



CREATIVE  
MENTORSHIP

---

2021 / 2022

# MENTORING GUIDE

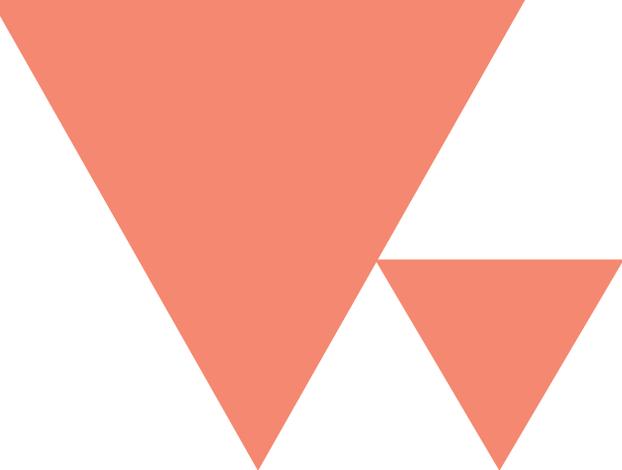
---



**TRANSFORMING  
SOCIETY -**

**- ONE  
CONVERSATION  
AT A TIME**

---



Welcome to the adventure called mentorship! The Guide that you have in your hands is made for the purpose of the *Creative mentorship* program, a unique mentorship program aimed to help professional and personal growth of young professionals from the fields of culture, art, creative industries and media. Although this Guide was written for the participants of the *Creative Mentorship* program, we hope that it will be useful for those who take part in other mentoring programs, search for a mentor, or are in the role of mentor.

Even though there is extensive literature about mentorship, we tried to summarise key aspects of a mentoring relationship and its phases, as well as the roles and responsibilities both for mentors and mentees. We also tried to answer some of the practical questions for those who are participating in mentoring relationship for the first time.

We invite you to use this Guide, to share it, and to explore other sources in order to inform yourself about mentorship. Naturally, one of the best ways to do so is through practice! Enjoy!

# **CREATIVE MENTORSHIP FROM PARTICIPANTS' PROSPECTIVE**

“Great! Inspiring! Useful in many ways! *Creative mentorship* is a great opportunity for networking with people who share your interests and values, as well as an opportunity to set goals for yourself and find a model, having at the same time insight in their experience. A great opportunity for formal and informal learning.”

Jelena Vasilev,  
Belgrade Philharmonic Orchestra,  
mentee in 2012/2013.

“Participation in *Creative mentorship* was a fantastic opportunity that once again confirmed that sharing knowledge means expanding your own knowledge. We were all learning from each other, in an extraordinary way.”

Olga Svoboda,  
Director, GI group HR Solutions,  
mentor in 2012/2013 and in 2014/2015

“It is a big reward when I see that my questions and reflections move the mentee who takes the challenges seriously, reacts in a very personal way, and makes significant changes. This kind of discussions helped me look back at many aspects of my own life and work. Beside this, in this kind of projects you meet amazing people!”

Tony O’Brian,  
British Council, Director for Western Balkans,  
mentor in 2012/2013 and in 2014/2015

“A great experience that enabled me understand that good leaders share same values, even when they work in completely different fields. The exchange of knowledge and experience removed the difference between mentor and mentee. Throughout a year-long process we gained new skills and enjoyed creating friendships.”

Marija Desivojević Cvetković,  
Senior Vice President for Strategy and Development in Delta Holding,  
mentor in 2016/2017

“I did not have an opportunity to get to know the mentorship process in professional context earlier. After participating in the *Creative mentorship* I realized that mentorship does not depend on age nor phase of professional development, but it is exclusively related to professional growth.”

Bojana Bačić,  
Journalist in daily newspaper Danas  
mentee in 2017/2018

“One of the best things I did for myself!”

Katarina Maksimov  
Architect and Conservator at the Institute for the Protection of Cultural  
Monuments in Novi Sad,  
mentee in 2017/2018

“The idea of the *Creative Mentorship* goes beyond learning and exchange because it affects deeply redesign of our own insights into capacities that we dispose with. It also unveils some potentials that we weren't aware of.”

Iva Eraković,  
Executive Director of the Friends of Children of Serbia,  
mentor in 2017/2018

“It is very inspiring when you are surrounded with exceptional people who know what they are aiming for and who inspire you for further change with their stories, actions and ideas. The program contributed to exiting the zone of familiar, the routine. It stirred in me the idea of change, it helped me make a step that led me to other direction.”

Vesna Ivanović,  
School librarian in village Mačkat near Čajetina,  
mentee in 2017/2018

“The first thing that comes to my mind when someone says *Creative Mentorship* is: care. It means that there is somebody who cares about somebody else. “

Lazar Džamić,  
former chief of brand strategy team in Google creative think-tank Zoo  
in London, author and professor at the Chair for Digital Marketing at the  
Faculty of Marketing and Communications in Belgrade,  
mentor in 2017/2018

“I opened up for this kind of experience that the mentorship process brings: I have met numerous impressive people, with whom I could easily collaborate or become friends in the future, and I know whom to ask for advice if I find myself in a challenging situation.”

Maida Gruden,  
Art historian, head of visual arts department at the Students' City Cultural  
Center in New Belgrade,  
mentee in 2019/2020

“By making small steps, creating smaller projects, ideas, and through personal improvement, I managed to promote myself and my library, in local circles as well as in broader professional ones. This is especially visible in professional organizations where I gained more important roles in management, and in my team, where my and my library's work are visible and genuinely appreciated.”

Bojana Petraš,  
Librarian at the Professional Library of National museum in Zrenjanin, as a  
librarian, an editor, also taking care of collections of old and rare books,  
mentee in 2019/2020

“I understand much better now what it means to be an active mentor following a system and having accountability for progress, as opposed to being a passive mentor. They are two different things, and I appreciate having gained this through the *Creative Mentorship*.”

Nathan Koeshall,  
Director and co-founder of Catalyst Balkans,  
mentor in 2019/2020

# TABLE OF CONTENTS

1.	<b>About <i>Creative Mentorship</i></b> .....	<b>9</b>
2.	<b>The idea of mentorship</b> .....	<b>14</b>
3.	<b>The mentor</b> .....	<b>16</b>
4.	<b>The mentee</b> .....	<b>18</b>
5.	<b>Mentoring relationship</b> .....	<b>20</b>
6.	<b>Phases of the mentoring process</b> .....	<b>23</b>
7.	<b>Mentoring meeting tips</b> .....	<b>27</b>
8.	<b>How to end a mentoring relationship?</b> .....	<b>31</b>
9.	<b>Loving failures in life development</b> .....	<b>33</b>
10.	<b>What if mentoring relationship does not work?</b> .....	<b>34</b>
11.	<b>Literature</b> .....	<b>35</b>

# 1. ABOUT CREATIVE MENTORSHIP

Welcome to *Creative Mentorship* - a unique mentoring and educational program that provides opportunities for personal and professional development of upcoming leaders working in the fields of culture, arts, creative industries and media. It aims to promote mentorship as a way of lifelong learning and exchange of knowledge and experience between an established professional - the mentor, and emerging professional - the mentee.

*Creative mentorship* connects talented, dedicated and involved young people, active in the fields of culture, arts, creative industries and media with appropriate mentors, based on their development needs and interests. Through various activities, trainings and events, it provides mentees with insights, contacts and information that are less accessible in their professional circles.

## WHY CREATIVE MENTORSHIP?

*Creative Mentorship* empowers and enables individuals to develop themselves through the exchange of knowledge and experience. One year after another, through our mentorship program we aim to build a society based on knowledge, culture and creativity, using mentorship as a method of investment in personal and professional development of professionals in the field of culture.

We realize *Creative Mentorship* because we want to:

- empower upcoming leaders from the sectors of culture, arts, creative industries and media in their personal and professional development;
- promote and encourage mentoring as a method of informal lifelong learning, personal and professional development and exchange of knowledge and experience;

- encourage intergenerational and intersectoral exchange, communication and cooperation;
- strengthen the sectors of culture, arts, creative industries and media and its cooperation with other sectors
- create a community of open-minded, socially responsible and active individuals dedicated to development of society based on knowledge, culture and creativity.

Over the years we gathered, built and supported a community of motivated and socially responsible individuals who share the values of exchange, collaboration, mutual support and inspiration. Even though the program is based on individual development, the philosophy that stands behind it is that better and more professional individuals will further convey their personal change and have positive influence to their colleagues, families and friends. In five cycles of this program we have had 125 individuals, and we are happy to start with a new group of 50 mentors and mentees!

Over the years we have put together, built and supported a community of motivated and socially responsible individuals who share the values of exchange, collaboration, mutual support and inspiration. Even though the program is based on individual development, the philosophy that stands behind it is that better and more professional individuals will further convey their personal change and have positive influence to their colleagues, families and friends. In two cycles of this program we have had 100 individuals, and we are happy to start with a new group of 50 mentors and mentees!

## HOW WE STARTED?

The start of *Creative Mentorship* project is connected to the project *Creative Society* implemented in autumn 2011 by the Embassy of Sweden in Belgrade and Museum of Science and Technology. In addition to the Swedish exhibition *Women inventors* and the educational program for children, the program called *Monday Club* was initiated, as a place for discussion and exchange of knowledge and ideas between Serbia and Sweden. Throughout the duration of the program, the non-formal ETC

group was formed, composed of 11 active and engaged individuals from the fields of culture and education from Serbia.

During the meetings with the lecturers from Sweden, the ETC members realized that each of them has had mentors throughout their careers - professionally successful individuals who were helping them through decisive moments in the development of their careers and who encouraged their further development.

Being inspired by the idea of exchanging knowledge and experience, which in Serbia is generally limited to the academic community, the ETC group, supported by the Embassy of Sweden in Belgrade, decided to create the pilot project *Creative Mentorship* that would gather and further strengthen over 50 chosen individuals – 25 mentees from the fields of education and culture and 25 mentors from diverse sectors – including business, politics, science, culture, etc.

**This pilot project has served as a platform for creation of a long-term mentorship program targeted at the agents of positive change in the fields of culture, arts, creative industries and media in Serbia, region and abroad.**

## **PROGRAM'S SCOPE AND TARGET GROUPS**

During each cycle of *Creative Mentorship* program 20 -25 promising professionals from in the fields of culture, arts, creative industries and media will have the opportunity to work on their professional and personal development with a mentor - an established professional in their field. In many cases the matching of mentoring pairs will be intersectoral and interdisciplinary, which will provide a different, fresh perspective of professional and personal development for both mentor and mentee, as well as new contacts between different sectors.

The program focuses on development of active and talented professionals from the fields of culture, arts, creative industries and media because, despite being the basis of development and creativity of one society, they

have been on the margins of public policies and politics in Serbia for a long time. This has caused underuse of potentials of institutions, organizations and individuals working in culture, low motivation, as well as lack of leadership and vision of the role of culture in Serbian society.

**By supporting the development of promising professionals in these fields *Creative Mentorship* aims to support generations of leaders in culture and encourage them to invest their knowledge and skills in the improvement of our society.**

## PROGRAM CYCLES

Each cycle of this program is one year long and gathers 25 mentoring pairs (50 participants). From 2012 up to now two cycles of this program were held (2012/2013 and 2014/2015), and the third one-year cycle will last from June 2016 to May 2017. The official start of the cycle is preceded by the 4-month-long preparation phase of selecting mentees after they have applied to the public open call and pairing them with appropriate mentors, according to their concrete needs and goals. The completion of each cycle is followed by a detailed evaluation in order to improve the program and inform our partners and cooperators who supported the program, on our results and impact.

Until now, we carried through 5 cycles of the program (2012/2013, 2014/2015, 2016/2017, 2017/2018, 2019/2020) while the 6th cycle started in September 2021. The latter one is at the same time the first regional cycle, since it includes participants from Serbia, Bosnia and Herzegovina and Montenegro.

The framework of the program are regular monthly meetings through which mentors support mentees in achieving their goals, exchange opinions on plans and challenges and for professional direction. Beside this, the program includes workshops and trainings on mentorship, personal and professional development and other topics relevant for mentee's succesful work (goal setting, communication, team work, time management, fundraising, etc), as well as reinforcing the capacities of cultural work through discussions and critical reviews of the most

important topics from arts, media, creative industries and cultural production. Important part of the program are informal networking gatherings of all participants, as well as this toolkit and other learning material on mentorship and professional development, along with a continuous team support.

## WHO ARE WE

We are the organization *Creative Mentorship*, based in Belgrade, consisting of a six-member team who actively collaborates with a group of volunteers, co-founders of the program, as well as with the alumni from the five previous program cycles. Besides the team and alumni, we have an Advisory Board, composed of leading Serbian and foreign professionals - in the fields of mentorship, cultural diplomacy, marketing, culture management, entrepreneurship and cultural heritage - who contribute significantly to the quality of the program with their knowledge, ideas, experience, contacts and dedication.

## SPONSORS AND PARTNERS OF THE PROGRAM

The *Creative Mentorship* program 2021/2022 is **financially** supported by: the Embassy of the United States of America in Belgrade, companies Medicon, Titan cementara Kosjerić, Coca-Colla Hellenic, Ministry of Culture and information of the Republic of Serbia, Embassy of Spain in Belgrade, Austrian Cultural Forum, Embassy of Sweden in Belgrade. **Partners of the program** are Nova Iskra, Vizartis, Mokrin House, Danas. **Partners for education** are: Gi Group Serbia (main partner), Epic Assistants and Stella Karl Ćosić.

## 2. THE IDEA OF MENTORSHIP

**The concept of a Mentor dates back to the Greek mythology!**

Mentor was a friend and counsellor of the hero Odysseus. When Odysseus went to the Trojan war, he left his son Telemachus in care of Mentor, who has guided the child through life by sharing knowledge, experience and advice.

Mentoring is a special, interactive relationship between two people – a mentor and a mentee. Just like in the Greek myth, mentor is usually a more experienced and knowledgeable person who has the knowledge and skills which a mentee, as a less experienced person, still doesn't have. It is, however, getting more and more common that a younger and less experienced person becomes a mentor to an older and more experienced individual, because they have a perspective of a younger generation and attitudes and ideas which are not yet bounded by the pre-established professional conventions.

Mentorship involves sharing of knowledge, perspectives, experiences and contacts between mentor and mentee, throughout which mentor supports a mentee in terms of professional and personal development. The aim of mentorship is to provide possibilities for more reflection and advancement of the mentee. Mentor and mentee work together on discovering and developing mentee's capacities, talents and skills, while the mentor is in the role of a supporter and a companion.

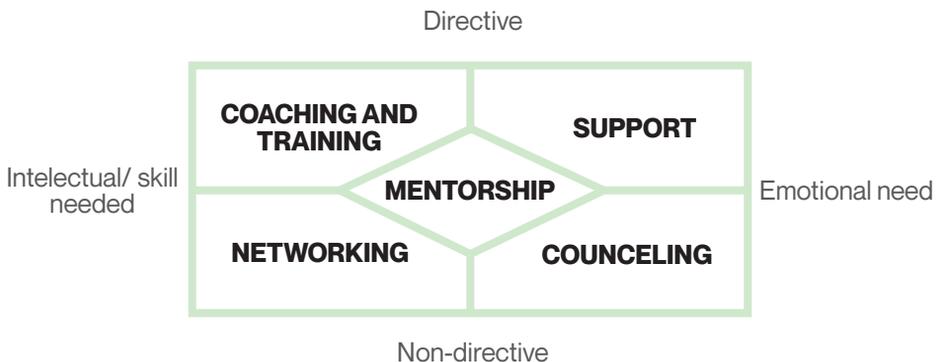
Mentorship is:

- focused on mentee;
- a one-to-one working process;
- a two-way learning process;
- a partnering relationship;
- confidential;
- a process of understanding and building confidence;
- focused on discovering talents and building capacities and skills;
- development oriented;
- focused on person more than on concrete task.

Mentorship is not:

- focused on mentor's knowledge and experience;
- task-oriented;
- a protective relationship;
- a parent-child relationship;
- a friendly relationship no matter what;
- a therapy;
- a job searching opportunity.

Although mentorship is the same as counselling, supporting, networking or coaching and training, it comprises some elements of all of these development techniques.



Mentorship styles - *Clutterback and Sweeney*

# 3. THE MENTOR

## Various definitions:

- **USA, England** – a mentor is a key person in the career development of a chosen individual and is responsible for their development.
- **Europe** – A mentor assists in the development of an individual on a professional, as well as on a personal plan. The individual takes responsibility for their own development.

A mentor is someone who is available for the mentee to learn from them. The role of a mentor is to listen and to make space for new directions in thinking, by asking apt questions, significant for the relationship. The mentor encourages an innovative approach to work and everyday life of mentee. In practice, there are numerous variations and expectations regarding the function and behaviour of people who are called mentors. Some of them are:

- To create a relationship based on mutual confidence, which will help mentee's development;
- To give a constant development support for a certain period;
- To “guide” the mentee through the phases of professional and personal development;
- To examine, together with the mentee, all the options in his career development and to give advice for career orientation;
- To help mentee analyse their current capacities, skills, knowledge and resources as well as those needed for a desired development;

- To convey to the mentee important information, knowledge and experience that will enable him/her to become better in what (s) he is doing;
- To offer new perspectives, proposals and a different view of mentee's doubts and questions;
- To give a constructive feedback;
- To make available contacts useful for the mentee's development;
- To be a role model;

**What does the mentor get through the mentoring process?**

- A possibility to meet another person that otherwise they wouldn't meet and to establish a relationship with her/him;
- A deep insight into attitudes and values of different generations; Personal satisfaction through contribution to other people's development;
- An opportunity for improvement and personal development through exchange of opinions and perspectives with his/her mentee;
- An opportunity for networking;
- Strengthening of their personal position in the professional and private area, as a result of somebody's confidence shown by choosing them for mentor.

# 4. THE MENTEE

According to the dictionary, a mentee is a *chosen student*. In practice, a mentee is a person who needs support from the mentor and someone who wishes to improve their current knowledge, to develop personally, to learn something new, as well as to receive concrete advice. The mentee's role requires certain predispositions: openness to new ways of working and communication, desire for exploration and readiness for challenges and changes. **Mentees are personally responsible for their own learning and development, but they have their mentor's support during this process.**

Meetings with the mentor are defined by the mentee's needs and interests. The mentee should personally identify their goals and the aim of the mentoring relationship, which can be change over time. It is important that the mentee comes on meetings prepared and knows what they want to discuss with the mentor. However, mentees are sometimes unable to identify their needs and development potential. For this reason, the mentor has a key role in assisting the mentee define them as best as possible. Finally, mentee should be a kind of a person who is open to suggestions, honest and completely present and dedicated to the mentoring process.

## **During the mentorship process, the mentee should:**

- Take advantage of the opportunities provided by the program for their personal and professional development
- Create their personal and professional development plan
- Be honest and opened towards the mentor when defining their own needs as best as possible
- Share with the mentor their own knowledge and experience
- Summarise the meeting experience with the mentor

### **What does the mentee get from the mentoring process?**

- A better insight into their own capacities and a deeper comprehension of his own strengths and areas to be improved;
- Knowledge on how to formulate the goals, for their continuous personal and professional development;
- An opportunity to communicate directly with the mentor as a special interlocutor for suggestions and directions;
- A unique opportunity to “take” some time for reflection, planning and self-analysis;
- A possibility to acquire life skills and knowledge that can help them recognize and avoid problematic situations and traps; Enlargement of their network with the mentor’s help;
- They become a member of the informal group of Program alumni, consisting of future leaders in the fields of culture, arts, creative industries and media and established professionals from different fields.

# 5. MENTORING RELATIONSHIP

Mentoring relationship means establishing an honest interaction between a person with knowledge and experience who wants to share it with the less experienced individual, within the clearly defined and previously determined timeframe. In mentoring relationships, a clear understanding of roles greatly affects the success of the entire process. Therefore, it is very important to clearly and **precisely define the expectations** that both sides have from this relationship in order to prevent disappointments. It is important to understand that mentorship is a continuous process in which presumed or desired effects cannot occur immediately after the initial meeting.

In order to have a quality mentoring relationship, it is crucial that both the mentor and the mentee are committed and active in a manner they find most acceptable. It is very important to be aware of broader picture because changes we make in one area of our lives inevitably affect other areas. **Honesty, openness and trust are necessary for achieving objectives and results in a mentoring relationship.**

What makes this relationship unique in comparison to many other interpersonal relationships is the asymmetrical relationship between the mentor and the mentee – as the relationship is always guided by the needs, expectations and objectives of the mentee. The mentor's role is to be an interlocutor but also to provide support and advice, without asking anything in return. The mentor is driven by the desire to share their own knowledge. Mentors derive their motivation from the satisfaction of observing growth and development they contributed to.

The rules of the game are defined by the mentor and the mentee in regards to what is, but also what is not allowed for the duration of the mentoring relationship. Here are a few examples of well-established rules of the game:

- **Show respect** for each other by coming to meetings regularly and on time, by turning off mobile phones and allowing the other person to complete what they wanted to say.
- **Discretion:** everything discussed inside the mentoring relationship is strictly confidential. If, for some reason, information from the meeting is to be communicated to other people, both sides should give their consent.
- **Define undesirable topics:** The mentor and the mentee are asked to specify which topics are undesirable for discussions due to potential conflict of interest or for any other reason.
- **Define communication outside meetings:** for example, discuss whether sending e-mails or making casual phone calls between meetings for important consultations is possible and desirable for both parties or not.

Questions and answers that can help in setting up a good mentoring relationship:

- **How often do you meet?** It is common for the participants to meet once a month. In the beginning, the meetings can be organized more frequently, every 2-3 weeks, until the mentor and mentee become familiar with each other.
- **How long should a meeting last?** Between one and two hours is a good timeframe that allows participants to remain focused.
- **Where should the meetings take place?** There is no a universal recommendation for a meeting place - meetings can take place in person or online. Having in mind the current situation due to the pandemic and hybrid nature of the cycle 2021/2022, it is recommended to have meetings online. Naturally, if the mentoring pair estimates that meetings in person are more suitable for them, they can meet in the place they agree on. However, when it comes to meetings in person, some mentoring pairs prefer to have one usual place for all meetings, while others find inspiration in changing the environment for conversations. Some prefer meeting on a “neutral territory”, outside the usual working space of the mentor or mentee, while others feel more comfortable in a working

space. Sometimes, having a conversation during a walk can be a good solution; it is important that the meeting place is quiet so that the conversation isn't disturbed and interrupted.

- **Taking notes or not?** It can be useful for the mentee to make a few quick notes during the meeting in order to have a track record of conversations with the mentor and follow their own development. It may be useful for the mentor, while the mentee is talking, to write down an idea that comes up or a question they would like to ask, without interrupting the conversation. Even though it is useful, excessive taking of notes can decrease the interaction and become distracting.
- **Staying in touch between meetings or not?** It would be good if mentors encouraged their mentees to contact them even between the sessions if any questions or dilemmas arise.
- **Who defines topics for each meeting and how to do it?** A mentee has the priority in deciding on the topic of the meeting, unless the mentoring pair agrees otherwise. An example of good practice is that a mentee sends an email with a desired topic several days before the meeting to define and announce the topic they would like to discuss with the mentor. This leaves time for the mentor to think over and prepare, and also helps the mentee to focus.

# 6. PHASES OF THE MENTORING PROCESS

The mentoring process consists of diverse phases, which vary in intensity of learning, motivation, enthusiasm and trust. Regularity of meetings is crucial for this one-year program, even if it sometimes may seem that your conversation topic not clear enough or that you have many other commitments and priorities outside the mentoring relationship. Although each relationship is unique and is determined by mentee's needs, mentor's knowledge, and their personalities and dynamics, there are several key stages of the mentoring process that should be followed in order to maintain focus and a sense of purpose in the mentoring relationship:

**1. Establishing a relationship - the purpose of the first meeting is to get acquainted with one another and to establish trust.** In order to prepare for the first meeting, it is essential that both the mentor and the mentee think about their needs, expectations and contributions to the mentoring relationship and clearly communicate this. The mentee and the mentor have already answered most of these questions when applying for the *Creative Mentorship* program, so reminding oneself of these questions and answers is very important.

Questions for mentees:

- What are my expectations from the mentoring relationship?
- What have I achieved until now and what are my strengths?
- What are my main development needs and my major challenges along the way?
- What are my short-term, medium-term and long-term goals?
- In which priority areas of my development can the mentor provide me support?
- How can I help my mentor support me?
- How can I tell whether the mentoring process is working or not?

Questions for mentors:

- What do I expect from the mentoring relationship? What can I offer to my mentee?
- Which professional and personal experiences have helped me the most in my development?
- What important lessons have I learned? How did I overcome challenges? How can I take advantage of them while working with the mentee?
- How will I know whether the mentoring process is working or not?

In addition, during the initial meeting it is important to talk about things and issues that motivate the mentor and the mentee to act, discuss problems and ideas significant to them, as well as hobbies and important life milestones.

Furthermore, at this stage it is necessary that both sides agree on the structure of mentoring meetings, where and their time and place the limits and the rules of the relationship, the frequency of communication outside meetings, and how they will evaluate their satisfaction with the process.

**2. Mapping the current position – evaluating the “here and now”.** After getting acquainted, the second meeting should be dedicated to mapping mentee’s current professional and life status, as well as their knowledge, skills, resources and contacts. At this stage it is essential to accurately assess the current situation of the mentee as a starting point. When mapping, it is recommended that the mentor provides support through questions and general insights.

**3. Formulating the direction and setting a work plan.** Setting goals can become accurate only when both parties have a clear picture of the current situation, which is the starting point for further development. It is necessary that both sides openly discuss and agree on what they want to achieve, both in terms of results and the the time frame of their achievement. The mentor should support the mentee in reaching the decision about what they want. Even if the chosen mentees participating in the program have already set the mentoring relationship’s basic directions and goals, this mentoring session should assess different possibilities and formulate an even clearer direction for development.

**After formulating a direction, a bridge should be built between the “here and now” and “there and then”.** The mentee should make an assessment of the gap existing between their current position and the desired one, and decide which options are feasible for achieving such a state-of-being. The most viable options should be taken into consideration and these can be combined to formulate a list of important development areas, topics for meetings and, in case it is relevant, a *mentee’s key learning and development activities plan*.

Questions that may be helpful in this process are:

- What does the mentee want to achieve in the short, medium and long term?
- Where does the mentee want to be in one year after completing the program?
- What are the urgent areas of development that will make the greatest impact?
- What kind of support, advice and assistance does the mentee expect?
- What kind of help, advice and support can the mentor provide to the mentee? How will they know that progress has been made?

**4. Bridge building - progress and active learning.** In this phase, which is the longest one, the mentee takes care of activities’ plan implementation and determines topics for discussion relevant to their development. The mentor’s contribution in this phase is to provide support to the mentee, share knowledge, experience and perspectives and give constructive feedback. During this period, it is important that the mentor provides the mentee with: a) help to confront and overcome inevitable obstacles, b) assistance in deciding whether goals should be slightly amended or methods for their implementation improved or changed, c) help in strengthening the sense of ownership over the objectives, d) strengthening their resistance to temptation and encouraging perseverance. Effective help from a mentor is not only based on the sharing of knowledge, but also on asking questions that encourage overall consideration of relevant factors, simultaneously focusing the mentee in the desired direction.

**5. Becoming independent.** At this stage, the mentee increasingly takes responsibility, builds confidence and leads the process, while the mentor's role is to support, respond and ask questions. While it is possible that the mentor's enthusiasm and level of learning at this stage might be lower than in the previous one, it is important to keep motivation and commitment high on both sides and organize meetings regularly. It is especially important to repeatedly focus on the direction and development needs, otherwise there is a possibility that the mentoring sessions may turn into small talk about everyday life.

**6. Rounding up the relationship and assessment of progress.** This happens at the last meeting of the program. This meeting should be used to summarize the mentoring relationship, review the process, exchange suggestions and comments between the mentor and mentee. Due to the fact that this is the final phase and extremely important as a milestone and opportunity for further learning, we have dedicated it a special section, in chapter number 8.

# 7. MENTORING MEETING TIPS

## **PRECONDITIONS FOR A SUCCESSFUL RELATIONSHIP:**

- Trust
- Respect
- Honesty and openness
- Desire to learn

Tips for good mentoring meetings:

- Plan ahead, continuity is important
- Agree on the agenda
- Schedule the date, time and place in advance
- Inform the mentor few days in advance on the topic of a meeting
- Regularity is important for a relationship: it is optimal to meet once a month
- Continuously evaluate the achieved progress, even at the last meeting

Example of a 90min agenda:

- What's new since last time – 15 minutes
- Chosen topic/question for the day – 60 minutes
- Summary/plan for the following meeting – 15 minutes

Examples of possible topics for meetings:

- Setting priorities - how to focus energy, attention and action
- The relationship and balance between professional and private life  
Personal management, motivation and learning
- Working in a team, forming and leading teams, motivation, delegation

- Specific topics related to the specifics of the mentee's profession  
The role of culture and arts in society
- Communication of ideas, creating a support network How to evaluate one's own work
- Planning, initiating and managing projects, organizations, institutions
- Creating and maintaining partnerships, fundraising
- Financial viability, business models

Questions for the mentee to reflect on after each meeting:

1. Conclusion: what did we talk about?
2. Insights: thoughts that moved me during and after the conversation?
  - Which 3 things did I learn at the meeting?
  - Which 2 new perspectives or possibilities have I perceived during the meeting?
3. Consistency (follow up): what do I need to do/consider?
  - Which two actions will I be encouraged to do by today's meeting?

### **DIFFERENT CONVERSATION MODELS:**

**GROW** model: developmental and far-sighted

**Goal:** what mentee aims to achieve

**Reality:** interpretation of reality

**Option:** different options

**Will:** what the mentee will do

**STAR** model: focus on realization and concrete events

**Situation:** describe the present situation

**Task:** what is your mission?

**Action:** what have you done?

**Result:** what have you achieved?

Basic rules of active listening:

- Listen to others while they talk
- Show understanding and interest
- Ask open-ended questions
- Use 'I' messages – messages that are not generalizing, but related to personal situations and your point of view
- Offer your interlocutor a new perspective of a certain situation and insight into the various possibilities

Asking open-ended questions. The so-called **closed questions** should be avoided in the mentoring meetings. These are the kinds of questions which elicit only 'YES' or 'NO' responses:

- Did you...?
- Do you have...?
- Do you want...?

During one's work with the mentee, it is best to use **open-ended questions** which aim to elicit more free and detailed answers:

- What?
- Where?
- How?
- When?

In different situations, different questions are needed to facilitate thinking, understanding of the situation, encouragement and incentives. Here is an example of some of the so-called detective, explorative and encouraging questions that you can use during sessions:

Detective questions:

- Uncover facts and "objective" data
- What have you accomplished to date in a particular segment of work?
- What happened as a result?

Explorative questions:

- What have you learned from that?
- If you had to do it again, how would you do it?
- What advice would you provide someone who is just beginning a

- similar project?
- What are you worried about? What frightens you in relation to...? What would happen if you did...?
  - What are your thoughts on the subject? What are you most comfortable with?
  - What conclusions can you get out of the experience so far? What are at least two alternative ways of thinking about this? What else could you have done at the given moment?
  - What is the most important for you?
  - If someone says ... how would you respond?

Encouraging questions:

- What results do you hope for?
- What can you do to make that happen? How will you start?
- How will you know when you achieve it? Who else needs to know about this?
- What are the resources you have and what resources you need? What is the risk if you do or do not do that?
- How can you make obstacles in your own development?

## **WHAT CAN YOU DO BESIDES HOLDING CONVERSATIONS?**

New opportunities for learning in a mentoring relationship, in addition to meetings between the mentor and mentee, may be created in one of the following ways:

- Attendance of the mentor at a meeting between the mentee and a third person
- Joint meeting with a third party
- Shadowing activity, i.e. presence of a mentee in an activity (meeting, presentation etc.) being performed by the mentor
- A tour of the mentor's or mentee's workplace
- Joint trip to a professional or networking event.

# 8. HOW TO END A MENTORING RELATIONSHIP?

Even though there are people who we will consider our mentors for the rest of our lives, the formal mentoring relationship, such as one within *Creative Mentorship*, has its one year timeframe agreed in advance by the organizers, mentors and mentees. Therefore, all mentoring relationships should formally be wrapped up and finalized within this previously defined period. The focus of the last meeting should be on summing up the mentoring process and reflecting on final suggestions and comments.

## **Some useful tips to mentees for the preparation of the last meeting with a mentor are:**

- The end of a mentoring process is the time for new beginnings;
- Use the process of ending the relationship to remind yourself of the good sides and progresses you achieved in your mentoring relationship and personally as a mentee;
- With the mentor's help identify the type of support you need in your further development and how to attain it;
- Agree whether, how and how often you will stay in touch. This refers only to the pairs who wish to do so, outside the frame of the *Creative Mentorship* program;
- Plan a fun activity with your mentor.

**Some useful tips to mentors for the preparation of the last meeting with a mentee are:**

- The end of a mentoring relationship is a good moment to encourage the future development of your mentee;
- Use the process of ending the relationship to remind yourself of the good sides and progresses achieved in your mentoring relationship, as well as to compare what the mentee originally wanted to accomplish at the beginning of the mentorship relationship with the outcome of the mentoring;
- Compliment the mentee and their good sides - summarize and communicate to the mentee the progress he/she made during the past year;
- Help your mentee identify the type of support needed for their further development and how to attain it;
- Agree whether, how and how often you will stay in touch. This refers only to the pairs who wish to do so, outside the frame of the *Creative Mentorship* program;
- Encourage your mentee to continue learning and developing after the end of the mentoring relationship.

# 9. LOVING FAILURES IN LIFE DEVELOPMENT

**The philosophy of the *Creative Mentorship* is that life and mentoring relationships do not represent a process of achieving success, but are processes of learning.** If we perceive mentoring in this way, we will fear and stress less over issues such as:

*Will I be able to support the mentee?  
Will I be sufficiently interesting to the mentor?  
What if our relationship is disappointing?*

As a result, we will approach the process of interacting with an unknown person with more honesty, openness and boldness.

We can learn something new, gain a different perspective on our current position and actions and discover different ways of thinking from each and every person, even if the person is not our dream mentor or mentee. It is important that mentoring pair has mutual respect and confidence in the mentoring process of exchange and learning.

# 10. WHAT IF A MENTORING RELATIONSHIP DOES NOT WORK?

Sometimes the relationship between a mentor and a mentee fails. The process of pairing a mentor and mentee is ultimately based on the idea of connecting two unknown persons who pre-commit to start a certain kind of “relationship” during a one-year period.

Sometimes there is just no “chemistry”. Other objective reasons for sensing failure of the mentoring process may be the lack of clearly set expectations on both sides, extremely busy mentor or mentee, confusing goals set by the mentee or a lack of honesty due to the mentee’s desire to appear in the best light in front of the mentor, or vice versa.

If the mentor or mentee is busy and does not find time for a meeting, or if they feel they are not well matched, it is important to discuss this with each other and contact the *Creative Mentorship* team in a timely fashion in order to solve the problem or find a replacement.

# 11. LITERATURE

1. *Profitable Mentoring* – A practical handbook, Charlotta Wikstrom and Ekerliids Forlag, 2007, Bulls Graphics, Halmstad, Sweden
2. *Coaching and Mentoring*, Nigel MacLennan, 1995, Gower Publishing Limited, Hampshire, England
3. *Coaching for future – How Smart comapnies use coaching and mentoring*, Janice Caplan, 2003, Chartered Institute of Personnel and Development. London, England
4. *Mali vodič kroz mentorstvo: Podeli svoje znanje – postani mentorka*, Vital Voices, Evropski pokret u Srbiji, Erste Banka a.d. Novi Sad, Ambasada SAD u Srbiji
5. *Vodič za učesnike programa MenProSam 2016*, Mentorski program Srpske asocijacije menadžera, SAM i Adria Group, Beograd 2016
6. *Mentorskap för professionell och personlig utveckling*, Margareta Neld, 2010, Kulturrådet, interni materijal.

# IMPRESSUM

*Creative Mentorship*  
2021/2022.

**Authors of the toolkit:**

Višnja Kisić Maša Avramović  
Dragana Tomić Pilipović  
Andrej Bereta

**Design:**

Vladimir Garboš

**Translation to English:**

Ljiljana Grubač

**Proofreading:**

Višnja Kisić

***Creative Mentorship team:***

Dragana Jevtić, co-founder, director  
Višnja Kisić, co-founder, education and program  
development manager  
Katarina Vojnović, program coordinator  
Tatjana Nikolić, program associate  
Milana Vojnović, PR manager  
Daša Spasojević, Pool of Mentors manager

***ETC group:***

Maša Avramović, Andrej Bereta, Dragana Jevtić,  
Zorana Đaković Miniti, Višnja Kisić, Đorđe Krivokapić,  
Slavica Marković Sandić, Itana Miljanić, Mirjana Odić,  
Marko Radenković i Dragana Tomić Pilipović. *Creative  
Mentorship* project has been designed and launched  
thanks to their enthusiasm, knowledge, volunteer  
engagement and faith in the value of mentoring.

**Creative Mentorship Advisory Board:**

Tony O'Brien, Larisa Halilović, Helene Larsson Pousette, Philipp Dietachmair, Relja Dereta, Višnja Kisić, Tatjana Nikolić, Branimir Brkljač, Milena Dragičević Šešić, Slavica Marković Sandić, Karen Knight, Marko Radenković, Marie Vila, Paul Rompani. Thanks to their support, expertise and enthusiasm The *Creative Mentorship* program and their team is developing, improving and progressing daily.

**Sponsors:**

The 6th cycle of the *Creative Mentorship* program 2021/2022 was financially supported by the Embassy of the United States of America in Belgrade, companies Medicon, Titan cementara Kosjerić, Coca-Colla Hellenic, Ministry of Culture and information of the Republic of Serbia, Embassy of Spain in Belgrade, Austrian Cultural Forum, Embassy of Sweden in Belgrade.

**Partners:**

Nova Iskra, Vizartis, Mokrin House, Danas

**Educational partners:**

Gi Group Serbia (main partner), Pamela von Sabljar, Epic Assistants and Stella Karl Čosić.



**IF YOU  
WANT TO  
WALK FAST,**

**WALK  
ALONE.**

---

**IF YOU  
WANT TO  
WALK FAR,  
WALK  
TOGETHER.**

---

African proverb.



## Main sponsors



## Sonosors



Република Србија  
Министарство културе и информисања

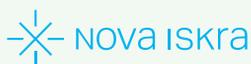


austrijski kulturni forum<sup>belg</sup>



Embassy of Sweden  
Belgrade

## Partners



**Danas**

## Main educational partner



## Educational partners

**PAMELA vON SABLJAR**

**EPIC ASSISTANTS**

**Stella Karl Ćosić**