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OUR MENTORING EXPERIENCE

Guidelines for CSOs Aiming to Provide Mentoring



BİLGİ SOCIAL INCUBATION CENTER



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Bilgi Social Incubating Center
OUR MENTORING EXPERIENCE
Guidelines for CSOs Aiming to Provide Mentoring

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preface



Istanbul Bilgi University established the Center for Civil Society Studies (CCSS) to institutionalise its support for civil society organisations, which it sees as an integral part of its mission. The Center was founded as a result of a university-civil society collaboration to support the capacity building of civil society organisations (CSOs) and civic initiatives. Established within a university for the first time in Turkey, the Center aims to strengthen the role of CSOs in a pluralistic democracy and to contribute to their effective work. This overarching goal is underpinned by the view that CSOs and particularly grassroots initiatives are key actors in the building of participatory democracy. In the light of this view, CCSS seeks to contribute to the development of civil society in Turkey and across the world through undertaking scientific research, activities, publications, training and documentation on the social, economic and cultural aspects of civil society development, and to actively participate in the accumulation of knowledge in areas related to civil society.

Established under CCSS, the Bilgi Social Incubation Center has been designed as a centre that can respond to new organisational empowerment needs emerging in the civil society, building upon the experiences from various capacity building training courses and programmes conducted since 2003. The Bilgi Social Incubation Center, operating since 2014, seeks to contribute to the organisational capacity building of rights-based CSOs in Istanbul (including associations, civic initiatives, platforms, informal groups, etc.) by providing office space, face-to-face consulting, training courses and workshops, mentoring as well as academic and legal support. In addition, the Bilgi Social Incubation Center also strives to build a network of horizontal relationships by offering a co-working space to rights-based CSOs and bringing them together in various learning environments such as training-workshops. These networks, to be built among CSOs with similar or different needs, will provide an opportunity for peer learning and informal learning in addition to specially designed support instruments.

All activities conducted by the Bilgi Social Incubation Center since 2003, including researches, capacity building training courses, training materials, guidelines, and CDs, are available and accessible for all CSOs.

In addition to sharing information about all our activities, we have always strived to document and share in writing our experiences as much as possible, even the smallest details.¹

This Guideline in your hands was prepared in an effort to share with CSOs information about all stages and practices of mentoring in the civic space, which we are aspiring to develop. Through this Guideline, we aim to contribute to the work of CSOs who wish to undertake mentoring activities in the civic space.

We are aware of the processes CSOs have undergone at CCSS and what they have gained out of this collaboration, thanks to the evaluations conducted by using a variety of methods as well as the evaluation reports publicly available on our website. However, it is necessary to note that we, as the academics of Bilgi University and the employees of CCSS, have also gained and learned a great deal throughout this process. We can say that we have reached our initial target of creating a meeting point for CSOs and academics. The most exciting proof of this is the strong demand for our capacity building training programmes and incubation activities, and in addition to that, the high level of participation in all researches we have conducted on civic space as well as the interest shown in the Master's programme we launched in Social Projects and NGO Management.

The first chapter of this Guideline addresses the evolution of the methods and processes of capacity building for CSOs after the 1990s, and provides a framework for the relationship between the mentor and the mentee CSOs which can render mentoring a viable tool in the civic space.

The second chapter of the Guideline features the Bilgi Social Incubation Center and the Incubation Support Programme, where mentoring was used as a tool in the civic space for the first time, and then shares the mentoring model developed in the light of the experiences of the Incubation Support Programme as well as a summary of the experiences between 2014-2019.

The most fundamental lesson we have learned from our experience is that mentors should have a certain set of skills and successfully perform certain tasks in order for mentoring processes to go as planned. In its third chapter, the Guideline discusses the know-how that the mentor should have concerning the CSO capacity building areas as well as personal skills needed for maintaining the mentoring relationship.

Since its foundation in 2014, the Bilgi Social Incubation Center has organised numerous mentoring training programmes. The fourth chapter of the Guideline compiles all the materials and case studies used in the mentoring training held between 19-21 April 2019, in an effort to share experience about all phases of mentoring training. This chapter also features all kinds of information and discussions from 10 sessions held during the mentoring training programmes.

As the Bilgi Social Incubation Center, we owe thanks to many institutions and organisations for making this journey possible. We would like to thank the Board of Trustees, the Rector, and the Executive Board of the Istanbul Bilgi University, who have been the biggest supporters of the Bilgi Social Incubation Center and its activ-

¹ Our Experience 2003-2016 (20016) NGO Studies - Training Manuals, <https://www.dropbox.com/s/ib3qztbym4aiw1x/STCM%202016.pdf?dl=0>

ities in the civic space since 2014. We would like to extend our special thanks to Stiftung Mercator, as the supporter of our mentoring experience in the civic space.

We would like to also thank the employees of the Istanbul Bilgi University in all administrative units, starting from those in support and security services, who wholeheartedly worked with us.

Mentoring, as a tool, has reached its present form after a long evolution process. Mentoring being a new method coupled with our desire to incorporate the experience and input of CSOs in the inception and development processes have allowed us to expand the process and receive contribution of many actors. In this respect, we owe thanks to each and every actor and institution that has supported us since the beginning of this process.

This publication has been prepared within the framework of the “Capacity Building for CSOs and Civil Networks for Further Development of Freedom of Association and Right to Participation Project”, thanks to the contribution of the Republic of Turkey, Ministry of Foreign Affairs, Directorate for EU Affairs; the European Union; the Republic of Turkey, the Ministry of Treasury Finance, Central Finance and Contracts Unit.

The idea of the Bilgi Social Incubation Center as well as the mentoring practice for the civic space was initially conceived and developed by the creative minds of Yörük Kurtaran and Laden Yurttagüler. I would like to express my gratitude, first and foremost to them, and to all the CCSS trainers and mentors who have been with us on this journey.

Prof. Nurhan Yentürk
Center for Civil Society Studies

introduction: on mentoring



In Homer's *Odyssey*, Mentor is both a friend and a counsellor to Odysseus. As he leaves for the Trojan War, Odysseus, the king of Ithaca, appoints Mentor to take care of his household. Mentor also watches over Telemachus, son of Odysseus, and acts as his tutor.

In modern times, the term Mentor was first used by François Fénelon in his 1699 book *The Adventures of Telemachus (Les aventures de Télémaque)*. In the book, the main character is Mentor. The book tells the story Telemachus' educational travels, untold in Homer's *Odyssey*. During these travels, Mentor accompanies Telemachus. At the end of the story, however, it turns out that the one accompanying Telemachus is the goddess of wisdom Athena, who disguised herself as Mentor. The story depicts Mentor as a companion with characteristics such as being a credible counsellor, friend, teacher and wise person.

As a pleasantly surprising coincidence, the very same book is also the first novel translated from a foreign language into Turkish. Yusuf Kamil Pasha translated the book in 1859 under the title *Tercüme-i Telemak [Translation of Telemachus]*, publishing it in 1862.² Therefore, the term Mentor entered the Turkish lexicon at a very early time, in the way it was first conceptually conceived.

Mentor and mentoring started to be used as a concept in the 20th century within the context of the learning of subjects. It is often used in youth work and/or professional life to refer to a long-term relationship aimed at the development of young people (Weiston-Serdan, T., 2017, p. 6). The mentoring process can be defined as the relationship that seeks to provide continuous support to and encourage the positive development of the subject being focused on (Keller, TE, 2010, pp. 23-47). This relationship can be constructed within formal structures, as well as in the immediate environment, such as family and friends (Spencer, R., 2010, pp.97-117). At the same time, it is a nested form of formal and organic relationships.

² See Metin Kayahan Özgül, (1986) "The Tercüme-i Telemak of Yusuf Kamil Pasha", *Journal of Turkic World Studies*, issue 45, December 1986.

Finally, it is important to note that mentoring is a multi-layered process. On the one hand, it is a process of building a personal relationship, and on the other hand, particularly when designed in formal structures, it becomes an intervention aimed at the learning and exchange of a particular group and/or individuals (Weiston-Serdan, T., 2017, p.10 and Dubios, DL and Karcher, MJ, 2014, pp. 3-13).

1. civic space and mentoring



The capacity building methods and processes for Civil Society Organisations (CSOs) have evolved under the influence of many developments that emerged after the 1990s: Approaches of donors, changing needs of CSOs, the impact of the experience of the private sector, know-how and methods transferred from abroad can be counted among them. Non-formal learning and peer learning, which particularly left their mark on the 2000s, became a turning point in changing the capacity building methods and processes for CSOs. It is possible to argue that recently the learning space has been reconstructed and has undergone a significant change, as the mentoring approach has been integrated in the process as a method.

The first chapter of the Guideline provides an overview of mentoring as a tool as well as its evolving role in the capacity building methods and processes for CSOs. This chapter seeks to explore historical background of the use of mentoring as a tool, and to provide an overview of the novelties and contributions mentoring brought in CSO capacity building, based on the current literature on the topic. The second section of this chapter seeks to make a connection between mentoring and learning styles.

1.1. Civil Society and Capacity Building

In the late 1990s and early 2000s, both in Turkey and across the world, CSOs and citizens' initiatives grew in number and also diversified their thematic areas (fields of activity) (Salamon, 1993). As their numbers and fields of activity expanded, CSOs were contemplated and constructed —both by citizens and policy-makers— as key structures that can intervene in social development (Hyden, 1997), political and social participation, and democratisation (Putnam, 1993).

As the fields of activity of CSOs expanded and their actions increased (or intended to increase), the structure and management style within the organisation also underwent changes. The number of people involved in the organisation as well as the resources they use and/or manage increased. At the same time, CSOs became more visible and influential in the public sphere.

Moreover, CSOs' relations with public actors improved and/or have begun to improve. All these developments, affecting the internal and external structures of CSOs, have made the organisational development and capacity building a necessity, both for the agents of CSOs and for the national and international institutions and donors that support the civic space.

A significant portion of the early activities undertaken towards building the (institutional) capacity of CSOs was based around the needs (public and/or private grant-making institutions) identified by donor institutions. These institutions devised and/or took the initiative to devise support mechanisms/institutions/organisations and/or programmes for capacity building of CSOs, particularly in project and grant management, to ensure that the resources they provide are used in an efficient, accountable and transparent manner. In the following period, the question as to which priorities and needs (of donors or of CSOs) would determine the mechanisms or programmes seeking to increase CSO capabilities, became a factor that determined both the content and the approach of such support programmes (Brown and Kalegaonkar, 1999).³

In the case of Turkey, efforts and studies aimed at enhancing the capabilities of CSOs became visible especially in the 1990s, creating a language for the civic space. At a time when the terminology related to the civic space just began to settle, meetings held in this period contributed to the collective creation and critical restructuring of the language and vocabulary used in the civic space in Turkey.⁴

Subsequently, in the early 2000s, various training courses and programmes started to be developed to address the needs of civil society organisations.⁵ The training courses and programmes developed in this period, viewed in terms of their content, were geared towards supporting the structural development of CSOs and their capacities with a view to enable them to conduct regular monitoring of their own activities. To be more specific, the topics covered by the Bilgi NGO training programmes included project development, fundraising, organisational structure, communication, CSO accounting and volunteer management,⁶ which have been geared towards guiding and supporting the organisations' activities and their internal mechanisms.⁷

³ The changes in the scope and understanding of CSO capabilities has impacted the language constructed in this field. In the early period, the frequently used phrase "capacity building of CSOs" was reopened to debate with a critical approach and the concept of "empowerment of the CSOs" started to be used in the field.

⁴ Throughout this period, many institutions organised exploratory meetings to address various subjects studied in the civic space. These exploratory meetings helped the creation of the terminology and deepened the discussions on the subjects related to the civic space. As its symposium proceedings have also been printed, the History Foundation's Civil Society Symposiums can be given as an example of these efforts.

⁵ Even though it would not be accurate to claim that the training courses and programmes delivered by the BİLGİ NGO Unit in the early 2000s are the first examples of training programmes in Turkey for supporting the capabilities of CSOs, when compared to the previous period, these programmes stand out both in terms of their growing number and the diversity of topics covered.

⁶ Over time, as critical discussions on concepts heightened, some topics and concepts have also evolved. For example, instead of the concept of "volunteer management" translated from the Anglo-Saxon literature, use of the concept of "collaborating with volunteers" was proposed.

⁷ For further information on the topics covered by the BİLGİ NGO Unit as well as the guidelines, manuals and CDs the Unit published, please visit: stk.bilgi.edu.tr

In this period, when the civic space was set in motion, new civil society organisations were established and individuals who had no previous experience became active in the civic space, the training courses and programmes have been effective in building (empowering) the capacity of CSOs. These programmes particularly helped CSOs to get acquainted with new methods in skill-oriented areas (such as project development and fundraising).

Despite all the contribution made by these programmes, an in-depth analysis of the content delivered, of the schools of thought and/or the domains of trainers as well as of the training methods employed also reveals the limitations. First of all, at early stages, the training programmes often used content, topic headings and discussions that were translated from other languages. Since the debate and the content generated by the civic space in Turkey was rather limited at the time, the emerging need for translation was two-fold. Firstly, there was a need to make use of the previous studies on the civic space as well as other related fields in order to transfer know-how. To this end, various texts about civil society compiling the experience of Anglo-Saxon countries were translated [into Turkish]; even the trainings were held with the involvement of trainers who had experience in and prior knowledge of the Anglo-Saxon practice.

Secondly, the process involved a translation across “sectors”, and not across the countries and/or cultures. By the 2000s, the private sector acquired and provided both content and know-how on organisational management. The thematic content that had already been developed for organisational management was either directly transferred to civil society organisations or adjusted to the civic space.

In both cases, when compared to the content tailored to the private sector needs vis-a-vis the content produced for the local needs (civic space in Turkey) as well as the needs of civil society organisations, the translated texts could only provide a relatively generic framework.

Meanwhile, a great number of the capacity building training programmes conducted in the same period were designed by adopting the principles/concept of formal learning as a training method. Over time, training content tailored for the civic space that could contribute to the formal learning process has also been developed. Yet, the formal learning model had its own boundaries, limiting both the content and added value of the training programmes delivered. The approach adopted by this model was unidirectional; the content delivered was instructor-oriented and not so open to criticism. Therefore, this approach has limited the enrichment of the content, its versatile use by CSOs and its overall impact.

One of the proposed solutions for developing relevant content and increasing impact was to bring about a change in the learning method. In the early 2000s, the non-formal learning model started to be used for capacity building training programmes. The non-formal learning model defines the relationship between the learner and the trainer horizontally. It allows participants to question the transferred knowledge or skills from a critical perspective and provides space for learning from each other.⁸

⁸ The non-formal learning model also includes methods used in formal learning such as presentations or information input. The key is the balance struck between them as well as the quality of the relationship between the participant and the trainer.

By the end of the 2000s, in Turkey (and across the world), CSOs notably grew in number and diversified their fields of activity. This situation also led to a significant variation in the capacities of CSOs, and diversification in their fields of activity as well as the tools/methods they use (and/or need to use). Consequently, capacity building needs of CSOs also differed.

During the same period, although the civic space in Turkey started to generate its own content and implement participant-oriented training programmes in the field, such a differentiation of needs has made it difficult to cater to all the support demands from CSOs. Even the training programmes designed with a non-formal learning approach had to be confined to generic content in an effort to reach out all the training participants and to find a common ground for all.

For instance, in a training designed with a non-formal learning approach to support CSOs aspiring to carry out advocacy, if the participants come from different fields and backgrounds yet have some common ground in ecology, gender, and human rights, then engaging them in a general discussion will be beneficial for the learning of the entire group. However, in this case, the specific needs in the fields of ecology or gender can only be addressed briefly.

1.2. Mentoring as a Tool

The design of training and learning spaces around a central structure may limit the content to be delivered, confining it to the perspective and awareness of the central structure in question. In cases where the needs and demands of CSOs differ from organisational management to discussions about their fields of activity, the content generated by the central structure may be insufficient and/or inefficient in meeting the corresponding needs. Therefore, in formal learning processes, the creation of content that can address the questions, problems and needs of the participants (CSOs) remains limited to the perspective of the institution and the instructor providing it, their association with the literature, and their relation to and/or experience in the field.

On the other, if the training is designed based on the non-formal learning model, the content of the training can be tailored to the needs of participants. Moreover, since the non-formal learning approach avoids establishing a hierarchical relationship based on knowledge between the trainer and the participants, it can also offer a space to critically approach the existing discussions in the literature. Above all, a non-formal learning approach allows participants to contribute to the pre-defined curriculum and learn from each other's experiences.⁹

Although participant-oriented (directed to the needs of the participants), this approach has two major disadvantages. The first is that the content used in the training remains limited to the level of awareness of those who design the training and/or the learning space. In other words, no matter how participant-oriented it is, the

⁹ For further information on this topic, please refer to Werquin, P. (2010), http://www.eucen.eu/sites/default/files/OECD_RNFIFL2010_Werquin.pdf

framework of the learning space is outlined by the perspective, priorities, and choices of the trainers' team. Another disadvantage is that the training seeks to cater to the needs of all participants. This may limit the trainers to organise and follow up on a rather common or generic discussion. Therefore, the training content remains, or is even preferably kept, at a generic level to address the common needs of participants. In formal education, the content provided from the perspective of the instructor remains limited and generic, whereas in non-formal learning, the content may also remain generic due to the urge to address the common needs of participants. In both cases, the specific questions, problems and needs of the participants (and organisations) would not be met.

Both in Turkey and across the world, given the increasing numbers and capacities as well as diversifying fields of activity of the civic space and of the CSOs, formal or non-formal training programmes offering generic contents fall short of meeting the existing needs. While the needs of each and every CSO differ from one another, there are also differences stemming from the context and environment in which they operate. This being the case, diversification of the methods and tools employed for CSO empowerment has also become a necessity. This has sparked new debates and led to exploration of new tools and methods to meet the diverse needs of CSOs, enabling both transfer of know-how and skills, and a change in attitudes.

One way of meeting the unique needs of a particular CSO is to provide a learning space where tailor-made solutions for the CSO in question can be developed. However, it will be difficult to come up with a permanent solution only by means of external support and/or intervention, since new needs may arise and/or existing needs may evolve as the field of activity the CSO operates changes over time. Ultimately, the end goal is to ensure that CSOs attain the capacity to identify and meet their own needs, without the need for outside support. Therefore, the method to be developed for the empowerment of CSOs (capacity building) should increase the awareness of CSOs in terms of identifying their own needs, and allow them to acquire the skills to find solutions for their specific needs.¹⁰

There is another issue related to the differing needs of CSOs in terms of their structures, thematic areas, organisational and/or content-related aspects. As these needs diverge from one another and become distinct, it becomes difficult for the common (and *generic*) training programmes to respond to corresponding needs. Therefore, each CSO should be given tailor-made support for enabling them to meet their own needs. Providing tailor-made solutions to CSOs, geared towards meeting their respective needs in terms of structural and/or content-related issues, may help empower them. In other words, working one-on-one with CSOs may be a solution to meet their respective needs.

In order to address the two situations mentioned above, there has been an increase in the number of studies on mentoring as a method of catering to the specific needs of CSOs, and in parallel, as a tool of enhancing their self-directed learning

¹⁰ The Tools for Citizens project is one of the projects that emerged as a result of these exploration efforts. The goal of the project is to create tools that CSOs can apply on their own to strengthen their capacities and/or meet their needs. For further information, please see <https://civilsocietytoolbox.org/>

skills. Mentoring often stands out as a tool and/or method discussed in studies and papers dealing with learning and capacity building. In a vein similar to other capacity building tools, mentoring is an intervention aimed at changing the characteristics of the subject that needs empowerment. The mentoring process aims to promote the learning of subjects on their specific needs and to transfer them knowledge and skills (Argote and Ingram, 2000; Hamburg and Marian, 2012). In all these discussions on mentoring, the circumstances under which mentoring is provided is one of the major issues emphasized in the literature. While the planned and structured mentoring process is called formal mentoring; the spontaneous mentoring process is named as informal mentoring (Hamburg, 2013).

The features of informal mentoring can be listed as follows (Hamburg, 2013; Colley, 2005; Hunt 1986):

- The objectives of the mentoring relationship and process are not clear. The process is not clearly defined.
- Learning outcomes cannot be measured precisely.
- The knowledge and/or skill transfer process cannot be fully defined. It depends on the capability and motivation of the actors involved in the process.
- Participants who may be involved in the process may not be selected based on objective criteria.
- The mentoring relationship between the mentor and the mentee¹¹ often depends on the harmony between the two. Therefore, there is a need for acquaintance before the mentoring process.
- The relationship between the mentor and the mentee is established voluntarily.
- Mentoring process has indefinite time-span.
- The mentee's organisation may also indirectly benefit from this process. The main focus is on the mentee's individual learning objectives and overall learning.
- It has paternalistic features.

The most important feature of the informal mentoring process is that it is based on mutual trust and respect. One of the domains where this type of mentoring is frequently encountered is social networks.

Formal mentoring processes, on the other hand, are typically structured and managed by an organisation. The features of formal mentoring process can be listed as follows (Hamburg, 2013; Colley, 2005; Hunt, 1986):

- The mentor and the mentee jointly set the goals of mentoring at the beginning of the process. This is a planned process.

¹¹ The Turkish word *menti* is translated from mentee in English, and used to refer to CSOs benefiting from a mentor or receiving consulting. Since the concept of the counselee CSO has been used in many different fields; throughout the Guideline, we preferred to use the term mentee in order to avoid any semantic ambiguity.

- The learning outcomes at the end of the mentoring process are measurable.
- The knowledge or skills to be transferred is pre-defined right at the beginning of the process.
- It is open to all participants who have the characteristics required by the mentoring programme.
- Mentors and mentees are matched in consideration of their suitability to the subject.
- The relationship between the mentor and the mentee is managed by an intermediary institution.
- The mentoring process has an end date and/or point.
- Mentees' organisations can benefit from the process. The focus is on the learning of the CSO.

Behind the effort to categorize mentoring as informal or formal, there are certain agendas such as following up on the learning of the subject, determining the principles of the relationship between the mentor and the mentee, —monitoring and even managing— the process as well as the dynamics between the two.

There is an ongoing debate in the existing literature as to whether mentoring is more effective when conducted formally or informally. Moreover, according to one of the arguments in the field, mentoring itself is an informal activity, and it should be designed and conducted by means of informal learning methods. In other words, in addition to the discussions as to whether mentoring process should be formal or informal, debates about the quality of learning that takes place during the mentoring process are also ongoing. It is important to keep in mind that the learning space and the learning process underpinned by mentoring, even if it is structured (formal mentoring), contains elements of informal learning. In fact, although informal learning is often described as the opposite of formal learning, the learning process has both informal and formal qualities (Billett, 2001; McGivney, 1999; Davies, 2001).

Formal learning is a highly structured learning process performed by an institution and often in a classroom setting. Informal learning, on the other hand, can both take place within formal learning setting, but it may well be unplanned and incidental. One example might be obtaining information from peers on a particular subject (e.g. how to use a digital device) in between (e.g. breaks) the formal learning processes (e.g. classes) (Marsick and Watkins, 1990; Marsick and Volpe, 1999).

The questions as to whether mentoring itself should be designed and conducted informally or formally, and whether the learning taking place during the mentoring is informal or not have been frequently debated in the literature. The reason why these two particular questions are underlined so much is that there are still ongoing discussions about the quality of change that can be driven by unplanned learning, in other words by a learning process that does not have pre-set learning objectives and outcomes.

2.3. Mentoring Approach

Mentoring, as a process and as a tool, was not used for the first time in the civic space. On the contrary, it has been used as a method since the 1980s in the private sector and in studies with disadvantaged groups (Colley, 2005). In the private sector, mentoring has been used to build the capacities of less experienced, less skilled and/or disadvantaged subjects (Gray, 1986). Another area where it is frequently used is youth work. It has been used by youth workers in various programmes, particularly to ensure the participation of disadvantaged youth in the fight against social exclusion (Dishion, McCord and Poulin, 1999; Williamson and Middlemiss, 1999; Philip, Shucksmith and King, 2004).

There are studies and activities in the civic space that use mentoring as a method, albeit limited in number. However, the use of mentoring in the civic space has often been in the form of exchange of knowledge, skills and/or experience among individuals. For instance, youth organisations have used mentoring as a tool to bring together young people and experienced adults so that adults can guide the young. Likewise, mentoring has also been used as a tool to improve the “leadership” skills of the individuals and organisations in the civic space. One of the key reasons why mentoring is acknowledged as a method in many different domains, from the private sector to the civic space, is because it offers a space for one-on-one work with the individuals and organisations involved. In other words, mentoring is the framing of informal learning between two subjects by setting learning objectives.

For the purposes of this particular Guideline, the aim of mentoring is to build capacities of and empower civil society organisations. The mentoring method proposed by the Bilgi Social Incubation Center seeks to provide CSOs with tailor-made solutions, based on the needs identified by CSOs themselves, by matching them with a peer with expertise and experience in their subject.

In a mentoring process that seeks to build the capacity of a particular CSO, the participants are supported by a dual structure within the framework of a programme. In order to cater to their needs, CSOs admitted to the programme are invited to workshops and training courses on common areas they have themselves identified, using formal and/or informal learning methods. In this way, they are matched with subjects coming from the field, in an effort to create a space that will enable these subjects (peers) experiencing similar problems to learn from one another. During the programme, in parallel, each CSO receives support from a mentor (peer) who can respond to their specific needs.

As will be examined in detail in the next chapters of the Guideline, mentoring in the civic space has been provided by the Bilgi Social Incubation Center for the first time through the Incubation Support Programmes launched in 2014. Initially, a workshop for the CSOs participating in the programme was planned, during which they have identified their own needs. During the workshop, CSOs were asked to identify their priority needs. In the light of the pronounced needs of CSOs, the topics were decided for the workshops and training courses to be held within the framework of the capacity building programme. As a next step, each CSO was matched with

a mentor (peer) with previous experience in the field in which the respective CSO wanted to particularly work on and develop itself. Throughout the capacity building programmes, the mentor and the CSO (participants) worked to achieve the agreed learning objectives.

In consideration of the mentoring features and learning types listed above, the Bilgi Social Incubation Center proposes a semi-structured (semi-formal) mentoring process. First and foremost, the mentoring service is offered within the framework of a programme designed by the Bilgi Social Incubation Center. In other words, through its coordination team, the Bilgi Social Incubation Center coordinates the process as a third party, separate from the mentor and the mentee CSO (as well as participants from the mentee CSO in question), and supports the overall process through non-mentoring tools.

The CSOs participating in the programme are identified through an open call. The programme's mentors are composed of subjects [individuals] who come from the field or work directly on the related topic in the case of technical subjects (e.g. accounting). Therefore, the inception of the mentoring process does not happen as a result of organic relationships. However, unlike the formal mentoring experience, mentors are not automatically or randomly assigned to particular mentees; they are matched with their mentees upon the approval of both the mentor (subject) and the mentee CSO (and participants from that CSO).

Unlike the formal mentoring process as well as the formal and non-formal learning processes, prior to the mentoring process, the learning objectives of the mentee (both the CSO and the participants from that CSO) are not determined by the Bilgi Social Incubation Center. In the open call for applications, the Bilgi Social Incubation Center pre-defines the main topics under which CSOs can work and the Center may provide mentors (such as advocacy, organisational management, working with volunteers). However, the learning objectives of the mentee CSOs are determined and specified in line with the needs of the respective CSO, during the workshop held at the beginning of the process, with the contribution of participants from the CSO, the Bilgi Social Incubation Center coordination team, and later on with the contribution of the matched mentor. Planning of the mentoring process itself (its *modus operandi*) is left to the joint decision of the mentor and the mentee.

Although the issues that the mentor and the mentee CSO will address are identified right at the beginning of the process, they may also change during the process if the mentee CSO revises its needs. Therefore, the content and methods of knowledge and skills to be transferred and/or shared may also vary.

Since the process is designed in line with the needs of CSOs and may be revised during the mentoring practice, the conventional methods for measuring learning outcomes remain limited and even insufficient. Instead of the assessment methods used in the formal mentoring processes, methods that focus on *self-assessment* are needed. The duration and the end date/point of the mentoring process is also set at the beginning of the programme. However, it is important to note that the organic relationship between the mentor and the mentee CSO often continues after the programme. One of the reasons for the continuing relationship between the mentor and

the mentee may be the fact that they operate in the same civic space, working on similar issues in solidarity.

On the other hand, it is important to keep in mind that the mentoring process is structured based on certain principles. In areas where the mentoring tool is employed, it can be observed that learning is often structured upon the experience, knowledge, and skills of the mentor as a subject. Therefore, the relationship between the two can evolve into a hierarchical relationship that favours for the mentor. Particularly in formally structured mentoring programmes, the mentor plays the role of “knowledgeable” and “instructor”, while the mentee plays the role of “inexperienced” and “learner.” For instance, in vocational training programmes designed for young people and/or disadvantaged groups, it can be observed that the relationship between the mentor and the mentee quickly takes on –or tends to take on– a hierarchical structure, unless special effort and attention are directed to them. One of the key issues the Bilgi Social Incubation Center’s coordination team emphasizes and pays attention to is to build a relationship between the mentor and the mentee that is horizontal and between equals. In this particular programme, the mentor is not a direct figure of authority. Inspired by non-formal [learning] methods, this approach considers the mentor and the mentee as peers, and mentoring as an exchange of experience among peers (*peer learning*). Therefore, mentors having previous field experience and sharing similar experiences with the programme participants make it possible for them to establish non-hierarchical relations with their mentees, and allow them to reflect together, rather than mentors assuming the role of a consultant.

The mentoring programme is designed as a semi-structured and semi-planned programme. On the one hand, it seeks to make use of all formal, non-formal and informal learning styles in an intertwined manner. On the other hand, it aims to blend the formal and informal mentoring practices discussed in the relevant literature. The ultimate purpose of the programme is to respond to the unique needs of CSOs, differing from one another in recent years, by offering tailor-made learning spaces for each CSO. This particular mentoring approach practiced by the Bilgi Social Incubation Center is elaborated in detail starting from the second chapter of this Guideline.

2. mentoring and bilgi social incubation center universe



As discussed in the previous chapter, the concept of mentoring has emerged as an alternative tool in the civic space, along with the changing and diversifying needs in CSO empowerment and learning. CSO empowerment programmes in place very often rely on formal and non-formal training. Formal and non-formal training programmes, regardless of how much they focus on the needs of the participating CSOs, have to accommodate the needs of all beneficiaries. Although such an inclusive approach responds to the common needs of CSOs, in most cases specific needs remain unmet; in fact, if the failure to meet organisational needs is repeated and becomes constant, it may even lead to chronic conditions with respect to organisational structures. In this context, mentoring can be viewed as an alternative tool for catering to the specific and unique needs in addition to training programmes geared towards the capacity building of individuals and organisations in the civic space.

Mentoring is used by the Istanbul Bilgi University Center for Civil Society Studies (CCSS) as a tool to empower CSOs under the Bilgi Social Incubation Support Programmes. Therefore, before elaborating on mentoring and associated processes, this particular section first provides an overview of the Bilgi Social Incubation Center as well as the Incubation Support Programme. Next, a mentoring model extracted from the Incubation Support Programme experience is presented in the mentoring section, and finally the Bilgi Social Incubation Center's Experience section provides a summary of the Center's experiences with the mentoring model between 2014 and 2020.

2.1. Bilgi Social Incubation Support Programme

Among the support tools and services offered by the Bilgi Social Incubation Center, provision of office/co-working space, face-to-face interviews and consulting sessions with experts, training and workshops, and mentoring are the ones that are used most frequently. In addition to these, the Bilgi Social Incubation Center also makes an effort to respond to specific needs by providing support in getting in touch with other research centres at Bilgi University, using libraries and resources, and seeking academic input from academics with relevant expertise.

The Bilgi Social Incubation Center seeks to achieve its support targets through the Incubation Support Programme model. The Incubation Support Programme has been designed as a capacity building model that formulates innovative solutions for the diverse and differing needs of civil society in addition to traditional capacity building studies and activities. While the Bilgi Social Incubation Center generally supports Istanbul-based CSOs at its own premises, the Center also undertakes various programmes for CSOs in other provinces through partnerships and collaboration with donors.

• Services Offered in the Support Programme

The main tools and services the Incubation Support Programme offers to CSOs is as follows:

Office /Co-working Space

The Bilgi Social Incubation Center is located in a 150 square metre detached area that is open to everyone. At the Center, there are working spaces, a library, cabinets open to public use, internet connection, computers for common use, printer, scanner, basic stationery and office supplies, and a kitchen counter for tea and coffee. This space can be used by multiple teams simultaneously as offices/co-working spaces, and is also convenient for holding CSOs events with high levels of participation. The use of co-working spaces enables the establishment of horizontal relations among CSOs and provides ample opportunities for solidarity and cooperation.

Face-to-Face Consulting

Consulting is not a support mechanism that is constant and continuous. It is provided upon the request of CSOs to address their specific needs. Consulting sessions involve the coordination team, relevant individuals from the CSO in question, and experts chosen in line with the specific needs.

Training and Workshops

Training and workshops are usually organised as part of the Incubation Support Programme; they are designed at certain periods and tailored to the needs of CSOs at the time, but are open to everyone. Training and workshops can cover of a wide range of topics related to CSO capacity building and empowerment, with a duration ranging from 3 hours to 1 full day.

Mentoring

By its very nature, mentoring support is a long-term process. In its most general sense; CSOs participating in the Incubation Support Programme are matched according to their priority needs, with a mentor they can work with. It is intended, through this matching, to ensure that the relevant teams of the CSO and the mentor build a steady collaboration process by holding face-to-face meetings and using on-line communication channels.

Under the Incubation Support Programme, a number of capacity building areas have been identified for support. Training activities, workshops and mentoring supports for CSOs are designed in accordance with these areas. The capacity building areas, listed below, have been identified by the Bilgi Social Incubation Center in consideration of the most frequently encountered needs.

- Project design, project development and project management
- Fundraising
- Collaboration strategy with volunteers
- Structural development (mission, objective, strategy)
- Communication and visibility
- Networking

The Incubation Support Programme is a semi-structured capacity building model consisting of successive steps. The Programme covers a period ranging from 4 to 8 months, and includes various stages such as the application period, evaluation of applications, needs assessment of CSOs, formulation of tailor-made supports for specific needs, and mentoring. Each period, consisting of these stages, is referred to as the “Incubation Term.”

• Preparation of the Call for Applications

Incubation Terms may be in the form of a generic programme targeting all rights-based CSOs, or for certain periods, may also target CSOs of certain characteristics or CSOs willing to work in a particular capacity building area. For instance, there may be an Incubation Term specifically for CSOs undertaking youth work (those who either target young people or work with them).

For each Incubation Term, an application form is prepared for dissemination through digital platforms and online channels (please see ANNEX 1). The application form seeks to collect information under 5 main categories:

- Information about the CSO (CSO name, structure and composition, communication tools, etc.)
- The thematic area of the CSO (social domain studied, target audience, strategy, activities and practices, etc.)
- Organisational needs of the CSO (particular capacity building areas needed, office use, etc.)

- Information about the individuals who will participate in the Incubation Support Programme
- Declaration of the Applicant for the Incubation Support Programme

Alongside the application form, a call for applications is drafted to announce the programme and disseminate the application form (please see ANNEX 2). The call for applications includes brief information about the overall objective of the Incubation Support Programme, the Incubation Term dates, eligibility criteria, information about how the programme operates, forms of supports to be provided as well as the deadline for applications, the announcement date of results, and the contact information of the person in charge. The application form is disseminated along with the call for applications. Ideally, the call for applications remains open for 2 to 3 weeks.

The call for applications is disseminated publicly as an open call through e-mail groups, websites, social media accounts and various online announcement portals.

• Evaluation of Applications

After the deadline, the open call for applications is closed, and all incoming applications are listed. The evaluation is carried out by a large pool of jury members; each application form is read by more than one person. The jury members are chosen among experts and consultants who have taken part in and supported the Bilgi Social Incubation Center's activities. The call for applications includes information about the evaluation criteria. The evaluation criteria are set in a way to maximize the benefit CSOs will make use of the Incubation Support Programme. The evaluation criteria may include, among others, the CSO's experience, size of the team, field of activity, whether or not the CSO carries out rights-based work, [programme's] relevance to priority capacity building needs, etc.

At the end of the evaluation process, CSOs whose applications are evaluated positively are called by phone for confirmation. Each Incubation Term covers 10 to 12 CSOs. Once the participating CSOs are finalized and confirmed, an informative e-mail is sent out to the CSOs whose applications are evaluated negatively. This e-mail includes brief information about the total number of applications, the number of CSOs that were admitted to the programme, overall evaluation process, and the evaluation criteria. The e-mail also includes information about the Bilgi Social Incubation Center's activities CSOs can benefit from, without the need for an application.

• Needs Assessment and Design of Support Programmes

CSOs to take part in the Incubation Support Programme are invited to a meeting. This is a one full-day meeting for "kick-off and needs assessment." The participating teams are invited to introduce themselves and their CSOs so that everyone can get to know one another; they are also provided with detailed information about the Incubation Support Programme. More importantly, the meeting marks the beginning of the needs assessment process. During the meeting, the participating teams carry out a needs analysis and share it with the group. This initial needs analysis carried out during this "kick-off" meeting marks the beginning of the CSO needs assessment

process. Subsequently, the needs assessment process continues with one-on-one interviews with the teams. In the light of the outcomes of their respective needs assessments, CSOs are matched with a mentor, and their training-workshop activities are designed accordingly. Since the Incubation Support Programme aims to support capacity building in certain areas in a pre-defined and limited time frame, needs assessment constitutes the most important and basic pillar of the overall process. The entire process will be shaped around these needs.

2.2. The Role and Features of Mentoring in the Incubation Support Programme

Mentoring is part of the Incubation Support Programme's dual learning tools system - participating CSOs can work with mentors and take part in workshops and training activities tailored for their needs. When mentoring is used as a tool/model in CSO capacity building programmes, some features of the mentoring structure and approach are expected to shape up the learning process.

Mentoring is not a one-off activity, nor sessions conducted a few times; it is a long-term and mutual process. Mentoring is semi-structured. It is a process designed by the team that coordinates the process, and it has a framework; yet it does not have pre-defined learning objectives. The purpose of using mentoring in capacity building is to empower CSOs to identify their own needs, and to access and use available information and resources related to their needs, without being dependent on continuous external support. To this end, the learning objectives and expected outcomes of each mentoring process are jointly determined by the Bilgi Social Incubation Center, the mentor and the mentee CSO.

The team coordinating the mentoring programme sets a framework for the mentor-mentee relationship; however, what really matters is to ensure that this relationship building process is mutual. Both the mentor and the mentee are the "learner" parties of this learning process, but the priority is to benefit the mentee CSOs. Mentor - mentee relationship as well as the working process are designed and planned in this light. Besides, mentors are chosen from among individuals with a background in civil society or with expertise in relevant topics. The existence of similar experiences as well as a shared interest in civil society will help build a peer relationship between the mentor and the mentee.

Mentoring that focuses on the learning needs of CSOs with the ultimate aim to empower them is a dynamic process. It is essential to analyse and prioritise the learning and capacity building needs of CSOs, to assess them thoroughly and work out the details of their prioritised needs. Identified needs will form the main axis of the mentor-assisted learning process. However, CSOs are dynamic structures too. They may be affected both by external factors such as social and economic developments, and the political agenda and by internal factors such as organisational structure, volunteers and the membership system, communication and conflicts; and with the repercussions of all these, they may experience various acute crisis situations or feel the

need for a change. Such crises or needs for change are also reflected in the mentoring process of CSOs. The identified and prioritised needs, and accordingly, learning objectives associated with them may change. Organisational needs may also change throughout the dynamic structure of mentoring, the previously designed tools can be updated, and the way the mentor and the mentee work together can be reconstructed. The key is to keep the focus of this process on CSOs' learning needs and to have a pre-defined framework for the mentor-mentee relationship.

At the Bilgi Social Incubation Center, mentoring—in the most general sense—is built upon a network of solidarity. This network includes CSOs previously collaborated with, civil society workers, academics with expertise in their respective fields, and businesspeople with a notion of civil society. The Bilgi Social Incubation Center uses this network as a pool to provide the support needed for capacity building in the civic space. The know-how, experience and expertise available in this pool can be used a resource for capacity building, where necessary/possible.

The people involved in the process as mentors are also part of this network. This civic solidarity network as well as the mentor pool may include those who have been involved in a variety of efforts and experiences of CCSS since 2003, or those who may have participated in mentoring training programmes at certain periods.

2.3. The Mentoring Process

As mentioned above, at the Bilgi Social Incubation Center, mentoring is practised within the framework Incubation Support Programme. The process to be pursued with the beneficiary CSOs of the Incubation Support Programme consists primarily of the seven steps outlined below. In addition, throughout the programme, participating CSOs are also supported by training activities and workshops. The content and topics of these training activities and workshops are determined by the coordination team, in consideration of the needs that come to the fore during the one-on-one meetings with participating CSOs as well as the mentoring processes. Throughout the mentoring programme, participating CSOs can use the Bilgi Social Incubation Center premises as an office and meeting space, in cases where appropriate, receive support from experts working with the Center in the expertise areas they need, and participate in all kinds of activities of the Center.

• Kick-off - Needs Assessment Meeting

A large meeting, with at least two participants from each participating CSO, is organised to study and understand the areas and the type of supports needed for CSOs who are selected to receive support from the Incubation Support Programme. The meeting has two main objectives. The first objective is for participating CSOs to have basic information about one another. The second and primary objective is to create a space where CSOs can discuss their needs and priorities, something they often do not practice on a daily basis. To achieve these two objectives, the meeting is designed in two main blocks:

- In the first block, participating CSOs are asked to prepare a poster that answers a few basic questions and share it with the whole group so that they can introduce themselves briefly. While they may be tailored to participating CSOs, these basic questions are generally as follows: When and by whom your organisation was founded? What is the founding purpose? What is the legal status of your organisation (association, foundation, cooperative, initiative...)? What are the projects/activities/studies you have undertaken so far? Number of members, facilities, financial status/standing/position, contact details, etc.
- Adopting a similar practice, the second block offers a space where participating CSOs concentrate on identifying their most pressing needs and discuss their priorities [with the larger group]. The main questions in this block are as follows: What are the areas that you are satisfied with about the work of your organisation, its position and the resources in general (time, people/human resources, financial resources)? What are the areas you think you need support and you aspire to improve as an organisation, including the above-mentioned areas? Out of these areas in which you wish to receive support, which one(s) would you identify as priority and most pressing?

The exercises carried out at this meeting are recorded and kept by both the participants and the coordination team. These exercises are used by the Incubation Support Programme coordination team as input to spark further in-depth discussions at future meetings, and to match the participating CSOs with appropriate mentors.

• **Incubation Support Programme Team Assessment**

The Incubation Support Programme team reviews the outputs (recorded in poster exercises) from the kick-off meeting, and holds a planning meeting before proceeding to the next step. During the meeting, the team members go through all the posters once again, exchanging their notes/impressions about participating CSOs. At the end of the meeting, the Incubation Support Programme team makes decisions about which team members will hold one-on-one meetings with which participating CSOs, and about the priority issues that need to be revisited and re-discussed. A meeting schedule is drafted and a plan is made to contact participating CSOs.

• **One-on-One Needs Assessment Meeting with CSOs**

At this point in the programme, the Incubation Support Programme team gets a “rough” idea about the specific areas where participating CSOs need support, about the type of support needed to identify the priorities, about the mentor that CSOs can be matched from the pool of mentors. Nevertheless, in order to ensure that the process runs effectively both for mentors and the participating CSOs, one-on-one meetings are held with each CSO team to have an in-depth discussion about their thoughts and observations from the previous meeting and also to prioritise their expectations from the mentoring process. The main purpose of this meeting is to go through the needs assessment exercise (poster exercise) undertaken by the participating CSOs themselves, to look for answers to any outstanding questions and to

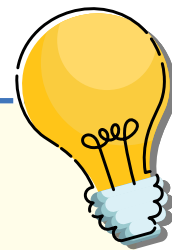
make a priority list of expectations from the programme. Ideally, by the end of this meeting, as participating CSOs leave these meetings, they will have already decided on the areas where they need support, and they will be waiting for the appropriate mentor match. In some cases, however, those who are involved in this process may feel the need to have some time to inform/consult with their own CSOs before making any decision on behalf of the organisation. By the end of this information/consultation period, teams from participating CSOs inform the Incubation Support Programme coordination team about their decision concerning the priority areas where they need support, and then they proceed to the next stage.

• **Mentor Matching**

Mentor matching is one of the critical steps of the programme. Since the Incubation Support Programme considers and designs the mentoring process as a mutual learning space, it is essential to match the participating CSOs with an appropriate mentor who will support their learning and development during this process.

When it comes to the learning process of CSOs, the relevance of mentors is assessed under three main categories. The first of these categories is “knowledge.” What does the mentor need to know in order to provide the support needed by CSOs and to carry out the overall process? The second category is “skills.” What skills should the mentor have while working with CSOs throughout the programme? How do these skills contribute to the learning efficiency of the programme? The third category is “attitude.” What attitude would be more effective for mentors with different backgrounds and civil society experience when working with the CSO in question? As a general approach, mentors are expected not to form hierarchical and burdening relationships, but in some cases, the mentor may need to adopt a more didactic or at times encouraging attitude in order to come up with suggestions to avoid potential bottlenecks in the process. It is important to remember that CSOs, by their very nature, are unique and each team is made up of different individuals.

As the last step in this stage, the overall information about the participating CSO is shared with the mentor that is considered to be an appropriate match. In order to figure out the mentor’s availability, workload/schedule and motivation for the assignment, an approval is sought from the mentor in question. At this point, it is necessary to inform the mentor about the duration of the programme, the contribution/time expected from the mentor, financial conditions and other relevant technical issues. In cases where there is no problem for the mentor to work with the recommended CSO, the CSO in question is contacted and informed about the proposed mentor; likewise, an approval is sought from the CSO in question about their willingness to work with the proposed mentor. At this point, the CSO in question may need some time to make its decision about working with the mentor. Once the CSO team decides to engage with the proposed mentor, the CSO team and the mentor are introduced via an e-mail, and the time and venue is set for the kick-off meeting between the mentee, the mentor, and the programme coordination team.



Tip

Mentor-Mentee matching

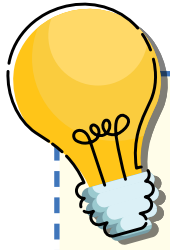
Teams participating in the Incubation Support Programme are matched with the most appropriate mentors based on the needs identified after the needs assessment meeting and face-to-face meetings as well as organisational dynamics. It is important that the matching to be made in this process is not only appropriate for the needs of the CSOs, but also in line with the organisational structure and dynamics. In some cases, it may not be possible to achieve a true harmony between the mentor and the dynamics of the CSO, which may lead to dysfunctional mentoring processes:

- *Executives of the mentee CSO and the mentor they were matched with never got along and could not find reach a common ground.*
- *A mentor was matched with a team leader, who was highly dominant in the dynamics and decision-making processes within the mentee CSO, with the idea that the mentor would be able to counter his/her dominant attitude, but they could not continue the mentoring process due to too much conflict with the team leader.*
- *Some CSOs did not want to work with the proposed mentor for various reasons. It may be due to their previous experience with the mentor while operating in the civic space, or there may be other reasons.*

• Mentor - Mentee CSO Introductory Meeting

Prior to the meeting, all the information about the mentee CSO, the posters drafted by the CSO team during the previous meetings as part of the exercises, and the notes/observations of the coordination team are shared with the mentor.

At least one member of the Incubation Support Programme coordination team attends this meeting and introduces people to one another to facilitate the process. Notes collected from previous meetings held with the CSO team as well as the CSO's self-assessment constitute the general framework of the meeting. During this meeting, the approach of the Bilgi Social Incubation Center, the responsibilities of the mentor, and the overall framework of the mentor-mentee CSO working process are also shared. Beyond this point, the programme coordination team will no longer take part in the meetings in order to ensure a healthy mentoring relationship. Once the technical issues and the details of the programme are shared for the last time alongside a handshake with everyone involved, the mentoring relationship formally begins.



Tip

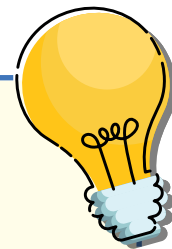
The impact of acquaintance in the matching process

In some cases, CSOs can be matched with a mentor they already know. This situation can have both a positive and a negative impact:

- *The acquaintance had a positive effect on the mentor - mentee working process as it facilitated the communication between them. Thanks to the relatively more organic relationship, there was continuity in meetings, and the mentoring process progressed efficiently.*
- *In some cases, the matched mentors were the ones that the mentee CSOs could reach with their own means. In this particular case, the mentoring process was inefficient, as mentoring could not bring an added value to the mentee CSO.*

• Mentor - Mentee Working Process

With the formal start of the mentoring relationship, the programme coordination team ends its active role in mentoring processes. The dynamics of the mentor-mentee relationship depend entirely on both parties. It should be at the initiative of the mentee CSO to engage and communicate with the mentor regarding the support that can be provided within the framework of the programme. During the introductory meeting, while defining the framework of the mentor-mentee relationship, this issue should also be addressed. Due to the nature of the mentoring relationship, the mentor does not manage the steps in the course of the process, does not make requests or evaluations, and does not give assignments/tasks. Until the day the mentoring relationship ends, the mentor does not interfere with the decisions to be made on behalf of the mentee CSO, nor does he/she become a member to the CSO, issue documents, and officially sign documents on behalf of the mentee CSO.



Tip

How far?

The mentor and the mentee CSO were matched. The mentee CSO agreed with its mentor that it needed support in fundraising and organisational development. As they worked together on possible fundraising methods, the mentee came across with a call for applications. The mentee CSO asked the mentor to draft a project application, and even proposed to pay a consultancy fee in return.

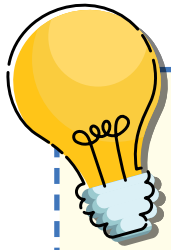
The mentoring programme seeks to enable CSOs to develop their own solutions for their problems once the mentor is no longer a part of the process. In this particular case, our recommendation would be for the mentor to communicate with the programme coordination team and ensure that his/her mentee CSO can benefit from a relevant training on “project development.”

Hence, our recommendation is that the mentor should not write the project application on behalf of the mentee CSO team.

The second aspect to this case is the provision of consultancy and services in return for a fee. The mentoring programme sees the relationship between the mentor and the mentee as a relationship between equals and a process where peers learn from each other. Therefore, it is our recommendation and preference that the relationship between them should not be built around a paid consultancy service, at least until the mentoring process is over.

The conditions to apply for the mentor-mentee CSO relationship throughout the programme period were determined beforehand, taking into account the resources available for the mentoring processes. However, the working modalities between the mentee CSOs and their mentors are often re-designed due to the nature of this relationship. For instance, while a certain mentoring programme may entail field visits to different cities and frequent online interviews, another mentoring programme may allow face-to-face communication if the mentor and the mentee CSO are from nearby regions. Taking into account the content of the programme, the needs of the CSO in question and available resources, where necessary, the programme coordination team supports these activities, undertakes the coordination of visits to different cities or similar initiatives, and can participate in these visits. In some cases, factors such as the needs and capacities of CSOs as well as the working schedules of mentors may make it difficult for them to meet face to face. In this case, if needed, the programme coordination team provides technical information and support to enable access to necessary/relevant online tools. The know-how and technical support required for these tools are often provided by other mentors and/or organisations that are active within the Bilgi Social Incubation Center network. As a general rule, it is necessary to avoid paid web tools, software and applications that are not in line with

the financial capacities of both CSOs and mentors. Tools that are readily accessible to an average computer and internet user should be preferred.



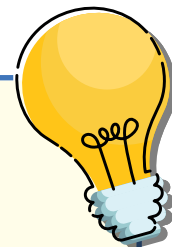
Tip

Mentor-Mentee sharing responsibility

As a rule, the mentee CSO is responsible for following the mentoring process and reaping its benefits. However, in some cases, especially when the mentee CSOs are not sure how to request support from the mentor and how to structure their situation, and when they are not aware whether this situation is related to the mentor, the mentor's taking of more initiative can significantly contribute to the mentee CSOs.

- *A CSO that was about to disintegrate pulled itself together thanks to the perseverance and efforts of its mentor, his/her constant calls for communication and follow-up of the process. The idle team started to come together and operate again.*
- *An art collective, aspiring to do something meaningful for civil society, has been empowered to manage the chaos and shift of focus it was going through, thanks to the support of its mentor. While remaining in the realms of the arts, the collective started to work on the issues affecting civil society by using arts as a tool.*
- *An association that achieved an outstanding recovery and strengthened its organisational structure thanks to the mentoring support started to act as a catalyst for many other associations operating in its field after the mentoring process. This has encouraged other associations to take part in the Incubation Support Programme as well as other capacity building activities for their own organisational development. They have created a network of solidarity with other associations operating in the same field, and started advocacy in addition to the existing service activities in the field.*

The programme coordination team does not make an assessment regarding the performance of the mentor or the mentee CSO team during the mentoring process. However, the coordination team does periodically get in touch with both parties to ensure that the process is running smoothly and to check whether other forms of support are needed. Throughout the programme, this process is also supported by training activities and workshops. In addition, CSOs can also be provided with support in areas such as knowledge transfer, technical assistance, and access to experts.



Tip

Motivation and participation of the mentee CSO and its team

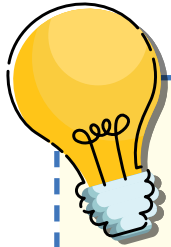
Mentoring is a tool designed to support the learning needs of CSOs. For this reason, it is envisaged that the mentor will work with a team of several people from each mentee CSO. Our experience with mentee CSOs shows that mentoring processes engaging numerous participants from a mentee CSO are more efficient than processes involving one person due to the dominance of the leadership or the busy schedules of the team.

Another factor affecting the efficiency of the mentoring process is the mentee CSOs' readiness for the mentoring process. Mentee CSOs need to be enthusiastic, keen and highly motivated for mentoring as well as be ready to dive into the process and take steps towards some changes that will come along. In cases where mentee CSOs are not ready, the mentoring process may still proceed positively, yet with limited impact.

- *The mentee CSO had appointed a team during the application process, but the team could not be retained and only one person remained in the process. In cases where only one person is left in the mentoring process, it becomes very difficult to carry out the overall process.*
- *The mentee CSO was highly motivated about the mentoring process. However, they could not achieve the things they imagined or wanted to achieve through the mentoring process due to the problems they experienced in their internal organisational processes.*
- *Mentee CSO's deep-seated organisational structure did not allow for change and prevented the team from taking action despite all their aspiration and motivation.*

• **Termination of the Mentoring Process**

As part of the Incubation Support Programme, an evaluation and closing meeting is planned in advance, where the teams of all participating CSOs are invited. The purpose of this meeting is not to evaluate the “performances” of the mentor or the mentee CSO, but to assess the overall mentoring process and the programme as such. The outcomes of this meeting are used by the coordination team to evaluate the process and to make it more efficient. This meeting includes discussions on the overall programme and the course of the process, technical and logistical issues, and the observations of the teams about the training/workshop activities held during the process. Although the Incubation Support Programme officially comes to an end, participating CSOs can continue to receive support from the Bilgi Social Incubation Center, yet the mentoring process itself formally ends.



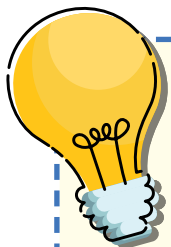
Tip

CSOs' opting for profit-making activities

We have experienced many cases where mentoring provided more momentum to the learning processes of the mentee CSOs —more than envisioned— or added value to the team. On the other hand, there are also a few cases where teams have been negatively affected.

A team that participated in the Incubation Support Programme to establish an association decided to register as a company and to continue this process as a company. Since the mentoring programme has been designed for non-profit CSOs, and in this particular case, the companies were not covered by the programme, it was not possible to continue the supports to the organisation in question.

Once the mentoring relationship established within the framework of the programme is formally terminated, it will be at the initiative of the mentor and the mentee CSO to decide whether the relationship will continue or not, and if so, under what conditions they will continue to work together. In the light of our experience, mentor-mentee CSO relationship tends to continue even after the end of the mentoring processes that succeeded in opening up a space for efficient and mutual learning.



Tip

The mentor to become a volunteer of the CSO

The mentoring process went smoothly and efficiently between the mentor and the mentee. The programme came to an end. Neither the mentor wants to leave the participating CSO, nor does the CSO want to part with the mentor.

It is a commonly observed situation for mentors and mentee CSOs to continue their relations even after the end of the mentoring process. Since they are individuals with common concerns and/or interests, the mentor-mentee relationship progresses efficiently. Therefore, it is no surprise if both parties wish to maintain their relationship.

What really matters here is the type of role the mentor will assume while engaging with the CSO after the end of the programme. The mentor should be aware at all times that he/she interferes with the power dynamics and internal deeds of the CSO in question, whether the mentor becomes a member of and volunteer to the CSO or when he/she continues to mentor.

Furthermore, when the mentoring process is over, the Bilgi Social Incubation Center supports will still be accessible to CSOs, including the provision of office/co-working space, training/workshops for capacity building in the civic space, and the provision of expert support.

2.4. Bilgi Social Incubation Center's Experience

Since its foundation in November 2014, the Bilgi Social Incubation Center has implemented a total of 11 Incubation Support Programmes. Some of these programmes were geared towards and opened to all rights-based civil society organisations based in Istanbul. In some periods, tailor-made programmes were designed and implemented based on certain thematic areas or capacity building needs. These 11 Incubation Support Programmes include:

- Fundraising Incubator for CSOs seeking to focus on fundraising,
- Communication Incubator for CSOs wishing to focus on communication and visibility,
- Novice Incubator for teams in the process of establishing and registering a new organisation,
- Youth Incubator for CSOs targeting or working with young people,
- Two incubation terms of the Anatolia Incubator for CSOs outside Istanbul.

Between 2014-2019, a total of 103 civil society organisations took part in 11 Incubation Support Programmes, benefiting from mentoring support provided by 54 different mentors. In an effort to empower CSOs, the overall process has focused on project design, project development, project management, fundraising, collaboration strategy with volunteers, organisational development (mission, goals, strategy), communication and visibility, and networking.

All these Incubation Support Programme terms were complemented by trainings and workshops in addition to mentoring. 2,759 individuals benefited from a total of 121 workshops and training activities conducted between 2014-2019. Some of the workshops and training sessions held are as follows:

Structural Development

- How to Establish/Register an Association
- Accounting for Associations
- Organisational Management
- How to Establish a Cooperative: Sharing the Experience
- Activity, Target Audience, Stakeholder Analysis
- Conflict Management
- Workshop on Intra-organisational Decision-making Processes

Communication and Visibility

- Workshop on Smart Use of Digital Media for CSOs
- Applied Storytelling for CSOs
- Video Activism for CSOs
- Easy Website Design Tools
- Website User Experience
- Campaign-Oriented Media Communication for Civil Society
- Fast Communications and Content Creation for CSOs
- Corporate Identity Building Workshop for CSOs

Project Management

- Monitoring and Evaluation in Social Projects
- Project Cycle
- Creating a Project Budget

Fundraising

- Grant Opportunities for CSOs
- Civil Society and Private Sector Funding Opportunities
- Tools to Facilitate Donations to CSOs
- Roadmap for Fundraising
- Workshop on Fundraising from Individuals and Companies
- Fundraising Processes

Collaboration with Volunteers

- Systems for Collaborating with Volunteers
- Workshop on Working with Volunteers

Civil Society and Thematic Areas

- Historical Development of Civil Society in Turkey
- Concepts of Civil Society, Equality and Freedom
- Polarisation in Turkey
- Erasmus Programmes for Youth Projects
- Rights-Based Approach in Disability Studies
- Workshop on Youth Studies in Turkey
- Social Impact Workshop
- Workshop on Children Studies in Turkey

In addition to these training and workshops, 18 CSOs and 1,529 people were offered regular use of office space, while 196 CSOs and 7,054 people were provided with venue support for their events and meetings. All this support was possible thanks to the solidarity network established by the Bilgi Social Incubation Center, mentioned in the sections above. The support provided thanks to the contributions of this network has also helped engage new people in this solidarity network over time, expanding the network itself.

3. mentoring skills



As discussed in the previous chapters of the Guideline, mentoring is a long-term and mutual process that is structured around needs. While this process benefits both the mentor and the mentee CSOs in different terms, it focuses primarily on the needs of the mentee CSO. The learning and benefits the mentor will derive from this process should be considered as secondary or added value. As mentioned in the previous chapters, the ultimate goal is to ensure that CSOs reach the capacity to identify and meet their own needs without the need for external support. This capacity is not an end target, not the sort of thing where once achieved, everything is completed and shelved. CSOs are in constant need and process of development in the light of their evolving needs; environmental, economic and political factors; technological advancements; and sociological transformations of the societies they live in.

The mentoring process not only enables CSOs to work on respective capacity building areas, but also helps them acquire direct and indirect self-learning skills. Involving the principles of informal learning while building a relationship between subjects, the mentoring process for CSOs should be designed as a process in which the CSO itself is the main focus. CSOs should have full control over all the decisions relating to their own learning. At the same time, CSOs should be able to access available and relevant resources, and to choose among them. These two skills are political as well as pedagogical, and critical to the autonomy and development of organisations. Self-directed learning can be facilitated and bolstered by mentoring support.

There are certain skills and responsibilities that mentors should have in order for the mentoring processes to go as planned. Although the framework of the mentoring is set by an institution such as the Bilgi Social Incubation Center which brings together the mentor and the mentee CSO, it is one of the mentor's primary responsibilities to work through and maintain this framework in a healthy manner. At this stage, the mentor is expected to put forward his/her knowledge, experience and skills related to the capacity building area, as well as to employ his/her skills to run the process. It is obvious that the mentor needs to have certain sets of tangible, facilitating

knowledge, experience and skills in addition to a commitment to the mentoring approach as well as the basic values and principles of the civic space as outlined in the previous chapters.

Mentoring skills can be grouped under two main headings: Skills relating to the CSO capacity building areas and personal skills for the execution and management of mentoring. It is always possible to add new ones to these two headings. This particular chapter outlines and provides a detailed account of these headings created in the light of the Bilgi Social Incubation Center's experience.

3.1. CSO Capacity Building Areas

When it comes to CSO capacity building areas, mentors are expected to have a certain level of knowledge and experience, corresponding to their educational background and experience in the field. Mentors may be specialised and differentiate themselves in some of these areas based on their knowledge, skills and experience; however, they are expected to have a certain level of knowledge under each heading. For those who are familiar with the civic space, these areas and corresponding skills can be listed under 11 categories:¹²

- **Financial Sustainability / Fundraising Methods**

Financial sustainability means securing the necessary sources of income for a CSO to continue its core activities. Ensuring the sustainability of a CSO depends not only on financial security but also on the CSO's ability to maintain and develop its organisational, technical and administrative capacity. CSOs engage in fundraising activities in line with the income generation policy they develop. This policy may require more weight to be placed on certain fundraising activities, to exclude certain types of fundraising or to adopt multiple models. Fundraising also means undertaking an effective communication work. That is why CSOs should have a good command of new media and technology tools in addition to communication skills.

Mentors can work with CSOs on numerous issues ranging from cash flow planning to budgeting, from developing relevant and appropriate income-generating activities to communication, from formulating fundraising policies and principles to devising creative models. Throughout this process, it will be important for the mentor to have prior knowledge and experience about the best practices in the areas mentioned above. Mentors are expected to facilitate the process of navigating through the issues that will benefit the CSO in question, such as diversification of sources of income, introduction of new tools, formulation of principles and procedures, budget monitoring, and in cases where an administrative management is in place, acquisition of necessary basic information.

¹² For resources on CSO capacity building areas mentioned in this section, please see the publications available on stk.bilgi.edu.tr.

• **Advocacy**

Advocacy can be defined as an initiative undertaken by CSOs to influence the policies of central or local governments for a common cause, to create an environment for public debate and/or to help raising the voices of disadvantaged groups on that issue. No matter what cause a CSO will advocate, it will be important to address the relevant issue from different aspects and to devise target-oriented activities and methods.

Understanding which advocacy tool is better suited to the targets set will have great impact while identifying the methods. Devising a strategy to plan what to use and how to use different tools, such as campaigning, lobbying, training, monitoring and reporting is among the most essential advocacy skills. In addition to thematic and content-related work, complementary skills such as message creation, stakeholder analysis, policy monitoring and communication are all critical for advocacy.

If the overall cause, the specific issue, the duration and methods of advocacy are identified with the support of a mentor with expertise in the field, this will help the process to progress on a more robust ground. Therefore, the mentor that will work on a particular issue is expected to be aware of all possible scenarios of an advocacy process as well as its outcomes, and to have prior experience or observations first-hand.

• **Networking**

Civil society organisations play a key role as an intermediary in expressing the needs and demands of citizens, and in making these demands public. CSOs can either directly undertake various activities and projects in their respective thematic areas, or they can cooperate with other institutions that devise policies and services. CSOs seeking to engage in collaboration with the organisations in the public sector, private sector or civic space—in order to identify and promote common benefits and goals—will inevitably need know-how about whom they can work with for solidarity as well as skills on how to collaborate. At this stage, mentors should support the CSOs they work with in analysing their stakeholders.

Mentors, in cooperation with the CSOs they work with, should be able to explore the ways in which local, national and international networks operate, review whether the criteria for becoming a member and/or supporter of these networks are appropriate, and ensure that a culture of collaboration exists within the organisation. Membership in networks should not only be considered for the sake of advocacy, but also as a support mechanism for addressing basic needs. Therefore, mentors should also have the ability to do a mapping of various types of networks which can support the CSOs they work with.

• **Stakeholder Analysis**

Stakeholders are people or organisations that play a key role and/or have a key position in the achievement of our goals. Regardless of their fields of activity and the way they work, CSOs are always in direct or indirect contact with certain stakeholders, and they may even have numerous stakeholders working around the same issue.

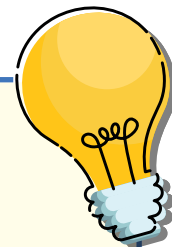
These stakeholders are individuals and institutions that operate in the public sector, private sector, media, and civil society. Gathering strategic information about these stakeholders and mapping them according to their level of knowledge, interest in the subject and their power of influence will be useful for the activities of CSOs. In this way, it will be possible to determine who will be contacted at what level and what stage. During this exercise, it is important to identify actors with opposing views as well as stakeholders to collaborate.

To achieve success, civic initiatives should establish their approach for managing relationships with different individuals and/or groups. Stakeholder analysis allows them to decide where to focus. The purpose of this analysis is to identify and prioritise individuals and groups that are important to the success of the organisation, understand where the different stakeholders stand, and formulate suggestions for effective communication. When working with CSOs, mentors should have the skills to map the stakeholders - both direct or indirect stakeholders, both from the field and outside the field, and to carry out an impact/perception analysis to explore the type of engagement.

- **Needs Assessment and Prioritisation**

In today's world, civil society organisations are known to have far greater capacity building needs. However, it is not feasible to address all kinds of capacity building needs through the mentoring process. Therefore, before getting engaged in the mentoring process, the capacity building areas and topics tailored for the CSO that will receive mentoring should be determined. At this stage, it will be very useful for CSOs to conduct a needs assessment either on their own or with a facilitator.

Without carrying out a needs assessment, it will not be possible to determine which mentor to work with on which subject. However, needs may change even after the needs assessment as well as the start of the mentoring process. For this reason, throughout the mentoring process, mentors should support the actors from the CSO in question to analyse their intra-organisational needs. Many methods are available for these analyses and the mentor's knowledge of these methods will be helpful in the sound management of the process.



Tip

Evolving organisational needs

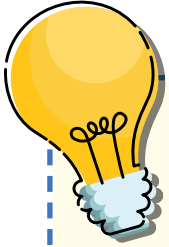
At the beginning of the mentoring process, the CSO believes that the most of its needs have to do with instrumental issues such as fundraising and project development. However, as they start working with mentors, as the analysis process gets deeper, their needs may vary. In many cases though, before instrumental issues, structural needs such as organisational structure and decision-making processes come to the fore. Needs assessment consists of a multi-layered process that cannot be completed in one go.

When a mere listing of the needs is not enough, it is also necessary to identify and prioritise the issues to be worked on. While determining how long to work in which area, it will be useful to look at the added value the issues to be studied will create for the CSO as well as the CSO's motivation and capacity in this area. The identification and prioritisation of all these needs should be done before the initiation of the mentoring process, but also during and after the mentoring itself. A mentor with good analytical skills will help the CSO to remain focused and effective throughout the process without losing track.

• **Strategy for Working/Collaborating with Volunteers**

CSOs should devise a strategy on how to collaborate with volunteers as they work towards achieving their goals. Promoting the engagement of volunteers as well as benefiting from the support of the volunteers are directly related and parallel to the *raison d'être* of CSOs.

Ranging from the roles and responsibilities volunteers will take within the organisation to their participation in decision-making mechanisms, from designing the right tools to enable volunteers' contribution to the organisation itself and/or its mission to their personal development and matching them with appropriate tasks, devising a functional and working model on many issues is among the essential matters that a mentoring process focusing on this particular issue needs to reflect upon.



Tip

Emerging needs in the CSO

The team wanted to launch a volunteering programme for their CSO, reach out to volunteers and work with them. However, while working on volunteering-related issues during the mentoring process, they realised that there was a problem with respect to the awareness about and visibility of their organisation. They came to understand that no matter what they do about the volunteering programme, they would not be able to reach out to volunteers, since the work they do was not really known. This being the case, during the mentoring process it became clear that the priority need of the team was to devise a communication strategy; as a result, the team continued to work with a new mentor with expertise in the field of communication.

Another mentee CSO took part in the Incubation Support Programme to address its need to improve its collaboration with volunteers and to expand its volunteer networks. As they were seeking ways to expand their network of volunteers, they came to realize that they already had more than 1,500 applications for volunteering and that they had not been able to contact these applicants at all. At the end of the mentoring process, they emailed many of these applicants, stating that they would not be able to work together any time soon. While they were willing to engage more volunteers at the beginning of the mentoring process, in the end they decided to make their networks smaller but more efficient.

Mentors should have the flexibility and experience to devise models that will contribute to the development of a working culture and skills for collaboration with volunteers within the mentee CSOs. Having previous experience in volunteering for CSOs will be critically important for the mentor as he/she works on volunteers' participation models as well as a framework for mutual rights/responsibilities.

• Communication (External)

Organisations operating in the civic space need to undertake communication activities that target external actors in order to promote themselves, find volunteers, secure funds and support, share their goals, put forward their agenda and make their cases. At this stage, CSOs should first decide which message to give, to whom and how; it is almost imperative that the communication activities are holistic and well-planned. Therefore, while drafting communication plans, it is necessary to construe the overarching goals of the CSO and translate them into the main communication objective, to identify different target groups and stakeholders, to be aware of the perception about the CSO, and to ensure the use of technology based on capability.

Mentors can provide support to CSOs in matters such as ensuring the relevance of the planned communication activities to the goals and objectives of the organisation, identification of the domains and media where the target audience is present, formulation of messages, monitoring and interpretation of the feedback. However, providing support to the CSO on how to design and initiate such activities by themselves will help them carry out their future activities without relying on institutions that may offer them expert support.

As is the case in all other capacity building areas, it is critical that mentors do not develop communication plans and activities on behalf of the CSOs; they should instead ensure that CSOs undertake the activities themselves and that the mentor shares his/her expertise and know-how where necessary.

• **Project Management**

Civil society organisations develop projects for the changes they aspire to bring about. They have to frame, plan and manage not only the change they aspire to achieve within society and the activities they will undertake to that end, but they also need to do so in order to achieve change and transformation within their organisation. Therefore, projects should also be seen as an internal process as much as a series of planned activities by the organisation. After all, project management can be considered as the efficient use of time and resources. This applies to each capillary blood vessel of a CSO.

Project management contributes to the process of change within the organisation, both in its broadest and narrowest sense. Mentors have to examine whether any idea or initiative that is being conceptualised as a project—in the thematic area covered by the mentoring—is intended for the CSO's overarching goals and objectives. Such an approach helps the CSO to streamline and sustain its own operations and processes.

Each project conceptualisation process includes preparation, monitoring, implementation and evaluation stages. These stages may affect one another, sometimes positively and sometimes negatively. At this point, the mentor should support the CSO to follow a flexible project management practice, while remaining loyal to its overarching goals. In order to provide this support, the mentor is expected to have core project management skills such as monitoring, budgeting, scheduling, evaluation, noticing and understanding changes. Meanwhile, one of the important pillars of the mentoring process is to adopt such an approach that will enable the project management concept to become incorporated into the CSO's working culture.

• **CSOs' Principles and Values / Vision - Mission Relationship / Goal - Objectives Relationship**

Vision is the driving force that motivates a CSO. It is an ideal, a common collective understanding that is often unspoken, yet the CSO works towards creating it. A CSO's assumed role (mission) in a given society takes shape based on its vision. To accomplish the tasks for achieving the vision, it is important to set goals and objectives that are relevant and appropriate to it. Sometimes opinions and understand-

ings about the vision and mission of an organisation may differ. It is crucial to ensure a clear and common understanding of the CSO's vision in order to better define its goals and objectives.

CSOs undertake various programmes, activities and/or events towards achieving the ideals they pursue. Setting up of the logical flow from vision to activities is a process that requires time and due attention of CSOs. The guardian of this process as well as the ideal itself is the set of principles and values that give the answer to the question "How?"

Mentors can work with CSOs through this logical flow and values. In this process, mentors do not play an active role in determining which values or goals should be brought to the fore by the CSO. In fact, at this very stage, they may be expected to hold back when it comes to the content-related issues. Any conflict that may arise regarding the principles is already a sign of the wrong match between the mentor and the mentee. Therefore, if the mentor-mentee matching has been done correctly, mentors should not interfere with principles and values, but only inform the CSO about the different consequences that may arise.

Mentors can be expected to provide a structural support in the construction of the aforementioned vision-mission-goal-objective relationship in a way that does not affect the content, and to ensure that the planned activities are directed towards this flow. At this stage, a mentor should be able to conduct a problem tree analysis using the simplest methods, determine indicators, and to turn the goals into SMART¹³ ones.

• Intra-organisational Roles and Responsibilities

Having clearly defined roles and responsibilities in a civic initiative means that the organisation is efficient for people, creates a sense of belonging, and has the potential to perform well. If the roles and responsibilities are not clear, conflicts or misunderstandings may arise that can possibly harm the team work. Therefore, it is very important for teams to reflect on these issues.

Mentors should be able to observe properly whether a common and inclusive understanding of volunteering and participation is in place in the organisations. The way in which CSOs make decisions and share information as well as the way in which the relationship between responsibility and authority is constructed are critically important for CSOs. The roles and responsibilities may emerge as fundamental problems in many stages of organising; they need to be constantly revisited, reconsidered and reconstructed as necessary. Along with advancements in technology, the redefinition of responsibilities in different ways is also an indicator of which actors are involved in the CSO and what kind of activities are to be expected. At this stage, it is crucial that all actors in the CSO review and agree on their roles and responsibilities in a manner that ensures the highest level of participation. As a viewer from outside, mentors can facilitate and observe this process. Sometimes, with the support of the mentor, it may be possible to analyse the blind spots and stereotypes as well as the habitual processes in the organisation for which the reason have been long-forgotten.

¹³ SMART is an acronym made up of the English words *specific*, *measurable*, *achievable*, *realistic*, and *timely*. It will be discussed in detail in the next chapter of the Guideline.

The roles within the CSO, by nature, interact with one another. This form of interaction should also be examined under the heading of internal communication, one of the CSO capacity building areas. The openness, frequency and ease of use, structure, credibility, and reliability of communication channels concern both the internal communication and, indirectly, the roles and responsibilities within the organisation. It will be better if mentors have the skills to work on roles and responsibilities, taking into account the elements and values of communication within the CSO.

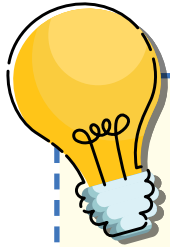
• **Intra-organisational Decision-making Mechanisms**

In the general perspective, CSOs serve, beyond the mission they have, as a means for participation due to the very nature of organising in the civic space, as briefly mentioned under the advocacy heading. Whether they produce and deliver services or carry out advocacy, CSOs do represent the change, improvement or protection itself. Through their words and actions, whether directly or indirectly, deliberately or indeliberately, they express the ideas, suggestions, models, problems and needs that decision-makers are expected to take into consideration.

Since CSOs serve as a means for citizen engagement in different ways, they also have to create opportunities for participation within their organisations, in a similar fashion or perhaps even more openly and transparently. People involved in a CSO should be able to take part in decision-making processes as well as the CSO bodies and assemblies. Certainly, it is expected that such processes are clearly defined and formulated by the CSOs.

Decision-making processes in CSOs should be considered in a very broad spectrum. These processes are expected to be grounded on certain principals, regardless of their modality and structure. It is the position, principles and values of the organisation that underpin this foundation. It should not be forgotten that the power relations seen in every field of life may also be observed in civic initiatives.

In the mentoring process, whether a mentor will intervene in making a decision within the organisation should be evaluated in terms of adherence to equality and participation and/or devising of innovative models to meet specific needs. A mentor should be familiar with different decision-making styles and modalities, anticipate potential problems, and identify bottlenecks and deadlocks. A mentor should also be able to detect the detrimental power relations that are against the principles of the CSO, which the organisation and individuals may develop or impose on each other. It is important that the mentor is able to make out the connection between the intra-organisational decision-making process and the issues covered under the heading on internal communication, roles and responsibilities. Besides, it should not be forgotten that positioning mentoring as a hierarchical relationship may also cause individuals from the CSO to associate themselves with the decision-making processes accordingly. The hierarchical positioning of the mentor by the mentee CSO may be harmful to the organisation's internal processes.



Tip

What kind of mentoring?

It has been emphasized many times both with teams and mentors that mentoring is not based on a hierarchical relationship, that it is not a one-sided process involving an instructor and learner or that the mentor is not an all-knowing superhero. Nevertheless, mentee teams may still view mentors' roles as "experts" and expect ready-made answers to their questions. Teams that do not get the answers they want may drift away from the mentoring process. Other than that, we may also encounter cases where mentee teams attempt to instrumentalise the mentor in the intra-organisational decision-making processes:

- *After the mentoring sessions, the team from the participating CSO conveyed to actors within the CSO "this is what we were told", in an attempt to impose the mentor as a decision and persuasion mechanism on its own CSO actors.*
- *Those who did not deliver on the promises they made to their own teams nor fulfilled their responsibilities, did keep their promises to the mentors. This situation undermined the trust relationship within the team.*

In some other cases, during the mentoring process participating CSO teams channelled their time and effort into demanding tasks such as project development and structural changes, with the guidance of the mentor. Although this method framed the mentoring process as an assignment-task relationship, it generally resulted positively.

• Intra-organisational Monitoring and Evaluation

Monitoring can be defined as the systematic and routine information gathering process that measures the progress of a programme, project or institution towards achieving its goals. Meanwhile, evaluation measures to what extent the activities have met the initial goals or expected outcomes and/or to what extent the changes in the outcomes can be reflected in a given programme or intervention.

Monitoring and evaluation, one of the processes for which mentoring support is provided, should not be considered in the meaning of monitoring public services and policies, but as monitoring and evaluating the CSOs' own processes. It is possible to perform monitoring in many areas, by collecting systematic data within the organisation. The strategic plan, budget, communication activities, use of equipment and materials, follow-up activities with volunteers, goals and objectives, and achievements are just a few of the many items that can be monitored.

Mentors can examine the inputs, processes, outputs, outcomes and impact of the CSOs they work with in the particular area subject to monitoring, by using a logical sequence. In this way, they can give feedback to CSOs on many issues ranging from the relevance of specific objectives to overarching goals, the efficiency of the activities, the methods or materials used, the frequency of financial expenditures, and the frequency of communication with volunteers. In order to provide such a feedback, the mentor should have a number of skills including project management, problem tree building and analysis, development and formulation of indicators, searching through data sources, identification of means of verification.

3.2. Skills in the Mentoring Process

The skills a mentor needs to develop for managing and conducting a mentoring process can be grouped under 8 headings:

- **Active Listening**

Throughout the mentoring process, the mentor should always keep in mind that CSOs perceive and build their mentoring relationship as a relationship between individuals. The agendas of the people from the mentee CSO often form the main topics to be worked out with the mentor. Detailed examination of the agenda items raised by the mentee CSO team and checking them against the prioritised themes covered by the mentoring support, is one of the primary forms of support that should be provided by the mentor. The prerequisite for finding answers corresponding to the needs of the mentee CSOs and building an accurate, reliable, and nurturing communication with them is to have active listening skills.

Active listening is one of the most critical elements in the process of seeking answers to questions or issues/problems. Together with the mentee CSOs, it is important to elaborate on the cause-and-effect relationship as well as alternative scenarios regarding their agendas. It is therefore necessary to have a clear understanding of the problem, to keep it within the mentoring framework, to facilitate the learning process of the mentee CSO, and to render the mentoring relationship lively, smooth, and participatory.

Active listening includes both verbal and physical communication skills. However, in addition to the skills already mentioned, the skill of empathy becomes more prominent for practising active listening during the mentoring process. The mentor should understand the agendas and needs of the mentee CSOs well and allocate sufficient time for this. Paraphrasing, in other words, the mentor's reconstruction and reiteration of the thoughts and discourses of the mentee CSO in his/her own words, and then coming to a mutual understanding are among the active listening skills that the mentor should have.

• Time Management

Good time management increases the overall effectiveness and efficiency of individuals, structures, and organisations. Efficiency and productivity are among the capacity building areas every CSO should work on. The use of resources, regulation of intra-organisational processes as well as monitoring and evaluation of the progress towards achieving the main goals of the organisation are factors that enhance efficiency and productivity.

Mentors can provide practical strategies, best practices, tools, and tips for improving the time management skills of the CSOs they work with. It would be beneficial to examine together the delayed or postponed tasks or activities, interrupted processes, distracting factors, and mechanisms that take more time than necessary.

Mentors should also achieve a good time management for the mentoring process itself. The limited time should be focused on the mentoring topic in a framed manner and allocated to prioritised issues. Mentors are expected to make a time schedule and manage time well, by focusing on the issues with the greatest impact, rather than addressing all agendas in the organisation. For all these reasons, all parties need to work on time management skills.

• Moderation and Running of a Session/Facilitation

The facilitator is the person responsible for structuring groups and group activities in a way that supports and encourages the participation of all members and allows the group to achieve its goals and objectives. A mentor also often takes on the role and responsibility of facilitating the learning and capacity building that takes place within the organisation. Therefore, the mentor should help mentee CSO to have clear understanding about what the organisation is trying to achieve. The mentor should also ensure that the mentee CSO team is focused on the main topics covered by mentoring, create a positive, enabling environment during mentoring sessions and activities, monitor the participation of all members in the process, and support the CSO's decision-making processes and stages.

In this respect, the facilitation skills that the mentor should develop include asking the right questions at the right time, preventing and managing possible conflicts, observing without intervening, analysing discourses and active listening, summarising things in words other than those in common use, motivating people in the process, making necessary arrangements in the room and the environment for the purposes of the mentoring session, adhering to the meeting agenda and the time schedule.

In addition to facilitating the mentoring sessions and meetings, mentors should facilitate the learning processes of mentee CSOs.

• Critical Thinking

It is expected that a mentor will not become an organic part, beneficiary, and/or a member of the CSO he/she works with during the mentoring process. One of the main reasons for this is the need to maintain a framework which will allow the mentor to provide his/her support from a sufficient distance and objectively. Together with the mentee CSO, the mentor should be able to analyse, examine, and at times

even criticize the processes related to the capacity building areas supported through mentoring.

At this stage, being able to think critically while working on the respective agendas will be an important skill for the mentor. Critical thinking refers to the ability to objectively analyse information and come to a reasoned conclusion. One of the most value-added forms of support a mentor can provide is the ability to work on and evaluate various sources such as data and research findings that are observable and measurable, and draw conclusions relevant to the situation. It is important to be able to distinguish between details in order to solve problems or make decisions.

A mentor should have the ability to think clearly and rationally about what can be done about the issues on the mentee CSO's agenda. A mentor should understand the logical connections between ideas, establish cause-and-effect relationship, and detect inconsistencies and common errors in reasoning. The skill of critical thinking, which significantly contributes to the systematic resolution of issues on the CSO's agenda, helps the organisation to acquire know-how, develop models and bolster its discussion processes. Needless to say, such an objective and rational approach based on cause-and-effect relationship should not pose an obstacle to the creativity of civil society organisations. Addressing less considered, disputed issues is an important element in fostering the CSO learning in respective capacity building areas. Therefore, a mentor should have the ability to think critically, not just by himself/herself but collectively with the mentee CSO.

• **Formulating and Asking Questions**

By definition and function, mentoring is directly related to asking the right questions. Mentors should adopt an approach that will help mentee CSOs find their own answers, rather than proposing direct solutions and answers to the issues on their agenda. As mentioned above under the heading on facilitation, mentors who take on a mind-opening, guiding role offering several options for the internal discussions of organisations can perform these activities by asking the right and well-structured questions.

Asking questions is a normal and everyday activity for human beings. Therefore, anyone can ask questions. However, asking mind-opening questions that directly focus on the respective CSO capacity building areas, very much relies on skills including critical thinking, structuring questions and most importantly, seeing and noticing the needs. To help CSOs to find the root cause of their problems, it is always a good method to ask a set of open-ended questions that complement one another and pave the way for further exploration.

It is necessary to have good observation skills in order to ask the right questions. No matter how much the mentors prepare for their sessions with the mentee CSOs in advance, the thoughts, ideas, and views expressed during the mentoring session itself provide great opportunities for impromptu questions that are not prepared beforehand. Mentoring sessions are semi-structured meetings. Although the mentoring session follows a pre-defined agenda, a topic emerging around the agenda may also be critical.

When the entire mentoring process is considered from the perspective of causality, formulating and asking questions stands out as an important skill that a mentor needs to develop.

• **Conflict Management**

It is inevitable that conflicts of various depths and types will arise within the CSOs. CSOs harbour many differences within themselves. These differences may be among individuals as well as in the perception of organisation's goals and values and the methods employed. Conflict, in and of itself, should not be seen as a negative situation. Conflicts may lead to various problems, yet if managed successfully, they can also be the harbinger of organisational development and innovation.

A mentor working with a mentee CSO deconstructs the conflict, breaking it down into its different elements. These elements include the actors of the conflict (e.g. person, group, or organisation), the cause of the conflict, and the resulting situation. When these elements are examined thoroughly and the conflict is managed and resolved accordingly, there emerges many learning opportunities for the CSO. A mentor's approach should not be to avoid and/or suppress a conflict, but to manage it and make use of it for the sake of the development of the mentee CSO.

There is a potential for conflict in many areas from task division to decision-making processes, from resource management to perception of vision. Mentors working with a mentee CSO should have the ability to identify the cause of the conflict (to grasp the root cause of the problem), to distinguish its actors, to observe the roles within the organisation in terms of the resolution of the conflict, and to develop a proposed solution that will benefit all. At this stage, it should not be forgotten that the mentor can possibly become a party to the conflict. Therefore, the coordinating institution should pay great attention and utmost care to prevent or resolve a possible conflict between the mentor and the mentee CSO.

• **Team Building and Process Management**

Civic initiatives consist of multiple people. It is a prerequisite for the formation of a team that at least two people come together for a specific purpose and work towards a thematic focus. It is crucial to have an accurate understanding of the team dynamics and behaviours within a civic initiative. The evolution of communication between people and structures over time, the way the team faces and handles problems, and the modalities of working together towards the common goal are all critical elements for the formation of the team.

CSOs work in teams for various reasons such as sharing of tasks and workload, engaging a variety of personal skills, ensuring efficiency in overall functioning and decision-making, and enhancing the quality of work. Teamwork brings many benefits to CSOs such as enabling participation in discussions, encouraging team members to adopt of duties as well as listen to each other, give feedback, and practise self-control. It is of critical importance that CSOs have an understanding of democratic governance, defined roles and responsibilities, and that they offer opportunities for the empowerment and development of individuals.

Mentors should be conceptually aware of the processes that come into play in an organisation, from the formation and team building stage to the productive working stage. They should be able to analyse the processes the teams will go through as well as the problems they might possibly face and present their suggested solutions along with alternatives.

- **Designing Feedback Processes**

While communicating, people deliver the messages they want to convey through some filters in their minds such as coding, social perception, and social identity, and then send them to another person in the form of a message. The same mental process also applies to the other person on the receiving end. Messages can be in written, verbal, and non-verbal form. Non-verbal communication makes up the greatest portion of all communication activities. Gestures, facial expressions, and body language are all elements of non-verbal communication. This information plays a key role in the mentor's observation of communication dynamics within a mentee CSO, and it should be considered together with the fact that communication itself is an "interactive process."

Communication in a CSO is expected to be efficient as well as equal, inclusive, and free from violence. Providing feedback is one of the important and essential tools for ensuring an efficient and/or effective communication. Feedback is essentially a set of comments provided to individuals or organisations on how a specific task, a process or communication can eventually be improved. What makes feedback meaningful is the process of nurturing, developing and supporting an individual or organisation. CSOs with clearly defined feedback processes and CSO agents/teams that are open to feedback may find it easier to deal with their problems and even to adapt themselves to evolving changes and developments.

There may be many ways a mentor can support the feedback processes within a CSO. The first one could be to demonstrate the importance of feedback by applying it to the mentoring process itself and setting an example. A mentor should be able to provide feedback based on facts, make suggestions on the subject matter he/she gives feedback, create an enabling environment for feedback, and be able to master the details of the matter.

4.

mentoring training: experience sharing through case studies



As CCSS, we have carried out various mentoring training programmes under the Bilgi Social Incubation Center since its establishment back in 2014. In this chapter of the Guideline, we bring together all the materials, examples and case studies used during the mentoring training courses held between 19-21 April 2019 (ANNEX 3), and we seek to offer a mentoring training framework that is mainly based on experience sharing. In an effort to further strengthen this experience sharing, we provide some of the different methods used as well as the discussions held in previous mentoring training programmes, hoping that they will serve as additional examples for some of the sessions. While chapter four of the Guideline provides an overview of our experience sharing practices, it also features each of the 10 sessions we have designed for the mentoring training programme. The headings of these sessions are as follows:

Session 1: (a) Opening and (b) Introduction

Session 2: Why Mentoring?

Session 3: What Makes a Good Mentor? First Mentoring Experience

Session 4: Different Organisational Structures, Organisational Evolution

Session 5: Needs Assessment and Prioritisation

Session 6: Vision-Mission-Strategy

Session 7: Group Dynamics

Session 8: Conflict Management and Transformation

Session 9: Influencing Techniques

Session 10: Case Studies–Mentoring Experiences

In this chapter, we want to share the results of our training experiences so that they will be guiding for CSOs who wish to carry out mentoring training, and we try to present the objective, timeslots and planning of each session, the use of venue and necessary materials for the sessions as well as a summary of the methodology and information notes on the sessions. The summaries of these information notes are provided in the “info box” sections, and we also added as many and diverse online sources as possible for those who wish to get further information on the subject. Furthermore, we have various boxes representing the different methods used in the relevant sessions. These boxes have different titles, such as **examples from discussion topics**, **examples from group presentations**, **examples from visuals** and **tips**. For some sessions, all of these boxes are available; whereas we used a fewer number of boxes in some other sessions, as we decided that some of the content or methods employed could lose their meaning and essence through transmission. By making use of the written material, we seek to “broadcast live from the training sessions and share everything we have experienced” to the furthest extent possible.

As discussed in the first three chapters of the Guideline, mentoring is designed as a process and a method to enhance the capacities and empower civic initiatives. It is important to note that, from conceptual discussions to the theory of mentoring, from the kind of universe in which mentoring could be practised to the skills that a mentor should possess, all areas addressed in this study are based on both the existing needs in the field and the egalitarian and complementary approach of the Bilgi Social Incubation Center.

Therefore, in this chapter, before we proceed to sharing information on mentoring training, we would like to underline once again two key principles. First of all, the mentoring method employed and the mentoring approach adopted in this Guideline could only be possible by means of an egalitarian attitude across the Bilgi Social Incubation Center and the CSOs. Of course, capacity building activities could still be possible with a non-egalitarian and hierarchical attitude. However, an initiative focusing on the needs, both in terms of learning styles and CSOs, would not be possible.

The second principle is about concentrating on conducting a discussion that focuses on CSOs and their needs. The mentoring method seeks to create a learning space in line with the priorities, needs and preferences of CSOs, instead of imposing and/or persistently suggesting to CSOs what the mentor considers to be “right” and/or “appropriate.” Therefore, instead of configuring CSOs by the mentor’s “own” knowledge and/or what is right according to the mentor, it aims to accompany the CSOs along the path they choose to follow.

We have seen and continue to see that the approaches involved in this process need to be reconsidered, re-evaluated, and re-discussed continuously. Not only do the needs of CSOs keep evolving every single day in line with the everchanging context in which they operate, but also as they are “living” structures, their needs are re-defined, even if the context remains “unchanged.” For that reason, we need to keep in mind that mentoring is an open-ended method where there is always room for improvement.

Session 1: (a) Opening

Objective:	To ensure that participants get to know each another and the team of trainers.
Time and Planning:	Total Time: 40 minutes
Venue and Necessary Materials:	Venue: Training room Necessary Materials: ⇒ A4 size coloured paper ⇒ Coloured markers ⇒ Paper tape
Summary of the Proposed Method:	<p>Open the training programme, and ask everyone (participants, coordination team and trainers) sitting in a circle to introduce themselves. Share information on the project. Share information on the logistic, practical matters of the training.</p> <p>Carry out an introduction exercise to help participants get to know each another and to create positive group dynamics.</p> <p>In the preliminary introduction part, ask the participants to share with other participants 3 correct and 1 incorrect piece of information about themselves.</p> <p>Make each participant write their name and the correct and incorrect information about themselves on a coloured A4 size paper and attach the paper on themselves. Then, ask them to walk around the training room and try to guess the incorrect information about the other party, whenever they randomly come across other participants. Continue the exercise until each participant speaks to at least 10 people.</p>






(b) Introduction

Objective:	To help participants and the team of trainers get to know each another, and to inform participants about the training programme, methodology and approach.
Time and Planning:	Total Time: 90 minutes Time Planning for the Session: ⇒ 10 min. explanation of Art Café ⇒ 80 min. small group work
Venue and Necessary Materials:	Venue: Training room Necessary Materials: ⇒ Printout of the exercise template on an A4 size paper ⇒ Coloured markers ⇒ Table and chairs for group work ⇒ Music for timekeeping for group work
Summary of the Proposed Method:	<p>Try to create a space for the participants to share information about themselves and their initial thoughts about the civic space.</p> <p>In addition, carry out the Art Café exercise in this session so that the participants can also have the chance to express their expectations about the training. The Art Café exercise has been adopted from the World Café method.</p> <p>Explain Art Café to the participants.</p> <p>Divide the participants into 4 groups and make each group gather in one of the four corners which are named “Curiosity Corner”, “Play Store”, “Mentor Club” and “Mentor Hotel.” These corners should be prepared before the exercise by arranging a table and as many chairs as the number of participants in each group around it. The instructions for that corner and the required office supplies, if any, should be made available on each table. Within the groups, the participants are initially divided into groups of two and they draw each other’s portraits on the left side of the exercise template. Then, by following the instructions for the relevant section, they share their answers with each other. Each round takes about 15-20 minutes and at the end of each round the groups proceed to the next corner and share new answers according to the instructions of that corner.</p> <p>Apart from sharing their answers, the participants are asked to take small notes on the note sections of the exercise templates. At the end of the exercise, they are asked to post these papers on a suitable wall in the training room, to be displayed in the gallery. This way, the participants who wish to take a look at the answers on the wall can do so throughout the training.</p> <p>When the Art Café exercise is completed, present the training programme agenda.</p> <p>Finally, share the training programme agenda with the participants.</p>



Info Box:

Exercise Template

Art Café Exercise

Welcome to the Art Café!

In this café, people get the chance to get to know one another better as they draw each other's portraits.

Now, first find a partner in your table and work your art. When you are done drawing, write down the name of your partner, and their nickname if they have one or if they shared it with you.

Then, take your portraits and keep them with you, as they will be used in the next steps of the adventure.

Your next mission is to write down on your portraits what you share with the others in the next steps. In the end, we are going to make an exhibition by preparing a fun gallery.



Curiosity Corner

Welcome to the Curiosity Corner!

People come to this unique place to share their stories.

So, what about you:

What are the things that you do with passion?

What arouses your curiosity the most?

What inspires you in life?

Enjoy sharing your answers in your small groups.

Please do not forget to write down on your portraits what you share about yourself in the table.



Play Store

Welcome to the Play Store!

The most frequently played game in this store is the game of 6 sentences. We invite you to join the game too. Your mission is to throw the dice and complete one of the following sentences according to the number on the dice:

1. If I had 1 million Euros...
2. On my way to the training, I was thinking about...
3. If I had the chance to change just one thing in the world, it would be...
4. If there is one thing that worries me in life, it is...
5. My dream is...
6. My philosophy in life is...

Continue playing until the time is up. And then, please do not forget to write down on the portraits the answers you shared.



Mentor Club

Welcome to the Mentor Club!

This is a club where mentors from all over the world meet on a regular basis. During the meetings, we generally discuss the recent developments and issues on mentoring. Therefore, for you to get to know each other better, we would like you to share your story in the field:

How did you get engaged in civil society work?

How were you introduced?

What do you do in your current organisation?

Who is your target group?

What do you do for the capacity building of your organisation?

Please do not forget to write down briefly on your portrait what you share about yourself in the table.



Mentor Hotel

Welcome to Holiday Inn Kadıköy!

This is the place where we will be meeting in the coming days to discuss topics like CSO capacity building areas, mentoring skills, and organisational needs. Well then, let us lend an ear to each other:

What would you like to learn in this training?

What are your expectations from this training?

Please do not forget to write down shortly on your portrait what you share about yourself in the table and finally, bring your portraits to the gallery.

END OF THE EXERCISE



Prepare a gallery at the end of the exercise. Hang the sheets of paper used during the exercise on a wall, along with the portrait drawings of participants and their answers to the questions of introduction, and ask everyone to take a look.

	09:30-11:00 WHAT MAKES A "GOOD MENTOR"? FIRST MENTORING EXPERIENCE	09:30-11:00 NEED ASSESSMENT AND PRIORITISATION	09:30-11:00 MENTORING SKILLS III
	11:30-13:00 DIFFERENT ORGANISATIONAL STRUCTURES: ORGANISATIONAL EVOLUTION	11:30-13:00 GOAL-IMPACT-STRATEGY INTRA-ORGANISATIONAL MONITORING MAINSTREAMING	11:30-13:00 MENTORING SKILLS IV
14-16 OPENING INTRODUCTION EXPECTATIONS EXPERIENCES TRAINING AGENDA	14:15-15:45 CSO CAPACITY BUILDING AREAS	14:15-15:45 MENTORING SKILLS I	14:15-15:45 CASE STUDIES AND MENTORING EXPERIENCES
16:30-17:30 WHY MENTORING?	16:15-17:45 MENTORING TOOLBOX	16:15-17:30 MENTORING SKILLS II	16:15-17:30 SHARING OF RESOURCES & "THE WAY FORWARD"

<u>1. DAY</u>	<u>2. DAY</u>	<u>3. DAY</u>	<u>4. DAY</u>
	09:30 WHY MENTORING? CCSS AND MENTORING RELATIONSHIP	09:30 NEEDS ASSESSMENT AND PRIORITISATION	09:30 CASE STUDIES AND MENTORING EXPERIENCES
	11:30 WHAT IS A "GOOD MENTOR"? FIRST TRIAL	11:30 GOAL-IMPACT STRATEGY ORGANISATIONAL LIFECYCLE	11:30 RESOURCES THE WAY FORWARD
14:30 OPENING AND INTRODUCTION	14:30 DIFFERENT ORGANISATIONAL STRUCTURES ORGANISATIONAL EVALUATION	14:30 MENTORING SKILLS I	
16:30 CCSS AND THE PROGRAMME	16:30 MONITORING SKILLS INTRODUCTION THE "TOOLBOX"	16:30 MENTORING SKILLS II/III	

Hang the poster used during the presentation of the programme in a visible place in the training room, to be used as a reminder throughout the training.

Session 2: Why Mentoring?

EXAMPLE 1

Objective:	To engage participants in a discussion on the definition of mentoring and on mentoring topics through the questions “Who is a mentor, what does a mentor do?”
Time and Planning:	Total Time: 90 minutes Time Planning for the Session: ⇒ 10 min. individual reflection on the question “who is a mentor?” ⇒ 20 min. coming up with a definition of mentoring in groups of 2-3 people ⇒ 30 min. sharing in small groups ⇒ 30 min. plenary discussion
Venue and Necessary Materials:	Venue: Training room Necessary Materials: ⇒ A4 size coloured/white paper ⇒ Coloured markers ⇒ Posterpaper ⇒ Dot stickers
Summary of the Proposed Method	The session is composed of four steps: In the first step, ask the participants to work individually and think about the answers to the questions “Who is a mentor?”, “What does a mentor do?” for 10 minutes. In the second step, ask the participants to discuss the concept of mentoring in small groups and identify the points they agree upon. In the third step, ask the small groups to share their respective definitions with the rest of the participants. Finally, hold a plenary discussion on common points identified by small groups. At the end of the session, give all participants 3 dot stickers and ask them to post the stickers on the definitions that they agree with the most.



Examples from Small Group Presentations

Group 1: Mentoring is a form of engagement; it is a pre-designed and instructive process. It asks the right questions to enable the CSO to identify its needs, or to cater to those needs if they are already identified, and matches the CSO with the right people. The mentor does not provide the answers but acts as a catalyst in the process of matching the CSO with the people, institutions, sources, and experience that can offer solutions.

Group 2: The mentor is a person who makes his/her knowledge/skills/experience available for the benefit of an organisation/institution and engages in a mutual relationship with it, in order to develop/transform the organisation. The mentor should be able to: listen/hear, blend observation and knowledge, engage, communicate non-violently, create a safe space, not build a hierarchical relationship, be realistic and transparent, act in the best interest of the organisation, and be open to new ideas and tools. The mentor gathers information, analyses the root causes, compiles proposals for solutions, supports the implementation plan, observes the internal practices of the organisation, and encourages their revision.

Group 3: Mentors use their skills, knowledge, and approach in a way to contribute to the organisation. As they use their know-how to transform theory into experience, mentors are open to new practices and encourage them; they constantly make observations with an impartial vision, see the possibilities, opportunities and risks and draw strategic roadmaps accordingly, monitor and improve practices, learn together, participate, co-manage the process based on horizontal relations, follow the current developments related to their field, share best practices and strengthen their own capacity through new experiences.

Group 4: The qualities sought in mentors: Mentors should have knowledge and experience in the field of civil society, ask questions, guide, help develop ideas and potential, develop a different approach, be open to learning, be able to notice the unsaid, be able to establish a link between what they can and what they want to do, and support networking. Mentors build equal relationships while applying the relevant skills and capabilities in the field, prioritise co-creation, and maintain non-violent communication. Mentors work through the principles of equal relationship and co-creation.

Group 5: Mentors are solution-oriented, they observe, know where to stop, and build capacity together with the organisation through new approaches in the learning process, with a rights-based perspective.

Group 6: Mentors identify the needs and problems of the organisation upon the request of the CSO, they use their own knowledge, experience and ideas to improve these and to help the organisation reach its goal and be sustainable, by raising awareness within the CSO and by guiding it. In line with the structure of the organisation, mentors use the most appropriate language and method. The organisation must be willing too. As the mentors transfer their knowledge, experience, and ideas, they help the CSO team recognise their own shortcomings and they communicate with the team by adopting the most appropriate language.



Examples from Discussion Topics

Who is a Mentor?

(P: Participant / T:Trainer)

- P: If it is not expressed or demanded by the CSO itself, would it be considered as crossing the line and intervening if the mentor understands and notices the “un-said” and creates space for it?
- P: The mentor is not the one who makes the decisions, he/she can say “this could happen” or “that could also happen.” The mentor is not a decision-making authority.
- P: Let’s say there is a certain and obvious problem, but it is not discussed, nobody is aware of it and it goes unnoticed. If you think it is also safe for the organisation, then there could be an intervention to pinpoint that problem. Intervening does not always have to be a negative thing.
- T: Organisations that do not have problems do not choose to work with mentors. Does the mentor set goals/objectives when he/she starts mentoring a group? Or is it the CSO that approaches the mentor with an already identified problem?
- P: The organisation seeking to work with a mentor identifies a certain need. There is a need in place and there is a person who contributes to the solution. The organisation benefits from the person who caters to that need and then moves on to identify another need.
- P: Is the mentoring relationship temporary? There is a relationship between the two parties. The mentor advances the process up to a certain point, sometimes one party might be too eager and then their expectations might not be met. They might say “I recommended you do the following, but you are not doing it.” Sometimes it might be necessary to end the relationship before the goals are reached. The deal gets broken along the way.
- P: The definition depends on what you want to do ideally. I believe we should explain our definition of mentor. Should the mentor teach or point to the resources that will teach?
- P: The mentor moves forward by asking the right questions. We benefit from their power, there is a power relationship involved.
- T: The mentor-mentee relationship is not a linear relationship; it is a two-way process. It is not like there is someone out there who knows everything. The mentor is an individual who is in contact with the organisation, yet outside of it. The mentor holds the power and possesses the knowledge. The mentor has power but is not in power at all. Once the team says they do not want to work with that mentor, the relationship is over.
- P: Sometimes people say things like the organisation could not do it, they could not implement, but what if the mentor does not suggest the right method? How are we supposed to assess this? How are we supposed to know? What if the recommendations of the mentor are not right and/or appropriate for the organisation?
- T: When you set forth on a journey together, it is not what you do, but how you do it that matters. Are you able to create a learning environment? That is what matters. That is why we start by setting the ground rules for working together. What the mentor does matters more than what is ideal or smart. Can the mentor exhibit an approach that helps people learn, or not?

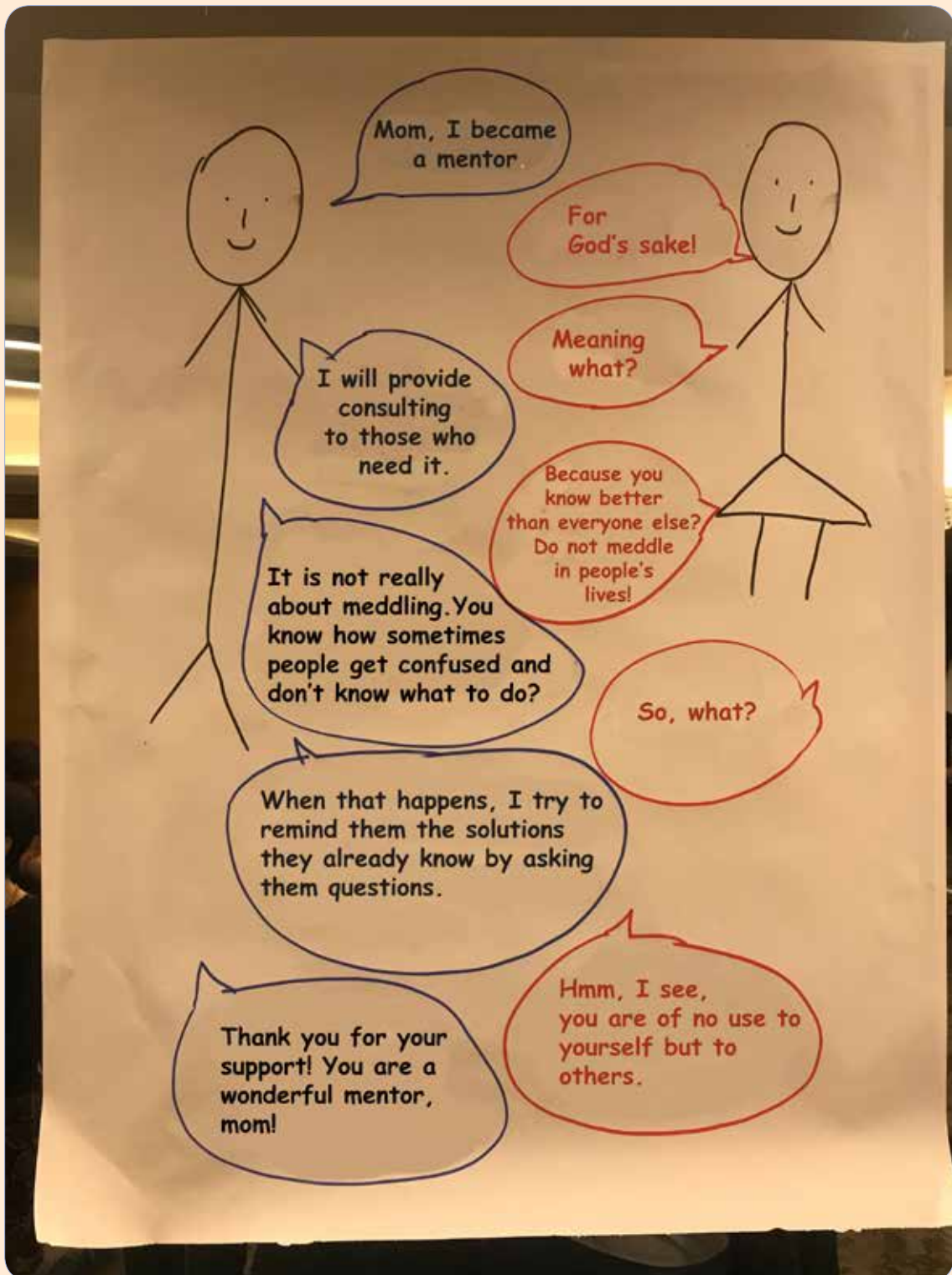
EXAMPLE 2

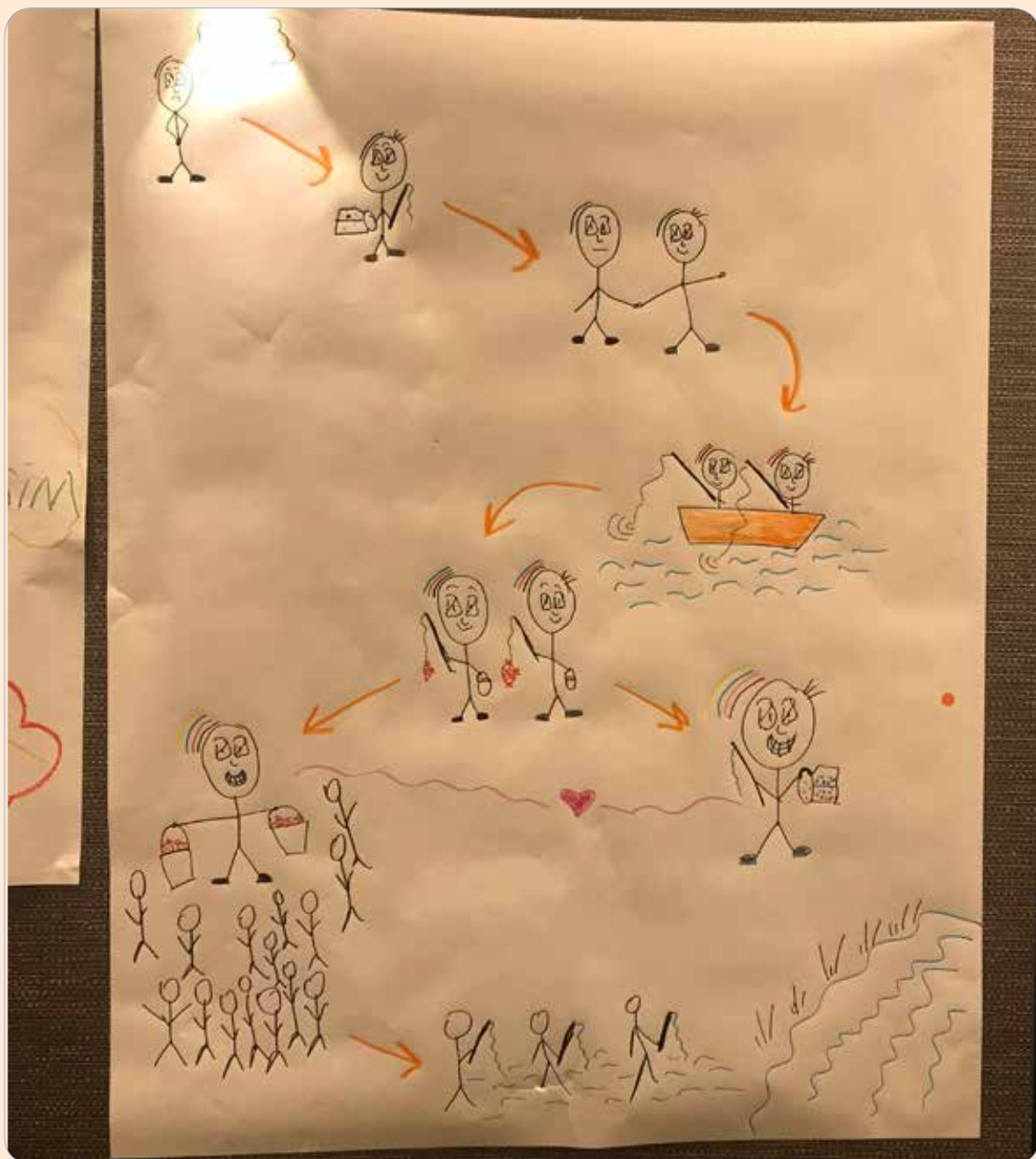
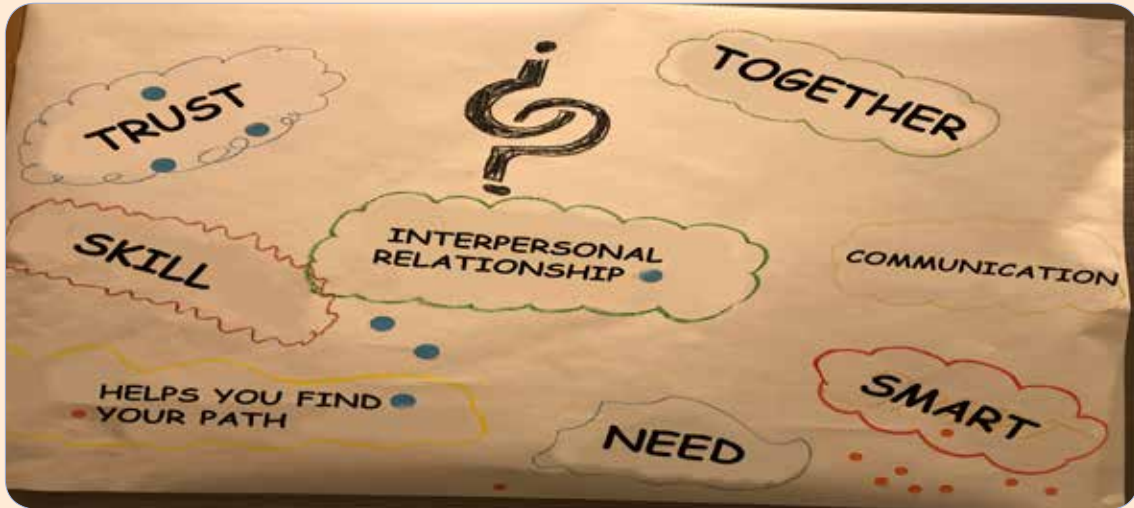
Objective:	To engage participants in a discussion on the definition of mentoring and on mentoring topics through the questions “Who is a mentor?” and “What does a mentor do?”
Time and Planning:	Total Time: 40 min. Time Planning for the Session: ⇒ 20 min. group work ⇒ 20 min. sharing opinions and recommendations
Venue and Necessary Materials:	Venue: Training Room Necessary Materials: ⇒ Posterpaper ⇒ Crayons ⇒ Post-its ⇒ Dot stickers
Summary of the Proposed Method:	<p>Start by asking the following questions: “Can you explain what mentoring is, to someone who has never experienced mentoring before? Can you prepare a visual definition of mentoring so that a person who does not know anything about mentoring can understand it?”</p> <p>This exercise can be carried out by designing posters, or participants can also express themselves in writing, through a slogan or a cartoon.</p> <p>Give 20 minutes for poster preparation. Ask participants to count from 1 to 6, one by one, to divide them into small groups. Those who say the same number will come together to form a group. Then participants use the dot stickers to identify the points on the posters that they agree or disagree with, by sticking them on relevant items. For example, you can use orange stickers to indicate disagreement, and blue stickers for agreement.</p>

Examples from Visuals



Here are some examples from the posters prepared by the groups to explain mentoring:





MENTOR

- o Knowledgeable and experienced
- o Strong communicator
(uses the language of "I" and non-violent communication)
- o Is a good listener
- o Listens without judging
- o Is empathetic



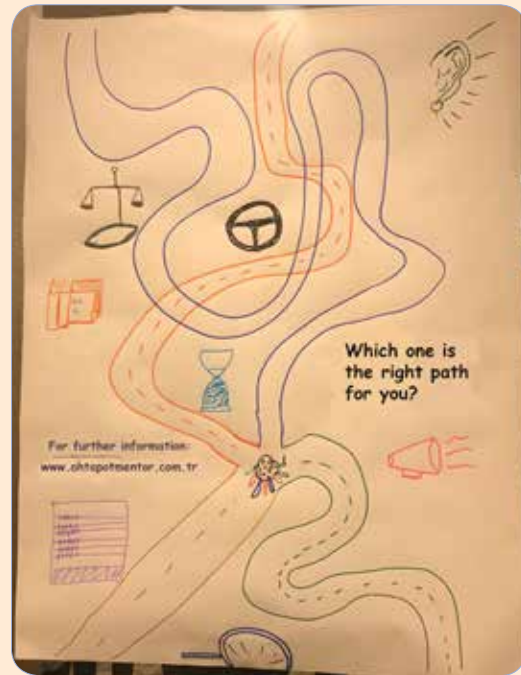
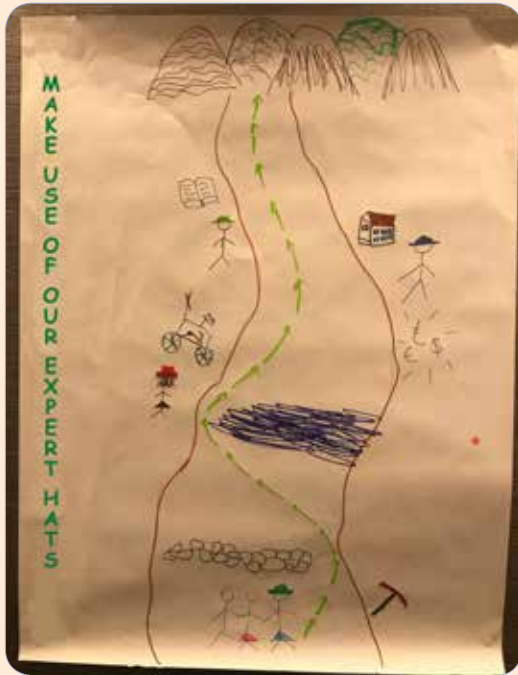
What does a mentor do?

- * Listens and understands
- * Recommends methods for identifying problems
- * Plays a role in defining the solution process

How does a mentor do it?

- * Seeks out participation
- * Asks mind-opening questions
- * Notices invisible conflicts, make suggestions/takes steps towards addressing them

Helps increase the capacity of individuals or organisations



Examples from Discussion Topics

Comments on visuals

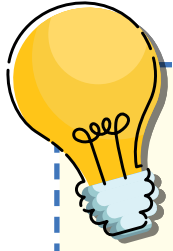
- P-5: I put blue stickers (indicating agreement) on those that portrayed an equal relationship.
- P-12: The “expertise hat” bothered me. I did not like seeing a hierarchical relationship. Climbing your way up to the mountain gradually by learning gave me the impression of a hierarchical relationship.
- P-6: I did not like the statement on the poster that says, “put me to good use.”
- P-13: Money symbols and the talk about the “expertise hat” made me feel like I was going to be tricked. It created a feeling of mistrust. It gave me the impression of a shady real-estate agent.
- P-19: About the scale of justice symbol: I do not think the mentor is in a position to be just or to deliver justice.
- P-20: In the first poster, the mentor is not asking anything to the others and this kind of makes you feel as if the mentor is saying, “this is the right way, and you are going to go this way.” I was bothered that the mentor points at only one direction.
- P-4: I think listening and making an effort to understand is very important.
- P-14: If were a person who knows nothing about mentoring, then one poster would really disturb me. The one where you see the gender roles. The mentor being a man gave me a negative feeling from a gender perspective, it is the poster with the mother and the child.
- P-4: I think trust came out to be a common denominator.



Examples from Discussion Topics

What does the mentor do?

- P-18: We could not decide whether the mentor should be young or old. The expectation is usually an old person. When they see a young person, people generally think “Really? Is this the person who will be mentoring us?”
- P-5: Our discussion focused on the question of whether to mentor one person or more at a time.
- P-7: One goal or multiple goals? One mentor or multiple mentors?
- P-17: The mentor also thrives along the process. The poster with the fishing metaphor is ours. We came to the conclusion that the mentor also learns something.
- P-15: We discussed to what extent it is a relationship between equals. Can there be a mentor-mentee relationship between those who have no difference in terms of their knowledge and experience?
- P-14: We discussed that the mentor should not be a person who explains or transfers knowledge, but someone who learns with you, experiences new ways, establishes relationships between people, and moves forward with you based on a relationship of trust.
- P-2: The most important competence of a mentor is the ability to say, “I don’t know.” To say, “let’s find someone who knows it.” To say, “Let’s try to find the experts, seize the opportunities.” It is the ability to reach out to relevant experts and establish a relationship with them.
- P-19: Mentoring and consulting. A good mentor can provide support in every field, but consultants are not like that. A consultant should be an expert in that field.
- P-7: The mentor has a lot to learn too. It’s just that the mentor is more experienced than the mentee when it comes to the problem they are working on.
- T-1: When we say the mentor will learn too, we mean the mentor will learn something else. The organisation has its own language and wisdom, and the mentor will learn that.
- P-17: Mentoring is proportional to the mentee’s needs. Problems faced by others, their questions, carry you forward too. They make you more equipped. You can also learn something from how they solve their problems.
- P-15: For me, I do not believe it creates a hierarchical relationship when the mentor says “it could be better to do it this way” or “this could be an example for you”; I think this provides a platform of mutual learning. The CSO you are mentoring needs to know what your vision and attitude is, they need to know how you would behave.
- P-16: I want to summarize our own story. We asked for a remedy, they said “we don’t have a magic pill.” The next thing we knew, we solved our problem by ourselves.
- P-11: For me, the process seems to be related to the people in the end. You can both give or receive mentoring. It is not about how much you know, but about how you use that knowledge.



Tip

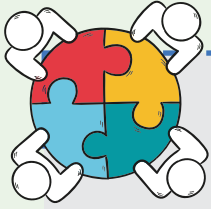
CCSS and Mentoring

Informal learning can be described as follows: It is a process where you learn by experience, while you are having a conversation or when you are on the road for instance. A more one-on-one, and organic learning takes place when there is no pre-designed or clearly defined learning space. We do not claim that the mentoring programme itself constitutes an informal learning space, but this learning space enriches us. The method seeks to bring the individuals together and focuses on their learning needs. Consulting or coaching on the other hand, are instrumental definitions. The mentoring relationship at CCSS, however, is a learning process where the needs become common in inter-personal learning, as different individuals are involved in the learning process. In fact, the mentee CSO and the mentor come together and make their own definitions of a healthy relationship. In other words, the mentor and the organisation need to have a shared understanding to perceive mentoring in a similar light. Since we want the relationship between the mentor and the mentee to be a relationship between equals and not a hierarchical one, at CCSS we could not find a better concept than that.

Session 3: What makes a good mentor? First Mentoring Experience

EXAMPLE 1

Objective:	To provide participants with their first experience of mentoring and being a mentee
Time and Planning:	<p>Total Time: 90 minutes</p> <p>Time Planning for the Session:</p> <p>⇒ 10 min. sharing instructions in the plenary session</p> <p>⇒ 20 min. first round of small group work</p> <p>⇒ 20 min. second round of small group work</p> <p>⇒ 40 min. plenary discussion</p>
Venue and Necessary Materials:	<p>Venue: Training Room</p> <p>Necessary Materials:</p> <p>⇒ Board and board marker</p> <p>⇒ Posterpaper</p>
Summary of the Proposed Method:	<p>Share the instructions in the plenary session and ask everyone to go through a mentoring experience. Pose the following question:</p> <p>“Think about the organisation you mentioned you are in contact with in the application form as well as the problem areas where this organisation needs capacity building, and think about which of these problem areas you might want to improve.”</p> <p>Participants are grouped according to the “matching table”, which is prepared and written on the board by way of counting from 1 up to the total number of participants. The exercise is carried out in 2 rounds. In the first round, those in the top row talk about the problems of the organisation to those in the bottom row, and those in the bottom row mentor them on this topic. The discussion for the first round lasts 15 minutes in total. The participants then meet in a circle and the new matching is made for round 2. In the second round, this time those in the top row become the mentors. After an experience of another 15 minutes of mentoring in the second round, participants meet again in the circle.</p> <p>First Round (matching example):</p> <p>1 2 3 4 5 6 7 8</p> <p>9 10 11 12 13 14 15 16</p> <p>Second Round (matching example):</p> <p>1 2 3 4 5 6 7 8</p> <p>16 15 14 13 12 11 10 9</p> <p>After the second round, a plenary discussion is held to talk about the experience.</p>



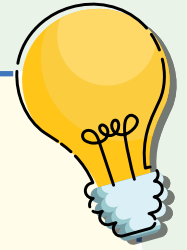
Examples from Discussion Topics

How did it go?

- We need to have a detailed discussion. It is important to talk about the problem in detail before proceeding to suggestions and solutions. (mentee)
- It was an advantage for me to work on the needs of my own organisation; an organisation that I am involved in. (mentor)
- If we are going to work on the problems of an organisation, then we really need to know that organisation in all aspects. (mentee)
- When talking about suggestions, it really made me feel comfortable to say, "if I were you." (mentor)
- The issue we discussed was not the mentor's field of expertise, but still, this did not give me a negative impression on their mentoring capability. (mentee)
- I felt the need to refer the problem I was facing to someone else, someone who had expertise in that field. As it was not my field of expertise, I did not feel like I was mentoring, but rather like we were reflecting on the problem together. (mentor)
- The person you are talking to in the organisation must be someone who is in a position to influence the decisions and the structure of the organisation. (mentor)
- To understand the root-causes, it might be more important to talk to people other than those who are in decision-making positions. (mentee)
- The person who you need to talk to might change depending on the organisational structure. In organisations with a hierarchical structure, it is important to communicate with those with decision-making authority or at least they should be made aware of the organisation's mentoring process. (mentor)
- The mentoring relationship needs to be known within the organisation. (mentee)

How was your experience?

- We need to create an environment for all groups within the organisation to share their common problems. We might be talking about the present, but it is also important to know the organisation's past as well as its plans for the future.
- An outsider can see things more clearly.
- When I was mentoring, the other party did not show any resistance, and was ready to accept and change. Still, just because someone comes to you saying "I want to be mentored" does not mean that they will not show any resistance.
- Concerns: to what extent can the mentor understand me? How much can I trust the mentor?
- It was good to say which of the issues I encountered were in my field of expertise and in which areas I could help.
- A preliminary preparation is absolutely necessary for the mentor before meeting with the organisation.
- Should one specialise in a specific field when mentoring? It does not seem that healthy to have something to say on every topic.
- The parties should agree in the beginning of the process that the information shared will remain confidential.
- To what extent should the mentor give examples from different organisations? What is the limit of being persuasive?
- Having different organisational structures might not always be a negative thing.

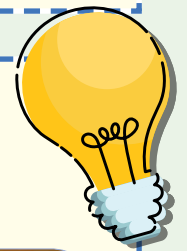


Tip

Questions by the trainer

Should the mentor actually have expertise related to the organisation's needs and be equipped in that area? Skills like creating a safe space, listening, etc.; do they really depend on expertise?

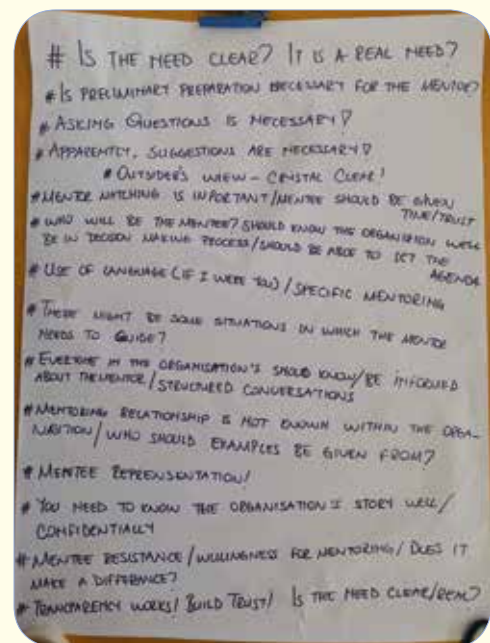
Offering suggestions or providing guidance? It looks like the moment you start offering suggestions to solve the problem, the power relationship we are trying to avoid comes into play.



Tip

Notes taken by the trainer during the exercise

- *Is the need clear? Is it a real need?*
- *Is preliminary preparation necessary for the mentor?*
- *Asking questions is necessary!*
- *Apparently, suggestions are necessary!*
Outsider's view - Crystal Clear!
- *Mentor matching is important / Mentee should be given time / Trust*
- *Who will be the mentee? / Should know the organisation well / Be in a decision-making position / Should be able to set the agenda*
- *Use of language (If I were you) / Specific mentoring*
- *There might be some situations in which the mentor needs to guide (?)*
- *Everyone in the organisation should know / be informed about the mentor / Structured conversations*
- *Mentoring relationship is not known within the organisation! / Who should examples be given from?*
- *Mentee representation!*
- *You need to know the organisation's story well / Confidentiality*
- *Mentee resistance / willingness for mentoring / Does it make a difference?*
- *Transparency works! Builds trust! Is the need clear/real?*



Session 3: What makes a good mentor? First Mentoring Experience

EXAMPLE 2

Objective:	To provide participants with their first experience of mentoring and being a mentee.
Time and Planning:	Total Time: 90 minutes Time Planning for the Session: ⇒ 5 min. reflecting on being a mentor or mentee in groups ⇒ 20 min. 1 st round of mentor-mentee meetings, discussion ⇒ 20 min. 2 nd round of mentor-mentee meetings, discussion ⇒ 45 min. plenary discussion
Venue and Necessary Materials:	Venue: Training room Necessary Materials: ⇒ Posterpaper ⇒ Board marker
Summary of the Proposed Method	<p>Half of the participants reflect, for 5 minutes, on what they would ask / say in the first meeting if they were the mentor. The other half reflect, for 5 minutes, on how they would explain their needs in the first meeting if they were the mentee. Then the mentors and the mentees are matched and for 20 minutes, in pairs, they discuss and talk about what they had reflected on previously.</p> <p>During the next 20 minutes, the pairs experience being a mentor /mentee by switching the roles this time.</p> <p>The entire team shares their experience in the plenary discussion.</p>

Examples from Discussion Topics

How was your experience as a mentee?



- P-9: The organisation in question wanted to amend their statutes and change their field of activity. We shared with our mentor the things that were not very clear for us. It was a good experience overall, as we realised that we needed to be clearer.
- P-15: In my mind, I thought that the mentor would just gloss over and give sloppy answers to the mentee. However, the mentor said things that I never thought of, things that never came to my mind. It was a platform where two people discussed openly.
- P-11: The issue I identified as a problem was that the roles within the organisation had become rather confusing. Thanks to a question that the mentor asked, I realised that something I actually thought to be very normal, could indeed be the rootcause of the confusion.
- P-12: The questions that the mentor asked helped me see the problem in a clearer way.
- P-14: It was a calm, peaceful and grounded meeting. First, we got to know each other, and then we talked about our needs. I had certain questions in my mind. We prioritised the needs. I think that was the most important part of the meeting.
- P-13: First, we talked about issues like the target group, field of activity, etc., in order to get to know the organisation better. While talking about our plans concerning the activities, we focused on some shortcomings, and the mentor really broadened our perspective in terms of how to measure our goals.
- P-17: During our mutual discussion with the mentor, we talked about the needs, prioritisation, and principles of working together. We also realised the importance of time, and having others present from the team.
- P-20: The mentor also gave personal examples, and shared their own experience.
- P-18: The mentor was a very good listener. In fact, as we were discussing, I remembered the things we were actually doing effectively; the mentor made me remember them.
- P-3: I kind of challenged the mentor, in terms of the issue. It was in a way a kind of simulation.

How was your experience after you switched roles?

- P-2: This time, I challenged the mentor, but the mentor was very effective in keeping it neutral. I could not manipulate him.
- P-4: Is it a good thing to keep calm, to stay neutral? For me, I like it when I see that sparkle in the eyes of the person I am talking to.
- P-4: When I heard about other people's experiences of trying to provoke the mentor etc., I asked myself, "Was the comfort zone I created for my mentor too comfortable?"
- P-3: You need to talk about the organisation. When you are working with a team who are exposed to violence, you need to understand that they might have mood swings. Maybe they are not doing it on purpose, most probably they are doing it unconsciously.
- T-3: Organisations are also made up of real people. And sometimes people can be annoying on purpose.
- P-17: I want to make a general comment, I got quite confused. I felt the 20-minute time-limit in this exercise really made me lose my composure. I did not even understand what I was asking in that rush.
- P-10: Experiencing the different roles like this, one after the other, really helped me clarify the issues of "relationship between equals" and "hierarchy" we discussed earlier.
- P-2: I think it was highly effective to experience it with the same person, I got the chance to see how different roles affect people.
- P-17: I disagree with this. I wondered whether the previous conversation affected my pair's attitude/questions.
- P-11: You both get the chance to speak and to listen. Having both experiences felt good.
- P-15: The moment I became the mentor, I got into the mood of "being a mentor." I felt the need to answer every single question that my mentee asked.
- P-13: I kind of got worried, thinking how much time I was supposed to use for myself and how much for the organisation. I kept questioning "Did I talk too much?"
- P-14: First of all, I had a problem with defining the issue as I was listening, and I immediately started to try to guide the mentee. I realized I was "projecting" and was actually focusing on myself. I think I had a problem of making things concrete in my mind. What should be the "limit" to that?

- P-9: I started to use the “we” language as I was speaking. How should we proceed regarding that?
- P-16: In the first round, we had already explained ourselves to each other. But how should we adjust the distance between us? I also want to thank my partner for making me think of these questions.
- P-19: I realized how important it is for the mentor to be a good listener. Maybe it is important that the mentor just remains an observer, instead of intervening. I believe the less the mentor talks, the more effective it is.
- P-8: I think the relationship is very clearly linked with calmness and composure. We saw that we faced similar problems and shared similar experiences with the mentor.
- P-5: When we were working in pairs, in the first round I acted like a mentee who was asking for “magic-pill” solutions. As we switched roles in the second round, and when I found out that the other party also had the same problem, it became very clear to me that the mentees cannot and shouldn’t receive “magic-pill” solutions from the mentors and that the expectations should not be set accordingly.
- P-6: I am worried about what we would do, if someone comes to us, just lists all their problems, and asks for ready-made solutions.
- P-19: The words you choose, and the overall language you employ throughout the relationship is very important.
- P-15: Mentor’s personal health is important. The mentor might get caught in the excitement of his/her role and start acting as if he/she is a member of the team and then run the risk of being accused by other team members of not fulfilling their responsibilities. Or if the mentor does not create a safe space for himself/herself, he/she might find himself/herself in a position where he/she is unable to respond to the endless demands.
- P-7: I could not be sure if the mentioned problem was a personal issue or an organisation-wide one. I felt the need to question this and focus on the issues that pertained to the organisation. People might bring their personal agendas to the discussion and you need to be able to manage this as well.
- P-6: We said what the mentor does is to accompany us along the way; however, in the end, the expected change might not occur, the organisation might not evolve into the expected level. Is this a situation where the mentor can be held accountable? Can we ask “well, this was not what you said would happen”?

Session 4: Different Organisational Structures, Organisational Evolution

Objective:	To help participants develop a strategy on the possible transformation that the organisation might go through over time.
Time and Planning:	Total Time: 90 min. Time Planning for the Session: ⇒ 40 min. plenary work ⇒ 30 min. small group work ⇒ 20 min. plenary discussion
Venue and Necessary Materials:	Venue: Training room Necessary Materials: ⇒ Post-its of different colours ⇒ Posterpaper ⇒ Coloured board markers
Summary of the Proposed Method:	<p>The “Organisational Lifecycle”, in other words the establishment process of a civic initiative and/or a civil society organisation is prepared according to the stages identified by the participants.</p> <p>In the second phase, the participants are asked to identify the possible issues that the organisations might face during the process (at relevant stages).</p> <p>The participants are then divided into small groups and are asked to identify the needs that correspond to the relevant issues. In the second phase of this section, they are asked to come up with proposals for a solution to meet the need in question.</p> <p>At the end of the session, the participants are asked to share the needs they identified in the plenary discussion and their proposed solutions.</p>



Info Box:

Organisational Lifecycle

Each civic initiative and/or civil society organisation is unique and different from others in various aspects, from their field of activity to their target group, from their form of organising to the impact that they want to create. Yet, even in such a diverse spectrum, there might be some commonalities on certain issues from the establishment to the growth, and even to the termination of the civic initiative or the CSO.

We can talk about five stages that are common in all civic initiatives and/or CSOs.

- First one is the formation/establishment stage. At this stage, the actors establishing the civic initiative come together, the initial organisation takes place and the common issue around which the organisation is formed is identified.
- The second stage is about defining how and within which boundaries the organisation will try to deal with the identified issue. In other words, in the second stage members of the organisation specify the field of activity and identify the working methods and approaches.
- The third stage is the one where actions (projects and/or programmes) to help intervene and/or bring about change regarding the issue in question are put into life. At this stage, while relevant activities, projects and/or programmes on the issue of concern are developed and carried out, resource planning is performed as well.
- In the fourth stage the aim is to share the desired and/or achieved change with other stakeholders and enhance its impact. At this stage, the organisation might decide to involve and/or cooperate with new actors, and it might even get engaged in strategic partnerships that would increase its impact.
- The final stage can be considered as the phase where the CSO evaluates the programme, project, or activities; analyses their impact and starts re-programming. At this stage, the organisation works on further developing relevant actions and/or sustaining them. The organisation is also open to different possibilities that might lead all the way up to terminating the project or even dissolving the organisation.

In line with the needs and objectives of the CSO, these stages might take place in a different order or even simultaneously. Re-planning and/or re-organisation at some of these stages is another possibility.

Although they generally apply to all organisations, these stages might differ and/or be more important than one another, depending on the size, values, organisational structure, field of activity, target group and objectives of the civic initiative or the CSO.

Sources:

Commins Stephen (2010), "Lifecycle, NGOs", in *International Encyclopaedia of Civil Society*, edited by: Anheier K. Helmut, Toepler Stefan, Springer, New York, NY.

Lewis David (2003), NGOs, *Organizational Culture, and Institutional Sustainability*, in "Annals of the American Academy of Political and Social Science", 590(1): 212-226, November.



Examples from Visuals

In the following exercise, the participants first defined the lifecycle of the organisation. Next, they specified the issues that might arise at relevant stages. The participants also listed the main questions regarding the identified issues and proposed possible solutions.



Examples from Group Presentations

“There is a journey and we are going to accompany the organisation along the way. What might the organisation need on this journey? Along the way, when and in which areas should we provide support to the organisation?”

Group 1:

Stage 1:

- Identification of the goal of the organisation
- Identification of objectives
- Identification of strategic plan-vision
- Identification of task description and work plan
- Evaluation and enlargement of the team

Stage 2:

- Creation of communication channels and design of internal coordination

- Follow-up of the work plan and creation of a schedule
- Clarification of roles
- Development of decision-making mechanism

Stage 3:

- Strengthening the communication channels between units
- Appointment of people in charge of units and communication among them
- Reporting and data storage
- Preparation of an action plan to reach out to new people

- Increasing the visibility of the organisation
- Building new collaborations

Stage 4:

- Conducting a needs assessment
- Identification of growth strategy
- Revision of decision-making mechanisms
- Information management
- Dissemination
- Advocacy

Stage 5:

- Information management
- Data analysis
- Activities to influence public policies
- Preparation of communication campaigns
- Engaging in collaboration

Group 2:

Stage 1:

- Goal/objective/mission/vision
- Strategy (short-medium-long term objective)
- Road Map
- Raising awareness in the leader
- Developing a culture of co-working

Stage 2:

- Conflict management
- Goal/objective/mission/vision
- Strategy
- Road map
- Volunteer management
- Fundraising
- Building organisational capacity
- Teamwork and communication
- Distribution of roles/responsibilities
- Identification of work processes

Group 3:

Stage 1:

- Needs assessment
- Road Map
- Stages of organisation
- Expectation analysis
- Making the objectives concrete

Stage 1.5:

- Work processes
- Activity plan
- Resource management

Stage 2:

- Fundraising
- Stakeholder analysis
- Teamwork
- Information management
- Communication
- Action plan
- Visibility plan
- Project management
- Monitoring
- Evaluation

Stage 3:

- Democratic participation
- Governance models
- Strategic plan (providing supervision)
- Communication between small groups

Stage 4:

- Organisational democracy
- Refining the human resources
- Development strategy for stakeholders

Stage 5:

- Modelling

Session 5: Needs Assessment and Prioritisation

Objective:	To ensure that participants gain knowledge and experience on needs assessment and prioritisation of needs.
Time and Planning:	Total Time: 90 min. Time Planning for the Session: ⇒ 40 min. sharing and explaining the tools for identifying needs, capacity building areas and prioritisation ⇒ 20 min. explaining capacity building areas addressed at the Bilgi Social Incubation Center ⇒ 30 min. small group work and presentations
Venue and Necessary Materials:	Venue: Training room Necessary Materials: ⇒ Board marker ⇒ Posterpaper
Summary of the Proposed Method:	<p>In this session, different methods that can be used for needs assessment and prioritisation are presented to participants, and the needs assessment method as well as capacity building areas addressed at the Bilgi Social Incubation Center are shared. The methods that could be used for needs assessment are: SWOT analysis, Keep-Drop-Acquire method, face-to-face interviews and baseline study. Detailed information on these methods are provided in the Info Box section. After these methods are shared, information on how the needs assessment process is carried out at the Bilgi Social Incubation Center programmes is provided, and the 6 capacity building areas that are addressed following the needs assessment/prioritisation process (networking, communication, fundraising, structural development, collaborating with volunteers and project design) are presented. Detailed information on these topics can be found in chapter two of the Guideline.</p> <p>After sharing information on methods, the session continues with small group work. Each group is provided with a poster on the profile of an organisation, prepared in advance. The groups are then asked to review the needs assessment of organisations, prioritise the needs and are asked to think about the possible expectations from the mentoring process as well as the possible obstacles they might face in this process. Once the group work is completed, results are shared in the plenary session during a 30 minute discussion.</p>



Info Box:

Methods for Needs Assessment

1) SWOT ANALYSIS:

SWOT Analysis is a widely used assessment tool in all types of planning processes and it basically involves having discussions over a table composed of 4 boxes. The table looks roughly like this.

	Positive	Negative
Internal Factors	S Strengths	W Weaknesses
External Factors	O Opportunities	T Threats

As this method is not originally conceived and devised for the use of civil society organisations, it might be useful to give some basic tips:

S-Strengths: Positive aspects such as collaborations developed by the organisation so far, strong relationships, time, material and human resources as well as positive experiences of resource management, visibility and organisational image, motivation within the organisation, and expertise in the field of activity can all be written in this field.

W-Weaknesses: All the negative aspects pertaining to almost all the topics written in the previous section can be listed under this item. In summary, one should list down all the assets that could be improved in any given field (knowledge/experience/resources...) to help achieve overarching goals.

O-Opportunities: The assumptions/situations that could facilitate the organisation's planned activities regarding the field of activity, economic/social conditions, and in some specific cases, competition and relations etc. are written in this field.

T-Threats: If there are potential developments that may negatively affect the aspects listed in the previous section and pose a threat to the plan that the organisation is seeking to undertake, then they are listed here and opened for discussion.

NOTE! To make it easier to understand the table, we need to explain the following: As one can understand from the table, generally, the top row (Strengths/Weaknesses) includes observations regarding the situation within the organisation, whereas the bottom row (Opportunities/Threats) is related to external factors. The left column (Strengths/Opportunities) is about positive factors, whereas the right column (Weaknesses/Threats) lists negative factors.

2) KEEP-DROP-ACQUIRE:

In cases where organisations do not make use of practices such as prioritisation and strategic planning based on in-depth analysis, Keep-Drop-Acquire, a very simplified assessment tool, could be used to facilitate the mentoring process. As a planning/analysis tool, it provides an opportunity to assess the organisation's prior learnings such as knowledge/skills/attitudes, and take stock of the resources required for the desired change and the work to be undertaken. To briefly summarize the tool, it is a table composed of three rows that looks like the below image:

Keep:	
Drop:	
Acquire:	

Keep: Use this row to write down all the practices/attitudes and skills that the organisation already has, which you think will facilitate the process for the planned activity. As an example, you can use the online communication tool that the organisation is already using, the women- and children-friendly language, meeting and decision-making practices, the positive relationships/partnerships that the organisation developed, etc.

Drop: Based on the previous experience and learnings of the organisation, what are the practices that complicate/slow down the processes? What are the habits/attitudes that we need to drop/replace to make the planned activities healthier, more effi-

cient, transparent, participatory etc.? Answers to these and other similar questions can be listed here in this row.

Acquire: This row seeks to spark discussion for finding answers to questions about the new tools, practices, attitudes or the resources in general that the organisation needs to acquire in the remainder of this process, taking into consideration the needs about learnings/practices and attitudes listed in the previous row. To make effective use of this row, make sure that you list realistic needs and observations.

3) FACE-TO-FACE MEETINGS WITH CSOs:

After the initial kick-off meeting with all the CSOs that receive mentoring support, one or two people from the mentoring programme coordination team organise a follow-up meeting with a team from each applicant CSO, to talk about the needs of the organisations in detail. The aim of the meeting is to find answers to some basic questions, in order to clarify the observations on the organisation and to match the organisation with the appropriate mentor. Although specific questions might be required for each organisation, some general questions to identify the current status of the CSO could be as follows:

- Who are the founders of this organisation and why was it established? Is there still a founding-member who is playing an active role in the organisation?
- Have the goals of the organisation been reconsidered during the process? In your opinion, what is it that the organisation needs to achieve in order to consider its goals achieved?
- Who are the people that play an active role in the organisation? What is the relationship between them?
- What is the need that the organisation sees as a priority to reach its goals? Who decided that this is the priority need and how did they decide?
- What are the processes of the organisation for decision-making and carrying out activities? In your opinion, what are the things that need to be done to improve these processes?
- Do you have a specific need concerning the process of working with your mentor? (Working hours, venue/tools to be used for meetings...)

As it is mentioned above, apart from these questions, the number of questions can be increased or decreased in order to clarify the specific needs of the CSO and the support that the programme could provide.

4) BASELINE STUDY:

A baseline study could be used as a tool to initiate the process of working together with the organisations and to monitor the major changes occurring along the process. It might not be enough *per se* to identify the needs, but a baseline study facilitates the initiation of the needs assessment process and collection of basic information through guiding questions. For the mentoring processes in particular, the baseline study consists of the answers of the organisations to the basic questions asked in the application form and during the meetings. A baseline study to be used throughout the mentoring programme can mainly include the answers to the following questions:

- Full name and type of the organisation (association/foundation/cooperative/initiative...)

- Time and place of establishment
- Contact information and social media accounts
- Field of activity and activities (past and current)
- Number of full-time and part-time employees
- Total number of members and active members
- Organisational structure (office, organisational and working model, decision-making and participation mechanisms...)
- Track record in using funds/grants
- Organisations and institutions/networks of collaboration/partnership
- The change that the organisation hopes to contribute to in the medium and long term.

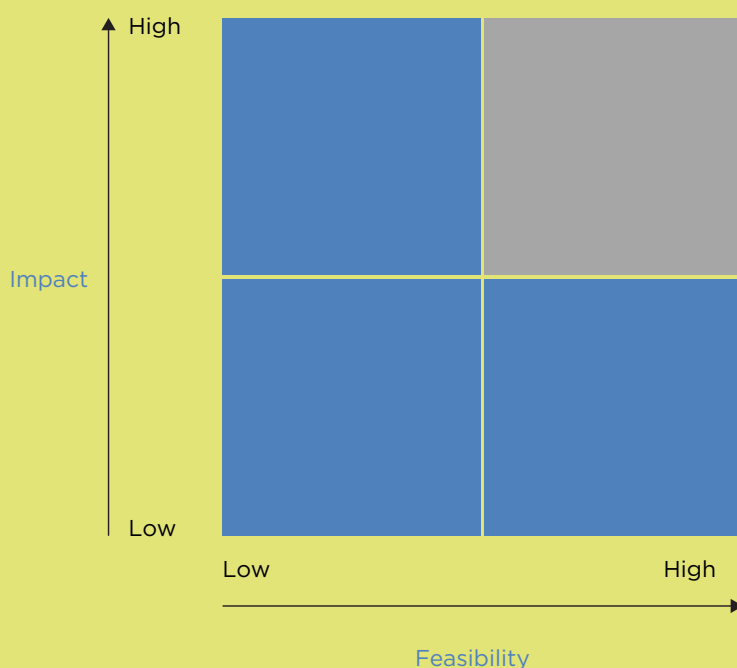


Info Box: Prioritisation

The prioritisation matrix is composed of 4 boxes. Place impact on the vertical axis, and feasibility on the horizontal one. Then place the answers to the following questions on the matrix.

What can I do? What would be the impact? Is it worth allocating time/resources to this activity?

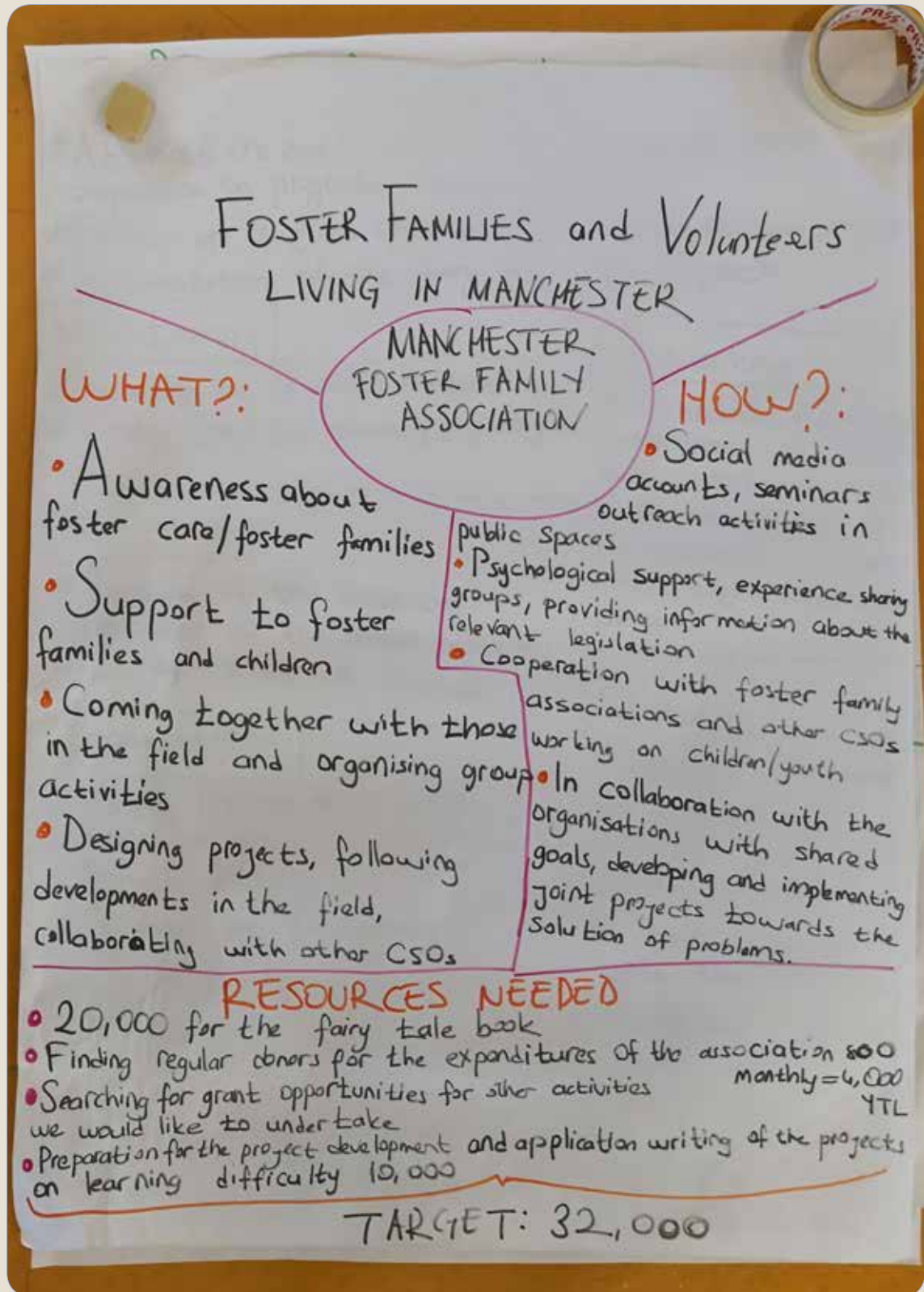
Prioritisation matrix



- It is a simple 2x2 matrix used for prioritising projects or plans.
- It is used instead of graphics loaded with figures that give the practitioner a false sense of precision.
- The matrix gives the practitioner an idea of what is feasible and what is not, by providing a comprehensive perspective.

Examples from Group Presentations

Group 1: X City Foster Family Association



* Project Management

- * At least one board member of the organisation gains competence on projects management
- * Follow-up of grant opportunities for the national projects
- * Implementation of the fairy tale book project

Volunteering

- * Reaching out to skilled volunteers
- * Finding 5 +/- 10 voluntary psychologists

Communication

- * Renewal of the website, preparation of the annual activity report by the end of December

Expectations

- * To play the role of an outsider and point out the shortcomings
- * Project training
- * Guidance on fundraising
- * Support for the website (design)

Networking

- * Continuation of existing cooperation with foster family associations, support for the establishment of new associations in cities (initial targets: Newcastle, Liverpool)

Obstacles

- * Skilled volunteers are so few
- * There are no financial resources
- * There is no one to write the projects
- * Website designer

P-3: With the support of P-13 (X City Foster Family Association) we were able to identify the needs-obstacles-expectations framework better. Because we initially thought there was an inconsistency. And this inconsistency really exists between the expectations and what they want to do.

P-12: They have requested almost all types of support that the Bilgi Social Incubation Center offers. We tried to eliminate some items as the available resources were not that abundant. We tried to prioritise the issues, and then aimed at “raising funds” for the remaining issues through the “solved issues.”

P-4: As a first step, we decided to raise funds and also tried to make a decision on where to use them.

P-13: Can we, as the mentor, ask the question “What are you going to do with this money?” I do not think this question should be asked directly. I believe with the guidance provided, there will not be any need for asking this question.

P-6: Well, all the donors ask similar questions, they just want to learn.

P-13: I tried to explain it by focusing on prioritisation. Is the mentor supposed to know all these details?

P-14: Getting involved? Or intervening? I think these two are key questions for a mentor.

P-4: We mainly talked about the purpose of organising. It was not like a direct “questioning.”

T-2: We as the mentors try to create space so that the priority issue for capacity building will come to the agenda. This group decided to focus the needs assessment process around the issues of fundraising.

Group 2: Association to Fight Against Date Violence

We are 18 female students

DATE VIOLENCE



RESOURCES NEEDED

- * Preparation of grant applications for workshop and training activities

NETWORKING

- * Enriching the content of our blog and other activities, and wider dissemination of our blog through collaboration with other CSOs/activities working in our thematic area (date violence)

PROJECT MANAGEMENT

- * Receiving supports on various issues we may need during grant applications
- * Conducting academic research

COMMUNICATION ***

- * Receiving necessary technical support for the setting up of the blog
- * Training of the team for sustainability
- * Receiving expert support on tailoring and making the content more appealing for young people (target audience)
- * Support on graphic design and video editing
- * Support on social media management
- * Support on the dissemination of the blog through various communication channels (magazines, websites, etc.)

OBSTACLES

- * Lack of experience in setting up and dissemination of a blog
- * Lack of an experienced editor/visual designer in the team

EXPECTATIONS FROM THE INCUBATOR

- * Devising our strategy for the civic space, outlining our long-term road map (1)?
- * Mentoring support in the field of communication (2)
- * Support for grant applications/fundraising (3)
- * Support for creation of a network in our thematic area
- * Dissemination of our blog and activities (training, workshops, etc.) X

P-17: There was a bit of a tension in our discussion. They wanted so many things, but they were all related to the blog. There was nothing on date violence. The obstacles and needs were inconsistent. Because of this “inconsistency” we decided to go for setting a “long-term strategy.” As the second priority, we chose mentoring support in communication and as the third priority we identified raising grants and funds.

P-7: We thought this team was still at the conceptualisation stage. At this stage, we thought the mission-vision and strategy trio would make sense.

P-17: We witnessed an example of an organisation’s inability to express itself.

P-13: Can a team providing such “limited” information be accepted in the Bilgi Social Incubation Programme?

P-17: When we received the papers, we thought “Is there a chance we can get the needs assessment done again?”

T-2: Of course, there is.

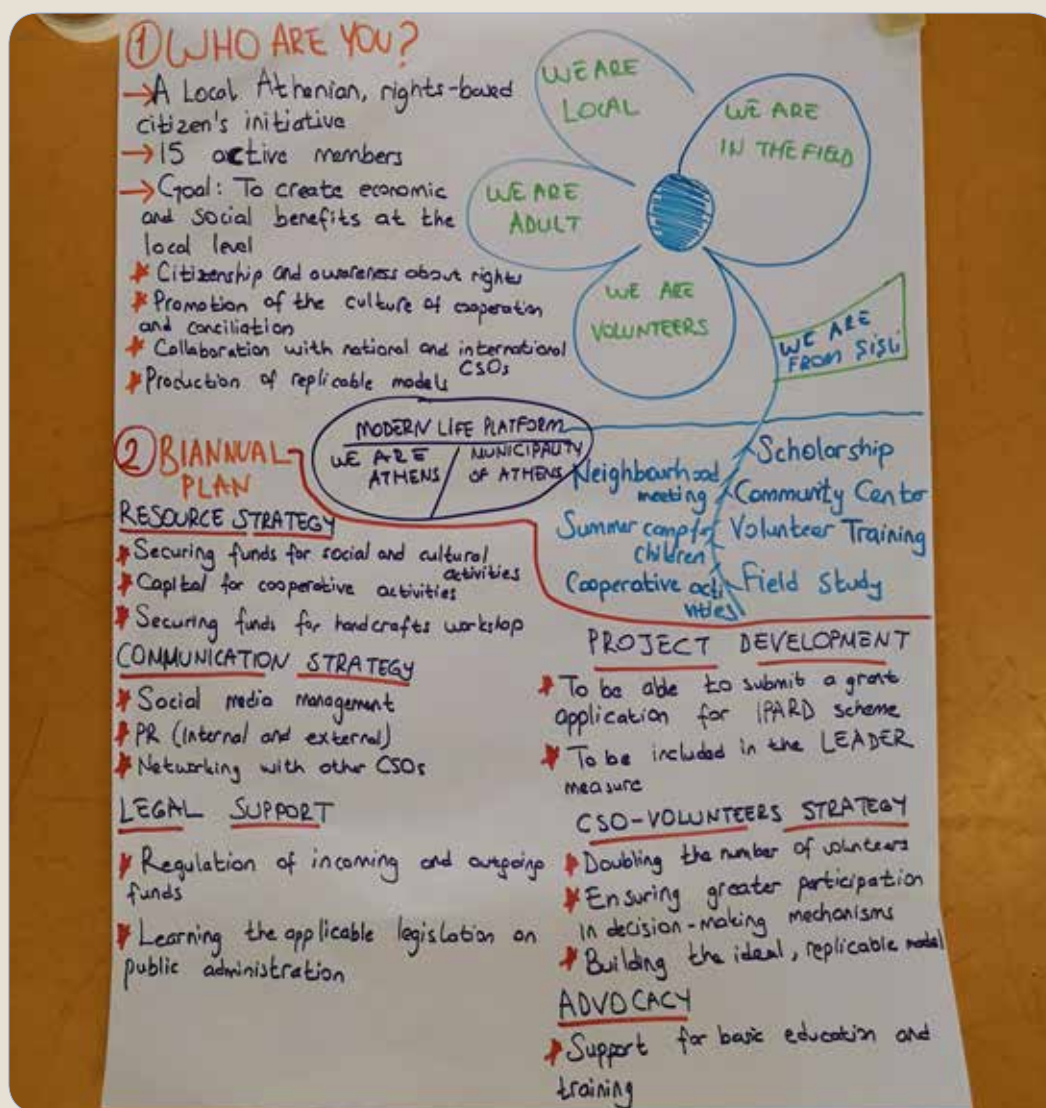
T-4: The teams who apply to the programme already have certain needs when they come here. After the introductory meeting, we get together again as the Bilgi Social Incubation Center team. Then we get into contact the mentors.

T-1: At the end of the day, we must find what we need to tell the organisation so that they will say “yes, we will do it!”, and then will go on and actually do it. We can only say “this is my experience” but it is up to them to decide. Our job is not to grade them, but to provide them with options. How much would it contribute to the organisation’s learning if they walk on the path that the mentor prefers? And how much would that really empower the civic space? We should not be offending anyone here.

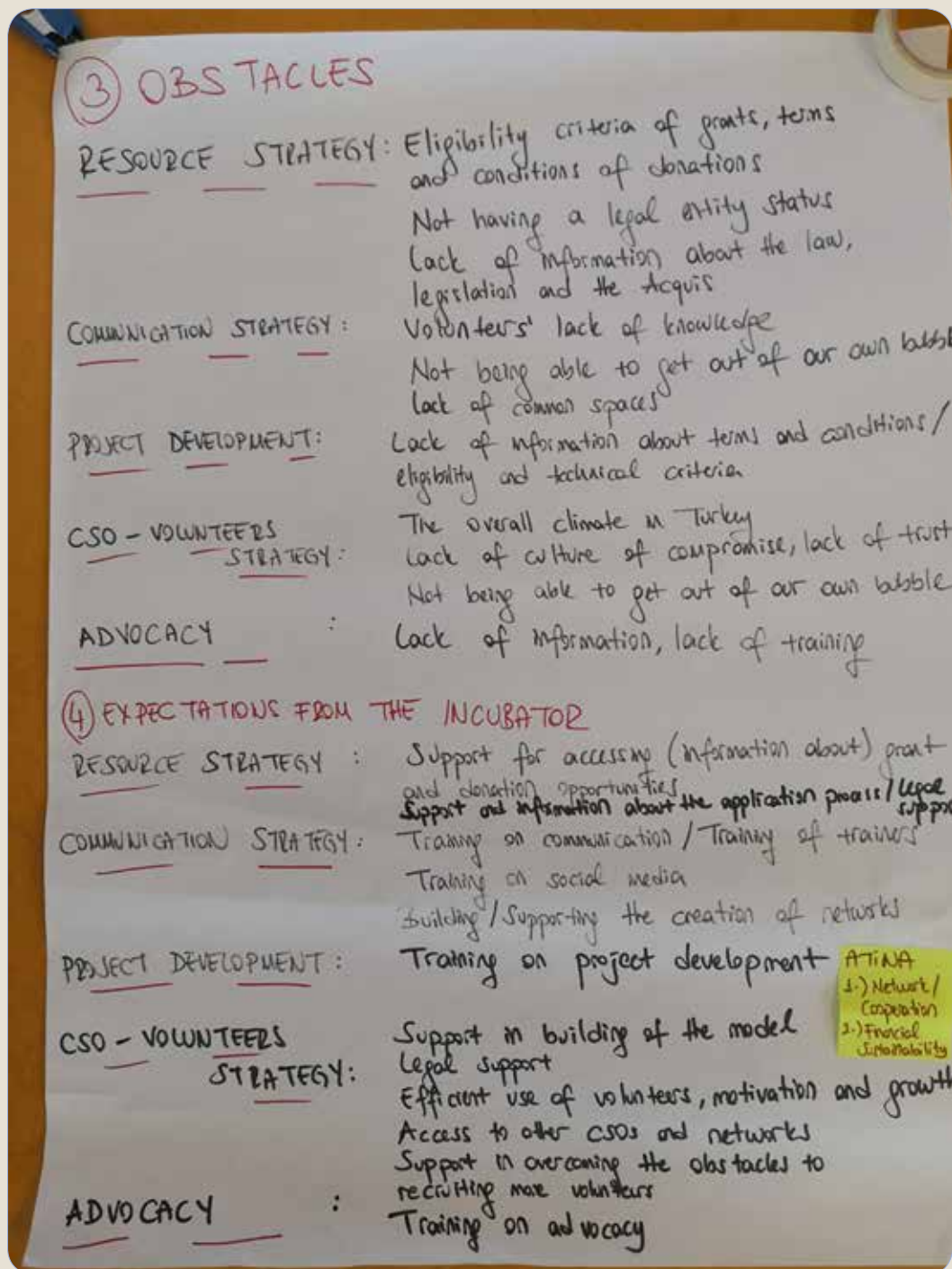
P-11: Well actually, the process is the organisation’s own process.

Group 3: Local Athenians Initiative

P-1: There was no tension in our group, but we still could not understand their process. It was not very clear for us if they were still at the conceptualisation stage or they were actually implementing something. So, we decided



to compare the activities with the plans. In terms of resources, they need a communication strategy, project conceptualisation and a volunteer



organisation model, and they were demanding all of these from the Bilgi Social Incubation Center. We had hesitations, because if they really have such a strong structure then they do not actually need any of these.

P-1: We decided that this team needed a strategic plan. We also decided to provide support in terms of resource management. Furthermore, this

team does not have a legal entity, but they want to apply for grants. Still, there is no legal entity structure. For that reason, we talked about working on developing a strategy first, and then possibly focusing on fundraising. You may choose to remain an initiative, but then you might need to reconsider applying for grant supports.

P-14: I was not quite sure if they should remain an initiative or evolve into a different structure. In the end, my position was something like “If they are an initiative, let them remain an initiative, let’s not intervene that much, let’s just wait and see.”

P-11: Maybe, the solution is not in acquiring a legal entity, but in building partnerships.

Session 6: Goal-Objective-Strategy

Objective:	To help participants discuss and experience the goal, objective and strategy of an organisation.
Time and Planning:	Total Time: 90 minutes Time Planning for the Session: ⇒ 30 min. presentations on goal-objective-strategy topics ⇒ 30 min. small group work ⇒ 30 min. presentations in plenary session
Venue and Necessary Materials:	Venue: Training room Necessary Materials: ⇒ Posterpaper ⇒ Board marker ⇒ Toolbox (see Info Box)
Summary of the Proposed Method:	<p>In this session, participants are asked to describe the goal of the CSO and define the method used to attain that goal. To this end, an exercise is carried out where the mentors act as facilitators in a given situation. For this particular exercise, the cases used in the previous session are re-examined.</p> <p>The participants are asked to work in small groups to prepare a half-day workshop plan for the relevant cases (CSOs) (for example: Group 1: X City Foster Family Association; Group 2: Association to Fight Against Date Violence; Group 3: Local Athenians Initiative).</p> <p>A template is shared with the participants to identify the priorities in preparing the workshop plan.</p> <p>At the end of the session, small groups are asked to present the workshop plan they prepare in the plenary session. Finally, a plenary discussion is carried out about the link between the workshops prepared by the groups and the needs of the CSOs.</p>



Tip

Discussion topics for the preparation of workshop plans

Mentors are advised to keep in mind the following questions before they start the exercise.

- Is there a common perception on the mission-vision throughout the organisation? Is there a common perception on the goal of the organisation and the method to be used to achieve that goal?
- If that is the case, what are the long- and medium-term objectives of the organisation?
- Which activities can be carried out to reach these objectives?
- How can we prioritise these activities?
- What are the available resources to reach these objectives?
- Is there a consistent relationship between the resources and the objectives?
- Is this a consistent process from a mainstreaming perspective? (see Info Box)
- Is there a link established between the goal, objectives, and strategies throughout the process?
- Is the work done in line with the goal and the mission of the organisation?

TEMPLATE FOR WORKSHOP FLOW

DISCUSSION TOPICS:

Among the needs of the CSO, select one or more items related to the goal and activities of the organisation. It is recommended to select the discussion topics that will help clarify the goal and activities of the CSO.

WHO WILL PARTICIPATE?

List the names of participants you aim to include in the workshop from the CSO.

IMPLEMENTATION:

Use this part to raise awareness on the fact that the mentor needs to use tools to facilitate learning.

LEARNING OBJECTIVES:

List the learning objectives you want the participants to achieve at the end of the workshop.

REQUIREMENTS FOR PREPARATION:

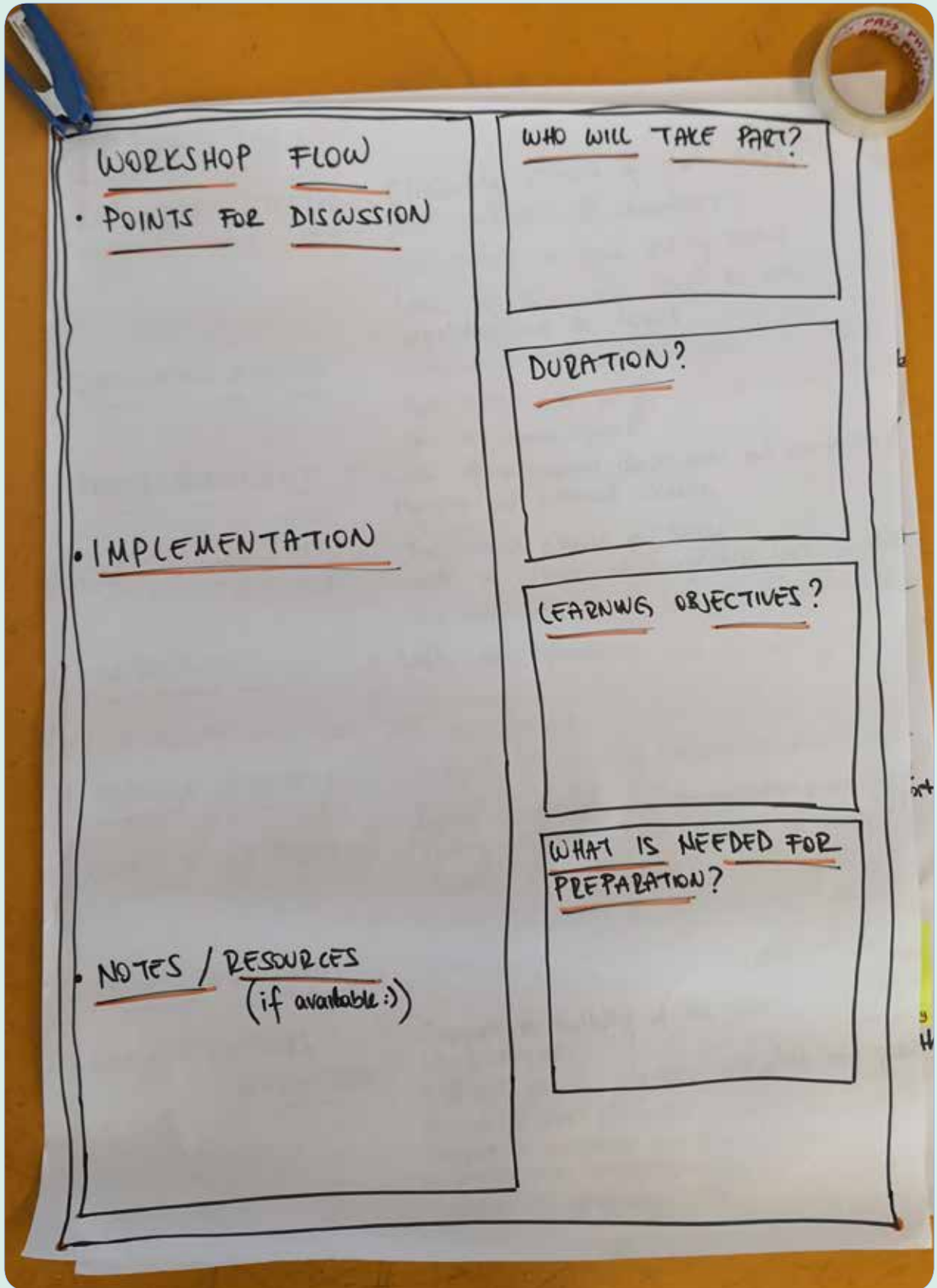
Plan this part to make sure that the mentors realise they need to get prepared before the workshop.

NOTES/RESOURCES:

Encourage the workshop participants to share resources that will help them design their own learning, apart from mentor's facilitation.

TIME:

Encourage the mentors to plan the process and the time they will spend with the participants from the CSO.



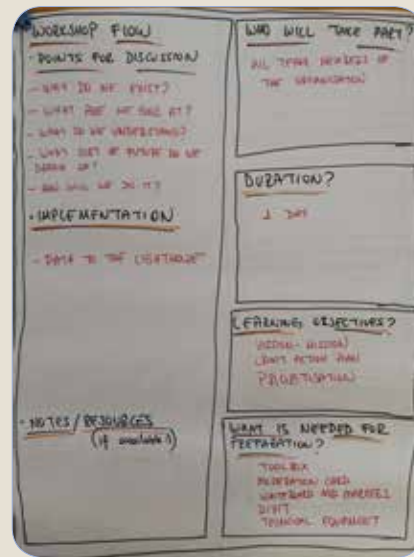
An example of the poster templates prepared for the group work



Examples from Group Presentations

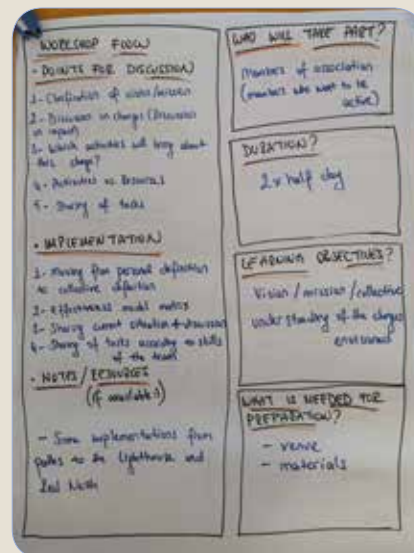
Group 1:

What the Foster Family Association needed was financial sustainability and fundraising. We checked the existing financial resources and human resources of the organisation. The organisation wanted to work with volunteers and have financial sustainability. We decided that the need that corresponded to these goals was fundraising. We planned a workshop to identify the available resources.



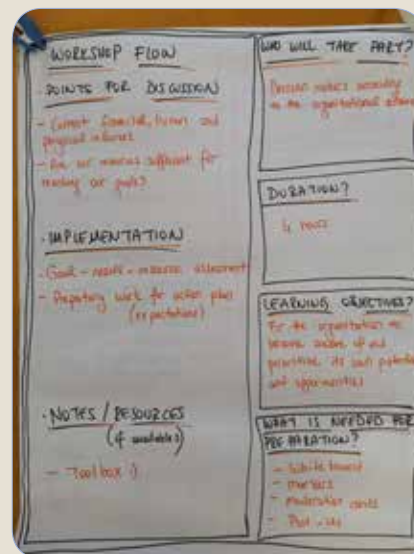
Group 2:

As we were discussing the goals, we thought maybe, this Association to Fight Against Date Violence should go back to discussing its vision-mission. But we changed the discussion and wanted to use this session to have a discussion on how to reach a common ground concerning the goal and objectives, the short- and medium-term goals and how the members of the organisation could reach an agreement on these.



Group 3:

As the "Local Athenians" group, we started with the vision-mission. There should be a common understanding of the vision-mission and everybody should be on the same page in terms of how they understand it. What do we need to change to reach this vision? We need to answer the question of what kind of a change we want to bring about in our target group. Which activities can help us reach this vision? By prioritising and using the impact-feasibility matrix, we decided to identify the activities that have the greatest impact and that are feasible.



Info Box:

Prioritisation



VISION

Why do we exist?

What are we here for?

Which values will guide us?

What are we going to achieve?

How are we going to achieve it?

MISSION

What is the current situation?

What do we do? What is our mission?

Who are we doing it for?

How and why are we doing it?

Why do we exist?

What is our main field of competence?

What are our characteristics that differentiate us from other organisations?

What sets the character of the organisation?

What do we aspire to achieve for the future?

How are we going to make sure that the organisation reaches its overarching goal?

VALUES

What are our core beliefs?

What is our code of ethics?

What is our code of conduct?

What are the goals we care about?

What are our ideals?

How do we decide whether the decisions we take are right or wrong?

How do we decide whether our behaviours are right or wrong?

What benchmarks do we use?

STRATEGY

- What is our issue of concern? Where are we?
- Where do we want to get? What is our overarching goal?
- How do we want to get there? What is our specific objective?
- What kind of alternative ways and general strategies are available to us to reach these objectives?
- What are the tools/actions/tactics we can use while implementing these general strategies?

What is the use of running when you are on the wrong road?

German Proverb

Source:

Akay, H. (2007) *Strategic Thinking and Strategy Development for Civil Society Organisations*, NGO Studies – Training Manual Series, <http://stk.bilgi.edu.tr>



Info Box: **Toolbox**

The Toolbox is presented for the mentors to use during the implementation phase.

Toolbox is particularly developed for civil society actors in small and grass-roots organisations, initiatives and groups with no legal entity, and especially those civil society actors with no access to the resources available in big cities. Although the tools and workshops for civil society actors in Turkey are developed in line with their needs and tailored to the context in Turkey, the Toolbox is open to the access and use of civil society members from all around the world.

For further information on the Toolbox, an output of a project involving many partners from different countries, and to have access to the digital version of the Toolbox materials, please visit: <https://civilsocietytoolbox.org>.



Info Box: **Mainstreaming and CSOs**

Mainstreaming is taking into consideration a specific issue and ensuring that it is cross-cutting all other policy-making processes at different levels, during policy-making, functioning and development of organisations, creating processes and resource allocation.

As an example, we can give the frequently raised issue of “gender mainstreaming.” An example to mainstreaming can be designing the policy-making processes to ensure gender equality, with the participation of women who are actually the ones that need and ask for this process and making sure that the agenda in question affects all policies in all walks of life, from employment to health. At the same time, mainstreaming aims to make sure that the organisations to implement the policies in question take into consideration the relevant priority in their practices, and ensure the allocation of resources accordingly.

Mainstreaming is not only an approach to be considered in policy-making, but could also be a basic concept for internal structuring of the CSOs that demand the implementation of the policies in question. In other words, in certain areas, the CSO can design its own internal functioning with the principle of mainstreaming. For example, for gender mainstreaming, the CSO can develop member selection, election, and participation processes, from the members of the board all the way to the volunteers, in a way to ensure both qualitative and quantitative equality. Mainstreaming cannot be restricted to ensuring equality

in representation within the organisation. It can be achieved by bringing changes in different areas, from the meeting times of volunteers to the meeting locations, for the purpose of enabling women's participation.

Mainstreaming approach is not restricted to gender equality. One or more of the topics listed below can be chosen for it. Mainstreaming topics could be:

- Participation, organisational democracy
- Transparency
- Gender equality
- Documenting (Writing down the internal processes of the organisation to transform them into policies)
- Accountability
- Environmental sensitivity
- Animal-friendly approach
- Non-discrimination
- Child-friendly approach
- Equality of opportunities
- Rights-based approach

In the civic space, the mainstreaming approach is used mainly for structuring of programmes or projects. Therefore, tools have been particularly developed for structuring the programmes and/or projects with a mainstreaming approach in certain fields.

Sources:

Chaney, P. (2016), "Civil Society Organizations 'Experiences of Participative Environmental Mainstreaming: A Political Systems'" in *Perspective of a Regional European Polity*, vol. 26, no: 6, November/December, 2016, pp. 510-526.

Dawson, E. (2011), Reflections on building CSO capacity to integrate gender and diversity equality, International NGO Training and Research Center, Oxford. <https://www.intrac.org/wpcms/wp-content/uploads/2016/09/Praxis-Note-58-Reflections-on-Building-CSO-Capacity-to-Integrate-Gender-and-Diversity-Equality-Elsa-Dawson.pdf>

Gkermotsi, V. Moschovakou, N. and Papagiannopoulou, M. (2017), Guide for gender mainstreaming the actions of civil society organizations, Bodossaki Foundation, Athens. <https://s3.amazonaws.com/webprofile-ngos/Files/57/Gender%20Manual%20ENG.pdf>

Lebanon Support (2017), A Practical guide for civil society organisations in Lebanon towards gender mainstreaming, Lebanon Support, Beirut. <https://civilsociety-centre.org/sites/default/files/resources/ls-gender-manual-dec-2017-online-eng.pdf>

Lopes, M. et al. (2008), Civil society organisations and gender equality: Mainstreaming and empowerment in the public policies towards civil society, Eighth International Conference and 2nd EMES-ISTR European Conference, Barcelona, June 9-12, https://www.researchgate.net/publication/237613718_Civil_society_organisations_and_gender_equality_mainstreaming_and_empowerment_in_the_public_policies_towards_civil_society

Session 7: Group Dynamics

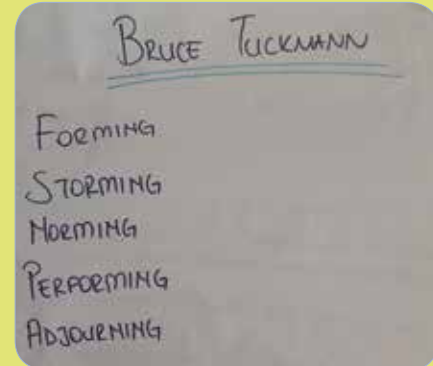
Objective:	To engage in a discussion with the participants on group dynamics to help them assess these dynamics within the context of working with organisations.
Time and Planning:	Total Time: 90 min. Time Planning for the Session: ⇒ 10 min. video screening ⇒ 20 min. discussion on videos ⇒ 20 min. sharing information about Group Dynamics Model ⇒ 40 min. discussion
Venue and Necessary Materials:	Venue: Training room Necessary Materials: ⇒ Projector and Screen ⇒ Bruce W. Tuckman and Group Dynamics Model Presentation
Summary of the Proposed Method:	<p>At the beginning of the session, show some videos that can provide a basis for a discussion on teamwork.</p> <p>Source: Good teamwork / bad teamwork videos https://www.youtube.com/watch?v=fUXdrl9ch_Qhttps://www.youtube.com/watch?v=wuo13FrNX6g</p> <p>Ask the participants what they have seen in the videos about teamwork briefly and then have a small round of discussion.</p> <p>In the second part, share information about Bruce W. Tuckman and Group Dynamics Model and engage in a discussion with the participants about different situations one can face within the context of this model and mentoring processes.</p>



Info Box:

Bruce W. Tuckman's Group Dynamics Model

The group dynamics model developed by Bruce W. Tuckman seeks to explain the five stages that groups go through when people form teams to work together. We should keep in mind that there is no clearly defined boundary between these stages, and they should be reconsidered for each different group and each different context. These stages can be summarized as follows:



Stage 1 Forming:

At this stage, it is highly probable that the people who form the group have different motivations, stress levels and expectations from the group/themselves. Generally, at this stage, any performance of the group depends on the guidance of a leader. The people forming the group are not expected to have an agreement on the purpose of the group. If a group leader emerges during the process, they would be subject to a lot of questions on what the purpose of the group is. People generally are polite to each other, avoid conflicts and try to form an opinion about the other members of the group. Individuals may be expected to have concerns about their personal interests/agendas and tend to stay within safe spaces. To pass this stage quickly and effectively, the group members may try to identify a common goal and establish small teams.

Stage 2 Storming:

At this stage, although there is more clarity on the purpose of the group, many uncertainties persist. One might expect the decision-making processes to be challenging, and small sub-groups may be formed. Roles are not clear yet and the tendency of the members to position themselves by assessing other members of the group continues. Characters of the participants and their instant attitudes and approaches are determinant. Compromises may be required to enable progress. Practices/activities that focus on the goal and build bonds of trust between the members of the group might facilitate the process.

Stage 3 Norming:

Consensus is largely formed on issues like goals/roles within the group and especially the roles of members become clear. Important decisions are now

made by the big group and there is willingness to be involved in processes. Even though there may be some conflicts among members, they may be expected to work towards common goals and build dialogue on similar issues. Especially for organisations, one might expect development of rules of working, certain processes, and normative frameworks. Specific practices/activities for teamwork might facilitate this stage.

Stage 4 Performing:

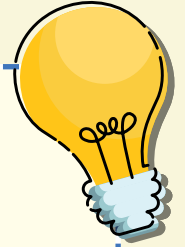
The group is in agreement in terms of what they are doing and why they are doing it and/or they have set a vision. At this stage, the group is expected to be able to make its own decisions and continue working towards the goal. Of course, conflicts are possible, however the group is now able to deal with them internally. New tools/rules of working to facilitate the process can be added at any moment of this stage, however the ways of working together are already well-established. The group can be expected to work towards the goal without requiring guidance and can share the work and form departments. If there is a member acting as the leader, he/she may delegate tasks and start overseeing the process.

Stage 5 Adjourning:

Adjourning is the break-up of the group. In the best-case scenarios, adjourning takes place when the task is completed and/or the purpose is fulfilled. In this case, members of the group feel good about their achievement, however, adjourning can also be negative for some of the group members.

Source:

Bruce W. Tuckman, Forming, Storming, Norming, Performing Model <https://www.business-balls.com/team-management/tuckman-forming-storming-norming-performing-model>



Tip

Where does the mentor come into play in these 5 stages?

We should not forget that each time the mentee CSO and the mentor come together in the course of their relationship, new group dynamics involving the mentor are formed. Each performance, each meeting, each new member joining the group... is enough reason to revisit the group dynamics. Although the boundaries might not be very clear, at least in terms of timing, the mentors are expected to be involved in the process at two different stages of this model. The mentor is expected to assume a facilitating role at the norming and performing stages of the model. This way, the mentor (within the framework that we use) will also stay away from roles such as taking initiatives and implementing them, supervision and allocating tasks/duties.

As highlighted earlier, we have a basic agreement that the mentor does not become a member of the CSO, assume the role of a trainer, write project applications, or officially sign documents on behalf of the CSO... Of course, throughout the entire mentoring process, the mentor is also a part of the group dynamics as an individual. However, once the mentoring process is over, the group in question breaks up. A mentor who decides to continue their relationship with the CSO after the mentoring role is over, can start the process again as a different individual, with roles that need to be redefined.

Session 8: Conflict Management and Transformation

<p>Objective:</p>	<p>To give information to the participants about conflicts in communication, conflict management and transformation (Styles in Conflict Theory) and to help participants discuss and experience examples of possible conflicts that could arise in the relationship between the mentor and the mentee CSO.</p>
<p>Time and Planning:</p>	<p>Total Time: 120 min. Time Planning for the Session: ⇒ 40 min. sharing information ⇒ 30 min. small group work ⇒ 30 min. presentations and discussion ⇒ 20 min. sharing information</p>
<p>Venue and Necessary Materials:</p>	<p>Venue: Training room Necessary Materials: ⇒ Posterpaper ⇒ Board marker ⇒ Coloured A4 size paper ⇒ A sufficient number of case-study printouts for each group</p>
<p>Summary of the Proposed Method:</p>	<p>What comes to your mind when you hear the word conflict? Start a discussion with this question. Share what conflict is, how it develops and the different perspectives on conflict as well as the styles in conflict model. If desired, you can apply the styles in conflict test before the styles in conflict model.</p> <p>Divide the participants in groups of 3-4. Share the “Foolish Head, Weary Feet” case study with each group (this is a fictional case study and can be changed according to the needs or interests of participating groups). Ask each group to consider themselves as the mentor in this case and discuss what they can do about the conflict situations that they anticipate.</p> <p>Group discussions are shared in the plenary session, and the discussions are completed by receiving questions, suggestions, and comments of other participants after each group presentation.</p> <p>MEAO model (see Info Box) is shared as a suggested method to be used in conflict situations.</p>



Examples from Discussion Topics

What comes to your mind when you hear the word conflict?

- P-20: Disagreement.
- P-3: Conflict of interest.
- P-17: There is not a single right, but there are multiple rights. Trying to impose what is right according to you gives rise to conflict.
- P-4: Failing to listen adequately, hear adequately and communicate openly.
- P-15: Conflict also occurs when approaches and attitudes are different. Even when we agree.
- P-7: Not being able to decide.
- P-11: If it is smaller, it is tension; if it is bigger, then it is conflict.
- K-19: The iceberg example comes to my mind. There is a process where people constantly fail to make a decision. We actually need to consider what lies beneath the visible part.

Info Box:

Foolish Head, Weary Feet Association Case Study



As a mentor, your mentoring relationship with the “Foolish Head, Weary Feet - FHWF” association has been going on for about 2 months. It is a solidarity association established to highlight the difficulties experienced by people with a shoe size bigger than 44 and to support, as much as it can, people facing these problems. The association has a vision to stop shoe size from posing a problem in people’s lives.

The activities of the association are mainly carried out by 5 to 7 active members. The association also has another group of 15 to 20 members, working as volunteers, even though they are not involved in the activities of the association as much as the first group.

The volunteers already knew each other before being involved in the association. The voluntary work is carried out mainly based on these previous acquaintances. The group conducts its internal communication through a Facebook group, e-mails, and WhatsApp. They do not have a website, but they conduct their external communication via their Facebook fan page and Twitter. The headquarters of the association is an office room in a business centre, which they never use, rented for address purposes only and they can barely pay for the administrative and executive expenses of the association out of their own pocket and with whatever small amount of money that remains from projects. This way, they make sure the association survives, even if barely.

Although they want this issue to be more visible in the society and they want to increase the number of volunteers for this to happen, they do not have additional financing that could be allocated to it.

They think they urgently need to find funding for the association so that they can carry out more projects and maybe even pay a salary to one member among them, improving coordination and external communication and further developing the association from a structural point of view.

However, as their mentor you think that there is a serious problem of coordination, which also revealed itself during the activities you carried out together. The team believes financing of the association is a more urgent priority and if funding is not secured, they will not even have to worry about coordination. But you are very well aware that if they cannot get coordinated, they won't even find the funding.

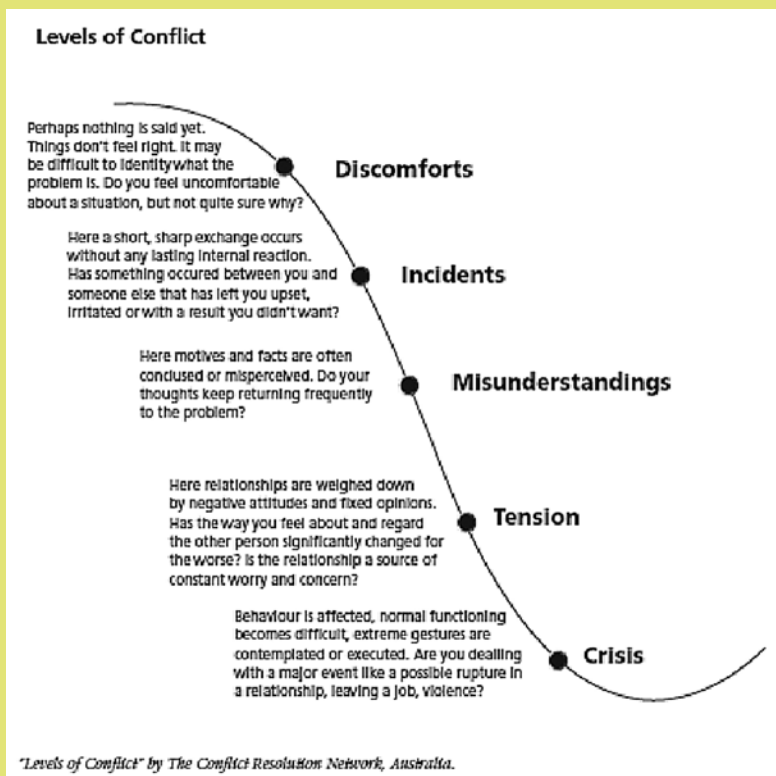
And in the upcoming meeting, you are planning to bring this issue to their attention.



Info Box:

Levels of Conflict

Generally, conflict occurs in communication processes. Conflicts are not unexpected or unforeseeable disasters, but perfectly natural processes in human relations. They often stem from diverging needs and demands. Conflict manifests itself in situations like disagreements, conflicts of interest, groupings around certain ideas and people, etc. Although conflicts mainly stem from diverging and unmet demands and needs, conflict processes can be affected by many different factors such as cultural differences, prejudices, differences in values and priorities, limited resources, balance of power relationships within the group or between individuals. It might be much more useful to experience, manage and transform the conflict, rather than never experiencing it. Conflicts which can be



transformed positively help the parties meet their needs and develop positive relationships.

Conflicts do not usually occur suddenly. Annoyances starting at any point can escalate and turn into crises.

Source:

Training Essentials (2002) G. Buldioski, C. Grimaldi, S. Mitter, G. Titley, G. Wagner, Council of Europe and European Commission, <https://pjp-eu.coe.int/documents/42128013/47261287/tkit6.pdf/459e262b-11f9-4af8-834f-c10c4cf4d30a>



Info Box:

Conflict Processes

Dealing with conflict processes is all about how you view the conflict. When you have a negative view of the conflict, you can prevent or resolve it, however, you cannot expect a positive outcome from the process.

	Conflict Prevention	Conflict Resolution	Conflict Management	Conflict Transformation
Key Question	How do we prevent something not desired?	How do we end something not desired?	How do we deal with conflicts?	How do we end something destructive and build something constructive instead?
Focus	The issue(s)	The issue(s)	The issue(s) and the relationship(s)	The issue(s) and the relationship(s)
Purpose	To prevent conflicts from taking place	To achieve an agreement and solution to the conflict	To deal with conflicts based on active choices of parties	To promote constructive change processes
Time frame	Short term	Short term	Short to long term	Medium to long term
View of Conflict	Conflicts are negative	Conflicts are negative	Conflicts are neutral	Conflicts are neutral

Source: T-KIT Youth Transforming Conflict, N. Lyamoury Bajja, N. Genneby, R. Markosyan, Y. Ohana, 2012 <https://pjp-eu.coe.int/documents/42128013/47261899/4-Youthworkingwith+conflict.pdf/dfa5c057-62c7-4614-8a39-8b5b93515a6b>

Avoiding conflict, trying to prevent it, or focusing only on ending the conflict could be solutions in the short term. However, the conflict might occur again, as the needs that cause the conflict would remain unmet or the underlying issues would not be addressed.



Info Box:

Styles in Conflict Model

Different styles can be adopted to deal with the conflict. This model classifies these styles under 5 different categories. None of these styles is superior or inferior to the others. The reason to adopt one style over the others may differ according to the pros and cons of each style and its impact. Even if we feel more comfortable with certain styles or use them more often, these may not directly be related to our personality. Factors such as the importance of the conflict, its risk factors, time constraints, and external factors may be decisive in which style to choose.

1. Competing

Main type of behaviour in this style: Winning despite everything and everyone, winning at all costs. This is an authoritarian approach. Problems are solved quickly, and with a precise attitude.

Pros: Generally, it is extremely quick and goal oriented.

Cons: Does not care about relationships, may breed hostility.

2. Avoiding

Main type of behaviour in this style: Neglecting the needs of both parties and the conflict they cause. Not confronting the conflict is more important than meeting the needs or maintaining the relationship.

Pros: Postpones complex problems.

Cons: Creates unaddressed needs and unresolved problems. May be damaging for relationships and can create misunderstandings.

3. Harmonizing

Main type of behaviour in this style: Prioritising the needs of others. Relationship matters, catering to the needs of the other party is prioritised to avoid damaging the relationship.

Pros: Can be useful for complex issues. Relationships are maintained and not damaged.

Cons: May cause unaddressed needs and unresolved problems for at least one party. May create misunderstandings if the conflict is repeated.

4. Compromising

Main type of behaviour in this style: Trying to find the middle ground by taking small steps. Both parties are expected to make mutual compromises and give up on certain needs.

Pros: Useful for complex issues without simple solutions. All parties are involved in the solution process in an equal power relationship.

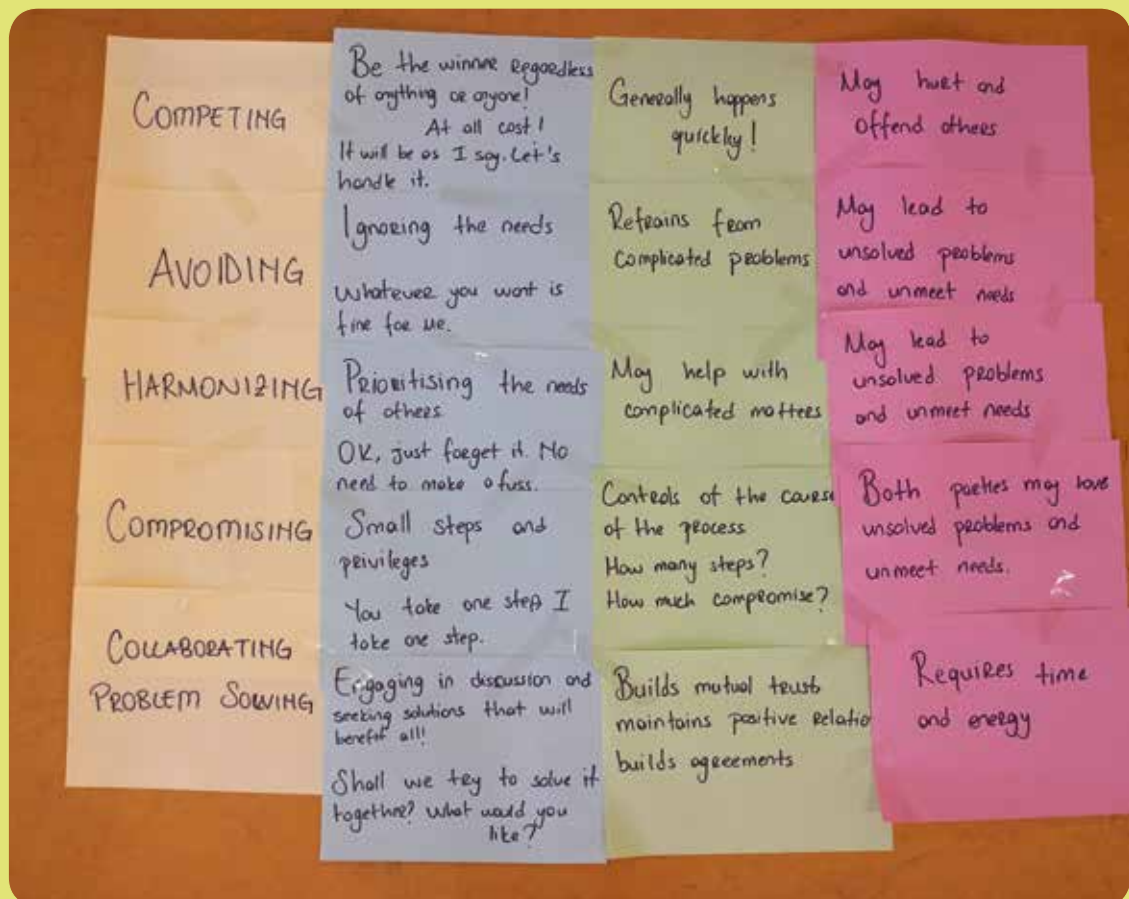
Cons: No one is ever really satisfied, creates unresolved problems and un-addressed needs for both parties.

5. Collaborating

Main type of behaviour in this style: Solving problems by discussing, in ways in which optimum result is provided for all. Both the needs and the relationships matter. Both sides get what they want, and negative feelings are minimized.

Pros: Meets the needs of everyone, maintains positive relationships and builds new relationships and commitments on mutual trust.

Cons: Too time-consuming, energy consuming.



Source:

Adkins, R. (2015), *Elemental Truths*, <https://facultyombuds.ncsu.edu/files/2015/11/Conflict-management-styles-quiz.pdf>

The styles in this model can be placed on a matrix with interest (needs) and relationship axes.

- The most important thing for the competing style is interests. Relationships do not matter.
- Neither the interests nor the needs matter for the avoiding style.
- The most important thing for the harmonising style is the relationship. Interests may become unimportant.
- Both needs and relationship matter for the compromising style, however, the most important thing is that it stands at an equal distance to all. The level of importance is determined by the outcome of negotiation.
- In the collaborating style, both the interests and relationships matter.



Info Box:

The MEAO Model to Deal with Conflicts

This model proposes a four-step process to improve the communication processes where there is a conflict.

	What?	Why?
Mirror	Reflect back what you hear.	A person who does not feel heard will not hear you. Mirroring indeed triggers reflections.
Explore	Explore the real meaning of what is being said.	Most answers are not clear enough. People need discussions to understand their ideas better.
Acknowledge	Make them feel important.	People feel ready for new ideas when their existing ideas are valued.
Offer	Share your own perspective, offer suggestions.	When alternatives are increased, mutual understanding can be achieved.

Mirror:

Observe people's behaviour, feelings, and words. Align your behaviour with your counterpart to build collaboration and mutual understanding. Summarize what they say to show you are listening.

"I want to make sure I get you right... you're saying..., right?"

"What I hear from you is..."

"It looks like you're saying..."

Explore:

Ask questions to make sure you fully understand your counterpart's concerns. Try to broaden the discussion on relevant issues. This will help you understand the whole picture regarding the interests and concerns of your counterpart.

"Can you tell me more on this issue?"

"How did it make you feel?"

"How did all this affect the other issues you are working on?"

Acknowledge:

Acknowledge the concerns of your counterpart and make them feel it. If they do not feel their thoughts are acknowledged, they may not be very open for new proposals and ideas.

"If I understand you correctly, I see what you say really matters to you."

"I understand you. You say..."

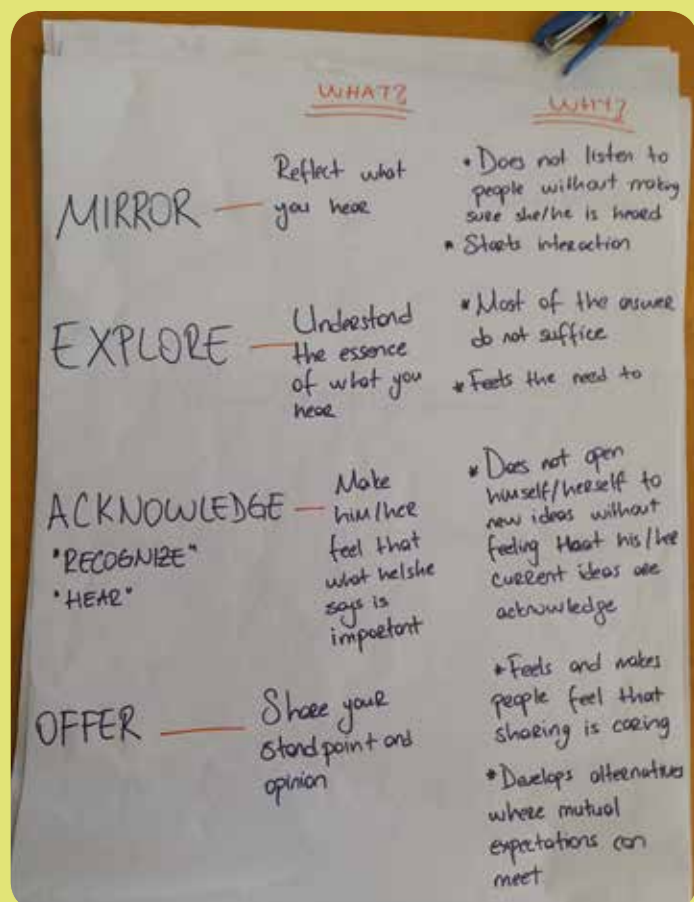
Offer:

Offer suggestions to develop alternatives. Offer your own ideas. Define areas of common interest. Discuss the ways, paths you can take to have progress.

"Now I understand better what you mean, can I share my perspective on this issue?"

"I think we have some common points here;..."

"Can I offer a suggestion?"



Session 9: Influencing Techniques

Objective:	To raise awareness on the content and process of communication in group dynamics
Time and Planning:	Total Time: 90 min. Time Planning for the Session: ⇒ 30 min. influencing techniques presentation ⇒ 30 min. experiencing ⇒ 30 min. discussion
Venue and Necessary Materials:	Venue: Training room Necessary Materials: ⇒ Posterpaper ⇒ Board marker
Summary of the Proposed Method:	<p>Influencing techniques session aims to raise awareness on communication methods used within the group.</p> <p>Share briefly with participants the frequently used methods in developing arguments (Influencing Techniques), both orally and in writing.</p> <p>In the second part of the session, carry out an exercise whereby the participants need to use the techniques in question, to help them gain experience.</p> <p>Divide the participants into groups of two. In these groups of two, ask one of the participants to convince the other using the technique determined by the facilitator. At the end of each round, ask the participant being persuaded to reflect on and guess which was the method that was used. After three or four rounds, ask the participants to share their experience in the plenary session and engage them in a discussion on the strengths and weaknesses of the methods used.</p>



Info Box:

Influencing Techniques

Influencing Techniques		
What	How	Tips
Declaring	Express your need briefly, precisely, and openly. Do not hesitate. Avoid lengthy explanations.	“How can I help you?” “What do you need?”
Justification	Explain your decisions by referencing existing rules and/or procedures. Make references to experts and/or scientific data. Make references to authority.	“Is the senior management or someone in charge informed and/or approve this?” “Who guided/sent/authorised you?” “Is there anyone experienced in the matter?” “Is there anyone who can be a reference on the matter?”
Logical Persuasion	Explain the reasons. Provide information as evidence and support with new data. Demonstrate how the relevant idea worked in previous experiences.	“Why are you doing this? / It does not make much sense to me.” “What kind of information, evidence and figures do you have available on the issue?” “Why do you want to do this?” Ask for explanation on the reasons.
Referencing Values	Identify personal values and show your respect and/or appreciation. Identify organisational values and show your respect and/or appreciation.	“What matters to me / to us is...” Show your appreciation of what they do. Demonstrate that you treasure the values of the organisation in question.
Referencing Relationships	Ask for help openly. Be sincere. Limit your request to the profoundness of the relationship.	If they are interested in you as a person and your personal situation and/or if you are interested in them, articulate it.
Consultation	Ask open-ended questions to get information. Refer to the expertise of your counterpart. Ask for other people’s opinion and use them. Be open to suggestions from others.	Tend to give advice. Offer suggestions. Ask people to listen to your opinion. Say “This is how I did it before.” Highlight your own experience.
Socialising	Be mindful of other people’s interests. Be sincere. Do not shut yourself down. Be open to spending time with others.	Talk about issues other than work. Be open to talking about your own experience. Be open to engaging in activities outside work.

Building Alliances	Make sure the people you build alliances with share the same goals as you. Find a way to build alliances. Build alliances with the most influential people.	“Who else is involved/wants to be involved?” “Did you also ask X?” “What does Y say about this?” Articulate your positive opinions about others.
Exchange/Win-Win	Understand the other person’s agenda and build your proposal to cover this agenda. Build your strategy on a “win-win” approach. Keep your promises.	“What will I gain?” “I will need information on this topic.”
Modelling	Treat them in the way you want to be treated. Be consistent in your behaviour.	“How do you do it?” Mimic the behaviour of your counterpart. Refer to the things you learnt from others. Appreciate what the others do.

Source:

Lead Academy (2014), Introduction to Skills for Impact Program – School of Public Policy, CEU -013/2014.



Info Box:

Discussion topics that could be used during the session “Convince your counterpart!”

Exercise 1:

The person you are working with is your boss and you want to ask for a raise in your salary. Try to convince your counterpart by using the win-win method.

Exercise 2:

There is a marriage of seven years in question. Try to convince your counterpart to divorce by using referencing values and building alliances methods.

Exercise 3:

Using any method that you want, try to convince your counterpart into starting the session at 8 o’clock tomorrow morning.

Session 10: Case Studies – Mentoring Experiences

Objective:	To discuss solution methods through previously encountered cases at the Bilgi Social Incubation Center.
Time and Planning:	Total Time: 90 minutes Time Planning for the Session: ⇒ 30 min. presentation of moderation techniques ⇒ 30 min. small group work ⇒ 30 min. plenary discussion
Venue and Necessary Materials:	Venue: Training room Necessary Materials: ⇒ Posterpaper ⇒ Board marker
Summary of the Proposed Method:	<p>First explain the GROW model, which is a moderation technique, to the entire group. Then, divide the participants into small groups of 3-4 people. Hand out the cases that illustrate a mentor-mentee relationship and ask the groups to choose 2 cases. Divide them into 4 groups of 4 people.</p> <p>Hand out 8 cases that illustrate a mentor-mentee relationship. Ask the groups to choose 2 of the 8 cases.</p> <p>Ask the groups to discuss among themselves the ideal mentoring situation in the mentor-mentee relationship illustrated in the cases and share their observations with the rest of the group in a plenary discussion. Ask the participants to take the moderation techniques into consideration in their discussions.</p>



Info Box: **GROW Model**

Goal:

First of all, establish the goal of the meeting/activity clearly. Make a clear and realistic decision on what needs to be decided, planned, or achieved when the meeting/activity is over, and set the agenda accordingly. Agree on the topics of discussion and the objective of the meeting/activity, and if necessary, set and agree on medium-term goals for future meetings/activities.

Reality:

Identify the current reality clearly before proceeding to any discussion/decision. At this stage, use examples and avoid making assumptions and plans based on ideas/claims that are not agreed upon. Make use of data to see what has been achieved so far and what could be the obstacles in the way of achieving the goal. The 5Ws and 1H model used also in journalism, or data verification methods can be useful. Make sure your goal is realistic in terms of the available time, resources, and the existing economic situation.

Options:

At this stage, your goal and reality should already be established clearly. From now on you will start developing solutions and alternatives. It is recommended that you discuss possible options and try to broaden the alternatives. And to do this, it would be useful to create space and accessible tools for alternative options. Be mindful of what kind of change and assistance the proposed ideas will require (labour, time, equipment, etc.) and discuss if such resources are available. Try to foresee what kind of benefits an option would bring if it is accepted, and what could happen in the next step.

Wrap-up:

This is the stage where everything achieved so far will be wrapped-up and you will start moving forward. Check whether your wrap-up is directly related to the goal you set in the beginning. Decide the actions that need to be taken in the next step and while doing this, move forward by choosing the best option(s) among the options you discussed and evaluated in the previous step. Taking into consideration the things that need to be done to remove the obstacles foreseen for this option, prepare a schedule and assign tasks to specific people. Think about what kind of assistance people and working groups might require while taking these steps and consider working with actors who can provide this support. Conclude by agreeing on what actions need to be taken by next meeting/activity.

1. GOAL:

- Establish the goal.
- Agree on what you will be discussing, planning.
- Present the long/medium-term goals, if any.

Main Question: What is it? Why are we here? Notes/Key Questions:

- What will we have decided when this is over?
- What needs to be completed/planned in the end?
- Are these goals realistic considering the resources?

2. REALITY:

- Identify your reality clearly.
- Determine what has been done so far.
- Avoid assumptions and arguments that are not agreed upon.
- Clearly identify the obstacles/constraints.
- Analyse the relationship between this reality and your goal and check your goal.

Main Question: What exactly is our reality? Notes/Key Questions:

- What happened so far? What else should we know?
- Are our ideas and claims correct/verifiable?
- What are the obstacles and constraints in our way? To what extent do they impact us?
- Is our goal realistic/consistent with our reality?

3. OPTIONS:

- Discuss your possible options and create space for alternatives. Note down suggestions.
- Discuss the possible outcomes, obstacles, and the support required for each option.
- Make sure you can get the support needed.
- Discuss what will happen in the next step.

Main Question: Change? Notes/Key Questions:

- What will be the benefit and next steps?
- Which approach can be used to achieve this?
- Where can we get support?
- How would alternative options make a difference?

4. WRAP-UP:

- Check that your wrap-up is in line with and has high impact for the goal you set in the beginning.
- Choose the best/most appropriate among the options and determine the next step.
- Decide who will do what and when they will do it in this step.
- Make sure you provide the necessary support.
- Do not conclude before making a plan and agreeing on the subject of next meeting/activity.

Main Question: What is our Action Plan? Notes/Key Questions:

- Did we agree on the next step?
- Do we have a clear and realistic schedule and assignment of tasks?
- What exactly are we going to need (support, resources, relationships...)?
- Are we confident that we will get the support needed?
- Did we check with previous three steps to ensure consistency?

Source:

The GROW Model of Coaching and Mentoring,
https://www.mindtools.com/pages/article/newLDR_89.html



Cases Handed Out

Case 1: The CSO is in disagreement

The team has done a good job in identifying some problems in the formal education system for children and wants to design a tool based on a philosophy that would help them get out of rote learning by creating a favourable environment for reasoning and discussing. They already tried it with small groups and as they believe it works well, they also want to roll it out for formal education. What they expect from the Bilgi Social Incubation Center is to learn how to work with children and to receive support in designing workshops that are appropriate for specific age groups and child development. The team is matched with a suitable mentor. During the discussions, the team constantly fails to reach a compromise. The mentor asks the team to reach a common decision before the next meeting. But each meeting fails to be productive because of a different disagreement and the problems keep being postponed to successive meetings. The process keeps continuing like this.

Case 2: Making a job offer to the expert for the management of social media accounts

The team receiving support from the Bilgi Social Incubation Center informs you that they have problems in communication and working with volunteers. They are matched with an expert mentor to solve the problems of managing social media accounts and updating the website. The process continues very well. The team is extremely happy with the mentor. Along the process, the CSO decides that they need to outsource this service and offer the job to the mentor, who knows the team and the problems and whose expertise they trust, as they believe the mentor would do a good job.

Case 3: The CSO has a strong leader

The CSO has a strong leader and there is no problem within the organisation regarding this person's leadership. Everyone is extremely happy with the situation and they are pleased that they can benefit from the experiences of this person as their leader. The problem of the organisation is to work with volunteers and develop a volunteer strategy. They ask for support from the Bilgi Social Incubation Center in this field. The CSO is matched with a mentor who is an expert in the field. The leader does not bring anyone from the team to participate in the meetings with the mentor and wants to create the volunteering programme all alone, in line with his/her own views.

Case 4: The CSO does not respond to calls and e-mails from the mentor

The CSO receiving support from the Bilgi Social Incubation Center is trying to generate employment by providing young people with computer training and internship opportunities. They want to be matched with a mentor who will strengthen their relationship

with the private sector and create networking opportunities for them. The team meets with the mentor two times. Then they do not respond to mentor's calls and e-mails because they fail to fulfil the tasks that they are supposed to do on their end. The process turns into a vicious cycle and the embarrassment they feel towards the mentor leads to the termination of communication entirely.

Case 5: The CSO that makes decisions with 300 people

The team receiving support from the Bilgi Social Incubation Center makes its decisions in a horizontal hierarchy style, with all the 300 people in the CSO. The team identifies the decision-making processes as their issue of priority. They think the extremely long and unproductive decision-making process is their problem. However, they also believe that the horizontal hierarchy is indispensable for the organisation. The mentor they are matched with suggests delegating power so that decisions can be made in smaller groups representing the entire group. The CSO tries to implement the suggestion and establishes the relevant departments to speed up the decisions. However, they just cannot feel comfortable with the new structure. As they do not want to give up on horizontal decision-making, the problem becomes unsolvable.

Case 6: The Board of Directors does not approve activities carried out with the mentor

The CSO wants to increase its visibility to reach out to more volunteers. For this, they want to work with a mentor who has expertise in communication. The team is matched with an expert mentor. The work continues well, and a lot of progress is made. But the board of directors does not approve the activities carried out and does not allow the team to implement the changes they already decided to make.

Case 7: The team working with the mentor seizes power

The team composed of members of the board of directors of an organisation starts working with the mentor. They decide to work on the organisational structure. The work on becoming an association starts, continues effectively and the organisational system starts to be established. As the process moves forward quickly, disagreements emerge in the association. The mentor later learns that the team working directly with the mentor uses their relationship to seize the power within the CSO.

Case 8: The mentor becomes a volunteer of the CSO

The team working in the field of providing psychological support to victims applies to the Bilgi Social Incubation Center for institutional sustainability. The team and the mentor who works in the same field get along very well. After a while, the mentor starts seeing himself/herself as part of the team. Along the process, the mentor starts assuming more roles than he/she is supposed to and starts keeping meeting notes for the team and performing some tasks that actually need to be carried out by the CSO.



Examples from Group Presentations

Case 1: The CSO is in disagreement

- P: We thought they needed to reconsider their mission-vision.
- P: They designed an incredibly good tool, but they also need to go through an educational process themselves.
- P: They need to get support from the Bilgi Social Incubation Center on working with children.
- P: They need to work on how to moderate the meetings.
- P: I would moderate the meeting in a way to help them focus on the decision-making mechanism.
- P: It could be useful to make them conduct a SWOT analysis to show them the current situation.
- P: I thought their problem was related to communication. As the moderation method, I would choose organisational communication, present this topic, and focus only on that during the meeting.
- P: I would congratulate them on their existing achievements, motivate them and encourage them to solve their problems in communication.
- P: Maybe, they do not know how to handle two things: how to carry out a meeting and how to make decisions. But it seems they mainly have an issue of internal communication, so I would guide them to focus on that area.
- P: I am not sure if I would do it myself or ask for support. I would conduct a meeting with particularly good moderation and try to help them see and experience the impact of good moderation. After this moderated meeting experience, they would have an idea of how meetings are supposed to be conducted. Only after that stage we might consider providing support in terms of content.
- P: What is it exactly that they cannot agree on? Is it always the same thing, or what?
- T: They constantly come up with a different agenda. There was a problem of communication, disagreement, and conflict in the team. They were a small team, yet the decision-makers were always present. In time, as the agendas changed in every meeting, it became impossible for the mentor to be involved in the team's process. At the end of the process, the team split into two and now they continue working as two different organisations.
- P: Should we intervene to arbitrate between them? For example, when we realize that if we do not reconcile them, nothing will be achieved... We are suggesting a restorative circle, should we do it?
- P: If we are unable to offer more than one alternative as a proposal, is it better not to make any proposals at all?

- T: It might be a good method to share with them that you want to make an effort to reconcile them and ask them what they want. If you propose a concrete method and if the process does not end in reconciliation, then you would be the one responsible for that. There is always a second alternative, you need to talk and discuss the pros and cons.
- P: If the discussion evolves into moving forward as a company, the mentor will inform the Bilgi Social Incubation Center about this, right?
- T: Yes, and at that point we will tell them “if you become a company, we can no longer support you.”

Case 2: Making a job offer to the expert for the management of social media accounts

- P: We do not actually think that the mentor marketed himself/herself to get the job. This mentor does not have any ethical problems. The mentor can talk to the Bilgi Social Incubation Center, complete the mentoring process, and then get the job.
- We do not know what kind of mentoring deal they had between them, if they think they can work together in harmony, they can continue.
- P: The mentor can conclude the mentoring relationship with the Bilgi Social Incubation Center and go on.
- P: Once the mentor provides services to them, the CSO might have different expectations from mentors in the future, when they are matched with other mentors.
- T-3: We advise them not to get engaged in a relationship where they get paid for their services during the mentoring process. Our recommendation is that they do not involve themselves, their organisations, or the Bilgi Social Incubation Center in such a relationship.
- Once the relationship is over, the mentor can make a business deal. But if he/she faces a problem with the CSO, people in the field might well say, for instance, “the mentor made us apply for this project just to get paid.”

Case 3: The CSO has a strong leader

- P: We can explain different leadership styles, talk about the organisational life-cycle, and try to persuade the CSO by providing them information on leadership types.
- P: If this person insists on doing it alone, we can talk to the Bilgi Social Incubation Center and continue mentoring.
- P: We can empower the leader and show them that one person cannot design the programme all alone. We can try to find ways to empower the leader

- and build his/her capacity in this area so that he/she will include everyone.
- P: Showing the lifecycle model would not be of any use for this type of leader. The leader might say “I already make sure that the CSO is in an ideal situation”.
- P: Maybe, the leader is aware of his/her own position but does not know how to establish a team. Maybe, we can ask the leader. It might also be good to know what the CSO thinks. Organisations need strong leaders to be sustainable.
- P: I would build a friendly relationship with the rest of the team and ask them casually “why is it only the leader attending the meetings?”
- P: We can tell the leader that we will develop a strategy and that it takes more than one person to implement it.
- P: Who will work with the volunteers? Is it the leader, or somebody else from the team? Once the system of volunteers is established, is it going to be just this one person who will work with them?
- P: I am just thinking what I would do, without going into the details of the case. I would use a conflict management method of soothing, calming down and assuming a humble attitude and try to tell the coordinator/leader “it won’t work this way.” If the leader is attending the meetings without the volunteers, it already means that the volunteers do not have any voice, any space in the organisation. We should be able to tell the leader that it is not supposed to be this way.
- P: I would acknowledge the person, tell him/her that it will not be possible for him/her to deal with everybody alone, and suggest that he/she involve the rest of the team as well.
- P: I would honour and appreciate the leader’s work and try to persuade him/her by saying that I need to get to know the team. I find it risky to communicate otherwise. Is it really possible, to work with one single person?
- T: In such a case, I would reach out to the Bilgi Social Incubation Center team and tell them that I cannot work with one person. As a principle, I never work with one person.
- P: You need to explain that a singlehanded leadership is not right from a strategic point of view.
- P: If it is a leader who singlehandedly holds the entire decision-making mechanism in their hand, then I would turn to the Bilgi Social Incubation Center and ask them “how on earth did you decide to support these guys?”
- P: My approach is just the contrary. If the Bilgi Social Incubation Center decided to support them, then there is a value in it, and these things happen in Turkey. I would ask myself “what can I do, as the mentor?” I would share my observations, remind the power of volunteers and what it means to work with them, and try to understand the situation by asking “Can I provide support accordingly?”

P: I would try to be the pea under the mattress. CSOs and their employees are two different things. I would tell the leader how CSOs can actually fall apart if they depend only on the leader and if one day that leader leaves. I would try my chance for a second time, and if there is still no progress then I would discuss the situation with the Bilgi Social Incubation Center and tell them that I can no longer work under such circumstances.

T: We identify the teams after they fill in a very detailed form, then we make inquiries about what they do, and we try to see how we can contribute. The two people who are present in the organisation when we start our process, might leave later on, and new people might join. It might not always be possible to bring others along with the leader once you ask for it. In some organisational structures, there might be people who approve whatever the leader says, or people might just look happy because they do not want to deal with these issues. Apart from this issue of having singlehanded leaders, we already tell the teams in advance that we cannot accept them if they have a discriminative discourse or have an issue related to violence.

Case 4: The CSO does not respond to calls and e-mails from the mentor

P: These things can happen, yet you need to set a relationship that will give them the message “the door is always open, you do not need to feel embarrassed.” These things happen... You need to make them feel at ease in the first meeting.

P: I would wait for about 4-5 weeks and send them an e-mail, summarising everything we have discussed so far, telling them that I understand their situation and I would give them the dates on which I’m available for a meeting.

P: If I cannot get any response from them, I would reach out to the Bilgi Social Incubation Center.

T: I actually experienced a similar situation. We identified the strategy and the framework, everything went well, but then I did not hear from them again. I could not communicate with them at all. I talked to the Bilgi Social Incubation Center and learned that the team did not have any problems. The mentoring process simply ended. Months later, I received a message. They said they actually used the things we worked on in the beginning of the mentoring process and that they wanted to meet again, and we had a meeting.

P: I would ask the Bilgi Social Incubation Center, or wait for some time and then send an e-mail, etc. You can intervene somehow. And as a preventive measure, during the initial planning stage, I would try to understand if the proposals are feasible, and if they have the necessary capacity for making the proposed changes. I would somehow try to eliminate the foreseeable risks.

- P: Would it prevent such a problem from occurring, if we do not challenge the team too much with the initial tasks and try to come up with solutions that would facilitate the process? Providing them with the methods that would help them see how they are going to do it might facilitate the process somehow.
- P: We might need to discuss, at the beginning of the process, how the relationship between the mentor and the team should be established.
- T: They pulled themselves back and the process got stuck when the agenda required some preparation and work to be done on their side. We tell the organisations “You might not be able to do certain things in the mentoring process due to your busy schedule or for some other reason; it would be guiding for us if you just notify us that that you won’t be able to do it.” We tell them that we do not want the mentoring process to be pushed by the mentor, but moved forward by the team. Teams often have the expectation “The mentor will come and do the things that we cannot do” and we tell them that it does not work this way. It is important to always keep the door of communication open.

Case 5: The CSO that takes decisions with 300 people

- P: We need to clarify if the CSO has any capacity planning regarding the decision-making process.
- P: It might be useful to recommend various tools, digital and analogue, to this organisation. They can make most of the decisions online. After trying this, other suggestions may be put forward.
- P: It might be good to plan what the team will do and identify their goals.

Case 6: The Board of Directors does not approve activities carried out with the mentor

- P: We suggest including the Board of Directors (BoD) in the meetings.
- P: The mentor should have involved the BoD and the project team right from the beginning.
- P: Well, in that case, does it mean that the Bilgi Social Incubation Center does not receive the applications with the approval of BoD? Wouldn’t it be better if the Bilgi Social Incubation Center took on board people from the BoD?
- T: There is no such requirement as having someone from the BoD.
- P: In the mentoring process, should we be checking beforehand what kind of relationship exists between the BoD and the group?

Case 7: The team working with the mentor seizes power

P: We thought that the mentor could have been more careful.

P: The group has no legal entity. And as we are talking about a decision to change the organisational structure, the mentor should have held the meetings with not only 2-3 people but with the entire group. Even though it is a change within the organisation, you need to make sure that everyone is informed.

P: The mentor needs to evolve the process into team-learning. The mentor should have understood why the power changed hands within the organisation and should have guided them otherwise.

P: We need to create a learning opportunity for the rest of the association by asking them “Why did it happen this way?”

P: The mentor establishes a relationship of trust with the team. We are talking about a relationship built on mutual trust being misused by the team.

P: It is all about abusing the relationship between the mentor and the Bilgi Social Incubation Center. Neither the mentor nor the Bilgi Social Incubation Center can prevent this.

Case 8: The mentor becomes a volunteer of the CSO

P: Suggestion: We noticed a change of roles. We discussed that maybe the mentor feels as if he/she is a part of the group. Suggestion: The mentor can talk to someone from the Bilgi Social Incubation Center, and ask “Should we end the mentoring process, or can you appoint another mentor?”

T-5: Ending the mentoring process should be the last option.

ANNEXES

Annex 1: Application Form

Bilgi Social Incubation Center January-May 2019 Period Application Form

The Programme launched by the Bilgi Social Incubation Center for the January-May period is a general capacity building programme designed to support the organisational development of civil society organisations and civic initiatives based in Istanbul and working in the field of vulnerable groups (those who need social support such as children, women, people with disabilities, refugees, ethnic minorities, LGBTIs).

Deadline for Applications: 17 December 2018 / Time: 17:00

For detailed information on the programme and to learn the criteria for applications, please visit: www.sosyalkulucka.bilgi.edu.tr.

For your questions about the application form, please send an e-mail to: sosyalkulucka@bilgi.edu.tr.

I. Information about the CSO applying for the Social Incubation Programme

Explanation: Hereinafter, the abbreviation “CSO” shall refer to civil society organisations with a legal entity such as foundations, associations, etc., or civic initiatives without a legal entity.

1. Full name of the applicant CSO:
2. Type:
 - a. Civic initiative without a legal entity
 - b. Association
 - c. Foundation
 - d. Other _____

3. Date of establishment of the applicant CSO (closed-end, month/year)
Explanation: (For initiatives without a legal entity, approximate date of organising)
4. Website of the applicant CSO (if available)
5. E-mail address of the applicant CSO (if available)
6. Facebook account address of the applicant CSO (if available)
7. Twitter account address of the applicant CSO (if available)
8. Instagram account address of the applicant CSO (if available)
9. Full mailing address of the applicant CSO (if available)
10. Number of full-time/part-time paid employees (if available)
11. Number of full-time/part-time volunteers
12. Please provide information on the organisational structure of your CSO.
Explanation: For instance, do you have an organisational diagram? How do you perform the division of labour and allocation of tasks? How do you make the decisions within the CSO?

II. Field of activity of your organisation

13. What is the field of activity of your CSO? (children, youth, women, social rights, migration, ecology, etc.) (If your organisation is active in more than one field, please list them all)
14. What kind of social issues is your CSO addressing in this field of activity?
15. What is the target group you are working/planning to work with? Please explain.
16. What do you expect to be your organisation's main contribution in its field of activity?

III. Organisational needs of the CSO

1. Please answer the questions below, considering your organisational needs. Please assess and mark the importance of these areas for your CSO on a scale of 1 to 5 ("1" indicating the least important, "5" indicating the most important).
 - a. Transforming an idea into a project and implementing it
 - b. Collaborating with national or international organisations working in the same field
 - c. Financial sustainability (including mobilisation of financial / other types of individual or institutional donations) and fundraising
 - d. Working / collaborating with volunteers / activists
 - e. Communication and visibility
 - f. Advocacy or lobbying activities to influence decision-makers or the target group
 - g. Measuring and evaluating the impact of your activities
 - h. Other _____
2. Among the above-mentioned capacity building areas which you graded,

please mark in the section below two priority areas that you think your organisation needs for its organisational development.

Explanation: Please indicate the two areas with the highest priority for your organisation.

- a. Transforming an idea into a project and implementing it
 - b. Collaborating with national or international organisations working in the same field
 - c. Financial sustainability (including mobilisation of financial / other types of individual or institutional donations) and fundraising
 - d. Working with volunteers / activists
 - e. Communication and visibility
 - f. Advocacy or lobbying activities to influence decision-makers or the target group
 - g. Measuring and evaluating the impact of your activities
 - h. Other _____
3. Please explain why the two areas you prioritised above are more important to you and what you want to improve in these areas.
 4. Why should your CSO join the Social Incubation Programme? (Please explain why this programme is important to your organisational development)
 5. Bilgi Social Incubation Center has a private office space of 150 square meters located within SantralIstanbul Campus of Istanbul Bilgi University. You can use this space which is furnished with one desk, a locker, and a meeting room as your office for one year. Are you considering using this office facility?
 - No
 - 1 day a week
 - 2-3 days a week
 - 4-5 days a week
 - 6 days or more

IV. Information about the Social Incubation Programme participants

Explanation: Within the framework of the programme, two individuals will be in charge of the relationship between the CSO and the Bilgi Social Incubation Center, participate in various workshops and be responsible for ensuring that the process is embraced by the CSO.

In the following section, we expect you to provide full details of two individuals who will represent the CSO and participate in the meetings, workshops, and other activities to be organised.

1. First participant who will represent the CSO:
 - Name and Surname*:
 - E-mail*:
 - Contact number*:
 - Position/role in the organisation:*

- Volunteer /Activist
 - Paid employee
 - Member
 - Member of decision-making body
 - Member of Board
2. Second participant who will represent the CSO:
- Name and Surname*:
- E-mail *:
- Contact number*:
- Position/role in the organisation:*
- Volunteer /Activist
 - Paid employee
 - Member
 - Member of decision-making body
 - Member of Board

V. Social Incubation Programme Declaration of the Applicant

Explanation: Please fully complete the following sections.

1. The information we provided in the application is true, to the best of our knowledge. Yes/No
2. Our organisation supports our participation in this programme.
Yes/No
3. Please write here any comments or additional information that you want to share with us.
4. In accordance with my contact information provided in the form, I hereby accept being contacted directly or through third party service providers, via the below-mentioned communication channels; regarding programmes, activities and developments about the university and I allow my contact information to be shared with third party service providers for such purposes. (If none of the below is marked, I allow all.)

SMS

E-mail

Phone

Annex 2: Incubation Support Programme Call for Applications

Bilgi Social Incubation Center starts receiving applications for the January-May period to support rights-based CSOs and civic initiatives!

Continuing its activities since December 2014 under the Center for Civil Society Studies at İstanbul Bilgi University, the Bilgi Social Incubation Center has supported the organisational development of 72 CSOs and civic initiatives so far, by offering them direct incubation services.

The support was provided in a wide range of areas, from participation in various workshops to consulting, from physical facilities to training courses. In addition to these, since 2014, the Bilgi Social Incubation Center has also been carrying out thematic incubation programmes supported by mentors.

As part of this programme, and with the support of the Consulate General of Sweden in İstanbul, the Bilgi Social Incubation Center is launching a new “general capacity building” programme to strategically support the organisational development of civil society organisations and civic initiatives based in İstanbul and working in the field of vulnerable groups (those who need social support such as children, women, people with disabilities, refugees, ethnic minorities, LGBTIs).

To access the activity report featuring all activities of the Center for Civil Society Studies, please visit: http://stcm.bilgi.edu.tr/our_experiences_is_published/

• WHAT IS THE PURPOSE OF THE PROGRAMME?

The programme is brought to life to build the organisational capacities of CSOs and civic initiatives working in the field of vulnerable groups by helping them identify their priorities. By assisting the CSOs to focus on their own structures, the pro-

gramme seeks to help them build organisational problem-solving capabilities and support their organisational development.

This will contribute to increasing the number of collaborations devising different solutions to different social issues, and encourage the development of a democratic culture by means of improving problem-solving skills and enhancing plurality in civil society and the society at large.

• **WHAT IS THE TIMEFRAME OF THE PROGRAMME?**

The programme will be running for a period of 4 months in total, between January 2019 and May 2019.

• **WHAT ARE THE ELIGIBILITY CRITERIA?**

- To be working in the field of vulnerable groups (those who need social support such as children, women, people with disabilities, refugees, ethnic minorities, LGBTIs),
- To be a non-profit organisation with a legal entity (association, foundation, etc.) or to be a civic initiative without a legal entity carrying out activities towards bringing solutions to a social issue,
- Whether or not the organisation has a legal entity, the team within the relevant civic initiative should be working together for at least 1 year,
- The civic initiatives without a legal entity should have a minimum of 5 people in their team,
- A team of two people should constantly be available to take part in the programme activities,
- The team should be based in Istanbul during the programme period (January-May 2019) (the field of activity/target group can be outside Istanbul),
- The entire team should be motivated and have the time and capacity between January-May 2019 to work on the focus areas of the programme,
- To be focusing on solving social issues with a rights-based approach,
- The needs of the organisation should correspond to the support to be provided by the Bilgi Social Incubation Center.

• **WHAT IS THE APPROACH OF THE PROGRAMME?**

At least two people from each CSO are expected to maintain the relationship between their organisation and the Bilgi Social Incubation Center and participate in the Bilgi Social Incubation Center activities (the time slots for meetings, training/workshops are determined in an office-hour-friendly manner). In addition, these participants will receive support to identify the organisational development needs of their organisations; each organisation will focus on one of the needs they identify and will be matched with a relevant mentor.

The process will be supported by workshops to be conducted by the Bilgi Social Incubation Center staff and other experts. Workshops will focus on issues such as developing strategies on the issue, organisational decision-making processes, organisational management, project management, communication, fundraising, and advocacy.

The CSOs will carry the process forward by organising meetings with the mentor, in line with the topics they want to work on and according to a schedule they determine.

In addition to these activities, if need be, it might be possible to design and implement tailor-made training programmes, etc. for the organisations.

Following an assessment, 10 CSOs/civic initiatives will be accepted to the programme.

WHAT KIND OF SUPPORT WILL BE PROVIDED?

- Consulting by the Bilgi Social Incubation Center staff,
- A mentor who has expertise in the field that corresponds to the organisation's needs,
- Office space at the Bilgi Social Incubation Center premises located at Santral Istanbul Campus of İstanbul Bilgi University,
- Workshops to support training/meetings,
- Benefiting from the legal support network,
- Participation in study visits to experienced organisations working in the field.

• HOW TO APPLY?

Interested organisations must fill in the application form and send it by 17:00 on 17 December 2018. The selection results will be announced on 24 December 2018.

Applications submitted after the deadline will not be taken into consideration.

For your questions about the application process and other issues, please contact us by sending an e-mail to: sosyalkulucka@bilgi.edu.tr.

Annex 3: Training Programme Agenda



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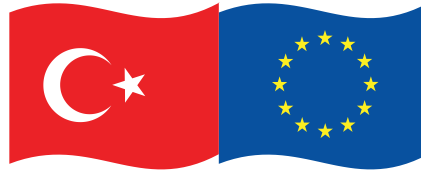
Capacity Building for CSOs and Civil Networks for Further Development of Freedom of Association and Right to Participation Project

Mentoring Training / 19-21 April 2019

Holiday Inn Hotel Kadıköy, İstanbul

19 April 2019, Friday	
10:00 - 11:15	Opening and Introduction
11:15 - 11:45	Tea-Coffee Break
11:45 - 13:15	Center for Civil Society Studies (CCSS) and the Programme
13:15 - 14:15	Lunch
14:15 - 16:00	Why Mentoring? CCSS and Mentoring Relationship
16:00 - 16:30	Tea-Coffee Break
16:30 - 18:00	“What Makes a Good Mentor?” First Mentoring Experience
18:15	Dinner





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Capacity Building for CSOs and Civil Networks for Further Development of Freedom of Association and Right to Participation Project

Mentoring Training / 19-21 April 2019

Holiday Inn Hotel Kadıköy, İstanbul

20 April 2019, Saturday	
09:30 - 11:00	Different Organisational Structures Organisational Evolution
11:00 - 11:30	Tea-Coffee Break
11:30 - 13:00	CSO Capacity Building Areas
13:00 - 14:15	Lunch
14:15 - 15:45	Needs Assessment and Prioritisation
15:45 - 16:15	Tea-Coffee Break
16:15 - 17:45	Goal / Impact / Strategy Intra-organisational Monitoring - Mainstreaming
18:00	Dinner





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Capacity Building for CSOs and Civil Networks for Further Development of Freedom of Association and Right to Participation Project

Mentoring Training / 19-21 April 2019

Holiday Inn Hotel Kadıköy, İstanbul

21 April 2019, Sunday	
09:30 - 11:00	Mentoring Skills I Mentoring Skills II
11:00 - 11:30	Tea-Coffee Break
11:30 - 13:00	Mentoring Skills III
13:00 - 14:15	Lunch
14:15 - 15:45	Case Studies - Mentoring Experiences
15:45 - 16:15	Tea-Coffee Break
16:15 - 17:30	Sharing of Resources The Mentoring Process and The Way Forward
17:45	Dinner



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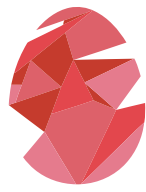
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**BİLGİ
SOCIAL
INCUBATION
CENTER**



This Project is financed by the European Union.

OUR MENTORING EXPERIENCE

Guidelines for CSOs Aiming to Provide Mentoring

Focusing on mentoring and its methods, this Guideline addresses, in its first chapter, the evolution of the methods and processes of capacity building for CSOs after the 1990s, and provides a framework for the relationship between the mentor and the mentee CSOs which can render mentoring a viable tool in the civic space.

The second chapter of the Guideline features the Bilgi Social Incubation Center and the Incubation Support Programme, where mentoring was used as a tool in the civic space for the first time, and then shares the mentoring model developed in the light of the experiences of the Incubation Support Programme as well as a summary of the experiences between 2014-2019.

The most fundamental lesson we have learned from our experience is that mentors should have certain set of skills and successfully perform certain tasks in order for mentoring processes to go as planned. In its third chapter, the Guideline discusses the know-how that the mentor should have concerning the CSO capacity building areas as well as personal skills needed for maintaining the mentoring relationship.

Since its foundation in 2014, the Bilgi Social Incubation Center has organised numerous mentoring training programmes. The fourth chapter of the Guideline compiles all the materials and case studies used in the mentoring training held between 19-21 April 2019 in an effort to share experience about all phases of mentoring training. This chapter also features all kinds of information and discussions from 10 sessions held during the mentoring training programmes.

