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Formal mentoring in nonprofit organizations. Model proposition

1. Introduction

Mentoring¹ has developed in business organizations as a response to the need to support employees in their efforts to improve themselves and achieve the company's goals (Myjak, 2016). The benefits arising from mentoring observed in enterprises invite to consider the possibilities of its implementation in other types of organizations², namely nonprofit ones (non-governmental, social, third-sector)³. It should be noted that the potential spectrum of mentoring in the third sector is broader than it is in commercial enterprises. First of all, it can be addressed to more categories of employees - not only

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1 Mentoring is understood as "a process of exchanging knowledge, experience and values between a more experienced member of the organization and a less experienced successor or employee is new to the workplace" (Nowak, 2013, p. 8, cf. Clutterbuck, 1991, as cited in: Parsloe and Wray, 2002, Sloman, 2010). It consists in "providing guidance and advice, as well as sharing life wisdom" (Mesjasz, 2013, p. 74, cf. Luecke, 2006). It allows students (mentees, proteges, pupils) receive support in „to manage their own learning in order to maximize their potential, develop their skills, improve their performance, and become the person they want to be" (Parsloe, 1992, as cited in: Simkins et al. 2006, p. 323). This approach to mentoring is adopted in this article.

2 Such research were conducted e.g. among Polish enterprises in 2016. The respondents included both Polish and international companies representing various industries: professional services, telecommunications and IT, FMCG, TSL, etc. (Promentor, HRM Partners, 2016).

3 According to the popular in the literature the structural and operational definition, nonprofit organizations are subjects that are institutionalized, have a private character, are independent of public administration, self-governing, voluntary, and their profits are transferred to the missionary activity (Salamon and Anheier, 1997, pp. 33 -34).

to managers and paid employees, but also to social workers and volunteers. Volunteers are guided by complex reasons when deciding to cooperate with an organization – these reasons are not only instrumental, but may also spring from obligations or altruistic motivations. The type of relationship volunteers have with the employer is also different (less formal, more affective, with “lower exit costs”)⁴. Therefore, in their case, mentoring can play a developmental role and also serve to consolidate mutual bonds. Secondly, mentoring can be used in the third sector not only to develop the knowledge and skills of employees, but also to directly implement statutory objectives through the development of competences among external stakeholders - beneficiaries.

Nonprofit organizations differ particularly in terms of their goals and functions, as well as in the structural, personal and cultural dimension (Stankiewicz, Moczulska, Seiler, 2018) – it must be taken into account when implementing mentoring in these places. Mentoring remains a relatively new problem area, and so far there have been few empirical studies exploring it (it was confirmed by the initial analysis of the literature on the subject). Therefore, research in this area was undertaken in this article. The following research question was formulated: What steps should the model of a formal mentoring consist of for it to be implemented in nonprofit organizations? What are elements, factors or dimensions of a mentoring model for such entities? The aim of the research was to find the answer to those questions. To this end, the results of literature studies, available empirical studies and the authors’ own experience in cooperating with nonprofit organizations were used.

The article consists of eight points and begins with the introduction, the presentation of methods which were used during the research. After that, the authors showed the effects of the literature review connected with mentoring in nonprofit organizations, its types and recipients, as well as characteristics of mentor in such entities. The models of mentoring were presented, too. Finally, in section number seven, the authors showed own model of formal mentoring in nonprofit organizations. The article ends with conclusions and limitations of the research.

4 A study by the Klon/Jawor Association found that, in 2015, almost half (45%) of Polish third-sector organizations relied solely on social work (Adamiak et al., 2016). These entities, however, encountered significant barriers related to the activity of the staff. More than half of the surveyed organizations (53%) experienced a deficit of people ready to become involved, while over a third (37%) experienced difficulties related to the retention of staff and volunteers, as well as fatigue and burnout among organization leaders (36%).

2. Methods

The subject of the study was mentoring in nonprofit organizations. The initial analysis of websites⁵ (scientific articles and web pages of the third sector entities) showed that mentoring is used in non-governmental entities. However, there is no description of the stages, procedures and conditions for its implementation. The need to build a mentoring model in such organizations was recognized. During the preparation of the model, the procedure of S. Smyczek (2016) was used. After determining the purpose of its construction, source materials were collected. An analysis of scientific studies found in the EBSCO and Google Scholar databases and other online resources (full list at <https://www.google.pl>) on mentoring in third-sector organizations was performed, comparing it with those from the business sector. The articles sought information on potential mentoring recipients, the roles of the participants in mentoring sessions, types of mentoring, and models that can be used in the analyzed area⁶. Identified studies were verified by rejecting, among others, those that were repeated or did not meet the requirements of a scientific paper. Next, the obtained research data was coded and categorized, taking into account the types and models of mentoring, its recipients, the roles of mentors, etc. The conclusions have been formulated, on the basis of which the theoretical framework was developed - a model for the process of the implementation of a formal mentoring in nonprofit organizations, confronting it with the available literature. A graphical presentation of the model elements and relations between them was made (Figure 2). The conclusion of the research process was preceded by an indication of the limitations of the developed model and proposing future research directions. The purpose of future research would be to empirically verify and evaluate the model, which was prepared.

3. Mentoring in nonprofit organizations - results of the database review

An analysis of the content of the EBSCO and Google Scholar databases (for the years 1980-2018) revealed a small number of reviewed mentoring publications

5 The analysis took into account the years 1980-2017.

6 A comparative analysis of the identified models was made. S. Mynarski (in: Penc, 1997, p. 19, cf. Stachak, 2006) described this analysis as such, which consists in „comparing objects due to different features.“ The analyzed feature was in our case - stages of mentoring models and their characteristics.

in nonprofit organizations (Table 1). Articles were searched for whose titles contained one or more of the following key terms: „mentoring”/”mentor”, as well as „nonprofit”/”non profit”/„non-profit”/”NGO”/”non-governmental”/”nongovernmental”/”voluntary organization”/”third sector”.

Table 1. Number of publications containing key terms related to mentoring in nonprofit organizations

Key terms included in the titles of publications	Number of titles of reviewed publications in the EBSCO database	Number of titles ⁷ of publications in the Google Scholar database
„mentoring” and „nonprofit”/”non-profit”/”non profit”	1	8 (including 4 doctoral dissertations, 1 guide and 3 articles)
„mentor” and „nonprofit”/”non-profit”/”non profit”	1	0
„mentoring” and „NGO”	3	0
„mentor” and „NGO”	1	0
„mentoring” and „non-governmental organization”/”nongovernmental organization”	3	3 (including 1 doctoral dissertation and 2 articles)
„mentor” and „non-governmental organization”/”non-governmental organization”	1	1
„mentoring” and „voluntary organization”	0	0
„mentor” and „voluntary organization”	0	0
„mentoring” and „third sector”	0	1
„mentor” and „third sector”	0	2 (including 1 doctoral dissertation and 1 article)

Source: own study based on: EBSCO and Google Scholar
(<http://www.bu.uz.zgora.pl/index.php/pl/e-zbiory/eds>; 06.12.2018 – access date;
<https://scholar.google.pl/> - 06.12.2018 – access date)

⁷ Reviewed publications cannot be filtered out in the Google Scholar database.

The review of the publications indicated in EBSCO allowed to narrow the list of relevant articles down to four⁸, while the analysis of the Google Scholar database helped expand it by four additional scientific articles⁹ and six relevant doctoral dissertations.

Among papers contained in the databases, three were theoretical (Bronznick and Goldenhar, 2009; Codreanu, 2012; Safi and Burrell, 2007;) and five empirical ones (they were prepared on the basis of research which were carried out by questionnaires, case studies; heuristic methods; Bogdanova 2008; Momoh et al. 2015; Nyamori, 2015; Smith et al. 2005; Washington, 2011).

Amongst the analyzed articles, only one (Codreanu, 2012) introduced mentoring program stages in Romanian organizations based on the concept of T. Allen et al. (2009). The author did not define the term of “a nonprofit organization”, but the analysis of the content of the article showed that it refers to universities, which are usually public units in Romania. Additionally, the presented article did not highlight the specifics of non-governmental entities.

The other authors did not deal with the mentoring process nor its models, but they analyzed issues related to the influence of mentoring on the functioning of nonprofit organizations. Some of them have analyzed issues related to the use of mentoring for the development of nonprofit entities (Bronznick and Goldenhar, 2009; Momoh et al. 2015; Safi and Burrell, 2007; Washington, 2011). In her study, S. Nyamori (2015) found the positive impact of this technique on non-governmental organizations and the growth of their members¹⁰. The problem of international mentoring and diffusion of standards of modern management to Bulgarian nonprofit organizations was taken in her empirical study by M. Bogdanova (2008). A different research perspective was adopted by W.J. Smith et al. (2005), who analyzed the functions and characteristics of mentors, including those who work in the third sector.

Based on the results of the systematic review of mentoring literature in the third sector, a conclusion can be drawn that this area of knowledge is just beginning to shape (the majority of identified studies were published in the last 10 years). For this reason, in this article the mentoring knowledge in the commercial sector and the specifics of the functioning of non-governmental organizations were additionally synthesized.



8 For comparison, there were 26,364 reviewed mentoring papers in the EBSCO database.

9 There were 1,080,000 mentoring publications in the Google Scholar database.

10 The research was carried out at the organization SOS Children's Villages.

Next, different types of mentoring and potential recipients of the discussed technique in nonprofit organizations were analyzed.

4. Mentoring – types and recipients in nonprofit organizations

Profiles of different types of mentoring can be found in the literature. Taking into account the manner of organizing and the characteristics of a mentoring relationship, there is a distinction between formal and informal mentoring (cf. Bąk and Bednarz, 2013; Mazur, 2008). The former is initiated by the employer (including that who employs social workers), in which rules for the selection of mentoring participants, objectives, procedures and tools for mutual cooperation, as well as ways to monitor the progress of the protege's professional growth are officially established. This form of mentoring can be used, for example, in the process of socio-professional adaptation or during the preparation of members of the organization for managerial functions¹¹. On the other hand, informal mentoring is carried out spontaneously, without special rules being set out by the employer. It can be conducted for individuals (individual mentoring) or for groups/teams (group/team mentoring). When partners belong to the same team – the term *intrateam mentoring* is used; otherwise, it is *interteam mentoring* (Mazur, 2008). When individuals work for the same organization, they can occupy posts on the same (lateral mentoring) or a different level in the corporate structure (cf. Kram and Izabella, 1985; Mazur, 2008). When the mentor is superior to their mentees, the term *hierarchical mentoring* is used, while *reverse mentoring* applies when it is the other way around (Mazur, 2008).

These types of mentoring can be applied in non-governmental organizations to the two groups of people: employees (leaders, members, volunteers and paid employees) and beneficiaries. In other words, it can be useful in increasing the social efficiency of nonprofit entities: indirectly – through the development of knowledge and skills of employees, but also directly – helping beneficiaries in meeting their needs. The latter is related to the fact that nonprofit organizations are involved in activities requiring social intervention, and their main goal is to trigger – as P. Drucker (1995) put it – a change within the individual. The literature demonstrates the usefulness of mentoring, among others, in working

11 The results of own research on the development of competences of young employees in the third sector during socio-occupational adaptation showed that many (40.7%) were offered friendly starting conditions by being assigned a mentor who would discuss with them the desired behavior, provide support, and indicate the directions of professional growth (Stankiewicz et al. 2017).

with children and adolescents (Rhodes and Lowe, 2008; Thompson et al. 2016), working with sick people (Rube et al. 2014; Hafford-Letchfield and Chick, 2006), or working with the socially excluded (Engelbrecht, 2012; McGeorge and Stone-Carlson, 2010).

Further analyses concerned the specifics of the mentor's activity in nonprofit organizations.

5. A mentor in nonprofit organizations

A mentor in a nonprofit organization shares their knowledge with a mentee (also referred to as a pupil, a trainee, a protégé¹²), gives them opinions (expert opinions) about their problems/goals related to cooperation with such organizations, shares their life wisdom, often participates in the decision-making process, advises, encourages reflection, provides feedback, but as such, he does not make decisions, even when disagreeing with the trainee (cf. Baran, 2016; Clutterbuck, 2002; Mesjasz, 2013; Parsloe and Wray, 2002). Effective support of pupils from nonprofit organizations requires from the mentor at least general knowledge about the conditions and ways of functioning of the third sector, as well as knowledge of the specific needs and motivations of social workers (Lignar-Paczocha, 2018; Szmyt-Boguniewicz and Romanowski, 2012; see more: Stankiewicz et al., 2017).

In nonprofit organizations, the mentor has a greater number of work areas to consider than in the commercial sector. Commercial employees focus primarily on their professional life (including career growth), while volunteers - additionally on the use of acquired competences in social work. Mentors cooperating with the third sector should also be aware of the greater diversification of the structure of volunteers due to age, education or experience than in the case of people employed in commercial entities. This requires more flexibility in choosing the subject and methods of work as well as broader overall knowledge. In addition, the work of volunteers may be temporary, which is associated with time constraints and causes difficulties in the organization of mentoring sessions (Stankiewicz, Bortnowska, Seiler, 2018). It should be borne in mind that the mentor's clients in a non-governmental organization may also be its beneficiaries, representing various social categories, including the disadvantaged. Collaboration with such people may involve significant psychological burdens, such as the need to listen

12 In the article, these terms are used interchangeably for stylistic reasons.

to the pupil's traumatic experiences. That is why it is important for mentors to act as advisers and listeners¹³.

Effective fulfillment of the mentor role requires not only knowledge about mentoring and the process of its implementation, substantive competences, rich life and professional experience, but also soft skills (communication, cooperation, etc.) related to teaching and the management of mentoring relations. A mentor should be someone who also has a certain mentality (including conscientiousness, analytical skills, responsibility, emotional stability, flexibility, perceptiveness, creativity), knowledge about ethical standards and their observance, behavioral awareness, etc. (cf. Baran, 2016; Clutterbuck, 2002; Stankiewicz, Bortnowska, Seiler, 2018).

6. Mentoring models

In online resources (Google Scholar and EBSCO), a number of different models of mentoring sessions can be found. For example, Zachary's (2000) model referring to plant growth seasons includes: 1. Preparing (tilling the soil before planting), 2. Negotiating (planting the seed), 3. Enabling (nurturing growth), 4. Coming to closure (bringing in the harvest). Pegg (1999) proposed the implementation of mentoring sessions in accordance with the classical „5C“. The mentor couple focuses first on understanding the circumstances of the mentee and on defining the challenges lying ahead. Then, the partners identify the available options of conduct, verifying which of them are the most conducive to coming across these challenges. They also analyze their positive and negative consequences. In the subsequent stage, they take a step back and look for other, new, creative ways to approach the challenges in a way they have not considered so far. At the end, they draw conclusions and choose the best solution. A similar model was developed by experts from the TTX Institute, who offer clients participation in mentoring sessions carried out based on the BLEND model (<http://www.ttx.pl/pl/co-robimy/ttx-mentoring/>)¹⁴. In the first stage, the mentor helps the mentee set the goal, outline the direction of their own development, and choose the right measures (*Boarding*), then jointly determine the facts, obtain the necessary resources of experience and knowledge (*Learning*), after which they are going to explore different ways of achieving the goal (*Exploring*), make decisions and plan

13 For more on the role of a mentor, see e.g. M. Baran (2016).

14 No scientific elaboration on this model has been identified, but due to its substantive qualities, it was considered worth presenting and analyzing.

actions (*Nailing Down*). The final stage of the analyzed process (*Delivering*) is the implementation of the plans and commitments, and the achievement of results (see more: Stankiewicz, Bortnowska, Seiler, 2018)¹⁵.

These models show only the way in which a mentoring session can be carried out, but they do not take into account the process of implementation of mentoring in an organization. To address this gap, a separate model was proposed by M. Czechowska-Frączak (2013), therefore, this model was established by the authors as reference one. (figure 1).

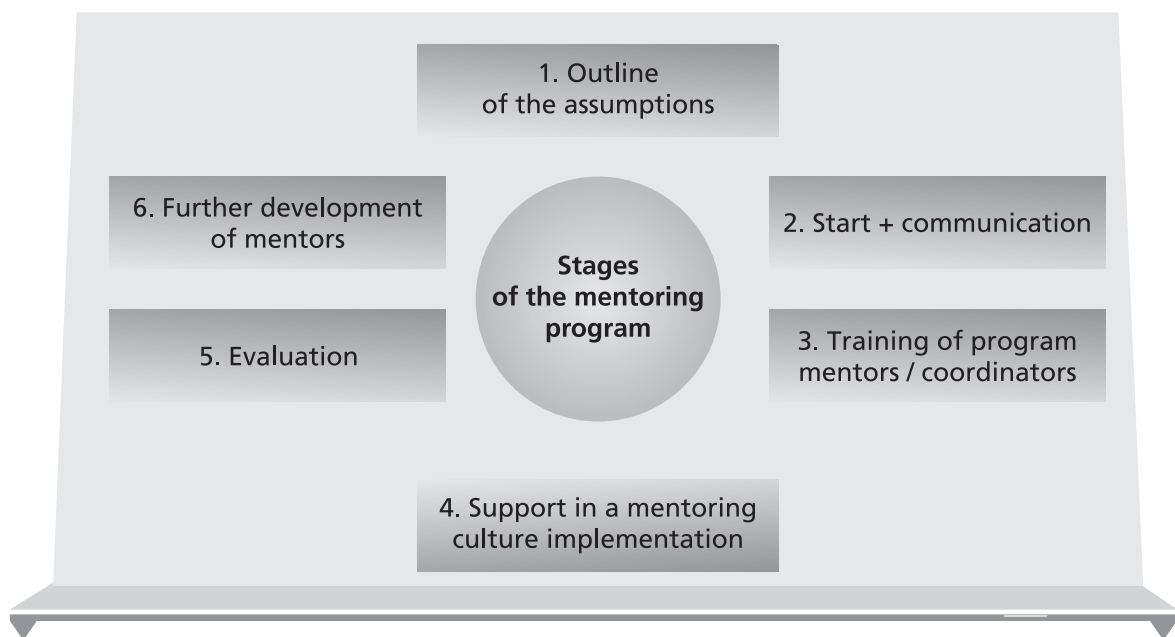


Figure 1. Stages of a mentoring program

Source: Czechowska-Frączak, 2013, p. 141

M. Czechowska-Frączak's model includes an outline of the assumptions of the mentoring program and relaying them to potential participants. Mentoring trainings that facilitate the introduction of a mentoring culture are also important. The program ends with the assessment and further development of mentors so that they can effectively play their roles in subsequent mentoring projects.

¹⁵ Due to the limited volume of the article, only some of them have been presented. Detailed characteristics of these models and their graphic presentation are published in another own article (Stankiewicz, Bortnowska, Seiler, 2018).

However, it does not take into account the specifics of third-sector entities. In addition, there are no elements - viewed as important from the point of view of the authors of this article - such as: mentee preparation, selection of mentoring pairs, planning and implementation of individual sessions.

7. Proposition of a formal mentoring model in nonprofit organizations

Experts at UIC Human Resources (2010) point out there are no two identical managerial relationships, and because of that, no universal mentoring model exists. However, there are certain tools and techniques that can be recommended to people who want to apply mentoring in their organizations. Hence, a model proposed in this paper, which could potentially be used in nonprofit entities and which would facilitate the dissemination of mentoring among representatives of third-sector organizations and their beneficiaries. The model in question consists of 11 stages (figure 2).

In the first stage, it is important to identify and analyze needs and problems of various interested groups. For example, leaders can report gaps in effective management skills (see: Bogacz-Wojtanowska, 2009), volunteers - in the area of social work, career, personal life, or reconciliation of all these activities. Beneficiaries, on the other hand, can articulate the needs related to their difficult life circumstances, e.g. limited skills of managing household expenses, searching for a new job, coping with addictions, problems related to functioning in a social environment, etc. In what concerns the last of these groups, identification of needs may be difficult and involve crossing the barrier of shame, moving away from focusing on the most basic social needs, overcoming the lack of knowledge and awareness of the causes of life difficulties. It follows that a mentor working in the nonprofit sector should have a special kind of social sensitivity, be able to overcome the tendency of simplified interpretation, as well as be capable of "indirect understanding" in reaching the crux of the problem.

Were the process of identifying and analyzing the needs and problems of various stakeholders of nonprofit organizations¹⁶ bring leaders to the decisions of using formal mentoring, its basic (initial) assumptions should be established (i.e. who and why is its potential recipient, which deficits are to be addressed, what are the expected results, etc.). This information should be provided to

16 When examining the needs of nonprofit organizations, the methods of observation, interview, survey, test can be used, among others (cf. Kapuścińska, 2012; Stankiewicz, Łychmus, Bortnowska, 2018).

potential participants, e.g. during individual interviews and/or through the media.

In the next stage, it is important to select mentors and prepare them for their future role¹⁷. If it so happens that nonprofit leaders „do not have access“ to professional mentors who know the specifics of the third sector, they can seek mentors among the organization’s associates by providing them with appropriate training. In the course of this training, emphasis should be on the development of knowledge about mentoring and on improving skills related to communication, empathy, sharing knowledge, motivating, planning activities, and evaluating. The training must also take into account the area in which the organization operates, learning to tactfully and morally handle certain categories of beneficiaries (e.g. children, long-term unemployed people, the chronically ill, individuals experiencing violence) and to create an atmosphere in which they will feel safe, also knowing how to formulate questions for these individuals and how to interpret their feedback. The training should cover topics related to assertiveness and setting boundaries in the mentoring relationship. The personal nature of this relationship may be conducive to unethical activities, which is why the mentor should know how to deal with such situations (Foundation for the Collegium Polonicum, 2015).

Once there, the right people need to be selected to participate in the formal mentoring (recipients), bearing in mind that their participation must be voluntary. The basic assumptions of the mentoring and the rules of conduct in the process of its implementation are presented to candidates, such as their rights and duties. In addition, mentee candidates improve their skills related to effective communication, assertiveness, cooperation, and establishing relationships.

The selection of mentoring pairs is of key importance in the discussed process. In the commercial sector, different methods for selecting mentoring pairs are used (cf. Budzewski, 2015; Polish Mentoring Association, <https://badania.parp.gov.pl/files/74/75/726/19445.pdf>; Störmann et al., 2009, Zajązkowska et al., 2016). Similar practices can be applied in nonprofit organizations. For example, mentees either choose mentors themselves, or both sides indicate optimal mentoring pairs. In either case, the selection of a partner is made on the basis of meetings and joint conversations. Mentoring pairs may also be selected

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17 The list of mentors is updated on a regular basis if problems were identified in a nonprofit organization that can be solved through mentoring.

by internal or external experts (e.g. from companies providing mentoring services), using interviews or tests, as well as based on information sheets (motivational profiles), in which potential mentoring participants indicate their expectations. The pairs should be matched in terms of mentee needs, mentor competences and experience, but also in terms of value systems, so that significant communication barriers do not arise along the way. Relevance of the match can be verified during integrating workshops and during the transitional/trial period, i.e. the first meetings of potential participants of a monitoring relationship to facilitate getting to know each other, which end either in confirming the choice of a partner or in a decision to change them, without offending the other side (cf. Budzewski, 2015). In nonprofit entities, during the stage of selection of mentoring pairs, there may be a tendency to formalize a less formalized mentoring relationship due to the low level of bureaucracy in the organization and the fact social workers hold dear direct and open relations. Regardless, it is suggested that the partners conclude a written agreement that sets the basis for more lasting commitments. It should include, among others, ethical issues, assumptions of the mentoring model, mutual expectations, taboos, frequency and rules of canceling meetings, ways of communicating between sessions, „silent periods“, etc. (Stankiewicz, Bortnowska, Seiler, 2018).

Subsequently, the mentee's needs and problems need to be identified and analyzed. This stage is very important, since any mistakes made at this point make it impossible to conduct effective mentoring sessions afterwards and make them poorly adapted to the real needs of specific recipients. For the examination, the methods of interview and observation can be used. An interview will allow to obtain the information directly from the mentee, while observation can be a source of supplementary data in a situation where the mentee has problems with realizing and verbalizing their needs and the nature of the problems at hand.

Upon identifying the mentee's needs and problems, the planning and implementation of mentoring sessions can commence, followed by the monitoring of results. In this article, a model of mentoring sessions was developed that can be used in nonprofit organizations (Stankiewicz, Bortnowska, Seiler, 2018). In line with the model, after making the decision to pair the potential candidates, a series of mentoring sessions ensues, which is to help the mentee achieve their professional goals. These sessions can be supplemented with additional meetings summarizing the content of selected developmental processes of the pupil. They also make it easy for the mentor to monitor the mentee's progress.

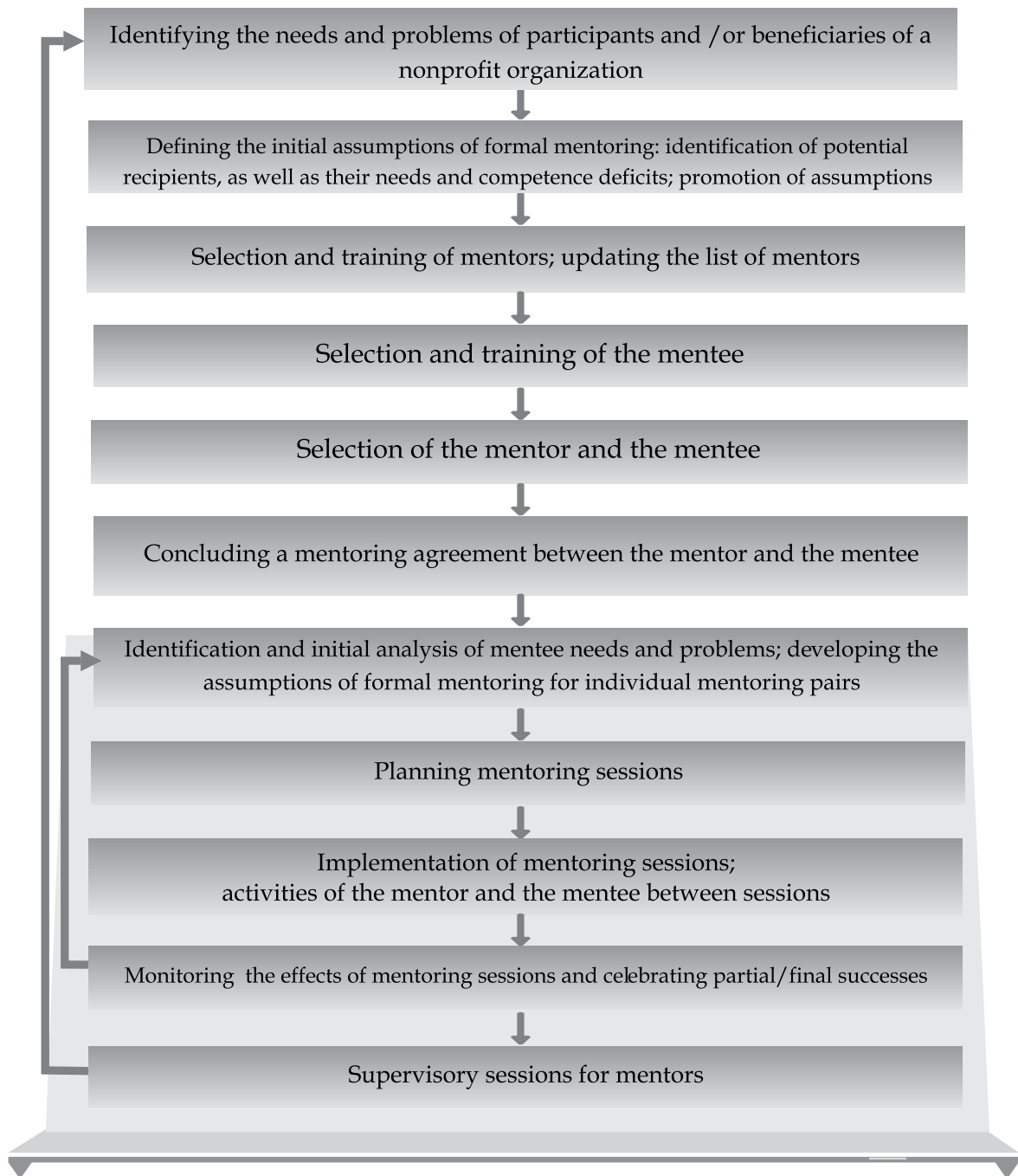


Figure 2. Formal mentoring model in nonprofit organizations

Source: own study based on: Czechowska-Frańczak, 2013; Moorcroft and Crick, 2014; Parsloe, 1998; Petersen and Walke, 2012; http://test.transition-talent.pl/programy/TTX_Mentoring/Proces/ (07.08.2017 – access date); <https://www.ntcassoc.org/mentoring.asp> (07.08.2017 - access date)

Shadowing sessions can also be conducted, during which the behavior of the participants can be observed in practice. These sessions are not just about monitoring results (with the mentor making observations), but they also serve a developmental function (when the mentee is an observer). This cycle ends with a session during which the results achieved by the mentee thanks to mentoring are summarized and celebrated (Stankiewicz, Bortnowska, Seiler, 2018).

In the course of formal mentoring carried out in nonprofit entities, it is worth using a number of techniques that facilitate going through the session agenda (table 2).

Table 2. Potential applications of mentoring techniques during formal mentoring in nonprofit organizations

Mentoring technique	Examples of application in nonprofit organizations
SMARTER, Cartesian questions	Formulating goals and identifying problems
"The miracle question", visualization	Prompting the employee or beneficiary of a nonprofit organization to picture a scenario in which they have accomplished their and goals and solved their problems
Map of thoughts, map of goals and dreams	Organizing by the employee or a beneficiary of a nonprofit organization information about their needs and generated solutions
Fish diagram	Identifying cause-and-effect relationships of events in the life of the employee or beneficiary of a nonprofit organization
Gantt diagram	Developing a mentoring plan, schedule of meetings, deadlines for implemented changes
Estimated scales	Transforming qualitative data into quantitative data, e.g. regarding the satisfaction of the employee or beneficiary of a nonprofit organization, or showing the level of their involvement to make commitments
Timeline	Inspiring the employee or beneficiary of a nonprofit organization to have a more distant look at their lives, decisions and behaviors
Retrospection	Examining the causes of problems for the employee or beneficiary of a nonprofit organization, identifying the causes of events they have experienced, presenting own experiences by the mentor
Staging, role playing	Reconstruction of problem situations in the life of the employee or beneficiary of a nonprofit organization, retraining new behavior patterns, etc.
Challenging	Inspiring the employee or beneficiary of a nonprofit organization to challenge themselves, to generate more solutions to problems

SWOT, resource analysis	Identifying external factors affecting the current and future situation of the employee or beneficiary of a nonprofit organization, defining their potential and resources they need to develop
Sandwich technique, FUKO	Issuing opinions on the ways of achieving goals set by the employee or beneficiary, providing constructive criticism/praise; evaluation of results
Eisenhower Matrix	Determining the importance of competences required by the employee or beneficiary of a nonprofit organization and the urgency/priority of their development
Advice, reading assignment, hypertext lectures	Proposing to the employee or beneficiary a nonprofit organization different ways of supplementing resources, alternative opportunities to achieve goals, learning
„Brainstorming“, metaphor, change of perspective, dissociation	Determining potential ways of achieving a specific goal by the employee or a beneficiary of a nonprofit organization, etc.
3D perspective, action plan technique, Disney method	Analyzing the plan of the employee or beneficiary of a nonprofit organization from different perspectives
First Step technique	Inspiring the employee or beneficiary of a nonprofit organization to follow through with their projects, instilling in them the conviction that the goals they have set are achievable
Celebration	Celebrating partial and final successes of the employee or beneficiary of a nonprofit organization
List of successes and failures, tests	Monitoring the progress of the employee or beneficiary of a nonprofit organization in achieving their goals

Source: own study based on: Stankiewicz, Bortnowska, Seiler, 2018

The process of formal mentoring concludes with a supervisory session (or a few such sessions) for the mentor, during which he or she can discuss with a more experienced person (a supervisor) the problems they have encountered, discuss the applied solutions, improve their skills necessary to be an effective mentor. These sessions can also be organized during a meeting with the mentee – in addition to the mentoring pair, there is a supervisor present, who observes and analyzes the work of the mentor and prepares feedback. The results of supervisory sessions may be useful in re-identifying the needs and problems of the participants and beneficiaries of nonprofit organizations and in recognizing deficits that can be addressed by mentoring.

8. Conclusion

Mentoring tends to be associated mainly with the development of employees in commercial organizations. As argued in this article, however, it can be implemented also in third sector organizations, prompting an increase in their efficiency - both indirectly and directly. The indirect contribution relates to the possibility of developing the competence of the organization's staff, not only its leaders, but also volunteers and paid employees. Thus, it can be combined with the internal structure of nonprofit organizations, as it promotes the sharing of unique experiences related to the third sector, retention of employees, improving their motivation and morale, building a culture conducive to diffusion of knowledge, etc. Mentoring can also be used in the direct implementation of statutory objectives. Its recipients may then be individual categories of beneficiaries, e.g. young people, people from disadvantaged groups, or people with health issues, who could, for example, plan and achieve their goals, solve life problems, enrich their knowledge.

The use of formal mentoring in nonprofit organizations requires overcoming barriers related to the functioning of the third sector as such, including: financial constraints, a shortage of mentors familiar with the specifics of the nonprofit sector, insufficient knowledge about mentoring in the third sector, or fears of introducing formalized techniques associated with the commercial sector. Difficulties in applying mentoring may also arise from time constraints and irregular work modes of volunteers and other employees of nonprofit organizations.

Despite the presented difficulties, it is worth promoting formal mentoring in nonprofit entities and persuading the managers to apply it in their organizations. This, however, requires using solutions that are suitable for this particular type of organization. To this end, the model presented in this article may be useful, albeit it still needs to be verified empirically.

Summary

Formal mentoring in nonprofit organizations. Model proposition

Mentoring is the process of exchanging knowledge, experience and values between a more and less experienced member of the organization. It is sometimes used in business entities, but according to the authors, it is worth pointing out its potential utility in the nonprofit sphere. It can contribute to increasing

the efficiency of third sector organizations, both indirectly, by improving the competences of the staff, and directly - at work with the beneficiaries. The article presents a model of formal mentoring in nonprofit organizations. It consists of 11 stages and takes into account the specificity of such entities, e.g. financial constraints, a shortage of mentors familiar with the specifics of the nonprofit organizations, fears of introducing formalized techniques associated with the commercial sector, irregular work modes of volunteers and other employees of non-governmental entities organizations and the lack of time connected with it.

Keywords: *nonprofit organizations, mentoring.*

Streszczenie

Mentoring formalny w organizacjach non profit. Propozycja modelu

Mentoring to proces wymiany wiedzy, doświadczeń oraz wartości między bardziej a mniej doświadczonym członkiem organizacji. Bywa on wykorzystywany w podmiotach biznesowych, ale zdaniem autorów warto wskazać jego potencjalną użyteczność w sferze non profit. Może on przyczyniać się do zwiększania efektywności działania organizacji trzeciego sektora, zarówno pośrednio, poprzez podnoszenie kompetencji kadry, jak i bezpośrednio – w pracy z beneficjentami. W artykule zaprezentowano model mentoringu formalnego w organizacjach non profit. Składa się z 11 etapów i uwzględnia specyfikę omawianych podmiotów, np. ograniczenia finansowe, deficyt mentorów znających specyfikę sfery non profit, obawy przed wprowadzaniem sformalizowanych technik kojarzonych ze światem biznesu, nienormowany tryb pracy wolontariuszy oraz innych pracowników omawianych organizacji i związany z tym brak czasu.

Słowa

kluczowe: *organizacje non profit, mentoring.*

JEL

Classification: J24, L31, O15

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