



ROMANIAN
DIVERSITY
CHARTER

Workplace Inclusion Champion Diversity Mentorship Scheme

MENTORSHIP TOOLKIT



Vsebina

1. Introduction and Programme Guidelines	3
2. About the Regional Diversity Mentorship Scheme	3
3. Program guidelines	3
4. Timeline and Key Milestones during the Mentorship	5
5. Recommended activities/tools	6
6. National Contact Information	7
MENTORING PARTNERSHIP AGREEMENT.....	8
MENTOR – MENTEE MEETING	10
FIRST MEETING AGENDA TEMPLATE	11
THE FOUR PHASES OF MENTORING.....	12
MY MENTORING PATH.....	13
ESTABLISHING AGREEMENTS.....	14
INCLUSIVE COMMUNICATION TIPS FOR MENTORS.....	15
INTERCULTURAL MENTORING SKILLS	16
INTERGENERATIONAL MENTORING SKILLS.....	17

1. Introduction and Programme Guidelines

Thank you for your commitment to mentoring a Regional Diversity Mentorship Scheme. This program is inspired by the Slovenian, Croatian and Romanian Diversity Charters with the support of European Commission, REC Programme of the European Union. With this mentorship program we want to support signatory organizations as they spur values and principles of Diversity Charters and to learn how to best implement principles and values into working environment.

Your mentorship will help them to reflect on their vision and activity plans and to achieve their goals as they strive to implement the principles of DC in their own organizations.

2. About the Regional Diversity Mentorship Scheme

Signatories of 3 Diversity Charters are invited to apply for a professional mentorship along with other activities of Diversity Charters. Mentorships are designed to support signatory organizations that want to implement D&I programmes, develop projects, exchange good practices and deepen knowledge in diversity management in the region.

The mentorship programme provides opportunity to interact and create support to those who already have some D&I knowledge and wish to exchange knowledge and good practices with external expert mentor.

With this programme we aim to:

- To connect experts with common interests related to diversity in the region outside companies.
- To improve D&I learning.
- To improve diversity competencies.
- To provide opportunity to interact with professionals in the region and outside of the organisations.
- To expand professional networks.

Mentorships last for an initial period of six months, and mentees are matched with either virtual mentors or in person mentors located in their own country.

3. Program guidelines

Mentorship is not something to be taken lightly, as a mentoring relationship can have a powerful impact on a mentee. Developing a successful mentoring relationship requires commitment, open communication, a dynamic and flexible attitude, from both, mentor and mentee. Before first meeting, it is important that you and your mentee understand your roles and expectations so that your mentee can achieve hers/his professional development needs,

and so that both of you can benefit and grow from the relationship. This way you will be able to understand how you have personally learned on your life path and what kind of mentors (formal or informal) helped you to grow in your career.

National coordinators will invite you to **kick off meeting**, with all the mentors and mentees on national level. All informations, program expectations from this Guide will be presented to you and your mentees. We will offer you a virtual space, where you will have time and place to start working on the **MENTORING PARTNERSHIP AGREEMENT** (Annex 1). This will be opportunity to get to know your mentee better, set up expectations, goals, interactions with the mentee, etc.

National coordinators will ask you and your mentee to complete and sign a mentoring partnership agreement (Annex 1) prior to the start of the mentorship. To this agreement we included confidentiality clause that you and your mentee must sign and abide by to ensure that you are comfortable being open and honest with each other.

With Mentoring Partnership Agreement you and your mentee will decide when you will meet, how often, and via what medium (virtually or in person). **We commit you to meeting a minimum of 4 sessions**. We recommend you to be in contact with your mentee at least once a month over the course of six months, or more often if your schedules allow. For the first meeting with your mentee we invite you to take **FIRST MEETING AGENDA TEMPLATE** (Annex 3) that will help you to structure your first session better.

Mentors/mentees will be willing to **communicate on a monthly basis** about diversity issues at the workplace and on other relevant interests of mentors/mentees and on building their project assignments. Relationship will be mutually beneficial in which both parties will be able to gain and offer insight throughout this process.

At the end of six months, you and your mentee can determine if you would like to continue the relationship. It is important for both parties to fulfill their commitments to meet or to give advance notice if they will need to reschedule a meeting.

After the first two months mentorship, national coordinators will contact both, you and your mentee, to discuss successes, concerns, or challenges and ensure that the remainder of the mentorship is a success.

You should feel free to contact national coordinators at any time with questions or concerns, and you can find your **National Contact Information** at the end of this toolkit.

At the end of the mentorship programme you and your mentee will be invited complete **Exit Surveys** and provide us feedback on the mentorship. **Mentors will send final report that will summarise the nature of their interaction and activities**. Final report presents collection of Mentor – mentee meeting templates for each meeting – all together at least 4.

4. Timeline and Key Milestones during the Mentorship

Please review the mentorship timeline below for a summary of key milestones and steps during the mentoring program.

TIMELINE AND KEY MILESTONES DURING THE MENTORSHIP:	
As a preparation to mentorship mentors are invited to online module “Mentoring for D&I” – not obligatory	Mentors will be invited, to go through the online module and deepen the knowledge on how to take on the active role of an inclusive mentor. Mentors will get additional tools to help them build a trusting relationship with mentees.
Kick of meeting (May 2022)	Mentors and mentees will meet and get to know each other, set up expectations, complete and sign MENTORING PARTNERSHIP AGREEMENT with mentee. The FIRST MEETING AGENDA TEMPLATE will help you to lead first session with the mentee.
Meeting 1 - (June 2022)	After each meeting, MENTOR – MENTEE MEETING template should be filled by the mentee, collected and finally sent to the national coordinator.
Meeting 2 – 5 (by the end of October 2022)	After each meeting, MENTOR – MENTEE MEETING template should be filled by the mentee, collected and finally sent to the national coordinator.
After 2 months (July 2022)	National coordinator will check in with mentor and mentee.
After 6 months (October 2022)	<p>Mentor and Mentee will complete Exit Surveys to provide feedback on the mentorship and determine if they would like to continue the relationship.</p> <p>The results will be presented in a final publication, where we will highlight the benefits of the diversity mentoring programme and share it with the coordinators of european diversity charters as a future possibility to spread idea on a EU level.</p>

5. Recommended activities/tools

You will be kindly invited, by your national coordinator, to the online course module »Mentorship for D&I«. This online course offers you tools that can help you build a trusting relationship with your mentee. Module takes approximately 2 hours (short video clips, interviews with mentees, mentors, theory, tools). You can easily use those tools with your mentee in this mentorship programme. Additionally, you can deepen knowledge on how to set up inclusive mentorship programme within organization. This is not obligatory activity, but recommended, as the knowledge will help you along this mentorship process.

If you will not decide to engage in the module, at the end of this Guide, we offer you some tools/tips/activities, to build a trusting relationship and open inclusive communication with your mentees:

Annex 3: **FIRST MEETING AGENDA TEMPLATE** (structured 1st meeting template)

Annex 4: **MY MENTORING PATH** (preparation activity before first meeting with mentee)

Annex 5: **THE FOUR PHASES OF MENTORING** (description of mentoring process)

Annex 6: **ESTABLISHING AGREEMENTS** (a tool to help you fill in the Mentoring Partnership Agreement)

Annex 7: **INCLUSIVE COMMUNICATION TIPS FOR MENTORS** (general tips for open and inclusive communication with mentee)

Annex 8: **INTERCULTURAL MENTORING SKILLS** (tips for open and inclusive communication with mentees of diverse cultures)

Annex 9: **INTERGENERATIONAL MENTORING SKILLS** (tips for open and inclusive mentorship for mentees of different generations)

6. National Contact Information

Your main point of contact through the mentorship will be the coordinator of your national Diversity Charter. This is the country from where your mentee is from. Please find the contact information of these offices bellow.



ŠENTPRIMA – ZAVOD ZA REHABILITACIJO IN IZOBRAŽEVANJE
listina@raznolikost.eu



HRVATSKI POSLOVNI SAVJET ZA ODRZIVI RAZVOJ
katarina.plecas@hrpsor.hr



ROMANIAN
DIVERSITY
CHARTER

FUNDATIA FORUM FOR INTERNATIONAL COMMUNICATIONS
dana.oancea@cartadiversitatii.ro

ANNEX 1- OBLIGATORY

MENTORING PARTNERSHIP AGREEMENT

We have agreed on the following goals and objectives as the focus of this mentoring relationship:

- 1. for example: to prepare an action plan for ...*
- 2. for example: to analyze...*
- 3.*

We have discussed the protocols by which we will work together, develop, and, in that same spirit of partnership, collaborate on the development of a work plan. To ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to:

1. Meet regularly. From May to October 2022, at least 4 times. Our specific schedule of contact and meetings, including additional meetings, is as follows:

for example, we will meet once per month, and be in contact by telephone or e-mail at least once per week...

2. Look for multiple opportunities and experiences to enhance the mentee's learning. We have identified, and will commit to, the following specific opportunities and venues for learning:

for example:

- mentor/mentee will attend the board meeting as a guest. We will meet before each meeting and debrief following each meeting.*
- mentee will attend a non-profit institution with a mentor.*
- mentee and mentor will attend community leadership forum meetings.*

3. Maintain confidentiality of our relationship. Confidentiality for us means:

for example:

All information between the Mentee and the Mentor shall be confidential and only shared with outside parties if both agree.

4. Honor the ground rules we have developed for the relationship. Our ground rules are:

for example:

We will meet after business hours.

The mentee will assume responsibility for confirming meetings.

After each meeting, we will target topics for discussion at the next session.

The mentee will be responsible to write down the minutes of meeting after each mentor/mentee meeting¹

** green text should be filled by mentor and mentee*

5. Provide regular feedback to each other and evaluate progress. We will accomplish this by:

for example:

Reviewing learning goals once a month, discussing progress, and checking in with each other regularly for the first month to make sure our individual needs are being met in the relationship, and periodically thereafter.

We agree to meet regularly until we accomplish our predefined goals or for a maximum of 5 months (May till October 2022). At the end of this period, we will review this agreement, evaluate our progress, and reach mentoring partnership, we may negotiate on a basis for continuation, so long as we have stipulated mutually agreed-on goals.

In the event one of us believes it is no longer productive for us to continue or the learning situation is compromised, we may decide to seek outside intervention or conclude the relationship. In this event, we agree to use a closure as a learning opportunity.

Mentor's signature and date _____

Mentee's signature and date _____

ANNEX 2 - OBLIGATORY

MENTOR – MENTEE MEETING

Date:	Location (face to face, online...)	Duration:
Mentor:		
Mentee (s):		
Next meeting date:		
Goal (s) of this meeting:		
Conclusions <i>What we discussed? What was good? What we could improve?</i>		
Mentors next steps		
Mentees next steps		

ANNEX 3 - RECOMMENDED

FIRST MEETING AGENDA TEMPLATE

The following is a sample agenda for your first meeting. Regardless of whether you follow this agenda, please ensure that you discuss the mentee's goals and history, and exchange expectations for what you hope to gain from the mentoring relationship. Please note approx. times are for your reference only. Depending on your conversation each section may take more or less time.

MENTEE		MENTOR
Introduction (approx. 15 min)	Share your professional experiences and academic background.	Share your experiences, especially those relevant to your mentee's experiences and aspirations.
Review Goals (approx. 15 min)	Share goals/needs wishes in this mentoring relationship, possibly for your professional development.	Reflect on which goals you're best positioned to assist with, and in which ways. Let your mentee know which you cannot help with, and point them towards alternative resources, if possible.
Refine Goals and Develop Strategies (approx. 15 min)	Discuss with your mentor which goals you can work towards together, and the required first steps. Determine the focus of your next meeting.	With your mentee, choose a few goals and first steps.
Establish Meeting Times (approx.)	Discuss times, dates, and places for meetings. Plan to meet for 60 minutes, at least once a month. We recommend you to meet 4 times until September, and also use different ways of communication (phone, videocalls, e-mail...).	Discuss with your mentee your preferences for between-meeting contact (e- mail, office visits, etc) as well as your availability. Ask them about their constraints; do not assume that they do not have preferences.
Wrap Up (approx. 5 min)	Express appreciation! Thank your mentor for his or her time and effort. Recap what you'll be doing to follow up, and what you'll be discussing at your next meeting.	Review and confirm any commitments you've made to your mentee.

ANNEX 4 - RECOMMENDED

THE FOUR PHASES OF MENTORING

PREPARATION

Preparation, is the research stage. Since every mentoring relationship is unique, it is important that the mentor and mentee take the time to get to know each other, talk, and understand each other's context. At this stage, we clarify the expectations and roles of both participants, which is the basis for a good mentoring relationship.

NEGOTIATION

Negotiation is the business stage of the relationship, in which the mentor and the mentee agree on the learning goals and define the content and process of the relationship. Even if you set goals and make a work plan, negotiating a relationship is not that easy. The key in negotiating is to understand each other in terms of predictions, expectations, goals and needs. Negotiation also includes a conversation about the softer topics of the relationship, such as confidentiality, boundaries, ground rules and so-called hot buttons. These topics are often omitted from the content of discussion because both the mentor and the mentee find them more difficult to talk about. However, these are precisely the topics that establish a stable basis for the development of trust.

DEVELOPMENT

This is the working stage of the learning relationship and the central stage in which most of the meetings take place. This stage contains the most opportunities for learning and development, but at the same time has the most barriers that the mentor and the mentee have to overcome. In the end, each mentoring pair finds a unique path that maintains a satisfactory level of trust, which enables a quality mentoring relationship and promotes learning. The mentor's role at this stage is primarily to encourage learning by providing thoughtful, time-appropriate, sincere and constructive feedback. Together with the mentee, they monitor the achievement of the set learning goals.

CONCLUSION

This stage presents the opportunity to look back with the mentee and identify and celebrate what has been learned. This involves the participants reviewing the set goals and asking themselves if they have achieved them, discussing any obstacles that have emerged during the process, and concluding with a positive view of what has been learned, regardless of the circumstances.

ANNEX 5 - RECOMMENDED

MY MENTORING PATH

(as a preparation activity before first meeting with mentee)

As a preparation activity we invite you to reflect on how you personally learned on your life path. You can think about your experiences, about individuals who have had a significant impact on you and help you on your life-changing (career) journey. Remember, mentoring could have been formal or informal.

1. Name your key mentors and when did they step in your life?
2. What experience have I gained? (how did these experiences encourage your learning, what method of "teaching" was used by the person? Which methods did mentor used to create a positive learning environment)
3. What key skills and changes in thinking have I gained from my mentors?
4. What did I learn as a mentor?
5. What skills did I learn and have an impact on my development as a mentor?

ANNEX 6- RECOMMENDED

ESTABLISHING AGREEMENTS

To establish agreement means to write down a “learning contract”. This is a working agreement between mentor and mentee. In the table below, you have a list of questions that you should open with your mentee.

OUTCOME	QUESTIONS TO BE ANSWERED
WELL-DEFINED GOAL	What specific objectives would we want to achieve through mentoring meetings?
SUCCESS CRITERIA AND MEASUREMENT	What criteria are we going to use to make sure we're successful in achieving our goals? How are we going to evaluate the goals we set?
MUTUAL RESPONSABILITY	What are the roles and responsibilities of each mentoring partner?
ASSURANCE FOR AGREED ACTIVITIES	How are we going to make sure we both stick to the agreed activities?
BASIC RULES OF OUR RELATIONSHIP	What norms, rules, guidelines will we follow to give a good focus to our relationship? What are we going to do if there are certain obstacles? What can we both do to ensure the commitment and positivity of our meetings?
CONFIDENTIALITY IN A RELATIONSHIP	What do we have to do to ensure the confidentiality of our relationship?
BOUNDARIES AND HOT BUTTONS	What are the boundaries that neither of us can cross? What hot buttons could represent a barrier or a boundary in our relationship?
CONSENSUS IN THE MENTORING AGREEMENT	What do we have to include in our mentoring agreement so that it can work for us?
WORK PLAN FOR ACHIEVING LEARNING GOALS	What is our process for achieving learning goals? What action steps are necessary to achieve the objectives set?

ANNEX 7 - RECOMMENDED

INCLUSIVE COMMUNICATION TIPS FOR MENTORS

ASK QUESTIONS:

- ✓ Ask questions that require thoughtful answers by allowing us to reflect. In a ethical in role-appropriate way.
- ✓ Ask questions that supports challenge, like: »That is a nice way of describing a culture. How would you apply some of that thinking to the staff?«
- ✓ Ask questions that stimulates reflection, like: »Could you tell me little more about, what you mean by...Is there another way to look at this?«
- ✓ Allow time for thoughtful reflection, like: »It sounds as we've only begun to scratch the surface. Let us think about this some more and discuss it further in our next conversation.«

REFORMULATE STATEMENTS OF YOUR MENTEE (this way we clarify our own understanding and encourage the mentee to hear and reflect on what they have articulated):

- ✓ Paraphrase what you heard, like: »I think what I heard you saying is...«
- ✓ Continue the process of rephrasing and paraphrasing until you clearly understand and the mentee is no longer adding new information, like: »My understanding is ...«

SUMMARISE (it reinforces the learning)

- ✓ Share the content of what you have heard, learned or accomplished ... like: »We've spent our time today doing...During that time we...As a result, we achieved the ...«
- ✓ Leave judgements and oppinions out when you summarize, like: »Did you say that...?« »I understood you to say...«

LISTEN FOR THE SILENCE

- ✓ Don't be afraid of the silence.
- ✓ Encourage silence.
- ✓ Use the silence for reflection, like: »I see that always when we talk about ... you become a little quiet...I am wondering what that is about.«

LISTEN REFLECTIVELY (When you listen reflectively, you hear the silence, observe nonverbal responses, and hold up a mirror to the mentee)

- ✓ Be authentic, like: »What I would like to see is...«
- ✓ Clarify, like: »What do you mean by...?«
- ✓ Provide feedback, like: »You did a great job with that. I like the way you...Next time you might try...«

ANNEX 8 - RECOMMENDED

INTERCULTURAL MENTORING SKILLS

Cross-cultural competency includes skills to understand cultural differences, and to use those differences to communicate and interact effectively with mentees from different cultures.

In the process of mentoring, the mentor should be aware that, like a language between cultures, non-verbal communication varies. It must be attentive to the latter but must be aware, that mentees may differ in terms of different cultures and values in the perception of time, the perception of hierarchy, the acceptance of individuality versus collectivity and the need for directive, as opposed to non-directiveness.

The mentor should also develop the following skills to mentor mentors of diverse cultures:

- ✓ The skill of listening and checking the agreed ("When you said that did you mean ...?").
- ✓ Adapting communication style and using alternative means of communication.
- ✓ accessibility.
- ✓ The creation of a climate that encourages asking questions.
- ✓ Avoidance of jargon and slang.
- ✓ Helping the working team, the working environment in accepting the values of the mentee, the structure, the norms, and his expectations.

ANNEX 9 - RECOMMENDED

INTERGENERATIONAL MENTORING SKILLS

In order to ensure the success of diverse mentees, who differ in age and culture, it is important that the mentor develops specific intercultural and intergenerational skills. He should know how to adapt his mentoring style to the specifics of the mentee. Below you will find clues as how to best relate to different mentees, how to engage with them in the relationship and how to facilitate mentee learning.

Mentoring skills for the baby boomer generation (born between 1946 and 1964)

The general characteristics of, the so-called "baby boomers" generation are: commitment, good in teamwork, respect for authority and hierarchical structure, experience.

The mentor should develop the following mentoring skills to work with this group:

- ✓ ensure challenges and diverse work assignments;
- ✓ make them feel your interest;
- ✓ care to recognize their contribution to the company;
- ✓ show respect for their input, knowledge, and experience;
- ✓ see them also as suitable mentors (as they know how to transfer knowledge and experience to younger ones);
- ✓ use appropriate language, but don't talk down to them. Avoid slang and highly technical terms that are not commonly understood;

Mentoring skills for generation "X" (born between 1965 and 1980)

The general characteristics of mentors born in the so-called generation X are: ambition, adaptability, technological viability, independence and the expressed need for autonomy.

The mentor should develop the following mentoring skills to work with this group:

- ✓ set clear expectations, and identify measures for success. This way they can take control of their learning process;
- ✓ communicate regularly and give feedback. This creates an opportunity for connection;
- ✓ build a trusting relationship, as you should with mentees of any age. Stay in contact, let them know that you trust them;

Mentoring skills for the "Gen Y" generation (born between 1980 and 1995)

In general, Generation Y is supposed to be considered to be good at multi-tasking, confident, have a good global view, they are focused on achievements, like to have fun at work, they have a short attention. The mentor should develop the following skills for this group:

- ✓ tell them the truth, as you should with other mentees;
- ✓ enable an equal relationship, acknowledge what they bring to the table;
- ✓ ask for and listen to their thinking, because they want their opinions to be heard and taken seriously;

- ✓ make the relationship fun, personal and engaging;
- ✓ offer challenging assignments and a variety of learning opportunities;
- ✓ break goals into small pieces with realistic deadlines;
- ✓ use technology. If you don't know it, ask them, because they are masters of it;
- ✓ provide support and regular feedback;

Mentoring skills for the "Gen Z" generation (born after 1997)

Key values of generation Z are work safety (assurance). Feeling safe is the leading work environment quality they look for in an office. They wish to achieve financial independence, are motivated but the greater good, appreciate a business that has some kind of societal contribution and they need work flexibility. They want to express their most authentic self-wits and all. This means they identify more with cause-driven brands, and of course they are true digital natives. And, most important. Gen Z expects mentorship programmes.

The mentor should develop the following skills for this group:

- ✓ recognize their value; understand their goals, acknowledge their progress and show your appreciation;
- ✓ provide purposeful challenges; when you mentor them, think that they like work challenges that are aligned also with some social impact;
- ✓ help them identify goals and milestones; set clear mentorship goals, detailed approaches and monitor their progress;
- ✓ reflect on their growth; show how much you care for their professional development by co-designing and evaluating their progress;
- ✓ mentor should show flexibility in the time of the mentorship process;