



Mentoring Program for Professionals to Support Integration of
Immigrant Women in the form of Blended-Learning

MODULE 1

Mentoring Methodology for Professionals to Support Integration of Immigrant Women

2021-1-TR01-KA220-ADU-000033474

Comprehensive Training Model to support the integration process, to create the inclusive
environment and opportunities for the immigrant women in the field of social and working
life

COMO-TRAIN



Co-funded by the
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1. Mentoring Methodology for Professionals to Support Integration of Immigrant Women

1.1. The importance of the mentoring services

Mentoring programs aim to match experienced professionals with those who can benefit from their guidance. In this context, mentoring services are offered in various private and public institutions, schools, and workplaces. Mentoring programs help establish and develop workplace relationships through the social interaction required by mentoring services for mentors who have not communicated with each other. In addition, mentoring programs create a collaborative learning environment between mentors and mentees and facilitate the flow of information. This condition allows for the development sophisticated mentors who can increase their skills, adapt to new methods, and develop their expertise. At the same time, a mentee trained in a specific mentoring program can transfer their experiences and guide people like themselves in the future as a mentor after completing the necessary training. Mentoring programs, which the mentor and mentee run together, help create a collaborative environment by integrating people from different cultures. In addition, through mentoring, opportunities for developing target issues within society are created by the collaboration of people who transfer knowledge and skills.

Mentoring is a community service that provides many benefits for both mentors and clients. Mentoring services can help both parties gain new knowledge, build a social network, and grow professionally. In this section, the importance of mentoring services will be evaluated. First, it is pretty significant for those who participate in mentoring services as mentors to develop their skills, to have the opportunity to keep up with innovations, and to the satisfaction of helping others:

- **Developing skills:** Mentors have the opportunity to organize to guide a client, share their personal experiences, and develop skills that will enable them to contribute to the client's growth both personally and professionally. In this context, mentors grow themselves in self-discipline, motivation, and effective communication skills. Mentors can also improve their leadership and management practices to organize the mentoring program better.

- **Keeping up with innovations:** Experience and knowledge sharing are mutual in the relationship between mentor and mentee. Mentors not only guide mentees' difficulties but also have the chance to find the best way to communicate with mentees in a changing and developing world, thanks to new technology and working methods.
- **The satisfaction that comes from helping others:** As mentors make it easier for mentees to reach their goals, their self-confidence increases, and they feel satisfied with their help. This sense of satisfaction is closely related to increased job satisfaction for mentors. That means increased productivity and better services.

If we look at mentoring services from the mentees' point of view, mentoring is very important for mentees in terms of gaining experience and knowledge, productivity, and career advancement:

- **Gaining experience and knowledge:** Effective mentoring provides mentees with new skills as well as transferring expertise and knowledge. The skills acquired by the mentoring program help the mentees to achieve their goals, thanks to the practice and practice of shared experience and knowledge.
- **Productivity:** Thanks to the feedback from the mentors as the output of the relevant activities throughout the program, the mentee's performance can be increased while doing the target work. With the guidance services directed in line with the feedback provided, the mentee is offered the opportunity to reach the target faster.
- **Advancement in career:** Thanks to the knowledge and experience gained under the guidance of mentors, progress in the career ladder brings with it an increase in job satisfaction and a salary increases.

As a result, mentoring programs enable both mentors and mentees to take ownership of their personal and professional development. Rather than being passive on the path to their goals, mentees engage with a mentor so they have a reliable source for guidance. This interrelationship helps create cost-effective and viable programs for career advancement. However, when a mentor-mentee relationship is established, mentees feel the support of knowing who to turn to when they encounter problems. In addition, the mentees' success in their goals increases job satisfaction for mentors, thereby increasing productivity and providing continuity of mutual mentoring training. Because mentors are generally professionals with seniority and often serve in leadership positions, mentees make faster progress in their growth. In this way, the mentor strengthens their purpose and leadership

position within the program. Finally, the most crucial purpose of a successful mentoring program is to support the mentees on their way to achieving their goals and even make them mentors in the future by matching mentor-mentee couples most properly.

1.2. Personality - Knowledge, Skills and Competencies of Mentor to Support the Integration of Immigrant Women

Matching a mentor and mentee in a mentoring program is the most exciting part, but it's also stressful. It is not enough for the mentors to have the knowledge and experience to provide guidance on the needed issue. For the program to be carried out effectively, it is necessary to establish good communication with the mentees throughout the mentoring. Communication based on mutual trust between mentor and mentee is the key to success on the way to the goal. For this reason, to create suitable matches between mentors and mentees, certain personality traits – knowledge, skills and abilities – that mentors should have can be mentioned.

1. **Effective time management and planning skills:** For the mentoring services to be sustainable, the mentor should direct the mentees to carry out the activities planned within the program in a self-disciplined manner. Even though the mentees are responsible for the follow-up of their work during the process, it is the mentor's duty to follow the event calendar and plan the meetings, since the primary person responsible for the program is the mentor. For this reason, it is essential for a mentor to manage time effectively and make regular planning.
2. **Listening skills:** Being a good listener during mentoring is one of the essential qualities a mentor should have. When the mentor listens to the mentee effectively, it shows that the mentee is cared for and valued. The mentee who feels listened to becomes more open in sharing and trusts their mentor. Listening to the mentee without judgment and interruption allows them to express themselves better and benefit more from the mentor. Listening with understanding and without judgment will enable the mentee to establish a stronger bond with the mentor.
3. **Empathy:** Empathy is not pitying the mentee in the face of the problems but internalizing it by trying to understand the experiences and situation. Thus, the mentor, who tries to understand and guide the mentee's difficulties, can present a different perspective by explaining how the mentee should handle the events based on the

mentee's experiences. The deep bond between the mentor and the mentee, reinforced by empathy, allows the mentoring relationship to continue in the coming years, even if the program ends.

4. **Feedback:** Constructive feedback given to support the behavioral changes required to reach the goals is one of the most critical points that help the mentee's improvement. The feedback should be expressed clearly so that the mentee can understand. In cases where feedback is not given or clearly expressed, the expected behavior becomes difficult to emerge. In addition, giving positive feedback for the mentee's correct practices will increase their self-confidence and positively affect their development. Giving feedback on what the mentees are good at and what they lack will motivate them to improve themselves toward the goal.
5. **Leadership skills:** Since the mentors are the people responsible for the execution of the program, they should direct the mentee or the mentee group with their leadership skills. In addition to the close relationship they establish with the mentees, the mentors should set boundaries for the program to progress effectively. Drawing boundaries brings mutual respect. As a leader, the mentor resolves possible conflicts in the mentee group. It motivates mentees to work towards goals by actively listening. Thanks to the mentor's leadership, the program progresses in an orderly manner.
6. **Being professional:** The mentors should maintain their professionalism throughout the program as they are experienced guides in the mentee's eyes and role models. The mentors should not keep the sincere bond they have established with the mentees away from professionalism. The mentor should meet with the mentee on time when required by the program, clarify the goals and have the practices done. It also provides the necessary feedback on the mentee's performance, enabling the mentee to fulfill their responsibilities.
7. **Being open to differences:** The mentor's main role in the mentoring program is to provide a reliable consultancy service without imposing any opinions or prejudices. The mentor should be open to the culture the mentees come from, the way they live, and the new ideas they share.
8. **Being positive and patient:** Giving the mentees the time they need to do what they need to do on the way to their goals and being there for them to take firm steps requires patience and positivity. Although the difficulties experienced in behavioral

change and practices sometimes break the mentor's motivation, staying positive and patient is vital for the continuity of the program.

9. **Knowledge sharing:** Professional mentors transfer their basic professional and personal experiences to their mentees without competing with them. The mentors use their knowledge and opportunities on the subjects that the mentee needs.

Mentors with these qualities will quickly establish a mutually beneficial relationship with mentees and contribute to their development.

1.3. Roles and Responsibilities of the Mentor

Mentors are guides that mentees see as role models throughout the mentoring process. There are many points that the mentor should pay attention to reach the goals and achieve practical outputs at the end of the program. For this reason, the mentor, primarily responsible for the mentoring program, has many responsibilities towards the mentees. The mentor acts as a leader guiding the mentees. In this context, the primary task of the mentor is to determine the purpose and objectives of the mentoring program. First, it should begin by defining the specific needs to be addressed when creating the program. For example, the primary need for immigrant women trying to integrate into society may be to obtain the necessary knowledge and skills to work in a job and then find a job. Secondly, success criteria, progress criteria, and budget planning should be prepared within the mentoring program structure. Thus, by determining the progress and success criteria, what kind of outputs to expect as a result of each activity and application can be defined. Third, after these foundations are established within the mentoring program, the program can be started by matching the appropriate mentor and mentee. When the program starts to serve, it can be reshaped according to the mentees' needs based on the results of the activities and applications. During the program, mentors can test compatibility with success and progress criteria by giving feedback that will contribute to the development of mentees.

Many points can be mentioned that are the mentor's responsibility throughout the program. First, the mentor should create a positive environment in the relationship between the mentor-mentee and the relationships among mentees. A positive work environment helps mentees to increase their performance in the program. In addition, a positive atmosphere ensures healthy relationships between people. The mentor should ensure that the relationship with the mentee is based on mutual trust and confidentiality. In this way, the mutual exchange

of experience is facilitated due to the commitment of the mentor and mentee to each other. The mentor is responsible for the mentee's personality, social behavior, and career development. The mentor provides feedback throughout the process, making it easier for mentees to progress toward their goals. The mentor helps to set realistic, feasible, short and long-term goals, making it easier to move towards the main goal step by step. The mentor should be the person primarily responsible for the whole mentoring process and should give responsibility to the mentees. Thus, the mentees can increase their self-confidence by experiencing that they can act independently on the subject they are working on. In addition, the mentor should ensure that mentees are not afraid of making mistakes by making them feel that they are in a safe environment throughout the entire mentoring process. In this way, mentees can develop themselves further by taking risks. The mentor can introduce critical people related to the main issues when it is difficult for the mentee to reach them independently. The mentor, who has many years of experience in the business world, expands the social network of the mentee. It opens career doors that the mentee is unaware of and enables them to communicate with people who can benefit the mentee's development.

The points that mentors should pay attention to during the process are as follows:

- *Do not intervene too quickly by giving advice.* Mentees need to learn by trial and error.
- *Be realistic.* Make viable, concise, and realistic plans for goals. Don't make promises to mentees. Do not prepare a program that is so hard that you will put yourself under pressure. Unfulfilled promises can damage the mentor-mentee relationship.
- *Do not take sides when a mentee conflicts with another mentee or mentor.* Encourage the mentee to think about the problem. Without taking sides as a mentor, get the mentee to work on their own problems by asking them to come up with solutions on how to handle the problem.
- *Do not expect compliments.* Do not expect frequent praise from mentees or other mentors. The mentoring journey itself is a rewarding experience.
- *Do not advise about personal problems.* You may be helpless against some personal problems of mentees. In these cases, refer the mentee to get support from a professional.
- *Always keep your door open.* Mentees you are responsible for may need you outside of official meeting hours. Let the mentees know about other times you may be available for these situations so they can contact you.

- *Listen.* Once sufficiently motivated, the mentees will consult the mentor with many questions. Mentors should listen to questions without judgment and should not interpret the mentee's courage as a challenge. Instead, mentees' questions should be answered as openly and honestly as possible.
- *Focus on helping your mentees grow.* The goal of the mentor should be to provide guidance, not to impress with his knowledge.
- *Offer equal opportunities to mentees.* Thus, every mentee has the opportunity to advance with equal treatment in both personal and career development.
- *Be flexible.* Encourage mentors to set a regular meeting or phone conversation times, but also be prepared to provide immediate assistance. Mentees may sometimes request an appointment with the mentor to discuss an urgent matter.
- *If there is conflict, do not destroy the relationship.* No matter how cautiously the mentor and mentee match is made, sometimes the personality differences can be significantly large and the mentoring relationship is damaged. Mentors should discuss the disagreement with the mentees and ensure that a new mentor is appointed if necessary.
- *Set an example with your behavior.* If mentors want mentees to exhibit recommended and encouraged behaviors, they must exhibit those behaviors themselves for the mentees to model that behavior. For example, if the mentee is encouraged to listen patiently without interrupting, the mentor should show the same behavior and set an example.
- *Get ready to learn.* Mentoring does not go one way. Mentees can teach mentors, just as mentors teach mentees. By listening carefully, the mentor can gain new and valuable perspectives.

1.4. Benefits of Mentoring for Mentors (Professionals) and Mentees (Immigrant women)

Mentors provide consultancy services for individuals to reach their goals by increasing the level of knowledge and self-confidence in the relevant subject. As people who receive consultancy services, mentees are in an advantageous position while improving themselves and adapting to social life throughout the process. By using the social networks provided by the mentors for the mentees, they meet new people with whom they can communicate in both personal and business life. There are many benefits to getting mentorship from someone more

experienced and senior than the mentee. Using a mentor, rather than just learning from your own experience, can accelerate learning and development.

Benefits of being a mentee in the mentoring program:

- **Opportunity to learn about the culture:** One of the advantages of having mentors in the program when working with immigrants is that they help immigrants adapt to the culture more quickly. Mentees who participate in a mentoring program have more information about the culture, social life, and job opportunities of the country they are in than those who do not. That increases the coverage of the program for mentees.
- **Opportunity to develop knowledge, skills, and abilities:** Most mentees seek a mentor to help them advance their careers. Through advice and guidance, the mentor helps the employee develop their knowledge, skills, and abilities by creating opportunities for the mentee to use their potential.
- **Social networking opportunity:** Joining a mentoring program is a great way for mentees to expand their social networks. Reaching key people can be difficult when seeking a job, especially for immigrants trying to start a new life. Mentees can access important career connections earlier and more easily through the mentoring program.

Besides the benefits of the mentoring process for the mentees, there are also many benefits for the mentors. Being a mentor is an important development and learning experience. Helping others learn is one of the best ways to enhance one's learning experience. At the same time, mentors become more proficient in leadership and communication skills as they lead mentoring programs.

Benefits of being a mentor include:

- **Development of leadership skills:** Being positioned as a role model allows mentors to work on their leadership qualities. The responsibility to guide and assist one's career and goals requires the mentor to motivate the mentee even in difficult circumstances, offer solutions to the problems encountered and give explicit feedback to the mentee. All these skills contribute to the mentor's personal and career development.
- **To be recognized as a mentor:** Mentors will be positively recognized by everyone in the program for the communication skills they develop, their leadership skills, guidance, and motivation to help.
- **Developing communication skills:** As Albert Einstein said, "If you can't explain something to a six-year-old, you don't understand it yourself." Similarly, if you had to

re-explain when you said something to the mentee, you would probably find that you need to rethink what you're saying and clarify your statement. Mentors will be consultants who communicate and listen better with the responsibility of the mutual mentor-mentee relationship.

- **Gaining a new perspective:** While the mentor is often in a position to transfer information to the client, the mentoring relationship can help the mentor learn new skills. It is common for younger mentees to take on the mentor role and transfer experience to the mentor through the reverse mentoring model to share technological developments and trends. It indicates that the mentee can also be a teacher and guide the mentor to learn a new way of doing something.
- **Problem-solving experience:** When mentees who need guidance encounter a situation or problem for which they cannot find a solution, mentors can save the situation with their problem-solving skills. By partnering a younger employee with a more experienced employee, the client learns from the mentor's experience.
- **Knowledge transfer:** An experienced mentor should have comprehensive knowledge, including the programs and training to help mentees achieve their goals. The mentor should convey knowledge and expectations about the program developed over time, or policies that will help the mentee be successful in the long run. For the mentors to acquire all these skills, they must take a good education as well as personal experience. People who will participate in mentoring programs as mentors will have the advantage of having a good education.
- **Reverse mentoring experience:** The mentoring process is not one-sided. Mentoring communication is mutual so mentors can benefit from their mentees' experiences through knowledge sharing. For example, while the newer generation participating in a professional career program can inform the older ones about the trends in the business world and the technological methods used, the older generations can share their cumulative experiences over the years with the new generations. The two-way nature of these programs creates a strong bond between mentors and mentees.

As a result, being involved in the mentoring program has benefits not only for the mentee but also for the mentor. The mentor-mentee relationship, which is built on mutual trust and confidentiality, facilitates the achievement of goals by advancing cooperation throughout the mentoring process. In addition to being primarily responsible for the mentoring process, the mentor also gives responsibilities to the mentee and monitors the

transferred skills and experiences. The mentoring program, carried out in cooperation with the mentor, is organized within the specified framework so that the target mentee group can achieve the expected outputs and contribute to their integration into society.

1.5. References

1.6. Quiz

- 1. Which of the following expresses the importance of mentoring services?**
 - a. Mentoring services facilitate the process of incorporation into society.
 - b. Mentoring is a collaborative learning method.
 - c. The mentoring program allows people from different cultures to interact.
 - d. All

- 2. Which of the following does not express the importance of mentoring for a mentor?**
 - a. Praising the mentor
 - b. Opportunity for the mentor to develop their skills
 - c. The mentor's ability to keep up with innovations
 - d. Mentor's feeling of satisfaction as a result of the efforts

- 3. Which of the following expresses the importance of the mentoring program for mentees?**
 - a. Productivity
 - b. Progress in career
 - c. Experience and knowledge gain
 - d. All

- 4. Which of the following is not among the qualities that mentors should have to establish a healthy relationship with mentees?**

- a. Empathy
- b. Talking in detail about private life
- c. Maintain professionalism
- d. Giving positive and negative feedback

5. Which of the following is false regarding the feedback given by the mentor?

- a. Giving feedback increases the mentee's self-confidence.
- b. Feedback should be expressed clearly.
- c. Only negative feedback contributes to the development of the mentee.
- d. Expected behaviors do not occur due to feedback that is not clearly expressed.

6. Which of the following can be considered among the characteristics that mentors should have?

- a. Effective time management and planning
- b. Active listening skills
- c. Being open to differences
- d. All

7. As the mentor is the person primarily responsible for the entire mentoring process, they should also give responsibilities to the mentees.

- a. True
- b. Wrong

8. Which of the following is among the responsibilities of mentors?

- a. Identifying the goals of the mentoring program
- b. Creating a positive environment
- c. Building the relationship with the mentee on mutual trust and confidentiality
- d. All

9. Which of the following is one of the points that the mentor should pay attention to during the process?

- a. Not giving advice or taking sides on personal problems
- b. Setting an example to mentees
- c. Being realistic in goals

- d. Intervene quickly by advising

10. Which of the following is among the benefits of mentoring for the mentor?

- a. Developing problem-solving experience
- b. Reverse mentoring experience
- c. Advancement of leadership skills
- d. All

11. Which of the following is among the benefits of mentoring for the mentee?

- a. Learning the culture
- b. Developing skills and abilities
- c. Career progression
- d. All

12. Which of the following is incorrect?

- a. Mentoring is one-way; only the mentor provides information transfer to the mentee.
- b. Mentoring is not one-sided; mentors can benefit from the mentees' experiences through sharing.
- c. The bidirectional nature of mentoring creates a strong bond between mentors and mentees.
- d. All

1.7. Annex 1 - Quiz Answers

Questions	Answers
Question 1	d
Question 2	a
Question 3	d
Question 4	b
Question 5	c
Question 6	d
Question 7	a
Question 8	d
Question 9	d
Question 10	d
Question 11	d
Question 12	a



Mentoring Program for Professionals to Support Integration of Immigrant Women in the form of Blended-Learning

MODULE 1 - ACTIVITIES

Mentoring Methodology for Professionals to Support Integration of Immigrant Women

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Comprehensive Training Model to support the integration process, to create the inclusive environment and opportunities for the immigrant women in the field of social and working life

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1. Mentoring Methodology for Professionals to Support Integration of Immigrant Women

1.1. The importance of the mentoring services

Activity No. 1.1.	
MODULE	Mentoring Methodology for Professionals to Support Integration of Immigrant Women
TOPIC	The Importance of the Mentoring Services
Title of the activity	Why is Mentoring Important?
Pedagogical objective	Understanding the Importance of Mentoring
Target group	Professionals
Duration (minutes)	30 minutes
Settings	Classroom
Size of the group	10-12 participants
Method	One-to-one application
Tools	Activity sheet with words to memorize, blank paper, and pencil
Description of the activity	
<p>This activity aims to understand the importance of mentoring services for the community, the mentor, and the mentee. While striving to reach a goal, getting support from someone more experienced in that field provides an advantage in terms of time and operation. Mentoring is based on the collaboration between the mentor and the mentee. In this activity, an exercise will be conducted to emphasize the importance of cooperation. Half of the group will attend the activity as a pair and the other half as a single.</p> <p>Divide the participant group into equal numbers. Create pairs from half of the group. The other half will attend the event individually.</p> <p>Thirty words will be randomly selected for the activity and will be distributed to all participants in writing. Participants will be asked to work on these words for a minute, and at the end of the activity, everyone will be asked to write down the words they remember.</p> <p>At the end of the activity, the number of words remembered by the pairs will be evaluated in total,</p>	

and the individual participants will be evaluated individually.

Text of the instructions for learners (professionals)

1. The group leader divides the group into two equal parts.
2. Half of the group is paired. The other half will attend the exercise individually.
3. Work on the distributed word paper for 1 minute. Pairs will work together, and single participants will work individually.
4. At the end of one minute, the papers will be collected back, and a break time will be created by talking about other topics for a minute.
5. At the end of the break time, the total number of words remembered by the pairs will be evaluated together, and the single participants will be evaluated individually.
6. It will be discussed whether there is a difference in the number of words they remember between those who participate as a group and those who participate individually. The reasons for any difference (if any exists) among the single and paired groups will also be discussed. Those in pairs will be asked what method they follow while sharing the words.

Summary

In this activity, the main aim is that professionals understand the difference between working alone and working with a collaborator to achieve a goal. It will emphasize the importance of cooperation, as those who participate in pairs remember more words by helping each other than those who participate individually.

1.2. Personality - Knowledge, Skills and Competencies of Mentor to Support the Integration of Immigrant Women

Activity No. 1.2.	
MODULE	Mentoring Methodology for Professionals to Support Integration of Immigrant Women
TOPIC	Personality – Knowledge, Skills, Competences of Mentor to Support Integration of Immigrant Women
Title of the activity	Why Is Mentoring Important?
Pedagogical objective	Mentor's Required Qualities
Target group	Professionals
Duration (minutes)	30 minutes
Settings	Classroom
Size of the group	10-12 participants
Method	Role-playing

Tools	Chair and stopwatch (participants can use their phones)
Description of the activity	
<p>This activity aims to show which characteristics of mentors are essential in the mentoring process. This activity will focus on specific characteristics (listening skills, feedback, being positive and patient). Create a group of participants with pairs. Arrange the classroom chairs and ask them to sit down, so they face each other. The paired people will take turns as the speaker and listener on any topic they want to talk about. The listener will listen to the other person for about 5 minutes without speaking, using only gestures and facial expressions. Then, the same person will express himself/herself to the other person for about 5 minutes as the speaker. At the end of the activity, paired people will give each other feedback on at least three points. The feedback will continue by conveying positive statements first, then negative comments, and finally positive comments again. When the activity is over, participants will discuss listening skills, feedback, and experiences of being positive/patient.</p>	
Text of the instructions for learners (professionals)	
<ol style="list-style-type: none"> 1. Participants are paired with other members. 2. The paired participants sit on opposite chairs. 3. The paired participants become the listener and then the speaker on a topic they want. 4. One of the paired participants listens to his/her partner for 5 minutes using only body language without interrupting him/her. 5. Then the same person continues his/her role as the speaker for about 5 minutes. 6. As partners, give each other feedback on at least three aspects of your performance. 7. Adjust your feedback to be positive, negative, and positive again. 8. At the end of the activity, discuss your experiences in class. 	
Summary	
<p>Through this activity, mentors will have the opportunity to practice listening skills, feedback, being positive and patient, which are among the essential qualities a mentor should have. Also, they will practice to self-evaluate their performance. At the same time, they will be able to improve themselves in this regard thanks to the feedback they give to each other.</p>	

1.3. Roles and Responsibilities of the Mentor

Activity No. 1.3.	
MODULE	Mentoring Methodology for Professionals to Support Integration of Immigrant Women
TOPIC	Roles and Responsibilities of Mentor
Title of the activity	Roles and Responsibilities of Mentor
Pedagogical objective	Mentor's Required Qualities
Target group	Professionals

Duration (minutes)	60 minutes
Settings	Classroom
Size of the group	10-12 participants
Method	One-to-one application
Tools	Pencil and paper
Description of the activity	
<p>The purpose of this activity is to understand the responsibilities that mentors undertake throughout the mentoring process. To this end, ask the participants to split up into groups and design a mentoring program to assist migrant women who want to get a job. When outlining the program, first, ask to set goals. Then ask how to plan steps to achieve these goals. Ask for the development of success and progress measures related to the goals so that you can measure the program's success.</p>	
Text of the instructions for learners (professionals)	
<ol style="list-style-type: none"> 1. Form groups of three. 2. Outline a mentoring program for immigrant women who want to find a job. 3. First, set the goals of the program. 4. Detail the plans that you prepare to achieve the goals. 5. Identify the criterias you will use to measure the progress of immigrant women in the program. 6. At the end of the activity, share the outline you created as a group and discuss the mentor's responsibilities throughout the process. 	
Summary	
<p>During the mentoring process, the most important responsibility of a mentor is to determine the goals for the target mentee group, create an appropriate program and follow the mentees' development. Through this activity, participants will experience the responsibilities of the mentors from the planning of the program to the end with a hands-on study.</p>	

1.4. Benefits of Mentoring for Mentors (Professionals) and Mentees (Immigrant women)

Activity No. 1.4.	
MODULE	Mentoring Methodology for Professionals to Support Integration of Immigrant Women

TOPIC	Benefits of Mentoring for Mentors (Professionals) and Mentees (Immigrant Women)
Title of the activity	Benefits of Mentoring
Pedagogical objective	Understanding the Benefits of Mentoring for both the Mentor and the Mentee
Target group	Professionals
Duration (minutes)	30 minutes
Settings	Classroom
Size of the group	10-12 participants
Method	One-to-one application and discussion
Tools	Pencil and paper
Description of the activity	
<p>This activity aims to address the issues that both mentors and mentees benefit from during the mentoring process. Invite participants to reflect on an issue that immigrant women need mentoring. For example, you can choose the topic of immigrant women finding a job and advancing in their careers based on their abilities. Discuss what immigrant women can gain from the mentoring program as mentees. Discuss what benefits the program mentors could achieve.</p>	
Text of the instructions for learners (professionals)	
<ol style="list-style-type: none"> 1. Form groups of three. 2. Take note of what benefits the mentoring program for immigrant women will provide to mentees on a particular subject (e.g., finding a job). What knowledge, skills, and competencies can the mentoring program provide for the mentees? 3. Take note of how mentors in the same program can benefit from the program. Which knowledge, skills, and competencies can the mentoring program provide? 4. Share your group notes with the class and discuss the reasons behind the benefits you wrote. 	
Summary	
<p>Mentees who receive mentoring services are in an advantageous position while improving themselves and adapting to social life throughout the process. On the other hand, being a mentor is an important development and learning experience. Helping others to learn is one of the best ways to enhance one's learning experience. Through this activity, participants will understand the benefits of the mentoring program for mentors and mentees.</p>	