the mentee needs help with
 - set specific targets for each issue to be achieved by a certain time
- Mentor's expectations
 - explain the purpose of the mentoring
 - explain the role of the mentor
 - identify what the mentor would like to achieve by a certain time

Practical matters _____

- Time frame
 - how often will we have contact? (e.g. at least once every month)
 - how long a period will our relationship last? (e.g. 1 year)
 - how much time will we spend at each meeting (e.g. maximum 2 hours)
 - would it be possible to meet face-to-face?
- Communication Tools - What Works Best for Us?
 - meetings
 - e-mentoring
 - chat room
 - correspondence
- Expenses - Who Pays?
 - how are expenses covered if we have any? (travel, communications, phone calls, e-mails, on-line chats, letters, meals in restaurants)
- Preparations
 - when will we speak next?
 - what will happen between now and our next meeting?

Follow up _____

- How do we know that progress has been made?
 - what milestones can we set during mentoring?
 - how will we report our progress?

Confidentiality _____

- All information and conversations are between us and cannot be shared with other people without permission
- Openness
 - we trust each other
 - we show honesty to each other
 - we respect each other

Early Termination _____

- how do we end the mentoring relationship before the agreed period if we need to do so?

Other issues _____

- Limiting factors
 - do we have any?
 - how might they affect on our mentoring relationship?
- Are there other people involved?
 - what are their roles in the process? (e.g. mentee's Girl Guide / Girl Scout colleagues)

APPENDIX 5 - Mentor Exit Questionnaire

Preparations

- Were you well prepared to be a mentor?
- Did you know what to expect and what the aim of the mentoring was?
- What other information do you wish you had before your mentoring relationship started?

Expectations

- What were your expectations of the mentoring relationship? (1-5, 5 is the best)
- How well were your expectations met? (1-5, 5 is the best)
- If some expectations were not met (or not well met), what were they and why were they not met?
- What was the best part about being a mentor?
- What was the most difficult part about being a mentor?
- Did being a mentor help you a lot/ a little / did not change anything / made things worse?
(circle one)

Achievements

How has mentoring helped you? (circle any that apply)

- ▶ I feel more confident in my work
- ▶ I know more about my work
- ▶ I can use my mentoring skills professionally
- ▶ Other aspects:

Partnership

- How would you describe the partnership between you and your mentee?
 - ▶ friend/friend
 - ▶ teacher/pupil
 - ▶ big sister/little sister
 - ▶ mother/daughter
 - ▶ colleague/colleague
 - ▶ something else:

Communication

- How did you communicate with your mentee? (e-mail, telephone, on-line chats)
- What was the best way of communication?
- How often did you communicate? Was this enough/ too much/ not enough?
- Who usually initiated the contact?

Problems

- Did you face any problems being a mentor? If so, what were they?
- Did you face any problems with your mentee? If so, what were they?
- How did you solve your problems?
- How could they have been avoided?

Time

The time of our mentor relationship was _____. This was:

- Too short Too long OK

Monitoring

- The monitoring done by the Europe Region WAGGGS was
 - sufficient
 - too much
 - not enough
- I wish that there had been more involvement by the Europe Region WAGGGS to provide me with:

Advice for Future Mentor / Mentee Relationships:

- What should somebody wanting to be a mentor consider?
- What should somebody wanting to be a mentee consider?
- What tips would you give to a mentor?
- What tips would you give a mentee?
- What should the Europe Region WAGGGS consider when forming a mentor-mentee partnership?
- Do you have other ideas of how to improve the mentoring programme?
- Would you like to be mentor again?
- Do you know somebody else in your Association that we could approach to be become a mentor?
- Do you know anyone in your Association who would benefit from being a mentee?
- Have you considered starting a mentoring program in your own Association for people on the regional or local level?

APPENDIX 6 - Mentee Exit Questionnaire

Preparations

- Were you well prepared to be a mentee?
- Did you know what to expect and what the aim of the mentoring was?
- What other information do you wish you had before your mentoring relationship started?

Expectations

- What were your expectations of the mentoring relationship? (1-5, 5 is the best)
- How well were your expectations met? (1-5, 5 is the best)
- If some expectations were not met (or not well met), what were they and why were they not met?
- What was the best part about being a mentee?
- What was the most difficult part about being a mentee?
- Did being a mentee help you a lot/ a little / did not change anything / made things worse?
(circle one)

Achievements

How has mentoring helped you? (circle any that apply)

- ▶ I feel more confident in my work
- ▶ I know more about my work
- ▶ I know how to organize my work better
- ▶ I have more self-confidence
- ▶ I can discuss my problems in my volunteer role
- ▶ I can discuss my Association's problems
- ▶ Other aspects:

Partnership

- How would you describe the partnership between you and your mentor?
 - ▶ friend/friend
 - ▶ teacher/pupil
 - ▶ big sister/little sister
 - ▶ mother/daughter
 - ▶ colleague/colleague
 - ▶ something else:

Communication

- How did you communicate with your mentor? (e-mail, telephone, on-line chats)
- What was the best way of communication?
- How often did you communicate? Was this enough/ too much/ not enough?
- Who usually initiated the contact?

Problems

- Did you face any problems being a mentee? If so, what were they?
- Did you face any problems with your mentor? If so, what were they?
- How did you solve your problems?
- How could they have been avoided?

Time

The time of our mentee relationship was _____. This was:

- Too short Too long OK