



**PUBLIC SERVICES
INTERNATIONAL**

The global union federation of workers in public services

ENGLISH

BUILDING THE FUTURE

Strengthening Young Workers in Trade Unions through Mentorship



APRIL 2021



BUILDING THE FUTURE

**MENTORSHIP MODULE FOR YOUNG TRADE
UNIONISTS IN PUBLIC SERVICES IN SOUTH ASIA**

APRIL 2021

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These discussions were an invaluable starting point in creation of this mentorship module, and helped in understanding the prevailing situation, challenges and perceptions about participation of young workers, and the need for mentorship in trade unions.

We would like to thank DGB Bildungswerk Bund for the support and collaboration in coming out with the study that will help strengthen leadership of young trade unionists in South Asia

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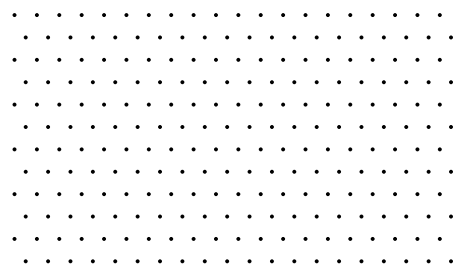
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PSI AP YOUNG WORKERS' FORUM MEETING

17 SEPTEMBER 2019, BALI, INDONESIA

Statement APRECON 2019 to support the implementation of a trade union mentoring programme for young workers in Asia Pacific

At the 30th PSI World Congress held in Geneva, 2017, PSI affiliates made the commitment to work for young workers who face an unprecedented situation in the present times. The situation of young workers is one of the most profound challenges facing the labour movement, and public service unions in particular. Ensuring young workers are integrated into all levels of union leadership and activity is essential, if we want the trade union movement to survive and grow.

Young workers of PSI Asia Pacific identified mentoring programmes as a step towards developing the capacities of young trade union leaders in the region. They believe such programs will lead to better integration of young workers into affiliates' organisations.

Therefore, the young workers' representatives of Asia Pacific acknowledge that there has been a gradual rise of young workers' participation in PSI bodies, and hereby submit the following recommendations to APRECON 2019:

- Support the sharing of experience and the development of capacities of its young trade union leaders through mentoring programmes;
- Maintain the efforts made by PSI affiliates in the past years to open spaces for young workers and women workers into their structures.

Public Services International (PSI) presents this mentorship module for use by union leadership to identify and train potential young leaders to bridge the intergenerational gap between older and younger members in the union. The module lays out the steps and tools needed to undertake a formal mentorship program and can be tailored to suit unique needs and structure of any union.

No doubt that since the start of the union movement, leaders have “informally” mentored successors. But historically, this has meant that women and other individuals from minority groups have been left out. Young workers and women are critical to the future of the labour movement and developing their leadership potential is a key to its success.

PSI hopes that this Mentorship Module will help unions to increase young workers' participation within governance and leadership, diversify leadership, and integrate young workers into organisational structures at every level.

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SECTION 1:

YOUNG WORKERS IN TRADE UNIONS

1.1 Current Context

One of the key challenges for the trade union movement in South Asia has been the derisory participation of young workers, particularly in leadership. The “generation gap” faced by trade unions brings with it a unique set of problems, leading to creation of hierarchies and conflicts that are often counter-productive, weakening our collective strength. Along with informalisation of work, privatisation of public sector, deregulation of labour laws, falling wages, and the attack on freedom of association, existential threats that mitigate union power are ones that we cannot afford to ignore any longer.

The lack of intergenerational dialogue presents itself as two fundamental challenges. Firstly, a growing reluctance among young workers to join the union as they increasingly feel that the leadership does not understand or address their concerns. Secondly, young workers within unions often remain inactive members and for various reasons do not participate in building the organisation or influencing its decision making and strategies. What results is a union that is overwhelmingly dependent on a handful of experienced and often older leaders with no second-line leadership or plan for the future, and a weaker union that is unable to grow and cope with the changing times.

Across South Asia, the upward trend of privatisation and outsourcing has meant that many of the permanent jobs are being replaced with precarious and informal ones. Unions find that the demography of their membership is skewed towards older workers, because most young workers are recruited into jobs which are outside the union fold. These workers are either left out altogether or are too afraid to engage with the union for fear of victimisation and losing their jobs. A 2019 survey of more than 1300 young workers across Europe by the European Federation of Public Service Unions confirmed this, finding that most young workers remain non-union members because they were either

“not approached (19 percent)” or “hadn’t gotten around to becoming members (18 percent)”. The study concludes that the “future of trade unionism depends on the extent to which unions can adapt to the harsh realities faced by young people today.”

1.2 Challenges to Participation of Young Workers

Through a series of twelve interviews with young workers and senior leaders of PSI affiliates from Pakistan, Bangladesh, Nepal, and India, we sought to understand the various practices and structures in place to promote young leadership, and the major challenges that impede the process. The interviews served as a starting point to build a mentorship module that is relevant, based on felt needs, and seeks to overcome these practical barriers.

This section draws from the twelve interviews to present issues faced by young members in trade unions. Note that for the purpose of this module, young is defined as any individual below the age of 35.

What prevents young workers from joining the union?

- Misunderstood ideas and negative notions about unions are often fed by mainstream media.
- With no knowledge about the union’s history and few examples of young active trade unionists in their surroundings, young workers are often averse to join the union.
- Privatisation of public sector means that young workers are often recruited into contract jobs. Traditionally unions have represented permanent workers.
- Unions haven’t changed with times. They continue to employ traditional ways of engaging and campaigning which fails to inspire and motivate young workers to participate.

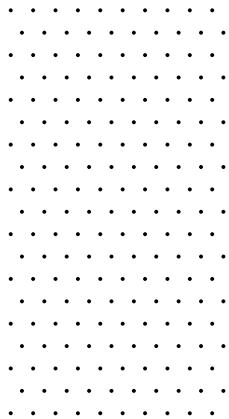
What prevents young members from participating and leading the union?

- Young workers, particularly women, are unrepresented in the decision-making bodies within trade union. They don’t believe they will make a difference within the union. Without leadership roles and active engagement, unions seeking participation from young members is seen as opportunistic by young workers.
- Even though a workforce may face common issues, the prioritisation of those issues can differ by age, gender, etc. Issues facing the older and young workforce can at times be different. For instance, young workers might demand training, overtime benefits, increased leave, and better maternity and paternity leave, while older workers may be more concerned with social security benefits such as pension entitlements.

- There is often no skill training, leadership development, and knowledge of trade union issues imparted to young workers.
- Traditional union meetings and programs may be lacking interaction and creativity.
- Lack of understanding about the history of union struggles can mean that workers expect quick results, leading to frustration and disillusionment.
- Young workers often feel intimidated by senior leaders, and fear speaking up in meetings.
- Young members may also have a mind-set that any appearance at the union office will be met with demands for monetary contribution or assignment of union tasks.
- They fear victimisation by management or employers if they are seen in union meetings.
- The lack of a peer network leads to feelings of isolation and lack of enthusiasm that can come only when young workers interact with like-minded people in other unions.

What thematic areas are identified by young workers for capacity building?

- **GENDER**
- **WORKPLACE HARASSMENT**
- **CLIMATE CHANGE**
- **FREE TRADE AGREEMENTS**
- **TRADE UNION RIGHTS**
- **PRIVATISATION**
- **PRECARIOUS WORK**
- **ORGANISING**



1.3 Why unions need to start mentorship programs?

Mentorship is one way to address the challenge of involving young workers in union activities and can even serve as a useful organising strategy. When unions have a mentorship program, one which is systematic in approach and with tangible outcomes, young people are likely to be motivated to join. As more and more young people see the benefit of being in the union, membership is sure to grow.

In most workplaces, unions face dwindling strength and bargaining capacity. A mentorship program which empowers younger workers and equips them with the knowledge and skill to address a myriad of workplace issues will only strengthen union power to tackle some of the most pressing issues and up hill tasks. A successful mentorship



program is one that recognises that experience and knowledge of older members is invaluable and must be shared while at the same time requiring the leadership to be willing and open to learn from younger members. As unions committed to strengthening rank and file participation and democratic processes, the program should be built in a way that encourages and inspires participation from all different levels.

Once direct communication and relationship is established between younger and older workers, we find we have much more in common and recognise the benefits of two-way learning and sharing. Mentorship can help replace the feeling of competition and distrust between younger and older generations with a sense of continuity and co-construction via cooperation and mutual support. It can facilitate young workers to positively contribute to union work, eventually equipping them to access leadership positions in a peaceful manner.

It is also vital that unions' stay relevant and adapt to the changing times. The older generation of trade union leaders can only benefit from fresh vision and new ideas of young workers whose concerns are not necessarily reflected in traditional union demands and campaigns. The younger generation faces a host of issues like climate change, privatisation, mental health, gender, and sexuality which they can take up and champion. These are issues which unless addressed are likely to make unions seems obsolete or out of touch.

SECTION 2:

UNDERSTANDING MENTORSHIP

2.1 Characteristics of Mentorship

Mentorship is a collaborative development process between a mentor and a mentee. The practice is as old as it is diverse. Given the plasticity of the mentorship process, the term ‘mentoring’ has a vast range of definitions projecting different ideals depending on the organisation, the intention, and the requirement.

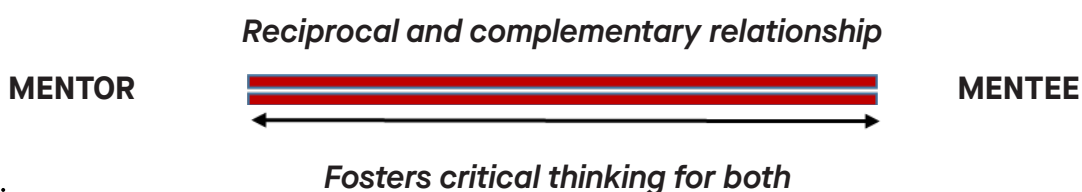
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What is mentorship?

To put it simply, mentorship is a reciprocal relationship between a more experienced and a less experienced individual with the purpose of transfer of skill and knowledge from one to another.

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Mentorship is most productive when the relationship is reciprocal and complementary. The mentor brings experience, skill knowledge and wisdom. The mentee, especially if a young individual, often brings fresh energy, enthusiasm and creativity to the relationship.



Origins of the term “mentor”

The word ‘mentor’ is derived from the Greek story ‘The Odyssey’ written by Homer. Before leaving to fight the Trojan War, Odysseus entrusted his only son and heir, Telemachus, to Mentor, his wise and trusted friend. Mentor provided Telemachus with care and education. The name of this character has since become synonymous with ‘trusted tutor’.

Mentorship is promoted in a wide range of organisations to train new recruits, build leadership skills in young individuals, relieve senior individuals burdened with workload, diversify skill sets, and ensure diversity of workforce.

Mentees are traditionally young and new recruits. The mentor is an expert in one or more skills, has knowledge on the issues related to the particular organisation and sector, and has many years of experience. Based on the unions’ needs, a mentor may need to play various roles at different points of time.

Still, a mentor is first and foremost a guide and a role model for mentees. As a guide, a mentor can help the mentee with developing skills and gaining experience and knowledge to foster her participation and growth within a union. A mentor who additionally provides a secure support system and is able to inspire inevitably also becomes a role model.

Characteristics of a Mentor



- *Sincere interest in training young leaders*
- *Invested in the future of the union*
- *Demonstrate credibility and integrity*
- *Provides guidance support, motivation and encouragement*
- *Teach by example – role model*
- *Provides skills training*
- *Facilitates learning*
- *Facilitates growth and development in the union*
- *Shares wisdom, knowledge and experience*
- *Enable critical thinking in mentee*
- *Challenges mentee to facilitate growth*
- *Ensure development of work ethic in mentee*
- *Willing to share resources with mentee*
- *Commits time and energy to the process*
- *Commit to improving mentorship skill*
- *Willing to acquaint mentee with a network of individuals who can positively contribute to mentee’s development.*

Informal mentorship has been widely utilised by leaders in trade unions to train young leaders. Formal mentorship programs in trade unions are however less common, but global experience has found that it can be important and effective in transforming the situation. Formal mentoring has been particularly successful in diversifying the active membership base within union, i.e. bringing in people from different backgrounds.

Trade unions that have the foresight to put in place plans and systems to ensure continuous engagement with the younger generation can facilitate leadership transitions when senior leadership retire. Mentorship is an effective way to prepare new and skilled leadership. A formal mentorship process can also help trade unions address the common challenges to transforming itself into a dynamic space that productively engages with young workers.

Setting up a successful mentoring program and fostering a culture of mentorship in trade unions demands thought and reflection on what the union is seeking to achieve, what the potential outcomes will be, past challenges to better mobilisation of young workers, etc.

2.2 Benefits of Mentorship

Benefit to Union	Benefit for Mentees	Benefit for Mentors
• Inclusive culture helps diversify membership	• Develop knowledge, skills	• Reflective thinking
• Growth in the union - attract new, young members	• Enhanced participation in union	• Develop training skills
• Strengthened capacity through an informed membership; rank and file participation at all levels	• Understand history of union, and industry sector	• Learn new perspectives
• Strengthens democracy	• Political insight	• Openness to new issues
• Effective leadership transition	• Learn new perspectives	• Learn digital, technological, social media, trends, etc
• Fresh, youthful energy	• Improve communication	• Share workload
• Diversified skill base leading to enhanced resources	• Receive guidance and advice	• Invigorated by mentee enthusiasm, freshness, creativity
• Maximize knowledge sharing	• Build network	• Personal satisfaction
• Technological, & social media	• Access to resources	
• Better retention	• Satisfaction of engaging with union activities	
• Future: mentees become mentors and possibly leaders	• Gain confidence • Personal growth	

Mentorship is traditionally understood to largely benefit only the mentee. It is necessary to step out of this narrow understanding in order to exploit the true value of mentorship in trade unions. Mentorship should be understood as a three-way process that can benefit the mentee, the mentor and the organisation.

Mentees benefit from being trained in a structured and secure environment and often senior leaders may also learn new skills and advance productively. Mentorship can enable a mentee to learn and develop capacity and skills in a short timeframe. The mentee may gain confidence to participate in a greater numbers of union related activities. The mentor may benefit from a productive and reflective relationship with a younger individual. Additionally, witnessing the effective development of a mentee may provide gratification and satisfaction to the mentor.

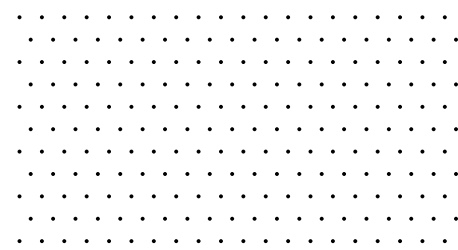
2.3 Types of Mentorship

Mentoring can take on several forms. The most common form of mentoring relationships involves an informal relationship between a more experienced and a less experienced individual. The application of mentoring to diverse settings has given birth to several alternate forms of mentoring. The types of mentorship discussed in this module are-

- Formal (or structured) and informal (or unstructured)
- Linear (or top down) and peer (or horizontal)
- Group and constellation

While deciding on the type of mentorship to utilise, the union must think and reflect on the present and future needs of the organisation, and the resources available (human, time, and financial).

Mentors are usually identified from within the union. Internal mentors have the advantage of holding a position senior to that of the mentee, are acquainted with organisational structure & demands, everyday tasks, and are familiar with union work & everyday tasks. In cases where the union cannot identify a mentor from within, it can identify experts from outside the union to be mentors. External mentors may have lesser authority over the mentee, and this could pose challenges in pushing the mentee to achieve all the goals of the mentorship process. In certain cases, it is also possible that a mentee may also find it easier to establish trust with a mentor who is not part of the union.





Formal and informal mentorship

Formal mentoring is an intentional relationship that is defined by prior agreement on goals to be achieved and activities to be completed within a fixed time frame (3/6/12 months). Informal mentoring is unstructured or loosely structured and is based on the dynamic and trust between the two individuals involved. Time periods are not necessarily fixed at the start.

	Formal (or structured)	Informal (or unstructured)
Features	<ul style="list-style-type: none">It involves a structured, organised program designed by the union	<ul style="list-style-type: none">This is less rigid, and does not require involvement of union.
	<ul style="list-style-type: none">It establishes and sustains a productive mentoring relationship.	<ul style="list-style-type: none">It evolves based on the comfort of both individuals.
	<ul style="list-style-type: none">The organisation will assign mentors to mentees.	<ul style="list-style-type: none">Mentees and mentors can mutually identify each other.
	<ul style="list-style-type: none">The mentoring process is overseen by the union.	<ul style="list-style-type: none">The mentoring process is agreed upon between mentor & mentee.
	<ul style="list-style-type: none">Union may set goals.	<ul style="list-style-type: none">Goals are mutually agreed upon.
	<ul style="list-style-type: none">May or may not be flexible.	<ul style="list-style-type: none">Is largely flexible
Pros & cons	<ul style="list-style-type: none">Provides tools to establish accountability & record process.	<ul style="list-style-type: none">It is less easy to establish accountability in the relationship.
	<ul style="list-style-type: none">Establishing trust may take time, or at times be difficult.	<ul style="list-style-type: none">The relationship is established on mutual trust.
	<ul style="list-style-type: none">Formal mentoring may require organisational resources.	<ul style="list-style-type: none">Informal mentoring does not require union resources.
	<ul style="list-style-type: none">Process is replicable & scalable.	<ul style="list-style-type: none">Process may not be replicable.
	<ul style="list-style-type: none">Coercing individuals to become mentors may result in less interested mentors.	<ul style="list-style-type: none">There is less chance for mentors and mentees to feel coerced.
	<ul style="list-style-type: none">Formal mentoring can take into account the need for a diversified (age, class, caste, gender, ethnic & religious minority) work force.	<ul style="list-style-type: none">Individuals tends to approach mentors or mentees from similar backgrounds. Informal mentorship may not seek to cross barriers.

Linear and peer mentorship

Linear mentoring is the most commonly used format where the relationship involves a more experienced mentor and a less experienced mentee. Conversely, peer mentoring involves pairing two individuals with more or less the same level of experience as mutual mentors or co-learners.

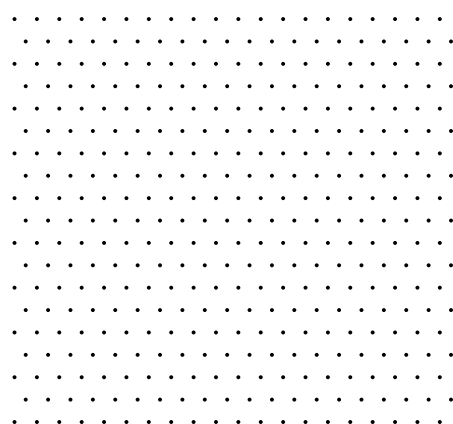
Linear (top down)		Peer (horizontal)
Features	<ul style="list-style-type: none">Mentors hold positions that are superior to the mentee, and therefore hold authority.	<ul style="list-style-type: none">Peers do not typically hold authority over each other. Peers with complementary skills and capacities can particularly have a mutually beneficial relationship.
	<ul style="list-style-type: none">Linear mentorship is commonly used to pair senior leaders with young, new recruits.	<ul style="list-style-type: none">Peer mentoring is best suited for new members or for those with some years of experience in the union. For the latter, peer mentoring can provide a safe space to discuss issues that they hesitate to discuss otherwise, including their weakness, and limitations.
Pros & cons	<ul style="list-style-type: none">The relationship is built on inherent hierarchy, and may pose challenges to establish comfort.	<ul style="list-style-type: none">Peers are less intimidated by each other and can make requests or ask questions with more ease.
	<ul style="list-style-type: none">Mentors can pass on valuable knowledge, provide skill training, and professional guidance.	<ul style="list-style-type: none">Peers can provide support, share lessons learnt, help you focus, and be accountable to your goals.

Peer mentoring can be used when there are insufficient senior mentors. Both formats establish completely different support systems and when utilised productively may result in different outcomes. Therefore, peer mentoring can also be used as complementary to linear mentoring. For instance, a mentee can learn a concrete skill such as public speaking from a senior mentor, but simultaneously benefit from discussing and strategizing day to day tasks with her peer mentor.

Group and constellation

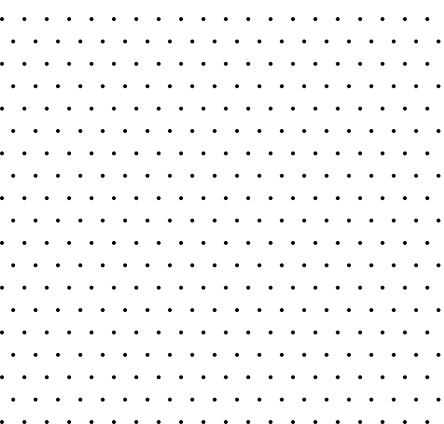
Group mentorship is when one mentor is assigned to several mentees. When more than one mentor is assigned to be available for a group of mentees, it is referred to as constellation mentorship.

	Group	Constellation
Features	<ul style="list-style-type: none">• The union assigns one mentor to a group of mentees.	<ul style="list-style-type: none">• A group of mentors are assigned to a group of mentees.
	<ul style="list-style-type: none">• One mentor works with several mentees.	<ul style="list-style-type: none">• Establishes a network of mentors and mentees.
	<ul style="list-style-type: none">• The mentor must ideally possess a diverse set of skills.	<ul style="list-style-type: none">• Mentors can be identified for their different skill sets or time availabilities. Newcomers to a union may have multiple role models and this format allows for development needs of mentee's to be addressed by a group of experts.
Pros & cons	<ul style="list-style-type: none">• Assigning one mentor to a group of mentees should be thought through, as it may require more time and energy. Those with few responsibilities within the union are suited to be a group mentor.	<ul style="list-style-type: none">• There is less strain on an individual mentor and mentors with less time availability can accommodated.
	<ul style="list-style-type: none">• One mentor may not be address the diverse needs of mentees.	<ul style="list-style-type: none">• A group of mentors can more easily address requirements.
	<ul style="list-style-type: none">• Coordination is relatively easier as the process centres around one mentor.	<ul style="list-style-type: none">• The process must ensure good coordination, sharing, and reviewing between the mentors and program coordinator.



Group mentorship can also utilise the network of mentees effectively to create a support system where young leaders can share experiences and learn from each other. Such networks can particularly benefit young women who can discuss obstacles and challenges and share insights with each other to overcome them.

The setting up of a group or constellation mentorship requires greater involvement, planning and implementation from the program coordinator. When one mentor is tasked with skill and capacity training of a group of mentees, the mentor may require help and support from the coordinator. In cases where mentee needs may be met by a group of mentors, no one mentor may take on the overall responsibility for shaping the whole mentorship for each mentee, requiring the coordinator to step into that role.



SECTION 3:

SCOPE OF MENTORSHIP

3.1 Learning Curve

A successful mentorship program is one that is planned and well thought out with defined and measurable goals. In order to do this, it is vital to track the learning curve of a mentee through the process. This can be explored through four aspects—skill, capacity, knowledge, and experience. While skill and capacity are often used interchangeably, it is important to understand the subtle differences in their meaning so that activities are planned to facilitate development of each of these aspects.

Skill	Capacity	Knowledge	Experience
A skill is usually a tangible & measurable task that one learns to do.	A capacity is a potential or an ability in an individual to learn, understand, and absorb.	Knowledge is learning or understanding a particular subject or topic. It is mental, theoretical, or practical.	Accumulation of skill, capacity & knowledge through active practice & application over a period of time.
A skill is a specific ability that can be used in a particular situation.	It is the ability to perform or exhibit a skill as per the needs of the environment.	While having knowledge is beneficial to dealing with situations, without skill and capacity, it may not be of use.	Experience is the practical application of skill, capacity, and knowledge.
Skills improve with rigorous and repeated practice.	Developing capacity is a longer and more complicated process. It can be innate or learned. It is however ideal if some degree of underlying capacities are present.	Knowledge can be gained from reading, listening, and participating. Experience and reflection sharpen knowledge.	Experience is gained over a period of time, aided by repetition.
If skills are lacking, practical training or hands-on training might be required.	Capacity is harder to train and is a long process. It is not impossible. This fact makes it necessary to recognise individual capacities and provide suitable opportunities for individuals to use and refine their capacities.	Knowledge can be improved through training, focus group discussions, individual reading, and study group discussions.	Experience improves with time.

Tracing the learning curve – At the workplace

Faiza is a community health volunteer working in Thane district of Maharashtra, India. She has two years of experience working in the field of community health.

- **Skill:** The Health Department trained Faiza to carry out vaccinations, identifying basic symptoms, making quick referrals, documentation, and reporting. As Faiza carries on her work, these skills improve.
- **Capacity:** Faiza is personable, friendly, and has good communication skills. With the right inputs, she has developed the capacity to build trust with the families in her designated area, convince mothers to vaccinate their children, and take care of nutrition and personal hygiene.
- **Knowledge:** She is knowledgeable about health issues, communicable & non-communicable diseases, symptoms, basic drugs, and health infrastructure in the vicinity which she learnt during the classroom training period before she began work on field.
- **Experience:** After a few more years, Faiza would have completed 8 years of work and be experienced enough to become a community health supervisor.

Tracing the learning curve – At the union

Mary is a member of the Maharashtra Health Workers Union (fictional). She has been a member for 6 months and the district leadership wants Mary to organise more workers from a designated cluster of villages. Responsibilities will include organising workers and representing grievances at the local level.

- **Skill:** Mary will need to be good at public speaking, writing letters and petitions detailing grievances, organising and conducting small meetings. The union has to train Mary in these skills.
- **Capacity:** Since Mary is already personable and has good communication skills, she can develop the capacity to become good at public speaking to raise awareness and motivate people. She is confident, articulate, and can strategise about how to negotiate with Health Department officials at the local level.
- **Knowledge:** To effectively address problems at this level, Mary must have knowledge about the workings of the Health Department, labour laws, and service rules in order to create awareness about rights guaranteed under these laws as well as to identify, articulate, and represent grievances.
- **Experience:** As Mary becomes more active, she will have enough experience at the division level and can begin to play a role at the district level.

3.2 Training Needs for Trade Unions

The framework (provided in section 3.1) for understanding one's learning curve through skills, capacity, knowledge, and expertise can also be used to map the needs of the union. The table below provides a list of topics under each of the categories derived from conversations with leaders of several affiliates of PSI. While there is a tendency to see many of these in interchangeable categories, better understanding of each can enable the mentorship program to be customised and therefore more relevant.

SKILLS	CAPACITY	KNOWLEDGE
Organising workers	Political consciousness	Labour laws (dispute resolution, adjudication)
Public speaking	Committed to working class struggle	Application & implementation of law & policy
Campaigning	Ability to learn	Labour policies
Advocacy	Quick decision making	Workings of labour administration
Writing	Problem solving	Negotiating contracts
Negotiation	Ability to delegate	History of union
Interpersonal skills	Ability to strategise	History of working class struggles
Communication	Unbiased attitude	Workplace harassment
Networking	Emotional intelligence	Occupational health & safety
Office administration	Self-awareness	Privatisation of public sector
Digital, multi media	Positive mental and physical health	Understanding of sector
Conducting meetings	Calm & composed	Rights in the workplace
Organisational skills	Adapt to changing situation	ILO conventions
Handling finances	Creativity, empathy, stamina	
Public relations– media engagement		

SECTION 4:

PREPARING

MENTORSHIP

4.1 Foster the Right Environment

The union's commitment to young leadership has to reflect in creating a culture that is open, inclusive, positive, and encouraging of new people. Alongside, the union has to prepare itself—i.e. make small alterations or introduce plans—to interact with small or large numbers of young workers.

Structural changes

- Unions can consider constitutional amendments to ensure representation of young workers and all genders in leadership positions at different levels—office bearers, executive committee, district or divisional committees, and any sub-committee or task force formed to deal with specific issues. They must not be relegated to the youth or women's wing.
- Youth and women's wing must be empowered through support and resources.

Values

- Encourage not just participation of young workers, but expression of opinion, including differing opinions. Young people feel discouraged if their questions or ideas are met with hostility.
- Engage with ideas in a positive manner and express disagreements in a way that helps the young worker learn.
- Young members need to feel motivated by words and actions of senior members, and need to be made confident that the union is their space. This can be achieved by creating a workplace culture that is inclusive, democratic, and open minded.
- Be respectful of workers regardless of age, gender, social & economic differences.

- Unions must stress on democratic values by ensuring that there is peaceful transition of power. Leadership must be self-confident and secure while recognising the need for younger generation to come in to important positions.

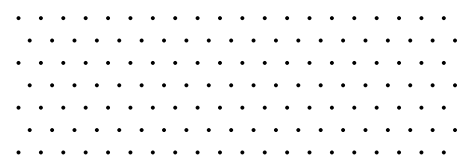
Activities

- Provide young workers with the history of union and an understanding of organisational structure.
[If prepared in writing, it can be a regular hand out for new members. If members are unable to read, short videos can be shared through social media or played at meetings.]
- Prepare material on necessary issues relevant to your union to introduce to young workers. Some suggestions include history of worker's struggle, relevant labour laws, privatisation of the public sector, contractualisation of the workforce, and work place harassment.
- Periodic trainings for skill development and knowledge capacity.
- Regular activities like meetings, discussions, workshops, study groups, etc for young members.
- Develop mechanisms to build network of young workers.

4.2 Mentorship with Foresight

Mentorship in the absence of preparedness and foresight from the union and its leaders may find limited success. Mentorship is after all a relationship between two individuals, and therefore can face any of the numerous complications encountered in relationships. Being cognizant of some of the common pitfalls may help the union to design a robust mentorship program.

- **Clarify expectations:** Mentoring relationship between individuals with different expectations or unvoiced expectations can potentially derail the mentorship process.
- **Set relationship boundaries:** Beware of mentorships where either the mentee is over dependent, or the mentor is micro managing. Do not seek personal favours from each other.
- **Balance your Power:** Mentors must ensure that they do not exploit their superior position of power within the union, especially for favourable gains.



- **Build trust:** Mentorship relationships laced with mistrust, intimidation, or condescension cannot be productive.
- **Watch out for interpersonal problems:** While interpersonal problems are not uncommon, it is highly obstructive in a mentoring relationship. Many times, mentors and mentees may develop a personal bonding with each and this can contribute to unhealthy dynamics.
- **Dual growth:** Any success of the mentee is simultaneously a success for the mentor. Mentors must allow mentees to shine and avoid the pitfall of jealousy. Likewise, underperformance by the mentee should not be taken personally.
- **Reflect constantly:** Mentorship without adequate reflection will produce limited results. It is necessary to reflect before setting up the mentorship and all through the process.
- **Allow for flexibility:** Formal mentorship programs must start off with clear goals and process. Allowing for a degree of flexibility for the process to evolve organically is a good practice.
- **Re-energise:** Mentoring relationships can start off with high amounts of energy and wane through the latter part. This is not uncommon, and only requires you to take the lead to frankly address the concern or take action to remedy the situation.

Finally, although obvious but often forgotten, both the mentor and mentee are human beings who strive to meet personal needs and goals in a complex world. Everyone has bad days, and forgiveness and patience will aid in overcoming what may appear to be barriers to a successful mentor relationship.

SECTION 5:

SETTING UP A

MENTORSHIP PROGRAM

Steps to set up mentorship program

Determine organisational needs

Assign program coordinator

Determine mentoring format & duration

Identify mentor(s) & mentee(s)

Determine mentee needs

Match mentor-mentee

Orientation

Provide ongoing support

Step 1: Determine Organisational Needs

Mentorship program must be designed keeping in mind the scope of work for the union, and the immediate and long terms needs. This can be done through a process of examining the skill and capacity gaps among the present leadership or active members. A realistic assessment of time and resources available with the union is necessary. This process must result in clear identification of union needs, particularly marking those that can be addressed through the mentoring process, over a duration of time.

Step 2: Assign Program Coordinator

A formal mentorship program functions best when one person is assigned the responsibility of managing and overseeing the process. Select a coordinator who is organized, committed to the program goals, and experienced within the union. The coordinator must be able to set aside time on a weekly or by-weekly basis to handle and oversee the smooth functioning of mentoring. Note that this role may not require large amounts of time. The coordinator, along with others in the union, should lead the mentoring program, and is responsible for implementing the following steps, leading up to the actual mentorship. [Section 7.1 presents a set a questions for the program coordinator to deliberate and design the program.]

It is a good practice to define the role and responsibility of the coordinator and her participation in the various steps. Ideally, the coordinator must be involved throughout the process and the extent of her involvement at each stage can be decided by the program. Once mentorship begins, the coordinator can require monthly updates on the mentorship (the mentee can be assigned to do this), take part in the mid-way review of mentorship, be involved in conflict resolution if needed, and handle evaluation and wrap up of mentorship.

Step 3: Determine Mentoring Format and Duration

To decide the format that is best suited to your union-

- Discuss the union's needs, and desired outcomes from mentoring
- Debate the different forms of mentoring along with its pros and cons
[Refer section 2.3 of this module]
- Deliberate on resources available with regard to different forms of mentoring

Duration of the mentoring should be pre-determined. This can vary according to need, but usually ranges from 3 months to a year. A standard practice is to set up the program for a fixed duration with the possibility of an extension following a review. Fixing the duration of the process at the beginning allows the mentor and mentee to be prepared mentally to commit the required time and effort.

Step 4: Identify Mentor(s) and Select Mentee(s)

Identify mentors who are committed to the future of the union, capacitated to be mentors, enjoy working with young adults, and are committed to the process of mentoring. These individuals should ideally have a range of skills and expertise, and be willing to invest the time and energy to the mentoring process. [Section 7.2 presents a mentor selection form.]

Past mentorship experiences from around the world indicate that formal mentoring programs are more effective when mentors voluntarily participate in the process. It is also not necessary that the mentor come from within the core pool of the union such as office bearers. Mentors, with the right qualifications can be selected from retired union members or an external pool.

Mentors, who are highly skilled in some aspects and experienced with union activities, may however require training to play the role of a mentor. Mentors may need help with establishing new relationships with younger individuals, interpersonal skills, communication, and handling their own biases and expectations. Individuals who are short tempered, prone to bad behaviour, prejudiced, or condescending do not make great mentors in the long run.

Select mentee(s) who show potential for leadership and active participation or are keenly interested in union activities and worker rights. It is necessary to keep in mind that individuals with leadership potential don't always make for good trade union activists. The leadership potential in the individual must be complemented with a commitment to the union and its fight. [Section 7.3 presents a mentee selection form.]

Step 5: Determine Mentee Needs

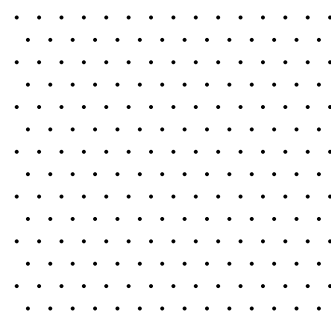
The program must also consider the needs of the mentee. This becomes easier if the program coordinator or leadership is already familiar with her. If not, it is necessary to identify the capacities and areas of growth for mentee(s) using the toolkit provided in section 7.3 to determine this. This process will ensure the right mentor-mentee match.

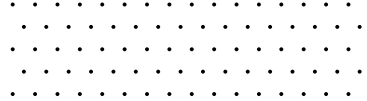
Step 6: Match Mentor-Mentee

Making a correct match between the mentee and mentor can contribute substantially to the success of the mentoring relationship. Matches must be thought through, have a rationale, and the matching process must be transparent.

While making matches it is necessary to consider

- Expertise and experience brought in by different mentors
- Organisational and mentee needs



- 
- Broad mentoring goals
 - Personality, values, & attitudes
 - Demographic characteristics such as gender, religion, caste, and sexual orientation

The coordinator can match mentors with mentees, or alternatively identify mentors and allow them to select potential mentees on the basis of mentee needs and their own expertise. Mentorship programs also allow for self-matching. Involving the mentee in the selection process increases their ownership over the process. The program coordinator however must always oversee and ensure that the matching process is purposive.

Once matched, allow for the mentor and mentee to ascertain the suitability of the match. This could take the form of the coordinator taking feedback on the match from both parties.

Step 7: Orientation for Mentor-Mentee

At the beginning of the process, the coordinator must consider hosting a meeting to orient mentors, mentees, and the rest of the core team. The orientation can establish the roles and responsibilities of mentors and mentees, the time and resource requirements, and communicate the goals and process to the rest of the core team.

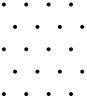
Involving the rest of the team at this stage makes mentoring an inclusive process and helps set the ground to facilitate assistance and support. This meeting can also help address doubts, confusions, or questions that anyone has about the mentoring process.

- Introduce mentorship: why is it necessary, what it can achieve, and how
- Introduce mentors, mentees, and the team
[You can also share short written introductions of mentors and mentees]
- Communicate broad goals
- Establish roles and responsibilities of mentors and mentees
- Discuss time and resource requirements, and potential support from the team
- Address doubts, confusions, questions

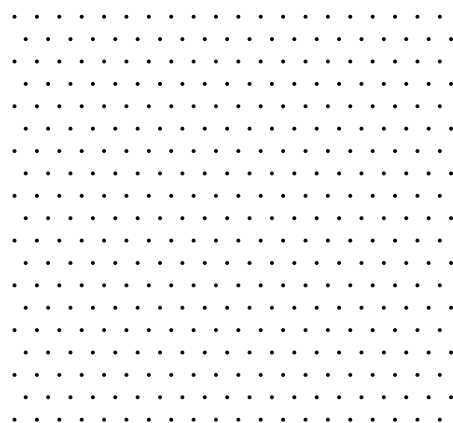
Step 8: Ongoing Support

Mentoring is more effective when it receives ongoing support from the union. The coordinator must set up an open and honest channel of communication with both the mentor and the mentee. The coordinator may also need to handle grievances, and handle future conflicts. So establish this role up front.

- Create resources (briefers, leaflets, reading material, etc) on relevant subjects to readily share with mentees and other young workers

- 
- Organise regular trainings, study circles, seminars, etc for mentees
 - Create peer networks for both mentees and mentors
 - Establish your role in conflict resolution between mentor and mentee
 - Check-in periodically with the mentor and mentee
 - Communicate the progress of the mentorship program to the union leadership and members, elicit their advice and support when needed

Along with providing support, the coordinator must ensure that the mentoring relationship is productive and healthy. The coordinator can also request to partake in one meeting between the mentee and mentor every month, or can ask for a separate meeting mid-way through the mentorship.



SECTION 6:

SETTING UP

MENTORSHIP PROCESS

Steps to set up mentorship program

ESTABLISH RULES OF INTERACTION

SET MENTORSHIP GOALS

DESIGN WORK PLAN

REVIEW, RENEW, OR WRAP UP

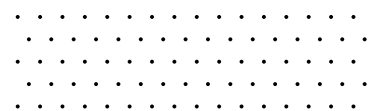
DOCUMENT THE PROCESS & LESSONS
LEARNT

Once mentor-mentee(s) are matched and both are oriented to the mentorship program, the mentor has to take charge and lead the process.

Step 1: Establish Rules of Interaction

Mentoring relationships can pose a range of interpersonal challenges and therefore require reflection and preparedness to avoid as many pitfalls as possible. Setting up the rules of interaction right at the beginning of the mentorship can contribute positively to its success. They will act a set of guidelines that are agreed up on between the mentor and mentee. With forethought, honesty, and openness, the mentoring experience can be beneficial for everyone involved.

- **Discuss expectations:** Many a time, two individuals who are part of the same process may have diverging expectations. Clarifying expectations at this stage can avoid miscommunication and misunderstanding in the future. Mentors can state how they plan to invest in the process and what they expect of the mentee in terms of time and energy commitment. Similarly, mentees can talk about what they expect from the mentorship and from the mentor. Mentors should not feel the pressure to be an expert at everything or have answers to all questions and think about what support would be needed to supplement the knowledge they have to offer.
- **Establish boundaries:** Discuss the terms of engagement. This can avoid future issues such over dependence, micro management, disrespectful communication, seeking personal favours, taking credit for work completed by the mentee or vice versa, and unhealthy attitudes. Boundaries can also include appropriate times to contact each other over phone and venues for physical meetings that are comfortable for both.
- **Agree on confidentiality:** Maintaining confidentiality is critical to building trust in a relationship. Discuss what topics need to remain confidential in the relationship. Clarity on confidentiality will help the mentee and the mentor to speak openly will each other.
- **Commit to honesty:** Establish a relationship where both mentee and mentor can frankly communicate with each other, openly talk over goals and challenges, discuss personal limitations, and provide honest feedback. Commit to providing and receiving constructive feed back, including critical feedback.
- **Listen actively:** Both individuals have to feel that their opinions are heard and respected. Using body language that indicates you are paying attention establishes good communication. Hold off giving comments or feedback until the mentee finishes sharing her issue or concern.
- **Addressing conflict:** Discuss personal styles of problem solving and conflict resolution, and establish pathways to resolve any conflict that may arise in the future. Mentor and mentee can also agree to involve the program coordinator to help resolve and smoothen the relationship.



- Share positive regard: Mutual positive regard, or in other words respecting each other, is absolutely crucial to successful mentorship. Though aspects such as mutual regard, respect, and trust take time to establish, a mentoring relationship that factors in these elements right from the beginning will be better placed to overcome problems in the future.

Step 2: Set Mentorship Goals

Goals will determine the scope of the mentoring process to a large extent. Confusion about goals to be achieved can derail the process or pose other challenges. Also, while it is absolutely necessary to set the goals in advance, subsequent review of the goals by the mentor, mentee and coordinator (as decided by the program) should be encouraged. The goals may be set by the mentor in collaboration with the mentee. Prior to goal setting, it is a good practice to map skills that the mentee brings with her along with those expected from the mentorship.

Goals must be “specific, measurable, achievable, and time-bound”. The mentor must ensure that the mentoring goals factor in both mentee and organisational skill and capacity needs. Write down all the goals that you can think of, and prioritise them before finalising. It is a good practice to approach goal setting with long and short term goals in mind. Short term goals are usually meant to translate into the long term goal over a period of time. [Section 8.1 presents an exercise in goal setting.]

Mentorship goals can range from training mentee to handle negotiations and familiarising the mentee with union activities to developing particular skill sets such as writing, running meetings, or participating in meetings with management, collective bargain agreements, etc.

Step 3: Design Work Plan

Once program goals are set, the duration of the formal mentoring process has to be determined, and then a work plan must be designed for the decided duration.

SET GOALS

SET DURATION

SKILL MAPPING

DESIGN WORK PLAN

Before drawing up the work plan, the mentor must have a clear understanding of the skills and capacities that the mentee comes with, and those that need to be developed. Mapping this down on paper is helpful and can act as a reference point for follow up meetings, and reviews. [Section 8.2 presents a sample skill map. Use this format to create one for each mentee.]

A work plan is a document that spells out the entire process - beginning with goals, the steps to achieve goal, and the desired outcomes. A work plan will help to streamline the mentorship process.

The work plan must be decided and agreed upon between the mentor and mentee. The plan can be as specific and detailed as required, and it must include all aspects that the mentoring must cover such as skill development, capacity building, tasks, assignments, engagements, and readings. As part of the work plan, the mentee may be assigned some of the day-to-day responsibilities in the union such as running the weekly meetings, or handling membership.

Activities as part of mentorship – some ideas

- Mentee can be asked to attend meetings, minute meetings, and discuss her thoughts about the deliberations with the mentor.
- Mentee can shadow the mentor during important meetings, especially if with Government officials, management, etc.
- Involving mentee in union office administration, including keeping records, handling membership process, etc is a good way for her to learn the administrative processes.
- Facilitate participation of mentee in training or skill development programs conducted by external groups and experts.
- Provide reading and study material to enhance knowledge.

The work plan must build in a structure that accounts for regular meetings, methods of apprising each other, need for external help or resources, evaluation, and mid-term review. [Section 8.3 presents two sample work plans.]

- The work plan must build in a structure of regular meetings and other means of communication that helps to systemise the process. Laying down a structure which factors in regular meetings, periodical updating, mid-term reviews, etc will help establish accountability and help in the smooth functioning of mentorship.
- Agree on a fixed date and time to meet every week or every other week. For instance, the mentee and mentor may agree to meet virtually every even Monday at 6 pm, and in person every odd Monday at 6 pm at the union office.

Pointers to conduct meeting

Assign responsibility to mentee to call for & conduct the meeting. Share agenda points with each other prior to the meeting. Time the meeting and discussions. Take notes/minutes. Always wrap up meetings with a recap of key discussion points and decisions taken. Share minutes with mentor.

- Regular meetings can be used to review the tasks or readings completed, to clarify uncertainties, to skill train, discuss challenges, share experiences, etc.
- Apart from regular meetings, mentor and mentee can agree to meet informally once a month to discuss topics of interest to the union. Informal discussions are helpful in building perspectives and enabling critical thinking.
- The work plan must also have means to evaluate progress regularly.
- The mentee may agree to send a short weekly report (learnings, challenges, new needs, etc) to the mentor every Friday. This can double up as weekly documentation.
- The work plan must reflect the need for external training, or other kind of resources.
- Depending on the duration of the mentorship, a mid-term review of goals can be set up. Such a review ensures that the mentorship is proceeding smoothly, goals are reviewed, that challenges are addressed, changes in plan are incorporated, and any requirement for additional support is suitably addressed. [Section 8.4 presents a mid-term review form.]

Step 4: Wrap Up or Renew

At the end of the mentorship, the mentor and mentee must jointly review the goals achieved and the developments made by the mentee. [Section 8.5 presents a mentorship evaluation form.] If both are satisfied with the outcomes of the mentorship, they can agree to wrap up the process. Or if necessary, the duration of mentorship can be extended to allow for more training and development of the mentee.

Step 5: Document Process and Lessons Learnt

A good practice is to document the process of mentorship so that it can be replicated in the future. Documentation can include selection process, determining needs, setting goals, work plan, mid-term review, and final evaluation. The coordinator or the mentor can design tools for documentation. [Alternatively, you can use the toolkits provided in sections 7 & 8.]

While documentation of a single mentorship exercise may not yield anything particular for unions, documenting a number of mentorships provides a frame of reference to assess outcomes in relation to one another. This can help tailor better mentorship practices and processes for the future.

Unions invest time and energy to set up formal mentoring. Making the best of the resources invested requires that such a process ensures minimum duplication of work over the years. The coordinator must hold short separate meetings with the mentor and mentee at the end of the mentorship to discuss lessons learnt—what worked, the best parts, challenges, limitations, success, failure, etc. [Section 7.4 presents a mentorship feedback form.]

SECTION 7:

TOOLKIT FOR THE COORDINATOR

7.1 Questions for Program Coordinator Prior to Setting up Mentoring Program

1. *What are the current skill and capacity gaps within the union?*

2. *Are young members, including young women, represented in the decision making bodies?*

3. *Does the union structure (set-up, decision making, culture, etc) allow for young workers to participate and grow? If not, what changes need to be implemented in the structure of the union before engaging with young workers?*

4. *What roles does the union envision young workers to take up?*

5. *In the past, what have been barriers to participation and development of young workers? How can these barriers be overcome now?*

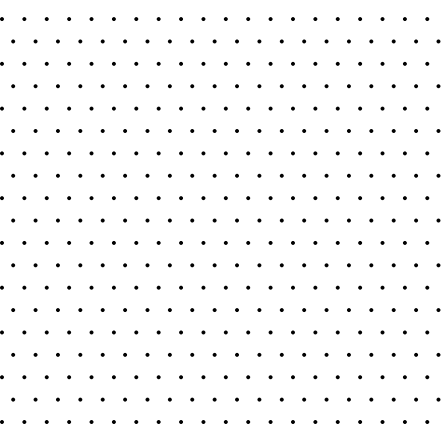
6. Has the union implemented a mentorship program in the past? If yes, reflect on past experience, challenges, and outcomes before formulating new plan.

7. What range of skills/ capacities does the union require young workers to develop for active participation and leadership? [Be as specific as possible]

8. How much time do senior comrades/ potential mentors have to engage with young mentees?

9. How much resources (human, time, financial) to formulate and implement a mentorship program?

10. What kind of on-going support can the union provide the mentorship program? [Trainings, workshops, peer networks, study groups, etc]



7.2 Mentor Selection Process

Have prospective mentors fill in this form.

Name :

Job & Designation :

Phone :

Email :

Gender :

Date of Birth :

Languages spoken :

Years of experience in union :

Position in Union :

1. What motivates you to be a mentor?

2. What are the particular skill sets and capacities you will bring to the mentorship?

3. Have you been a mentor previously? Discuss experience and outcome.

4. What resources would you require from the union to be a successful mentor?

5. How much time do you have to invest in the mentorship over the next six months?

6. Other comments

7.3 Mentee Selection Process

Have prospective mentees fill in this form.

Name :

Job & Designation :

Phone :

Email :

Gender :

Date of Birth :

Languages spoken :

Years of experience in union :

Position in Union :

1. Why do you seek to be part of the mentoring program?

2. What are your expectations from the mentoring program? Discuss personal growth and broad goals.

3. What skills and capacities do you come with?

4. What are the skills and capacities you are interested in developing?

5. What resources would you require from the union and the mentor to achieve both your goals and skill development?

6. How much time are you willing to invest in the mentorship over the next six months?

7. What are your long term goals with regard to the union?

8. Other comments

7.4 Mentorship Feedback

Have mentors and mentees fill this in separately.

1. Did you appreciate being part of the mentoring program?

2. Did the mentorship meet your expectations?

3. What do you think are your mentor or mentee's strengths?

4. Did you spend more time and energy than you were prepared to?

5. Did the mentorship succeed at realising its goals? To what extent?

6. Were you content with the mentorship style? What parts worked and what didn't?

7. Other comments

SECTION 8:

TOOLKIT FOR THE MENTOR AND MENTEE

8.1 Set Program Goals

Goals are set by the mentor, ideally along with mentee. Mentors can use this form to inform discussion.

1. *Discuss broad goals that the mentee wishes to set for herself, those you wish to incorporate, and those mandated by organisational demands.*

2. *Specify the goals as short term and long term goals and discuss time and resource requirements to achieve them.*

3. *Prioritise goals and discuss achievability within the duration of mentorship.*

4. *Finalise short term and long term goals for mentorship.*

Short term:

Long term:

5. *Decide whether goals can be reviewed during mentorship. If yes, would it be every month, or at mid-way through mentorship? Goals can also be reviewed as and when necessary.*

8.2 Sample Skill Map

Refer sample framework to do skill mapping for mentee

Case Study 1

Let us assume 26 year old Neha has been working as a clerk for the Revenue Department of Nepal for three years. She became a member of the All Nepal Revenue Employees Union (fictional) in June 2020 and began participating in union activities in the latter half of 2020.

Senior leaders recognised her commitment to working class struggles and her drive to learn and participate more actively in the union. Based on her strengths—key being her ability to learn fast, and her self-confidence—the union decides to offer her a 6 month mentorship in order to develop other required skills and capacities.

	Established (Strengths the mentee brings with her)	Desired (Strengths to be developed in the mentorship)
Capacity	Committed to working class struggle Ability to learn Confident	Political consciousness Ability to strategise Problem solving
Skill	Interpersonal skills Communication Basic administration	Campaigning Writing Public speaking Office administration
Knowledge	Basic understanding of sector	Labour law & policy (Rights at the workplace, Dispute resolution, adjudication, etc) Application & implementation of law Workings of labour administration Understanding the revenue department and various issues faced by employees Historical perspective of union & achievements specific to her department History of working class struggles Privatisation of public sector

Case Study 2

26 year old Xavier is an employee with the Airport Authority in Sri Lanka. He joined the Sri Lanka Airport Authority Employees Union (fictional) about 6 months ago and is a regular contributor to the monthly magazine. He visits the local union office regularly and is keen to help out.

The union is keen to sharpen Xavier's writing and campaigning abilities. The mentorship program will focus on building on Xavier's strengths and equip him to take on a larger role in campaigns, union office administration and editing the monthly magazine.

	Established (Strengths the mentee brings with her)	Desired (Strengths to be developed in the mentorship)
Capacity	Analytical, creativity Commitment to working class struggles and union Ability to learn Organised and meticulous	Political consciousness Application of knowledge as per need and changing situations Ability to delegate Ability to strategise
Skill	Writing skills Communication Basic administration	Analytical writing Editing monthly magazine Drafting memos, petitions, complaints on behalf of members who have grievances Writing pamphlets and leaflets for union campaign, including social media
Knowledge	Basic understanding of sector Knowledge about current affairs and politics	Ability to understand how policies affect workers' work and lives Understanding history of the union and working class struggles

8.3 Sample Work Plan

The sample work plan presented here is for Neha (refer case study 1 in section 9.1).

Long term goal: Prepare Neha to assume role of youth wing secretary in 6 months (or at the end of the mentorship), and plan for her to potentially take on the role of union organising secretary in 24 months

Tasks/ actions	Resources needed	Timeline	Measure to evaluate	Comments
SHORT TERM GOAL 1: ORGANISING MEMBERSHIP				
Recruit new members through once in a fortnight meetings organised at different revenue office canteens	As new member, Neha has to be accompanied by mentor for the first 12 weeks	6 months	Neha should be able to handle the meetings in the latter half of the mentorship	Mentee can begin by observing how mentor approaches employees, what topics are discussed, how to make meetings interactive and understand concerns, how to introduce the union and its achievements, and finally how to follow up.
Take charge of membership related work within the union	Assistance of mentor to learn membership procedures	6 months	After a month of hand holding, Neha should handle membership process – filling up form, collection of fee, etc	Mentee can be assigned the task for following up with employees who express interest in becoming members.
SHORT TERM GOAL 2: PUBLIC SPEAKING				
External training	Identify leadership & public speaking training	Less than 1 month	Confident public speaker	
Host office and other union meetings	Assistance from mentor	6 months	Comfortable in public speaking	By ensuring that the mentee is present at all meetings, she gains confidence. She can be tasked with making introductions, being moderator, or giving vote of thanks before being made to give more substantive speeches.
SHORT TERM GOAL 3: BUILD NETWORK OF YOUNG WORKERS WITHIN UNION				
Identify & build network of interested and active young members	Assistance from mentor to strategise and make plans	2 months	Establish a group of 12 young members from each of the 12 revenue divisions	Mentee and mentor can have discussions about what are the issues faced by young workers, and how to take it forward through this network.

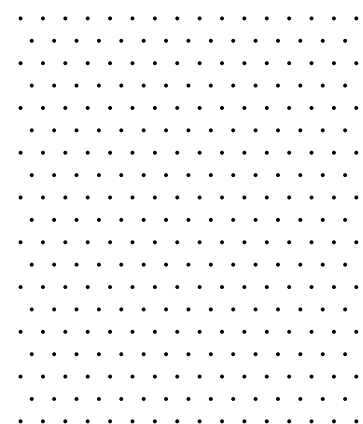
Organise interactive sessions every month on relevant issues for young workers	Senior leaders and other resource people for sessions	6 months	Participation of young workers in sessions.	As an extension of the previous goal, this will help to engage more young workers. As far as possible, mentor should allow the group to determine the topics and serve as guide and facilitator.
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SHORT TERM GOAL 4: KNOWLEDGE ON UNION HISTORY, POSITIONS, ONGOING CAMPAIGNS, LABOUR LAWS

Read about union—history, positions, campaigns, activities	Written material, union documents, reports, memorandum	1 month	Confident and articulate to talk on behalf of the union	Having this information as audio or in other formats also helps in cases where a mentee may not be comfortable with reading.
Learn from senior members	Discussion with senior members	3 months	Understand union's history, decisions, campaigns, strategies, success, failures	Oral histories from veteran leaders are a great way to understand the history of the union. The mentor can facilitate interactions and supplement and contextualise the information.

SHORT TERM GOAL 5: COMMUNICATION WITH MANAGEMENT, GOVERNMENT, LABOUR ADMINISTRATION

Participate as observer in meetings with management, government, labour administration	Assistance from mentor to discuss strategy and outcomes after each meeting	6 months	Understand practical application of labour law, negotiating tactics, strategies employed	Observation is a great way to understand the nuances of negotiation strategy.
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8.4 Mid-term Review

Mentor to conduct mid-term review along with mentee. Use form to inform discussion.

1. *Discuss what mentorship goals have been addressed so far, and what remains to be addressed in the remaining duration.*

2. *Discuss work completed: tasks, assignments, responsibilities, knowledge enhancement, and experience.*

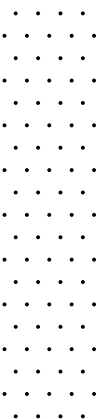
3. *What skills has the mentee been able to develop? Discuss skill levels and areas for improvement. What skills remain to be developed?*

4. *How has the mentorship benefitted the mentee so far?*

5. *Has the mentorship been beneficial in any way to the mentor?*

6. *Discuss difficulties or challenges and how they can be addressed.*

7. *Review goals and work plan.*



8.5 Mentorship Evaluation

Mentor to conduct evaluation along with mentee. Use form to inform discussion.

1. *How has the mentorship benefitted the mentee? Discuss overall broad growth.*

2. *How has the mentorship benefitted the mentor?*

3. *What strengths, skills, capacities, knowledge, and experience has the mentee gained?*

4. *What were the key aspects of the mentorship that the mentee enjoyed the most?*

5. *What aspects of the mentorship did the mentee find challenging?*

6. *Did the mentee find any aspects of the mentorship unnecessary or unhelpful?*

7. *Discuss future growth and development areas for mentee.*

8. *Will the mentee consider playing a similar role for new members in the union?*



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