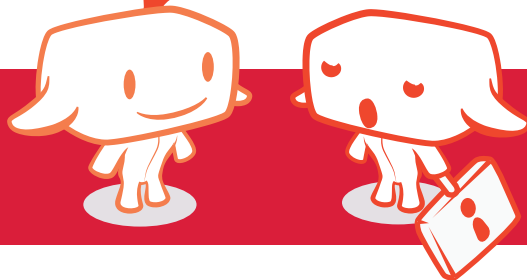


MANUAL UNI MENTORING PROGRAM



UNI
global
union

equal
opportunities

INTRODUCTION

Participation in civil society and democracy is more than casting a vote on Election Day. In the political process citizenship requires confident and qualified citizens who can analyse given information and in return, be able to call their representatives and argue for their interests.

Globally, participation in trade unions particularly by young people, and especially by young women, is already low and even decreasing. The marginal presence of youth leaders in trade unions results in little power. In most countries, this creates a generational imbalance between the magnitude of youth problems and the extent of trade union attention to them.

UNI Global Women and UNI Global Youth encourage all affiliates to prepare young members to take over leadership roles in the future, by giving them experience and sharing information. Young workers' involvement in trade unions must be encouraged and supported at local, national and regional levels. Trade unions should invest in the development of young trade union leaders to further strengthen trade union movements and security. The voice of youth should be heard and be reflected in the trade union activities.

We regard the principle of gender and equality as essential in order to achieve sustainable development and true social justice for everyone. Therefore, UNI decided that the Equal Opportunities Department would carry out programmes, campaigns and other activities in order to fulfil this goal, both within the organisation and among our affiliates, who will, in turn, act as advocates and role models in their communities.

For this purpose, and in the spirit of "Breaking Through", the strategic priority which outlines the work of UNI for the next few years, UNI Equal Opportunities has launched the "That's Why Campaign"! The objective is to integrate into this campaign women and young women who are part of the union movement, so they can better understand how their participation in unions can produce real changes. It also allows for more visibility for unions and helps to increase the participation of women in unions, thus helping to reach the goal set out at the UNI World Congress to ensure that at least 40

percent of all UNI leadership structures should include women (40for40 campaign).

The Mentoring Program was born from the "That's Why!" campaign and the "40for40" campaign. The purpose of this program is to help prepare young women by providing them with a mentor who will help them develop the necessary skills to occupy leadership positions within unions. Furthermore, having more women in leadership positions will inspire more women to join unions, thus becoming a multiplying factor. More prepared young women in unions will provide a much needed gender balance in many male dominated unions.

MENTORING PRINCIPLE

Mentoring derives from the Greek word "Mentor". In Homer's "The Odyssey", Mentor is a friend of Odysseus. During his absence, Odysseus entrusted him with raising his son Telemachus and presiding over his household. Mentor was Telemachus' constant companion and helper who imparted advice and wisdom to him. Since then, the personal name Mentor has become synonymous with an exemplary adviser and educator.

The **mentoring principle** is simple: an experienced, generally older person (mentor) guides a younger person (mentee) in their development process and in strengthening their skills in terms of their subject and profession. Consequently, mentoring is a practical as well as personal relationship between two people who are in regular contact with each other over a long period of time. They discuss experience made, academic progress and career planning. Mutual goodwill and respect are the keys to the relationship to be a success.

PURPOSE OF THE PROGRAM

The Mentoring Program will encourage young female unionists not only to get involved in international trade union work, but it will make a contribution to achieve the goal of 40% women representation in UNI decision-making bodies, as well as to strengthen youth participation and involvement effectively in unions in all UNI regions.

Mentoring helps young workers in their trade union's political development and helps the

organization develop its human resources. Furthermore, young women who participate in the Mentoring Programs will be closer connected to the union and they will feel better represented by it, thus helping develop the potential to act as multipliers for young union members.

The program is not just another component in the traditional educational format. It allows the tandems to decide individually on where they want to focus their work and the scope of their work while receiving the appropriate framework and advice to carry it out.

AIMS OF THE PROGRAM

- Getting more new and/or less experienced activists involved in their Union.
- Train mentors who will support mentees through their trade union structures
- Supporting activists to take the next step within their own structures as appropriate
- Using dialogue to identify any barriers for activists within their trade union
- Learn from other trade unionists and networking
- Encourage and support new activists in the union
- Encourage knowledge transfer



FURTHER OUTCOMES

- Better understand barriers to participation and engagement in unions
- Develop awareness based on the mentoring programme to enable unions to improve involvement - including advice on changing ways of working, research, and networking
- Monitoring to develop future success and engagement
- Improved communications
- Strategies to eradicate barriers to participation and development

REQUIREMENTS FOR THE MENTOR/MENTEE PARTNERSHIP

- Ideally the mentor or the mentee will be in the same region/branch and will be in a

position to meet regularly, again this will be agreed in advance of participation by your own union

- Willingness to participate in the mentoring program and as part of the mentor/mentee partnership
- There should be dialogue in order to gain a proper understanding of the role of the activist in trade unions
- There may also be a need for dialogue with other unions through training or other events that are organized.
- Agreement to respect confidentiality as required by either the mentor/mentee
- Set dates and times for meetings
- Identify objectives from each meeting and maintain the mentoring diary

ROLES AND RESPONSIBILITIES - MENTOR

As a mentor, you can take on the following roles:

As an **adviser** you consider the goals of your mentee and discuss the steps required to achieve them.

As an **initiator**, you open up new perspectives, provide stimuli for goals and paths of development, point out underdeveloped or unrealized potential and encourage the ideas and initiatives of your mentee.

As an **arbiter of knowledge** you address specific issues, offer your mentee advice and bring your own expertise and skills to the table.

CRITERIA FOR THE MENTOR

- Ideally the mentor must be an experienced activist within their own trade union structures and their participation will be agreed with their own union in advance. The Mentor may be any one of the following as deemed relevant by their union:

- ▶ On the National Executive Council of their union
- ▶ Be an experienced branch secretary/ shop steward on their local branch committee
- ▶ Be an experienced activist



- Ability to build rapport within the partnership
- Good communication and interpersonal skills
- Good questioning and listening skills
- Ability to provide constructive feedback
- The mentor should be willing to commit the time and effort to be a mentor

ROLE OF MENTOR

- Share knowledge and work experience
- Provide advice and voice opinions
- Encourage the mentee to discuss new ideas on how to contribute to the work of the union and increase their participation
- Identify strategies to achieve goals and other developmental programmes or projects
- Help identify goals that are achievable and realistic
- Identify skills/skills gaps, goals and learning opportunities for the mentee
- Discuss career plans and potential obstacles
- Identify strengths of the mentee so that they can develop their skills
- Motivate the mentee to develop their potential
- Encourage the mentee to reach their own solutions and to analyse these solutions towards meaningful outcomes
- To provide opportunities for social, professional and business connections
- To share experiences gained through your own development process and work
- To provide insights into what you experience in your job from day to day
- Be able to give constructive feedback and empower the mentee to try new initiatives to further develop their skills
- Each mentor will be responsible for tracking the progress of the mentee during the lifetime of the project. This will form the basis of the evaluation and any future activities
- Where possible make yourself available to the mentee outside of normal meeting times if they need your assistance

GUIDELINES FOR MENTORS

- Arrange meetings on a regular basis and use a quiet room for these meetings.
- As much as possible try not to cancel meetings
- Be prepared for the meeting and agree a

start and finish time with the mentee

- Develop listening skills and don't talk more than the mentee
- Assist the mentee to understand how they can contribute to their Union
- Guide the mentee but do not instruct them on what you think they should do
- Maintain confidentiality and keep the mentoring partnership professional.

GIVING FEEDBACK

- Feedback must be constructive with a specific aim for improvement
- Ensure that feedback is relevant and precise
- Feedback must be based on actions of the mentee and not their personality traits
- Provide alternatives and suggestions but don't force actions on the mentee
- Be balanced and provide recognition on achievement of goals
- Encouraging the mentee to note and implement what they have learned

BENEFITS OF BEING A MENTOR

- Great opportunity to share knowledge, trade union experience, lesson learned and achievements.
- There is also the opportunity to learn from the mentee and explore new ideas.
- Greater insights into how we can contribute to union goals and barriers in relation to same
- Participation in training on Mentoring Skills with a view to improving communication and leadership skills
- Increased motivation by assisting the mentee to reaching targets and personal goals
- Network with other experienced trade union

My role as a Mentee – What does this mean?



Do I need experience for this roles?



What is considered to be an appropriate/
inappropriate role model?



What challenges/ limitations can be forseen?



CRITERIA FOR THE MENTEE

- New or inexperienced trade union representatives who now wish to become more active in their union. Participation will be agreed by each individual union in advance.
- Readiness to invest time and their own initiative to formulate the partnership to the mentor
- Willing to contribute to union activities and commitment to active participation

BENEFITS FOR THE MENTEE

- Gain valuable insights into their role within the trade union movement

- Access to an experienced trade unionist for advice and information in a supportive and confidential environment
- Increased motivation and participation in the union
- Identify strengths and developmental needs
- A process to share ideas and get advice/ insights into relevant trade union issues
- Have an insight into the competencies required to develop within the trade union movement
- Networking with other mentees and learning from their experiences

My role as a Mentee – What does this mean?



Is there any experience needed to carry out this role?



What is considered to be an appropriate/
inappropriate role model?



What challenges/ limitations
can be foreseen??



MAKING AN AGREEMENT

- To register, complete the application form stating what you envisage and expect of the mentoring relationship.
- Define preferences in your application.

STRUCTURING THE MENTORING RELATIONSHIP

- How the relationship is structured is up to the mentor and mentee.

- The relationship should be geared to meet the individual needs and goals of our mentees as well as the capabilities and skills of our mentors.
- The relationship is planned to last for two years.
- The mentor is the contact person for arranging meetings in person, telephone calls, skype, WhatsApp and e-mails.

MENTORING AGREEMENT

BETWEEN (NAME OF THE MENTEE)

Union _____

Sector _____

Country _____

ADDRESS

Street _____

Zip Code, City _____

Tel. _____ Fax _____

eMail _____

AND (NAME OF THE MENTOR)

Union _____

Sector _____

Country _____

Address Street _____

Zip Code, City _____

Tel. _____ Fax _____

eMail _____

FREQUENCY OF MEETINGS

The Mentoring-Tandem is agreed on from _____ until _____

THE MENTOR AND THE MENTEE AGREE ON REGULAR MEETINGS VIA:

Telephone _____ eMail _____

Skype _____ Telephone _____

Personal meetings _____ Other _____

Interval of meetings: _____

(Recommending not more than 6 weeks)

THE FIRST MEETING

- Introductions and roles explained
- Discuss both parties' expectations as well as your preferred mode and frequency of communication.
- Setting ground rules: Lay down the key principles of the relationship in the form of a mentoring agreement in order to create a more solid bond.
- If the mentoring relationship does not materialize, please inform program administration accordingly.
- Write SMART objectives i.e. they are specific, measurable, achievable, realistic and time-bound. Please refer to the mentoring diary and goal setting document for this purpose.

SUBSEQUENT MEETINGS

We have two major expectations: firstly, the mentorship should be maintained at least until the end of the program. Secondly, at least one meeting is to take place every six weeks.

- The meeting offers a critical review of the progress achieved. It is also an opportunity to openly discuss potential shortcomings, particularly with respect to the goals that were laid down originally.
- Define goals for the next period.
- A discussion based on a period report written by the mentee. The form and content can be decided individually.
- The report on activity is a requisite part of our programme.
- The report is to be submitted both to the mentor as well as the programme administration before the beginning of the subsequent period.

REPORT ON ACTIVITIES

In order to follow up on the progress of the tandems, all tandems are required to present a report on activities between every 2-4 months. In order to collect this information, a special questionnaire will be sent out for the tandems to complete. With all the information gathered, the coordinators of the program will create a consolidated report to share with all other tandems participating in the program. (see Anex)

ONGOING ACTIVITIES

- Both the mentor and mentee need to be prepared for meetings by maintaining the mentoring diary and be focused on

achievable objectives within the time span of the program using the goal setting form

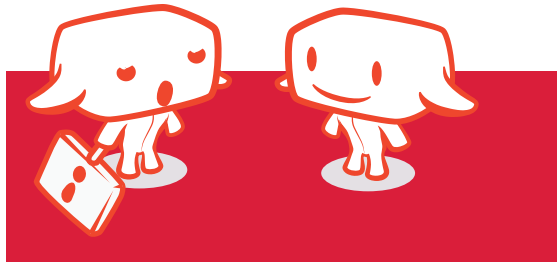
- Know when objectives have been met and ensure that there is recognition for the achievement of these objectives.
- Have timeframes in place with some flexibility built in.

TOPICS FOR DISCUSSION

- Identifying the next step for the mentee on activities in their own trade union
- Identifying problems or issues with becoming more active
- Identifying how the mentor can provide support
- Recording experiences of the mentoring project through completing the relevant questionnaires
- Identifying further networking opportunities
- Identifying next steps or further initiatives

SUGGESTED STAGES

- The duration of the mentoring program needs to be tailored to suit the union needs including determining how often the partners will meet and whether or not workshops are required as part of that process.
- The Mentoring agreement can be put to use for this purpose, however it is acknowledged that both parties will need to agree to continue the process after the first 18 weeks and have the option of discontinuing the partnership at that stage as a natural conclusion to the program.
- Evaluation sheets will be sent out and relevant data will be collected from participants.



STAGE	ACTION
Stage 1	Identifying mentor/mentee partnerships in each union.
Stage 2	Introductory Workshop of trade unions and their mentors/ mentees on the mentoring project.
Stage 3	Regular meetings of the mentor/mentee pair. If possible once a month.
Stage 4	Present Reports on Activities every 2-4 months to follow up on the implementation of the program
Stage 5	Meeting of individual trade unions with the mentor/mentee pair to analyse and identify supports and to do an interim evaluation.
Stage 6	Concluding workshop of trade unions and their mentors/mentees with final questionnaire and evaluation

EVALUATION

The program needs to be monitored as it is running its course and then evaluated on its conclusion. Ongoing monitoring assists with seeing if goals are realistic and achievable and if the mentoring partnership is on the right track.

Some of the following points should be considered as part of the evaluation process:

- Relevant questionnaires will be used and will be maintained by the Training Officer of the relevant union.
- Tracking the number of participants becoming more active in their union during the implementation of the program.
- Full evaluation on completion of the program.

MORE TOOLS

This diary sheet can be used to record the meetings held and document actions arising. Please complete at the conclusion of the meeting. It is an excellent way to summarise discussions and create actions points for both the mentor and mentee to work on before the next meeting.

MENTORING DIARY

This diary sheet can be used to record the meetings held and document actions arising. Please complete at the conclusion of the meeting. It is an excellent way to summarise discussions and create actions points for both the mentor and mentee to work on before the next meeting.

Date of Meeting:

TOPICS DISCUSSED

GOALS

TASKS/ACTIONS TO BE TAKEN

REFLECTIONS



CONFIDENTIALITY AGREEMENT

All the parties participating in this program pledge themselves to discretion. This also applies to the partnership between Mentor and Mentee.

Likewise Mentor and Mentee commit themselves to discretion concerning all information that is exchanged within the mentoring program as well as diplomacy and confidentiality towards one another.

We accept all terms of the mentoring agreement.

Place, Date

Signature Mentee

Signature Mentor

MENTORING PROGRAM

MODEL OF A REPORT OF ACTIVITIES

NO. 1

1. _____
COUNTRY

2. _____
NAME OF MENTOR

3. _____
NAME OF MENTEE

4. _____
NAME OF UNION

5. Have you met on a regular basis? YES NO

a) If yes, what kind of meetings have you had? (i.e. telephone, e-mail, Skype, person to person):

b) How many meetings have you had?

c) Has the number of meetings increased or decreased after your tandem sent in the first activities report?
Please explain.

6. Have you had joint activities as a tandem in the last months? YES NO

a) If yes, what kind of activities have you had?



b) Please describe the activities:

7. Do you feel there have been achievements? YES NO

If yes, please describe them.

8. Have you had difficulties/obstacles/challenges? YES NO

If yes, please describe them.

9. If in your first activities report you expressed having difficulties, were you able to make progress in overcoming them? If so, how?

10. As a Mentor/Mentee, what has been the most valuable asset you have gained with the implementation of this Program?

11. Have you implemented the Mentoring Program in your union? YES NO
How? Please describe.

12. Have you created new tandems within your union? If yes, how many?

13. If not, can you explain why?

14. If you have created new tandems in your union, please send us their information:

Name of Mentor: _____

Union: _____

Position in union: _____

Email address: _____

Name of Mentee: _____

Union: _____

Position in union: _____

Email address: _____

15. For any additional comments or suggestions:

Ute Brutzki, Verdi
Marian Geoghegan from IBOA,
Aileen Morrissey from Mandate
Liz White, Trainer and Mediator
Carol Scheffer, CWU
Ciara Melinn, CWU

For their contribution to the manual.

THANKS A LOT!!





MENTORING
PROGRAM

