

**Institutional mentoring program to
reduce the gender gap and school
dropouts in Higher Education Institutions (HEI)**

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Institutional mentoring program to reduce the gender gap and school dropouts in Higher Education Institutions (HEI)

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Institutional mentoring program to reduce the gender gap and school dropouts in Higher Education Institutions (HEI)

Programa de Mentoría institucional para disminuir la brecha de género y la deserción escolar en Instituciones de Educación Superior (IES)

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Key Books

The main contributions of this book were to analyze the Institutional mentoring program to reduce the gender gap and school dropouts in Higher Education Institutions (HEI) from different perspectives. The main topic of the document is related to the reduction of the gender gap in a Higher Education Institution located in a marginal area in the center of the state of Veracruz which has a population of approximately 6000 students, where the degree of marginalization is medium, 4.33% of students speak an indigenous language, and it is known that the main cause of dropout is due to failure, where 44.9% are women (UTCV, 2019). In this sense, the main objective of the project is to focus on reducing the dropout rate of female students in the different educational programs of the institution. This program is integrated by several planning, self-knowledge and development tools that allow students to get the most out of the preparation they receive, thus impacting their personal and professional performance. A documentary material was generated for all students of higher education who are in any situation of gender gap, to be aware that it will allow people interested in improving their quality of life in the personal and professional spheres. As mentioned in SDG 4, which is focused on ensuring inclusive, equitable and quality education, in addition to the congruence of objective 8 of the General Axis of the Veracruz Development Plan, which seeks to provide all Veracruz citizens with opportunities for access and permanence in educational services to ensure social justice, which in turn contributes to the Veracruz Sector Program for Education, objective 1. 2 which focuses on designing academic programs to guarantee the permanence of students at risk of failure or dropping out of school; in the case of the Universidad Tecnológica del Centro de Veracruz, the institutional goal is to increase the percentage of annual terminal efficiency (IBID) to 75%. The mentoring program has had a positive impact on both the participants and the institution. A completion rate of 80% was achieved, with 8 of the 10 participants successfully completing the first generation of the program. This result suggests that the program is effectively meeting its objective of strengthening and empowering students through the accompaniment of trained mentors. Throughout the program, several sessions were held that included continuous evaluation and improvement, which allowed us to identify areas of opportunity and progress in skills. The program's design, which includes structured mentor training cycles and careful matching based on academic interests and career goals, has facilitated more personalized and effective mentoring. In addition, the sustainability of the program is supported by a pyramid-like structure, where participants can transition into mentoring roles, contributing to the success of the program and the development of future generations. Overall, there was a growing responsibility of mentors for the growth of their mentees, which is critical to the success and continuity of the program. These findings underscore not only the effectiveness of the mentoring program, but also the need to continue to adapt it to the changing needs of the mentees and the academic environment, which is why it is currently in the institutional process. The main contributions to the generation of Science and Technology are evidenced through the training of professionals in STEM areas and humanities, trained for decision making and their application of scientific and technological knowledge in solving problems and driving innovation, which favors sustainable development in sectors such as agriculture, industry, tourism and digital economy in our area. In addition, the mentoring program, makes visible the importance of supporting the participation of women in STEM, creating a collaborative network that enables the growth of future leaders. Specific fields of application include logistics, mechatronics, nanotechnology and information and communication technologies, among others. Finally, the active participation of mentors in the National System of Researchers (CONACHYT) is highlighted, underscoring their impact on scientific research and development. The key aspects to understand in the application of universal knowledge generation focus on collaboration, the structure of the program, and the exchange of experiences and learning. A strategic and collaborative approach is fundamental, where the right combination of resources and the clear definition of rules, such as respect and confidentiality, enable an environment conducive to mentoring. Mentors play a crucial role in developing essential competencies in mentees, such as leadership and problem solving, which not only strengthens participants, but also enriches the learning culture within organizations. In addition, synchronization of goals and expectations is vital, ensuring that participants are guided by mentors who understand their aspirations and challenges. The creation of a detailed mentoring process manual facilitates program continuity and replicability, preventing achievements from being limited to a single institution. Finally, the implementation of advanced technologies and the strengthening of training for mentors are actions that contribute to both the sustainability and expansion of the program, with the objective of impacting a greater number of students and enriching their academic and professional prospects.


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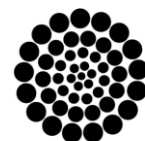
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Abstract

The main objective of the UTCV-British Council-INOVA Mentoring program is to empower young university students through the support of trained mentors, creating a support network that facilitates the achievement of personal and professional goals. It seeks to inspire and encourage students' personal, academic, and professional development while reducing the school dropout rate and improving academic and employment opportunities. This describes intensive mentor training, careful pairing of mentors and mentees based on shared interests and goals, and monitoring progress. The program addresses local dropout challenges and aligns with global initiatives for women's empowerment in STEM fields. In addition, it offers a replicable model for other institutions, creating a support network that transcends the academic field, promoting the leadership and inclusion of women in various professional fields.

Objectives	Methodology	Contribution
Empowering female students: Promoting confidence and leadership in young university students. Reducing school dropouts: Keeping students in their academic programs. Improve academic and employment opportunities: Facilitate access to professional development opportunities. Create a support network: Establish a mentoring system that connects students and mentors.	Mentor training: Intensive training to prepare mentors in support techniques. Interest-based matching: Align mentors and mentees based on goals and areas of interest. Structured mentoring sessions: Regular meetings with specific agendas and clear objectives. Use of evaluation tools: Application of surveys and tests to monitor progress. Program replication.	Establish a replicable model by providing a framework that can be adopted by other educational institutions, in order to reduce school dropouts with a direct impact on student retention. This is aligned with global initiatives by contributing to international efforts to empower women in STEM through leadership development and preparation for professional roles.

Mentoring, Gender Equity, Social Impact

Resumen

El programa de Mentorías UTCV-British Council-INOVA tiene como objetivo principal empoderar a las jóvenes universitarias mediante el apoyo de mentoras capacitadas, creando una red de apoyo que facilite el logro de metas personales y profesionales. Busca inspirar y fomentar el desarrollo personal, académico y profesional de las estudiantes, al tiempo que reduce la tasa de deserción escolar y mejora las oportunidades académicas y laborales. Para esto se describe la capacitación intensiva de mentoras, el emparejamiento cuidadoso de mentoras y mentees basado en intereses y metas compartidas, y un seguimiento del progreso. El programa no solo aborda los desafíos locales de deserción escolar, sino que también se alinea con iniciativas globales para el empoderamiento de las mujeres en áreas STEM. Además, ofrece un modelo replicable para otras instituciones, creando una red de apoyo que trasciende el ámbito académico, potenciando el liderazgo y la inclusión de las mujeres en diversos campos profesionales.

Objetivos	Metodología	Contribución
Empoderar a las estudiantes: Fomentar la confianza y liderazgo en jóvenes universitarias. Reducción de deserción escolar: Mantener a las estudiantes en sus programas académicos. Mejorar oportunidades académicas y laborales: Facilitar el acceso a oportunidades de desarrollo profesional. Crear una red de apoyo: Establecer un sistema de mentoría que conecte a estudiantes y mentoras.	Capacitación de mentoras: Formación intensiva para preparar a las mentoras en técnicas de apoyo. Emparejamiento basado en intereses: Alinear mentoras y mentees según objetivos y áreas de interés. Sesiones de mentoría estructuradas: Reuniones regulares con temarios específicos y objetivos claros. Uso de herramientas de evaluación: Aplicación de encuestas y tests para monitorear el progreso. Replicación del programa.	Establecer un modelo replicable al proveer un marco que pueda ser adoptado por otras instituciones educativas, con el fin de reducir la deserción escolar con un impacto directo en la retención de estudiantes. Esto está alineado con iniciativas globales al contribuir en a los esfuerzos internacionales de empoderamiento de mujeres en STEM mediante el desarrollo de liderazgo y preparación para roles profesionales.

Mentoría, Equidad de género, Impacto social

Introduction

In the current context of higher education, dropout rates and the lack of empowerment of women in key areas such as STEM (science, technology, engineering and mathematics) represent significant challenges. These problems not only affect the academic and professional development of female students, but also limit their potential to contribute meaningfully to highly demanded fields of work. The UTCV-British Council-INOVA Mentoring Programme, emerging from a robust partnership between the Universidad Tecnológica del Centro de Veracruz (UTCV), the British Council and INOVA, emerges as a comprehensive response to these challenges, providing a structured approach to support and guide students through personalised mentoring.

It is formulated to directly address the drop-out challenges predominantly manifested among female university students. This programme is part of a broader effort that not only responds to a local need, but aligns with the British Council's global initiatives that, as seen globally, can empower women and girls in STEM areas across economic and social barriers. This adaptation of proven strategies is ultimately intended to substantially improve participants' learning, skills, self-confidence and career success prospects.

In 2023, in response to a call from the British Council's Mentoring in Science Programme for Higher Education Institutions, UTCV was selected to deliver and adapt this particular programme in Veracruz. The choice of this programme was not arbitrary; it is based on the perception that women at UTCV face significant challenges, reflected in a high attrition rate. Therefore, promoting a mentoring programme designed for them not only aims to retain them within the educational cycle but also to empower them to overcome obstacles and transform these challenges into stepping stones to academic and professional success.

This programme not only seeks to retain students in the educational cycle, but also to prepare them to lead in their respective professions. The implementation of a mentoring model enables participants to overcome academic and personal barriers, fostering an inclusive and supportive learning environment, which is essential for the long-term success of the students.

The programme stands out for its focus on personalised mentoring and the creation of sustainable support networks, which provides constant accompaniment tailored to the individual needs of the participants. In addition, its alignment with global gender equality initiatives and its potential for replication in other institutions makes it an innovative and high-impact programme.

To this end, the Handbook is developed in different sections: 1) Context, this section introduces the central theme of the book and explains the importance of implementing mentoring programmes in educational institutions. It highlights the current dropout problem, particularly among women in higher education, and how mentoring can be an effective solution to this problem; 2) A bit of history, provides an overview of the history of the mentoring programme at the Universidad Tecnológica del Centro de Veracruz (UTCV), including its beginnings and the inspiration behind its creation. This section is divided into three points where the evolution of the programme and its early stages are contextualised: i) Opening history of the UTCV Mentoring programme, detailing the first steps to establish the programme at UTCV, describing how the idea emerged and the initial efforts for its implementation; ii) Teamwork, describing the key people involved in the development and execution of the programme, including mentors, coordinators and other collaborators essential to its success; and iii) Programme, explaining the implementation of the pilot programme, including the initial objectives, the challenges encountered, and the results obtained. This section serves as a guide on how to test and fine-tune a new mentoring programme before full implementation, 3) What is needed as a university to implement these programmes, provides a list of essential requirements and recommendations for universities to successfully implement a mentoring programme. It includes logistical, infrastructural, and institutional support aspects necessary to ensure the success of the programme; 4) Establishing Rules, which outlines the rules and guidelines to be followed by both mentors and mentees during the programme.

These rules ensure an environment of respect, confidentiality, and commitment, fundamental to the success of the mentoring; 5) Programme objective, defines the main objectives of the UTCV-British Council-INOVA mentoring programme, focused on empowering mentees, improving their academic and employment opportunities, and creating a sustainable support network; 6) Goals to be achieved, lists the specific goals the programme seeks to achieve, including improving mentees' personal and professional skills, strengthening school retention, and creating collaborative networks between mentees and mentors; 7) Beneficiaries of the programme, identifies the main beneficiaries of the programme, which include mentees, mentors, the university and businesses. This section explains how each group benefits from participation in the mentoring programme; 8) UTCV Mentoring Cycle, explains the full mentoring cycle designed for UTCV, ranging from mentee and mentor selection to ongoing evaluation and feedback. It describes how the cycle is structured to ensure an effective and sustained mentoring experience; 9) Train Your Mentors, details the training process that mentors must go through before starting their role. This section covers the content and duration of training, ensuring that mentors are prepared to support their mentees effectively, and is divided into two sections; i) Training time, specifies the recommended duration of mentor training, with a suggested timeline to cover all necessary topics; and ii) Session agenda, provides a breakdown of the topics to be covered in each training session, ensuring full coverage of the skills and knowledge needed to be an effective mentor; and iii) Training session agenda, provides a breakdown of the topics to be covered in each training session, ensuring full coverage of the skills and knowledge needed to be an effective mentor, 10) Matching process describes the process by which mentors and mentees are matched based on their common interests and goals. This careful matching is key to maximising the effectiveness of mentoring relationships; 11) Mentoring Process, explains how the mentoring process is carried out, including expectations for meetings and the structure of the sessions, divided into two sections: (i) Process Duration, which indicates the recommended duration of the mentoring process, including the number and frequency of sessions; and (ii) Session Agenda, which details the topics to be addressed in each mentoring session, ensuring that mentees receive comprehensive and personalised guidance; 12) Monitoring, provides strategies for ongoing follow-up and monitoring of the mentoring programme, allowing for timely adjustments and ensuring the quality and effectiveness of the programme; 13) Evaluation, details the evaluation methods used to measure the impact and effectiveness of the mentoring programme, including formative and summative evaluation tools; 14) Promotion, describes the strategies used to promote the mentoring programme, attract participants and increase the visibility of the programme within and outside the university; and 15) What's Next? , provides a vision for future steps for the expansion and continuous improvement of the programme, including recommendations to ensure its long-term sustainability.

It also identifies a Main Results section, which presents the results obtained during the implementation of the programme, including participation statistics, retention rates, and improvements in participants' skills, as well as the experiences learned during the development of the programme, identifying challenges and proposing solutions for future implementations.

Finally, it presents the activities undertaken, which lists and describes the activities carried out during the implementation of the mentoring programme, highlighting key events and training initiatives; and the annexes, which include additional materials, such as forms, guides, and examples of documents used during the implementation of the programme, providing useful resources for replicating the programme in other institutions.

Before you start

Please note that this Guide was based on the implementation of a pilot programme at the Universidad Tecnológica del Centro de Veracruz (UTCV). Through this document, we intend to guide the institutionalisation of what we currently call the Mentoring Programme; we aspire to continue generating a support network among women, where teachers and students can continue to promote their personal, academic and professional development.

It is hoped that the information shown will be a great tool that will help more Higher Education Institutions (HEIs) to implement this type of programme, developing their potential and that this support network will continue to grow to benefit the university community and its environment. To learn more about how this guide came about, we recommend that you do not skip the section on A bit of history.

Glossary of key terms

It is very important that before reading the guide you are aware of some essential terms in order to fully understand the content:

- Personal development: this is described as a process of growth, in which a person seeks to improve various aspects of their life that might not be at their best, so in this process they look for ways to identify areas of improvement to actively work on.
- Gender equity: This refers to equal rights and opportunities for men and women.
- Leadership: A person who influences and guides others to achieve desired goals or objectives.
- Mentee: An English word. This is the mentee of the mentor, who is interested in acquiring new knowledge, whether professionally, academically or personally.
- Mentors: Women who are responsible for guiding the process of achieving the desired goals.
- Mentoring: A relationship process, in which a person with greater expertise in some area provides guidance and support to another person in order to achieve the other person's (mentee's) desired goals.

Context

For many years, female participation in the workplace was very limited due to a number of factors, including lack of academic preparation, lack of work experience, machismo, gender bias, parental education, culture, and structural discrimination. These factors acted as significant barriers to women's integration into the labour market (Hor bath, 2014). Vargas (2015) argues that one of the main factors influencing women's low labour participation is the time they spend on unpaid activities, such as caring for their families, which limits their ability to engage in income-generating employment. This situation perpetuates economic dependency and reinforces gender inequalities in the labour market.

In addition to these constraints, women also face discriminatory practices in their attempts to balance family and professional responsibilities, which often prevent them from advancing in their careers or even maintaining stable employment (Zabludovsky, 2007). This context underscores the importance of continuing to promote gender equality in order to challenge and dismantle deeply entrenched prejudices and stereotypes in society. Garcia and Adame (2022) point out that the presence of a significant number of children can also diminish women's opportunities to actively participate in the labour market, as family responsibilities tend to fall disproportionately on them.

The situation is further complicated when the spouse is employed, as this can make it difficult for women to engage in the labour market, due to the traditional perception that domestic work and family care are exclusively female responsibilities (Gil, 2002). González and Rodríguez (2020) identify another crucial factor influencing women's low participation: activities considered as feminine, which generally involve poor working conditions and low wages. This situation often causes demotivation and leads many women to leave their jobs, as they do not find decent and satisfactory job opportunities.

However, despite these obstacles, recent years have seen an increase in female labour participation in Mexico. This increase is due to several factors, including higher levels of education, cultural changes favourable to female participation, a reduction in the birth rate, and a delay in the average age of marriage. Other factors, such as the increase in divorce and the number of single mothers, have also contributed to this phenomenon (Cordourier & Gómez, 2004). According to the World Bank (2020), women's participation in the labour market is highest between the ages of 30 and 50, regardless of their level of education, reflecting a late but significant trend of integration.

In sectoral terms, women have a higher participation in commerce and services, where their representation reaches 45.9% and 44.7%, respectively (Zabludovsky, 2007).

According to recent data from the National Institute of Statistics and Geography (INEGI, 2023), women's participation in productive activities has been stable in recent years. In 2008, they represented 39.9% of the labour force; in 2013, this percentage increased to 41%; and in 2018 it reached 41.3%. These data reflect significant advances in women's economic participation in Mexico, which from 2010 to 2020 grew by 15.7 percentage points (INEGI, 2021). However, despite these advances in gender equality, there are still important challenges that women face in the labour, personal and academic spheres.

Impact on Higher Education

Higher education plays a fundamental role in training women to enter and remain in the labour market. According to statistics from the Ministry of Public Education (SEP, 2018), there has been an increase in the enrolment of women in universities, reaching 49% of the total number of students. This increase reflects not only women's increased access to higher education, but also their growing interest in preparing themselves academically to face the challenges of the labour market.

Verduzco and Mejía (2018) highlight that as women attain higher levels of education, they are more likely to access managerial and decision-making positions, highlighting the importance of higher education as a tool to reduce the gender gap in the labour market. A key initiative to address this gap is the implementation of mentoring programmes for women in higher education institutions. These programmes aim to enhance the skills of female students and ensure that they successfully complete their studies. According to Lizárraga (2018), the implementation of mentoring programmes in universities offers multiple benefits, such as improving academic performance levels and reducing student dropout. This underlines the importance of establishing support mechanisms that guide and orient female students in their personal and professional development.

To better understand the context of mentoring, Vega-Dienstmaier (2023) defines mentoring as the relationship in which one more experienced person guides another in their personal, academic or professional development (p. 31). This definition highlights the importance of the partnership between mentor and mentee, which encompasses guidance, skills development and emotional support, essential elements to promote the holistic development of female students in the university environment and beyond.

The UTCV-British-INOVA Mentoring programme focuses specifically on students of the Universidad Tecnológica del Centro de Veracruz (UTCV) whose personal and academic trajectory is outstanding. This initiative is fundamental to strengthen higher education and provide participants with the necessary tools to face and overcome academic and personal challenges during their educational journey.

The collaboration between UTCV, the British Council and INOVA arose out of a pressing need to intervene to improve the retention and academic success rates of female students, particularly those transitioning from university technical studies to higher education. The programme seeks to inspire and empower students through the support and guidance of trained mentors, providing a clear pathway to educational and personal success. The programme design includes carefully structured cycles that begin with intensive training sessions for mentors, followed by the detailed matching process between mentors and mentees, ensuring an effective synchronisation of goals and expectations. This matching process is largely based on shared academic interests and career goals, which facilitates more personalised and effective mentoring.

A vital aspect of the programme is the continuous evaluation and redesign, which allows the project to adapt to the changing needs of the students and the academic environment. Regular evaluations not only measure the impact of the programme in terms of students' academic and personal performance, but also help to refine the mentoring techniques and resources offered.

In addition, the initiative has been able to attract institutional support and funding due to its tangible and positive impact, which has been critical to its sustainability and expansion. This support has enabled the implementation of strategies aimed at excellence, educational innovation and leadership training, thus contributing to a more inclusive and supportive academic environment.

Finally, the programme is not only a gender equality measure, but has effectively become a powerful vehicle for empowering women academically and professionally, helping students reach their full potential and preparing them for future challenges.

A bit of history

The Universidad Tecnológica del Centro de Veracruz is a higher education institution that is one of the 118 institutions of the Technological Universities subsystem in the country.

According to the institutional page of the Universidad Tecnológica del Centro de Veracruz (UTCV, 2024), it was created on November 9, 2004, as a Public Institution of Higher Education, with the character of Decentralised Public Body of the State Government. Finally, on January 3, 2005, the activities of the Universidad Tecnológica del Centro de Veracruz 'UTCV' officially started, and the first generation, 2005-2006, began their studies at the Higher Technical University level with an enrolment of 199 students.

In the Official Gazette of the Government of the State of Veracruz de Ignacio de la Llave, in Volume CLXXXVI of 12 July 2012, the educational offer of the Universidad Tecnológica del Centro de Veracruz was expanded to offer programmes of continuity of studies for its graduates of the Higher University Technical or Associate Professional level from other Higher Education Institutions, which allows the student community to reach the academic level of Bachelor's Degree.

Currently, UTCV offers studies at the Higher Technical University (TSU) and Bachelor's Degree levels, corresponding, respectively, to levels 5B2 and 5A of the International Standard Classification of Education, with 12 TSU and 10 Bachelor's Degree educational programmes, as shown below (UTCV, 2024):

A) Educational programmes of the university higher technical level:

1. Sustainable and protected agriculture
2. Business development, logistics and transport
3. Business development in the area of marketing
4. Renewable energies area quality and energy saving
5. Gastronomy
6. Integrated disaster risk management
7. Supply chain logistics
8. Industrial area maintenance
9. Petroleum area maintenance
10. Automotive mechanics
11. Mechatronics automation area
12. Nanotechnology in the area of materials
13. Food processes
14. Information and communication technologies, multimedia and e-commerce area.
15. Information and communication technologies area networks and telecommunications
16. Information and communication technologies area computer systems
17. Information technologies in the area of multi-platform software development
18. Information technologies in the area of virtual environments and digital business
19. Information technologies in the area of digital network infrastructure
20. Tourism in the area of hotel management

B) Educational programmes at undergraduate and/or engineering level:

1. Engineering in sustainable and protected agriculture
2. Engineering in business development and innovation
3. Engineering in renewable energies
4. Engineering in industrial maintenance
5. Mechatronics engineering
6. Engineering in metal mechanics
7. Bio-food process engineering

8. Information technology engineering
9. Bachelor's degree in gastronomy
10. Bachelor's degree in tourism
11. Bachelor's Degree in Tourism Management and Development
12. Bachelor's Degree in Design and Management of Logistics Networks
13. Bachelor in Business Innovation and Marketing

The above degrees contribute to the STEM and humanities areas by training professionals capable of developing and applying scientific and technological knowledge to solve real problems, drive innovation and contribute to the sustainable development of various sectors. Their impact extends from agriculture and industry to tourism and the digital economy.

The Universidad Tecnológica del Centro de Veracruz (UTCV), whose personal trajectory has been a pioneer in adapting significant international initiatives in the fields of education and professional development, designed a pilot programme to face the challenges of gender equity based on the guidelines of the British Council as an initiative of the participating teachers and in coincidence with the recommendation of good practices by an external audit; taking advantage of the call for Higher Education Institutions in Mexico. This synergy made it possible to structure a comprehensive programme that not only involved the initial training of mentors but also strategic planning for its implementation, sustainability, and the generation of networks, thus ensuring a positive and lasting impact on the university community.

- Opening history of the UTCV Mentoring programme. Given that the institution already had a British Council-certified mentor in STEM, Dr. Jesabel Gómez Sánchez, and the desire to have a support programme for our students by Mtro. Carlos A. The British Council was contacted in order to use their programme as a basis, and at the same time they were about to launch a call for applications for Higher Education Institutions, so we waited for the British Council to launch a new phase of the Mentoring in Science programme for Higher Education Institutions (HEIs) in Mexico, with the aim of implementing a programme. In this context, the first certified Mentor Teacher in the first generation of the programme in Mexico, and a group of female professors willing to participate in this noble task, was what allowed the university to participate in the call for applications, as described below:
 - The first step consisted of completing the application form with the requested data.
 - The second step was to design the budget form. This document detailed all the expenses that would be incurred to implement the programme. These included the costs for the design and printing of the posters, which were intended to disseminate the call for proposals, as well as the expenses related to the printing of the awards and what it would cost to organise the programme's closing event.
 - The third step was to share the PDF CV's of the mentors who participated as leaders, these CV's included information such as their skills, work experience, professional profile and personal information.
 - The fourth step was to send the mentor's certificate of participation in the mentoring programme (Annex 1).
 - The fifth step was to obtain the letter of institutional support from the university authorities. In this letter the institution formally shared its interest and support to carry out the mentoring programme (Annex 2).

- The sixth step was to make the work proposal highlighting the need to implement a programme in the area, where the activities to be carried out were detailed, the breakdown of the budget requested to the British Council was also described, subsequently a chronogram was also designed where the plan of implementation activities with its milestones, who is responsible for the activity, as well as the indicators to measure the evaluation of the programme, and also the evidence of completion of the programme, in this case an evidence could be the document of approval issued by the British Council.

All requirements were submitted in due time and form as requested by the call. After participating in the selection process, UTCV was selected for the implementation of the programme, obtaining the support, funding and recognition from the British Council and INOVA for the implementation of the programme at the university.

- Working team. Project management by the lead mentors in the UTCV-BRITISH COUNCIL-INOVA Mentoring programme was integral to the success and sustainability of the project. Lead mentors played key roles in several capacities, including coordination of activities, orientation and training of new mentors, and continuous monitoring of the programme's progress. The project was initially carried out with the participation of five full-time female professors from the Business Development Programme at the Universidad Tecnológica del Centro de Veracruz, who were responsible for the planning, management, implementation and evaluation of the project, as shown in Table 1.

Box 1

Table 1

The Task Force

Name	
Dra. Jesabel Gómez Sánchez	Project Leader
Dra. Ivette Pérez Hernández	Co Project Leader
Dra. Rocío Ramos Hernández	Substitute Co Leader
Dra. Paula Rosalinda Antonio Vidaña	Collaborator
Mtra. Cecilia León Tejeda	Collaborator
Mtra. Doris Aguilar Herrera	Collaborator

- Pilot programme. Students of the Business Development Education Programme were actively involved in the call for the pilot programme. The process started with the dissemination and promotion of the call for applications by designing and printing material detailing the objective of the programme, including a link for registration and specifying the deadline for registration, as described in Annex 5. In order to reach a wider audience, announcements were placed in the corridors of the teaching building 1 where the students of the Business Development Educational Programme are taking classes, and digital platforms were also used, sharing the information through a Facebook profile and on the official UTCV website.

In response to this call, applicants completed a pre-registration form that asked for personal details, hobbies, previous experience in entrepreneurship and areas of interest related to their career. The information collected was carefully analysed to identify the interests and skills of the applicants. This analysis allowed for the matching process, where each mentee was assigned a mentor suited to her specific needs.

Of the 25 Business Development Education Programme mentees who pre-registered, 10 participants were cautiously selected who showed significant potential to be trained first as a Mentee, and subsequently as a Junior Mentor. Communication of this selection and relevant information was carried out via email. This was the first generation of mentees, who undoubtedly left us with experiences and lessons learned that were taken into account in the guide for the implementation of the programme. Before launching the pilot programme, a comprehensive training was conducted for five full-time female professors of the Business Development Education Programme. Dr. Jesabel Gómez Sánchez, who served as lead mentor, was in charge of delivering this essential training.

The training was scheduled to take place in the last working week of December 2023, in a suitable room in the Research and Library Centre (CIBI). During this period, five intensive sessions took place, accumulating a total of 40 hours of training, with short breaks exclusively for food intake.

This training process not only focused on providing future mentors with the necessary skills to effectively mentor mentees, but also included a review and adaptation of the original programme content, which was initially geared towards women in STEM. This adjustment ensured that the material was relevant and applicable to the specific aspirations and needs of female undergraduate students in the Business Development Education Programme. In addition, it emphasised the responsibility and commitment that each female mentor would take on to enhance the personal and professional growth of her mentees, thus ensuring the success and sustainability of the mentoring programme.

What does it take as a university to implement these programmes?

In order to implement a mentoring programme in a university, a number of strategic resources and a firm commitment from the parties involved are indispensable. First, it is essential to obtain the backing and continued support of the university authorities, who provide the necessary structure and resources to carry it out. In addition, professors and trained staff play a key role as mentors, providing not only guidance, but also emotional and academic support to the participants.

Infrastructure is also crucial, as adequate spaces are required, such as meeting rooms equipped with tools that facilitate interaction and knowledge sharing, both physically and virtually. It is also necessary to ensure sufficient financial resources to cover all aspects of the programme, including internal promotion, printed materials, and event logistics.

In addition, the collaboration of strategic female allies within the university community is essential to the success of the programme, providing a more robust support network that will greatly benefit the participants.

The active participation, commitment and personal motivation of each mentor and mentee, and as a group, are fundamental as implementing a mentoring programme for women in a university context can face a number of challenges that require special attention to ensure its success and sustainability. One of the main obstacles may be internal resistance from some sectors of the university community, including senior staff who may perceive this initiative as a threat to the status quo or a challenge to established power structures.

In addition, ridicule or scepticism towards women's empowerment efforts can undermine the morale and commitment of participants.

Another significant difficulty is the fear of some authorities of women's empowerment, concerned about the changes this may bring about in institutional dynamics. This fear may translate into a lack of support or administrative obstacles that make it difficult to implement the programme in a discretionary manner. Also, the increased workload for female mentors is a critical factor; without adequate incentives or recognition, female mentors may feel overburdened and less motivated to participate.

In addition, there is the challenge of establishing effective evaluation and feedback mechanisms to adjust the programme to the changing needs of participants and to ensure its long-term relevance and effectiveness. A strategic and collaborative approach, the right mix of resources, and follow-up guidance, will ensure that the mentoring programme thrives and generates a significant positive impact on the university community, is sustainable and replicable in other academic contexts.

Establishing the rules

The following are the rules that the mentors should know and follow in the first instance, which will then be made known to the mentorees.

The following are the rules to be known and followed by the mentors in the first place, which will then be made known to the participants, in order to establish a good collaborative environment during the sessions.

- Respect. Both parties agree to treat each other with courtesy and respect at all times, valuing each other's opinions and perspectives, avoiding external distractions.
- Confidentiality. All information shared during mentoring sessions will be kept strictly confidential, ensuring privacy and mutual trust.
- Communication. Open and honest communication will be encouraged, where both parties can express their ideas, concerns and needs.
- Accountability. Both mentor and mentee are expected to fulfil the agreed commitments, attending scheduled sessions and actively working to achieve the set objectives. The mentor must be aware of her limits.
- Confidence. Participants must feel confident to share their thoughts and experiences without fear of judgement or negative repercussions. And it is founded on the constant demonstration of mutual respect, strict confidentiality and honesty in all communications.

Goal of the programme

To empower young women currently pursuing a university degree through the UTCV - BRITISH COUNCIL - INOVA Mentoring Programme, and the generation of a support network for women that will provide them with the tools to achieve their personal and professional goals.

Goals to be achieved

The UTCV Mentoring programme wishes as an institution to achieve several goals, among which the following stand out:

- Empowering students. The empowerment of students is one of the fundamental goals of the UTCV-British Council-INOVA mentoring programme. Through constant support and personalised guidance from trained mentors, the programme aims to inspire participants to discover and harness their own potential. The aim is to transform mentoring into a transformative experience, where mentees not only gain knowledge and skills, but also strengthen their confidence and develop a sense of belonging and purpose. Feeling supported and validated, mentees are more likely to take on challenges, pursue new opportunities and overcome barriers they previously considered insurmountable.
- Mentors play a crucial role in this process, acting not only as guides, but also as role models who demonstrate what is possible with dedication and perseverance. This mentor-mentee relationship fosters a safe and motivating learning environment where students can explore their interests, define their goals and actively work towards success. By inspiring them to believe in their abilities and envision a future full of possibilities, mentoring becomes an engine of change that empowers women to lead in whatever field they choose.
- Personal and professional development. The personal and professional development of mentees is a central pillar of the programme, focused on enhancing their skills and knowledge through direct collaboration with experienced mentors. Mentoring sessions are designed to address both the technical and emotional aspects of growth, providing mentees with practical tools to prepare them for the challenges of the academic and working world. This holistic approach allows mentees not only to improve in their studies or careers, but also to develop crucial soft skills, such as effective communication, time management and decision-making.

By fostering a space where mentees can explore their passions and receive constructive feedback, the programme helps them chart a clear path towards their personal and professional goals. The mentors, with their experience and knowledge, act as facilitators of this process, guiding mentees in identifying their strengths and areas for improvement, and motivating them to continue learning and growing. This dynamic not only enriches the participants' academic and professional lives, but also prepares them to become leaders capable of positively influencing their communities.

- Synchronisation of goals and expectations. The synchronisation of goals and expectations between mentors and mentees is essential for successful mentoring. This process begins with careful matching based on shared academic and professional interests, ensuring that each mentee is guided by a mentor who understands her specific aspirations and challenges. Aligning the expectations of both parties from the outset allows for the establishment of a clear framework and achievable goals, creating a more effective and satisfying mentoring relationship.

During sessions, open communication and continuous feedback help maintain this synchronisation, adjusting goals as necessary to adapt to the mentee's changing circumstances. This adaptability ensures that mentoring is not a rigid process, but a dynamic and personalised journey that responds to the needs of each participant. In the end, this careful alignment not only enhances the mentoring experience, but also maximises outcomes, allowing both parties to feel satisfied and motivated by the achievements.

- Continuous evaluation and redesign. Commitment to continuous improvement is a key element of the UTCV-British Council-INOVA mentoring programme. Through regular evaluations and a proactive approach to redesign, the programme ensures that its methods and strategies remain relevant and effective in the face of students' changing needs. These evaluations not only measure the impact of mentoring in terms of academic and personal outcomes, but also provide valuable feedback that allows the process to be adjusted and refined.

Ongoing redesign allows the programme to evolve and respond to emerging challenges, ensuring that mentoring sessions remain a valuable and relevant resource. This adaptability not only benefits current participants, but also enhances the experience of future generations of mentors and mentees. By maintaining a cycle of evaluation and adjustment, the programme demonstrates its commitment to excellence and its willingness to innovate to provide increasingly effective support to the university community.

Building Support Networks: The creation of sustainable support networks is one of the most impactful objectives of the mentoring programme. This approach focuses on building a close-knit community of women who, through mutual support, can share knowledge, experiences and resources. These networks not only strengthen the sense of belonging among participants, but also act as a safe space where mentees and mentors can freely express themselves, discuss their concerns and celebrate their achievements.

By fostering collaborative and trusting relationships, the programme helps participants feel connected and supported, creating an environment conducive to personal and professional development. This network of support extends beyond the programme, promoting solidarity and sisterhood among women inside and outside the university. Over time, these connections become an invaluable source of inspiration and motivation, propelling each participant to reach her full potential.

Increase academic and employment opportunities. Facilitating access to academic and career opportunities is a key goal of the programme, which seeks to connect mentees to a world of possibilities beyond the university environment. Through personalised guidance, mentors help mentees identify and take advantage of opportunities that best align with their interests and skills. This process includes everything from preparation for job interviews to the development of specific skills that increase their employability and competitiveness in the labour market.

In addition, the programme encourages participation in collaborative networks, where mentees can interact with professionals and academics that broaden their horizon of opportunities. By connecting mentees with resources, contacts and real-life experiences, mentoring not only enhances their academic and career prospects, but also gives them the confidence to explore new areas and pursue their dreams with determination and confidence.

- Documentation and knowledge transfer. The creation of a detailed mentoring process manual is crucial to ensure the continuity and replicability of the programme in other Higher Education Institutions. This document not only captures best practices and lessons learned, but also acts as a practical guide that facilitates the implementation of similar programmes in different academic contexts. The transfer of knowledge ensures that programme successes are not limited to a single institution, but can benefit the wider educational community.

The handbook includes methodologies, matching strategies, evaluation tools and examples of activities that have proven to be effective in mentoring. By sharing these resources, the programme contributes to the strengthening of the mentoring network nationally and internationally, promoting a culture of collaboration and mutual support between institutions. This documentation not only preserves the legacy of the programme, but also inspires others to follow in its footsteps and adapt it to their own needs, amplifying its positive impact on the training and development of women leaders around the world.

Programme beneficiaries

By implementing a mentoring programme within a university, a number of benefits are generated for mentees, mentors, as well as for the Higher Education Institution (HEI) and companies. Among the main benefits are:

- Mentees. Mentees are the main beneficiaries of the mentoring programme, as they receive personalised guidance and constant support from their mentors, which provides them with a unique learning experience tailored to their needs. Through mentoring, mentees not only develop academic and professional skills, but also experience significant personal growth. This individualised guidance enables them to strengthen their leadership, improve their decision-making skills and gain the confidence to face academic, personal and work-related challenges. Mentees learn to better manage their time, prioritise their tasks and set clear and achievable goals, which is reflected in better academic performance and a more proactive attitude towards their future.

In addition, the programme encourages mentees to participate in collaborative networks, opening doors to new academic and career opportunities. Through these networks, students have the possibility to interact with professionals and other students who share similar interests and goals, which enriches their perspective and motivates them to explore different areas of development. The mentee experience in the programme not only boosts their growth in the present, but also prepares them to take on leadership roles in their future careers, inspiring them to actively contribute to their communities and to follow the mentoring cycle as future mentors.

- Mentors. Mentors also benefit significantly from participating in the programme, as mentoring is not only about guiding mentees, but also a mutual learning process that strengthens their own skills and competencies. By sharing their knowledge and experiences, mentors improve their leadership skills and develop key communication skills, such as active listening and empathy, which are essential both professionally and personally. This constant interaction with mentees provides them with new perspectives on the current challenges of young female students, which also enriches their own development and allows them to adapt their support strategies.

In addition, mentoring provides a deep personal satisfaction, knowing that they are directly contributing to the success of another person. This sense of giving back and connection strengthens their commitment to the growth of other women and to the development of a more inclusive and supportive academic community. Mentors also benefit from the collaborative networks created through the programme, which allow them to connect with other professionals, share best practices and build a professional support network that enriches their own ongoing development. In this way, the programme not only strengthens mentees, but also propels mentors to continue to grow and continue their legacy of support and empowerment.

- Universities. Higher education institutions also benefit greatly from implementing mentoring programmes, as these programmes directly contribute to reducing the student dropout rate, strengthening the university's commitment to the academic success of its students. By providing a structured and personalised support environment, mentoring helps students overcome barriers that commonly lead to dropout, such as lack of confidence, lack of adequate guidance and personal challenges. This not only improves student retention, but also increases academic performance and fosters a more motivating and positive university environment.

Furthermore, by promoting mentoring as a key personal and professional development tool, universities enhance their reputation and positioning as institutions committed to gender equality and women's empowerment. A successful mentoring programme acts as a hallmark of academic quality and student support, attracting more students and strengthening ties with the community. By contributing to the holistic development of its students, the university not only fulfils its educational mission, but also becomes a benchmark for innovation and leadership in higher education.

- Business. The positive impact of mentoring programmes also extends to companies, which benefit from having access to a pool of future professionals who are better prepared, confident and capable of taking on leadership roles. These programmes act as catalysts for cultural change within organisations, challenging traditional norms and attitudes that limit women's growth and participation in the labour market. Exposing mentees and mentors to effective role models and normalising the presence of women in leadership positions not only transforms the perception of women in the professional environment, but also contributes to the creation of more diverse, inclusive and productive work environments.

By supporting and participating in mentoring programmes, companies not only strengthen their commitment to equal opportunities, but also enhance their reputation as employers who value and promote female talent. This translates into more balanced and dynamic work teams, where diversity drives innovation and improves organisational results. In an increasingly competitive business environment, having leaders who have been empowered through mentoring becomes a strategic advantage, helping companies adapt and thrive in a global marketplace that values inclusion and gender equity.

UTCV Mentoring Cycle

The UTCV mentoring cycle was designed to ensure the sustainability of the programme involving full-time students and professors who are invited to participate in this process. It is important to mention that this cycle can be implemented in those higher education institutions that have two levels, university technician and bachelor's degree and engineering, as well as having four-monthly classes. Figure 1 shows this cycle.

Box 2


Figure 1
UTCV Mentoring Cycle

- The students certified as Jr. Mentors by UTCV, the British Council and INOVA are the people who will be dedicated to accompanying the students in the 5th semester of Higher Technical University, for this process a call is launched for all educational programmes and they are encouraged to participate on a voluntary basis. They are guided and supported so that they do not drop out of their studies, as it has been observed that the drop-out rate increases when they graduate from University Technical College to Bachelor's Degree / Engineering. In order for the students to become Mentees, they must be students in the 5th semester of the different T.S.U. educational programmes, have participated in the selection process, and be committed to completing this programme.

By starting a mentoring process, there will be different benefits for the participants, for example, they will improve their personal and academic decision-making process, they will learn to know themselves, develop clearer goals, and become part of a support network.

Choosing to be part of the UTCV-BRITISH COUNCIL-INOVA mentoring programme will maximise their ability to learn about academic, personal, social, and/or new topics of interest.

Among the qualities needed to be a mentee are:

- Being a committed person
- Open to learning
- Responsible
- Disciplined
- Flexible

Once the entry decision is made, the application for entry is made by registering on the basis of the initial questionnaire. In the case of the present programme the questionnaire 'Registration for Mentees in Higher Education Institutions', which was sent in Google Forms with the [link](#).

This questionnaire asks about various aspects necessary to define the Jr. mentor who will accompany the mentee; this process is known as matching and its purpose is to ensure that this pair is the best combination to achieve the objectives of the programme. The following questions are asked:

1. personal information

Full name (father's surname, mother's surname, first name):

- Email address

Date of birth

- Mobile phone number

- Municipality

- Educational Institution

Name of current course of study

2. Support from the Mentoring Programme

- What do you feel you need support with?

- a) Self-esteem and confidence
- b) Pursuing postgraduate studies
- c) Motivation to continue your career
- d) Studying abroad
- e) Entering the labour market
- f) Academic career development and progression
- g) Other:

- What are your expectations for this mentoring programme (Maximum 200 words).

3. Additional information.

- How did you find out about this mentoring programme?

- a) Through the call for applications published on the website
- b) Social media
- c) Recommendation from a colleague
- d) Other:

- Do you have any special conditions or requirements that we should take into account and/or do you belong to a minority group?

4. Consent

'I consent to share the information provided with the mentors and programme organisers for the purpose of facilitating my participation in the mentoring course and for promotion purposes.'

After the matching process between Mentor-Mentees, an initial meeting takes place where an interview is conducted between the mentor and mentee, also the Mentor - Mentee contract is established where the work objectives, work plan expectations, as well as the signature (Annex 3) are found. At this stage, a total of 5 meetings will be held where the mentee will be accompanied by the Jr. mentor, in addition to completing the MOOC course hosted on the B-Learning platform.

1. Certification with the support of the mentors in the 7th semester of Engineering / Bachelor's Degree. In the 7th semester of Engineering or Bachelor's Degree, students who previously had a Mentee process, have the opportunity to obtain a certification as Jr. Mentors with the support of the mentors (teachers).

with the support of the mentors (full-time teachers). This process involves receiving guidance and guidance from the mentors to complete the necessary requirements and obtain the certification through the MOOC hosted on the B-Learning platform. By becoming a mentor, the mentee will be able to help more of her peers strengthen their skills, creating a valuable connection between them.

In order for a mentee to take the mentor training she needs to be a person with certain qualities such as:

- Leadership.
- Respectful.
- Good academic performance.
- Availability of time.
- Responsible.

Becoming a Junior Mentor also comes with a series of benefits, such as certification by the British Council and INOVA, as well as a certificate awarded by the university, in addition to the incorporation into the support network that strengthens their opportunities, once they have completed their bachelor's degree.

The process begins by launching a call specifically aimed at female students in the seventh semester of the different educational programmes. This call for applications is shared on the programme's social networks, and also in the corridors of the buildings so that they can have a greater reach (Example of a poster in Annex 4).

Interested persons register on a voluntary basis. In the registration, they are asked a series of questions to match them with the right mentor.

Participants who demonstrate potential and commitment are then selected. Once selected, they are contacted to begin the process with the support of a British Council certified mentor. This mentoring provides students with the support they need to achieve their goals and develop key skills for their professional future.

In addition, it is important to mention that the mentoring process involves at least six individual meetings, each lasting between one and two hours. These meetings can be held either face-to-face or virtually.

1. In the 8th semester of Bachelor/Engineering the mentee becomes a Junior Mentor. As Junior Mentors, mentees will have the opportunity to guide and support mentees who are in their 5th semester. This role will help them to further develop their skills, improve their ability to work as part of a team, enhance their leadership skills and contribute positively to the personal and academic growth of their fellow mentees.

Train your Mentors

To carry out this process, the mentor is trained individually and at the same time through a platform. In our case we use the B-Learning platform (MOOC) of the Universidad Tecnológica del Centro de Veracruz. The materials used are mainly those provided by the British Council and INOVA hosted on the Vinculate page of CONCYTEC. These materials have been carefully selected to provide appropriate support and guidance for the mentees. They include didactic resources, evaluation tools, and materials that facilitate the learning process and personal development of all participants according to the stage they are in, the use of technological resources such as the platform according to xxxx has become a priority due to the possibilities it offers to adapt to the characteristics of the people, which also allows broadening the educational scope by offering innovative alternatives that complement a face-to-face process (Favila, 2017).

Training time

The training time we recommend is 8 weeks, which is sufficient to cover all the topics of the course and also to resolve doubts. The timeline in Figure 2 is an example of how you can distribute your topics.

Box 3		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Mentor Training									
Women in STEM: the gender dimension	P								
	R								
Introduction to mentoring	P								
	R								
Mentoring skills and tools	P								
	R								
Designing the mentoring plan	P								
	R								
Your starter kit	P								
	R								

Figure 2

Proposed timetable for the implementation of the programmed

Agenda for the sessions

The topics to be taught in each session are distributed in such a way that the mentor's progress is consistent. The topics to be addressed are:

Session 1. Presentation of the programme

Topic: Presentation of the programme to the mentors

Aim: To introduce the 'Mentoring Programme for Successful Women UTCV-BRITISH COUNCIL-INOVA' to mentors who are just starting out.

Activities:

- Welcome to the meeting.
- Introduction by the mentor mentor guide.
- Circle of life tool is applied.
- The work plan is made for the scheduling of appointments during the four-month period.
- Confidentiality agreement is signed (Annex 4).
- They are told that they must take the mentoring course (MOOC), which can be found at the following [link](#).
- The meeting is closed.

Session 2. Gender Dimension

Topic: Gender Dimension/ Introduction Mentoring

Objective: To provide feedback on the progress of the Gender Dimension and Introduction to Mentoring MOOC topics.

Activities:

- Welcome to the meeting.
- Review the progress of the MOOC programme.
- Comment on the topics of Intersectionality and the phenomenon of leakage.
- Discuss the topics of What is mentoring, mentoring roles, paradigm shift.
- Close the meeting.

Session 3. Skills and tools I

Theme: Mentoring Skills and Tools I

Aim: To work on the topics 'Mentoring skills and tools'.

Activities:

- Welcome the participants to the meeting.
- Feedback on the topic Strengths-based mentoring, mentoring skills, learn to listen, ask questions, the art of connecting.
- Work on the topic SMART Objectives and from planning to action.
- Setting a SMART Objective.
- Setting up activities to achieve the set objective.
- Closing the meeting.

Session 4. Skills and Tools II

Theme: Mentoring skills and tools II

Objective: To work on mentoring tools.

Activities:

- Discuss how the week went.
- Feedback on the topic Mentoring models.
- Work with the GROW model.
- Review the topic: Stages of a Mentoring Relationship.
- Work on the topic: mentoring questions.
- Closing the session.

Session 5. Skills assessment

Topic: Skills assessment before and after the programme.

Objective: To review progress made during the programme.

Activities:

- Discuss how you have felt during the week.
- Do the activity: Lifeline.
- Work on the topic: Skills assessment before and after the programme.
- Review cases of successful women.
- Closing session.

Session 6. Closing of the mentoring process Topic

Theme: Closing the mentoring programme

Objective: To close the programme and verify the achievement of objectives.

Activities:

- Follow up on the activities set out in the objectives.
- Verify the achievement of the objectives set.
- Verify the closure of the platform.
- Drafting of the commitments to be made.
- Answer the satisfaction questionnaire.
- Carrying out the closure of the programme.

As mentioned above, the material is mainly provided by the British Council and INOVA hosted on the Vinculate page of CONCYTEC, however, the following is a general description of the content of the course, as well as links to different resources:

1. Women in STEM: the gender dimension

1.1 Context of women in STEM in Latin America and in the world

1.1.1 Video 1 The urgency of intersectionality: In this moving talk, she calls us to be witnesses of this reality and to defend the victims of prejudice. TED-Talks is a daily video podcast of the best talks and performances from the TED Conference, where the world's leading thinkers and entrepreneurs give the talk of their lives in 18 minutes (or less). Look for talks on technology, entertainment and design, plus science, business, global issues, the arts and more.

1.1.2 Online articles:

<https://www.sciencedirect.com/science/article/pii/S0188947816300603>

https://www.researchgate.net/publication/349139669_Factores_que_Influyen_en_el_Ingreso_Participacion_y_Developmento_de_las_Mujeres_en_Carreras_Vinculadas_a_la_Ciencia_Tecnologia_e_Innovacion_en_el_Peru

1.1.3 Video 2 Intersectionality How to understand multiple discrimination? Ana Lucia

Mosquera (TEDx)

Link: <https://youtu.be/TI6W6a6jixM?si=91jxgbFNPafzXR6r>

In this talk, she invites us to look at these gaps through the lens of Intersectionality, a concept that takes into account the different identities that make up a country as diverse as Peru. Ana Lucía is an Afro-Peruvian communicator, researcher, teacher and activist. Early on in her higher education, she realised that hers is an exceptional case in a system that prevents people who look like her from achieving their goals.

1.1.4 Video 3: The concept of Intersectionality and its academic and political power Martha Cruells

Link: <https://youtu.be/T158KWsWxPI?si=4-hNiWHmUiebFKKey>

In this framework, the conference of Martha Cruells took place. She gave a lecture on The concept of 'Intersectionality' and its academic and political power.

1.1.5 Online articles:

<https://capacitate.concytec.gob.pe/topic/1-1-1-mexico-y-peru-investigacion-de-estadisticas-sobre-stem/>

<https://portal.concytec.gob.pe/georenacyt/>

1.2 *The phenomenon of escapes*

1.2.1 Video 1: Video slide show: The Leaky Pipeline by Michele Lockwood-Edwards.

Link: <https://youtu.be/NOkkZZVnkeU?si=AHedH5Bn2pj0lA-e>

An explanation of the Leaky Metaphor, the sticky floor, glass walls and glass cliffs by Michele Lockwood-Edwards.

1.2.2 Video 2: What is the leaky pipe and how can we fix it?

Link: <https://youtu.be/djXD0kY6fRg?si=tucvxfknc8U4wWJn>

A senior at NYU Abu Dhabi, she is majoring in Cognitive and Brain Sciences and minoring in Computer Science. She is also co-founder and director of the student interest group weSTEM (empowered women in STEM) at NYUAD and, through it, advocates for a stronger female presence in STEM fields. This talk was given at a TEDx event using the TED conference format, but organised independently by a local community.

1.2.3 Video 3: It's Not a Glass Ceiling, It's a Sticky Floor: Rebecca Shambaugh

Link: <https://youtu.be/yUxcwJAjXhA?si=CPutJEaCicxeEObs>

Hear how to transform the beliefs, assumptions and behaviours that no longer work for you, to achieve your wildest dreams! Rebecca Shambaugh, leadership expert, internationally recognised speaker and president of SHAMBAUGH In the spirit of ideas worth spreading, TEDx is a programme of self-organised local events that bring people together to share a TED-like experience.

1.2.4 Video 4: Why we talk about diversity in business (HeForShe) | Luis de Torres

Link: <https://youtu.be/t9eCIKcmZg8?si=9Ijz9lBTTgD9Jgaw>

Why we apply diversity and gender equality in the company and how to increase profitability by 17% in a multinational.

1.2.5 Video 5: Animation: Organisational barriers that limit women's participation in the labour market.

In the framework of the Strategy for Labour Inclusion with Gender Equity, the Public Employment Service in Colombia in alliance with CoreWoman, describes the importance of promoting equal opportunities in access to employment through a series of educational and viral videos.

1.3 Stereotypes and assumptions

1.3.1 Online articles:

<https://www.unwomen.org/es/news/stories/2011/7/countering-gender-discrimination-and-negative-gender-stereotypes-effective-policy-responses>

<https://www.oecd.org/centrodemexico/iniciativa-niastem-pueden.htm>

<https://www.bbc.com/mundo/vert-fut-38887920>

<https://www.britannica.com/science/confirmation-bias>

<https://www.bbc.co.uk/news/science-environment-48953793>

1.3.2 Video 1: How to remove unconscious gender bias in organisations

Link:

https://www.ted.com/talks/sara_sanford_how_to_design_gender_bias_out_of_your_workplace?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare

1.3.3 Video 2: Gender Biases

Link: <https://youtu.be/YWlgnp7uV6c?si=4KAOHHO0N6dYWFmL>

Biases of the mind are very practical because of their speed. But sometimes they play tricks on us and we have to stop and think to discover them. For example, gender biases make it difficult to overcome gender imbalances.

1.4 Gender Sensitivities in Mentoring

1.4.1 Online articles:

<https://psicologiaymente.com/psicologia/transferencia-contratransferencia-psicoanalisisonline.com/diferencia-entre-transferencia-y-contratransferencia-5938.html>

<https://positivepsychology.com/countertransference-and-transference/>

<https://www.medicalnewstoday.com/articles/weathering-what-are-the-health-effects-of-stress-and-discrimination>

1.4.2 Video 1: The click of the question, women do science. | Estefanía Prior&Jennifer Mayordomo

Link: <https://youtu.be/T4bCEceFxSQ?si=8GQ1kGNE-Mjt0ine>

Estefanía Prior and Jennifer Mayordomo talk to us about ‘the risk of leaving science as it is’; a commitment to women in science. Estefanía is a doctor in photonics engineering by vocation and a feminist by conviction. She is looking for a way to make engineering a discipline in which women are no longer a minority. Jennifer is a doctor in experimental biomedicine in neuroscience, a scientist by profession, curious by birth and a feminist by necessity.

Together they visit educational centres with the talk-workshop ‘Talking about science without autopilots’ and are part of the radio programme La Hora Violeta on Radio Kolor in Cuenca, their home

town, where in this edition they are in charge of the women scientists' section. Estefanía is a doctor in photonic engineering by vocation and a feminist by conviction.

1.4.3 Video 2: Women and leadership / Mentors as references Isabel Tocino

Link: <https://youtu.be/-c6f51RxSWs?si=Ah7SQ5obYftbldgz>

1.5 The psychology of unconscious bias and the discourse of the 'other'.

1.5.1 Video 1: Danish commercial. Pigeonholing people

Link: https://youtu.be/fXBXOaLcMZg?si=OXUMJXdQuaWbk_6U

1.5.2 Video 2: The Revolution of Otherness | Sabrina Alcaraz

Link: https://youtu.be/E_R3vp4C-0U?si=T2SsKuHP3duZXVn9

Sabrina tells us about her idea of a society where diversity is a value and differences are not a reason for exclusion 'Since I was a child I have been interested in people, especially in how we relate to each other and how we think.

1.5.3 Video 3: A world without labels Wendy Ramos

Link: <https://youtu.be/TG0wqcct2B4?si=E6B0hXCLGOuaytoU>

Wendy is an artist dedicated to acting in theatre and film, she is considered one of the most influential women in the country in social networks and has given more than 150 talks and conferences on her artistic and social work. She founded and directed the Boloroja Association, leading a committed team of volunteers for 15 years.

1.5.4 Video 4: Eliminating prejudices

Link: https://youtu.be/qrFNh_poAXs?si=p6CpbhP-6XTtoCZjz

This campaign by a very famous soft drink brand tries to raise awareness of prejudice based on physical appearance.

1.6 Language and the Psychology of the 'other'.

1.6.1 Online articles

<https://www.utem.cl/universidad/genero-y-equidad/recomendaciones-para-uso-de-lenguaje-inclusivo-y-no-sexista/>

1.6.2 Video 1: Inclusive language, between the system and the symptom : Elena Pérez

Link: https://youtu.be/mfiGdz_-zcv?si=9Z4mhqOWn0REothK

Elena Pérez brings us closer to a critical debate in which she explores how languages transform as their speakers and culture change.

1.6.3 Online article

<https://www.un.org/es/gender-inclusive-language/index.shtml>

1.7 Additional resources for Lesson 1

1.7.1 Video 1: Unconscious Bias Panel - Glass Ceilings

Link: <https://youtu.be/lx2cI13TQ0w?si=36iHNbP-sUnWDMC9>

Meeting prior to the event ‘Techo de Cristal’ (Glass Ceiling), developed and led by the consultancy GenderLab. Participants: Alejandra Segura, Diversity and Inclusion leader at Telefónica del Perú; Verónica Arbulú, Legal Affairs Manager at Statkraft; Manuel Silva, Reputation and Communications Manager at Backus AB InBev; Mari Loli Camarero, Corporate Affairs Manager at Cencosud Perú; and Augusto Townsend, founder and chief curator of Comité de Lectura; and Lia, Celi, Sustainability and Environment Manager at Supermercados Peruanos; and Rodrigo Isasi, partner and director of Insitum. The dynamic was led by Marlene Molero, CEO of GenderLab.

1.7.2 Video 2: The future of technology has a woman's name: STEM

Link: <https://youtu.be/3fSwMi4tfbw?si=HvVrYhqr2THD8duk>

1.7.3 Video 3: Unconscious Gender Biases

Link: <https://youtu.be/AYRg2DPj-FM?si=u3ytQ6cRYGWjbnPN>

Here's a riddle we put to several people: How long does it take to reach the simplest conclusion? The answer may surprise you and reveal something you may not have known about yourself.

1.7.4 Online articles

<https://mujeresconciencia.com/2020/12/02/el-estereotipo-de-las-mujeres-en-la-ciencia/>

https://eucalls.net/blog/gender-equality-research-innovation-Europe?ref_tim=1642766878&ref_a=69686198&ref_b=1313872

1.7.5 Video 4: We Should All Be Feminists

Link:

https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

1.7.6 Online articles

<https://www.bancomundial.org/es/news/feature/2021/01/08/latinoamerica-mujeres-stem-ingenieras-matematicas-programadoras>

2. Introduction to Mentoring

2.1 *What is Mentoring?*

2.1.1 Video What is Mentoring and why is it important for professional development.

Link: <https://youtu.be/RaDFMid3kmU?si=pqscCbKPD4msTCzv>

2.1.2 Video 2: ‘Preparing for your first mentoring meeting - a webinar with Dr. Amy Iversen

Link: <https://youtu.be/1CnRHZg6VWY?si=iZRWuWmm1RUF4mqr>

This webinar, presented by Dr. Amy Iversen, Visiting Senior Lecturer at the Institute of Psychiatry and Director of Håbe Consulting, held on 10 November 2015, will answer these questions and more about your first mentoring meeting. Amy is a former Academy trainee and an experienced coordinator and trainer of mentoring programmes. This webinar provides an overview of the key points for mentees and mentors to consider in their first meeting, and how to set and manage expectations.

2.1.3 Video 3: Mentoring webinar on migrant entrepreneurship: Bob Garvey

Link: <https://youtu.be/XPbfTAIQRM?si=-tJ6vrShVEEVb99F>

Webinar organised by M-UP and led by Bob Garvey to guide practitioners to better design, adapt, implement and evaluate their mentoring programmes to support migrant entrepreneurs.

2.1.4 Online articles

<https://owsd.net/network/latin-america-caribbean>

<https://www.entrepreneur.com/article/409003>

<https://www.iprofesional.com/management/330849-15-historias-de-mentores-famosos-que-ayudaron-a-talentos>

2.2 *The Business Case for Mentoring*

2.2.1 Video 1: The relationship between menopause and gender inequity

Link:

https://www.ted.com/talks/andrea_berchowitz_the_link_between_menopause_and_gender_inequity_at_work?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare

Hot flushes, joint pain, anxiety, depression, difficulty sleeping: these relentless symptoms of menopause directly impact on work, but are often overlooked and little discussed as a taboo subject, says entrepreneur Andrea Berchowitz. She offers practical advice on how to create a menopause-friendly work culture that supports gender equity and diversity retention in the workplace.

2.2.2 Video 2: Susan Colantuono: The Career Advice You Probably Didn't Get

Link: https://youtu.be/JFQLvbVJVMg?si=4_rDG6YXmP5WXnU5

You're doing everything right at work, you're following all the advice to the letter, but you're still not getting a promotion. Why? Susan Colantuono shares a simple and surprising piece of advice that you may not have received so frankly before. This talk, although aimed at a female audience, can be applied to everyone, men and women, recent graduates and mid-career employees.

2.2.3 Video 3: How does diversity make teams more innovative? Rocío Lorenzo Tedtalk

Link: <https://youtu.be/lPtPG2lAmm4?si=me9i3WpzeKztmS6T>

In a talk that will help you build a better, stronger company, Lorenzo delves into the data and explains how your company can start producing fresher, more creative ideas by treating diversity as a competitive advantage.

2.3 *Understanding the organisational/cultural definition of mentoring*

2.3.1 Video1: What is organisational culture?

Link: <https://youtu.be/-HLWiTA-qag?si=vgcLzKH8hjmaTC8l>

Work Climate: Learn about organisational culture with Iris Reyna and find out about 3C Cultura's services.

2.3.2 Video 2: Diversity management in companies

Link: https://youtu.be/bYe4_2jU09w?si=U2Hyx1MQYPjZxW12

One of the most significant impacts of globalisation has been the relocation of companies and workers. The intensification of migratory flows and contact between cultures has made diversity management a major challenge for companies. Daniela Gallegos, lecturer at the 28th ESAN International Week, comments on this.

2.4 Mentoring functions

2.4.1 Online articles

<https://er.educause.edu/blogs/2020/8/10-quick-ideas-for-becoming-a-more-effective-mentee>

Know the six qualities of a good mentor | El Financiero (elfinancierocr.com)

2.4.2 Video 1: The Skilled Coachee or Mentee - Bob Garvey

Link: https://youtu.be/fMx7FYgiHjY?si=H11S_nfLdNHLucOX

Much of what is written about coaching and mentoring emphasises the skills of the coach or mentor. In the first part of this two-part series, research provides evidence that the coachee or mentee also has skills.

2.4.3 Video 2: No One is Talking to the Minds Victoria Black

Link: https://youtu.be/JzqyKn0IFO0?si=YqkmqVo0ZG5Y_AoB

This talk invites the audience to assess and re-examine their own mentoring capacity as they engage in everyday developmental relationships.

Her research interests include college access for first generation students, first year student success, working mothers in student affairs and the concept of Mentoring. She has shared Mentoring through multiple posts that inspire others on how to help improve their mentoring partnerships by examining their role and responsibility as a mentee.

2.5 Person-Centred Mentoring

2.5.1 Video1: The Difference Between Empathy and Sympathy

Link: <https://youtu.be/MCY2QBBZoLE?si=LJj8a5s054iXQV85>

There is a big difference between having empathy and sympathy for someone. Episode with Andrea Yriberri

2.5.2 Video 2: Victoria Gamboa

Link: https://youtu.be/V0dqcx_5zqw?si=83kgRKTZyaUTtLhR

Victoria Gamboa is an ontological coach, she dedicates her life to learning and training. She is a motivational and emotional coach and in this talk she explains the relationship between knowing oneself and being empathic.

2.6 Personal benefits (for mentors and mentees)

2.6.1 Video 1: Case Study: Benefits of having a mentor. Interviewee: Ing. Química Virginia Herrera, Mexico. Strategic Planning Manager- PEMEX (Petróleos Mexicanos)

Link: <https://youtu.be/5woKVWi3evc?si=z9Qh07cxUW27C6NS>

2.6.2 Video 2: The Power of Mentoring: Lori Hunt at TEDxCCS

Link: https://youtu.be/Atme26C0l5E?si=gymYvqibnZ54IB_J

The TED Conference provides general guidance for the TEDx programme, but individual TEDx events are self-organised (*Subject to certain rules and regulations).

2.6.3 Video 3: Why can the power of mentoring change the world?

Link: <https://youtu.be/u4kTIK5mUHc?si=CDVDYxJEXiRJQuTF>

Discover his personal narrative of the mirrored lives of two mentees and the powerful insights he brought to life and social change. Discover how, one by one, as we collectively advocate and act to make mentoring widespread, you too can positively inspire those around you and change the world together. In addition to her corporate role, Shirley spends much of her time as a public speaker and mentor to Millennials, advocating the importance of authentic leadership, compassionate profitability in the business world, and conscientious mentoring.

2.6.4 Video 4: STEM Mentoring for Social Change

Link: <https://youtu.be/FwvVLt5ySrQ?si=5Vf6BQyVzirNN3Hh>

My Salter is an Educational Psychology scholar at Georgia State University committed to improving public understanding of how we learn and persist in science, technology, engineering and mathematics (STEM). Amy, honored as an Atlanta Urban Resident Teacher (AUTR), also has previous related experience as a high school science teacher in Atlanta, GA, where she experienced the snowball effects of mentoring. Her undergraduate career in STEM at Howard University in Washington, DC exposed her to positive mentors and solidified her commitment to serving underrepresented communities.

2.7 *Paradigm Shift*

2.7.1 Audio Reticular Activation System (RAS): Your brain creates reality with 1% of the information.

2.7.2 Video 1: The inertia of your comfort zone Fabiana Cañipa

Link: <https://youtu.be/soKjukpXlaQ?si=aHHeZZC2UX4cTxqR>

The ‘Comfort Zone’ is a concept widely used in popular culture today. Motivation to go beyond our limits and get out of it comes from all sides, however, nowadays we have fallen into an infinite cycle of panic. In this talk Fabiana presents three starting points to balance these forces. A graduate in Electromechanical Engineering from the Universidad Privada Boliviana, she is currently in her last semester at the University of Ontario Institute of Technology (Canada) as a scholarship holder of the Canadian government under the Emerging Leaders in the Americas Program.

2.7.3 Video 2: Motivation Why do motivators motivate? Mariano Ponceliz

Link: <https://youtu.be/Ce4uctEi-rM?si=c32aqoLwPZhPIKST>

He specialises in leading work teams and getting them to achieve their objectives. As a result of his work, these teams have exceeded all expectations in quantitative and qualitative variables. His main focus is to motivate through optimism and to explain how those who make their ideas successful do it. ENJOY!!!

2.8 *Underlying concepts such as self-efficacy, relationship skills, boundaries and boundary management.*

2.8.1 Video 1: Positive leadership, a resource for self-efficacy: Luis Maffei at TEDxCordoba 2012

Link: <https://youtu.be/pi2uwykbCt8?si=gsS7HkmREvLVsYFZ>

Juan Luis Maffei is a consultant, psychologist and university professor. He researches the impact of positive emotions in organisations.

2.8.2 Video 2: The art of relationships Andrés Vazquez Flaquer

Link: <https://youtu.be/t80fvZGqboU?si=H3E5XBGRUEyxv7aC>

Can communication serve as a vehicle to improve relationships with others? Lawyer, Mediator, Executive Trainer Coach, Master in NLP. Coordinator and Lecturer at the International University of Andalusia, as well as in different Universities, Professional Colleges and Business Schools (Masters and University Experts). Mentor Training-Consulting. CEO of the Spanish School of Mediation and Coaching, and Director of Dreamdeia Consulting. Expert in Political Telegenics, motivation, leadership and mindfulness. Specialist in Communication Skills and Positive Conflict Management.

2.8.3 Video 3: BucayH - 5 steps to setting boundaries effectively

Link: <https://youtu.be/QoiVMdJMYCs?si=zJygeaCeqDK8t7Ug>

3. Mentoring Skills and Tools

3.1 Strengths-based Mentoring

3.1.1 Video 1: The Strengths Methodology - Experiencing Success in a Meaningful Way. Wayne Hammond.

Link: <https://youtu.be/eGaEAzqWeQQ?si=mufqo04kFccZklWX>

Our vision begins with possibility. We see this as the starting point towards a process of understanding and experiencing a new way of being. The traditional approach that looks at where things have gone wrong and what needs to be corrected is limiting and ineffective in sustaining long-term change. Through our methods of consultation, training and evaluation, we engage with you (individuals and/or organisations) to develop a culture of strengths-based practice where capacity for positive change is identified and nurtured.

3.1.2 Video 2: STRENGTHS AND WEAKNESSES What Are Yours?

Link: <https://youtu.be/sB3sUr8atr4?si=-nSY9-N5VJb3ddWX>

In this video I help you to recognise with some examples your strengths and weaknesses, so that you can know what you excel at and use these personal characteristics to your advantage and know where you need to improve, in order to evolve and become the best version of yourself.

3.2 Mentoring Skills

3.2.1 Video 1: How to talk to others who think differently Guadalupe Nogués

Link: https://youtu.be/ESwDIXXyh_Y?si=2Y2vKRWym6TbV86

A long time ago humans invented something revolutionary: conversation. Around the fire, listening to each other, thinking with others. In these times in which cracks, blockages, tribalism and opinions seem to divide us without remedy, Guadalupe Nogués reminds us of the pleasure of talking, of sharing and even of thinking differently. What does a biologist do for a living? To research and teach, of course.

3.2.2 Video 2: Learn to listen. Improve your ACTIVE LISTENING. The 7 signs that will help you improve to a PRO level.

Link: <https://www.youtube.com/live/CKAgXbEd-2Y?si=JwD6bSvpuI7HioTc>

Psychologist Fernando Pena describes the 7 keys to active listening. If you want to enhance your personal and personal success you must develop your social skills. Active listening is one of the most important social skills.

3.2.3 Video 3: Why it is so important to learn to listen

Link: <https://youtu.be/LtMQDPAnauE?si=gyxFS0sqnx02aq-C>

Victor Küppers claims the importance of learning to listen in order to take care of relationships in today's world. For Küppers, the golden rule for communicating better is 'treat others as you would like to be treated yourself'.

3.2.4 Video 4: Rethinking Rapport Jason Linett

Link: <https://youtu.be/MTJNqBTuhx0?si=xy92riGQkg8l-5WQ>

Mr. Linett discusses strategies for building rapport that can be used to enhance human communications, both professionally and personally. Jason Linett helps organisations and the people in them to hone their positive mental strategies to improve their business.

3.2.5 Article and video

<https://www.hpsconsultores.com/3-consejos-para-el-exito-de-las-conversaciones-de-mentoring>

3.3 Test your questioning ability

3.3.1 Video 1: Powerful questions Alma Ramirez

Link: <https://youtu.be/gbuMS0wgy2o?si=53Aiao-2kQTAJjiD>

Alma Ramirez tries, in her talk, to give us a methodology to create powerful questions that help us to make profound decisions for change in our lives.

3.3.2 Video 2: Asking, The Art that Connects Eurídice Bermúdez

Link: <https://youtu.be/I8bM1KpLkc4?si=x6U1UDHDSxO2Fbgx>

Communication is of utmost importance in human relationships, this talk invites us to do it from the questions. She has more than 15 years of experience in marketing, strategy and communication and 10 years of experience working with Senior Executives in the United States, Europe and international locations due to her work with different multinationals.

3.3.3 Online article

The keys to asking effective questions - Mentoring School. Gen Consulting Project Development

3.3.4 Video 3: Thinking Questions Melina Furman

Link: <https://youtu.be/LFB9WJeBCdA?si=UWT0EEMhpwfCB29W>

How do we get schools to teach thinking? Melina Furman has a very concrete proposal that can bring about profound changes in today's schools and teachers.

3.4 SMART Objectives and Action Planning

3.4.1 Video 1: Conversation between Marina Larios and Carolyn Usher of Inova Consultancy using the SMART tool to set goals efficiently.

Link: <https://youtu.be/ZqCPvqlvs6g?si=iaygdV6BwK-8lcrI>

A SMART conversation on goal setting between Marina Larios and Carolyn Usher of Inova Consultancy.

3.4.2 Video 2: The Importance of Goals

Link: https://youtu.be/r4MezAanB_A?si=jGLY01iNPuvCa64D

Xesco Espar teaches us the methodology to set goals in life.

3.4.3 Video 3: Expert on the Science of Motivation and Procrastination

Link: <https://youtu.be/d00MtAs6bQs?si=Xe-dwGDZh0167uz6>

Be sure to listen to what Piers Steel has to say. One of the world's leading researchers on the science of motivation and procrastination, he explains why professionals in all sectors struggle with 'dysfunctional procrastination', why this practice hurts business and what can (and should) be done about it to avoid lost opportunities, lost sales and disgruntled colleagues and clients..

3.4.4 Video 4: Do you want to achieve your goals? Then you should consider these three aspects

Link: <https://youtu.be/ZF7JLsQ6USI?si=LSFUfq4ZVxohwYv6>

Have you ever wondered why you don't have enough motivation to achieve what you want? In this video you will find three tips that can help you to be more consistent in achieving your goals, the motivation equation, prioritising what you want, and not seeing the goal as the end you want to reach are the tips that are described in more detail in this video.

3.4.5 Online article

100 questions to achieve your career goals - Coach Maite Finch

3.4.6 Video 5: Why the secret to success is setting the right goals - Why the secret to success is setting the right goals /Jaohn Doerr

Link:

https://www.ted.com/talks/john_doerr_why_the_secret_to_success_is_setting_the_right_goals?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

3.5 *Mentoring Models*

3.5.1 Video 1: Mentoring Conversation using the GROW model

Link: https://youtu.be/yCkp7e_0bDU?si=0mH9xxmkdCBBK0D6

A GROW coaching conversation between Marina Larios and Carolyn Usher of Inova Consultancy.

3.5.2 Video 2: Here you can watch a video that explains the GROW Model in more detail.

Link: <https://youtu.be/f2M1GuhilR0?si=hFDsB-aACLDPJsv2>

The GROW model is a coaching framework that is used in conversations, meetings and everyday leadership to unlock potential and possibilities. GROW was first published by our co-founder Sir John Whitmore in 1992. It has become the world's most popular coaching model for problem solving, goal setting and performance improvement. GROW is more than a coaching model loved by the coaching community. It is also a superior leadership tool that works across disciplines and cultures.

3.5.3 Video 3: Grow Model in Spanish Coaching and Personal Growth Techniques

Link: <https://youtu.be/VKT4qEFSt4o?si=NwjVrMq9YPPrRGg6>

The Grow model is based on solving problems and obstacles with productivity, effectiveness and simplicity. If you want more coaching and personal growth techniques: Practice Session.

3.6 Stages of a Mentoring Relationship

3.6.1 Online articles

<https://www.mindtools.com/pages/article/building-rapport.htm>

<https://www.nihr.ac.uk/documents/phases-of-the-mentoring-relationship/2769>

3.6.1 Video 1: Ways to Make a Conversation with Anyone Malavika Varadan TEDx BITS Pilani Dubai

Link: <https://youtu.be/F4Zu5ZZAG7I?si=6n27H4AmY59GEZVO>

‘We should not talk to strangers’. Malavika Varadan challenges this social norm by presenting 7 ways to make a conversation with anyone. RJ extraordinaire, Malavika Varadan, literally creates waves with her morning show, Breakfast No.1 on City 101.6. An avid fitness enthusiast, positivity ninja and drama queen, she has become a benchmark in the radio industry.

3.6.2 Video 2: The Mentoring Process

Link: https://youtu.be/EDepsvS0YIA?si=K3vyrTrdbU3-TwQ_

There are four phases to a mentoring process: building the relationship, exchanging information and setting goals, working towards achieving the goals and deepening the commitment, and ending the mentoring relationship and planning for the future.

3.6.3 Video 3: How to structure your first meeting - best questions to ask a mentor. - How to structure your first meeting- best questions to ask MENTOR

Link: <https://youtu.be/qJKYq1DORFQ?si=LBji5P5UqB5eTTCa>

How to structure your first mentoring meeting and the best questions to ask a mentor, Are you interested in mentoring and wondering how to make the most of your first meeting with your mentor? In this video, I share some tips on how to structure your first mentoring session, including what topics to discuss and questions to ask.

3.6.4 Online article:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3665769/>

3.7 Mentoring toolkit for mentors

3.7.1 Online Article

<https://positivepsychlopedia.com/year-of-happy/what-is-flow/>

3.7.2 Video 1: Key Coaching Techniques for Goal Setting and Achievement

Link: https://youtu.be/IqdTPsft0x0?si=UYIQ0mejKmRx2_jD

In this video we will address the phases and techniques of a coaching process that a student, teacher or worker can consider in their process of continuous improvement. The techniques of defining GOAL and SMART objectives are developed to make our objectives concrete and motivating. The SWOT technique is also presented to provide a clear vision of our current state, our limits and resources.

3.7.3 Video 2: Circle of Influence - The 7 Habits of Highly Effective People Covey

Link: <https://youtu.be/CHx6QZ0BN8c?si=KRDZzRzjT2HEyzju>

In this animated summary we show you what they are and why each one is important and will help you achieve more results.

3.7.4 Video 3: Powerful Questions in Coaching

Link: https://youtu.be/FozJhqwvVi4?si=BXbPwrbL_JelzD6m

This video is one of the chapters of the course HOW TO BE A COACH LEADER by César Piqueras Academy.

4. Designing a mentoring programme in an organisation

4.1 Designing a mentoring programme in an organisation

4.1.1 Online article

<https://ideas.ted.com/are-you-mentorable/>

4.1.2 Video 1: Nobody talks to mentees

Link: <https://youtu.be/JzqyKn0IFO0?si=NUedT6la6dic5-R2>

When was the last time you asked yourself: Am I menturable? This talk invites the audience to assess and re-examine their own mentoring capacity as they engage in everyday developmental relationships. Victoria Black is director of PACE Mentoring at Texas State University and a third-year doctoral student in the Higher Education Leadership Program at UT Austin.

4.1.3 Online article

<https://www.coachmentoring.co.uk/blog/2018/10/mentoring-programme-design-8-key-steps/>

4.1.4 Video 2: 3 Ways to be good allies in the workplace

Link:

https://www.ted.com/talks/melinda_briana_epler_3_ways_to_be_a_better_ally_in_the_workplace?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare

We are taught to believe that hard work and dedication will lead to success, but this is not always the case. Gender, race, ethnicity, religion, disability and sexual orientation are among the many factors that affect our chances, says writer and advocate Melinda Briana Epler, and it's up to each of us to be allies to those who face discrimination. In this practical talk, she shares three ways to support people who are underrepresented in the workplace. 'There is no magic wand to correct diversity and inclusion,' he says. 'Change happens one person at a time, one moment at a time, one word at a time.'

4.1.5 Online article:

<https://www.observatoriorh.com/orh-posts/mentoring-de-socrates-a-bezos.html>

4.2 Matching mentors to mentees

4.2.1 Video 1: How to get a mentor

Link: https://youtu.be/87qjIZRkkio?si=k8-IHKbNKhgk_I-v

Professor Ellen Ensher, Ph.D., mentoring and career expert, discusses tips on how to get a mentor during a TEDx talk at Loyola Marymount University in Los Angeles, CA.

4.2.2 Online article:

https://www-coachmentoring-co-uk.translate.goog/blog/2019/02/matching-mentors-and-mentees-get-tough/?_x_tr_sl=en&_x_tr_tl=en&_x_tr_hl=en-419&_x_tr_pto=sc

4.3 *Recruitment and ground rules.*

4.3.1 Online article

<https://capitalhumano.wolterskluwer.es/ch/2020/07/01/mentoring-y-coaching-la-gestion-del-contrato>

<https://www.sussex.ac.uk/organisational-development/mentoring/guidance-for-mentors/ground-rules>

4.3.2 Video 1: Brief Explanation of the Coaching Agreement

Link: <https://youtu.be/jBivy1rS3tk?si=0FFISxFoG7QehH5->

4.4 *Programme evaluation*

4.4.1 Online article

<https://www.zendesk.com.mx/blog/que-es-escala-de-likert/>

4.4.2 Video 1: Likert scale

Link: <https://youtu.be/sRsvlcTx5IY?si=-BUzAK-fhbur16s->

Virtual Learning Resource created by the University Observatory of Distance Education of the SUAyED Psychology of the FES Iztacala, UNAM

4.4.3 Video 2: Excel - Likert Scale, Data Analysis and Interpretation with Pivot Tables

Link: <https://youtu.be/6aq6AD9ysgI?si=Ik8mkc95IwGj6MYK>

We show you how to process the information from a Likert scale questionnaire with pivot tables and how to interpret the graphs.

4.4.4 Video 3: Kirkpatrick's Four Levels of Evaluation

Link: https://youtu.be/r_b59c_hFiE?si=MvDsxtFv2QnNxo61

This presentation provides an overview of Donald Kirkpatrick's four levels of training evaluation. This presentation was presented by www.eadulthoodeducation.org and hosted by Shirley J. Caruso of WISE Training and Development Consultants of Chicago.

4.5 *Monitoring*

4.5.1 Video 1: Amy Wrzesniewski: On Creating Meaning in Your Own Work

Link: https://youtu.be/_WEArwy316c?si=J4AbNQb7UCWtWA90

In this episode, Amy joins Jen to delve into her research and how employees shape their tasks, interactions and relationships with other members of the workforce to change the meaning of their work. Amy defines work making and its three components; task, relational and cognitive and shares how work is already being done, even if it is forbidden.

4.5.2 Video 2: Professor David Clutterbuck: Supervision and the Virtual World

Link: <https://youtu.be/64vY4mSJcXI?si=FNgRxZ6OSyXVgCuT>

In this free webinar, Professor David Clutterbuck shares his latest insights on good practice in preparing for coaching supervision. You will: - Hear the latest insights from one of the industry's most influential thought leaders - Learn how coaches can best prepare for supervision - Learn more about the practice of professional supervision - Be able to apply these insights to your own practice - Discover the potential of Virtual World technology as a supervision tool.

4.5.3 Video 3: Michael Carroll: Supervising Groups

Link: <https://youtu.be/qDU0W7i6Sxw?si=s8X8l8wNRKuVuiky>

4.6 *International Mentor/Mentee Relationships*

4.6.1 Video 1: HSBC Announcements - Interesting Aspects of Different Cultures

Link:

https://youtu.be/sdCyLMWiDWU?si=teI_f_iBqYBZWrQP

<https://youtu.be/GHuO6qmiSgg?si=RoW4TkF72Znd01AS>

4.6.2 Video 2: Networking for Beginners

Link: <https://youtu.be/garadDEgkwU?si=mLTEe7lt1mvVsoVU>

Networking may seem very difficult, but it is not with the right advice. Try to tap into contacts further afield; you never know which friend of a friend of a friend of a friend can help you fulfil your dreams. Lisa Green Chau describes how being proactive and always saying yes can lead to future opportunities. Lesson by Lisa Green Chau, animation by Cinematic Sweden.

4.6.3 Video 3: Looking at the world through different glasses: understanding cultural misunderstanding

Link: https://youtu.be/WrZityEriI0?si=8AuH6yeO_2hHxeOW

ISOTIS is a collaborative project funded by the European Union, involving 17 partners and 11 countries. ISOTIS aims to contribute to the effective development of policies and practices at different levels of the system to effectively combat early and persistent educational inequalities.

4.6.4 Video 4: Gestures in the World 2

Link: <https://youtu.be/qCo3wSGYRbQ?si=AoZMvuAnXRGB08-2>

Take a tour of gestures around the world, from the French sign for 'drunk' to Brazilian obscene gestures, as well as the Bulgarian custom of nodding to signify 'no' rather than 'yes'.

4.6.5 Video 5: Seven Unusual Business Etiquettes Around the World That Will Surprise You

Link: https://youtu.be/7T-Wf3Wdbms?si=THGwtA_Dj32LRs5m

Market Inspector has prepared a video with some of the most interesting international business labels.

4.7 *Troubleshooting*

4.7.1 Online articles:

https://www.researchgate.net/publication/285322655_When_mentoring_goes_wrong

<https://www.growthmentor.com/blog/ted-talks-on-mentorship/>

<https://estudyando.com/reparacion-de-relaciones-de-mentor-ia-danadas/>

5. Your starter kit

5.1 Case studies: *Successful women and how they made it!*

5.2 Video 1: *Case Study - Virginia Herrera*

Link: <https://youtu.be/5woKvWi3evc?si=5AN3fGWIRcAg34c->

5.3 Video 2: *Case study - Mariana Vargas-Caballero*

Link: https://youtu.be/HgLnMXfy1j0?si=H1RV5qx8t_EUAI9_

The link to access the full material is as follows:

https://drive.google.com/drive/u/0/mobile/folders/1pjHRxQw1bffVNyg6mYhR_bZMOHrzP7wP?usp=drive_link

Matching process

Once your mentors are ready it is time to conduct Mentor - Mentee dyads. according to each participant's Google Forms application mentioned above, which collects key data on personal and professional interests and aspirations, the information is segmented with the aim of identifying obvious compatibilities between mentors (and Jr. Mentors) and mentees, focusing on areas of specialisation or interest, thus ensuring effective assignments that favour targeted and personalised learning.

For ease of organisation and efficiency in communication, all relevant information about the selected mentees is stored in a centralised Directory, accessible via an online platform (Google Drive). This database includes details such as the name, email and phone number of each mentee, as well as the identification of their respective assigned mentors. This directory will also be used to ensure proper follow-up and provide relevant notifications through the mentoring email. The following table will give you an idea of how to set up your centralised directory.

Box 4

Centralized Directory			
Mentor	Mentee	Email	Phone number

Figure 3

Centralized director for Mentees information

This meticulous matching process not only optimises the chances of achievement within the programme by creating well-aligned pairs, but also ensures proper management and communication throughout the development of the mentoring programme.

Mentoring Process

In order to carry out this process, the mentor is introduced to the mentee through a general introduction session, where the signing of the contract mentioned above takes place, which can also be found at the following link:

https://docs.google.com/document/d/1VyaiPBYPmZ51B_qQcTjWs-O03n8qmQn4/edit

Duration of the process

The recommended duration of the mentoring process is at least 10 weeks, which will serve to cover all the topics of the course and also support the mentees with their continuation to the university. These weeks include two control weeks as shown in the timeline in Figure 4. This can serve as an example of how you can distribute your topics.

Box 5

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Mentor Training									
Women in STEM: the gender dimension	P								
	R								
Introduction to mentoring	P								
	R								
Mentoring skills and tools	P								
	R								
Control sesion	P								
	R								
Designing the mentoring plan	P								
	R								
Your starter kit	P								
	R								

Figure 4

Proposed timeline for the implementation of the Mentees programmed

Agenda for the sessions

The topics to be taught in each session are distributed in such a way that the mentee's progress is consistent. The topics to be addressed are:

Session 1. Mentor-Mentee Group

Theme: Presentation of the programme to the Mentees, and Mentor-Mentee introduction

Aim: To introduce the 'Mentoring Programme for Successful Women UTCV-BRITISH COUNCIL-INOVA' to mentees who are just starting out.

Activities:

- Welcome to the meeting.
- The mentors of the programme introduce themselves to the mentees.
- The mentees are introduced.
- The 'Skills Assessment' diagnostic is applied, an example of which can be found in the following link:
https://docs.google.com/forms/d/e/1FAIpQLSf6J02U7VrCMGiN_nyxepH8Teaq7-1WdbcqRaSpvcY9NBKLw/viewform

- The dyads are organised in order to establish the next individual meeting (Mentor-Mentees).
- The meeting is closed.

Session 2. Individual Mentor - Mentee

Topic: Introduction to the mentoring process, and the topic Intersectionality.

Objective: To make the work plan to be followed by the mentor and mentee during the term.

Activities:

1. The Mentor-Mentee is formally introduced, starting with a talk to get to know each other.
2. A brief interview is carried out to detect the needs that the mentees want to work on. This interview may contain questions such as:
 - Introduction.
 - Name, age, family, status.
 - Enrolment, in which part of the career are you in?
 - Why did we choose this career?
 - Relevant social and academic/professional history.
 - Why did you enter the Mentoring Programme?
 - What do you expect to happen with you over the next four months?
 - How do you think I can support you?
 - Agreement.
 - What are the main achievements you think you have had?
 - Where would you like to see yourself in 3 years and in 20 years?
 - What are the strengths that have led you to overcome obstacles?
 - Ask the mentee:
 - Write in their logbook.
 - How did you feel after the session?
 - Is there anything I wanted to say, but didn't?
 - What did I learn (key findings)?
 - The agreed actions for the next session.

3. Identify with the mentees the areas and topics you want to work on, discuss whether or not they know about Intersectionality, explain briefly and mention that you will look at it in detail in the course.
4. A work plan is drawn up for scheduling appointments during the four-month period.
5. Confidentiality agreement is signed (Annex 3).
6. They are told that they must take the Mentees course (MOOC), which can be found at the following link:

https://capacitate.concytec.gob.pe/wp-login.php?redirect_to=https%3A%2F%2Fcapacitate.concytec.gob.pe%2F&bp-auth=1&action=bpnoaccess

Session 3. Individual Mentor - Mentee

Topic: Follow-up of the work plan

Aim: To review the mentee's progress on the Transcendental Strengths topic.

Activities:

1. Talk about the week, how did it go? how do they feel?
2. Review the theme of 'Transcendental Strengths'.
3. Review the topic 'SMART Methodology' for the generation of objectives.
4. They make a goal that they want to reach during the four-month period.
5. The mentee's progress with respect to the MOOC agenda is reviewed.
6. To plan activities to achieve the SMART objective.

Session 4. Individual Mentor - Mentee

Topic: Follow-up of the work plan.

Objective: To review the mentee's progress on the topics agreed in the previous session.

Activities:

1. Discuss how the week went.
2. Review the topic of Intersectionality, talk to the mentee about whether he/she has felt this situation at some point.
3. Answer 'The VIA Character Strengths Survey' so that the Mentee becomes aware of their abilities, in the link: <https://www.viacharacter.org/account/register>
4. The results of the test are analysed, identifying the strongest skills in order to strengthen them; and the weakest ones in order to design strategies.
5. The mentee's progress with respect to the Mooc agenda is reviewed.

Session 5. Individual Mentor - Mentee

Topic: Follow-up of the work plan.

Aim: To review mentee's progress on the SMART objective topic and its achievement.

Activities: Discuss how the mentee has been feeling during the week. 2.

2. Review the plan of activities that support the SMART objective.
3. Review the work plan, and how the mentee has been progressing in achieving the SMART objective.
4. Work on the theme of the 'Comfort Zone'.
5. The mentee's progress against the MOOC agenda is reviewed.
6. The analysis of the comfort zone is left pending.

As mentioned above, the material is mainly provided by the British Council and INOVA hosted in the Vinculate page of CONCYTEC, however, the following is a general description of the content of the course, as well as the links to access different resources:

Training material for Mentees

Introduction to the course

1.1 Video 1

This is the introduction to what the British Council is.

1.2 Video 2

Gives a brief overview of the gender gap in the world of research and how this impacts on women's participation in the field.
how this impacts on women's participation in the field.

2. Women and girls in STEM

2.1 Women and girls in STEM

2.1.1.1 Video 1 Intersectionality: how to understand multiple discrimination? Ana Lucía Mosquera TEDxTukuyWomen

Link: <https://youtu.be/TI6W6a6jixM?si=6B74Rwu7BjWqvqWp>

Ana Lucia gives us a context of how racism is present everywhere and how it affects people's choice of jobs, the lack of opportunities for people of African descent, among many other injustices.

2.1.2 Video 2 Marta Cruells. The concept of Intersectionality and its academic and political power.

Link: <https://youtu.be/T158KWsWxPI?si=SCWGxi2dQha1FZC0>

Marta Cruells - Advisor in the Department of Feminisms and LGTBI of the Barcelona City Council, she holds a PhD in Political Science from the Autonomous University of Barcelona. She is a specialist in gender theory, inequalities, gender violence, penal systems and analysis and evaluation of public policies. She has also worked on social exclusion and analysis of social movements. In her professional career she has coordinated several evaluations of equality policies and has advised administrations.

3. What is mentoring?

3.1 Video 1 What is mentoring and why is it important for professional development?

Link: <https://youtu.be/RaDFMid3kmU?si=5VJuQsJms2pLVM2H>

Find out why mentoring is important for women aspiring to leadership positions in the public and private sector in the region.

Video with Victoria Cárdenas Simons, head of the IDB's Leadership and Employee Development Division.

3.1.2 Links to online articles

<https://www.entrepreneur.com/article/409003>

<https://www.iprofesional.com/management/330849-15-historias-de-mentores-famosos-que-ayudaron-a-talentos>

4. The Skills of a Mind

4.1 Video 1 Mentoring series: the role of a mentee

Link: https://youtu.be/zIKps86x_MY?si=8ExmoNA2dn2phZlu

Have you been a mentee? Can you see yourself wanting to be mentored at certain stages of your life? What new experiences are you interested in having where you can be a mentee? Taking on the role of mentee gives you the opportunity to learn and grow in a field that may be foreign to you. It can be a bit overwhelming to know where to start when looking to be an apprentice. There are people who want to help and are willing to be mentors. In this GET YOUR MIND ON, we complete our journey in the mentoring series by learning about the role of a mentee and how to achieve a successful mentor-mentee relationship.

4.2 Podcast: How to achieve balance in your strengths?

Link: <https://open.spotify.com/episode/2tSr3U9i39OUEF5hXCz82f?si=qXUhd0zTwIGWfKn1rwNtw>

In this podcast they go in depth on topics related to Positive Psychology and, above all, they show you how to put psychology into action to build new habits.

4.3 Video 3: 8 steps to be a good Mentee

Link: <https://youtu.be/XzR6KuRb4qo?si=20XVUMjTK3UxadmR>

Main characteristics to be a good Mentee.

5. Mentoring models

5.1 Links to online articles

<https://www.mindtools.com/pages/article/building-rapport.htm>

<https://www.nihr.ac.uk/documents/phases-of-the-mentoring-relationship/27693>

5.2 Video 1: Ways to Make a Conversation with Anyone Malavika Varadan

Link: <https://youtu.be/F4Zu5ZZAG7I?si=Scdjy5uhpqV8N12n>

‘We should not talk to strangers’. Malavika Varadan challenges this social norm by presenting 7 ways to make a conversation with anyone. RJ extraordinaire Malavika Varadan literally creates waves with her morning show.

6. SMART Objectives

6.1 Video 1: Conversation between Marina Larios and Carolyn Usher from Inova Consultancy using the SMART tool for the SMART tool to set goals efficiently

Link: <https://youtu.be/ZqCPvqlvs6g?si=zRgUiAQ03bbRHE6h>

A SMART conversation on goal setting between Marina Larios and Carolyn Usher

6.2 Video 2: The Importance of Goals

Link: https://youtu.be/r4MezAanB_A?si=ITZJfKa5PWntrseq

Xesco Espar teaches us the methodology to set goals in life.

6.3 Video 3: Expert on the Science of Motivation and Procrastination

Link: <https://youtu.be/d00MtAs6bQs?si=NQyF2JmzNPn69GPI>

One of the world's leading researchers on the science of motivation and procrastination, Steel explains why professionals in all industries struggle with ‘dysfunctional procrastination’, why this practice hurts business, and what can (and should) be done about it to avoid lost opportunities, lost sales, and disgruntled colleagues and customers. Steel is a professor at the University of Calgary, where he teaches human resources and organisational dynamics at the Haskayne School of Business.

6.4 Video 4: Do you want to achieve your goals? Then you need to consider these three aspects

Link: https://youtu.be/ZF7JLsQ6USI?si=WwLxi_si7bq4jIXw

In this video you will find three tips that can help you to be more consistent in achieving your goals, the motivation equation, prioritising what you want, and not seeing the goal as the end you want to reach are the tips that are described in more detail in this video.

6.5 Video 5: SMART Goals

Link: <https://youtu.be/aZhZJaCQnJ4?si=rMJGICZB1JMvu4oR>

In this video we will learn how to set goals and objectives with the SMART method, it is very important that we have goals as these give us a north to where we should move, no matter if your goals look very big, the important thing.

The link to access the complete material is the following:

https://drive.google.com/drive/u/0/mobile/folders/1pjHRxQw1bffVNyg6mYhR_bZMOHrzP7wP?usp=drive_link

Monitoring

The monitoring process can be followed up by means of an attendance list where information relevant to the mentoring programme is recorded. In the case of our pilot programme, this list was updated on a weekly basis according to the sessions, and a summary was captured in Excel, for which a table was designed for the purpose of detailed monitoring. The main purpose of the table was to record relevant information such as the names of the mentor and mentee, the time and day of each scheduled session. In addition, it allowed marking the attendance or absence of the participant in each session, which facilitated the monitoring of compliance with the meetings and ensured an effective follow-up of the mentoring process as shown in the example in Figure 5.

Box 6

Centralized Directory							
Mentor	Mentee	Hour	First Sesion	Second Sesion	Tird Sesion	Fourth Sesion	Fifth sesion
Cecilia León Tejada	Lizbeth Martínez García	Monday 12:30 pm	19-Jun	26-Jun	03-Jul	10-Jul	31-Jul
			Present	Present	Present	Present	Present
	Luisa Ailén Flores Ochoa	Tuesday 12:30 pm	20-Jun	27-Jun	04-Jul	11-Jul	01-Aug
			Present	Present	Present	Present	Present

Figure 5

Proposed monitoring format for the Programmed

In the event that a session has not taken place, the mentor is contacted to find out why and is asked to reschedule or use alternative resources to cover the session, evidence of any rescheduling or activity was requested by email.

Evaluation

The methods used to evaluate ensure that the progress and effectiveness of the mentoring programme can be monitored in a detailed and systematic way, allowing for adjustments and improvements based on real, concrete evidence. We recommend using the evaluation methods described below:

- Pilot Programme Evaluation.
 1. B-Learning Platform Evaluation: A specific questionnaire was designed to evaluate aspects of the B-Learning platform used for the programme. This questionnaire helped to identify possible areas for improvement of the platform, which is essential to ensure that the technological tools employed effectively support the learning and communication objectives of the programme.
 2. Mid-Term Evaluation: A mid-term evaluation session led by the lead mentor was conducted, where the mentors did not participate. This session was crucial for assessing the progress of the programme up to that point and conducting group exercises to identify areas of opportunity and adjust the direction of the programme as necessary.
- Evaluations of the Mentora-Mentee Programme.
 1. Skills Appreciation Evaluation: At the beginning and end of the programme, each mentee completed the 'Skills Appreciation' assessment. This assessment was used to measure individual participants' progress by comparing results at the beginning of the programme with those at the end, providing concrete data on skills gains and areas for improvement.
 2. Continuous evaluation: A continuous evaluation approach was maintained throughout the programme, including the collection of feedback and observations from both mentors and mentees. This enabled timely adjustments to be made to the programme, ensuring its relevance and effectiveness in real time, the avenues of communication being through forums on the B-Learning platform, through their Whatsapp group, or directly with their mentor through the Mentor Feedback Form, such as the one detailed below:

**Mentoring Sessions:
Feedback Form**

FORM TO BE COMPLETED BY THE MENTEE

Name of mentor:	Session n°:	Date:
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The MENTOR/MAKER ASKS ...

What do you think I have done right?
What did you find most useful?
Can you offer any suggestions to improve my skills?

You can also find an example in the following link:

https://docs.google.com/document/d/1ykjtJSekpNQS4z4c2jsK1ev28KA1_HLH/edit

1. Programme closure questionnaire: through a satisfaction survey that allowed mentees to express their opinion on the programme, which included evaluation of the effectiveness of the mentoring, the usefulness of the sessions, the quality of the guidance received and overall satisfaction with the programme.
- Satisfaction evaluations for events.
1. Women Successful Women' event satisfaction survey: Following the event, a satisfaction survey was sent to attendees to get feedback on the event. The following questions correspond to an example of a satisfaction survey.

Satisfaction survey Magnoevento 'Mujeres Exitosas'.

Please answer these questions before you leave.

* Indicates that the question is mandatory

- Email address
- What did you like about the event?
- What didn't you like about the event?*
- What didn't you like about the event?*
- What did you like about the event?
- How organised was the event?*
- How organised was the event?*
- How well organised was the event?*
- How organised was the event?
 - a) Very organised
 - b) Well organised
 - c) Not organised at all
- How friendly was the staff?*
- How friendly was the staff?
 - a) Very friendly
 - b) Friendly
 - c) Not very friendly
- Before the event, how much necessary information did you receive?*
- Before the event, how much necessary information did you receive?
 - a) Little information
 - b) Enough information
 - c) A lot of information
- How do you consider the duration of the event?*
- How do you consider the duration of the event?
 - a) Adequate
 - b) Short, lacked time
 - c) Long, too long
- How willing would you be to recommend the event?*
- How willing would you be to recommend the event?
 - a) Not very willing
 - b) Moderately willing
 - c) Willing
- Based on your experience, how would you rate your satisfaction with the event?
 - a) Satisfied
 - b) Moderately satisfied
 - c) Not very satisfied

Also, the following link contains the Google Forms form for your consultation:

https://docs.google.com/forms/d/e/1FAIpQLSdumiXec3rAFPx_li_a5qc5mgzIBr9ctM2AaiQL77pAVB-sSA/viewform?pli=1

Promotion

To maximise visibility and attract students interested in the Mentoring programme it is necessary to implement a number of effective promotional strategies. These initiatives will not only help to attract more students, but will also strengthen the image of the programme and facilitate the creation of valuable networks for the participants. In the UTCV-BRITISH COUNCIL-INOVA Mentoring Programme, the following means of promotion were used:

- Design and Printing of Materials: materials such as posters and calls for applications were designed and printed with the support of the Communication and Image Department. These materials were placed in strategic locations such as the corridors of the Business Development Educational Programme building and in common areas to capture the attention of potentially interested students.

Use of Digital Media: Digital platforms were used to disseminate the programme. This included the use of social media profiles such as Facebook, Instagram and Tik Tok where relevant information about the programme, calls for applications, and training opportunities were posted. We also received support from the institution with publications on the official UTCV website.

- Publication of Mentor Professional Profiles: Mentors' professional profiles were shared on social media, including contact information to build trust and facilitate direct communication between stakeholders, mentors and mentees.
- Collaboration with Business and Private Institutions: An approach was established with business chambers, entrepreneurs and experts interested in the programme, which allowed its promotion within a broader and professional context, offering excellent opportunities to the participants, such as job opportunities, training, internships, scholarships, internships, among others, also increasing the visibility of the programme.
- The creation of an institutional email address for the programme was negotiated with our authorities for greater formality, and to provide better follow-up: 'mentorias@utcv.edu.mx'.
- As well as its own users on social networks:

Box 7



Figure 6

QR codes for access to social networks

Source: own elaboration

- Promotional events. A major event entitled "Successful Women" was held for which the following was shared via social media and email invitations:

UTCV: Invites to the event "Successful Women".

As part of the actions to promote women, who are the pillars of society, the Universidad Tecnológica del Centro de Veracruz (UTCV), will hold a great event entitled 'Successful Women', on June 4th at the Hb Hotel in the city of Cordoba, with the participation of speakers who have extensive experience in different fields of knowledge and professional development.

'Successful Women' is part of the activities carried out by UTCV. in agreement with the international organisation British Council, which works to promote training and teaching for teachers, researchers and young people with the aim of breaking stereotypes and prejudices, seeking to contribute to an inclusive, open and prosperous world in order to generate positive change in society. And as part of this agreement, UTCV implements a Mentoring programme with the aim of establishing a learning and support relationship between a person with experience, knowledge and skills, who is willing to share and support another person who wishes to benefit from the exchange and thus enrich a professional and personal area.

The event 'Successful Women' will start at 9am in the business area of the Hotel Hb in the city of Cordoba, with a series of conferences that have the purpose of sharing lessons to be successful with the participation of: Diana Hernandez the Researcher and PhD student at CEIT/University of Navarra Spain, Master Delia Hernandez Miranda Master Neurocoach & Trainer specialised in Neuropolitics and Public Image, Master Alma Narvaez Fernandez who has an extensive background in the business world, among others, who will share their experiences and tips to be successful women.

In order to participate in the event, which is totally free, you only have to click on the following link to register and live the experience of participating in a mentoring programme and learn about the benefits of collaborating and working with the experience and knowledge of women as mentors.

Link to register at <https://lu.ma/ufQncvet?tk=FgtXIu>

Sharing this information raised awareness of the event and the UTCV Mentoring programme.

What's next?

Once the Mentoring Programme has been implemented at your institution what's next is:

- Strengthen support links both with authorities, internal areas and external institutions: Regular dialogues should be maintained with institutional leaders, enhance collaboration with different departments to facilitate the implementation and expansion of the programme. Also include external institutions in the mentoring programme as it expands the diversity of perspectives and knowledge, enriching the learning experience and broadening professional networks for participants. This collaboration facilitates knowledge transfer, enhances the visibility and credibility of the programme, and strengthens its long-term sustainability.
- Programme Expansion and Diversification: The scope of the programme should be sought to extend to encompass a wider range of study areas and disciplines at the university. This will enable a greater number of students to access the benefits of mentoring. In addition, it is envisaged to extend the programme to other educational institutions, sharing and collaborating with our proven methodology.
- Integration of Advanced Technologies: State-of-the-art technology platforms will be implemented to optimise communication and follow-up between mentors and mentees. This will include learning management systems, dedicated mobile applications and collaborative communication tools.
- Strengthening Mentor Training: The training programme for mentors will continue to evolve, ensuring that they possess the essential skills and knowledge to mentor mentees. The programme will include advanced workshops, webinars and regular training sessions.

- Implementation of Long-Term Evaluations: The evaluation system will be expanded to effectively measure the impact of the programme on mentees' academic performance and professional and personal development, using advanced data analysis and detailed long-term monitoring.
- Development of an Alumnae and Alumnae Network: A network of alumnae of the programme will be established to promote ongoing collaboration, professional support and the development of new mentorships. This networking will also be fundamental to the mentees' continued professional growth.
- Active Promotion and Awareness Campaigns: The visibility of the programme both within and outside the institution will be intensified. Marketing and public relations campaigns will highlight the programme's achievements and share testimonials from participants to attract more applicants and gain greater institutional support.
- Financial Sustainability: A strategy will be developed that focuses on ensuring the long-term financial viability of the programme, including seeking external funding, forming partnerships with the private sector and securing educational grants.

Results

The results of the implementation of the UTCV-BRITISH COUNCIL-INOVA Mentoring Programme are:

- Initially there were 5 mentors trained, and as a result of implementing the Mentoring Pilot Programme a completion rate of 80% was achieved. Of the 10 people initially enrolled in the programme, 8 participants successfully completed the programme. This result reflects a significant positive impact for both the programme and the university, demonstrating effectiveness in achieving its goals of retention and competence development among participants.

In addition, through the evaluation sessions and group dynamics, it was possible to identify important advances in terms of participants' skills and areas for improvement. This analysis was possible thanks to the 'Skills Appreciation' assessment that each mentee completed at the beginning and at the end of the programme, thus allowing to measure individual progress in relation to the set objectives. Thanks to the programme, mentees in the pilot programme report an improvement in their skills of 32.5%, with the skills of entrepreneurship and planning commitments showing the greatest progress.

Box 8

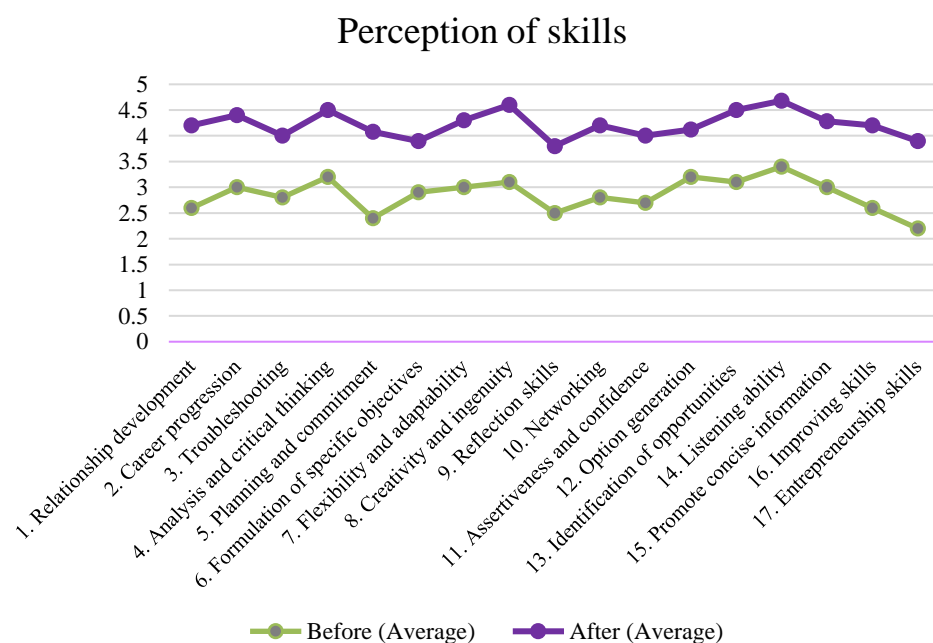


Figure 7

Skill perception indicators

- The success of the programme facilitated its expansion to include all of the University's Educational Programmes, thus broadening its reach and impact within the academic community.
- 5 new mentors were trained thanks to the participation of mentors from other institutions to start a new generation of 20 Jr. mentors, who in turn will train 40 mentees (TSU students).
- On the other hand, 5 external mentors from other HEIs in the catchment area will be trained to train 10 Jr. mentors, who in turn will guide another 20 mentees from their own institutions.
- According to the promotional events, taking into account registration through a Google Forms questionnaire, 101 people attended the webinar. The link to the questionnaire is:

<https://docs.google.com/forms/d/e/1FAIpQLScjHB1qARzWTVZTgvpi4K6bpSrIhTwX7sx8autWH7AsZJV6TA/viewform>

- With this, it is possible to determine that the population was basically made up of women with an average age of 19 years. From institutions such as Universidad Politécnica de Huatusco, ITS de Huatusco, TecNM Campus Orizaba, Instituto Consorcio Clavijero, Colegio de Postgraduados, SEV CEPA and a Mentor from Universidad Autónoma del Carmen, the recording of the event can be viewed at the following link:

https://drive.google.com/file/d/1sW4m_KTS1d1aDdd23e38MQE-kOqP_8Mj/view?usp=drive_link

- ● The closing event "Mujeres Exitosas" was a resounding success with 173 attendees, including 105 students and 24 teachers, plus participants from the Polytechnic University of Huatusco and business chambers, highlighting the interest in female empowerment. Due to the high demand, registration closed early, but was broadcast live on the Universidad Tecnológica del Centro de Veracruz website, allowing a wider participation and generating a great expectation to sign up for the UTCV-BRITISH COUNCIL-INOVA Mentoring Programme. Some of the videos of the event can be viewed at the following links:

<https://www.facebook.com/share/v/7Zpvspt45hpqHKWx/?mibextid=oFDknk>

<https://www.facebook.com/share/v/adnWn4SUQCUbuCAQ/?mibextid=oFDknk>

Lessons learned

During the implementation of the mentoring programme, we identified the importance of including various departments within the project to ensure the continued backing and support of the university authorities. This multidisciplinary approach not only made it easier to secure the necessary resources, but also enriched the programme with diverse perspectives and expertise. The collaboration of academic and administrative departments was crucial in developing a robust infrastructure to support both mentoring sessions and complementary activities. In addition, by involving multiple stakeholders within and outside the university, the programme was able to secure a stronger and sustained commitment that contributed significantly to its success and continuity.

Maintaining the continuity and sustainability of the programme also presented challenges, especially in terms of fostering long-term commitment, so we learned that the sessions both in the learning sets and among mentors helped us to stay focused and motivated as a team.

In the team we learned to work from a flexible and resilient leadership in the face of the challenges presented, and at the same time inclusive and collaborative, where the communication channels were open and honest, where disagreements existed but assertive ways were found to reach consensus for the achievement of the objectives and as part of personal and professional growth. For this reason, we classified the challenges presented as follows:

- Resistance to Change, by some participants and staff to accept and adopt new EDI policies and practices, in the future, briefings and awareness raising workshops will be conducted prior to the implementation of any new policy, there is a deep rooted macho culture in our area by both men and women, and this does not exempt our authorities.
- Diversity of Perspectives, as achieving a balanced representation of all diverse perspectives was more difficult than anticipated, more targeted and tailored strategies are needed to engage all under-represented groups.
- Impact Measurement, assessing the impact of EDI's initiatives in the short term was complicated by the lack of clear indicators, so it is intended to develop specific metrics and indicators to assess the progress and impact of programme activities. In future projects, a more robust monitoring and evaluation system will be implemented from the outset.
- Continuous Participation, as it was difficult to maintain the active and continuous participation of all stakeholders throughout the project, this highlighted the importance of constant feedback and adjustment of strategies based on the needs of the participants.
- There was no lack of discouragement at times, however, the generation of support networks was a fundamental factor, firstly through the meetings during the learning sets offered on specific dates by the British Council through Lic. Mónica Angulo and on the other hand by Inova through Marina Larios, but beyond this a network was generated between all the colleagues from all over the country who were working for their higher education institutions, we thank all the support to Mina Konigsberg for the coordination and for her participation as UTCV Mentor friends to Astrid Giraldo, Beatriz Sibaja, Eva Teyssier, Herminia Lopez who participated as trainers of our mentors to accelerate our internal training process, we do not have words to thank this sorority that we expressed to be supported by these great women.

Activities carried out

During the implementation of the UTCV Mentoring programme, the activities shown in Table 2 were carried out.

Box 9

Table 2

Activities carried out


No.	Activities carried out	QR
1	Disseminate UTCV's participation in the British Council's call for proposals	
2	Training for Mentors	
3	Dissemination of the programme to DNM students.	
4	Invitation session to Business Development PE students.	
5	First group session with Junior Mentors.	
6	Training of Junior Mentors	
7	Participation in Learning sets	
8	Session with psychologist for closing of Mentor year	
9	Event Mentoring in science British Council - CONACYT, CDMX	
10	Participation 'First International Mentoring Meeting for Women in STEM	
11	Invitation session to Full-Time Female Professors of the institution	
12	Conduct monitoring and evaluation meetings for Mentors and Mentees	
13	Kick-off meeting, Mentee entry test	
14	Intermediate meeting with Junior Mentors	
15	Final meeting with Mentee	
16	Presentation of awards for their training as mentors and mentees of the pilot programme during the VI UTCV Multidisciplinary Congress.	
17	Webinar participation: Mentor and Mentee Experiences in STEM	
18	Webinar event with lectures to highlight the importance of a Mentoring Programme	
19	Promotion of the Mentoring Programme on television	
20	Realisation of the closing event 'Successful Women'.	
21	Feedback on the programme material after the training by the British Council	
22	Generate new training material for Junior Mentor training	
23	Attendance at the 'Women in Good Plan' Congress	

Table 2 shows a QR code that serves to access the evidence of each of the activities, the importance of which is described below:

- **Mentor Training:** Mentor training was a key component to ensure the success of the mentoring programme at the Universidad Tecnológica del Centro de Veracruz (UTCV). This training process, led by Dr. Jesabel Gómez Sánchez, took place during the last working week of December 2023. The sessions were held at the Centro de Investigación y Biblioteca (CIBI) and comprised a total of 40 hours of intensive training, with a focus on equipping future mentors with the necessary skills to effectively guide their mentees.

The content of the training was carefully tailored to fit the specific needs of the students of the Business Development Education Programme, moving away from the original focus on women in STEM. In addition, the importance of the responsibility and commitment that each mentor had to take on to ensure the success of the programme and the personal and professional growth of her mentees was emphasised. The sessions included the presentation of the programme, the signing of confidentiality agreements, and the scheduling of follow-up appointments during the four-month period.

- **Dissemination of the programme to DNM students:** Dissemination of the mentoring programme to DNM students was a comprehensive process that included both face-to-face and digital strategies. Detailed promotional materials were designed and printed and placed in strategic locations in the teaching building, such as the corridors of Building 1, where the DNM mentees were located. In addition, digital platforms, including a Facebook profile and the official UTCV website, were used to reach a wider audience.

Interested parties responded to the call for applications by completing a pre-registration form requesting personal details, previous experience and areas of interest related to their career. This information was used to conduct a detailed analysis, allowing for the appropriate matching of mentors and mentees, ensuring that each student received the most appropriate guidance for their specific needs. As a result of this process, 10 participants were selected from an initial group of 25 pre-registered female students.

- **Invitation session for female students of the Business Development programme:** This session was a crucial part of engaging students' interest in the mentoring programme. A call for applications was specifically addressed to the female students of the Business Development Educational Programme (EP), where they were invited to participate in the pilot programme. The invitation was not only limited to informing about the benefits of the programme, but also included a detailed presentation of the programme, the objectives, and how the programme could help them develop key skills for their professional and personal life.

During the session, the requirements for participation, the responsibilities of both mentees and mentors were explained, and the attendees' doubts were answered. At the end, interested mentees were able to register directly through a pre-registration form provided to them, thus ensuring a more efficient and focused selection process. This event resulted in a positive response and a considerable increase in the number of pre-registrations.

- **First group session with the Jr. mentors:** The first group session with the Jr. mentors marked the formal start of the collaboration between the selected participants and their assigned mentors. This meeting was designed to strengthen the relationship between mentors and mentees, as well as to establish the expectations and objectives of the mentoring. The session began with an overview of the mentoring programme, followed by individual introductions of each Jr. mentor and mentee, which facilitated an atmosphere of trust and camaraderie from the outset.

During the meeting, an initial 'Skills Appreciation' diagnostic was conducted to identify the areas in which each mentee might need further support. In addition, the groundwork was laid for subsequent one-to-one meetings between each pair of mentor and mentee, including the scheduling of appointments and the signing of confidentiality agreements, which underlined the seriousness and commitment that both parties were to maintain throughout the process.

- Participation in Learning Sets: Participation in Learning Sets was a key activity for the ongoing development of both mentors and mentees. These learning sets consisted of group sessions where participants shared their experiences, challenges and learning within the mentoring programme. The Learning Sets were structured to encourage reflection and critical analysis, allowing mentors and mentees to identify areas for improvement in their interactions and in achieving their goals.

During these sessions, topics such as strategies for overcoming common barriers in the mentoring process, the importance of inclusive leadership, and how to maintain motivation and commitment over time were discussed. The feedback obtained in these spaces was vital to adjust and improve the dynamics of the programme, thus ensuring that the needs of all participants were adequately addressed.

- Session with the psychologist to close the year Mentoring: The session with the psychologist was an essential component of the annual closure of the mentoring programme. The main purpose of this meeting was to provide the mentors with a safe space to reflect on their experiences during the programme, as well as to manage any stress or pressure that had built up during the year. The session was structured around group dynamics designed to encourage introspection and self-care, allowing the mentors to share their experiences and challenges in a mutually supportive environment.

In addition to reflection, the psychologist guided participants in stress management techniques and strategies for balancing their personal and professional lives. This holistic approach not only helped the mentors to close the annual cycle in a healthy way, but also prepared them to face future challenges with a renewed and strengthened mindset. The session concluded with a visualisation exercise to set personal and professional goals for the coming year, allowing the mentors to leave with a clear sense of purpose and direction.

- Mentoring in Science event British Council - CONACYT, CDMX: The 'Mentoring in Science' event, organised by the British Council in collaboration with CONACYT in Mexico City, was a highlight of the mentoring programme. This event brought together female mentors from various STEM disciplines to discuss and promote the importance of mentoring in the development of women in these areas. The participation of UTCV women mentors in this event underlined their commitment to promoting gender equity in science and technology.

During the event, presentations and round table discussions addressed topics such as the barriers faced by women in STEM, strategies to overcome them, and the importance of professional support networks. The mentors also had the opportunity to share their experiences and learn from colleagues from other institutions, which enriched their perspectives and provided them with new tools for their work at UTCV. This event not only consolidated existing mentoring networks, but also opened up new opportunities for collaboration at national level.

- Participation in the First International Mentoring Meeting for Women in STEM: Participation in the First International Mentoring Meeting for Women in STEM was an invaluable opportunity for UTCV mentors to expand their knowledge and networks globally. This meeting brought together mentoring experts and leaders from around the world, who shared their experiences and best practices in promoting the professional development of women in STEM fields. The meeting sessions included workshops, panel discussions and networking sessions, which facilitated the exchange of ideas and the creation of new partnerships.

UTCV mentors actively participated in these activities, which allowed them not only to acquire new skills and knowledge, but also to contribute their own experiences and learning to the global debate. This meeting strengthened the focus of UTCV's mentoring programme, incorporating innovative strategies and approaches that have proven to be effective in other contexts. At the end of the event, the mentors returned with a renewed sense of purpose and a greater understanding of their role in promoting gender equity in STEM.

- Invitation session for Full-Time Women Professors of the institution: The invitation session targeting Female Full-Time Lecturers (FTEs) of the Universidad Tecnológica del Centro de Veracruz (UTCV) was an integral part of strengthening the network of female mentors in the programme. The main objective of this event was to involve more teachers in the mentoring process, thus broadening the scope of the programme and ensuring a greater diversity of perspectives and experience. During the session, the PTCs were introduced to the purpose of the programme, its benefits for both students and mentors, and explained how they could contribute to the mentees' personal and professional development.

In addition, a space was provided for the teachers to express their doubts, concerns and expectations about their participation in the programme. This session was fundamental to achieve a stronger commitment on the part of the PTCs, who saw the programme as an opportunity to positively impact the lives of their students and at the same time develop in a leadership and mentoring role.

- Presentation of awards for their training as mentors and mentees of the pilot programme during the VI UTCV Multidisciplinary Congress: The VI UTCV Multidisciplinary Congress was the ideal setting for the presentation of awards to the participants of the pilot mentoring programme. This event celebrated the achievements of the mentors and mentees who successfully completed their training and participation in the programme. The awards ceremony was a significant moment that underlined the commitment and dedication of all those involved in the programme, highlighting the personal and professional benefits gained through mentoring.

During the awards ceremony, the importance of mentoring as a key tool for female empowerment in the academic and professional sphere was emphasised. In addition, testimonials were shared from participants who described how mentoring helped them to overcome challenges and achieve new goals. This event not only served to recognise individual achievements, but also to consolidate the mentoring network within the university, motivating future generations to join the programme.

- Participation webinar: Experiences of Mentor and Mentees in STEM: This webinar was an essential platform to share and discuss experiences within the mentoring programme focused on STEM (Science, Technology, Engineering, Arts and Mathematics) areas. Mentors and mentees had the opportunity to present their learning, challenges overcome and skills acquired during their participation in the programme. This event was structured around panel discussions, where participants discussed the importance of mentoring for women in STEM, the common barriers they face, and how ongoing support can help overcome these barriers.

The webinar also included a question and answer session, allowing the audience to interact directly with the panelists, who offered practical advice and insights on how to maximise the impact of mentoring in these disciplines. Participation in this event was significant, attracting a diverse audience of students, teachers and professionals interested in promoting gender equality in STEM.

- Webinar event with lectures to highlight the importance of a Mentoring Programme: This virtual event consisted of a series of lectures designed to highlight the relevance and benefits of implementing mentoring programmes within educational institutions. The lectures were delivered by mentoring experts, who shared case studies, successful strategies and the positive impact that mentoring can have on the academic and professional development of students, especially young women.

The main focus of the lectures was to demonstrate how mentoring programmes can serve as powerful tools to close gender gaps, foster female leadership and prepare students for future challenges in their respective disciplines. This event also served as a platform to inspire other institutions to adopt similar programmes, thus promoting a culture of mutual support and collaborative growth.

- Television promotion of the Mentoring Programme: Promoting the Mentoring Programme on television was a key strategy to increase the visibility of the programme and attract more participants. Interviews were conducted with the programme coordinators, as well as with some mentors and mentees who shared their experiences and highlighted the benefits of mentoring. These TV segments were aired on local channels, allowing the message to reach a wider audience, including people outside the university environment.

In addition to the interviews, promotional videos were shown featuring clips of mentoring sessions, testimonials from participants, and the achievements made through the programme. This initiative not only helped to strengthen the programme's image, but also inspired other institutions and companies to consider implementing similar mentoring programmes.

- Holding the closing event 'Successful Women': The closing event 'Successful Women' was a great success, marking the culmination of the mentoring programme with an attendance of 173 people, including students, teachers and representatives of business chambers. This event was a space to celebrate the achievements of the mentors and mentees, share inspiring testimonials and recognise the efforts of all participants throughout the programme.

The event included presentations and round table discussions on the impact of mentoring on women's empowerment and how these experiences can be catalysts for change in the academic and professional spheres. The high demand for participation in this event, which led to early registration, reflected the growing interest in the topic of mentoring and women's empowerment. For those who could not attend in person, the event was streamed live on the university's website, broadening its reach and raising expectations for future editions of the programme.

- Attendance at the 'Women in Good Plan' conference: Participation in the 'Women in Good Plan' conference was an excellent opportunity for the mentors and mentees of the programme to connect with other women leaders and professionals from various fields. The conference focused on women's leadership, gender equality and strategies for professional success. Attendees participated in workshops, motivational talks and networking sessions that provided them with new perspectives and tools for their personal and professional development.

During the congress, participants of the mentoring programme were able to share their experiences and learnings with a wider audience, strengthening their network and gaining innovative ideas to apply in their future academic and professional activities. Attendance at this event not only enriched the participants on an individual level, but also served to position the mentoring programme as a role model in women's empowerment.

Success stories and testimonials

Highlighting the importance of mentoring through the voices of those who have lived and experienced the positive impact of the UTCV-British Council-INOVA programme. The success stories and testimonials of our mentors and mentees are more than just stories; they are a tangible demonstration of the transformative power of mentoring in the academic, personal and professional lives of the participants. This section seeks to put a human face on the achievements that emerge from the dedication, guidance and mutual support, illustrating how a well-structured programme can make a significant difference.

Mentoring goes beyond knowledge transfer; it is a process that fosters empowerment, the development of critical skills and the creation of support networks that transcend the academic environment. By sharing these stories, we not only recognise individual efforts and successes, but also inspire future generations of women to join the programme, reaffirming the mission of strengthening women's leadership in highly competitive and often challenging fields.

The testimonies and stories presented in this section reflect a diversity of experiences and achievements. From mentees who have overcome personal and academic barriers to mentors who have found mentoring a way to give back to their community, each story offers a unique insight into the positive impact of the programme. These narratives show not only the immediate benefits of mentoring, but also how these benefits extend over the long term, contributing to significant change in the lives of participants. The testimonies collected in this section are a living testimony to the mission of the mentoring programme. By capturing the real-life experiences of mentors and mentees, we demonstrate that the support, guidance and motivation provided through mentoring is not only effective, but also necessary for the holistic development of the mentee. The stories presented here demonstrate that, regardless of initial challenges, mentoring can be the key to unlocking hidden potential and transforming obstacles into opportunities.

The numbers and statistics offer a quantitative perspective on the success of the programme, but it is the voices of our participants that really bring the data to life. The success stories show how, behind every number, there is a face, a personal story of effort, dedication and triumph. Each testimony is a reminder that mentoring is not just an academic resource, but a deeply human experience that fosters resilience, confidence and a sense of belonging.

Moreover, these stories serve as a beacon of hope and motivation for future mentees and mentors. Seeing and hearing from other women who have travelled similar paths and have managed to overcome challenges can be a decisive factor for those who feel insecure about their future. The testimonials provide living proof that change is possible and that mutual support can be the difference between giving up and persisting.

One of the cornerstones of the UTCV-British Council-INOVA mentoring programme is the creation of a network of support among women, where each shared experience strengthens the community and motivates more students and professionals to get involved. This section seeks to consolidate that community spirit, inviting all participants to see their stories not only as individual achievements, but as part of a broader narrative of empowerment and social change.

Each testimony and success story also acts as a testament to the commitment of the institutions involved to support the growth and development of women in academic and professional areas. By making these experiences visible, we reinforce our commitment to gender equity and educational excellence, demonstrating that when women support each other, the results can be extraordinary.

Finally, this section not only celebrates past achievements, but also extends an open invitation to all current and future programme participants to share their own stories. Mentoring is a continuous cycle of learning and growth, and each testimony has the power to inspire the next generation of mentors and mentees. We invite everyone to be an active part of this section, contributing their experiences and helping to build a culture of shared success within the university community.

Testimonials from mentees participating in the UTCV-British Council-INOVA mentoring programme show how the guidance and support of their mentors have positively impacted their academic and personal lives. Through their experiences, the value of mentoring as a key tool to overcome challenges, strengthen self-confidence and open up new opportunities for development is revealed. Below are some testimonials that highlight how mentoring has been a catalyst for the growth and success of mentees.

- Lizbeth Martinez Garcia

Before joining the programme, Lizbeth felt very introverted and found it difficult to express her feelings. She had difficulty establishing interpersonal relationships and was often insecure about her own value and abilities.

Thanks to the guidance of her mentor, Lizbeth experienced a ‘chip adjustment’ that led her to recognise the value of women in the world of work. Her mentor not only offered her emotional support, but also became a friend who helped her to know herself better and believe in herself.

Throughout her mentoring process, Lizbeth learned to value herself more, to overcome her insecurities and to develop greater empathy and awareness of the situation of other women around her.

The impact of the programme was significant for Lizbeth, who now feels more confident and determined to move forward. In her own words:

‘At the beginning I had the expectation that new thoughts and perspectives would emerge, and they did. The mentoring did change something in me, it was a chip adjustment that made me see the situation of many women and how valuable we are in the world of work. Empathy increased and awareness of many situations that were outside my bubble somehow motivated me. With my mentor (a great mentor), I was also able to make a friendship that helped me to know myself better in these situations, and to believe in myself. If before I was nervous about taking mentorships, now I don't regret it at all.’

- Luisa Flores Ochoa

Prior to her participation in the programme, Luisa felt insecure about her ability to reach her goals and achieve the objectives she had set for herself.

During her mentorship, Luisa received the support she needed to lead a coaching group, which strengthened her confidence and leadership skills.

Luisa learned to prioritise her activities, better manage her time and balance her academic and personal responsibilities. She also improved her English language skills by finding the time to attend additional classes.

The mentoring programme not only allowed Luisa to develop her skills, but also to take on leadership roles in her academic community.

‘Before the UTCV Mentoring programme I felt insecure about being able to achieve what I set out to do, however, I finished my process by leading a coaching group and giving an excellent result in my internship project, as well as learning to prioritise my activities and manage my time. This allowed me to attend English classes to improve my level in English.’

- Karla Josué Hipólito

Karla, like many other students, faced doubts about her ability to contribute meaningfully as a woman in society.

The mentoring programme gave Karla a new perspective on her potential and capabilities, strengthening her confidence and determination.

Through mentoring, Karla developed greater self-confidence and a deeper understanding of her ability to overcome any obstacles that stand in her way.

For Karla, the mentoring was a transformative experience that helped her to strengthen her confidence and understand that her achievements have no limits.

‘Being part of the mentoring programme was an important experience in my student life, it helped me build my confidence to see how much I can contribute as a woman to society and that success has no limits.’

The mentors play a key role in the success of the programme, providing guidance and support to mentees while also enriching their own personal and professional development. Through their testimonials, these leaders share how mentoring has not only allowed them to contribute to the growth of other women, but also to strengthen their own leadership skills and their connection to the academic community.

- Dr. Jesabel Gómez Sánchez

Jesabel decided to become a mentor to give back some of what she has learned throughout her career, and to empower the new generation of women in traditionally male-dominated fields.

Mentoring allowed her to reflect on her own journey and the importance of guiding with empathy and patience. Each session with her mentees gave her new perspectives and motivated her to continue innovating her teaching methods.

Jesabel has seen how her mentors and mentees, initially insecure and reticent, have transformed into determined women with a clearer vision of their goals and greater confidence in their abilities.

Jesabel encourages future mentors to see the process as a mutual learning opportunity, where both mentors and mentees grow together.

‘Mentoring has allowed me not only to support others, but also to learn from them. Each mentee brings with her a new story, and each one has reminded me why it is important that we continue to open doors for women in all fields and that the programme continues to grow and multiply.’

- Mtra. Cecilia León Tejeda

Cecilia joined the programme to contribute to the empowerment of young women and help them achieve their academic and professional goals.

Through mentoring, Cecilia has strengthened her ability to listen and guide, skills that she has also applied in her personal and professional life.

She has witnessed her mentees develop new skills, gain confidence and overcome obstacles that seemed insurmountable at the beginning of the programme.

Cecilia stresses the importance of patience and empathy, encouraging mentors to remember that their role goes beyond teaching; it is about inspiring and motivating.

‘Mentoring is not just about giving advice; it is about accompanying another woman on her journey to success, and that is priceless. Seeing my mentees achieve their goals has filled me with pride and reaffirmed my commitment to continue supporting future generations.’

Mentoring is more than just an exchange of knowledge; it is a deep connection that transforms lives, breaks down barriers and creates a legacy of support and growth that endures beyond time. Through the stories and testimonials shared in this section, it is clear that the UTCV-British Council-INOVA mentoring programme has not only impacted its participants immediately, but has also sown seeds of long-term change in the university community.

These final reflections underline the importance of sharing our experiences. Success stories not only inspire those who read them, but also validate the efforts of those who have dedicated their time and energy to supporting other women. Each testimony is living proof of the power of mentoring to change perspectives, develop skills and open doors to new opportunities.

The value of these stories lies in their ability to humanise the impact of the programme, reminding us that behind every academic or professional achievement is a human being who has overcome challenges, faced fears and grown with the support of a mentor. The voices of our mentees and mentors not only celebrate individual successes, but also weave a web of shared experiences that strengthen the collective spirit of our community.

The act of sharing testimonies is not only a way to celebrate achievements; it is also a call to action. It is an open invitation to all participants to contribute their own stories, so that other women can find in them the motivation and courage to move forward. Each new testimony enriches this section and expands the narrative of what mentoring can achieve, creating a living archive of experiences that will continue to grow over time.

As the programme continues to evolve, it is crucial to keep this space open and accessible to all. The reflections shared here are at the heart of the programme and a constant reminder that success is a collective effort. Encouraging future generations to join the programme as mentees or mentors ensures that this support network remains strong and relevant, adapting to new challenges as they arise.

Looking ahead, the goal is clear: to continue to strengthen this network of women leaders who, through mentoring, are transforming not only their own lives, but also the lives of those around them. Mentoring is a powerful tool for social change, and this programme demonstrates that when women support each other, the results are extraordinary.

We invite all readers who are inspired by these stories to get involved, to become mentors or mentees, and to be part of this movement for change. The experiences shared here are just the beginning; the impact of mentoring is infinite and its legacy eternal.

The invitation is out: join, share and continue to write your own success story within this community. Because every story counts, and together, we can build a future where support and mentoring are the norm rather than the exception.

Conclusions

The handbook of the mentoring programme of the Universidad Tecnológica del Centro de Veracruz (UTCV) is presented as a comprehensive guide for the implementation, management and evaluation of a programme designed to empower women in the academic and professional environment. Throughout the document, the importance of mentoring is emphasised as a key tool to improve student retention, develop leadership skills and foster a culture of mutual support among participants. This approach aligns with global efforts to promote gender equity, particularly in areas where women are underrepresented, such as STEM.

Since its conception, the programme has been based on collaboration between UTCV, the British Council and INOVA, a synergy that has allowed for the adaptation of strategies proven in other contexts to the specific needs of the university community in Veracruz. Mentor training, a comprehensive and carefully designed process, ensures that participants not only acquire the necessary skills to guide their mentees, but also develop a sense of responsibility and commitment that transcends academia.

The programme has achieved an 80% completion rate, with 8 of the 10 participants of its first generation successfully completing the programme. This result demonstrates its effectiveness in strengthening and empowering students through the constant support of trained mentors. The personalisation of mentoring, based on shared interests and goals, is one of the programme's strengths, ensuring an enriching experience for all parties involved.

The dissemination of the programme, through both traditional and digital media, has been instrumental in attracting a diverse group of students interested in benefiting from mentoring. This recruitment and matching process, thoroughly documented in the handbook, ensures that mentors and mentees are connected in a way that maximises the impact of their interactions.

One of the highlights of the programme is its focus on evaluation and continuous improvement. Through various monitoring and evaluation tools, the programme collects data that allows for real-time adjustments, ensuring its long-term relevance and effectiveness. This flexibility is crucial to adapt to changes in the academic environment and to respond to the emerging needs of participants.

The main scientific contribution of the handbook lies in the presentation of a structured and replicable model of institutional mentoring designed to address the gender gap and dropout issues in higher education institutions. This model combines evidence-based strategies that not only empower women, but also contribute to the development of sustainable support networks and the promotion of gender equity in areas such as STEM. The comprehensive documentation of the programme's phases, from initial training to ongoing evaluation, provides a methodological framework that can be adopted by other educational institutions, making it a benchmark in the design and implementation of programmes with social and academic impact.

The programme also stands out for its potential for sustainability and replicability, facilitated by a pyramidal structure in which mentees can take on mentoring roles. This model fosters the creation of a support network that transcends academia, strengthening women's inclusion and leadership in various sectors. It also aligns with the Sustainable Development Goals (SDGs), helping to ensure inclusive, equitable and quality education.

Activities such as invitation sessions, trainings, closing events and congress participations reflect a sustained commitment to the personal and professional development of women at UTCV. Each of these activities has not only strengthened the support network between mentors and mentees, but has also contributed to making visible the importance of mentoring in building a more inclusive and equitable academic environment.

Mentoring programmes are fundamental to personal and professional growth. By pairing experienced individuals (mentors) with those seeking guidance (mentees), the transfer of knowledge and skills is facilitated. Mentors help develop key competencies such as leadership, problem solving and effective communication, as well as providing support in defining clear career goals and building a strong network of contacts. This mentoring relationship not only increases mentees' confidence, but also fosters a culture of continuous learning within organisations, where knowledge is shared and valued. Such programmes can also generate valuable networks with other institutions, expanding opportunities for collaboration and enriching the exchange of experiences.

Promotion of the programme in the media, including television and social media, has played a crucial role in broadening its reach and attracting the attention of other educational institutions and organisations interested in replicating this model. These communication strategies have not only raised the profile of the programme within UTCV, but have also contributed to positioning the university as a leader in promoting gender equity in higher education.

Finally, the handbook underlines the importance of sustainability and expansion of the programme. As the programme continues to grow, it is essential to maintain institutional support, secure the necessary resources and continue to innovate in mentoring strategies. The development of alumnae networks and the implementation of long-term evaluations are key steps to ensure that the positive impact of the programme is sustained and extended to future generations of students.

In conclusion, UTCV's mentoring programme represents an exemplary effort in creating an academic environment that not only supports the academic and professional development of women, but also prepares them to be leaders in their respective fields. Through careful planning, effective implementation and a commitment to continuous improvement, this programme stands as a role model in promoting gender equity in higher education.

Annexes

Annex 1

Box 10



Figure 8
Mentor Leader Certificate

Box 11



Universidad Tecnológica del Centro de Veracruz
Oficio No. OF/SEV/UTCV/REC/400/2023
Asunto: **Postulación a Convocatoria**
Cuitláhuac, Ver; a 30 de junio del 2023

BRITISH COUNCIL MÉXICO PRESENTE

En atención a la convocatoria "Programa Mentorías en la Ciencia para Instituciones de Educación Superior", publicada el 01 de junio del presente, en mi calidad de **Rector** en **Universidad Tecnológica del Centro de Veracruz** confirmo nuestro interés en participar en dicha convocatoria asignando a una mentora certificada por el British Council y adscrita a esta institución, así como a una representante y su suplente que sean afines a los objetivos de esta convocatoria para que sean capacitadas en el marco de esta Convocatoria.

Asimismo, a nombre de la **Universidad Tecnológica del Centro de Veracruz** confirmo el interés estratégico y contar con las capacidades instaladas para la eventual implementación del programa de mentorías al interior de nuestra institución de conformidad con el plan de trabajo que anexamos a nuestra solicitud.

Nombre a las siguientes personas para que sean capacitadas por el programa mencionado:

1. Jesabel Gómez Sánchez, encargada del Área de Investigación, 1era Generación de mentorías, British Council. Correo electrónico: jesabel.gomez@utcv.edu.mx
2. Ivette Pérez Hernández, Encargada del Programa Educativo Desarrollo de Negocios. Correo electrónico: ivette.perez@utcv.edu.mx

Y nombro suplente a:

3. Rocío Ramos Hernández, Profesora de tiempo completo, correo electrónico: rocio.ramos@utcv.edu.mx

Sin otro particular, quedo pendiente algún comentario al respecto.

Atentamente

Mtro. Juan Manuel Arzola Castro
Rector

MJAC/jgs*



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200 años
VERACRUZ
CUNA DEL HEROICO
COLEGIO MILITAR
1823 - 2023

Figure 9

Institutional support

Source: UTCV

Annex 3

Mentoring Programme for Successful Women UTCV

MENTORING AGREEMENT

Name of mentee)

Name of Mentor.....

The above mentoring partners agree to enter into a mentoring relationship under the following conditions:

Confidentiality. We agree to protect each other's privacy and understand that all information disclosed during mentoring sessions will be kept strictly confidential.

Frequency of meetings. We agree to meet for a minimum of six sessions (approximately one to one and a half hours per session for a period of four months beginning on the date of this agreement). The meetings will be via: _____ and the agreed time is at: _____, as being convenient for both mentor and mentee.

Telephone. The mentor agrees to be contacted by telephone between meetings at the following number(s) should there be any eventuality, her telephone number(s) remaining confidential.

.....

The mentee agrees to be contacted by phone or text between meetings at the following numbers.

.....

E-mail. The mentor agrees to be contacted by e-mail at the following address:

.....@utcv.edu.mx

The mentee agrees to be contacted by e-mail at the following address:

.....@.....

Approach to the mentoring relationship

We agreed to focus on the following two areas of discussion during our mentoring sessions:

i)

.....

.....

ii)

.....

.....

What does the mentee expect from the mentor?.....

.....

.....

.....

.....

What does the mentor expect from the mentee?

.....
.....
.....
.....

Any other agreements/expectations during the mentoring relationship?

.....
.....
.....

Notification and agreement procedures

The mentee agrees to work on the appropriate topics, keeping a record in her/his work log, as well as answering the monitoring and evaluation forms that will be requested, and if necessary sharing it with the mentoring programme supervisor (if applicable) when requested to do so. As mentee I am aware of and agree to be bound by this agreement.

Termination

This agreement may be terminated for force majeure by either party upon notice, provided that the UTCV mentoring programme supervisor is informed of the reasons for termination (if applicable).

Disclaimer

Although we encourage the open exchange of information between mentors and mentees, the mentoring programme supervisors, nor the Universidad Tecnológica del Centro de Veracruz, INOVA, and/or the British Council can guarantee or endorse any information received by the mentor during the programme. Only the mentor and mentee are responsible for the advice or information they receive/give during the mentoring relationship.

Name and signature (mentor) Date

Name and Signature (mentee) Date

Box 12

CONVOCATORIA

UTCV
UNIVERSIDAD TECNOLÓGICA
DEL CENTRO DE VERACRUZ

**PROGRAMA DE MENTORÍA PARA LIDERESAS
Y EMPRENDEDORAS DE COMUNIDADES EN DESARROLLO**

Objetivo:
Participar en un programa de mentoría
como receptora de orientación y apoyo para el
logro de objetivos personales y profesionales.

SE BUSCAN MENTORAS

Inscripciones:
Si estás interesada en participar envía un mensaje de
Whatsapp al número 271 114 63 10
Y te enviaremos un link para aplicar al programa.

Fecha límite para aplicar al programa
11 DE JUNIO DE 2023

EDUCACIÓN UTP VERACRUZ GOBIERNO DEL ESTADO VERA CRUZ HE LLENA DE OMBRAS SEV SEMSyS DET

Figure 11

Example of a call for proposals

Statements

Conflict of interest

The authors declare that they have no conflicts of interest. They have no financial interests or personal relationships that could have influenced this book.

Authors' contributions

Jesabel Gómez-Sánchez: Research, resources, supervision, writing-revising and editing.

Rocío Ramos Hernández: Conceptualisation, formal analysis, Methodology, writing - original draft.

Paula Rosalinda Antonio-Vidaña: Research, resources, validation, writing-revision and editing.

Ivette Pérez-Hernández: Research, resources, validation, writing-revising and editing.

Availability of data and materials

The data obtained in this research are available, accesses are shown to enter the information according to the programme.

Funding

This mentoring project would not have been possible without the support and funding provided by the British Council. Their support, together with the resources and collaboration of the UTCV, has been fundamental to carry out this initiative and achieve our objectives.

We would also like to thank the Consejo Veracruzano de Investigación Científica y Desarrollo Tecnológico (COVEICYDET) for the financial resources granted as a result of our participation in the Third Call for Scientific Publications from Veracruz.

Acknowledgements

The successful implementation of the mentoring programme in our institution would not have been possible without the invaluable support of several areas and departments, and it is essential to acknowledge their efforts and contributions. We would like to express our deep gratitude to the Rector Mtro. Juan Manuel Arzola Castro and his department, as well as to Mtro. Fernando Arturo Gómez Díaz, Academic Director for his visionary leadership and constant support, facilitating the administrative framework necessary to carry out this programme. A special acknowledgement to the Business Development Educational Programme directed by Mtro. Carlos Alberto Ruiz López and the cooperation of the educational programmes of the institution has been crucial to integrate a broader and enriching educational vision.

We are also grateful to the Centro de Atención Psicopedagógico y Tutorial (CAPT) and the Gender Unit that provide essential support to ensure the emotional, academic and inclusive well-being of our students.

We cannot fail to mention the exceptional work of the Communication and Image department and the Events department, who have played a key role in effectively publicising our activities and achievements, helping to raise the profile of the programme within and beyond our academic community and the development of our students. The Finance department deserves special mention for their diligence and efficiency in managing resources, ensuring that all activities ran smoothly. And not least and with special affection to the British Council represented by Lic. Monica Angulo and Inova, represented by Mtra. Marina Larios, without their guidance and support this project would not have had the impact and scope that it did.

To all of you, our sincere thanks for your dedication and effort, which have made this programme not only a success, but a transformative experience for all participants. It is your support that truly enables meaningful and lasting change in our university community. Thank you for being part of this important work and for contributing to the growth and development of our future leaders.

Finally, our thanks to the Consejo Veracruzano de Investigación Científica y Desarrollo Tecnológico (COVEICYDET) for their support in financing the printing of this work.

Finally, we cannot fail to mention the institutions that participated in the call for proposals and who, with their advice and experiences, left us a great learning experience and although we belong to group four, today WE ARE ALL A GREAT BIG RED.

GROUP 1

Name of main applicant (Mentor)

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Instituto Nacional de Ciencias Médicas y Nutrición Salvador Zubirán

Centro de Investigación y Desarrollo Tecnológico en Electroquímica

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Instituto Politécnico Nacional (IPN)

Universidad Autónoma de la Ciudad de México

Universidad Autónoma del Estado de México

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Universidad Autónoma de Ciudad Juárez

Universidad del Mar

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Universidad Nacional Autónoma de México (UNAM)

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Universidad Nacional Autónoma de México (UNAM)

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Julia Griselda Cerón Bretón
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Lizárraga, M. I. (2018). [Mentoring in higher education, the experience in an extracurricular program](#). *Electronic Journal of Educational Research*, 20(4), 14.




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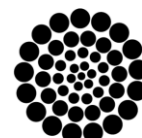
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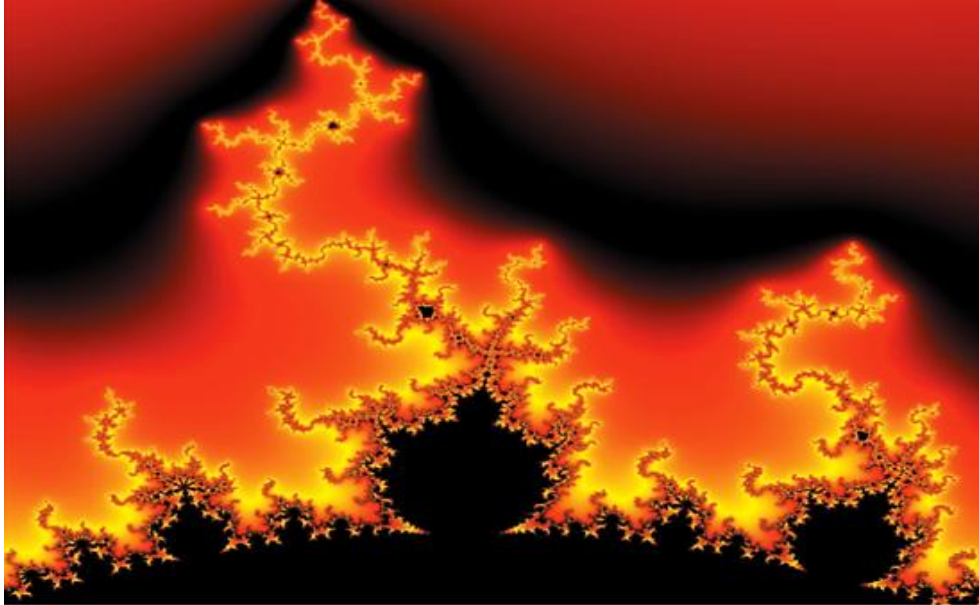


Figure 1

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The maximum number of Boxes is 10 items

For the use of equations, noted as follows:

$$\int_{lim^{-1}}^{lim^1} = \int \frac{lim^1}{lim^{-1}} = \left[\frac{1(-1)}{lim} \right]^2 = \frac{(0)^2}{lim} = \sqrt{lim} = 0 = 0 \rightarrow \infty \quad [1]$$

Must be editable and number aligned on the right side.

Methodology

Develop give the meaning of the variables in linear writing and important is the comparison of the used criteria.

Results

The results shall be by section of the chapter.

Conclusions

Clearly explain the results and possibilities of improvement.

Annexes

Tables and adequate sources.

The international standard is 7 pages minimum and 14 pages maximum.

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Conflict of interest

The authors declare no interest conflict. They have no known competing financial interests or personal relationships that could have appeared to influence in this chapter.

Author contribution

Specify the contribution of each researcher in each of the points developed in this research.

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Benoit-Pauleter, Gerard: Contributed to the project idea, research method and technique.

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Indicate the availability of the data obtained in this research.

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Indicate if the research received some financing.

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Abbreviations

List abbreviations in alphabetical order.

ANN Artificial Neural Network

References

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