

THE WOMEN ON BOARD ASSOCIATION TURKEY
CROSS-COMPANY MENTORING AND INDEPENDENT BOARD
MEMBERSHIP CERTIFICATE PROGRAM 4TH TERM
MENTORING HANDBOOK

2020 - 2021



Dear Mentor, Mentee,

This handbook has been prepared in order to increase the effectiveness of the Cross-Company Mentoring Program operated by the Women on Board association Turkey (WBAT) and to facilitate its functioning.

The handbook includes:

- Basic information relating to the WBAT Mentoring Program
- Definition of the concept of mentoring and its process
- Definition of the ideal mentor and mentee, their role and responsibilities
- Recommendations and tips for effective mentoring
- Benefits of the program for the mentor and mentee
- Samples of effective questions the mentee can ask the mentor

We aim at keeping this mentoring handbook updated through your valuable experiences, so that it can profit you optimally and become a living reference document. We would therefore be grateful if you could share with us all your questions, recommendations and suggestions: info@ykkd.org

Sincerely yours

WBAT Board of Directors

PART 1: Basic Information on the WBAT Certificate and Mentoring Program

- The program's process starts when prominent leaders of our business world accept to become voluntary mentors.
- Once they are on this program as mentors, they determine one or more women directors, whether from their own company or other companies, having the biggest potential to become board members. After considering the criteria defined by WBAT, they present them as mentee candidates for the program.
- The mentee candidates receive points from the WBAT committees according to the following criteria:
 - Title: Being a high level director (CEO (n) or (n-1) level) in her place of employment
 - P&L Management
 - Number of vertical expertise
 - Number of employees responsible for
 - Turnover-budget managed
 - Seniority
- The related WBAT Committees then pair the mentees with mentors from various companies after taking into consideration their field of work, expertise and personalities.
- Each term mentors work with a new female mentee and prepare them to play stronger roles by having on the average 9 meetings per term.
- In order for the mentoring program to be completed successfully and for the mentees to graduate from the program they must have had at least 6 meetings during the Program* and completed the Development-Certificate Program Modules in full**.
 - * If the Mentee- Mentor meetings look like they will end up with less than 6 meetings due to possible obstacles for one party, we should be contacted so we can offer assistance on the matter.
 - * **Mentees who cannot attend due to imperative reasons can compensate the missing lessons during the following term.
- The conditions for mentees to be accepted and attend the mentoring program are:
 - Obtaining permission from their company to be appointed on Boards of Directors
 - Providing timely feedback on information requested by the WBAT
 - Complying with ethical rules during the duration of the program
 - Participating without fail to the mentee development activities operated by the program

ETHICAL RULES

01

No mentor can make a job offer to his/her mentee

02

All mentees can be independent candidates for boards of directors in different companies, including that of the Mentor, in a manner that does not cause competition or conflict. All mentors will allow this and encourage the mentees from their own companies.

03

All discussions between Mentors and Mentees are confidential and unless expressly allowed by both parties, cannot be shared with third parties.

PART 2: Definition of Mentoring

“Mentoring is the help a person provides another person, outside of status considerations and hierarchy, with the aim of bringing great transformations to that person’s knowledge, professional life and thoughts.” – David Clutterbuck

Strong persons have always mentored others during history. Mentoring has always played an important part in the transfer of culture from one generation to the next through the concepts of power, authority and responsibility. The word “Mentor” itself comes from the name of a guiding hero in the Homeros saga from 2000 years ago, and like so many other words derived from mythology, it is being used without having changed. Yönder which is a Turkish word is also used from time to time with the same meaning.

The persons receiving the mentorship have been designated with many different words; “protected”, “attendant”, “student”, “apprentice” and lately the word “mentee” is being frequently used. Throughout history the essence of the work done by mentors has not changed. Mentors have guided the persons they mentored towards the fulfillment of their potential and have given them support so they could be the best at their work.

Nowadays there is almost no one who has reached the top level of their field whether it be commerce, politics, art, sport or other, without having received the support of a mentor at some point in their lives or having patterned themselves after a mentor. With their knowledge and experience mentors have always tried to guide their mentees so they can structure their careers in a smart and successful way.

This document aims to explain the Women on Board Program and to provide information to the mentors participating in the program on how to begin their work well equipped and to the mentees on how to be a “mentee”. Mentoring is a two way process.

Many aspects of the mentoring meetings should be prepared by the mentee who has the responsibility of conducting the relationship with her mentor. For this reason this document has a section explaining the things the mentee should do in order to obtain maximum benefits from the mentoring process.

Mentoring in Summary:

- A person expert/experienced in a certain field, gives support to a less experienced person during a determined time for his/her development.
- It is a learning partnership that is based on and benefits from information, talent and experience.
- It is a learning model based on a personal relationship.
- Its focus is the mentee’s agenda and development.
- It promotes long term thinking rather than daily matters.
- It encourages the person to reach his/her determined goals.

PART 3: Definition of the ideal Mentor and Mentee, Role and Responsibilities

Features of the ideal Mentee:

- Owns the mentoring process.
- Is eager to improve oneself professionally and to work with the mentor for this purpose.
- Manages the mentoring relation professionally.
- Sets the targets beforehand.
- Has a written agenda.
- Is ready to leave her comfort zone.
- Respects the schedule of the mentor.
- Takes all the advice into account but makes her own decisions.
- Does not expect the mentor to tell her what to do and solve her problems.
- Listens to her mentor but also voices her own opinions.
- Can speak openly and easily about her career.
- Is ready to discuss frankly her dreams, ambitions and possible obstacles on her way.
- Is ready to discuss her own competence and need for development regarding the properties of self-confidence, competency and potential for added value as determined by mentors for her to become a board member.
- Is willing to listen to the suggestions, feedback and advice offered by the mentor.

Features of the ideal Mentor:

- Admits that all subjects discussed are confidential and carries out all meetings with the mentee within this framework.
- Is generous in sharing own information, experience and views.
- Listens to the mentee without judgement and tries to understand her within her environment
- Focuses on the areas of development, keeping in mind there are necessary limitations.
- Supports the mentee to reach her objectives and encourages her to take action.
- Provides honest and constructive feedback.
- Tries to find the right balance between encouraging and forcing at each meeting.
- Relates own experience and stories to the mentee for inspiration.
- Shares advice and opinions as a source of information but lets the mentee decide.
- Assists the mentee in forming and using a relationship network by using from time to time his/her own network.
- The relationship with the mentee is a professional friendship, the mentor cannot be in a position of authority.

PART 4: Recommendations and tips for the successful completion of the WBAT mentoring program

We can summarize the factors necessary for a successful mentoring relationship as follows:

A successful mentee-mentor relationship has been established when:

- Both parties have agreed on a program schedule, timing and method and put in the effort necessary for the realization of this program
- Meetings take place regularly and in a structured manner
- The Mentor shares his/her knowledge and experience, listens to and understands the Mentee's difficulties
- The Mentee comes to every meeting with an agenda and well prepared
- The subjects studied cover not only the long term objectives but also the short term development areas that help reach those objectives
- The Mentor and Mentee feel they speak the same language
- They feel comfortable with the confidentiality and trust that are at the base of the partnership.

These are the commitments of the WBAT program management, Mentee and Mentor for a successful program

WBAT'S role: Preparation and monitoring

- The WBAT Program Management (PM) ensures that basic information covering the short background information of both mentor and mentee is shared by the parties.
- The WBAT PM meets with mentor and mentee at certain intervals. It makes sure that the process is functioning correctly and that both parties have a high satisfaction level.
- If the meetings cannot continue regularly because of changes to the Mentee or Mentor's situation, it gets involved in the process to provide support and suggests changes when necessary.

Mentee's role: Preparation

Because the relationship is based on the development of the mentee, it should be managed by the mentee. It is extremely important for the mentee to plan the meetings and to prepare for them. However once the meeting has started it is natural for the mentor who is more experienced to shape the direction the work will take.

During this process the mentee should be prepared on the following subjects:

- The beginning phase where both parties discuss how they will work together is very important and called "contract". It is suggested that during the contract phase the meeting frequency, time, place, organization of the meeting, the expectations of both parties, the limitations and communication channels are determined.
- Think about the long term development plan. What are the current objectives and assumptions? Is becoming an independent board member or one within the mentee's organization among the objectives?
- Develop one's own definition of personal success. What brings success? What are the major steps to take to become a board member?

- Determine one's strengths and weaknesses in view of one's objectives. To bring the strength forward and prepare a plan for areas that need developing.
- Try and determine the hurdles that might currently and in the short term appear and prevent success.
- Determine what one wants to obtain at the end of the mentoring process: How can one profit the most from the program? What should one focus on for the most effective result?
- Decide on how to utilize what was acquired during the mentoring process.
- Even though the mentee manages the process, this does not mean that the mentor has to readily accept every idea prepared and brought by the mentee. One of the responsibilities of the mentor is to encourage the mentee to think about her career and objectives.

Mentor's role: First meeting and method

During the first meeting with the Mentee, the Mentor can manage subjects related to the environment and relationship direction by taking into consideration the following:

- Creating an environment where they can communicate easily thanks to the guarantee of confidentiality and a comfortable work space.
- Agreeing from the start on the number of meetings and how long they will last.
- Defining ground rules on how the meetings will take place. Mentoring is a two way relationship: it is advised that the mentee is asked about her views and preferences on subjects such as organization of the appointment, work subjects, sensitivities etc.
- Underlining important concepts such as openness and honesty in order to maintain a successful relationship.
- Have a common understanding of what the mentee's expectations are from the mentoring meetings.
- Clarify at the end of the first meeting the date of the next meeting, its date if possible and the person who will make the arrangement.
- Discuss during the first meeting whether the program and agreement related to the meetings is convenient for both parties. Agree to review at a certain point whether the process is working successfully for both parties.

Mentoring is a process based on conversation. In order to establish mutual trust, especially during the first phases, the mentor who is the strong party in the relationship and has seniority, might be prepared to take control of the process when necessary. The Mentor can then do the following:

- Examine the situation of the mentee, understand the obstacles she faces and depending on her preparation study her aim and objectives.
- Focus on the subjects that are most difficult for the mentee at the beginning, and start a conversation about the steps that could be taken for the mentee to succeed at these subjects.
- Share one's perception, experience and knowledge in a way that is helpful to the process.

- Confirm that there is mutual understanding and that they are focusing on the right subjects.
- If help was promised outside of the meeting time, making sure that one party has taken notes and that both parties are aware of all the available communication channels.
- Taking notes as a reminder on the important subjects discussed, to be used also as reference during future meetings.
- Finally to enjoy the meeting and the work. This should be a pleasant and enjoyable experience for both parties.

General recommendations:

First meeting:

- Obtain as much information as possible beforehand
- Prefer a conversation where parties get to know each other on a personal level during the first meeting
- Define the roles, objective and expectations
- Determine the logistic details (location, frequency, timing)
- Work on a development plan
- Clarify how feedback will be given and received
- Clarify the success criteria of the mentoring meeting and how success will be measured
- Determine career development objectives
- Make an action plan
- Write down all progress made

Advice for following meetings:

- Try to meet more often during the first months
- During every meeting review the criteria for the success of the mentoring meeting, redefine them if necessary
- Request and share feedback at the end of every meeting
- Determine subjects to be suggested for the next meeting

Advice for final meeting:

- Discuss how much of the objectives have been reached
- Evaluate and record what has been accomplished

PART 5: Fundamental benefits of the WBAT Mentoring Program

What benefits should this experience bring to the Mentee?

- The major benefit for the Mentee is the learning experience that the Mentor, a successful CEO or Board Member, has voluntarily shared, obtained after years of experience struggling with all kinds of hardship.
- Since every mentee is a different individual the benefits gained from the mentorship will vary. What matters is that the mentee has received the information and knowledge that will enable her to become a board member in her own company or an independent board member.
- While sharing their experience, awareness and guidance the mentors will kindly use their connections to help their mentees develop their own relationship network as well as their ability to express themselves.
- Finally the mentee profits from this relationship by obtaining valuable advice on the next steps to take for her own leadership style and career.

What benefits should this experience bring to the Mentor?

Even though the program profits most to the mentee because of its objective, the subjects which are beneficial to the mentor are:

- The satisfaction of contributing to the development of the next generation of high level managers with their wisdom, insight and experience.
- Gaining new experience as mentor and having the opportunity to develop one's insight.
- Contributing to resolve the deficiency of female board members that exists worldwide, in our country.
- Adding value to our economy by creating boards that are able to think and decide more integrally.
- By understanding the obstacles women face in our country as well as worldwide in becoming Board Members, having the power to change this situation in their own organization and in other areas of influence.
- As they often mention themselves, being a leader that can pave the way for their own daughters as well as all other girls to have a better future.

PART 6: Samples of effective questions the mentee can ask the mentor within the WBAT Mentoring Program

Ask your mentor for a board of directors regulation and if possible ask for the minutes of an old board meeting (can even be more than 10 years old).

After examining this pick one or two questions you can ask your mentor at the next meeting, ask for his/her interpretation and discuss these subjects

After examining all of the regulation and the minutes write down the terms you don't understand, go over them with your mentor and ask for clarification.

Find out which committees your mentor's company has, ask about them. Tell him/her that you would like to participate to one or more of them as an observer.

Ask your mentor about the manner in which they decide upon the committees in his/her firm, how they chose the members, what the critical factors there are.

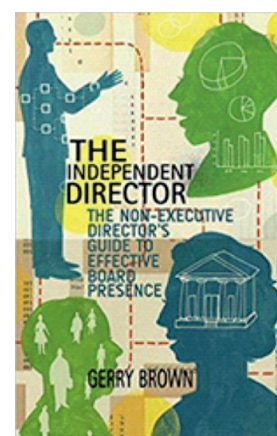
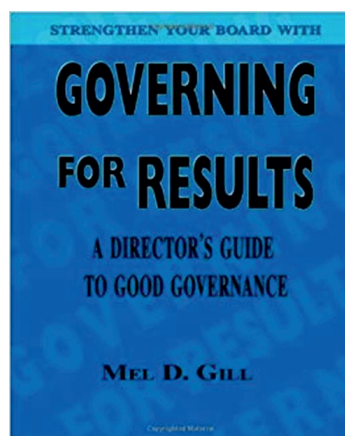
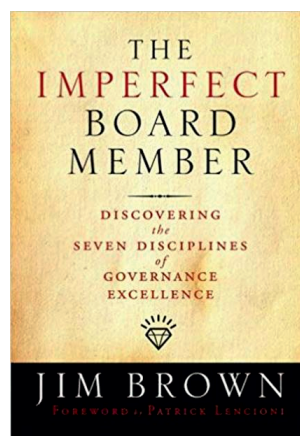
Talk with your mentor about the general features of the board members he/she finds successful and unsuccessful, and ask more detailed questions about the specific reasons for some of them.

Ask your mentor how they put together the order of the day for board meetings. Ask how these topics vary from one meeting to the other and if continuity matters.

Ask your mentor about the general flow of the board meetings, how much time they allocate to various subjects and how they organize the agenda.

Talk to your mentor about the nomination of independent board members. Ask about and then discuss how candidates are nominated and selected.

If possible procure the books listed below and ask your mentor questions about them:



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