



## MENTORING GUIDELINES



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**#SPINWOMEN**

SPORT INCLUSION OF MIGRANT AND MINORITY WOMEN

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# Introduction

Mentoring can be a powerful tool for women/girls with an ethnic minority background, for example indigenous minority backgrounds, as well as women and girls with varied migration backgrounds, such as refugees, asylum seekers and those with other migration backgrounds– mentoring programmes and networks can play a useful role in navigating the sporting landscapes, and supporting individuals and groups in areas such as understanding the **social codes/norms** of an **organisation, community or society**, learning skills, acquiring knowledge and much more.

The aim of these Guidelines is to provide information and guidance on how to start and implement a mentoring scheme. The guidelines seek to support and encourage clubs, sports organisations and groups to work on more participation of migrant & minority women throughout all levels of the organisation of sports activities.



## What is mentoring?

Mentoring has been described as taking place within a relationship that provides: structure, trust, guidance, support and encouragement and within this relation people can develop competencies, skills, knowledge and experience.

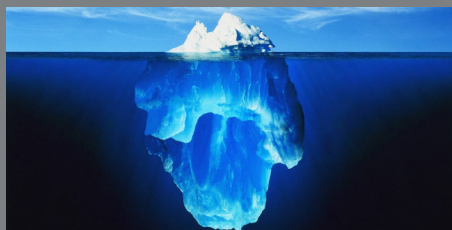
Mentoring can be either formal where mentors are selected, screened and trained or informal.

### *Types of mentoring:*

- Individual mentoring – One mentor to one mentee
- Group mentoring – One mentor to more than one mentee
- Team mentoring – More than one mentor working with a group of mentees.

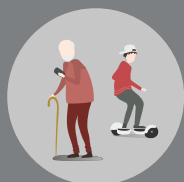
### *Cultural Diversity/Identities:*

Many societies across Europe are now more diverse than ever - as we know Diversity is nothing new and is a part of human life. Cultural Diversity, including our own cultural identities can sometimes best be viewed as an iceberg, with the visible, objective, outer layer that is seen above the water making up 10%, for example: language, food, dress, art, music, gestures & public display.



While the invisible, objective, inner layer, the 90% that lays under the surface, is made up of: norms, attitudes & values, convictions, worldview, feelings & assumptions etc.

Take some time to think about your culture and identities, which may include:



Your age



Your ethnicity or family heritage(s)



Your gender



Your sexual orientation



Your religion or life philosophy



Where you live work or study



How much money you have



Your family



Your hobbies and personal passions

AND MORE!

Being open to different viewpoints, practices and ideas as part of sharing culture with your mentee can enhance the mentoring process and relationship. Your mentee may have cultural identities and experiences that are different to your own. Explore those differences with your mentee within this you will no doubt find points of commonality.



This does not mean that this process may not come with challenges. Some tips that may help with the process of embracing diversity.

- Be respectful, open minded and welcoming of the differences you encounter.
- Ask about your mentee's background, any traditions, and what's important to them – share your own.
- Don't expect to get things rights.

## The Guidelines (Principals)

*Some mentoring principals to consider* - the list is not intended to be exhaustive:

- **Guidance**, combining **Support** – on for example, skills, knowledge, experiences, advice etc
- **Goal oriented** - goal setting at the outset, but also for the future, for example, having a post mentoring plan
- **Learning Agreement** – how, what where, when etc
- **Maintain Confidentiality** – agree any organisational or other protocols, practices and boundaries that relate to mentoring relationships.
- **Person centred** – focus on the person's needs, goals and expectations/desires as these relate to the mentoring purpose and process
- **A Learning Conversation** - two-way process - mutual benefit/sharing of ideas
- **A Thoughtful relationship**- understanding for example, different approaches & learning styles
- **Acknowledging benefits**
- **Experiencing and observing**



## Making it happen - programme

### ***Recruitment:***

Consider how you will recruit mentors and mentees e.g. will you make a general call for mentors from your existing membership/organisation and similarity where will you look for mentees from? It would be crucial at the outset of a programme to set out a very clear description of what the programme will be about, duration, time commitment, areas to be covered, experience of the mentor, any mandatory criteria/requirements such as vetting, experience level to date etc.

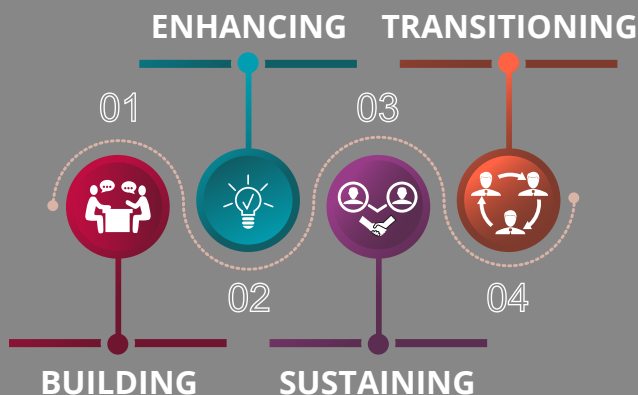
### ***Matching (structured and formal):***

Considering that the mentee is typically wanting to gain experience, knowledge or skills in a particular area (coaching, sport administration, sport management etc.) matching the mentee and mentor based on what the mentee is looking for and the skills, experience and knowledge of the mentor is an important task.

Other factors such proximity, time available, language skills, gender, age, cultural background, mutual interest, personality and goals, should also be considered.

### ***Matching (unstructured and informal):***

- Natural pairing in social settings
- Generally initiated by the mentee
- Associated with a mutual endeavour
- Involve social practice/situated learning
- Shared experience



## STAGE 1 - BUILDING

### *Initial meeting*

Mentors should get in touch with the mentee and arrange the first meeting. The meeting is an opportunity to get to know each other and set out clear SMART goals for meetings.

The initial meeting should be about getting to know each other. Introduce yourself, learn how to pronounce your mentee's name especially important if the name is unfamiliar to you. Take time to tell your mentee about yourself and ask questions about your mentee. Remember it may take a while to build trust but be patient, non-judgmental, and open.

In the meeting the mentor should set out how the relationship will operate, and the mentor and mentee should agree on all facets together, for example:

- Talk about initial expectations – expectations may be realistic or may need to be re-adjusted.
- Agree on procedures and goals for the relationship - the mentor and mentee should set out goals and a plan of action early.
- Agree on the role and responsibilities of the mentor – for example, agree on any preparation needed by both mentee and mentor in advance of meetings.
- Agree on the role and responsibilities of the mentee.
- Agree the mentoring process, e.g. how many meetings – when, where, how long?

Subsequent meetings should assess progress towards goals, re-assess goals and add new goals, as required.



The mentoring relationship should be fluid, with both parties recognising that the relationship may come to a natural end. Equally, some mentoring relationships can continue indefinitely if both parties believe it to be beneficial.

In some instances, mentors may feel they are not able to assist a in an area. They may continue to act as a mentor while introducing the mentee to other people who can help in that area.

## **STAGE 2 - ENHANCING**

Subsequent meetings should focus on enhancing the mentoring relationship by exploring interests in depth, setting goals, and acting as resource to your mentee.

## **STAGE 3 - SUSTAINING**

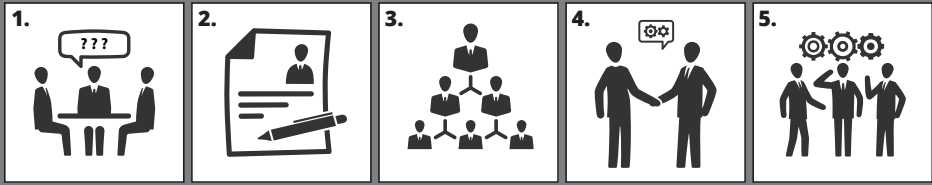
In this stage of the mentoring relationship, trust has been established both the mentee and mentor are more comfortable and open in their discussions. In the frame of a trusting relationship, working on goals can be a central focus of the relationship.

While the level of comfort has been established, in the mentoring process new challenges are likely. For example, all expectations you and your mentee agreed at the start of the relationship might not be realised. If this happens, you should both consider re-negotiating the terms of your relationship by evaluating what you have accomplished, what new goals you have, and how you would like to work on them together.

## **STAGE 4 - TRANSITIONING**

Change is part of the mentoring process and its best to prepare for this early. One way to prepare for transition or end of the mentoring process is to raise this with your mentee and talk about it. You can start by celebrating what's been accomplished and remind your mentee how much time you have left before the mentoring ends.

### *A mentor should:*



1. Ask questions and challenge (open ended questions).
2. Clarify understandings (summarise conversations & check clarity).
3. Suggest networking opportunities.
4. Boost confidence and encourage. Offer advice.
5. Keep mentees focused while working to achieve goals and provide advice, support and encouragement.

### *Mentors should expect:*

- Mentees to play an active role in the mentoring process
- Stick to agreements on meeting dates and times
- Not to be expected to solve personal problems

### *Mentee should:*

- Ask questions, present challenges and seek advice, be open to suggestions/ advice
- Play a proactive role in setting and clarify goals and plans
- Actively discuss aims and goals, be open to exploring their strengths and weaknesses and get advice on areas they need to improve upon

### *Mentee should expect:*

- Person centred approach
- Clear and mutually agreed goals

### *Confidentiality*

Mentoring relationships cannot answer or solve all questions or issues. It is important that both mentor and mentees are realistic about what can be achieved; therefore, setting goals and clarifying expectations at the outset is important. Agreeing at the outset how you will work together in the mentoring process, what information will be shared and how you communicate are important considerations. Your organisation may also have a policy on confidentiality that you should be aware of and discuss with the mentee.

### *Monitoring and evaluation*

Keeping a written record of the mentoring sessions and or advice given can be very helpful to monitor progress – this is true for the mentor and mentee.

This could simply include brief messages with key pieces of advice or support to more detailed written records. What you chose should be decided mutually between you and your mentee or mentor.



### *References*

Mentoring Programmes - Institute of Directors in Ireland & Irish Rugby Union Players Association  
Peer Mentor Handbook- The Mentoring Partnership of Southwestern PA  
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