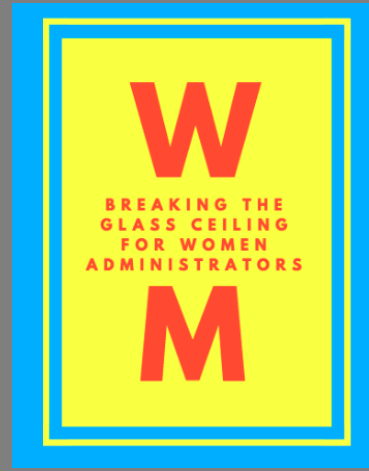




Erasmus+



2019



“BREAKING THE GLASS CEILING FOR WOMEN ADMINISTRATORS”

(2017-1-TR01-KA204-045966)

ERASMUS+ Adult Education Strategic Partnership Project

Glass Ceiling Mentorship Training Program

MODULE 5

MENTORSHIP TRAINING



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MODULE 5

MENTORSHIP TRAINING

I. PART: MODULE GENERAL INFORMATION

Name of the study: Module of “Mentorship Training” of the project “Breaking the glass ceiling for women administrators”

Place of the study:

Date of the study:

Attendants of the study:

II. PART: SCHEDULE

	Month	December																													
	Week	1							2							3							4								
	Day	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Tasks	Planning																														
	Needs Analysis																														
	Program Preparation																														
	Training																														
	Evaluation																														
	Reporting																														

III. PART: NEEDS ANALYSIS

Within the scope of the project “Breaking the Glass Ceiling for Women Administrators”, data for needs analysis, which will be used in order to develop “MentrosHIP Training” towards overcoming glass ceiling barriers women administrators face, were collected by “Glass Ceiling Syndrome Scale” as quantitatively and by “Semi-Structured Needs Analysis Form” as qualitatively,

In the process of data collection by the scale, as a first step, literature was reviewed and an item pool was prepared. After that item pool was sent to 11 experts to be analyzed. According to their feedbacks a pre-application form prepared as 58 items. After the pre-application the project team made the analyses and finally developed the final form of “Glass Ceiling Scale” with 30 items. By this scale, glass ceiling barriers in four partner countries

(Turkey, Germany, Spain, Portugal and Italy) were revealed. These results were used as needs analysis for this training program.

After this step, a semi-structured interview form was developed by the project team and face to face interviews were carried out with 5 women administrators. The results of the interviews were also used as needs analysis for this program.

With all these data and analysis results, it is decided that the frame of training program were decided as “Social Stereotypes, Multiple Roles, Work Setting and Organizational Policies” and the training program is decided to be modular.

IV. PART: PROGRAM CONTENT

1. GOALS

Goal 1: Knowledge of basic skills and characteristics of mentors

Attainments:

1. Defines the concept of mentorship
2. Comprehends the skills and characteristics a mentor should have

Goal 2: Knowledge of advantages of mentorship

Attainments:

1. Sorts the advantages of mentorship applications
2. Comprehends the advantages of mentorship for mentors, educational institutions and mentees

Goal 3: Knowledge of skills and qualifications of mentors and mentorship process

Attainments:

1. Comprehends the qualifications of effective mentors
2. Comprehends types of mentorship relations
3. Explains the skills of Active Listening, Establishing Trust, Being Encouraging, Identification of the Goals and Existing Situation
4. Comprehends the preparation, application and observation stages of mentorship process

Goal 4: Knowledge of the relationship between mentorship and adult education

Attainments:

1. Defines adult education
2. Analyzes the relationship between adult education and mentorship
3. Comprehends adult education principles to be considered in mentorship process

2. MODULE CONTENT

1.

ORIGIN OF MENTORSHIP

The origin of the Word “mentoship” goes back to the old Greek myths. According to the explanations of Hómēros in his work *Odyssey*, Ithaca King Ulysses commends his son Telemachus to his best friend Mentor before going to the war. War lasted twenty years and Mentor brought up the prince in the most ideal way in the absence of the king (Searby, 2012; Kuzu & Odabaşı, 2012).

1.1. What Is Mentorship?

We face many different definitions of mentorship in the literature. However, mentorship, in general meaning, is a development process in which a person (mentor) shares his/her knowledge and experience with another person (mentee) in order to provide the development of him/her. Basic aim here is to help someone to develop his/her knowledge and skills in line with his/her own personal development goals.

Mentorship, is a semi-structured guidance system, in which a person shares his/her knowledge, skills and experiences with others in order to help them advancing in their own lives and professional carriers. Mentors need to be ready when they are asked for help under acceptable borders. Mentorship can be a short cycle arrangement or can be last through years till the accomplishment of the goals of cooperation (or till the end of cooperation). Mentorship, is not just “giving advice” or just mention about your experience in a specific area or situation. It is about motivating someone to identify his/her own problems or goals, to empower him/her or to help him/her finding ways of solving problems and achieving his/her goals (University of Cambridge, 2019).

Mentorship is not just a guidance or therapy. Mentor, can help mentee reaching broader expertize helping areas if it is clearly seen that it is seen as clearly the best way.

Mentor, is a person who creates relationship towards the personal development of others and who provides this relation to be dynamic and mutual (Brockbanck & McGill, 2006). Mentorship is the interaction between mentor and mentee. In other words, it is interaction, share of experience and the process of reaching wisdom between an experienced person (mentor) and less experienced one (mentee) (Jacobi, 1991; cited in Kuzu et al., 2012).

In this study, mentorship is defined as “*the process of guidance and help in order to help women teachers or administrators developing their leadership/administrative skills and understanding when starting job or in-service.*”

1.2. What Mentor Is Not?

Supervisor: Supervisor is someone who gives advices in specific issues in an educational relationship. However, mentors are generally volunteers, bring new perspectives to the administrators and help them develop and proceed.

Work Coach: Coaching is short-term and task oriented process. But, mentorship is a long-term interaction process. Mentors aim to develop specific skills, knowledge and behaviors and use coaching techniques time to time.

Stucking in the details: The role of a mentor, is to provide the mentee to see the things to do in a broader, in other words, “birds’ eye” perspective. By so, an administrator can evaluate choices better without stucking in the details.

Direct support: One mentor should not behave as a direct supportive. This can lead dependency and can cause conflict of interests (Mentor effect, 2018).

1.3. **When Mentorship Can Be Used?**

Mentorship can be used for variable situations (Manchester Metropolitan University, 2019). For example, mentorship can be used for work lives of the staff:

- as a motivator of a new start
- as a coaching process for the individuals for promotion
- For the staff who change their roles in the department or organization
- After a new restruction (changes in work roles etc.)
- Sustatinable Professional Development

➤ *In our study, mentorship can be used for solving the problems faced by women who are potential administrator candidates, active women vice administrators or active women administrators in their carrier plans.*

1.4. **Advantages of Mentorship**

Mentorship has some advantages for schools, for mentor him/herself and for mentee (Management Mentors, 2019; McKimm, J., Jollie, C., & Hatter, M. 2007). These advantages can be listed as below:

Advantages for educational institutions:

- It decreases the cost of personnel shifts
- It raises organizational productivity
- It raises knowledge transfer by sustaining practical experience and knowledge gained by long-term staff
- It raises professional development
- It helps to create a mentorship culture which supports the staffs' sustainable development.

Advantages for mentors:

- Job satisfaction due to seeing others' development
- Pleasure of sharing her/his own expertise with others
- Being known more by peers
- Being able to guide the mentee by determining the future potential of her/him.
- Self-motivation due to personal development and responsibilities
- Raising job satisfaction by giving a new energy in the carrier of mentors
- Identification of mentorship skills by the administrative bodies and other teachers.

Advantages for mentees:

- Raising self-confidence and motivation under the guidance of mentor
- Better understanding of school's formal and informal culture
- The opportunity of development of her/his skills by observing others
- A continuous opportunity to think about different perspectives
- Development of being wishful and self-confident in risk taking
- Accelerating professional development
- Development of autonomy and independency

1.5. Personal Characteristics Of Mentors

Mentors should have some basic personal characteristics in order to be able to guide more effectively to mentees (TEGEP, 2019). They should make effort to develop these characteristics. These basic characteristics can be listed as below:

- Being role models with their professional carriers and leadership skills
- Being open-minded, flexible and aware of the areas needed to be supported
- Being eager to develop her/himself and others
- Being successful in communication and relationship management
- Being able to allocate time for mentee despite her/his workload and being reachable

1.6. What Mentors Should Do?

For an effective mentorship, things should be done can be listed as below (TEGEP 2019):

- Providing career support
- Being a role model
- Listening actively
- Helping mentees by transferring her/his own experiences
- Being stick about privacy
- Helping identifying learning goals
- Being a knowledge source
- Giving and getting feedbacks
- Giving suggestions
- Encouraging the mentee for trying and risk taking
- Helping the mentee solving her/his problems and deciding on an issue by asking suitable questions
- Helping mentee learning on her/his own

2. BASIC PRINCIPLES OF MENTORSHIP

Principles below can be useful for you to feel more relaxed and professional in the process of mentorship (CIPD, 2019):

- There should be a common understanding and agreement about the goals of mentorship plan
- Everybody in the process should agree upon the mentoship process/project
- Mentorship project is a constructive and supportive for mentees- it should be helpful for attendants
- Adequate training, preparation and support must be provided for mentees
- The level of privacy in mentorship process must be clearly determined and understood mutually
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- Any produced written materials must be suitable for the needs of mentor and mentee and must be reachable for both
- Open communication and discussion must be realized in the application and management processes of mentorship plan
- Development process and all the activities in the mentorship plan must be reviewed regularly
- Attendants must be agree on the frequency of every meetings

2.1. Mentorship Relations

Mentorship relations can be a very positive experience. It provides better confidence between mentors and mentees and develops them by raising the personal and professional skills of both of them. There are some basic elements that must be considered in order to be successful experience/relationship. Below are some factors that will contribute a successful relationship between mentor and mentee (CIPD, 2019):

- Clear rules about roles and responsibilities of both sides
- An agreed and shared understanding about the type and kind of support
- Commitment to the principles and values of mentorship program
- Skills of mentor and mentee
- Clear communication between both sides

Open communication is the basic factor among all. Development of a positive relationship, in which both sides can express their ideas, discuss and sustain their developments, occurs by positive and empathetic dialogue. In such an environment, both sides can improve their skills and views. It is necessary to know activities to used, tasks, strategies

and skills in order to let an open communication, too. In this context, an effective mentor should have some critical characteristics (Chan, 2019):

- Being inspirational
- Being well-informed
- Being friendly
- Being able to empower self-learning of mentees
- Being eager to teach
- Being willing to provide help and support
- Being willing to observe the mentoring activities

2.2. Types of Mentorship Relations

In mentorship relations one or more mentorship types below can be used:

Table 1. Types of Mentorship Relations

Mentorship Types	Content
Formal	A written agreement, formal meeting hours, daily or weekly attendance to the activities
Informal	A relationship without any written or formal meeting
Online	Involves e-mails, chats, phone calls and other online interaction
Face to face	Organizing face to face meetings with both sides at somewhere
Peer based	Colleagues in the same level shares experiences and knowledge Colleagues or friends can be informal mentors for individual development

Source: Tait, Carpenter, Davidson, Kendal et al., 2008

2.3. Skills and Qualifications of a Mentor

It is vitally important that the ones who accept being mentors to have right skills and qualifications to maintain mentorship relations. Below, there is a list of skills and qualifications of a mentor must have. It is important for you to look over them before

accepting to be a mentor and evaluate yourself in terms of these skills and qualifications (MRC, 2019):

- In you are interested in being a mentor, you must consider whether you really wish to be or not
- Suitable time: Mentorship requires commitment of time. Therefore, check your time availability and evaluate if you are able to spare time for mentorship or not
- Suitable skills and knowledge: You must be working on the same profession with the mentees in order to understand the characteristics of the profession of them.
- Listening skills: Can you listen actively the others? Can you reflect the real meanings of the others and their context back?
- Being supportive: As the relationship is directed by the mentee, you must be ready to help. You must help and let them reach their own goals and you must not impose your own thoughts and suggestions to them.

Mentors should use basic skills listed below:

Consider the definitions and included behaviors of mentorship skills below and use these skills in your relationships with your mentees (Philips, 2003):

1. Active Listening

Active listening is a common mentorship skill. Other skills whether develop or require it. When you listen actively, you show that you hear your mentees worries and you understand them. As a result, they need to be accepted by you and they need to trust you. Your skills of active listening and the way you show these skills requires some observable behaviors. For example, if you are an active listener, you:

- should reflect some expressions like “Well...” or “sounds interesting...” etc. in order to show that you understand the hidden messages or emotions to reflect some comments back; should look at their eyes directly; shake your head (for confirmation), slightly lean to them (without disturbing them physically), show other gestures and mimes like scowling or smiling etc.;
- should avoid disturbing them;
- take care what they said in the past meetings with you and show your interest (Remember their important meetings, days etc. by asking “How was your meeting

with the principal last week?” etc.) and summarize the basic points of the communication between you and your mentee;

- should suppress your impulse about directing every speech to your experiences and thoughts and be patient to solve any problems, so stay calm. Listen carefully first, solving comes later. If your mentee is used to solve any problems like the clappers, warn them to think first then look for possible solutions.

2. Establishing Trust

The more your mentee trusts you, the more determined they be for your cooperation. This helps you to be more active in mentorship process. If your mentees observe trustful and suitable behaviors from you, a trustworthy environment will occur in time. For being able to be trustworthy you should:

- protect the private information of your mentees
- spend time with your mentees
- realize what you promised to them
- be respectful to their boundaries
- accept the mistakes of mentors and take responsibility to compensate them
- be clear about the issues that you are not agreed, not pleased to be fair to them, in order that they understand you well

3. Being Encouraging

According to the studies, the most valuable mentorship skill is to encourage. Encouraging includes knowing mentees, being sincere and giving oral feedbacks. However, please be careful about encouraging. Even though, many accept recognition of success and skills and positive feedbacks gives pleasure; encouraging should not be exaggerated. Show original, positive feedbacks to your mentees regularly but not very often.

Although there are many ways to encourage, it is a very active way to know the interests of your mentees and to use these ways for encouraging them and to organize encouragement plan. You can use the strategies below in order to encourage your mentees:

- Complimenting for successes or positive actions of them
- Drawing attention to their positive sides (perseverance, being honest etc.) in addition to their positive performances
- Praising them privately

- Expressing your appreciation in front of other people
- Writing encouraging e-mails or oral posts
- Being sure that your appreciation and encouragement are real

4. Identification of the Goals and Existing Situation

As an effective mentor, you should have a personal vision, special aims and you should comprehend the existing situation. As a mentor, you should be clear about your vision, dreams, career/life goals. In this case, mentees will be interested in your existing reality (your strong or weak sides, your views about existing reality) and they will ask for help for theirs.

As a mentor, you need to clarify the existing situation and goals. Before helping your mentee, you should know temporal and long term goals, your weak and strong sides, which developmental areas your mentee has and what kind of help your mentee needs. The more you are aware of them and you adapt them to your potential mentees, the easier the mentorship process will be. In order to show these behaviors effectively:

- You should know what is important for you, what you value and what you will value the most,
- You should define the areas that you will show your best performance and the examples of concrete behaviors that you can show at the best level,
- You should determine your specific weaknesses or developmental areas known by you and others,
- You should set one and five year temporal goals in order to reach in your personal and professional life,
- You should define your skills and your existing situation clearly

3. STAGES OF MENTORSHIP PROCESS

Mentorship process can be conducted in several ways. Some application stages to guide mentorship process can be suggested, too. These stages can be listed as below (Aydm, 2008):

- **Preparation Stage**
 - Appointment of mentee or mentees,
 - Preparation of suitable environment for mentorship process
 - Meeting with mentee/mentees and clarification of the goals
 - Determination of training needs

- Planning of the needed training
- **Application Stage**
 - Giving the training based on the needs of the mentee/mentees
 - Explanation of the related topics and giving examples
 - If mentee/mentees need extra support in terms of theoretical or practical issues, extra applications will be done. Theoretical discussions are clarified by providing extra cases
 - Observing the mentee/mentees and determination of new training needs based on the discussions in the process
- **Observation Stage:**
 - Setting up meetings to determine how is the development process of the mentored teacher/administrator
 - Evaluation of the effectiveness of the mentorship program by mentor and mentee/mentees
 - Did mentorship program work?
 - What are the accomplished or not accomplished goals? How can we reach these goals?
 - What will be the next stage of mentorship program?

4. ADULT EDUCATION PRINCIPLES REQUIRED TO BE TAKEN IN THE PROCESS OF MENTORSHIP

However it changes among cultures, World Health Organization defines adults as “... the ones above 24 years or more”. In adult education, it is vitally important to use special instruction methods and techniques in adult education to be more effective. Moreover, it is necessary to consider their private lives about how they can learn better. Adult education and child education looks alike in terms of some rules and principles. However, there are huge differences, too. Approaches of learning and instruction towards adults are called Andragogy. Andragogy can be defined as “A science and art of helping adult learning and an academic discipline in which adult education theories, processes and technologies are considered” (Duman, 2007).

It is important to know the similarities and differences between pedagogy and andragogy for mentors. These similarities and differences can be seen in the table below (Knowles, Holton & Swanson, 2005 cited in Kara & Karakoç, 2017):

Table 2. Process Elements of Andragogy, Similarities and Differences between Andragogy and Pedagogy

Basic Process Elements	Pedagogical Approach	Andragogic Approach
Preparation of students	Minimal Level	Informative, prepares for participation, helps development of exact expectations, starts thinking about the content
Learning Environment	Suitable for the authority Formal Competitive	Comfort, Trust, Mutual respect, informal, open to collaborate, supportive, authentic, humanist
Planning	Done by teacher	A mechanism designed as a mutual planning with teacher and learners
Needs Assessment	Done by teacher	Mutual assessment
Identification of Goals	Done by teacher	By meeting between teacher and learner/s
Designing Learning Plans	Done by teacher	Considering also the views of learners
Learning Activities	Done by teacher	Practical techniques

Assessment	Done by teacher	Mutual needs assessment, assessment of the program together
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Mentors should consider eight principles above in a planned training for adults. Adults are open for alternative learning experiences. Moreover, adult education principles below must be taken into consideration in mentorship process (Duman, 2007):

- Adults' learning characteristics must be considered while designing the learning environment,
- Learning needs must be defined mutually and mutual decision process must be carried out.
- Goals of the program must be designed mutually
- Learning experiences must be designed with exact mutuality
- Active participation must be encouraged in program evaluation process. Adults must be given the chance to evaluate their development
- In training activities problem solving activities and methods and techniques such as group discussions, case study investigation, role playing must be used instead of theoretical and memorizing methods
- Personal characteristics, learning styles and motivations of learning of learners (mentees) must be known well.

Characteristics of adults below should be considered in adult education processes (Uysal, 2019)

- They wish to be behaved as mature people, to be respectful
- They do not like learning experiences conducted as if they are children
- They are somehow resentful, they are afraid of failure, feeling of ashamed
- They do not like to be passive in the process of learning, they wish to be active. They feel pleasure to plan and apply their self-learning experiences. They need to participate the assessment of their self-learning
- They do not like strict authority, they want to control their self-learning process on their own
- Opportunities should be given them to evaluate themselves

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3. LEARNING EXPERIENCES

Experts who will give this module can organize learning experience based on the content of the module above. By using instruction activities according to her/his course plan.

4. ASSESSMENT

- a.** What is mentorship?
- b.** What are the differences between mentorship and work coaching?
- c.** What are the basic skills and qualifications mentors should have?
- d.** What are the mentorship stages?
- e.** What are the adult education principles to be considered in mentorship process?

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