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

MODULE 6

Distance Mentoring Services

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

Contents

6. Distance Mentoring Services

6.1. Types of Distance Mentoring Services

Mentoring is a process in which various strategies are presented to help people succeed and offer professional development opportunities, especially to disadvantaged groups (e.g., the unemployed, youth, and immigrants). The ones with mentoring qualifications could help give individuals the confidence, access to valuable resources, and skills they need to reach their potential. For example, it was suggested that the mentoring service can facilitate integration by empowering immigrant women socially by increasing perceived social support and self-confidence (Gover et al., 2022). Mentoring services that contribute to the social development of individuals can be conducted in three different ways. One-to-one mentoring (1), group mentoring (2), and distance mentoring services (3). The first and second types of mentoring services are more commonly known as traditional mentoring services and are briefly described below;

1. One-to-one mentoring: The mentee and mentor come together through a specific program/project or on their own. The mentee-mentor duo participates in a plan created by a formal mentoring program/project or within the framework of a structure where they determine the time and program together.

2. Group mentoring: It refers to the process in which a single mentor comes together with a group of mentees. The mentor is responsible for how the same process will proceed for each individual, its speed and direction of activities, taking into account the social background of all individuals in the group.

3. Distance mentoring services: Similar to the first and second types of mentoring services, it refers to a mentoring process in which the mentee/mentee group and the mentor are in different locations. It can also be called "virtual" mentoring, "telementoring," or "e-mentoring." This section focuses more on distance mentoring services.

As briefly summarized in the first and second types of mentoring services, traditional mentoring services occur where the mentor and the mentee physically meet and interact face-to-face. In today's world, this is no longer a necessity. Especially during the COVID-19 pandemic, the curfew decisions taken to reduce face-to-face communication have transferred the form of interpersonal communication to the digital environment, and a

rapid adaptation process has taken place even for those who have never experienced this type of communication. With the advances in technology and the unavoidable increase in people's adaptation to these technologies, new opportunities for mentoring services have emerged, and the need to coordinate a simultaneous/face-to-face meeting program for such services has disappeared (Duff, 2000). E-mentoring, which refers to a mentoring relationship conducted using technology rather than face-to-face, was defined by Single and Muller (2001) as follows:

> "a relationship that is established between a more senior individual (mentor) and a lesser skilled or experienced individual (protégé), primarily using electronic communications, and that is intended to develop and grow the skills, knowledge, confidence, and cultural understanding of the protégé to help him or her succeed, while also assisting in the development of the mentor." (s.108)

Considering the above definition, it is possible to say that distance mentoring services can be realized in two different types, i.e., *synchronous* (1) and *asynchronous* (2):

1. In the online synchronous mentoring process, the mentee and mentor communicate simultaneously. In this type of communication, there is a need for software that enables the use of voice, text, and video services for technologies that will allow remote communication. For example, a mentor-mentee pair located in different locations where there is a time difference can schedule an online meeting conveniently for both parties and meet simultaneously via video chat software (e.g., Zoom, Skype). Since communication is instantaneous in this type of distance mentoring service, mentor feedback, guidance, and suggestions for the mentee are instantaneous. Speech flow is more natural; this allows both parties to communicate freely and continuously, especially when the conversation is on different topics or additional clarification is required. However, mentors and mentees may have highly variable schedules; finding joint and consistent meeting times can be difficult. Moreover, there may be limited access to technological opportunities or differences in preferences. There may be limitations in access to technological opportunities or differences in preferences. While one of the parties prefers to use one of the electronic platforms, the other party may make a different suggestion. In addition, many telecommunication technologies are only compatible with certain devices, so finding a common medium to establish a connection may take time. The mentor and the mentee may live in locations where the time difference is significant (for example, the time difference in Turkey is eight hours

ahead of the United States). For this reason, it is necessary not only to find a common meeting time but also to have a clear understanding of the concept of the different time zone.

2. Technology is also used in the online asynchronous mentoring process. However, the communication between the mentor and the mentee is not simultaneous in this process. Emails and online discussion platforms are examples of this type of communication. The person writing a message (mentor or mentee) would need to wait for the recipient to receive the message and then respond to it. In this type of mentoring service, communication does not occur in real-time, so the need to schedule joint meeting times becomes unnecessary. Most technologies used in asynchronous communication are featured by automatic recording (e.g., voicemails, emails, online discussion boards). Mentors and mentees in different time zones have flexibility in composing and responding to messages. Since conversations are often recorded in this type of distance mentoring service, both parties can return and carefully re-read the messages. However, since mutual interaction cannot be achieved simultaneously, a mentor-mentee relationship that lacks the feedback received through instant affective behaviors (e.g., the expression of empathy in facial expressions) may emerge, leading to delayed or less intimacy. Again, in cases where there is no mutual interaction, the communication may not progress in its natural flow. Consequently, issues that need to be dealt with in the natural flow of interaction can be passed superficially. Since there is no strict meeting schedule in an asynchronous mentoring process, the mentor and mentee may need more self-discipline to follow the process in a timely manner.

6.2. How to Create Digital Content for Mentoring/Preparation

Since distance mentoring services aim to establish a reliable and positive relationship with the mentee, how the content of this service is prepared is essential as it is for face-to-face mentoring. While preparing the digital content, it should be determined for which need the targeted mentoring program emerged. A well-managed program improves accuracy and efficiency, provides reliability, and allows you to measure progress and effectively identify areas where improvement is needed. The planning and preparation phase of digital content allows you to create a roadmap for how you will manage, implement and evaluate your mentoring program. It should not be forgotten that plans may change in the following stages according to conditions and experiences. For example, if you are partnering with another

agency or group, many of the decisions made at this stage would be affected, as there could be an increased likelihood of making changes due to different opinions and feedback during the preparation process.

Within the scope of the objectives determined during the content preparation process, it should be determined from which population (e.g., immigrants) individuals need mentoring in line with these purposes. The identified population should be defined as precisely as possible regarding demographic characteristics (e.g., gender and age) (e.g., young and middle-aged migrant women). Another priority issue when preparing digital content is determining the mentoring program's goals (e.g., socialization, career development, academic support). Do you aim to increase the literacy rate of the target group or to develop it academically? Or do you want to help the targeted group build their social skills and relationships with others? Or are you focusing on assisting them in learning about business, potential career paths, and the skills they will need to succeed? Then, people/experts who can provide mentorship for achieving the determined goals should be identified. Thus, content should be prepared according to anticipated outputs for mentors, mentees, and (if any) the organizations sponsoring the process. When, how often, and for how long the interviews for these contents will take place should be decided at the beginning.

Since there is a lack of face-to-face communication in the distance mentoring service, it may be more difficult to develop strong social relationships as in one-on-one mentoring processes. Therefore, considering such difficulties in the digital content preparation process, what can be achieved should be realistic. For example, a primary focus may be on achieving minimum goals, such as establishing a planned and coherent meeting schedule. The confidentiality and privacy of the participants must be protected (it will be discussed in more detail in section 6.4.). The frequency of meeting in a synchronous meeting (e.g., one hour, three days a week) or asynchronous communication (e.g., at least once a week to exchange mail for developing a stronger social bond) should be decided. In the asynchronous mentoring process, which requires communication by *writing* (e.g., email), the focus should be on structured activities that can open up to mentees and encourage them to write more. Similarly, in cases where synchronized online meetings are held, there should be process management that facilitates the mentee to express himself more *verbally* in the time allocated for the mentor-mentee pair.

6.3. How to Provide Digital Mentoring Services

How this service is provided is as important as the process of preparing the digital content of your mentoring program. Important issues to consider in this process can be addressed under the following four headings: 1) bringing together the potential mentor-mentee pair; 2) mutual commitment and follow-up; 3) purposeful interactions; and 4) face-to-face meetings through technology or, if possible, occasionally.

1. First, it is necessary to facilitate the meeting process through a "guarantor" (person or institution) that the mentor and the mentee trust. Formal or informal advice should be sought from someone/or an institution who knows both the mentee and the mentor to increase confidence that a match is appropriate in the meeting process. For example, it may be easier to establish the targeted mentor-mentee relationship through a project funded by national or international institutions. An expert mentor in the field and someone with a social or institutional relationship with the mentee from the target group can initiate this match. Mentor and mentee pairings can generally be expected to be based on common areas of expertise (e.g., two individuals with experience in business). However, it is not necessary for both parties to have such a common area of expertise. An expert and the mentee(s) who need support in the relevant field can also come together in accordance with their communication style and collaborative work ethic, and such factors can facilitate the formation of a more productive mentor-mentee couple/group by minimizing potential conflicts.

2. Because one sees his role as part of a professional duty, the mentor may feel that the obligation has been fulfilled after the relevant tasks/activities have been completed. However, it is recommended that interactions with the mentee should be viewed as a commitment, not an obligation. It is thought that seeing mentoring as a commitment also commits to *improving* the mentee-mentee relationship. In other words, offering a more personalized approach is suggested, where the whole process is viewed as a relationship with the potential to continue beyond the structured mentoring period. In short, mentors should be open to building on the existing social relationship that continues beyond the structured service period. A process that can be carried out in this way could also help develop a sense of partnership in which both parties are comfortable in dialogues where mutual learning occurs. Moreover, the commitments here do not only include abstract statements to develop social relations. Namely, the mentor should emphasize what kind of concrete outputs/benefits can be achieved during the mentoring service. Afterward, commitments should be followed by

prioritizing them. Being sensitive and timely while fulfilling the commitments would contribute to the mentee's constant engagement in the process and feeling cared for. Successful mentoring can only happen when the mentee is willing to seek guidance and advice from the mentor, and the mentor is equally ready to provide thoughtful guidance and advice. It is thought that such an approach helps to develop deeper gratitude for the mentoring experience for the mentees, which can translate into mutual feelings of collegiality and friendship. Thus, the service process may become more efficient as the mentor-mentee couple would be pushed to be accountable to each other (for example, less likely to cancel meetings for reasons that may originate from both parties).

3. Being in different locations eliminates the advantage of geographical proximity that allows easy accessibility. Planning and preparation before distance mentoring meetings are critical, as there is no option to stop by to ask questions. The success of the mentoring service depends on the mentor-mentee couple developing and maintaining a close relationship – which takes time – and it should be ensured that the meeting times are planned and consistent. The mentor-mentee pair is recommended to meet for at least 4 hours a week for one year. A tool such as a business plan can be used to set goals, outcomes, and deadlines to help monitor progress. For example, making a plan for both the mentee (if s/he has a job) and the mentor so that it does not coincide with working hours at the very beginning of the interview is one of the important issues to consider. Similarly, available times should be identified and preferred if the mentee is responsible for primary care for their child. This preparation and planning process should not be an obligation of the mentor alone, and this should also be expressed to the mentee. For example, thinking about questions to ask or topics to discuss before mentoring meetings can help make interactions more productive; therefore, the mentor should encourage mentees to such initiatives. It should be noted, however, that the absence of a tight agenda in a planned manner can provide an opportunity and extra time for organic discussions around work-life integration that result in meaningful conversations on various topics. Therefore, besides preparing in advance, one should be open to natural discussions/chats that could emerge from the meetings. As a result, in a communication process that serves a specific purpose, mentoring sessions/correspondence can become safe areas where both the mentee and the mentor can review their psychosocial (e.g., sense of trust, well-being, happiness) development processes that should not be ignored.

4. In providing digital mentoring, it may be more efficient to use video conferencing and teleconferencing technology instead of telephone meetings to promote social bonding and well-focused attention of both parties to the conversation. In this way, technology can help bridge the geographic gap between mentor and mentor in the distance mentoring. Regular and consistent meeting times facilitate continuity, and scheduling technology makes it possible to arrange recurring meetings on a calendar (for example, using an online calendar application that only the mentee and mentor can see in common). However, it is important to pay attention to the different time zones and adjust the calendar planning accordingly. Seeing the person who interacted could allow for recognizing facial cues and reading body language in a way similar to a face-to-face meeting. Such interview environments also limit multitasking efforts, such as sending reply emails to another person (e.g., another mentee) during the session. However, if possible, providing opportunities for the mentee-mentor pair to meet personally would support the social bond. In this respect, creating opportunities to meet in person (if possible) during invited visits or events would be beneficial.

6.4. The Importance of Personal Data Protection

Personal data of individuals included in the mentoring program as mentees are collected within the scope of training and guidance activities. Personal data can be expressed as any information that identifies the individual. Demographic information such as an individual's name, age, gender, educational status, occupation, address, health status, and marital status are included in the category of personal data, as well as information such as social media accounts and email addresses, through the advancement in technology. When the definitions of personal data are examined, the descriptions could be broad for different activities/purposes; it is not precisely limited to which type of information can be used within the scope of personal data. For this reason, it is necessary to draw limits on what personal information will be collected and processed according to the purpose of the mentoring program. Limiting the data to be collected facilitates mentors in data processing, protecting the mentee's confidentiality, and storing and destroying personal data.

Mentors have access to their mentee's personal information to organize appropriate training activities for the mentees they guide. Mentors should inform their mentees about how their personal information is processed. Information on how personal information is protected and processed increases trust in both the mentor and the institution. The confidential

relationship between the mentor and the mentee helps to increase the effectiveness of the mentoring program. The mentor collects and uses the personal information of the mentees for the following reasons;

● **Keeping a record of mentees following the law:** Keeping a record of the mentees is beneficial both in the planning of the guidance activities and in the regular follow-up of the mentees.

● **Managing the training and activities carried out within the scope of mentoring activities:** The events to be organized may need to be planned according to the demographic characteristics of the mentees. Thus, it can be ensured that each mentee receives the best service by being guided according to their needs. For example, mentees may be referred to distance mentoring services in situations that limit the mentee's chances of receiving face-to-face mentoring, such as when the mentee has a full-time job or has a child to care for. In this respect, access to personal data is important for the mentor.

● **To follow the development of mentored mentees:** In order to follow the developments of their mentees, the mentor can apply tests related to the guidance services to their mentees within the scope of personal data and make an evaluation. As a result of this evaluation, improvement attempts can be carried out depending on the mentee's performance.

Personal data collected to keep track of the mentees participating in the mentoring activities, to manage the planning of the training and guidance given to the mentees, and to follow the development of the mentees are processed and stored according to certain rules. The mentor evaluates the personal data s/he collects in accordance with the following principles;

● The mentor complies with data protection obligations by keeping personal data up to date. For example, when a formerly unemployed mentee starts working full-time, updating the job status is vital so that the mentoring service he receives is not disrupted. In this case, the mentee can switch from face-to-face mentoring to distance mentoring.

● The mentor stores personal data in accordance with the privacy policy. The personal information the mentor receives about the mentee and the conversations between the mentor and the mentee during the guidance services are confidential and cannot be shared or processed without the mentee's permission. Through confidentiality,

maximum efficiency can be achieved from the services provided by establishing a relationship of trust between the mentor and the mentee.

- The mentor does not collect personal data more excessively than needed. Thus, data crowding can be avoided, and the trust relationship is not damaged by not getting too much into the mentee's privacy.

- Mentor protects personal data against loss, misuse, and unauthorized access. Each mentee's personal data should be accessible only to those authorized to process the data in a secure virtual or physical environment.

- The mentor ensures that appropriate technical measures are taken to protect personal data. The security measures of the virtual or physical environment in which the data is protected are provided by various means.

- The mentor destroys the personal data at the end of the specified period. The mentees' data are kept for a certain period after the mentoring service is completed, and they are destroyed following the rules at the end of the period. In this way, the data of the mentees remain safe.

While mentors collect and process personal data to assist in program planning, mentees also have a say over the personal data they provide. Mentees have many rights regarding protecting their data within the mentoring program. The rights of mentees are as follows:

- S/he can learn whether personal data is processed or not.

- S/he can learn the purpose of processing data and which data are used.

- In case of incomplete or incorrect processing of personal data, s/he may request a correction. The quality and continuity of the service are better ensured through updated data.

- S/he can request the deletion or destruction of personal data.

- S/he may terminate the consent to processing personal data at any time during the program process. The mentees have the right to stop access to their data if they do not feel comfortable.

- S/he may want to know the third parties to whom personal data is transferred domestically or abroad.

In this context, mentors need to know what mentees' personal data is, why it is collected and how it should be protected. Mentees also have a say in the personal data collected. It is of great importance for the mentors to answer these questions and help the mentees access their

rights to complete the services and obtain informed consent in cases where they want to access information about how their data is used and protected and with whom it is shared,

6.5. References

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6.6. Quiz

1. Which of the following is a type of mentoring service?

a. Group mentoring

b. One-on-one mentoring

c. Distance mentoring

d. All

2. Which of the following is a type of distance mentoring service?

a. E-mentoring

b. Synchronous

c. Telementoring

d. Digital Mentoring

3. Which of the following is true about the asynchronous mentoring process?

a. It is a process that lacks feedback from immediate affective behaviors (e.g., facial expressions).

b. Communication between mentor and mentee is not synchronous

c. Mentor and mentee may need to have more self-discipline to follow the process on time

d. All

4. Which of the following should be considered while preparing content during the distance mentoring service process?

a. It is necessary to identify that which individuals need mentoring

b. The target population should be defined as specifically as possible in terms of demographic characteristics

c. The purpose of the mentoring service should be determined

d. All

5. Which of the following could be one of the purposes to be considered while preparing content for distance mentoring service?

a. Increasing the literacy rate of the target group

b. Developing the social skills of the target group

c. Inform the target group about the skills needed for business and potential career paths

d. All

6. Which of the following is not one of the issues to be considered while preparing content for distance mentoring service?

a. Be realistic when preparing content

b. Creating a planned and consistent meeting schedule should be secondary issue.

c. Confidentiality and privacy of participants must be protected

d. Depending on whether it is asynchronously or synchronously in distance mentoring, different strategies can be followed.

7. Which of the following is an important consideration when providing digital mentoring services?

a. Bringing the potential mentor-mentee couple together

b. Mutual commitment and follow-up

c. Meaningful interactions

d. All

8. Which of the following statements about the process of providing digital mentoring service is incorrect?

a. The mentor should feel that he has finished his obligation after the tasks/activities have been completed

b. The mentor should view their interaction with the mentee as a commitment rather than an obligation

c. Mentors should be open to advance the existing social relationship with the mentee that continues beyond the service

d. All

9. Which of the following is a correct statement about the process of providing digital mentoring service?

a. Using video conferencing technology rather than phone meetings may be more efficient

b. It is important to pay attention to the different time zones and adjust the calendar occurrences according to the time difference

c. A tool such as a business plan can be used to set goals, outputs, and deadlines to help monitor the progress

d. All

10. Which of the following statements is false?

a. Personal data of mentees are collected within the scope of mentoring services

b. Personal data can be defined as any information that identifies the individual

c. Information such as social media accounts, e-mail addresses are not considered as personal data

d. None

11. Which of the following is true?

a. The mentor complies with data protection obligations by keeping personal data up to date

b. Mentor does not collect personal data excessively

c. Mentor protects personal data from loss, misuse, and unauthorized access

d. All

12. Which of the following is false?

a. Mentee cannot learn whether their personal data is processed or not.

b. In case of incomplete or incorrect processing of personal data, the mentee may request their correction.

c. Mentees can request the erasure or elimination of their personal data

d. Mentees can terminate the consent to the processing of their personal data at any time during the program

6.7. Annex 6 - Quiz Answers

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

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

MODULE 6

Distance Mentoring Services

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

Contents

6. Distance Mentoring Services

6.1. Types of Distance Mentoring Services

<table>
<tr><td colspan="2" align="center">Activity No. 6.1.</td></tr>
<tr><td>MODULE</td><td>Distance Mentoring Services</td></tr>
<tr><td>TOPIC</td><td>Types of Distance Mentoring Services</td></tr>
<tr><td>Title of the activity</td><td>Basics of Distance Mentoring Service</td></tr>
<tr><td>Pedagogical objective</td><td>Understanding Types of Distance Mentoring Services</td></tr>
<tr><td>Target group</td><td>Professionals</td></tr>
<tr><td>Duration (minutes)</td><td>60 minutes</td></tr>
<tr><td>Settings</td><td>Classroom type</td></tr>
<tr><td>Size of the group</td><td>10-12 people (including an experienced mentor)</td></tr>
<tr><td>Method</td><td>Presentation</td></tr>
<tr><td>Tools</td><td>One phone or computer (each participant can use their phone or computer)</td></tr>
<tr><td colspan="2">Description of the activity</td></tr>
</table>

This activity aims to provide an understanding of the difference between the types of distance mentoring services and traditional mentoring services. In addition, it is aimed to make an application in such a way that the participants can realize the distinction within the distance mentoring services. It is planned that an expert with at least three years of professional mentoring experience will lead the implementation process. At this point, the experienced mentor will emphasize the difference between the types of mentoring services through short applications.

Regarding the distance mentoring service, which can be carried out in two different ways, synchronous and asynchronous, the experienced mentor will first make a synchronous connection with the participants (five minutes with each participant). After the participants' mailing list is shared with the mentor, a Zoom link will be sent to each participant. In the five-minute meetings with the mentor, a very short briefing will be given to the professionals about the distance mentoring services (if the participant group is larger, the five-minute meetings can be in groups of 4-5 people). The primary purpose here is to reveal the difference between online/synchronous and asynchronous communication rather than content.

In the second step, each participant will be asked to send an e-mail to the mentor. This will be announced to the participants at the end of the synchronous meeting. In this e-mail, the participants will be expected to ask at least two questions about distance mentoring services. It will be stated that these questions will be returned within three days at the latest, and they will be asked to check their e-mails.

Text of the instructions for learners (professionals)

1. Open your e-mail address that was sent to the mentor.
2. Log in to the Zoom link sent to you and wait for the mentor to take you to the meeting room.
3. At the end of the interview, send at least two questions to the e-mail address of the mentor

shared with you.

4. Check your e-mails regularly for a reply that will be given to you within three days at the latest, and reply to the same e-mail by thanking the mentor for giving feedback that you have received the e-mail.

Summary
Through the application mentioned above, it is aimed that professionals can gain an idea of the mentoring service that can be carried out both synchronously and asynchronously. At this point, the main focus is on the form of interview/type of distance mentoring service rather than the content of the interview.

6.2. How to Create Digital Content for Mentoring/Preparation

Activity No. 6.2.	
MODULE	Distance Mentoring Services
TOPIC	How to Create Digital Content for Mentoring/Preparation
Title of the activity	Digital Content Preparation for Mentoring
Pedagogical objective	Understanding the Key Considerations for Preparing Digital Content
Target group	Professionals
Duration (minutes)	30 minutes
Settings	Classroom type
Size of the group	10-12 people
Method	Individual application
Tools	Pencil and paper
Description of the activity	
This activity aims to implement the main points that people who will provide distance mentoring services should pay attention to when preparing digital content. Since distance mentoring services aim to establish a reliable and positive relationship with the mentee, how the content of this service is prepared is essential as it is for face-to-face mentoring. A well-managed program improves accuracy and efficiency, provides reliability, and allows you to measure progress and effectively identify areas where improvement is needed.	

Text of the instructions for learners (professionals)
1. First, determine specifically from which population (e.g., migrant women) the people you will be mentoring come from. This determination will help you learn the possibilities of the group to be consulted to access online content and determine how detailed the subject will be. 2. Before starting the one-on-one meetings, determine which topics you can support as a mentor and list these issues to the mentee in the first meeting. For example, will there be support for the career development of migrant women to enable them to participate in business life? Or will they only be interviewed about the social problems they experience in daily life? 3. In the first meeting, determine what kind of service the mentee expects from you, and then decide to what extent these expectations match what you have committed. For example, has the mentee applied for a mentoring service for career development? What services can you offer to the mentee as a mentor in terms of career development? 4. Create digital content on the online platforms that the mentee can access within the topics you have determined in a way that best expresses the mentee. You can modify your digital content preparation process (if possible) according to your commitments and the mentee's expectations.

Summary
This activity aims to practice the basic issues that professionals who will provide mentoring services should pay attention to while preparing digital content. Such essential planning for the digital preparation process is of great importance, especially for the quality of the first meeting with the mentee.

6.3. How to Provide Digital Mentoring Services

Activity No. 6.3.	
MODULE	Distance Mentoring Services
TOPIC	How to Provide Digital Mentoring Services
Title of the activity	Providing Digital Mentoring Services
Pedagogical objective	Mentee's Feeling of Being Cared While Providing Digital Mentoring Service
Target group	Professionals
Duration (minutes)	15 minutes
Settings	Classroom type
Size of the group	10-12 people
Method	Individual application
Tools	One phone or computer (each participant can use their phone

	or computer)

Description of the activity

This activity aims to remind some important points about how distance mentoring services can be provided.

Text of the instructions for learners (professionals)

1. While preparing digital content, note how often, at what time intervals (in the form of days and hours), and for how long you plan interviews, and share this information with the mentee at the first meeting. Try to determine the most suitable common time zone. For example, if the mentee is a woman, try to set a timetable, considering a child or working hours, if any.
2. Determine realistic meeting schedules, taking care to be planned and consistent while determining time intervals and meeting frequency. Focus on consistency/continuity of meetings rather than frequency.
3. **At the end of each meeting, arrange meeting times so that only you and the mentee can access it via an online calendar application (e.g., Google Calendar).**

Summary

Through this activity it is aimed to remind the mentors of some important points that should be considered while providing a service in the digital environment. It is predicted that the aforementioned practice will also make the mentees feel they are cared for and more consistently comply with the upcoming meeting times.

6.4. The Importance of Personal Data Protection

Activity No. 6.4.	
MODULE	Distance Mentoring Services
TOPIC	The Importance of Personal Data Protection
Title of the activity	What Does Personal Data Cover and Why Is It Important?
Pedagogical objective	Understanding the importance of protecting personal data collected within the scope of mentoring services
Target group	Professionals
Duration (minutes)	15 minutes
Settings	Classroom type
Size of the group	10-12 people
Method	Group application
Tools	Pencil, paper

Description of the activity

This activity aims to implement how to process, store and destroy the personal data collected from the mentees within the scope of the mentoring program to protect the mentee's privacy. Mentors have access to their mentee's personal information to organize appropriate training activities for the

mentees they guide. Mentors should inform their mentees about how their personal information is processed. Information on how personal information is protected and processed increases trust in both the mentor and the institution. The confidential relationship between the mentor and the mentee helps increase the mentoring program's effectiveness.

Text of the instructions for learners (professionals)

1. Determine the personal data required from the mentees within the scope of mentoring activities and take notes on paper. Next, identify and write down personal data not required to be collected under the program. Discuss within the group why the identified personal data is necessary or not.
2. Take note of what obligations the mentors have in the context of the privacy policy and discuss within the group why these obligations are important.
3. **Write down on the paper what rights the mentees have regarding protecting the personal data they report. Discuss in the group why these rights are important.**

Summary

Through this activity, the mentors will repeat the information about the mentees' data, why it is collected, and how it should be protected. Mentors will understand the importance of their obligations regarding personal data protection and will gain the ability to process, protect and store data within the rules determined accordingly. When mentees want to get information about how their data is protected, mentors will be conscious of helping mentees answer their questions and access their rights.