



# Mentoring Programme Guideline for Mentors



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Civic Space is a Technical Assistance Project funded by the European Union that aims to contribute to the development of a stronger civil society within the Turkish Cypriot community, supporting democratic change and confidence-building measures.

In this context, Civic Space aims to achieve the following:

- Better inform the public and the Turkish Cypriot community about the activities of CSOs (Civil Society Organizations) and encourage greater involvement in the activities and management of CSOs;
- Enhance the overall capacity of CSOs and support their advocacy efforts with a rights-based approach, particularly in the areas of democratic change, confidence-building measures, and creating a more enabling environment for civil society;
- Improve the awareness of local bodies regarding the roles and activities of CSOs and support them in creating a fully enabling environment for civil society;
- Mainstream exchanges and joint activities between Greek Cypriot and Turkish Cypriot CSOs throughout the implementation of the project activities.

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# Preface

## Why Did We Write This Guideline?

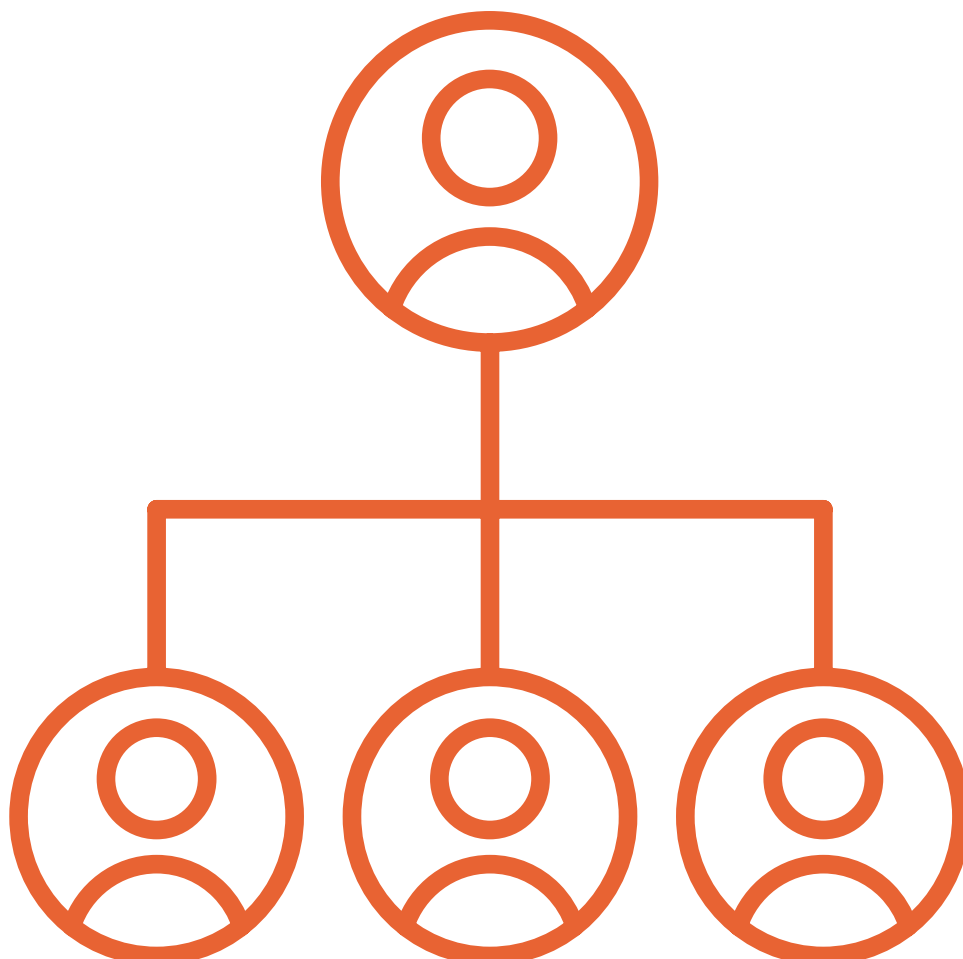
Mentoring can be a process of personal and organisational learning and change, benefiting the coordinating organisation, as well as the mentor and mentee. While the process can be smooth, it might also involve occasional conflicts.

This guideline is designed to direct mentors towards key aspects of the mentoring process and to provide advice where challenges are likely to arise.

This guideline is based on mentors' experiences and feedback.

The guideline aims to support mentors in structuring organizations' learning processes while establishing a productive and engaging learning environment.

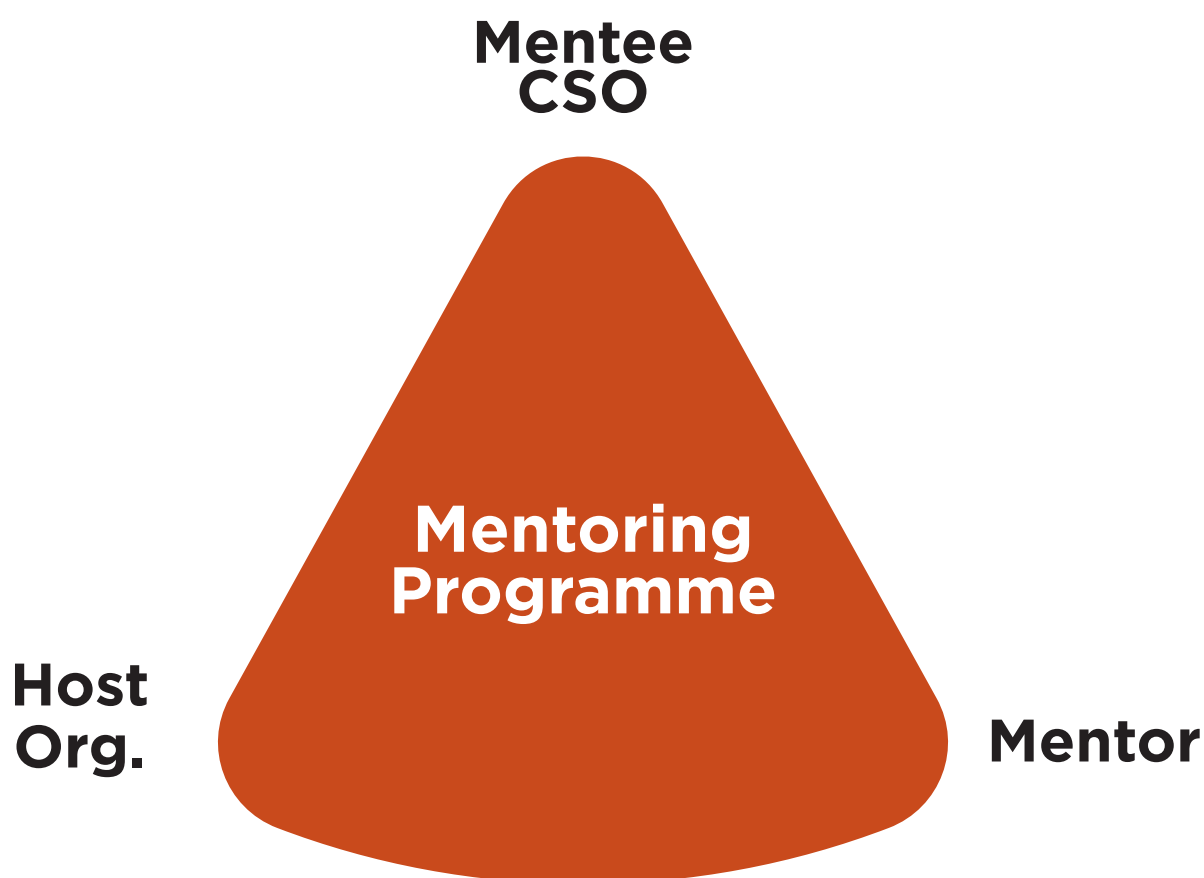
This mentoring guideline consists of three sections. The sections follow the chronological order of the mentoring process. The first section emphasises aspects the mentor should pay attention to at the onset of the mentoring process. The second section addresses eventual negative and/or conflicting situations, and provides recommendations to facilitate enhanced learning. The final section focuses on concluding and following up on the mentoring process.



# About Mentoring

The mentoring programme for CSOs is designed to address their specific restructuring and development needs and to contribute to their strengthening. It seeks to foster organisational learning, in line with the changing capacities of organisations working in various fields with different target groups. Especially in the last decade, the civic space has seen an influx of new organisations, while significant disparities have emerged in their individual capacities. These disparities have increased the need for differentiated support modes aimed at strengthening each organisation's unique capacity. At the same time, the authentic development of organisations has led to a shift from generic trainings to more specific ones tailored to their varying capacities. In this context, the mentoring (training) programme was developed to address distinct experiences and needs of organisations, evolving in parallel with generic trainings.

The mentoring programme is structured to cater to the unique need of each organisation by working one-to-one with an activist who has experience and network in civic space. During the mentoring programme, the role of the host organisation (Civic Space), in addition to monitoring the learning process of mentee organisations, is to coordinate between the mentor and the mentee. The host organisation manages and supports the needs assessment of mentee organisations, the identification of priority learning goals as well as required support outside the mentoring programme and the coordination process between the mentor and the mentee.

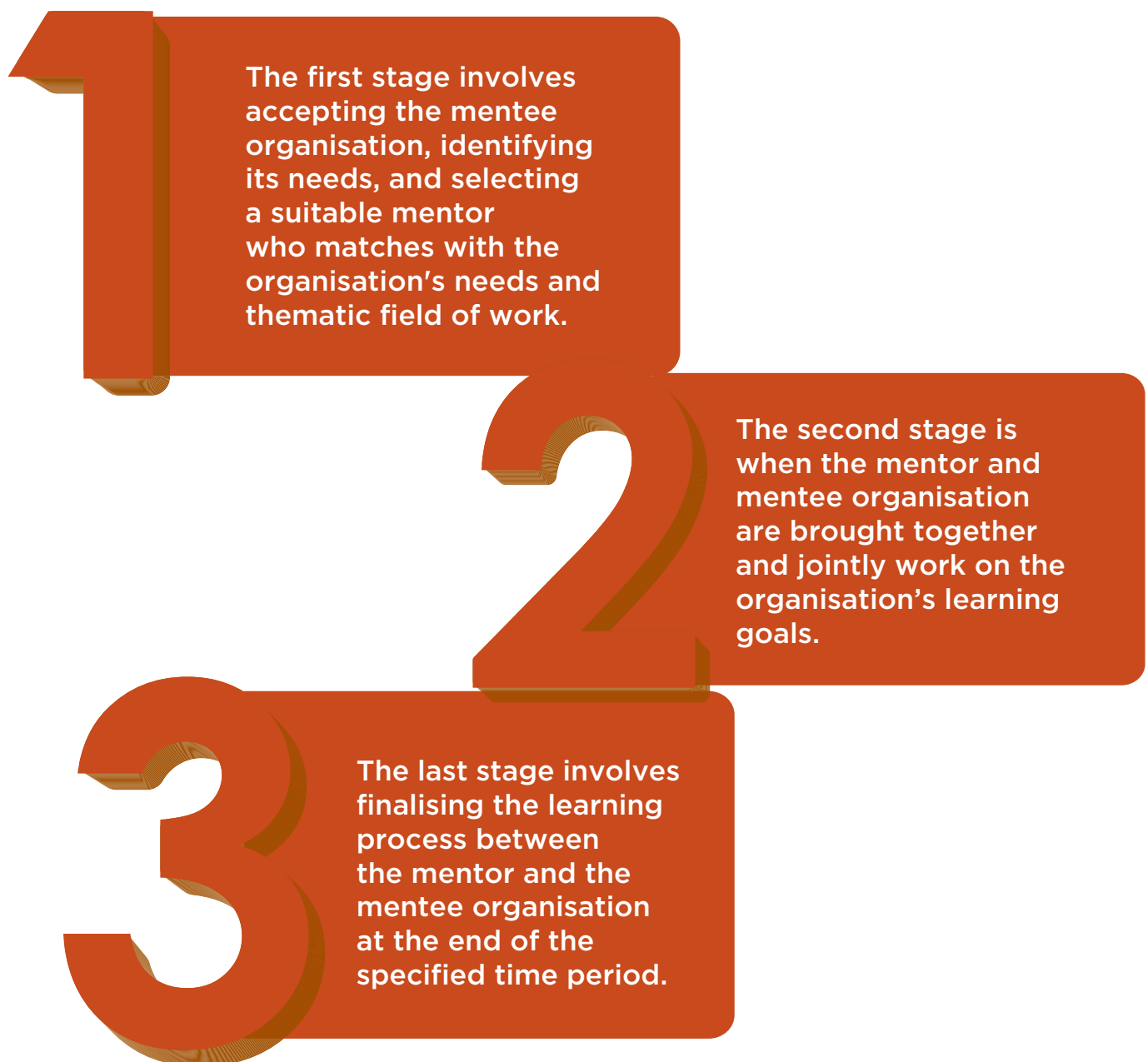


Graph 1: Key actors of the mentoring programme

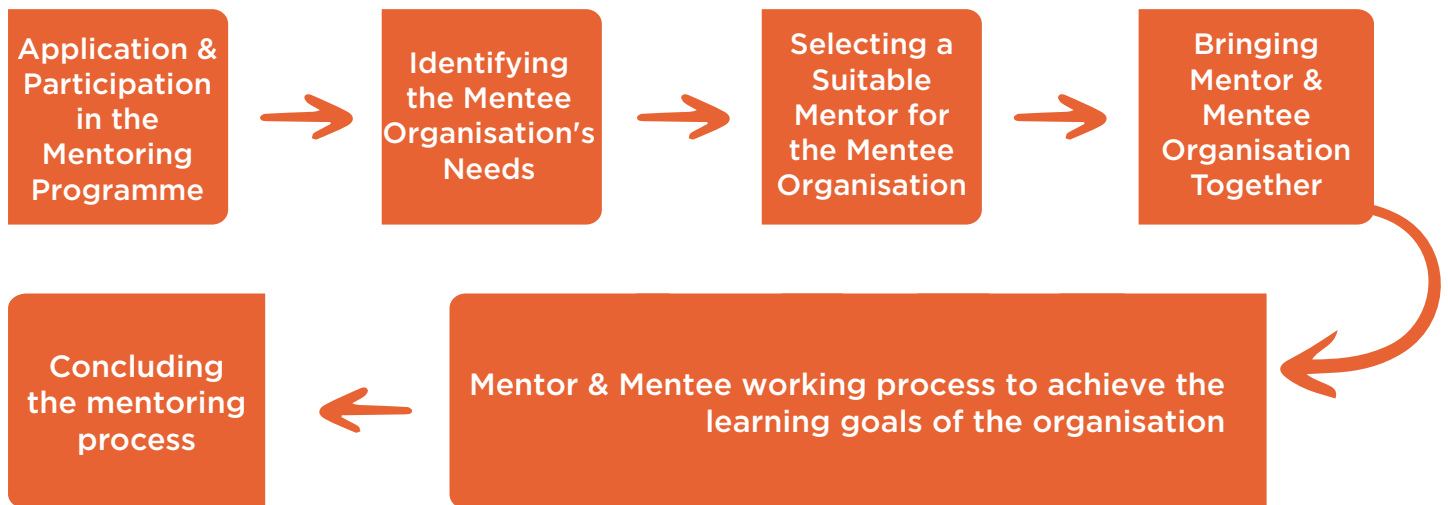
The second actor in the mentoring learning programme is the mentor. Mentors work with mentee organisations to construct the learning process according to the organisational needs and demands of mentee organisations/participants. The mentoring process is designed as a mutual experience sharing and learning process between the mentor and the mentee organisations, based on peer learning (peer education).

The third actor in the mentoring programme is the mentee organisation/participants. The mentee organisations/participants intend to develop and strengthen their organisational (institutional) capacities through the mentoring programme. Therefore, these organisations are expected to communicate their needs within their organisation, as well as the host organisation and their mentor, to jointly identify learning goals and to contribute to the planning process aimed at strengthening their organisational capacity.

### **The mentoring process basically consists of three stages:**



While the second stage, which consists of work focusing on the learning goals naturally lasts longer, the success of the mentoring process relies on a good match and proper closure; without these, it may not achieve its goals.



**Graph 2: Stages of the mentoring process**

During the mentoring programme, the mentee organisations' individual needs and expectations may differ, and even the expectations and needs of a single organisation may change during the process. Furthermore, the mentoring programme should be viewed as a process involving multiple key players. Its dynamic nature and the involvement of various key players mean the process may encounter interruptions, challenges, and barriers stemming from individuals or circumstances.

This guideline offers suggestions to prevent disruptions and enhance effectiveness of the learning process. It aims to strengthen the relation between mentors and mentee organisations/participants, contributing positively to their learning process within the mentoring programme.

Providing concrete suggestions and tips, the guideline covers the mentoring process from start to finish, following a chronological order that aligns with the stages of the mentoring process.





# 1<sup>st</sup> STAGE

1. Mentee Organisation's Application
2. Identification Of Needs and
3. Matching With A Mentor

The mentoring process starts with the acceptance of the mentee organisation's application, identification of its needs and matching it with a suitable mentor. In the initial stage, the host organisation is responsible for defining the thematic or organisational capacity framework of the mentoring programme. To give an example of thematic work, the host organisation may initiate a mentoring programme aimed at strengthening ecological organisations. In this case, the mentoring programme would be limited to organisations working in the field of ecology. Similarly, the host organisation may focus on building organisational capacity in a specific area. For example, the host organisation could launch a mentoring programme focusing on fundraising. Following the launch and announcement of the programme, the host assesses applications and identifies potential participant organisations. Subsequently, the host organisation meets with these participating (mentee) organisations and identifies their specific needs. At this stage of the process, mentor involvement is more limited. In some cases, mentors may be consulted for their expertise and opinions regarding the applicant organisations.

Mentors' involvement in the process will be more visible and effective in the next step. The host organisation reviews the mentor pool and suggests one or more mentors from this pool who matches the needs of the mentee organisation to participate in the process. A crucial factor for the host organisation in creating a successful match that meets the needs of the organisation and ensures a productive learning process is that mentors possess up-to-date knowledge in their respective fields. Therefore, mentors should periodically update the host organisation about their current field of work and interest.



## **Reminder #1 to the Mentor**

Ensure that the database managed by the host organisation accurately reflects your current areas of interest and expertise in capacity development, as well as the registered support skills you offer. Regularly updating your information not only assists the host organisation in creating suitable matches but also increases the likelihood of being paired with a mentee organisation that aligns with your preferences for collaboration.

# Interview Between The Host Organisation and Mentor

After consulting with the mentee organisation, the host organisation conducts interviews with potential mentor(s) deemed capable of meeting the mentee's needs. The aim of the host organisation is to provide the mentor(s) with information about the mentee organisation's needs, as well as to confirm the mentor's current areas of expertise. The host shares with the mentor demographic information of the mentee organisation, such as their credentials and areas of expertise. The host also informs the mentor about the needs of the mentee organisation. The initial meeting with the host organisation is the first step to gather fundamental knowledge, ranging from whether the mentor is keen on working with the mentee organisation to whether the capacity-building area the mentee wishes to enhance aligns with the host's current interests. At this stage, while the host organisation takes the lead, it is advisable for the mentor to acquire fundamental knowledge about the mentee organisation's area of expertise and the specific capacity development area they aim to develop.



## Reminder #2 to the Mentor

During the initial interview with the host organisation, make sure to find out the name of the mentee organisation you are being considered to work with, its area of expertise, its approach to the relevant field and the topics it would like to work on during mentoring. Feel free to ask any questions you are curious about or request additional information you may need to make your decision, before you decide whether or not to start the mentoring process or give an answer. Asking questions during the first stage will save time for both the host organisation and the mentee organisation as well as for yourself.

If the mentor agrees to proceed with the mentoring process together with the mentee organisation and in the relevant area of expertise, the host organisation will provide the mentor with the mentee's "needs analysis" written document (the application form). The mentor is advised to review this analysis thoroughly, raise any questions with the host organisation, and acquire all necessary information to prepare for the initial meeting with the mentee. The host organisation will then coordinate a suitable time and place for this meeting, accommodating both the mentor and the mentee.

At this first meeting, a representative of the host organisation will also be present to facilitate the introduction between the mentor and the mentee organisation. Although there will be a facilitator at the meeting, it is recommended for the mentor to come prepared, to compile a list of inquiries and questions about the organisation.



## Mentöre Hatırlatma 3

Before going to the initial meeting, you can conduct a preliminary research on the mentee organisation's area of expertise and their activities. In particular, you can use their website and social media channels to find out about their current activities. You can also review written materials such as activity, project or evaluation reports (if available). Being well informed about the mentee organisation prior to the meeting enables you to both articulate your needs in the field they want to work in and to formulate additional questions to effectively plan the process.

## Matching Mentors with Organisations and Outlining the Working Process

Once the time and place of the initial meeting have been arranged by the host organisation, the mentor can send a short e-mail to the mentee organisation and introduce themselves. This introduction serves to engage the mentee organisation in the learning process. In particular, a prompt written response to the introductory e-mail can demonstrate the mentor's interest in the mentee organisation and mentoring process.

### Sample e-mail 1:

New message

To

Subject

Dear Defne and Kerem, hello!

First of all, I am thrilled at the prospect of our upcoming meeting. The dates that work for me for this first meeting are November 2nd and November 6th. If it suits you, I would prefer to meet face to face.







Prior to our meeting, I have had the opportunity to read the document you prepared for the needs assessment. If you could go over the areas of capacity development that you indicated in the needs assessment form before you come, it would make our meeting as productive as possible.

You can reach me via this e-mail, or by phone at 0 533 123 4567.

I look forward to your response regarding a convenient time and location for our meeting.

See you soon,  
Warm regards,  
Saner

SEND



# First Meeting

The main purpose of the first meeting is to introduce the mentor and mentee organisation/participants. The introduction of the mentor and the mentee organisation is a way for the mentor to introduce the mentee organisation to the mentor's field of interest and expertise. It also offers the mentee organisation/participants the opportunity to share their activities, organisational capacities, areas in need of improvement and organisational constraints. The first meeting also marks the first step for the mentor and the mentee organisation/participants to establish a collaborative working relationship.

Prior to the introductory meeting, it may be good for the mentor to plan the flow of the meeting, prepare questions to ask the mentee organisation/participants, draft learning goals for the mentoring process to present to the mentee organisation and propose a work and communication plan to the mentee organisation.

## Suggestions for Planning the Flow of the Meeting

The initial meeting is crucial for determining the overall flow of the mentoring process. During this meeting, the mentor and the mentee organisation collaboratively set the learning goals and the capacity development to be achieved, the activities to be carried out in order to achieve these goals, the sequence and prioritisation of the activities and the working practices. Additionally, this first meeting is the first opportunity to decide the organisation and format of future meetings as part of the agreed-upon working practices.

Therefore, it facilitates the process if the mentor, from the very first meeting, outlines a clear framework for the flow of the meeting, the purpose of the meeting, the goals to be achieved and uses a tool to help plan subsequent steps.

One of the tools that can be used in the planning of this process is the GROW model. The GROW model is a planning model used to support a meeting or a programme to achieve its objectives. The GROW model can be used in planning the whole mentoring process as well as in determining the flow of each meeting.

**The GROW model consists of four stages:**

- 1**  **Goal**
- 2**  **Reality**
- 3**  **Options**
- 4**  **WayForward**



# 1 Goal

The first phase of the GROW model pertains to the Goal. At this stage, the focus is on ensuring that the meeting's goal is SMART -Specific, Measurable, Achievable, Relevant and Time-bound. This step also serves to define the significance of the goal and the expected outcome once the goal is achieved.

As mentioned above, the mentor can use the model in the initial meeting to design the "mentoring programme" process. Throughout this activity, the mentor can assist in refining the objectives to be SMART by using examples and asking questions.

An example of using GROW to design a mentoring programme is a children's rights organisation that wants to improve its volunteering programme. Example of a SMART goal to be achieved in the mentoring programme:

## OBJECTIVE 1:

To establish a volunteering programme in order to increase volunteer participation.



### MEASURABLE

Increase in the number of volunteer applications and the number of volunteers accepted.



### ACCESSIBLE

Establish effective marketing strategies and communication channels to promote the volunteering programme.



### RELEVANT

Providing projects and tasks that match volunteers' skills and interests.



### REALISTIC

Provide adequate resources and staff for volunteer management.



### TIMED

Setting a specific date for achieving the goal within 1 year.

Another example can be given through the participation of volunteers on the same theme.

## OBJECTIVE 2

To ensure a sustainable motivation among volunteers and encourage their long-term involvement.



### MEASURABLE

To increase the annual retention rate of volunteers to over 80%.



### ACCESSIBLE

To offer projects that match the interests and skills of volunteers.



### RELEVANT

Regularly liaise with volunteers to receive feedback and provide support to address their needs.



### REALISTIC

Establish incentive and reward mechanisms to assess and recognise volunteers' participation.



### TIMED

To set a specific date for the first year that will enable the targeted attendance rate to be reached.

Similar to how the process of the programme is designed, the GROW model can be used for the initial (and/or every) meeting. Continuing with the example above, the mentor can determine the first step of the GROW model for planning the initial meeting with an organisation working in the field of children's rights in order to achieve the "goal of building a volunteer base to increase volunteer participation" (Goal 1) in the mentoring process as follows.



# MEETING OBJECTIVE

Determining the objectives of the new volunteering programme



## MEASURABLE

The set targets should be measurable (such as reaching at least 50 permanent volunteers)



## ACCESSIBLE

The targets set should be at attainable values (Determining the targets for which resources will be sufficient considering the capacity of the organisation)



## RELEVANT

Building a volunteering programme that meets the needs of the volunteers and the organisation



## REALISTIC

Expectations of volunteers and volunteer contributions are within the capabilities of volunteers.



## TIMED

Setting a specific date for achieving the goal within 1 year.

In addition to the example given above, objectives such as increasing the number of volunteers, developing more effective projects or improving the skills of volunteers can also be selected.



## Reminder #4 to the Mentor

When setting the objectives of both the programme and the meeting, it is important that the mentor helps to prioritise the objectives. One significant reason for the loss of interest and motivation within the mentee organisation is that the prioritisation is neither realistic nor relevant to the needs.

## Reality

The second phase of the GROW model is Reality. During this phase, information about the current situation is gathered and analysed. The mentor inquires about the mentee organisation's current situation, activities and needs and gathers information. An assessment of the current situation is made by taking into account the mentee organisation's strengths and weaknesses, resources and network relationships. At this stage, the mentor tries to find out, through questioning and guidance, what the mentee organisation has in place and what it lacks for achieving the goals of the programme or meeting. The mentor is advised to assist the mentee organisation in making a realistic assessment to understand its current situation.

For example, in the Reality phase, the mentor may ask questions about the number of active and inactive volunteers, the engagement practices of volunteers, the practices of introducing volunteers to the organisation and the activities to coordinate volunteers in an organisation working on developing its volunteering programme. At this stage, the mentor asks questions and guides the meeting to gain insight into the resources, process, strengths and weaknesses of the mentee organisation's volunteering programme.

## Options

The third step of the GROW model is Options. This step consists of the mentor and the mentee organisation identifying strategies and activities to achieve the goals that have been set. At this stage, the mentor and the mentee organisation discuss possible alternative approaches and solutions that can be developed, taking into account the available resources of the organisation (human resources, material resources, in-kind resources and time).

The mentor assists the mentee organisation in identifying suitable options for developing new strategies, approaches and solutions. Mentors can encourage mentee organisations to consider different options and offer new perspectives. At this stage, it is important for mentors to assist mentee organisations in developing a critical perspective and finding their own solutions. It is important to remember that the mentor will not provide ongoing, regular support to the mentee organisation when the mentoring programme ends. Therefore, it would be more beneficial for the capacity development of the mentee organisation if the mentor helps the mentee organisation to find its own way by asking questions and providing guidance, rather than directly suggesting possible strategies and/or alternatives.



One of the most important support that the mentor can provide to the mentee organisation is support in prioritising future options (strategies and activities) in line with the current situation of the organisation.

In addition, the mentor can contribute to the review and assessment of the cause-effect relationship between the mentee organisation's objectives and options (strategies and activities).

For example, when developing a volunteering programme, deciding on the strategy to use and selecting the activities to be carried out falls under the option/choice stage. In order to increase the number of volunteers, activities such as enhancing the promotion of the organisation, establishing volunteer orientation and/or training programmes or strengthening volunteer feedback mechanisms can be options for the organisation.

## **Wayforward<sup>1</sup>**

The final phase of the GROW model is the determination of the next steps in relation to the goals set in the first phase. In the Wayforward phase, the mentor and mentee organisation prioritise the options they have identified to achieve the goal, make an action plan and place it in the time plan. In addition, the resources needed for the realisation of future activities are also identified at this stage. Furthermore, the support needed by the mentee organisation is identified and a plan is made to provide this support.

For example, for the objective "to establish the volunteer programme in order to increase the number of volunteers", the selected activities (options) were "to promote and disseminate the programme" along with establishing "volunteer orientation and/or training programmes". At this step, the action plan for "promoting and disseminating the programme" is elaborated in detail. The process of determining the action plan is as follows:

**The process of determining the action plan is as follows:**

- 1** Who will be responsible for the follow-up (promotion and dissemination of the volunteering programme)?
- 2** Which resources are needed?
- 3** What are the detailed steps (e.g., if social media will be used, who is responsible for preparing the relevant posts, what will be the content of the relevant posts?)
- 4** Determining the timetable for the realisation of these steps (e.g. setting deadlines).

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<sup>1</sup> This stage is referred to as WILL in some sources. In the narratives referred to as WILL, the focus is more on "personal motivation".

When developing an action plan, it is necessary to identify responsibilities, focal points (who will follow up or do it?), timetable (what are the important dates?) and resources (what human, material, in-kind resources are needed? How much time is needed?).

As seen in the example of developing a volunteering programme, the GROW model steps provide a framework for planning and identifying the stages of programme development. In the example, the goal is to "establish a volunteering programme". This stage is also where the size and characteristics of the volunteering programme are determined (e.g. how many people to reach). In the second stage, the current situation and resources of the organisation are identified, as well as the resources needed to structure the programme. The third stage is the strategy and activities to structure the volunteering programme. The final stage is to make an action plan in order to follow up the realisation of the relevant activities.

The GROW model helps the mentor to develop their ability to guide and direct the process, while focusing on supporting the mentee to achieve the goals and development of the mentee organisation. Therefore, this model provides both the mentor and the mentee organisation with a roadmap for planning the mentoring programme and for each meeting.





## Reminder #5 to the Mentor

In planning the mentoring programme and structuring each meeting, using a method (such as the GROW model) that provides a road map for the mentor and mentee organisation will ensure that the process is efficient and easy to follow. It is recommended that the method chosen should take into account the needs, skills and priorities of the mentee organisation.

In the last part of the first meeting, it is important to define the roles and responsibilities of the mentor and the mentee organisation. The mentor should clearly share the content of the support they will provide to the mentee organisation.

As a mentor, you are expected to share your experience, knowledge and skills with the mentee organisation. However, you should keep in mind that you should not make decisions on behalf of them, as you are not a member of the organisation and you will be with them only during the mentoring programme. For example, it would not be appropriate for you to decide whether an organisation should engage in advocacy in a particular field. In addition, since the aim of the mentoring programme is to build capacity, you are expected to contribute to how the organisation does things, rather than you doing those things on their behalf. Therefore, you should not be expected to write projects and apply for grants on behalf of the organisation, but to contribute on their project development skills.

Similarly, the responsibilities of the mentee organisation should also be determined. What the mentee organisation expects from itself, what the mentoring programme and the mentor expect from them should be determined. For example, one of the primary responsibilities of the mentee organisation is to attend and follow the mentor-mentee meetings regularly. At the end of the meeting, the mentor can set boundaries by asking who from the mentee organisation will (potentially) participate in future work.

Another topic that should be addressed before concluding the meeting is establishing the framework for collaboration. To determine this framework:

**1**

The mentor may propose a regular schedule for the meetings to establish a consistent routine. For example, the mentor and mentee can meet once a week for two hours, or every two weeks for two hours. Since the mentoring programme covers a relatively long period of time, there may be disruptions in this routine from time to time (such as postponement of meetings or cancellation of weekly meetings). However, adhering to the routine as closely as possible helps maintain meeting continuity.

**2**

Determine the location of the meetings (face-to-face or online).

**3**

Identify who from the mentee organisation will attend the meeting. It is recommended that at least two people from the mentee organisation attend the meetings with the mentor. This ensures both the follow-up of the meetings with the mentor and the consistent dissemination of the discussions within the organisation.

**4**

Mentor and mentee determine the organisation's working principles and means of communication.

When concluding the meeting, the mentor may suggest the topic and/or goal of the next meeting. In addition, the mentor can remind the mentee of any preparation (homework) that the mentee organisation needs to do in accordance with the meeting's goals.



## **Reminder #6 to the Mentor**

It is important for both the mentor and the mentee organisation to come prepared for their meetings. The mentor can document the preparations needed for the next meeting in the meeting notes and share these with the mentee organisation. Clarity regarding the preparations (homework) to be completed before the next meeting is essential for making these sessions more productive.

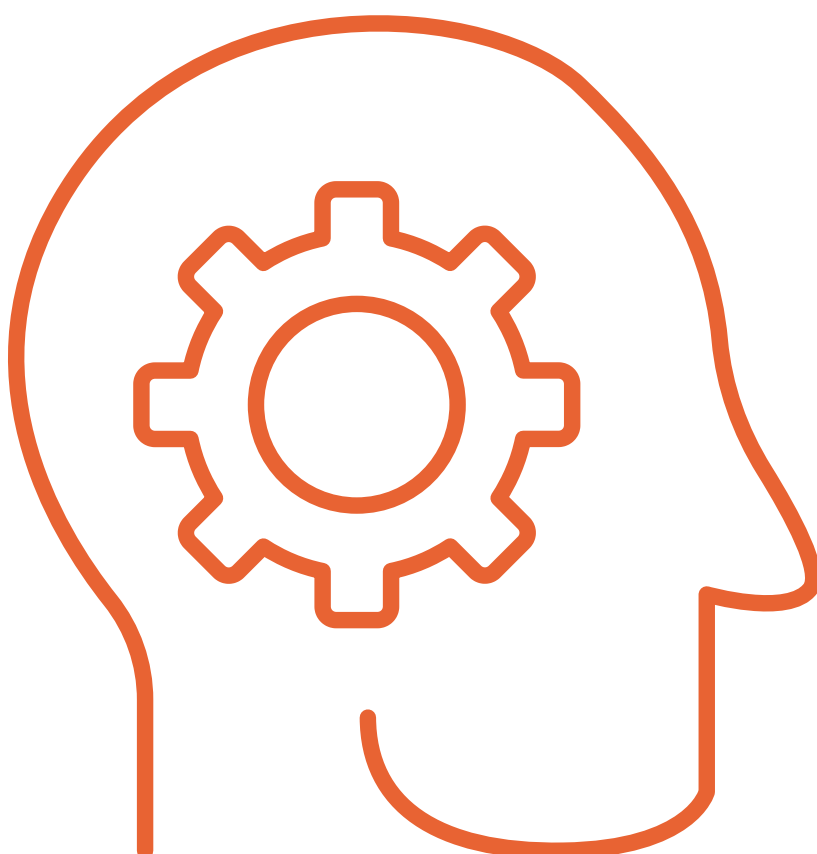
One important reason for allocating time between meetings for preparations could be the participants' desire to discuss developments with other members or volunteers of the organisation. While the preparation process can be used to achieve the goals of the mentoring programme, it can also be used for the organisation to engage in a participatory process.

After the first meeting, it can be assumed that the mentor and the mentee have agreed on the goals to be achieved at the end of the programme, the activities to be carried out in order to achieve these goals and the general working routine of the mentor-mentee.

**After the initial meeting, it is advisable for the mentor to focus on learning, or plan on learning, in two specific topics.**

**The first one** is to identify the priority learning areas for the mentee organisation to achieve its goal. During the mentoring process, the organisation can identify more than one learning area relevant to its goal. However, in terms of both prioritisation and resource constraints, it is recommended to initially work on a maximum of 2 capacity areas. In other words, if the mentor, in agreement with the mentee organisation, focuses on 2 prioritised capacity areas, it will more effectively contribute to achieving the set goal.

**The second topic** pertains to the information provided at the mentor-mentee meeting about the organisation's needs and challenges. Most of the time, not all members and volunteers of the organisation are able to attend these mentoring meetings. To gain a more comprehensive understanding of the organisation's experiences and challenges in the relevant field, it is recommended to listen to diverse testimonies and experiences on the matter.



# 2<sup>nd</sup> STAGE

## Mentoring Started - Mentor and Mentee Organisation Working Process

Once the mentor-mentee organisation are matched and the first meeting has taken place, the mentoring process officially begins as a mutual engagement. In the mentoring process, the host organisation, the mentor and the mentee organisation have different roles.

The main role of the host organisation in the mentoring process involves monitoring the progress of the mentoring flow, maintaining regular communication with both the mentor and mentee organisation and to play the role of mediator or facilitator in times of crisis.

As for the mentee organisation, it should fulfil its preparations and homework essential for internal transformation, it should also disseminate the knowledge gained to other members and volunteers within the organisation, and make arrangements to implement organisational changes in areas beyond the scope of the mentoring process. However, before all these, throughout the mentoring process, the mentee should stay in regular contact with the mentor (no ghosting), and should be forthcoming about any challenges or difficulties encountered.



### **Reminder #7 to the Mentor**

It may be good to remind your mentee organisation of the importance of staying in touch. From time to time, mentee organisations might deviate from the routine (due to internal issues, excessive workload or not having done the agreed-upon "preparation" or "homework"). If you are aware of such situations, it allows for the re-evaluation and potential adjustment of your action plan in line with the latest developments. Therefore, even in cases where the organisation has not made any progress, maintaining a brief but regular debriefing communication is crucial for the ongoing monitoring and success of the mentor-mentee relationship.

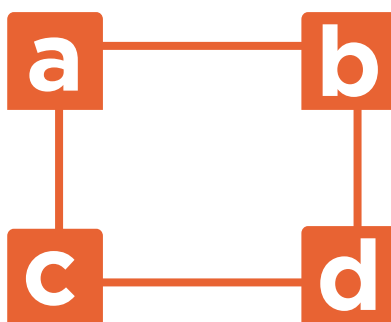
Once the mentoring process begins, the mentor's duties can be categorised under three headings. Below you will find the relevant headings and suggestions for the mentor.



## Regular Communication and Process Follow-Up with the Mentee Organisation

Determine a communication channel to maintain regular contact with the mentee organisation (e.g. telephone, e-mail, WhatsApp).

Regularly take your own notes during your meetings with the mentee organisation. Review the objectives, goals, outcomes, and 'homework' from the previous meeting before each new session.



Even if you do not meet every week, send a message to hear from the mentee organisation on a regular basis.

Set an objective for each meeting (Meeting objective: "The agenda/topic of this meeting is xxxx"). Setting a meeting objective makes it easier for you to keep track of the process, both in terms of the relevant meeting topic and in the context of the overall mentoring programme objectives.



## Maintaining Regular Communication with the Organisation Carrying Out the Process

Make sure to provide the host organisation with regular updates on the mentoring process and the work of the mentor organisation. In the context of the learning process, mentoring is a relatively long and intermittent process (longer and more intermittent than a 3-day training). Keeping the host organisation informed not only allows you to get feedback (which makes it easier to follow the learning path), but also makes it easier to intervene if disruptions occur during the long and intermittent process, whether on your side or the mentee's. In this context, it is recommended to update the host organisation on a regular basis (even if not necessarily before every meeting).

Sharing challenging situations related to the process, learning goals, and the mentee organisation, as well as the solutions developed with the mentee organisation with other mentors, not only provides an opportunity for feedback (and collective reflection) but also allows other mentors to learn from your experiences.

# Interventions In Areas of Potential Crisis, Challenge and/or Conflict

The areas of crisis, challenge and/or conflict that the mentor may encounter during the process can be categorised under three main headings.

## Organisational challenges

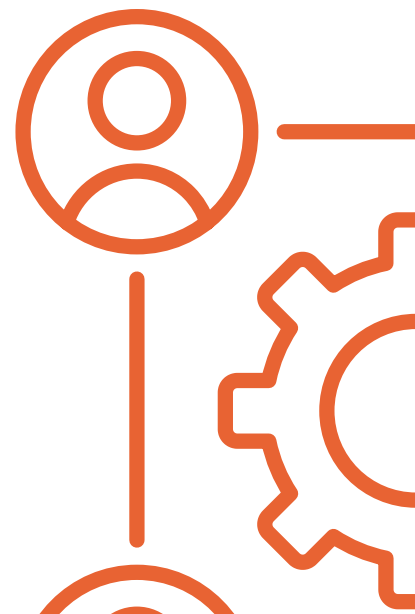
First, during the mentoring process, strong disagreements may arise within the mentee organisation, both about the organisation and the goals of the mentoring programme. The second challenge involves dramatic conflicts and/or divisions within the organisation during the mentoring process, dissolution of the organisation and disengagement from the process. Examples and suggestions for managing the relevant situations can be found below.

## Challenges between mentor and mentee organisation

During the mentoring process, conflicts may arise between the mentor and mentee organisation participants due to a lack of communication, lack of consensus or differing perspectives, making collaboration difficult. Examples and suggestions for managing the relevant situations can be found below.

## Challenges between host and mentee organisation

During the mentoring process, difficulties may arise between the host organisation and the mentee organisation, often stemming from a lack of communication due to unmet mutual expectations. Examples and suggestions for managing the relevant situations can be found below.





# Examples and Solutions to Challenges Mentors May Encounter During the Process

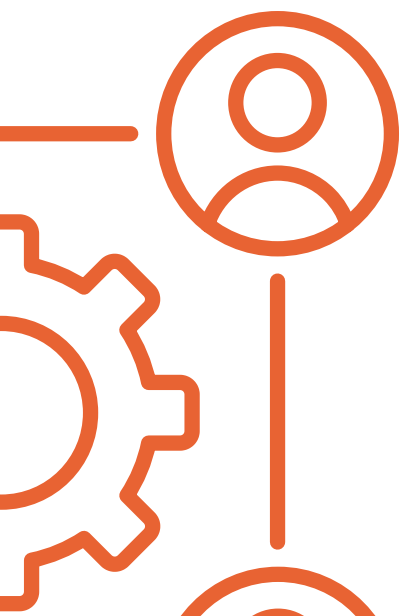
Learning and change is a process that involves challenges, crises and obstacles for both individuals and organisations. Bearing in mind that mentoring is a process of learning and change, it can present challenges for the mentor, the mentee organisation and the host organisation that need to be managed. Below are some examples of common challenges/crises and some suggestions for managing them.

## Challenges in Managing Expectations

The establishment of a mentoring relationship between mentor and mentee organisation (participants) occurs prior to the start of the mentoring process. When matching mentor and mentee organisation, with the coordination of the host organisation, it is necessary to clearly structure mutual expectations (expectations of all stakeholders). These expectations are not only vital for the matching phase but also play a key role in ensuring the mentoring process meets its learning objectives. In addition, clear expectations will also prevent the emergence of communication and/or trust-related issues that may be experienced mutually during the process. Since the mentoring process has yet to begin, the most important role in managing the expectations of both the mentor and the mentee organisation (participants) falls to the host organisation. However, in addition to the host organisation, there are some things that the mentor should be aware of in order to ensure open and mutual understanding. If the mentor realises that the expectations are not clearly understood, they may seek assistance from the host organisation, revise the agreement with the mentee organisation or revise the process in order to overcome any blockage. To assist the mentor in considering all these options, here are some examples of challenges that may arise in "managing expectations".

## The Expectations of the Mentee Organisation Differ from the Expectations Stated in the Application

The mentee organisation's expectations from the mentoring process and the reasons for applying to the mentoring process may be different from each other.



## Example and Solution Proposal



The expectations of the mentee organisation from the mentoring process can be categorised into three main areas: expectations from the mentor, expectations from the mentoring process, and expectations from the host organisation. The mentee organisation might expect the mentor to act as a "teacher." Additionally, there could be an expectation from the mentor to serve as the primary decision-maker throughout the learning process. For instance, the mentee organisation might insist that the mentor sets the priorities for the relevant Civil Society Organisation (CSO), bypassing a collective decision-making process that involves internal discussions.

The mentee organisation might also expect the mentor to vary their role distribution and content in the learning process. The mentee organisation may expect the mentor to carry out various activities as a "service provider" rather than moving forward collaboratively with the mentor. For example, instead of receiving the mentor's support in writing a project, the mentee organisation may expect the mentor to write the project directly.

In both cases, the expectations of the mentee organisation do not match what the host organisation expects (demands) from the mentor and the learning goals of the mentoring process. It is important to remember that the primary goal of the mentoring process is to develop the mentee organisation's capacity, ultimately leading it to self-sufficiency in the relevant capacity area once the process is over. Addressing the relevant case studies in line with the expectations of the organisation will not contribute to the development of its capacity. As a result, the mentor and/or the mentoring programme will not be able to meet the expectations. Consequently, the organisation may end the process feeling dissatisfied due to unmet expectations.

In another scenario, the mentee organisation might initially apply to develop a specific capacity area, but then, either at the beginning or during the process, they might request mentor assistance in a different area. For example, the mentee organisation may expect the mentor, who is matched with the CSO to develop a volunteering strategy, to provide support in fundraising. However since the mentor does not have the relevant skills, the mentee organisation's expectations will not be met. Moreover, this shift in focus does not align with the predetermined focus and learning goals of the mentoring process as outlined in the application. This situation presents challenges beyond just mentor-mentee matching. If the mentoring programme is thematic (e.g. mentoring programme on capacity building on volunteer strategy and programme development), a change in the mentee organisation's focus also impacts the overall learning goals of the mentoring programme.

The steps to prevent mismatches in expectations of the mentee organisation and the actions to be taken upon detecting such mismatches can be categorised under two separate headings. Firstly, to prevent expectation mismatches, it is recommended that the host organisation clearly explains the mentoring process to the mentee organisation. This explanation should cover the content and commitments of the mentoring process and be given immediately after the mentee organisation is accepted into the programme, as well as when the mentee is paired with a mentor. Besides the host organisation, the mentor should also inquire about the mentee organisation's expectations for the process and share their own expectations.

Once the process has started, if the mentor, during meetings with the mentee organisation, senses that the organisation's expectations differ from those stated in the application, the mentor should first review the application forms and needs analysis with the mentee organisation. In parallel, the mentor should inform the host organisation about the situation and any changes or deviations.

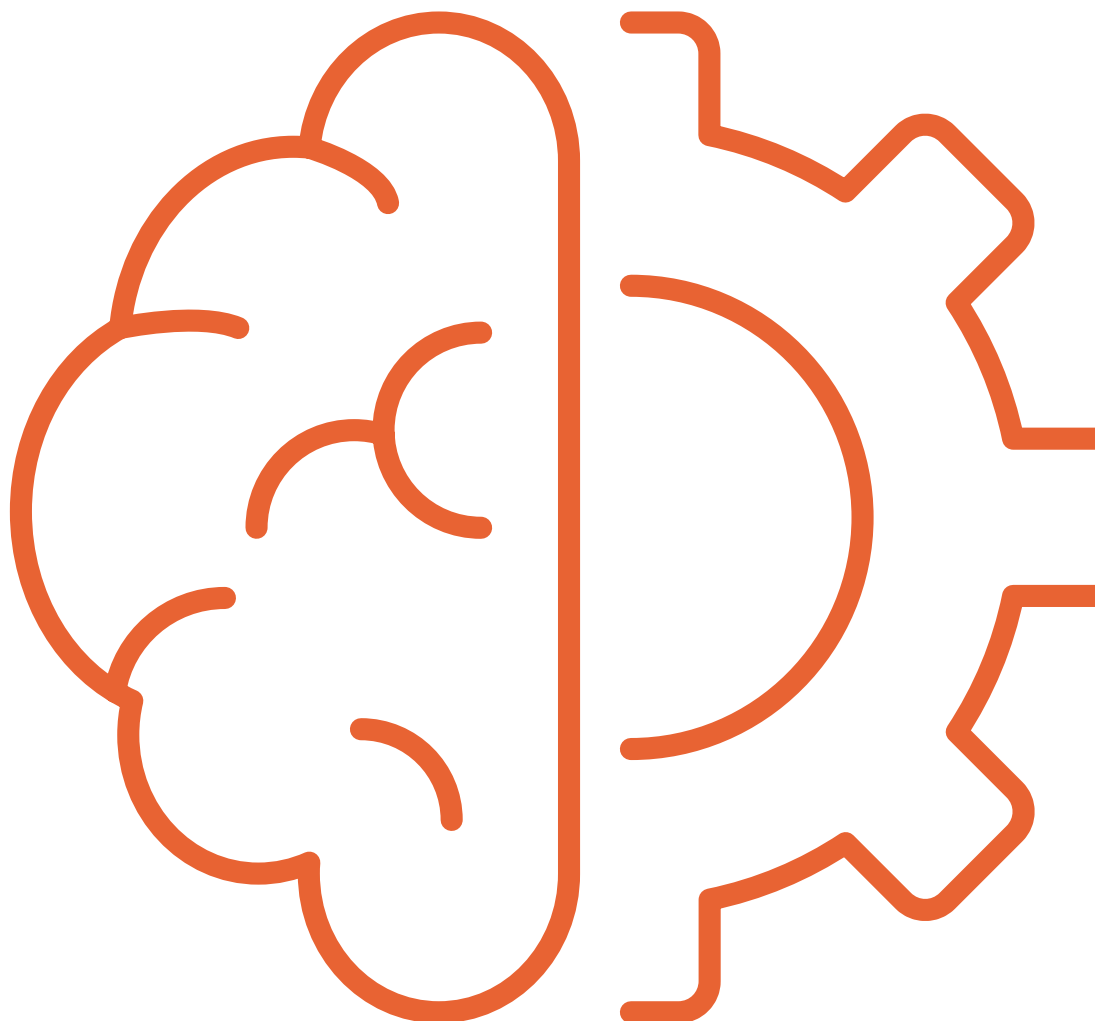
## Mentee Organisation Resistant to Learning

If the expectations of the mentee organisation extend beyond the scope of the mentoring program, they might not be receptive to the mentor's suggestions. This mismatch in expectations can pose a barrier to both initiating and effectively conducting the mentoring process.

### Example and Solution Proposal



The mentee organisation might not take the mentor's suggestions into consideration, may communicate to the mentor that these suggestions will not be beneficial, or may resist implementing the mentor's trial suggestions. For instance, the mentee organisation might claim that they "already" know about and implemented the relevant suggestions. If the mentor perceives a high level of resistance from the organisation and anticipates challenges in providing support or making a contribution, they should inform the host organisation.



# Difficulties in Setting Learning Goals

Identifying the learning goals of the mentee organisation is challenging for three main reasons. Firstly, it involves aligning the mentee organisation's goals, expectations and needs. The goals set by the organisation may not meet its expectations and/or needs. Another situation is that the organisation may struggle to determine or prioritise learning goals at the beginning of the mentoring process. The second challenge lies in reaching a consensus on the learning goals of the mentee organisation. When setting the learning goals of the mentoring process, the mentee organisation, together with its members and/or volunteers, should reach a consensus on which areas of capacity need development and which areas should be prioritised. Similarly, a consensus must be reached between the host organisation, the mentor and the mentee organisation. The increasing number of stakeholders makes it difficult to set both goals and priorities. Finally, the mentee organisation may want to change the learning goals initially set at the beginning of the mentoring process as its awareness (or knowledge or skills) increases. Should such a development occur, it will be necessary to restart the consultation process with all relevant parties.

Below you will find challenges, examples, and possible solutions for setting learning goals.

## Failure to Identify Prioritised Targets

During the mentoring process, the primary capacity development goal of the mentee organisation might not be clearly determined, multiple goals might be focused on simultaneously, and/or the goals might not be prioritised. Failure to identify learning goals may lead to disengagement or drift from the process.

### Solution Proposal



At the first meeting with the mentee organisation, it is recommended for the mentor to ask the mentee organisation about the learning goal they have set, "to hear it directly from them". This approach helps verify whether the goals stated by the mentee organisation during the application and matching process are still valid. Should the mentor notice a change (deviation) in the learning goals, it is necessary to inform the mentee organisation and go through the learning goals again (working together again with the mentee organisation). The time spent by the mentor in clarifying the learning goals should not be considered as time lost from the mentoring process. On the contrary, it should be considered as a time when the mentee organisation can discuss its needs and priorities and even be encouraged for the future.

In addition, while the mentee organisation may initially share learning goals that align with their application, the mentor should be aware that these goals might evolve over the course of the mentoring process. The mentoring process is designed to be dynamic, allowing all stakeholders to learn and change in the process.

## Shifting of Targets in the Process

Mentee organisations identify their needs and priority capacity development areas at the beginning of the process. However, these needs may diversify and change once they start working with the mentor.

### Solution Proposal



Mentee organisations may find it difficult to identify their needs, which can lead to changes in prioritised areas of capacity development throughout the process. Additionally, even though the needs and issues identified by the mentee organisations in their learning goals might be relevant, the goals they establish in hopes of meeting these needs and addressing these issues may not always yield the anticipated solutions.

For example, the mentee organisation may want to start a volunteering programme process, find volunteers and carry out volunteer work. In order to achieve this goal, the mentee organisation may ask for support in establishing the volunteering programme and determining the processes. As the mentoring continues, it might become evident that there is a visibility issue with the team prior to initiating the volunteer processes. Since the organisation's public awareness and visibility is not sufficient, they will have difficulties in finding volunteers. Therefore, it may be determined that the mentee organisation first needs a "communication and visibility strategy" before establishing the volunteering process. Once this new need is identified, it will be necessary to redefine and reprioritise the learning goals with the mentee organisation. In case the matched mentor lacks the relevant skills, it is recommended to restructure the mentoring process and continue with a mentor who has the relevant skills.

Another example involves changing the learning goal within the capacity building area. The mentee organisation may use the mentoring process to strengthen the volunteering process. The organisation may set as a learning goal to set up a process for activating over a hundred volunteers with whom they currently have no communication. However, once they start working with the mentor, instead of spending resources on activating all their volunteers, they can focus on creating a smaller but more effective volunteer network.

Changes in the learning goal are expected in the mentoring process. However, the learning goal should be clear and explicit for the stakeholders of the process. If it changes for one stakeholder (e.g. the mentee organisation) while the other stakeholder is unaware of the issue (e.g. the mentor), problems in achieving the learning goals may arise. To prevent such problems, it is recommended to clearly define the learning goals at the beginning of the process. In addition, as the process progresses, the organisation's priority in capacity development should be reviewed. Finally, it is important to evaluate relevant data, acknowledging and being open to necessary changes. Throughout these processes, keeping the host organisation informed and seeking supervision for the mentor when needed is beneficial.

Where relevant, the mentor should remind the mentee organisation of the mentor's own skills and experience. If the mentor lacks the experience or skill set to meet the changing needs, they should inform the host organisation. In this case, a new mentor can be assigned to the mentee organisation or the prioritisation can be reviewed.

# Communication Issues

The learning model of the mentoring programme is based on non-formal and informal learning. Informal learning is based on the open exchange of knowledge, experiences, opinions and testimonies between peers (in this case mentor and mentee organisation participants). Therefore, uninterrupted and open communication between the mentor and the mentee organisation (including its participants), such as the transfer of knowledge, experiences, opinions, and testimonies, is crucial for the programme to meet its objectives. However, in learning spaces where close collaboration and trust are not yet fully established, communication may be interrupted from time to time or challenges may be encountered in the process. In this context, mentoring can be a learning process where communication challenges and/or interruptions may occur. Misunderstandings, communication breakdowns or mismatches may occur between mentor and mentee organisational participants or within the mentee organisation. Communication crises may prevent the mentoring process from proceeding effectively.

Examples of potential communication challenges, crises or barriers can be found below under specific headings.

## Misunderstandings

Misunderstandings may occur in communication between mentor and mentee. Due to ambiguities in communication, misinterpretations or language barriers, disagreements or incompatibilities may occur between the parties.

### Example and Solution Proposal



Participants of the mentee organisation may misunderstand the mentor's suggestions, questions or possible assignments leading to actions that are not aligned with the learning goals. In this case, the mentor should make an effort to clarify the communication, explain the expectations and repeat them if necessary. Another way to avoid misunderstandings can be to diversify the methods of communication. For example, if you feel that a message communicated verbally does not reach the other person, you can try to communicate it in writing (such as e-mail or WhatsApp).

## Communication Breakdown

Regular and effective communication between mentor and mentee may not be ensured. This may occur when there is a lack of timely response, when discussions and meetings are continually postponed, or when communication channels are underutilised.

### Example and Solution Proposal



If the mentor and mentee are working on a specific topic and need to have regular meetings, the mentor may postpone the meetings for many reasons or may not be able to respond adequately to the mentee's communication requests. In this case, the mentor should create an appropriate communication plan to ensure regular communication and prioritise the meetings. This may also be the case for mentee organisations. Mentee organisations may not respond to the mentor's communication requests, and there may be disruptions in attending meetings. At this stage, the host organisation is expected to intervene to bridge this gap. The involvement of the host organisation is of great importance in times when the mentor and mentee communication is completely broken.



## Incompatible Communication Styles

Mentor and mentee may have different communication styles and these incompatibilities may lead to communication crises. One of the participants of the mentor or mentee organisation may prefer an open and direct mode of communication, narrative, or tool, while the other party may prefer an indirect and reflective communication approach.

### Example and Solution Proposal



While the mentor may not give clear and direct feedback, the mentee may expect criticism to be presented in a direct and open manner. In this case, the mentor should show flexibility to understand the mentee's communication preferences and adjust the communication style accordingly. Conversely, while the mentor, in their role, may prefer to guide through suggestions and questions, the mentee may expect a formulaic suggestion (answer) to an organisational question or problem. This situation, unlike communication, is a request for change in the mentoring content. However, as explained above, it is advisable for the mentor to avoid giving formulaic answers ("concise answers"), considering that the mentee will leave the learning process of the organisation at the end of the programme, and to give generic answers instead. In this context, it is important for the mentor to remind the mentee organisation of the limits of their role, in order to ensure efficient communication and to manage mutual expectations. If the issue of managing the boundaries of expectations cannot be overcome, support can be sought from the host organisation.

## Communication Barriers

Communication barriers such as language barriers, cultural differences or technical problems can cause communication crises. In this case, communication between mentor and mentee becomes difficult and intelligibility decreases.

### Example and Solution Proposal



Mentor and mentee may speak different languages or have different cultural backgrounds. In this case, the mentor can use an interpreter to overcome language barriers or tools to facilitate communication (e.g. written communication of decisive steps such as key decisions, assignments, etc.). It is also important to understand cultural differences and adjust the communication approach accordingly. There are measures that both the host organisation and the mentor can take to ensure that cultural differences do not create barriers to the mentoring process in general and to communication in particular. First of all, it is important that the host organisation informs the mentor and mentee that they come from different backgrounds. Another step could be for the mentor and mentee organisation to share their past experiences and collaboratively analyse their similarities and differences. A similar examination of cultural differences can elevate the awareness level for both parties right from the start of the mentoring relationship. This approach can help anticipate potential communication barriers or, if they do arise, enable quicker and easier resolution.

# Challenges in Building/Maintaining Mutual Trust

Trust issues may arise between mentor and mentee, potentially stemming from the mentee's scepticism about the mentor's competences or sincerity, or from the mentor's lack of trust in the mentee. A crisis of trust refers to a situation in which trust is broken in the mentoring relationship. Concrete examples:

## Withholding of Information

The mentor may avoid sharing essential information with the mentee organisation or may withhold important details. This undermines the mentee's trust in the mentor's intentions and honesty.

### Example and Solution Proposal



Suppose a mentor does not share important information about a process, activity, or programme, leading to the mentee's inability to manage the process effectively due to missing information. In this case, the mentee suspects that the mentor is hiding information and a crisis of trust arises. In order to avoid such crises, the mentee needs to be clear and open about what the mentor can and cannot provide in terms of the organisation's needs and demands. Wherever possible, there should be an open channel for feedback and room for raising the issue during the meetings. Additionally, the host organisation's oversight of the process can positively contribute to ensuring transparency.

## Breach of Promise

The mentor does not keep his promises or fulfil his commitments. This causes the mentee organisation to doubt the mentor's reliability.

### Example and Solution Proposal



A mentor might commit to a meeting with the mentee organisation on a certain date, but does not keep their promise by continuously postponing or cancelling the meeting. Similarly, the mentor may not fulfil some of the tasks and responsibilities taken on. In such cases, the mentee finds it difficult to trust the mentor's commitments. As mentioned in the previous section, the host organisation's monitoring of the process and open communication/feedback with the mentee organisation can act as a preventive factor against potential crises. However, the mentor should be cautious about trying to meet all of the mentee organisation's requests with good intentions. It is important to keep the process focused on the goal and to prioritise the tasks in terms of the organisation's learning needs. This can be achieved by undertaking realisable and achievable tasks in relevant areas. Well-intentioned but unrealistic commitments to support the process are likely to have the opposite effect.



## Conflict of Interest

The mentor may prioritise personal interests or pursue the interests of another organisation while providing support to the mentee organisation. This undermines the mentee organisation's trust in the mentor's objectivity and fairness.

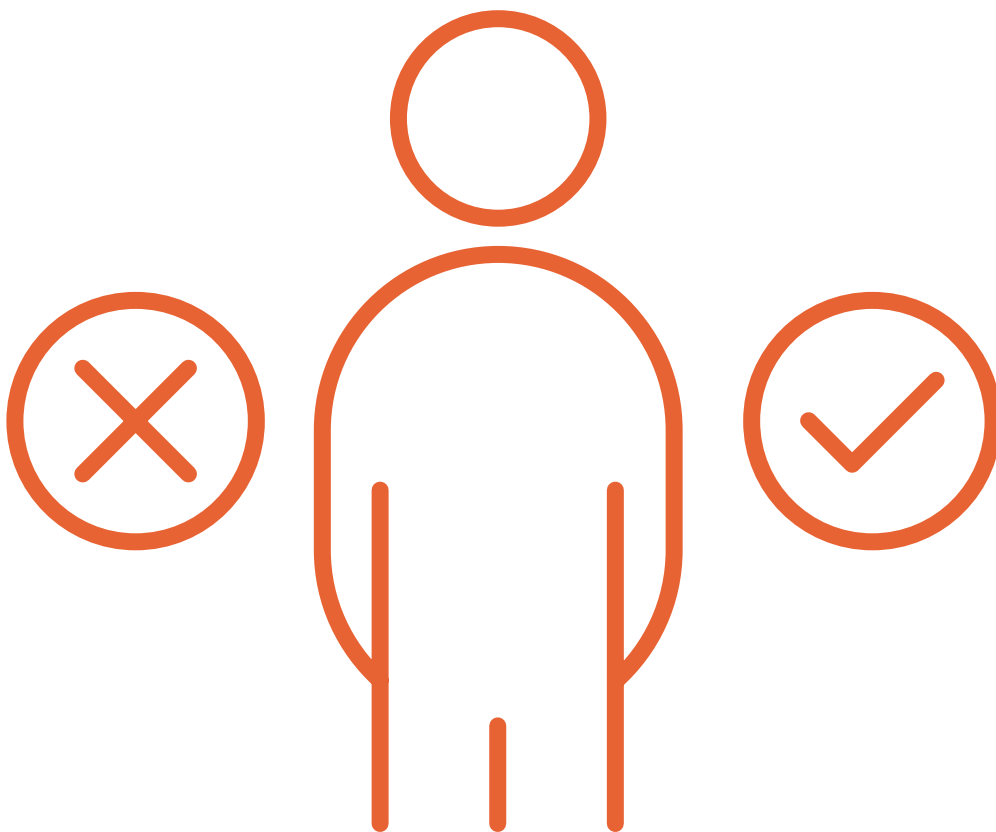
### Example and Solution Proposal



A mentor, while supporting the mentee organisation, also takes part in the competitive process of another organisation and shares information that may harm the interests of the mentee-organisation. In this case, the organisation may believe that the mentor has a conflict of interest, leading to a crisis of trust. Avoiding such crisis is very important not only for the mentor-mentee relationship but also for the entire mentoring programme. Monitoring and follow-up activities by the host organisation are precisely preventative measures against such crises. However, if a mentor ends up in a potential situation of conflict of interest, they should inform the host organisation and take proactive steps to restructure the process.

These examples illustrate common situations of how a crisis of trust can arise. Mentors should adhere to principles such as honesty, transparency, honouring commitments and avoiding conflicts of interest to build/maintain trust and prevent crises. It is also important to strengthen and keep open communication, address issues openly and take steps to rebuild trust. In times of crisis, it is essential to engage with the host organisation and regularly inform the host organisation about the process in order to find solutions more effectively and appropriately.

Throughout all these processes, both the host organisation and mentors must uphold the principle of confidentiality, particularly when sharing negative findings about the organisation with each other.



# Performance Challenges

During the mentoring process, the mentee organisation (and mentee organisation participants) may face occasional challenges in efficiently and/or consistently working towards the relevant capacity building goal. These difficulties in maintaining efficient and/or regular progress may lead to a decline in the mentee organisation's interest, attention and motivation in the mentoring process. If we define the organisation's interest, attention, motivation and goal-oriented work as overall performance, such a situation can be labelled as performance crisis. It should be added that mentoring is a process between mentor and mentee in which the parties reflect on each other. Therefore, performance issues experienced by the mentee can also be experienced by the mentor. Performance crises, particularly when encountered by the mentor, call for intervention by the host organisation. When experienced by the mentee, these crises should be jointly evaluated by the mentor and the host organisation.

Below are examples of situations where the mentee organisation may struggle to make the expected progress in the mentoring process, which can be gathered under the broad term of performance crises.

## Difficulties in Achieving Goals

The mentee (organisation or participants) may not make the expected progress in achieving the goals set at the beginning of the mentoring process within the agreed time (calendar). This may demotivate the mentee organisation. Moreover, it may weaken the mentee's commitment to the mentoring process.

### Example and Solution Proposal



At the start of the mentoring process, the mentee organisation receives mentoring to develop its skills in project writing and management. However, as the mentoring process progresses and the mentee deals with the sub-components of project management (such as time management, resource management, etc.), the mentee organisation (or participants) may realise more areas need development and it might face implementation difficulties, either due to personal challenges or organisational constraints. This situation may lead to a lack of progress in achieving the intended goals, and may even cause the mentee (organisation or participants) to drop out of the process. In case the mentee struggles in reaching the set goals for different reasons, the first thing the mentor should do is to go over the set goals together with the mentee. The objectives of the mentoring process may need to be reassessed, potentially leading to adjustments in the timeline, or a reduction in the number or scope of goals. In parallel with revising the objectives, the mentor should offer different approaches and/or additional resources to improve the skills of the mentee organisation. Finally, it is important to inform the host organisation about the relevant situation and the renewal of the objectives (or interventions such as additional resources, different approaches, etc.) for the mentoring process to run efficiently.

## Insufficient Motivation or Loss of Motivation

The mentor and/or mentee (organisation or participants) may start the mentoring process with a motivation that differ from mutual expectations, may lose motivation during the process, or may continue the mentoring process reluctantly.

### Example and Solution Proposal



When a mentee organisation is engaged in a mentoring process that lasts over four months, the motivation and willingness of the mentee (organisation or its participants) to cooperate may diminish mid-process due to various organisational or personal reasons (complexity of organisational capacity development, resistance within the organisation, failures in the participant-organisation relationship). In this case, the first thing the mentor should do is to initiate an open dialogue with the mentee to understand the reasons for the loss of interest in the process. If the reason for the mentee's decreased motivation in the organisation is the reduced belief in achieving the goals, these goals should be reviewed, as in the example given above. If the reason is the change of dynamics for the organisation and therefore the difficulty of implementing new practices (structure, organisation), the goals should be reviewed. If the reason is linked to the personal life of the mentee organisation's representatives (their relationship with the organisation is also considered personal), it may be suggested to change the mentee participant (exchange with another participant from the respective organisation) or to bring in a support participant.

The primary recommendation for the mentor in the discussion about motivation loss is that the mentor should try to understand the root cause of the motivation loss through open communication with the mentee (organisation or participant). If the motivation loss is caused by the organisation, in addition to the above suggestions, the mentor can overcome the difficulties by sharing solution-oriented examples with the mentee and working closely with additional meetings. However, if the motivation loss is due to personal reasons, the mentor's room for manoeuvre is narrowed and together with the host organisation they can come up with various solutions, such as changing the representative of the organisation concerned, supporting and/or adding new participants to the process.

In addition, the mentor may also lose motivation. In such cases, the mentor can establish an open dialogue with the host organisation to express the reasons for the loss of motivation and find solutions together. Such situations once again demonstrate the importance of the host organisation's regular follow-up of the mentors.

## Insufficient Resources or Support

The mentee organisation may experience difficulties in accessing necessary resources or support. This may negatively affect the performance of the organisation.

### Example and Solution Proposal



In the mentoring process, the mentee (organisation or participants) sets the goal of establishing a new fundraising structure within the organisation. The mentee has convinced the organisation to pursue this goal, has participated in meetings at the beginning of the mentoring process and the goal coincides with the needs of the organisation. However, in order to establish a new fundraising structure, the organisation needs both an expert to set up the system (e.g. crowd funding system), financial resources for the basic setup expenses of the relevant system, and technical support. The mentee faces obstacles in accessing the relevant resources (e.g. lack of access to an expert, financial support to set up the relevant structure, and technical infrastructure). This situation causes the mentee to lose motivation in the organisation and to fall out of the process. If the mentor has identified "insufficient access to resources" as the reason for the loss of motivation, the first thing to do is to review the goals of the process with the mentee. Dividing the goals of the mentoring process into short and medium term can be helpful in determining the milestones for the progress of the process. Continuing with this example, if the mentee organisation is working on establishing a new "fundraising structure" and is having problems in accessing resources, the mentor may suggest to divide the organisation's goals. After identifying the needs for establishing a new "fundraising structure", the mentor may suggest achieving those needs as a priority goal. Therefore, the short-term goal of the organisation is changed to meeting the relevant needs and the second goal is changed to establishing a new "fundraising structure". This situation both contributes to the correct identification of the mentee's needs in order to achieve the organisation's goals and prevents a decrease in the mentee's motivation.

## The Demotivating "We have already tried!" Factor

The mentee organisation may have engaged in capacity-building activities but failed to achieve effective results. This situation may have led to demotivation among both the representatives participating in the mentoring process and other members and volunteers of the mentee organisation.

### Example and Solution Proposal



The mentor is advised to listen to the mentee organisation regarding the trial process and related experiences in capacity building work. Then, the mentor can analyse strengths and weaknesses of the experience, what has benefited the organisation and what fell short of expectations, what was missing and what needs improvement, in collaboration with participants of the mentee organisation. Following this analysis, capacity building work issues that require maintenance and change can be identified. Finally, the mentor can enrich the capacity building process with additional suggestions and provide support for the mentee organisation's (re)implementation.

Mentors should take steps to monitor the performance of the mentee organisation, to review objectives and/or redefine strategies where necessary, and to offer support in overcoming challenges. In particular, it is important to support the organisation with "good examples" and to maintain its interest in the process.

# Adaptation Challenges

There may be incompatibilities between mentor and mentee organisation. For example, it may be difficult to harmonise due to different working styles, values or expectations. Adaptation crises can lead to tensions and communication breakdowns between the mentor and the organisation.

## Value and Belief Incompatibility

Incompatibilities may arise between mentor and mentee organisation in terms of values, beliefs or priorities. In this case, disagreements and conflicts may arise due to different perspectives or priorities of the mentor and the organisation.

### Example and Solution Proposal



A mentee (and/or its representatives) may see social justice and political change as a priority when operating an organisation, while the mentor may focus more on corporate or financial sustainability. In this case, there may be a disagreement between the mentor and the organisation on values and priorities and an alignment crisis may arise. It would be beneficial to share this alignment crisis with the host organisation and review the process.

## Communication Style Mismatch

There may be incompatibilities between mentor and mentee in terms of communication styles or communication expectations. Different communication styles or communication expectations may hinder effective communication and cause disagreements.

### Example and Solution Proposal



While the mentor may adopt a more direct and open communication style, the mentee organisation (and/or its participants) may prefer a more indirect and implicit communication style. In this case, disagreements or conflicts may arise between mentor and mentee (organisation and/or its participants). Similarly, if the mentor adopts a more implicit and indirect communication style, while the mentee (organisation and/or its participants) prefers a more direct and open communication style, conflicts may arise.

In that case, if the mentor is able to identify the cause of the conflict with the mentee (communication), it is recommended to organise a special meeting (workshop) to transform or improve the conflict. The mentee can arrange the meeting alone with the organisation or invite the host organisation. The mentee can even organise the meeting with the help of a facilitator with the support of the host organisation if their contribution would be more useful. The meeting may aim to draw up an action plan for the mentor and mentee organisation to produce a "common language".

If the mentor is not sure of the cause of the conflict, they should contact the host organisation and ask for support in assessing the relevant conflict situation.

## Mismatch in Working Styles

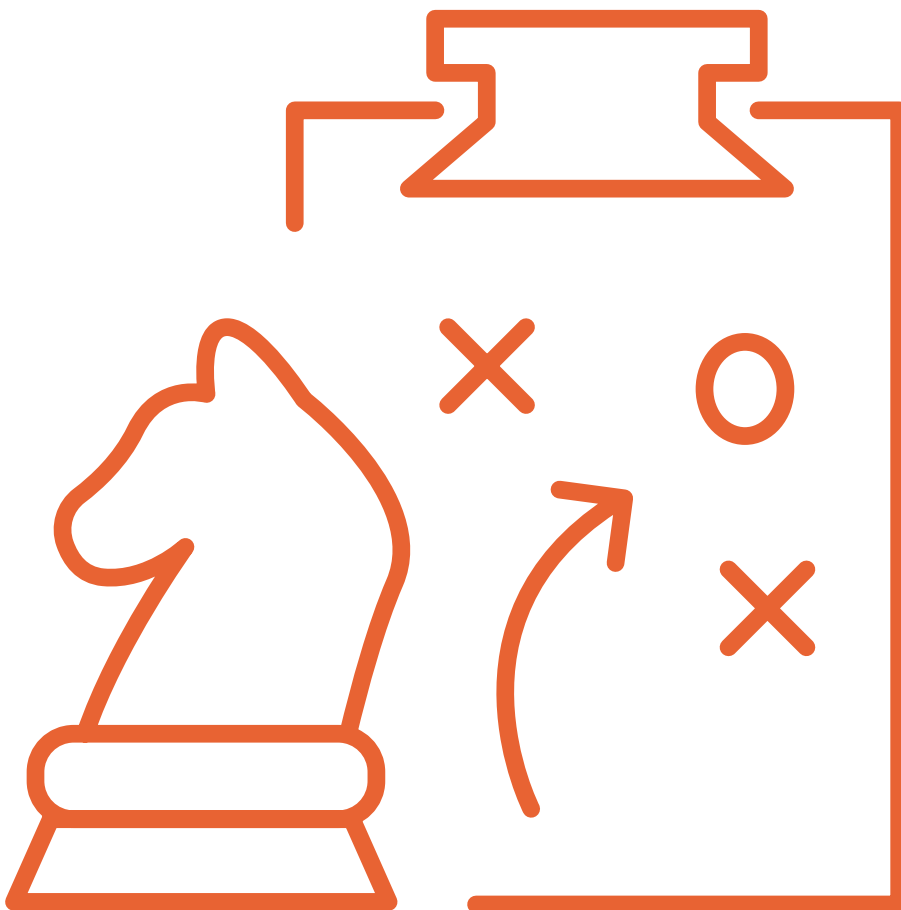
Mentor and mentee organisations may experience incompatibilities in terms of working styles or work approaches. Different working styles, inclusion of people with insufficient skills as mentors, different work approaches of mentor and mentee organisations may negatively affect collaboration and productivity.

### Example and Solution Proposal



While the mentor may want a more structured work plan and regular reporting, the mentee organisation may prefer a more flexible working style. In this case, there may be disagreements between the mentor and the organisation about the working style and cooperation. In case of mismatched working styles, it is recommended for the mentor and the mentee organisation to review and reassess the "agreement on the way they will work" and try to develop a working regime that both parties can agree on. Should the incompatibility in working styles persists, it is recommended that the mentor informs the host organisation of the situation and seek their facilitation.

These examples illustrate how adjustment crises can arise. To create a harmonious working environment with the mentee, mentors should improve their communication skills, respect values and communication styles, and be flexible in terms of working styles.



# Institutional/Organisational/Intra-Organisational Challenges

The mentee organisation that enters the mentoring process may face some intra-organisational crises, intra-organisational problems may arise, or the mentors may notice the existing problems during the mentoring process. For example, financial difficulties, changes in management, legal issues, damaged reputation, trust issues among members, the withholding of information, incompatibility of working styles or authority/responsibility issues may lead to organisational crises. These crises may require the mentor to reassess their plans and role.

## Inter-generational Conflicts

Sometimes there may be different approaches or stances among the stakeholders within the mentee organisation due to their age, experience or time in the organisation. Especially nowadays, it is quite common for individuals from different generations to come together within the same organisation. Inter-generational conflict is a situation that arises in terms of understanding, values, communication style and business approaches between individuals from different generations within an organisation.

Individuals may have varying preferences for communication. Some may prefer face-to-face communication, while others may communicate more frequently through technology. Younger generations may be more familiar with technology and can do their work more efficiently through technology. Moreover, older generations may have difficulty adapting to new technologies. An example of a difference in perspectives and values is the tension between the desire for belonging and career development versus the pursuit of meaning-making.

However, each generation may have a different perspective on decision-making processes. Attitudes towards making quick decisions and adapting to changes may differ.

### Solution Proposal



The mentor can identify areas where differences among the actors within the mentee organisation affect the mentee, but can also observe shared methods and understandings. Mentors should be receptive to mentee organisation participants from different generations. This includes embracing the unique perspective of each generation. Openness and transparency in communication can help to avoid intergenerational conflicts. Mentors should establish an open dialogue to understand the expectations of both parties.

However, mentors should diversify their mentoring tools and processes and adopt a flexible approach, if necessary initiating a series of meetings to understand the differing thought processes of the actors within the organisation.



## Personal Relationships within the Organisation

The influence of personal relationships within an organisation on decision-making processes usually refers to the situation where employees' relationships, interactions, levels of trust and potential conflicts with each other have an impact on decisions. This situation can significantly affect communication, solidarity, collaborative work practices and dynamics within an organisation.

### Example and Solution Proposal



In particular, a lack of open and transparent communication, as well as personal rivalries or conflicts within the organisation may have a negative impact on decision-making processes. In a competitive environment, people might find it challenging to express themselves or might encounter compatibility issues with colleagues. Another important factor affecting personal relations is differences in beliefs and values. Major differences in beliefs and values among individuals can result in a lack of trust, potentially weakening cooperation within an organisation. In environments where people do not trust each other, they may avoid working and making decisions together. Such situations may negatively affect the decision-making processes.

At this stage, mentors should remain impartial when assessing the issues of mentee organisation participants related to personal relations within the organisation. It is necessary to understand the point of view of each party and make an objective assessment. It is important for mentors to identify situations where personal relations within the organisation affect decision-making processes. Mentors should raise awareness that some issues may arise from these conflicts and provide non-intrusive suggestions for solving them, rather than making direct suggestions for solving mentee-organisation personal conflicts. If the mentor feels that personal relations cannot be resolved or have become entrenched, they should communicate it to the host organisation.

## Differences in Ideals, Goals and Values within the Organisation

Differences in organisational ideals, goals and values can arise especially when there are significant disparities between people's political views and values. These situations affect the working style and environment within the organisation and may make it impossible to work together.

### Example and Solution



If divergent views affect the mentoring process, the mentor may suggest the mentee to step into the organisation to establish common ground.

First and foremost, it is important for the organisation's ideals, goals and values to be clearly defined. These values can create harmony and understanding among the organisation's employees. If such common ground has not been found before, the mentor can make suggestions. Political views and values can be explored and discussed within the organisation. Revisiting and discussing ideals, goals and values within the organisation can be helpful in understanding how people develop a point of view on the issue.



However, if the ideals, goals and values of the organisation are clear, but a conflict still persists, the mentor's deeper intervention or suggestions would not be welcomed. If these divergent views are affecting the mentoring process within the organisation, the mentor can have solution-oriented meetings with the mentee organisation. When addressing issues, it is important to be solution-oriented and to move in a positive direction. Nevertheless, the mentor should not be expected to take a position and solve the issue in such situations within the organisation. In fact, the mentoring process can be postponed until the issue is resolved.

## Conflicts Based on Roles and Responsibilities

Unclear job descriptions, roles and boundaries within the mentee organisation may lead to issues and crises and a loss of individual motivation during the mentoring process. These role conflicts can occur in different ways:

- Issues may arise between employees and volunteers due to unclear job descriptions. In the absence of clear job descriptions, confusion arise about who should do what.

- Issues related to the lack of clear boundaries between employees and the board of directors may lead to a lack of clear boundaries between board members and employees, confusion in decision-making processes and failure to take responsibility for the consequences of decisions taken.

- Issues between volunteers and the board of directors can lead to demotivation of volunteers, problematic participation and representation, and confusion of representation and authority within the organisation.

### Solution Proposal



Ensuring that the mentee organisation is encouraged to share a definition of the roles and responsibilities is crucial for clarifying the job descriptions. If necessary, it may be suggested to the organisation to plan a meeting in which the interlocutors will be present. In order to encourage each team member to understand how they can contribute to the defined tasks and responsibilities, setting individual goals and providing information on how they can help in achieving these goals can increase their motivation. Supporting tasks and responsibilities with specific documentation, including written job descriptions and expectations for each position, can reduce ambiguity.

Establishing feedback mechanisms through periodic evaluations may be helpful. Discussing and planning training and development areas for actors to fulfil their tasks more effectively can help to better adapt to the roles and responsibilities set.

Also discussing how the roles and responsibilities identified align with the overall goals and strategy of the organisation contributes to an understanding of the bigger picture as a whole.

## Ethical Differences within the Organisation (How to Understand Conflict of Interest)

Differences can be observed among the mentee organisation's members regarding the ethical approaches within the mentee organisation. These differences can be a simple issue that can be overcome or a situation that can have devastating consequences.

### Solution Proposal



The mentor should contact the host organisation and exchange views before taking any steps on the subject. At this stage, it should be kept in mind that the ethical values of each mentee organisation may differ from each other.

## Inconsistent and Unreliable Flow and Management of Information within the Organisation

Inconsistent and unreliable flow and management of information within the organisation, especially when information is concealed and individuals keep it to themselves. This means that the mentee organisation faces deficiencies in corporate memory and information management. Individuals may choose to keep information to themselves or ignore it rather than sharing it with other members. This situation can lead to the mentoring process not being shared effectively with the rest of the organisation, thus hindering organisational learning, potentially also leading to internal conflicts.

### Solution Proposal



If the mentee organisation lacks corporate memory and information management activities, individuals within the organisation may sometimes collect information and refrain from sharing it with other members. It would be beneficial for the mentor to suggest methods to the organisation for developing corporate memory and information management. In addition, capacity building activities that emphasise the importance of transparency and accountability within the organisation can also be suggested.

Moreover, the lack of organisation and uncertainty within the organisation can also arise from the burden of work being concentrated on a single individual. At this stage, it would be prudent to suggest conducting an analysis of roles and responsibilities.

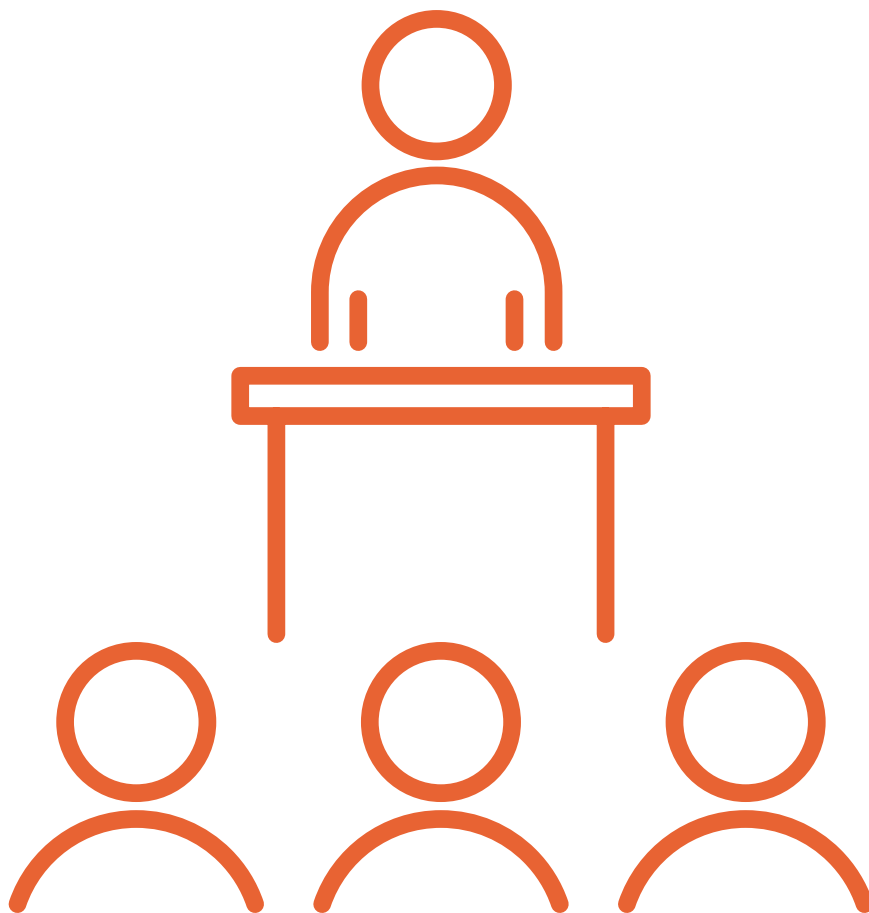
## Authoritarian and/or One-person Approach

Various conflicts may arise depending on whether the mentee is accepted as an authority figure in the organisation or the person who establishes authority over the organisation is involved in the mentoring process or not. If such a person participates in the mentoring meetings, other members of the organisation may struggle in expressing their opinions and inclusive decisions may be prevented. If the person does not participate in the meetings, there may be difficulties in making decisions, implementing them, and distributing tasks, which may lead to later rejection or questioning of the decisions to be taken and prolong the process.

### Solution Proposal



It is anticipated that at least one individual who meets with the mentor should possess decision-making authority. However, if this person attempts to monopolise power and dominate the meetings, the mentor's primary suggestion or approach should involve making suggestions that emphasise participation and sustainability to include different people in the meetings. However, the mentoring process should be designed in such a way that it does not lead to an increase or consolidation of one person's power within the organisation. Should the mentor perceive a risk or danger of this occurring, it would be advisable to reach out to the host organisation to address this concern.



# Ethical Challenges

The ethical approach in learning and support areas (such as teaching, school, psychological support processes, social service support), where there is a high degree of interplay with personal aspects, is an issue that needs to be considered. Determining the framework of the ethical approach for the mentoring process will be important in terms of solving potential obstacles and issues by developing mutual understanding.

Ethical issues may arise during the mentoring process. For example, situations such as conflict of interest, withholding information or unreliable behaviour may damage the mentor's reputation and negatively affect the mentoring relation.

Ethical challenges may be internal to the mentee's organisation, or associated with the mentor's work style and approach. Any potential instances of unethical behaviour on the part of the mentor are not addressed in this booklet but are subject to evaluation and interpretation by the host organisation.

In order to proactively prevent ethical violations that may arise during the process, parties can sign a document, such as a mutual consent or common understanding agreement. This document ensures that all parties are fully aware of their responsibilities and the principles of confidentiality.

## Conflict of Interest

An ethical crisis may arise if the mentor experiences a conflict between their personal interests and the mentee's work process with the organisation. The mentor may deviate from impartiality or objectivity and display unfair behaviour in the mentoring relation.

### Example and Potential Result



The mentor may behave in a privileged manner towards the mentee organisation or may prioritise their personal interests and move away from objectivity. In this case, the mentor's reputation may be damaged and the mentoring relation may be affected.

## Hiding Information or Manipulation

An ethical crisis occurs when the mentor deliberately conceals or manipulates information that should be shared with the mentee organisation. The mentor's credibility is damaged and a lack of transparency and honesty prevails in the mentoring process.

### Example and Potential Result



The mentor may conceal important information regarding the financial situation of the organisation, not showing the true state of affairs, or deliberately under-report the resources that should be directed to the organisation. Such behaviour seriously damages the mentor's reputation and the process may be interrupted.

## Unreliable Behaviour

A mentor's failure to honour commitments, inconsistency in their promises or failure to fulfil promises can create an ethical crisis. The mentor's unreliable behaviour may cause trust issues and frustration in the mentoring relation.

### Example and Potential Result



If the mentor fails to attend a meeting at a certain time or to ensure the accuracy of any information provided, the organisation may perceive the mentee as unreliable. In this case, the mentor's reputation is damaged and the mentoring relation may be affected.

## Discrimination and Marginalisation

There may be prejudice and discrimination against people and groups such as racism, sexism, LGBTI+ phobia, ableism<sup>2</sup> or ageism from the mentor or mentee (organisation or participants). This may negatively affect the process.

### Example and Potential Result



If the discrimination and marginalisation is linked to the mentoring process, the mentor should share awareness of the issue with the host organisation. Together with the host organisation, it is necessary to decide how the mentoring process can be taken forward.



<sup>2</sup> Ableism: Ableism and its impacts have been described as "a value system that considers certain typical characteristics of body and mind as essential for living a life of value. Based on strict standards of appearance, functioning and behaviour, ableist ways of thinking consider the disability experience as a misfortune that leads to suffering and disadvantage and invariably devalues human life." Ableism is the foundation of the medical and charity models of disability that leads to social prejudice, inequality and discrimination against persons with disabilities, as it underpins legislation, policies and practices such as segregated employment, for example "sheltered workshops" and can result in involuntary participation in the informal economy. (UN Committee on the Rights of Persons with Disabilities - CRPD/C/GC/8: General comment No. 8 (2022) on the right of persons with disabilities to work and employment, 9 September 2022)

# Challenges Stemming from the Surrounding Environment

Factors affecting the mentoring process may not only originate from the stakeholders involved in the process. The process can also be influenced by external factors that affect the mentee organisation (or the participants). These factors may occasionally lead to abrupt changes within the organisation. The following examples illustrate the challenges arising from external factors.

## Political Challenges

Mentee organisations are both directly and indirectly affected by the political conjuncture in which they operate. Whether the political conjuncture is favourable or not will be decisive for organisations in many different issues, ranging from their field of action to capacity for organising. It is known that organisations working in the field of advocacy (and with a rights-based approach) are more affected by political opinions and movements, especially in times of heightened polarisation. For example, an organisation working for refugee rights may be restricted or carry out its activities more easily depending on the inclination of the government. Similarly, in a political conjuncture where there are groups that react intensely to refugees, the organisation concerned may be subjected to psychological, verbal and even physical attacks, even if it is not prevented by the government.

### Solution Proposal and Potential Results



If the mentee organisation starts to experience political difficulties, it will also affect and/or interrupt the mentoring process. First of all, the mentor needs to assess and monitor the extent to which the mentee organisation is affected by the political conjuncture from the beginning of the process. In case of political developments that directly affect the organisation, it is recommended that the mentor should pause the work on the learning goals foreseen for the mentoring process and make a "situation assessment" with the organisation. Depending on the situation assessment, it would be useful for the mentor to work on alternative scenarios and strategies with the mentee organisation within the framework of the skill set. In parallel, the mentor is expected to inform the host organisation about the new situation and share the risks related to both the mentee organisation and the mentoring process.

Situations of political risk, difficulty and/or conflict may not be limited to the mentee organisation being affected by external factors. The related development may also cause ruptures and/or divisions within the organisation. In this case, the mentor should not be a party influencing the balance within the organisation. Similar to the situation above, it is recommended to inform the host organisation about the situation.

## Mandatory Situations Such as Pandemics Affecting Working Patterns

As seen in the recent Covid 19 pandemic, exigencies can affect the way the mentee organisation works and the realisation of its activities.

### Solution Proposal and Potential Results



In cases where the working dynamics of the organisation changes due to "sudden developments", such as a pandemic caused by reasons beyond the control of the mentee organisation, it is recommended that the mentor holds an assessment meeting with the organisation. The assessment meeting may result in a decision to change the learning goals of the mentoring process. The mentor can direct the mentee organisation to analyse the risk and prepare a risk management plan. As a result of the same assessment, the mentor can facilitate the restructuring of the learning goals of the organisation. The mentor can direct the newly restructured learning goals of the organisation towards the acquisition of the necessary knowledge and skills (e.g. technological skills) to overcome the corresponding challenges.

## The Organization's Financial Resource Loss Due to External Factors

The financial resources of mentee organisations are in many cases dependent on their funders. A sudden or short-term cut-off of funding by the funder(s) may create turbulence for the organisation in the short or medium term. This may cause the mentor's work to become stalled.

### Solution Proposal and Potential Results



When there is a situation related to the mentee organisation's structural conditions or material resources that affect its daily functioning, it is recommended that the mentor assesses the short and medium-term functioning of the organisation with the participants of the mentoring process. In the assessment, the first issue to be analysed should be the reasons for the restriction or cut-off of financial resources. The next issue may be the effects of the restriction and/or cutback on the organisation. By analysing the situation, drawing alternative road maps for the organisation will contribute to the continuity of the organisation. If the mentor's skill set is not in the relevant areas of assessment, analysis and new strategy development (e.g. the mentor's skill set may be digital communication development), they can inform the host organisation and request support (such as an additional mentor).

The cessation of funding may be due to internal organisational reasons (e.g. monitoring and supervision mechanisms not working efficiently). In order to avoid a recurrence of the situation, it would be useful for the mentor to encourage the organisation to seek capacity support on relevant issues.

Finally, the mentor can move their work to the field of "fund raising" in line with the needs of the mentee organisation. If the skill set is not suitable for providing support in "fundraising", it is recommended to inform the host organisation.



# 3<sup>rd</sup> STAGE

## Mentoring Concluded – What to Do During the Closure Process

The last step of the mentoring process is "closure". The closure of the mentoring process may occur for reasons other than planning, due to organisational or environmental factors. In unplanned and sudden closures, the mentoring process may end without achieving the learning objectives. This closure will not be productive for either the mentor or the mentee organisation as it has not been planned and the goals have not been achieved. Even if the mentoring process is interrupted, it is advisable for the mentor to contact the organisation (it can also be by e-mail) and remind them that the process has ended.

If the mentoring process has taken place in the intended flow (e.g. at the time of mentoring or after the learning goals have been achieved), it is recommended that the mentor focuses on three main areas when closing the mentoring process. The first one is "preparation for closure", the second one is "determining what to do after the mentoring" and the third one is ending the process with a "closure meeting".

### The Mentee Prepares the Organisation for Closure




After 4 - 5 months of working with the mentee organisation, you need to prepare the organisation for closure as you move towards closing the process. The closure is important to underline that the learning process within the mentoring programme has concluded and that you will no longer be involved with the organisation in a regular and formal learning capacity after the mentoring programme (unless you take on a new role).

Before the closing meeting, it is important to work with the mentee organisation on the goals you have set since the first meeting, the stages you have gone through, what you have achieved and the goals or activities that have not been completed. At the closing meeting, it will be useful to evaluate the process with the mentee organisation. In addition, through this evaluation, you will also contribute to the organisation's drawing up a road map for the targeted and uncompleted activities after the closing.

When inviting the mentee organisation to your last meeting within the mentoring programme, do not forget to mention that this is the "closing" meeting. In this way, if there are issues that the mentee organisation would like to share with you, you will provide a space for them to use this opportunity.



## Sample e-mail message 2

 New message 

To

Subject

Dear Defne and Kerem, hello,

I hope you are well.  
I am writing to remind you of our last meeting. This week's meeting will be the last - closing meeting of our mentoring programme.







In preparation for the meeting, I will try to list the goals we set at the beginning of the mentoring programme, what we have achieved and what remains uncompleted. I would like to ask you to do a similar exercise.

This approach will allow us both to go over our process and if we have questions, suggestions and/or thoughts about the mentoring process, we can share and develop them.

I propose we hold our meeting at the usual time on Thursday at 18:00 at your association. Please let me know if this time works for you.

Best regards,  
Saner

SEND



## Planning What to Do After Closing the Mentoring Process




Once the mentoring process has ended, a preliminary discussion of the areas in which the mentee organisation can continue to work can be held at the closing meeting.

Also, once the process has ended, the relation between the mentor and the organisation will need to be redefined. The mentee can maintain a casual relation with the organisation or develop a more in-depth relation.

## Closing Meeting

Holding the closing meeting with the mentee organisation is as important as the opening meeting. Holding this meeting with the aforementioned agendas will support a productive process. After the closing meeting, it is recommended to end the process with a final correspondence.

### Sample e-mail message 3

 New message 

To

Subject

Dear Defne and Kerem, hello,

I hope you have been in good spirits since we last met. As you know, we held the last meeting of the mentoring process last week. Thus, we have come to the closure of the mentoring process we have been carrying out with you for 4 months.

During this process, we have made significant progress in "introducing the volunteer programme and improving the orientation/training of the volunteering programme", which we identified and prioritised in our first meeting.

As the mentoring process comes to an end:







- We completed the content, process and action plan for the promotion of the Volunteering Programme
- We have prepared an orientation programme for the first volunteers.

I confidently entrust the next steps of the Volunteering Programme to your capable hands.

Wishing you strength in your efforts,  
See you soon,

Warm regards,  
Saner

SEND



## **Feedback and Evaluation**

It is very important to give mutual feedback at the end of the mentoring process. This feedback should evaluate the mentee organisation's development and highlight their contributions and achievements during the mentoring process. At the same time, it should provide the organisation with guiding recommendations for future goals.

## **Distancing and Boundaries**

When concluding the mentoring process, it is important to clarify the nature of the relation the mentor and the mentee organisation can expect. The mentor may later become a member, volunteer or supporter of the organisation, and the effects of the relation and positioning established during the process will be evident. Therefore, the organic continuation of the relation following the end of the mentoring process can have both benefits and negative effects. It is certain that a planned and mutually agreed-upon closure will be more beneficial than an abrupt and sudden termination.

## **Follow-up and Support**

The mentor can follow up with the organisation after closure of the mentoring process, but they should be aware that this is not done within the institutional framework. This can be done by communicating from time to time or answering questions. The mentor or the mentoring host organisation should establish a mechanism to follow up on the development and success of the organisation.

## **Learning and Reflection**

At the end of the mentoring process, it is essential for the mentor to reflect on their personal experiences and learnings. During this period, the mentor can identify their strengths and areas for improvement within the context of the mentoring process. Such reflection will help in enhancing the mentor's effectiveness in future mentoring experiences. At this stage, it is recommended to have a meeting with the other mentors and representatives of the host organisation with whom the mentor has interacted during the process.

## **Confidentiality and Protection of Confidential Information**

Upon concluding the mentoring process, it is crucial for the mentor to uphold the confidentiality of the information shared by the mentee organisation. The mentor is responsible for maintaining the confidentiality of the knowledge gained during the mentoring process and must not breach the organisation's rights to confidentiality.

# Last Word

It is essential to remember that the mentoring process represents a journey of change and learning for both the mentor and the mentee organisation. Both change and learning can be a painful process, even if the person does it alone.

It carries concerns as well as hopes for the past, present and future. The learning/change process, which is already so painful on its own, can become even more complex as the number of actors involved increases. The role of the mentor in this process is to facilitate this complex process and change for the mentee-organisation. Therefore, the mentor is advised to focus on the process, not on the people, and to take steps to ensure that the process can move forward (change and learning can take place). Another suggestion is to keep in mind that this process is not linear but cyclical. In this context, the mentor should be open to revising the agreement with the mentee organisation, redefining goals, diversifying resources and planning the process again and again.

Another aspect relates to the mentor. This process is also a learning journey for the mentor as much as it is for the mentee organisation. Therefore, it is advisable for the mentor to engage with other mentors, maintain regular communication with the host organisation, or - if possible - seek supervision. Working side by side and sharing the process with other mentors will help the mentor to engage in a reflective process. Therefore, it will also facilitate the mentor's own learning.

Finally, it's important to acknowledge that while generic challenges and/or barriers have been discussed, the specifics may vary with context and may become irrelevant over time.



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