

WOP-P PEER MENTORSHIP REPORT

2021-2022



Table of Contents

03	ACKNOWLEDGEMENTS	
04	BACKGROUND	
06	PROGRAM OVERVIEW	
07	VALENCIA	
10	BARCELONA	
12	COIMBRA	
14	BOLOGNA	
17	SOCIAL MEDIA PRESENCE	
19	AWARDING CERTIFICATES	
20	PROGRAM EVALUATION	
22	SUCCESSION PLANNING	

ACKNOWLEDGEMENTS

We would like to express our deepest appreciation to Professors:

José M^a Peiró (University of Valencia),
Vicente Martínez-Tur (University of Valencia),
Nuria Tordera (University of Valencia),
Isabel Rodríguez (University of Valencia),
Rita Berger (University of Barcelona),
Marina Romeo (University of Barcelona),
Rita Chiesa (University of Bologna) and
Leonor Pais (University of Coimbra),

who form the Co-ordinating Committee of the Erasmus Mundus Joint Masters in Work, Organizational and Personnel Psychology, for their unrelenting and unparalleled support of the WOP-P Mentorship Program initiative.

Additionally, we also extend our heartfelt appreciation to the administrative staff:

Mr. Emiliano Bressan (University of Valencia)
Ms. Magdalena Cremades (University of Valencia),
Mr. Sergio Sangregori (University of Bologna),
Ms. Alice Oliveira (University of Coimbra), and
Mr. Robert López (University of Barcelona)

who assisted us with gathering contact information on incoming students, supporting our efforts to initiate the program at each university and creating and distributing the mentorship certificate.

And last, but by no means least, we would like to extend our deepest gratitude to the students of the WOP-P master's program who participated in this program and contributed to its overall success.

We could not have done it without you!

BACKGROUND

The Erasmus Mundus Joint Master's Degree in Work, Organizational and Personnel Psychology is a very prestigious and intense master's program which is an experience of a lifetime for many international students. However, the process of moving from your home country to a foreign one can be a stressful and very challenging experience for many foreign students. Some challenges students face includes, but are not limited to, feelings of homesickness, depression, anxiety, procrastination, poor time management skills, poor financial management, networking and social problems and administrative challenges. During those times, it can be beneficial to have a social support system to help you navigate the stress associated with such a transition.

As such, the second-year students of the 2020/2022 cohort of the master's program sought to rectify the issues. This initiative began with a conversation and subsequent idea of 2 students, **Mariana Monika Kortišová**, from Slovakia and **Natasha Sutherland**, from Trinidad and Tobago. They believed that their experience with the master's program would have been better if they had someone to guide them and provide emotional and social support during their first semester. They later communicated their thoughts to **Natalia Silva**, who agreed to join them and support this cause.



Thus, a plan was developed by these 3 students to create a peer mentorship program for incoming WOP-P students, so they could benefit from having the emotional and social support they need while providing an opportunity to the second-year students to give back to those who may need help.

BACKGROUND

The first stage of implementing their plan was to conduct a survey with the other second year students of 2020/2022 cohort to determine if they also saw the need for such a program. The answer was a unanimous yes! Therefore, a proposal with statistical evidence for the design of a peer mentorship program was submitted to the Coordinating Committee of the masters. They reviewed and deliberated about the feasibility of the program and finally gave their seal of approval for the program to be implemented in all four universities. Thus, the WOP-P Peer Mentorship Program was born.

The scheme of the WOP-P Peer Mentorship Program is as follows. Incoming first year students who register for the program are partnered with a second-year students who volunteer to be their guide, assist them in adjusting to life in their new environment and provide the necessary emotional and social support need to alleviate some of the stress of being a Woppie student.

The following report provides a synopsis of the program as it was conducted in all four WOP-P partner universities: Valencia, Barcelona, Coimbra and Bologna, the results of our statistical evaluation of the program efficacy, the limitations of the program and the succession plan.

PROGRAM OVERVIEW

Before the official launch of the mentorship program general assembly meetings were conducted with second year students of cohort 2020-2022 of all four universities to determine if there was enough support from the students to launch the program at that university. Support was unanimous from the Universities of Valencia, Bologna and Coimbra, but not many students were willing to become mentors at the University of Barcelona. As such, the program in Barcelona was amended to only focus on non-EU incoming students.



All interested participants were registered and were required to participate in the mentor training workshop. The mentor training workshop outlined the mentor roles and responsibilities, the professional boundaries of mentorship, the stages of the mentoring process, how the mentors were matched to their mentees, exercises in active listening skills and good communication skills, guidelines for handling sensitive situations, steps for obtaining professional help and the ethics and confidentiality issues.

Due to scheduling difficulties the mentor training was conducted with each university separately from the 13th -20th September 2021. After the training was completed, participants were asked to sign a confidentiality agreement before they were given any contact information of their mentee

Additionally, co-coordinators for the university of Bologna and Coimbra were selected. Co-coordinators were necessary in the mentor/mentee matching processes and for the management of the program at those universities as the main coordinators, Mariana, Natasha and Natalia, were all stationed at the Valencia and Barcelona. The Co-coordinators for Coimbra was Amanda Lopes Pacca and the co-coordinator for Bologna was Miren Chenevert.

VALENCIA

Coordinators - Mariana Monika Kortišová and Natasha Sutherland

MENTORS

- Lucia Caballero Casañ
- Pablo Francisco Tomé
- Tawfik Shadafna
- Jelena Milosevic
- Bernarda DeOliveira
- Julie Anne Gajudo
- Alicia Swanepoel
- Bilal Alperen Ergün
- Magnus Poulsen
- Elena Lazareska
- Hilal Keklik
- Julia Gessler



MENTEES

- | | |
|---|--------------------------------|
| • David Lehr | • Kristin Waßmuth |
| • Catarina Santos Lameiras
Francisco | • Susanna Kuusisto |
| • Leonardo Pergolizzi | • Derron Christopher Watknis |
| • Daniela Duran | • Maria Romero Navarro |
| • Alyona Mezentseva | • Ismail Temitope Sholuke |
| • Jezeree Jeonne R. Gajelomo | • Martina Mastrogiovanni Tasca |
| • Endi Guza | • Nadja Kossmann |
| • Diana Seitkanova | • Noa Mathilda Muenster |
| • Shantelle Robinson | |

VALENCIA

The University of the Valencia had the largest number of mentors, 11, and mentees, 17. Most mentors were assigned to one mentee, however due to the large number of mentees, some mentors volunteered to have 2 mentees.

SPOTLIGHT EVENTS

Welcome Session: After our introduction session of the masters the second year mentors invited all the first year students out to Taco Chef for tapas and drinks in a get to know you session. The event was well attended even by second year students who were not participating in the mentorship program



Caribbean Woppies in Barcelona: Taking advantage of a long weekend at the beginning of December a trip was organized by the Woppies of Trinidad and Tobago, Natasha Sutherland and Derron Watkins and Jamacia, Shantelle Robinson, to visit our fellow Caribbean Woppie from Venezuela, Natalia Silva, for a tour of her home city, Barcelona.



VALENCIA

Closing Session: As a goodbye and good luck with their mobility celebration, the mentors organized a picnic in Turia park with the mentees. The event was very informal and stories and experiences about their first semester was shared. Additionally, it was used as an opportunity for the second year students to share their mobility experiences with the first year students.



TESTIMONY

The Mentorship Program has been integral to my smooth adjustment in the Work Organizational and Personnel Psychology Program at the University of Valencia. As a Non-European student, the mentorship program gave me the tools I needed to operate in this new environment riddled with new challenges, new social settings and new cultures. The mentorship program also paired me with a mentor that had a similar cultural background to my own, which allowed us to have shared experiences. The mentors were enthusiastic about sharing their experiences in the master, taking us around the city, facilitating social events, and helping new students in any way they can. The mentorship program is a wonderful initiative in the WOP-P Master and should be continued and supported by students and faculty.



SHANTELE ROBINSON

BARCELONA

Coordinator- Natalia Silva

MENTORS

- Sonia Makki
- Pol de Andrés Gonzalez
- Elisabet Francisco Pasialo

MENTEES

- Ezequiel Frydman
- Antonia Ordoñez Poblete
- Grecia Paola Franco Jimenez
- Nelson Ivan Cardozo Perez
- Ela Skhirtladze
- Bianca Re
- Ruba Ezzeddine
- Amelia Mas

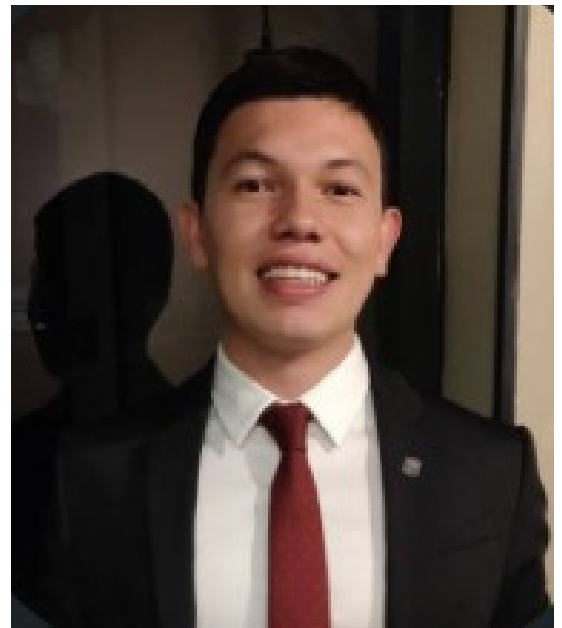


The University of Barcelona had the smallest number of mentors, 4, and mentees 8. To maximize the effect of the mentorship program each mentor was assigned 2 mentees who were non-EU students. Nevertheless they were able to impact their mentees and help them enjoy their time in Barcelona

BARCELONA

TESTIMONY

My experience with the WOP-P mentoring program has been excellent. From the beginning, the program has given me useful tools to make my adaptation process in the master's program and in the city more pleasant. Natalia, my mentor, has been a great support, not only in matters related to study, but also in matters related to adaptation to the city, preparation for the future, bureaucratic procedures, and friendship support. Although coming from abroad makes many things new, and it took me a while to get used to new ways of doing things, the mentoring program has created a channel of communication between students who have gone through similar experiences and the new WOPPIES who are going to face new challenges. Finally, I can say that beyond the mentor-mentee relationship of the mentoring program, I am sure that a connection will endure after the program ends.



NELSON IVAN CARDOZO PEREZ

COIMBRA

Co-coordinators - Amanda Lopes Pacca

MENTORS

- Inês Margarida Lopes Duarte
- Andreia Carolina Gil Graça
- Guilherme Cristiano Soares Pinto



MENTEES

- Beatriz De Castro Gomez
- Nicolas Eyck van Dyck Araújo de Oliveira
- Larissa Melina Pereira Quintana
- Rosyellen Rabelo Szvarça
- Daniel Alejandro Charris Farrera
- Ana Carolina Coelho Pereira da Silva
- Margarida Alves Rodrigues Paiva de Sousa
- Maria João Pereira Dias dos Santos
- Bárbara Outeiro Posse
- Luiza Vilas Boas Motta

COIMBRA

The University of Coimbra can be hailed as the MVP's of the mentorship program as they had only 4 mentors for 10 mentee. Thus, 2 mentors were assigned 3 mentee and 2 more were assigned another 2 mentees each. The success of the program in Coimbra is direct result of the tireless effort dedication of the mentors.

TESTIMONY

The mentorship program was a great asset. Having support during the first months of the master is a helpful guide. I was apprehensive about the several demands of an international course: Moving countries, adapting to a new culture and the new academic demands. Fortunately, with the mentorship, I could get by the first semester smoothly, knowing that I could count on someone who has passed through the same path.



LARISSA PEREIRA

BOLOGNA

Co-coordinators - Miren Chenevert

MENTORS

- Bruno Land Bairos Lomardo
- Undine Weiß
- Federica Rosati
- Vittoria Mazzarri
- Hannah Brendel



MENTEES

- Anthony Abrome
- Yumna Zafar Usmani
- Fatimah Anwar Ali
- Alice Zenari
- Jessica Hsieh
- Felipe Coelho
- Anna Ciarlantini

BOLOGNA

The University of Bologna was filled with very close knit and supportive group of mentors and mentees. There were 6 mentors and 7 mentees, thus only one mentor was required to have two mentees. As a result of this small number of participants, and the small size of Cesena, many of the mentors found themselves supporting other mentees beside their own.

SPOTLIGHT EVENTS

Pumpkin Carving: To celebrate Halloween, the mentors and mentees of Bologna had a pumpkin carving event that was thoroughly enjoyed by all participants with many learning about the history of Halloween and the art of pumpkin carving.



Pumpkin Carving

OUR SURPRISES

"Never underestimate the abilities needed to carve a pumpkin!"
-Vittoria, mentor

"I discovered that specific tools to carve pumpkins exist!" -Alice, mentee

"I didn't remember how gross your hands get when "emptying" the pumpkin haha" -Hannah, mentor

"My mentor told us about the history of pumpkin carving, and how the term Jack-o-Lantern came to be. It was so interesting to learn about a tradition I've been participating in since childhood!" -Jessica, mentee

TEAM WORK

"We saw a tutorial beforehand and had some designs on the phone., then cleaned and carved together." -Yumna, mentee

"I felt the first and second years of our program bonded well as we all shared our successes and failures of carving pumpkins." -Jessica, mentee

"I've learned that even an activity like pumpkin carving can turn into a nice and fun team activity. I will absolutely do it again!" -Vittoria, mentor

"My mentee and I worked very well together! We tried to swap during the carving and also we chose the face design together." -Federica, mentor

WOP-P Mentorship Program
ALMA MATER STUDIORUM - UNIVERSITA DI BOLOGNA

BOLOGNA

TESTIMONY

I came to Italy knowing little to no Italian and maximum trepidation. I knew there was a mentor program in place, even had a telephone conversation with my mentor prior to coming, but I definitely wasn't expecting to be embraced by the entire group (of mentors) being ever-ready to help. With a smile on their faces and unending kindness, their guidance was only a text away. The events (Halloween party, movie night, etc) planned by the mentors also helped in forging sweet friendships. Would definitely sum up the whole program's experience as sweet, helpful, and effective!



YUMNA USMANI

SOCIAL MEDIA PRESENCE



To highlight the efforts and hard work of the mentors and mentees to the wider world, a LinkedIn page was created for the WOP-P Mentorship program. On this page we spotlighted different mentors each week where they got the opportunity to tell us more about themselves, their goals, and ambitions, why they chose the WOP-P masters and the perks of mentorship. Additionally, posts were made highlighting the various events and activities conducted by the mentors of the different universities. LinkedIn was selected as our main social media platform because it would give the mentors exposure to HR managers and recruiters. The following are a few examples of our social media posts

Andreia Graça

Get to know me!
Hometown: Tomar, Portugal
Age: 22
Bachelor University: University of Coimbra, Portugal

Why the WOP-P Master's?
We get to learn so many different and recent things from highly skilled Professors and students from other Countries! Not to mention the Scientist-Practitioner, which is an incredible model to help us become better and well-prepared professionals.

Mentorship Perks!
A mutual learning experience, where we explore the same issues and doubts that we all had. A place where friendship, proximity and support are the primary words!

Goals and Ambitions
I would love to continue studying and working in international environments! During this master I came across with an unknown passion for change management, employee well-being and organizational interventions. I'm super excited to know where this will take me!

UC Mentor
Erasmus Mundus WOP-P
Peer Mentorship Program

A black and white photograph of a young woman with long dark hair, smiling and holding a small, fluffy dog. She is standing on a city street with buildings and cars in the background.

SOCIAL MEDIA PRESENCE



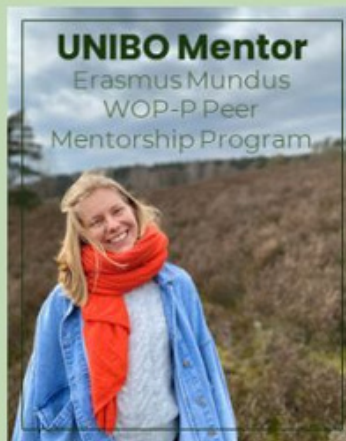
Hannah Brendel

Get to know me!

Hometown: Hamburg, Germany
Age: 25
Bachelor University: Universität Osnabrück, Germany

Why the WOP-P Master's?

I love the intercultural learning environment and the combination of theory and practice that this master's provides. My favorite parts of this master's have been getting to meet people from different parts of the world, the frequent guest lecturers and the opportunity to spend one semester at another university of the Consortium, in my case the University of Valencia.



Mentorship Perks!

I like the idea of helping out and offering support in situations in which I would have liked to have had a contact person when I was a first year student!

Goals and Ambitions

Most importantly I would like to find a job that challenges me with a working environment that motivates me and encourages lifelong learning. Areas that interest me the most are: change management, recruitment and selection, employee motivation and diversity and inclusion.



Julie Anne Gajudo



UV Mentor

Erasmus Mundus WOP-P Peer Mentorship Program

Get to know me!

Hometown: Cavite, Philippines
Age: 29
Bachelor University: De La Salle University-Dasmariñas

Why the WOP-P Master's?

Having started my career in HR, I was amazed by how the intricacies of human behavior and psychology play a role in the workplace. One single organizational program can have a ripple effect on a company's bottom-line. This is why I'm very passionate about WOP-P; we have the power to understand these dynamics (research) and apply this towards success (practice).



Mentorship Perks!

One of the best benefits of being a mentor can be summed in one word: growth. As a mentor, you not just help your mentee grow, you also grow along with them. You have a better grasp of yourself as an individual and a future leader. You also grow your network, as you get to know more people, who might also turn out to be lifelong friends :)

Goals and Ambitions

While the WOP-P influence grows recognition in the workplace, I feel like there are some (organizations or even countries) who doesn't fully understand our role and impact. I have no idea where I would be in the future, but, I aim to be an advocate for WOP-P no matter where and which career path I choose.

AWARDING CERTIFICATES

The WOP-P Peer mentorship program 2021-2022 ended during the first week of February before the start of Winter School. During the final week, the participating mentors from all four universities were awarded their certificates of participation which was signed by the master program coordinator for each university. The students were provided with digital certificate and a physical certificate upon request.



PROGRAM EVALUATION

To assess the efficacy of the program surveys were conducted. The goal of the assessment was to determine if the social support provided by the peer mentorship program reduces acculturative stress in 1st year students. To determine this the students were assessed at the beginning of the masters program and during the program. A third assessment was attempted after the first semester ended however very few students responded to the questionnaire. The following scales were used in the questionnaires:

- **Acculturative Stress Scale for International Students:** 36-item scale in Likert format, designed to assess the acculturative stress of international students, includes perceived discrimination, homesickness, fear, guilt, perceived hatred, and stress due to change (cultural shock), identified as major contributing factors.
- **Index of Sojourner Social Support Scale:** Assessed international students' perceived social support. Each of the 18 items of the ISSS is a statement that present helpful behaviors and were answered using a five-point, Likert-type scale. Higher scores on this scale suggest greater perceived availability of social support behaviors.
- **Positive and Negative Affectivity Scale:** Students report their feelings about their university experiences in terms of their happiness, positive feelings, and general enjoyment for positive affect and the intensity and frequency with which they experience being upset, depressed, lonely, alienated, and restless for negative affect.

For the questionnaire used at the beginning of the masters had the acculturative stress scale and the positive and negative affectivity scale, while the questionnaire used during the program had all three scales. This was to create a post-test and pre-test comparison between the levels of acculturative stress and affect at the start, T1, and during the master's program, T2, and if the mentorship program had any impact on the levels of both constructs.

PROGRAM EVALUATION

Our analyses indicate that there was no significant difference between the levels of acculturative stress and affect from T1 to T2. Additionally, there was no significant mediation or moderation effect of social support provided by the mentorship program between the level of acculturative stress and affect. However, despite the lack of statistical evidence, the qualitative interviews and testimonies from mentees indicated that they were happy for the support the mentorship program provided and that they enjoyed the experience. Most reported that they would also like to be mentors in the next iteration of the program.

Thus, we believe that the quantitative methods of evaluating the mentorship program should be reviewed and can be improved upon but that qualitative results indicate that is effective.

SUCCESSION PLANNING

To ensure the continuation of the mentorship program, our current coordinating committee engaged in succession planning. We outlined the roles and responsibilities of a mentor coordinator, advertised the role, and selected the candidates for each university. Managing the mentorship program required a large amount of time and effort from current committee and it was at time difficult to balance our roles along with our coursework in the master's program. As such we decided to divide the responsibilities associated with our roles among more students. Thus, the following roles and responsibilities were established:

Peer Mentor Coordinator:

Responsibilities:

- Establish, plan, and implement an annual Mentoring Program plan which meets the needs and interests of program goals.
- Confer and work with key personnel to identify mentors, assess mentee applications, and facilitate mentee selections and the appropriate pairing of mentors and mentees.
- Inform mentee candidates of the results of the selection process.
- Ensure best practice, standards and protocols are established and maintained throughout the program.
- Act as a referral point for any issues that may emerge in the relationship between mentee and mentor or other program issues and address any concerns.
- Assist in managing social accounts

Social Events / Media Coordinator:

Responsibilities:

- Understand requirements for each event
- Plan event with attention to financial and time constraints
- Negotiate with vendors to achieve the most favorable terms
- Manage all event operations (preparing venue, invitations etc.)
- Do final checks at the day of the event (e.g. tables, technology) to ensure everything meets standards
- Oversee event happenings and act quickly to resolve problems
- Evaluate event's success and submit reports
- Responsible for producing content and managing presence on social media platform

SUCCESSION PLANNING

Program Evaluator:

Responsibilities:

- Carry out evaluation or feedback processes before, during and after the program and report the results to the Committee.
- Establish annual program review protocol to ensure program continually meets expectations, ensures effective practices and standards, and delivers value.
- Identify, evaluate and propose solutions to program areas that need attention.
- Keep informed of current research and information relevant to the program to develop/maintain an ongoing working knowledge of mentoring practices, activities and techniques.
- Maintain records of the mentoring program and its participants on digital software (e.g. Trello)

The interim committee was required to participate in a training workshop that occurred in three 2-hour sessions for the first 3 Saturdays in May. During those sessions the participants were guided to create a team charter and explain to each other why they would want to be a part of the mentorship committee. They were introduced to all the administrative tools and resources that were developed for the mentorship program, taught how train mentors, and match the mentors to mentees and allowed to voice their opinions on how they believe the program could be improved. Additionally, they were introduced to the concept of wellbeing and how to improve the well being of the lives of students by our guest speaker,

Dr. Jorrit Alkema Lecturer at Erasmus University Rotterdam in Organizational Behavior and Leadership with a PhD on Motivation through Goal-Setting and coordinator of the Well-being program for 2nd year bachelor students.



SUCCESSION PLANNING

ALL US TO INTRODUCE THE COORDINATING COMMITTEE FOR COHORT 2021/2023:



Coordinator for Valencia
Kristin Wassmuth

"Knowing that there is a mentor I could reach out too at any time has boosted my confidence in the challenging first months of the WOP- Master. Now I am excited to give some of this support back to the new incoming students and to contribute to the maintenance and further elaboration of this promising students-initiated project! "



Coordinator for Coimbra
Daniel Alejandro Charris Farrera

"Be the change you wish to see in the world"



**Coordinator/Social Event
Coordinator for Barcelona**
Ezequiel Frydman

"Understanding all that is involved in starting to walk an unknown path in a different place with new people, this program served me as a guide in the different aspects. That is the reason why I felt I had to be part of it."

SUCCESSION PLANNING



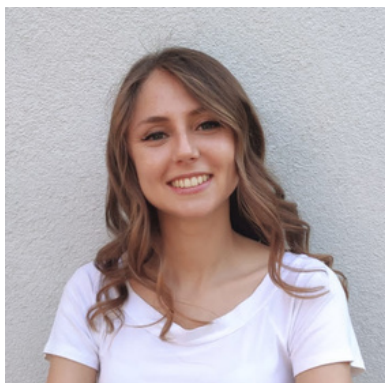
Coordinator for Bologna
Yumna Zafar Usmani

"Everyone needs guidance and having a program that is willing to go a step further to ensure the well-being of students is setting a good model for everyone to follow. I have been a mentee and now I want to contribute to the program with a better understanding of what a student, more specifically an international student, has to experience in the first few months of the program. As a coordinator, I am excited to get my team of mentors from the University of Bologna ready to actualize the objectives of the program and ensure every student has the needed support! To Well-being!!



Social Media Manager
Noa Mathilda Muenster

"Traveling countries and moving borders does not only require curiosity and courage, but also people who can help feeling at home away from home. To create such an environment, I am a strong proponent of the mentorship program and willing to share what I have learned so far."



Social Events Coordinator for Bologna
Alice Zenari

"New beginnings can be scary and knowing that you are not left alone is important. This program has been extremely supportive and helpful in the first months of my Master, therefore I consider essential keep investing in it!"

SUCCESSION PLANNING



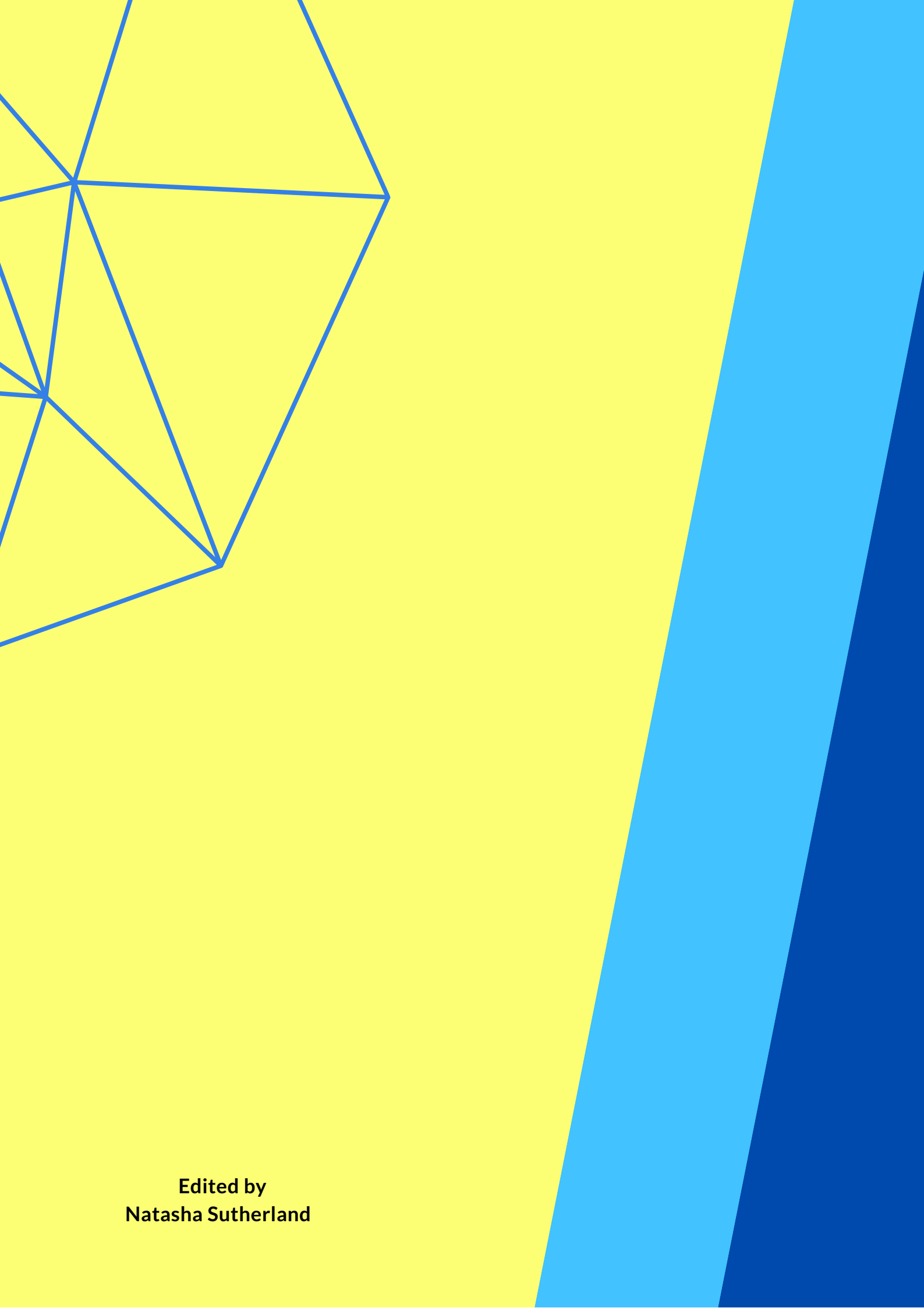
**Social Events Coordinator for
Coimbra**
Luiza Vilas Boas Motta

"Do things and make the changes you believe are worth fighting for and always carry kindness inside".



Program Evaluator
Martina Mastrogiovanni Tasca

"Thank you for your effort in creating and passing the baton of this amazing program. Apart from being really helpful at the beginning, I also found a friend in my mentor. This program created a wider network of support and friendship between students, that's why I think it is so important to continue this program in the upcoming years."



**Edited by
Natasha Sutherland**