



Education and Culture DG



## Lifelong Learning Programme

### EU-project: Grundtvig 2 Programme

## A EUROPEAN MENTOR PROGRAMME FOR UNIVERSITY WOMEN – AN INTERCULTURAL STUDY

20-24 May 2009, Izmir, Turkey

- Coordinator: **Kvinnliga Akademiker i Vasa r.f., Finland, Sonya Höstman**
- Partners:
- Vereniging voor Vrouwen met Academische Opleiding, VVAO - The Netherlands
  - Türk Üniversitesi Kadınlar Derneği, TÜKD, Turkey
  - Kvinnliga Akademiker i Vasa r.f., Finland
- Participants:
- Alptekin Yasemin, Turkey
  - Belet Nuran, Turkey
  - Doesburg Lydia, the Netherlands
  - Erol Ayten, Turkey
  - Haggman Gunvor, Finland
  - Höstman Sonya, Finland
  - Joordens Angeline, the Netherlands
  - Kjerulf Jannica, Finland
  - Lena Anna, Finland
  - Maktav Serap, Turkey
  - Mihcioglu Zekiye, Turkey
  - Mits Camilla, Finland
  - Myllyniemi Vivi-Ann, Finland
  - Okçay Hale, Turkey
  - Pihlgren Camilla, Finland
  - Pijnappel Adrienne, the Netherlands

**Platin Nurgün, Turkey**  
**Raiha Gunilla, Finland**  
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**Van der Meer Willemjin, the Netherlands**  
**Yazicioglu Saadet, Turkey**  
**Zakrzewska Eva, the Netherlands**

Mentoring Project Meeting held on 20-24 May, 2009 in Izmir, Turkey covered Workshop 2: Organisational view of mentorship, evaluation and mentees, and Workshop 3: How to support women via non-profit organizations.

The two day meeting started with the Opening Session, with participation of Deputy Governor of Izmir and Vice Rector of Ege University. Opening speeches were made by Gulen Cetin, TUKD Izmir Branch President; Nurgun Platin, TUKD, Turkish Contact Person; Sonya Hostman, Project Coordinator; Birten Gokyay , TUKD President; Willemijn van der Meer, UWE President; Atilla Silkoy, Vice Rector of Ege University and Haluk Tuncsu, Deputy Governor of Izmir. The Meeting was honoured by the former Minister Imren Aykut, who also addressed the meeting. The participants were impressed by the high level of participation, their involvement in women issues, as well as the support and commitment each gave to the work at hand, wishing the project the success it deserved.

Prior to the start of the Project Meeting proper, Project Coordinator Sonya Hostman made a presentation to a larger group of interested participants and press, informing them about the Project and the Workshops of this meeting, summarizing the start of the Project, its objectives, the work that each country has completed since the initial meeting held in Vaasa, Finland, the tasks that will be carried out during the Meeting and the work that will follow until the end of the project:

- ❖ Importance of enabling the Project Partners to be involved in discussions of mentoring, with experiences and learning from different cultures, and sharing these experiences was highlighted.
- ❖ The identification and presentation of the best practices will then provide the Project with a handbook, which will go beyond the characteristics of mentors and mentees, giving the Partners a richer understanding.
- ❖ The handbook will then be translated to the languages of the three participating countries, to also be used by other member country associations/branches.
- ❖ Development of good questionnaires in identifying the mentors and the mentees, as well as evaluation of the mentoring relationship will be another outcome of the Project.

### **Workshop 2: Organisational view of mentorship, evaluation and mentees**

After the comprehensive introductory presentation by Sonya Hostman, the meeting proper started with brief reports on activities to date and mentoring experiences by the Project Partners:

1. The Netherlands Experience, Lydia Doesburg: Lydia informed the group of the new law of integration in the Netherlands, which appeals to the responsibilities and duties of the

newcomers. A proper integration requires an examination which consist of 3 parts: Knowledge of Dutch society; Basic knowledge of the Dutch language, and Behaviour the government considers appropriate, desirable and correct.

In 2005 the Deventer branch was asked by the Foundation to assist in refugees and integration processes, to mentor an ethnic minority group that followed an integration course. The Foundation's objectives are: activating higher-educated non-native women in the field of communication, motivation and job application, building and supporting a network, intercultural aspects of work and work-related issues such as cultural change, identity, company culture, etc. and also empowerment like self-consciousness, self-esteem and perseverance. It is largely subsidized by the government, receives many private donations, and has a few hundred professionals and 7000 volunteers. Mentoring was to be an addition to the training. The group signed up for a one-day-a-week training during the winter months.

VVAO department asked for members who were willing to help the women to get started in their search for a job and to improve their participation in Dutch society: Eight members volunteered. During the first meeting partnerships were formed in a casual manner, by talking together, listening to their experiences and their needs. Due to time constraints matching did not follow a set rule. The trainees were given a short winter course for the three winters the programme continued (2005-2007). The programme started with no signed agreements, since being an extension of another programme already in place, they had already filled out forms for the foundation, and signed up for the course. Their motto, as they had learned it was: "*Who am I, what are my talents, what can I achieve??*" Finding a job was what they wanted most. It would be their biggest achievement.

The mentorship consisted more than just to encourage these women. They had to learn how to keep appointments, return phone calls, and visit the Dutch homes. Results at the end of 3 years showed that while some partnerships were not so successful, but in most cases it worked well, with women finding jobs. With all the training and support, what they know of the new country they have come to now has to be expanded to learn about the immigration law, learn to read the small print, know/learn the language.

2. Turkey experience, Nurgun Platin: The activities carried out in Turkey between October 2008-May 2009 were presented based on the Turkish Partner's Tasks:

a. Develop training programs: In this task area, the book by Therese Toris, *Women@Work No.7 Mentoring - A Powerful Tool For Women* (A European PWN Publication, 2007) was translated into Turkish and shared with the TUKD branches involved in the project. Stage by stage written guidelines were prepared to be used in the training of the Project team. The "mentor", "mentee", and "evaluation" questionnaires were translated to be shared with the branches in support of their mentoring activities.

b. Prepare website and logo: Logo with mentor and mentee symbolized, with mentee reaching for the stars with the support of the mentor was prepared in both Turkish and English. The website is also initiated.

c. Train potential mentors for the mentoring skills and document: A workshop was held for all the Turkish Mentoring Organisation members from 8 TUKD branches in Bolu in February 2009. Training was provided regarding mentoring skills using the guidelines which included the relevant concepts, definitions of mentoring and the communication skills necessary in the mentoring relationship.

d. Disseminate mentoring skills through other societies interested: In October, 2008 information about the Project was disseminated in Başkent University School of Nursing, Ankara, Turkey (to nursing instructors). Similarly in October, 2008 a presentation was made at the 7th Congress of the Balkan Union of Oncology, İzmir, Turkey (to clinical nurses). Finally in May, 2009 information about the project was provided to clinical nurses and physicians at Demetevler Oncology Hospital, Ankara, Turkey. TÜKD Adana Meeting, held for the Presidents of the different branches, in April 2009 was used to introduce the aims and stages of the Project to all the branches of TUKD.

e. Exchange experiences with Finland and The Netherlands: Different Turkey experiences to be presented during the Mentoring Project Meeting May 20-24, 2009, İzmir. Similarly the 2. Mentoring Project Meeting to be held in August 2009, in Amsterdam will be a platform to continue exchanges of further Turkey experiences that will progress until the meeting.

f. Start the mentoring process within the national society: This is to take place within each of the 8 branches of the Turkish Mentoring Organisation.

The Project group was quite impressed by the progress of Turkey team and appreciated the work on the website and the logo. Furthermore, the meeting decided that this should become the Project Logo.

**Workshop 2** continued with other examples of experiences by the Project Partners:

1. Dutch Matchmaking Experience for VVAO members was presented by Angeline Joordens: For the mentoring praxis two types of matchmaking were used:

- a. The Matchmaking Meeting (MMM)
- b. The Tailormade one-to-one matching.

a. The Matchmaking Meeting: this is the easiest way which can be successful as long as there are enough participants, i.e. potential mentors and mentees. At least 5 of each, 10 are better. Speed-dating is a nice way of matchmaking, involving quick conversations between all the participants, explaining to each other what they want and what they are offering. Mentors are seated at tables and the mentees, as the requesting party, play the active role by shifting from one table to the other. Conversations between the pairs are to last 10 minutes, with notes to be taken. Mentees are to write down at least 2 names of women with whom they want another conversation at another time. It is only at that stage that cv's can be exchanged. The mentors and mentees need to be asked after some time if they succeeded in finding a good match.

b. The Tailor-made matching: this is the suitable way of matching, when there is just a single request for a mentor. How to match? A conversation is held with the mentee, asking her for her

cv and to write on it what she expects from her mentor (a questionnaire can also be used). Then a mentor is searched, exploring the network, VVAO's members' list. Matching is made on similarities in study, career or even field of interest. Similarities make the mentoring process work, differences make it challenging, keep it interesting. The requested mentor is contacted, asking her if she can spare one evening a month for this particular mentee. When she agrees, mentor's data is given to the mentee, so she can contact the mentor. They are now responsible for their scheduling and setting up the relationship. The matching is complete. After a few months both mentor and mentee is questioned regarding how it is going.

In Amsterdam the organisation and the matching together is done by Angeline with a young 35 years old member. They have definitely different experiences and a different network. It is inspiring to do it together.

2. Finland Experience of Law Office and Law Schools presented by Jannica Kjerulf: Over the years the number of female law students has increased and today the majority of the law students are female. Despite that, only a minority of the attorneys are female. This is something that is often discussed among senior female practitioners, especially among business lawyers. Based on an initiative of one of the female senior associates of Roschier Attorneys Ltd.'s branch office in Stockholm, Sweden, Roschier initiated a pilot mentor program directed at female law students at the University of Uppsala, Sweden, in Spring 2008. The intention of the program is to support female law students in their career choices and provide them with more knowledge of what it is like to work as a business lawyer in order to potentially increase the number of young female lawyers considering business law as a career choice. The duration of the program was one year containing five mentoring sessions, each with a topic determined in advance. Generally the structure of the program was considered as good but the students would have liked there to be a joint meeting between all mentors and mentees at mid-term also and not only at the end of the program. Further, the program was considered as a good way to get to know more about the work and private life as a business lawyer, thus, providing the mentees with further aspects to consider when assessing their future career choices.

3. Initial Turkey experience of Mentoring was presented by Yasemin Alptekin (TUKD Istanbul branch):

Mentoring versus mothering in educational settings: Can teacher be a mentor and vice versa? Third Year University students came with request for support in different areas of career development, leadership, and personal development. There were problems in the areas of scheduling meeting times, signing the contract, keeping focused on a topic, commitment and duration. There was also the conflicting attitude between mothering and mentoring the students. The need of the students were mainly to talk whenever they had the need for a listening ear, care and a quick answer as well as a quick fix. This of course is different than the mentoring process where they need to meet at a scheduled time, listen to experiences and come up with their solutions.

*“Teacher and mentor are not the same thing is what was learned from the experience.”*

4. Another Turkey experience by Fahriye Bostanci, a Doctorate student presented her Qualitative Action Research on “formal mentoring program to develop leadership for nurses.” Study was conducted in 3 stages with 9 pairs of mentees and mentors.

Stage 1: selection of the mentor and mentee nurses as study sample group was done by compilation of the written informed consent forms by mentor and mentee nurses ; application of “Social –Demographic Questionnaire Form” and “Transformational Leadership Questionnaire (360 degree assessment)”

Stage 2: formal mentorship training was provided to both mentors and mentees through 3 hours sessions for two days

Stage 3: observation of the training to behaviour transformation process was done for 6 month duration (July-December 2008). Reflective notes every two weeks, and feedback from mentors and mentees were also taken during this stage.

The results indicated that the role of the mentor was seen as a consultant by 5 and as an advisor by 4 of the participants. There were a number of benefits of the programme: facilitated adaptation to organisation, developed their problem solving skills; changed their point of view; enhanced their communication in the workplace and enhanced self esteem and self recognition by identifying their deficiencies.

Weaknesses of the programme included: difficulties experienced in meeting regularly; difficulties to fill the forms; relationship with mentor occasionally misunderstood by colleagues

Fahriye Bostanci concludes that: *“both individuals and organizations can benefit from a well planned mentorship program and it is essential to enhance these kinds of studies.”*

Following the presentations by the Project Partners, first time mentees were acknowledged by the meeting (Jannica, Yasemin). The approach of Yasemin was very constructive, mainly promoted by the Bolu workshop in the case of Turkey. Participating in a kick off meeting therefore is quite essential, especially if not involved from the beginning. Involvement of graduate students was also important, since mentoring could be a part of research topic, a design for research.

Open discussion on mentoring was very lively with participants addressing their questions to the presenters. The challenges shared were not culture specific, and common to all cultures (i.e. they were cross-cultural, above cultures), such as the trust factor in approaching the mentor by the mentee; the ideal number of mentees to be mentored by a mentor; mentoring to be formal or informal; the mentoring to be scheduled or unscheduled; contract to be signed or not; and the duration of the mentoring relationship. Common issues were identified with means to overcome them. Dynamics of working together therefore were created. All the reports were encouraging for the phases to follow, as well as for the project group to share more closely the work done towards the project.

In order to finalize the tasks of Workshop 2, a session was held by the team to review and finalize the mentor, mentee and the mentoring evaluation questionnaires. The task groups formed for each questionnaire prepared the first revised drafts, which were then reviewed by the group as a whole, and by and large finalized with finishing touches necessary (see Annexes 2-4).

At the final session of Workshop 2 Gunvor Haggman gave a detailed and comprehensive presentation on the LLP/Grundtvig Actions and deadlines in 2009 with continuity in the

Grundtvig actions (such as the 50% budget increase for Grundtvig Decentralised funds; in service training grants for AE staff; learning partnerships; multilateral projects; preparatory visits; accompanying measures) as well as the new Grundtvig Actions (such as: Visits and exchanges for staff; Assistantships; Workshops and Senior Volunteering Projects). In addition to informing the meeting about these projects Gunvor Haggman also presented the group with information on the different types of projects and funding available from EU and provided the group with the available links to useful sources.

### **Workshop 3: How to Support Women via Non Profit Organisations**

During the initial session of Workshop 3, which will continue during the third Study Visit to be held in Amsterdam, two presentations were made. The first presentation by Asli Ozer from the Faculty of Pharmacy, Ege University, Turkey, was on “The non-profit organisations and women associations in Turkey”. A comprehensive historical approach, regarding the different rights women enjoyed and the improvement of the status of women was presented starting with the onset of the Republic and the actions taken under the auspices of Kemal Ataturk. The revolutionary programme that was carried out during 1920 to 1930 covered many areas such as the new civil code, introduction of Latin alphabet and the laws on unification of education and teaching, women’s right to vote and be nominated for office, providing women in Turkey many of the freedoms and entitlements which were not yet granted to women in Europe. There is however need to ensure that the women of Turkey today continue to enjoy these rights. Today with the influence of several factors women are becoming poorer and their involvement in development process is becoming harder to achieve. It is therefore more logical to gradually improve the overall social and educational status of women rather than providing better living conditions readily.

In this regard, i.e. the socioeconomic progress, the role of non governmental organizations is essential in seeking and in establishing a democratic solution in everyday life of Turkish people. NGO’s and Volunteer women organizations are gaining recognition not only in Turkey but also in the world because new issues are emerging which are not in the agenda of political parties. Among these the Turkish University Women Federation aims to support secularism and the principal of a modern and social state; strengthen women’s position in society with the help of educated women; help improve the means of women’s cultural and economic acts and help to promote the social enlightenment and the education of adults mainly of women. Having established in 1949 it has 21 branches throughout the country. Similarly there are 63 NGOs only in Izmir, working towards improvement of the status of women, with the principle of “*Give a man a fish to feed him for a day, teach a man to fish to feed him for a life time.*”

Willemijn van der Meer, UWE President also made a presentation on the Support of women through non-profit organizations, informing the meeting about the UWE Mentoring Project. A detailed presentation about what mentoring is; the different forms of mentoring; its benefits; mentoring attitudes and skills; its objectives and results; mentoring programmes and the creation of pairs, as well as Do’s and Don’ts of mentoring was provided. The importance of mentoring for/by women to enable exchanges between women at different levels, to foster high professional standards in business, to let women enhance each other’s personal and professional development

and to actively promote networking was highlighted. It is also regarded to be a powerful and useful tool to be used by non-profit organizations.

Participation of Gunvor Haagman for the full meeting provided an extraordinary opportunity to the group to have a working session on project preparations. After Gunvor presented the steps in conceptualizing the project as to what one wants to develop, identifying the needs, the resources and any necessity to know about financing, the participants divided to groups based on some project ideas by several members. The task at hand was to flesh out the theme and for whom; background and needs; goal/s; how to do, i.e. Workplan; expected outcome: both qualitative and quantitative; and the timetable. The groups identified interesting topics, and during the working session formed partnerships in furthering the work jointly. The group and Gunvor provided very good comments to the task groups during their presentation.

A side working session identified the Action Plan for the Third Study visit to Amsterdam. The Action Plan Discussions are summarized in Annex 1.

During the project meeting in Izmir, the group had the opportunity to take part in the different cultural programmes organized by the TUKD Izmir branch. Visit to the extraordinary historic site of Ephesus, the Ephesus museum as well as paying respects at Basilica of the Virgin Mary was followed by a tour of “Sirince”, a village famous for its fruit wines, beauty and olive oil soaps. The evening was complete with dinner by the lovely Aegean Sea coast and Othello ballet.

As all participants agreed, it was a well organized, rich and friendly meeting, enabling not only new friendships to be established, but also possible new partnerships in new cross-cultural projects.

Serap Maktav,  
Rapporteur  
TUKD

## Annex 1

### Action Plan discussions

Meeting in Netherlands: 28-31 August 2009

28 Aug.- cultural day

29-30-31 Aug: mtg, working day and more work +

1<sup>st</sup> Sept.: departure

- Very important work to be done in Amsterdam, less presentations and more work towards 'the handbook'.
- Dutch working on the website, to be ready by August meeting.
- Brochure- should also be presented on the website
- The aim of the Project is to encourage women to become mentors. Therefore presentations are to be in these areas. The Netherlands has a preparation towards their cultural and gender diversity, which can provide an example of women/men mentors. The group decided that this presentation could be made as an extra programme and not as an agenda item.
- Experiences by the countries: 1 hour
- Discussions on new strategies based on the new version of the questionnaires. The countries may not have sufficient time to test out the new questionnaires due to approaching summer and holidays, but the decision was that it had to be done since it was in the "plan".
- Young women mentees to be invited from Turkey. Need to include a preposition to the final report to expand the age groups of women to cover older age groups since the need and motivation is there by older women.
- Workshop sessions:
  - o Items for a handbook/CD
  - o Revise the handbook: towards this, the existing draft handbook will be provided to all member countries by Sonya, the countries will send their versions/comments/changes to Sonya by **last day of June**. Sonya will collate all the comments and the different versions, and prepare for discussion during August meeting. Countries are requested to provide as many examples as possible in all parts/sections of the handbook
- a visit to a University

## Annex 2

### Mentor Questionnaire

Mentoring is described as a long term, interactive process between a more experience [professional/person] and a less experience [professional/person]. It is a helping relationship, in which the more experienced person (mentor) takes the less experienced professional under his/her wing and provides them with direction and guidance. In this close, interactive relationship the mentor will act as counselor, advisor, educator and role model. Additionally, the mentor has the power to inspire and challenge the mentee through active communication and support, and is an important facilitator in the role socialization process. The aim of the mentoring is to assist the less experienced [professional/person] in reaching a higher level of role proficiency.

#### 1. What is your age?

- ~~22 – 30 years~~
- 31 – 40 years
- 41 – 50 years
- 51 – 60 years
- 61 + years

#### 2. What is your **level of education and specializations?**

<b>Degree</b>	<b>Area</b>
_____	_____
_____	_____
_____	_____
_____	_____

#### 3. What is your professional and working experience **in leading and/or other positions?**

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4. What is your area of expertise (social, educational, administrative, financial etc.) **in your present position?**

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5. What other expertise do you have, if any (Committee, Board, NGO, etc.)?

6. Do you have any experience as a mentor?

- Yes
- No

If no, please go to question...

7. What do you think makes a mentoring relationship possible?

~~7. If you answered "yes" on question no. 6 and/or no. 7, what were your experiences?~~

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8. Please identify any factors which assisted you in **success of the** developing a mentoring relationship

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9. Which were the ~~most~~ **difficulties and** challenges you faced during your previous mentoring ~~processes~~ **relationships?**

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**10. As a mentor What do you perceive are the advantages and/or disadvantages you have observed during your are of a mentoring process relationship?**

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11. If you have mentoring experience, please make suggestions for the improvement of mentoring.

12. what are your expectations of a mentoring relationship?

**13. Do you have any experience as a mentee?**

- Yes
- No

**14. As a mentee what are the advantages and/or disadvantages you have observed during your mentoring relationship**

## Annex 3

### Mentee Questionnaire

Mentoring is described as a long term, interactive process between a more experience [professional/person] and a less experience [professional/person]. It is a helping relationship, in which the more experienced person (mentor) takes the less experienced professional under his/her wing and provides them with direction and guidance. In this close, interactive relationship the mentor will act as counselor, advisor, educator and role model. Additionally, the mentor has the power to inspire and challenge the mentee through active communication and support, and is an important facilitator in the role socialization process. The aim of the mentoring is to assist the less experienced [professional/person] in reaching a higher level of role proficiency.

1. **What is your age?**
2. **Please describe your educational background (degree, etc.)**

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3. **What professional qualities and experience do you have?**
4. **Why you would like to have a mentor?**

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5. **What issues and fields (e.g. professional, private) would you like to discuss with your mentor?**

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6. What kind of professional **knowledge** would you like your mentor to have?

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7. **What kind of experience** would you like your mentor to have?

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8. **How would you like to communicate with your mentor? (same question to mentor questionnaire)**

- Face to face meetings
- Telephone
- E-mail
- Other: \_\_\_\_\_

9. **How much time would you like to spend with your mentor?**

10. **Are you ready to commit yourself to the programme? (to remain)**

11. **Other issues**

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Annex 4

**MENTOR EVALUATION FORM  
(MENTOR IMPACT)**

*Thank you very much for taking a few minutes to provide this information. It will help us strengthen our program and provide data to demonstrate the effects of mentoring on mentors and mentees. All the individual data from this survey will be kept anonymous.*

Date: \_\_\_\_\_ Name of Mentor: \_\_\_\_\_

Organization: \_\_\_\_\_

**A. Program Assessment**

1. **How do you evaluate the mentoring programme? What is your general assessment of the Mentor Program?**

Very Successful     Successful     Average     Moderately Successful     Unsuccessful

2. How satisfied were you with your mentee match?

Very Satisfied     Satisfied     Dissatisfied to be 5 point scale

3. Did you receive adequate assistance from the supporting organization?

Yes     No    Please Explain: \_\_\_\_\_

**4.**

<b>Please rate each of the following program components: <u>To which extent do the following statements reflect your experience</u></b>	<b>To a great extent</b>	<b>somewhat</b>	<b>To some extent</b>	<b>Not at all</b>
Information about the program at the recruitment session <b>was enough</b>				
Information about the mentee <b>was sufficient</b>				
Mentoring training <b>was satisfactory</b>				
Regular mentoring support <b>was good</b>				
Interaction with the program coordinator <b>was satisfactory</b>				
Networking with other mentors <b>was helpful</b>				

5. **Do you have any suggestions** regarding the programme?

6. What is the single most important thing you got out of the programme?

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**B. Mentoring Experience Assessment**

7. How satisfied were you with your experience as a mentor?

\_\_\_ Very Satisfied    \_\_\_ Satisfied    \_\_\_ Slightly Satisfied    \_\_\_ Dissatisfied

8. How would you evaluate or rate your effectiveness as a mentor?

\_\_\_ Very Effective    \_\_\_ Effective    \_\_\_ Slightly Effective    \_\_\_ Not at All Effective

Please explain: \_\_\_\_\_

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9.

To which extent the following statements reflect your experience <i>(please check all applicable responses)</i>	To a Great Extent	Somewhat	Not At All	N/A
I learned new things about myself.				
I found it easy to be a mentor.				
I was happy to share my achievements				
My motivation at work increased				
I became more productive at work after mentoring				
I was happy to share my achievements with the mentee				
It was difficult to share my failures with the mentee				