



Tools
for managing a
blended mentoring relationship

Mentor kit



Education and Culture DG

Lifelong Learning Programme



ACKNOWLEDGEMENTS

We would like to thank:

A&L, BHR consulting, Fil spa, IFS, Imfe, Mentoring Usa Italia, Scierter Espana,

Tiroler Bildungsservice (Markus Fillafer, Robert Mader, Philipp Perkmann)

Volkshochschule Tirol (Christine Bitsche, Ronald Zecha)

Verein Multikulturell (Klaudia Binna)

Institut FBI – Institut für gesellschaftswissenschaftliche Forschung, Bildung und Information (Gabriela Schroffenegger)

Universität Innsbruck – Stabstelle Personalentwicklung (Ingrid Augenstein)

GE Energy Infrastructure Jenbacher (Petra Hammerle)

Ordine dei Consulenti del lavoro di Prato

Ordine dei Commercialisti di Prato

Ordine degli Architetti di Prato

CGL – CISL – UIL

Prof. M. G. Pinagli - Dipartimento di Progettazione dell'Architettura - Università degli Studi di Firenze

Confartigianato, CNA, UI di Prato

Angela Hopmann von Arbeit und Leben Bildungswerk GmbH Hamburg für die Unterstützung bei der Öffentlichkeitsarbeit

Renate Arndt für die Übersetzung des Länderberichts

Der Mentorin Mine Lavas für eine großartige Präsentation ihres Mentoringprozesses in London

Erk Yontar vom University Service International, Karsten Vietig von der Handelsschule H 14 Hamburg (Logistik), Murat Gözay von der Türkischen Gemeinde in Hamburg - TGH und unseren anderen Netzwerkpartnern

Tiroler Bildungsservice (Markus Fillafer, Robert Mader, Philipp Perkmann)

Volkshochschule Tirol (Christine Bitsche, Ronald Zecha)

DESIGN

Andrea Musco - www.engegno.it

PHOTOS

Photo Stockxpert.com, HAAP Media Ltd. (Standard license terms - Permitted use)

DISCLAIMER

This project has been funded with the financial support of the European Commission. This document reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Index

Presentation	4
Tools for managing a Blended Mentoring relationship	5
1 - Mentoring objectives and goals	6
2a - First need analysis file	9
2b - First need analysis file	13
2c - First need analysis file	17
3a - Recall your past experience – school training	21
3b - Recall your past experience – job	23
3c – Recall your past experience - personal resources	25
4 – Personal and professional development plan	34
A – Goal setting and Action planning – Learning strategies file	39
B – Mentor’s diary	44
C – Mentee’s diary	48

Empire project - Empowerment Through Mentoring

The reason for the project

Career guidance services have the potential to contribute significantly to the development of human capital. Nonetheless researches and policy reports (Career Guidance in Europe's Public Employment Services, commissioned in 2005 by European Commission Directorate-General for Employment, Social Affairs and Equal Opportunities) have expressed concern that occupational information alone and traditional matching of people and jobs are not enough. Advances in the use of technology (cyber-counselling) and the introduction of new methodologies like mentoring could enrich the career counselling profession's contributions to individual development and expand access to a broader range of customers.

The core objective to be achieved

The goal of the present project consists of initiating and testing “blended” mentoring (mix of on-site and online events) schemes in order to give to career counselling and development services the opportunity to adopt mentoring in their ordinary practice.

A concise description of the results products

EMPIRE will introduce new methodologies in career exploration and planning, and will promote technological developments especially through cyber-counselling for career planning.

Tools for managing a Blended Mentoring relationship

Introduction to use the kit

This section includes a toolkit to manage a blended-mentoring relationship. It is designed in operative and transversal forms. The operative forms are the core of the kit. They set the agenda for the blended-mentoring programme. You will use them only once. The transversal forms should be used periodically. They help mentors to rationalize their on-going work and evaluate the quality and effectiveness of the mentor-mentee relationship. For further operating instructions visit the down-load area of the project website www.empire-leonardo.org.

Tools for managing a Blended Mentoring relationship

1 - Mentoring objectives and goals

The Mentorship agreement and the mentioned file are ideally all in one.

Johnson and Ridley (2004) affirm that is good to start from the very first moment to 'know' one own Mentee, how he show himself, which are his expectations towards mentoring, towards his professional figure, towards his role and which his real motivation to invest in a one to one relationship.

This is the time of the mentoring relationship in which to make the reciprocal presentations, preferably the first face to face conversation, but it can be done also trough the e-Mentoring platform and/or in more and different moments.

At this moment it's important not just to break the ice, making the Mentee comfortable, but also been serious about the course we are going to do.

The first strategy to adopt could be the one of giving some information on the professional and personal experience and let the Mentee talk about his one.

We suggest that the conversation/presentation of the Mentor will be opened to questions and curiosities , not a boring and formal presentation of the professional experience that can keep the barrier high and hard to break. It could be good to encourage questions and curiosities of the Mentee about the Mentor's life.

We also suggest to follow the Mentor check list and eventually send an e mail in advance or put a paper that can be useful to have a guide in the presentation for both parts and to

ask to the Mentee to make a presentation about himself following the same outline.

How was said before the first meeting must be interesting and motivating towards the project goals and the personal and organizational goals (in the case there is a project inside a firm or an organization explaining the reciprocal willing of responsibility and of commitment of the time of the other part 'out of the working hours')

Some Mentoring programs during the preparation step and the first meeting of the entire project use engaging metaphors that gives a participate sense to the whole path.

Finally it must be the occasion to 'edge' the relationship's borders, distinguishing the behaviour 'ok' from the 'not ok' ones.

Clarifying the technological tools that will help the Mentor and the Mentee during the whole course and the organization of the meetings and the global length of the relationship.

This file is suggested for all the targets (cf tables: 'Files table – general goals', files table Empire target list' previously related).

From now on it starts the real path, made for different target and with different goals, of a first reconnaissance of the Mentee's needs, necessary on one side to know him better and on the other to set the next course.

file 1

MENTORING OBJECTIVES AND GOALS

[name surname mentee] _____

[name surname mentor] _____

Date/meeting / e-mail: _____

Interview / e-mail: _____

Presentation of objectives and goals

Checklist to be discussed explained or questioned from both sides:

Mentor:

- *Current job position*
- *My working key experiences*
- *Something that gave me a great satisfaction*
- *Something I really regret*
- *my main fields of interest out of work*
- *my favourite film*
- *what do people state about me..*
- *..etc*
- *what do I expect from this mentoring program*
- *what do I expect from myself*
- *what do I expect from you*
- *do you want to question me something...*
- *why does my company wants to run this mentoring...¹*
- *further questions/ open response*

Mentee:

- *Current job position*
- *My working key experiences*
- *Something that gave me a great satisfaction*
- *Something I really regret*
- *my main fields of interest out of work*
- *my favourite film*
- *what do people state about me..*
- *..etc*
- *what do I expect from this mentoring program*
- *what do I expect from myself*
- *what do I expect from you*
- *do you want to question me something...*
- *why does my company wants to run this mentoring²*
- *further questions/ open response*

Other (in-depth questions, further questions) (notes for the next meetings or to be annotated in the mentor or mentee diary):

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

Note:

1. This question is pertinent for mentoring programs for newly hired staff or when mentoring is employed to facilitate an internal business reorganisation process.

2. See note 1.

Tools for managing a Blended Mentoring relationship

2a - First need analysis file

Here on are related the skills that the Mentor is called to use to manage the following file. This file must be given to the Mentee before the meeting, chat, videoconference scheduled for that purpose. Is recommended that the Mentee write in digital and paper format, but it could be also a paper file directly given as a check list to start a first needs analysis – expectations- narrative capabilities – self diagnosis and expression capability – precision on his status – willingness to rise to the occasion – sincerity – motivation Etc. All this through a range of free questions, from which the Mentor must start to go deep in the interest field, the pre-socializing/socializing to work and an eventual vocation to a particular professional figure, with a regard to the previous experiences. This file starts to go deeper particularly in the vocational experiences and the job expectations in a soft and gradual way, of a young person who probably did not know high professional experiences, or of a person who is still seeking for 'his' job. When the Mentee start to talk about himself, it's like he is starting to create his own vocational, working, professional, personal identity, on which the Mentor can go deep, comment upon, ask and if he wants he can tell his experiences that must be appropriate and congruent to what the Mentee is telling. The last but not the least consideration is that it's possible to understand which are the real learning styles, self – learning, and the resources (material, of time, cognitive and emotional) to manage it. For which target and which goals this files is recommended please watch the tables: (Cf tables: 'Files table – general goals', files table Empire target list' previously related).

file 2a

FIRST NEED ANALYSIS

[name surname mentee] _____

[name surname mentor] _____

Date/meeting / e-mail: _____

Interview / e-mail: _____

Initial need analysis

Knowledge – Socialization to the labour market

Checklist to be discussed, explained, questioned or written down by the mentee for an initial need analysis/ representation of the present and of the future.

- *what gratified me most during my vocational training*

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

- *the most traumatic event at school or during my vocational training*

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

- *what worries me most about the future*

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

- *what are the positive aspects of my future*

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

- *my professional ambitions*

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

- *the professional fields I would like to work in*

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

- *what do I know about these sectors, what perception do I have about it*

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

- *why*

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

- *I feel disorientated, because...*

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

- *I reckon that my competence, personal profile and abilities, motivation, values and ideas can be summarized as follows*

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

- *What I lack is*

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

- *Which part of my professional experience can be spend in the future*

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

- *How do I study best (on my own, in company, watching, with a teacher/coach, etc..)*

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

- *I guess what I need is...*

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

- *Some issue I would like to talk about with my mentor*

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

- *Other (in-depth questions, etc...; annotations for my diary)*

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

Tools for managing a Blended Mentoring relationship

2b - First need analysis file

For this file we can make the some considerations that we made for the previous one, it's however important to keep in mind that it was made for a different target and expressly for those one who are joining an organizational context, a trainee, an apprentice, a newly-hired, or a future executive Etc. For which target and which goals this files is recommended please watch the tables: (Cf tables: 'Files table – general goals', files table Empire target list' previously related) .

Here we treat of knowledge/socializing to the role/organization with all that come out in terms of expectations, problems, needs and resources.

file 2b

FIRST NEED ANALYSIS

[name surname mentee] _____

[name surname mentor] _____

Date/meeting / e-mail: _____

Interview / e-mail: _____

Initial need analysis

Knowledge/ Re - Socialization to the role - organisation

Checklist to be discussed, explained, questioned or written down by the mentee for an initial need analysis/ representation of the present and of the future.

- *current job profile*

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

- *the episode that gratified me most in my job (not necessarily linked to work tasks only)*

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

- *an episode that happened at work I really regret (not necessarily linked to work tasks only)*

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

- *what gratified me most during my vocational training or at school*

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

- *an episode coming from my school time or training period I really regret*

- *what worries me about the future*

- *what are the positive aspects of my future*

- *my professional ambitions*

- *the department/ role I would like to work in*

- *what do I know about the department and the job profile*

- *why*

- *I feel disorientated - because...*

- *I reckon that my competence, personal profile and abilities, motivation, values and ideas can be summarized as follows*

- ***What I lack is ...***

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

- ***How do I study best (on my own, in company, watching, with a teacher/coach, etc..)***

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

- ***I guess what I need is...***

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

- ***Some issue I would like to talk about with my mentor***

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

- ***Other (in-depth questions, etc...; annotations for my diary):***

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

Tools for managing a Blended Mentoring relationship

2c - First need analysis file

For this file it's possible to make the some considerations we made for the last two ones, keeping in mind that also this file was made for a different target and so for the Over 45 – 50 who want to reintegrate themselves in the labour market and in an organizational context trough a vocational training course or trough other public or private courses. For which target and which goals this files is recommended please watch the tables: (Cf tables: 'Files table – general goals', files table Empire target list' previously related). Here we treat of knowledge/re-socializing to the job/labour market, with all that come out in terms of expectations, problems, needs and resources.

file 2c

FIRST NEED ANALYSIS

[name surname mentee] _____

[name surname mentor] _____

Date/meeting / e-mail: _____

Interview / e-mail: _____

Initial need analysis

Knowledge – Socialization to the labour market

Checklist to be discussed, explained, questioned or written down by the mentee for an initial need analysis/ representation of the present and of the future.

- ***an episode that gratified me most during my vocational training or at school***

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

- ***the most traumatic event at school or during my vocational training or at school***

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

- ***what worries me most about the future***

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

- ***what are the positive aspects of my future***

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



- *my professional ambitions*

.....

.....

.....

- *the professional field I would like to work in*

.....

.....

.....

- *what do I know about this sectors - what perception do I have about it*

.....

.....

.....

- *why*

.....

.....

.....

- *I feel disorientated - because...*

.....

.....

.....

- *I reckon that my competence, personal profile and abilities, motivation, values and ideas can be summarized as follows*

.....

.....

.....

- *What I lack is ...*

.....

.....

.....

- *Which part of my professional experience can be spend in the future*

.....

.....

.....

- *How do I study best (on my own, in company, watching, with a teacher/coach, etc..)*

.....

.....

.....

- *I guess what I need is...*

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

- *Some issue I would like to talk about with my mentor*

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

- *Other (in-depth questions, etc...; annotations for my diary)*

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

Tools for managing a Blended Mentoring relationship

3a - Recall your past experience – school training

This series of three files are typical of the approach and of the tools of the skill balance. In this specific case, always for the assumption that is good to know well our Mentee, besides let him reflect on his own experience, the some files has been suggested in this kit as the main part of any supporting relationship one to one or one to many.

It's very important to let someone evaluate his own vocational and working experiences and consequently the developed skills and personal resources with the aim of making the process of acquisition of self consciousness easier, fundamental to look at the future and elaborate, trough the experience of the sector and/or role of the Mentor, a personal and professional developing plan.

As is possible to see this file is focused on the analysis of the vocational – educational experiences, together with the analysis of the acquired knowledge and skills, that must be insert not just into the final format of the developing professional project. Maybe this last work made together with the Mentor will subsequently let the Mentee change his mind about the level of intensity or possession of one or the other resource and at that point it will be changed on going, but it's all part of the process.

As is possible to see from the Files table – general goals', 'files table Empire target list' previously related, this file is recommended for almost all the identified type profile, obviously it depends on the time and resources that both parts can have at their disposal.

This file as the other following two ones can be anticipate by email, fill out by the Mentee, commented, deeply studied and analysed by the Mentor that if he wants, as in the previous tools, can tell appropriate experiences to give examples and alternative solutions, or just to go deep in the reciprocal acquaintance.

file 3a

RECALL YOUR PAST EXPERIENCE SCHOOL - TRAINING

[name surname mentee] _____

[name surname mentor] _____

Date/meeting / e-mail: _____

Interview / e-mail: _____

Trace back the experience – training steps of your mentee

[to be filled in by the mentee. The revision, comment and analysis is assigned to the mentor]

Year	School education	Knowledge	Technical or transversal skills	Personal evaluation
		[This part can be copied into the personal professional development plan]	[This part can be copied into the personal professional development plan]	

Year	School education	Knowledge	Technical or transversal skills	Personal evaluation
		[This part can be copied into the personal professional development plan]	[This part can be copied into the personal professional development plan]	

Add each format for each professional experience

Other (in-depth questions or other issues I would like to talk about with the mentor or to be annotated in the diary):

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

Tools for managing a Blended Mentoring relationship

3b - Recall your past experience – job

The remarks made for the previous file can be made also for this one but unlike the other this one it's not suggested for all the targets and the type profiles (Cf tables: 'Files table – general goals', files table Empire target list' previously related).

It's good to remind that here the aim is to analyse the working experiences and the concerning skills, and so it's useless or it could be recommended not to commit so much time giving emphasis to it whenever we are treating with people who does not have any (or just a little) working experiences. It's good to remind that also in this file you are expected to go deep in the skills and resources that will be recorded in the professional development format.

file 3b

RECALL YOUR PAST EXPERIENCE JOB

[name surname mentee] _____

[name surname mentor] _____

Date/meeting / e-mail: _____

Interview / e-mail: _____

Trace back the experience – training steps of your mentee

[to be filled in by the mentee. The revision, comment and analysis is assigned to the mentor]

Period	19_/20_	19_/20_	19_/20_	19_/20_
Company seize Company sector Company structure				
Level / Qualification				
My work profile (operative and transversal tasks)	[This part can by copied into the personal professional development plan]			

Add a schedule for each work experience

Other (in-depth questions o other issues I would like to talk about with the mentor or to be annotated in the diary):

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

Tools for managing a Blended Mentoring relationship

3c – Recall your past experience - personal resources

This file can be commented as the previous one, particularly in the way it can be administered, except the fact that is recommended to use it to one's choices, according to the person that is in front of the Mentor (Cf tables: 'Files table – general goals', files table Empire target list' previously related).

It's good to remind that the file start with a personal resources self evaluation, with a reference to the personal traits as the characteristics, the personal style in the interpersonal relationships, the working style, the values. It can be seen too much personal but if the Mentor use it in the right way it can be very useful in terms of reaching a deep level of acquaintance and of self conscience of the Mentee. Also in this files the analysed elements must be recorded in the professional development format.

The Mentor let the Mentee self evacuate himself keep track of any item and explaining the meaning of the self evaluation and of the score. The self evaluated areas are the personal characteristics – resources. This is all that "quid " towards work related to the basic mental, physical and sensorial attitudes, the motivational asset, the system of values, representation of work and attitudes, factors all connected to the personal, professional and social identity of a person, etc.

At this point the Mentor will see the self evaluation score and will have a merely cognitive conversation with the Mentee: in this way the Mentee has the opportunity to show himself in his social and personal characteristics, and something that is not very common to find in an organizational context.

The Mentor may express some opinions – impressions that could be different form the Mentees ones, but just as a comparison and reciprocal acquaintance and to analyse other elements that can be really useful for the relationship and to better plan the professional develop.

file 3c

RECALL YOUR PAST EXPERIENCE PERSONAL SOURCES

[name surname mentee] _____

[name surname mentor] _____

Date/meeting / e-mail: _____

Interview / e-mail: _____

Trace back the personal sources

[to be filled in by the mentee. The revision, comment and analysis is assigned to the mentor]

Your personality traits

The mentees assign a grade to all aspects listed and concentrate on those with the highest score.

I AM A PERSON WHO IS:

	0	1	2	3	4	5	6	7	8	9	10
<i>Bossy</i>
<i>Able to take a risk</i>
<i>Ambitious</i>
<i>Determined</i>

<i>Creative</i>	...	...	...	...	...	...	...	...	...	...	...
<i>Persistent</i>	...	...	...	...	...	...	...	...	...	...	...
<i>Charismatic</i>	...	...	...	...	...	...	...	...	...	...	...
<i>Able to learn</i>	...	...	...	...	...	...	...	...	...	...	...
<i>Good self esteem</i>	...	...	...	...	...	...	...	...	...	...	...
<i>Reliable</i>	...	...	...	...	...	...	...	...	...	...	...
<i>Reserved</i>	...	...	...	...	...	...	...	...	...	...	...
<i>Precise</i>	...	...	...	...	...	...	...	...	...	...	...
<i>Able to take charge</i>	...	...	...	...	...	...	...	...	...	...	...
<i>Able to take the initiative</i>	...	...	...	...	...	...	...	...	...	...	...
<i>Flexible, open for changes</i>	...	...	...	...	...	...	...	...	...	...	...
<i>Able to listen</i>	...	...	...	...	...	...	...	...	...	...	...
<i>Independent, autonomous</i>	...	...	...	...	...	...	...	...	...	...	...
<i>Curious</i>	...	...	...	...	...	...	...	...	...	...	...
<i>Imaginative</i>	...	...	...	...	...	...	...	...	...	...	...
<i>Optimistic</i>	...	...	...	...	...	...	...	...	...	...	...
<i>Intuitive</i>	...	...	...	...	...	...	...	...	...	...	...
<i>Team player</i>	...	...	...	...	...	...	...	...	...	...	...
<i>Open for different opinions</i>	...	...	...	...	...	...	...	...	...	...	...
<i>Spontaneous</i>	...	...	...	...	...	...	...	...	...	...	...
<i>Tolerant</i>	...	...	...	...	...	...	...	...	...	...	...
<i>Other: (please specify)</i>	...	...	...	...	...	...	...	...	...	...	...

Your personality traits

Choose the one with the highest score in which you recognize yourself most

1

.....

2

.....

3

.....

4

.....

[This part can be copied into the personal professional development plan]

Your personality traits: my relational behaviour

The mentees assign a grade to all aspects listed and concentrate on those with the highest score.

AT THE WORK PLACE I AM A PERSON WHO:

	0	1	2	3	4	5	6	7	8	9	10
<i>Likes to stay in company</i>
<i>Needs to communicate with others</i>
<i>Is a team player</i>
<i>Easily co-operates</i>
<i>Likes to co-operate</i>
<i>Easily gets in contact with other people</i>
<i>Likes to talk to other people</i>
<i>Likes to take decisions</i>
<i>Likes to animate a discussion</i>



<i>Easily trusts somebody</i>	...	...	...	...	...	...	...	...	...	...	...	...
<i>Knows how to ask and to obtain</i>	...	...	...	...	...	...	...	...	...	...	...	...
<i>Delegates my work to others</i>	...	...	...	...	...	...	...	...	...	...	...	...
<i>Delegates the work I am not able to accomplish by my own to colleagues I trust</i>	...	...	...	...	...	...	...	...	...	...	...	...
<i>Supportive with my friends</i>	...	...	...	...	...	...	...	...	...	...	...	...
<i>Knows how to listen</i>	...	...	...	...	...	...	...	...	...	...	...	...
<i>Helps the others</i>	...	...	...	...	...	...	...	...	...	...	...	...
<i>Looks for harmony</i>	...	...	...	...	...	...	...	...	...	...	...	...
<i>Often acts as an intermediary</i>	...	...	...	...	...	...	...	...	...	...	...	...
<i>Asserts my opinion</i>	...	...	...	...	...	...	...	...	...	...	...	...
<i>Other: (please specify)</i>	...	...	...	...	...	...	...	...	...	...	...	...

Your personality traits

Choose the one with the highest score in which you recognize yourself most

1

.....

2

.....

3

.....

4

.....

[This part can be copied into the personal professional development plan]



Your personality traits: my work style

The mentees assign a grade to all aspects listed and concentrate on those with the highest score.

AT THE WORK PLACE I AM A PERSON WHO

	0	1	2	3	4	5	6	7	8	9	10
<i>Likes to take the initiative</i>
<i>Is able to manage multi-tasking</i>
<i>Is Able to take charge</i>
<i>Is Able to calculate and take a risk</i>
<i>Is Able to accomplish my task</i>
<i>Plans every task</i>
<i>Achieves good results in the shortest time</i>
<i>Needs time to achieve good results</i>
<i>Always finds a way to shorten work processes</i>
<i>Always finds new methods to accomplish my task</i>
<i>Respects deadlines</i>
<i>Loves challenges and takes opportunities</i>
<i>Performs better when following a well defined procedure</i>
<i>Loves to work out-door</i>
<i>Loves to travel</i>
<i>Knows how to deal with emergencies</i>
<i>Loves to work in a team</i>
<i>Hardly tolerates repetitive jobs</i>

<i>Knows how to face changes and unforeseen events</i>	...	...	...	...	...	...	...	...	...	...	...	...
<i>Loves new situations</i>	...	...	...	...	...	...	...	...	...	...	...	...
<i>Other: (please specify)</i>	...	...	...	...	...	...	...	...	...	...	...	...

Your personality traits

Choose the one with the highest score in which you recognize yourself most

- 1**
.....
.....
- 2**
.....
.....
- 3**
.....
.....
- 4**

[This part can be copied into the personal professional development plan]

Your personality traits: the values

The mentees assign a grade to all aspects listed and concentrate on those with the highest score

PERSONAL RESOURCE	
MY VALUES: what I believe in	
Values	In order of importance
<i>FAMILY</i>	
<i>FRIENDSHIP</i>	
<i>ECONOMIC SECURITY</i>	



<i>WELLNESS</i>	
<i>SUCCESS</i>	
<i>PEACE</i>	
<i>ENVIRONMENT</i>	
<i>INDEPENDENCE, AUTONOMY</i>	
<i>WELFARE</i>	
<i>HEALTH</i>	
<i>WORK</i>	
<i>PROFESSIONAL COMPETENCE</i>	
<i>RELIGION</i>	
<i>ARTS -AESTHETICS</i>	
<i>SENSE OF BELONGING TO SOMETHING</i>	
<i>CULTURE</i>	
<i>POWER</i>	
<i>KNOWLEDGE</i>	

Your personality traits

Choose the one with the highest score in which you recognize yourself most

1

.....

2

.....

3

.....

4

.....

[This part can be copied into the personal professional development plan]



Other (in-depth questions o other issues I would like to talk about with the mentor or to be annotated in the diary):

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



Tools for managing a Blended Mentoring relationship

4 – Personal and professional development plan

As it's reported in the tables (Cf tables: 'Files table – general goals', files table Empire target list' previously related) this file is fundamental and it's recommended for all the targets.

This is the unique and real output of the Mentoring relationship, and if the 'Reflectional files' were used in the right way during all the course, it will be easier to fill it out

As usual the filling is up to the Mentee, the Mentor will review, comment, go deeper, and perhaps change and point out some other elaborations that the Mentee can do or from which he can receive information.

At this stage of the Mentorship's course the Mentee must try to think about his future and/or of active research of a job in terms of an action plan to realize at medium-run.

The Mentor is called to verify the feasibility of the course indicated and defined by the Mentee, especially in the definition of the goals to reach and the relative modalities, trough his knowledge of the sector and/or firm and/or organization.

Moreover it's important to verify if the Mentee is aware of the resources he possess, the ones to develop, and finally the strategies to use to 'overtake' the possible difficulties (personal and environmental).

Finally it's fundamental to verify (with or without the Mentor) the action plan, the time to realize it and the relative results (if positive or negative and the relative explanations)

That's the time when the Mentoring relationship starts to loose his power and intensity:

1. It's stopped for good (it depends on the program), making the Mentee responsible of what he wrote down in the developing project;
2. An agreement is found about the necessary/useful /possible time to make a feed back and periodical audit with the agreement of both parts.

This is a key moment for a real mentoring relationship because if till now there was an intense, 'structured' and 'organized' relationship, form now on the relationship is more dilated but still important for the Mentee course, who can ask for another help or to give a feed – back and a follow up of what was agreed together with the Mentor.

From now on will be put in use the strategies and the actions that has been arranged and considered achievable and possible.

That's the reason why there is still a reciprocal responsibility and probably in the on going process there will be the need of having a feed back on the difficulties, on the achievements, and so on the entire personal and professional developing plan.

It will always still depends on what is decided in the single pilot program.

A conceivable dispute/suggestion that in this moment can be done is that a formal Mentoring relationship becomes informal.

Here on the description of the 'Reflectional files'.

file 4

PERSONAL AND PROFESSIONAL DEVELOPMENT PLAN

[name, surname mentee] _____

PROFESSIONAL DEVELOPMENT PLAN OF THE MENTEE

Date/meeting / e-mail: _____

Interview / e-mail: _____

[to be filled in by the mentee. The revision, comment and analysis is assigned to the mentor who will put the mentee in contact with others who are able to provide the mentee with helpful information about a specific professional career]

Name, surname: _____

Date: _____

At this stage of your mentorship program try to figure out your future professional plans or job hunting strategies in the short and long term.

Professional goals

- 1. What to do I want to do?**
- 2. Where?**
- 3. On what conditions?**

1.

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

2.

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

3.

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

What is needed

Please bear in mind that the personal development plan must consider all the Files filled in during the mentoring relationship

- 1. What are the elements I already have at my disposal (in terms of knowledge, skills, values and personal abilities). Relate to those aspects stressed in the previous files**
- 2. Where do I have to improve (in terms of Knowledge to Gain/Skills to Build/Attitudes to Develop). Relate to those aspects stressed in the previous files**
- 3. Where do I have to completely develop (in terms of Knowledge to Gain/Skills to Build/Attitudes to Develop). Relate to those aspects stressed in the previous files**
4. How can I overcome possible difficulties

1.

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

2.

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

3.

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

4.

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

Work steps

- 1. What kind of training path and/or shadowing techniques and/or work organisation is needed to achieve my goals inside and outside the company/organisation or to better compete on the labour market.**
- 2. What strategies are suitable to overcome my specific problems inside and outside the company/organisation or on the labour market.**
- 3. What activities and timing is needed to achieve my goals inside and outside the company/organisation or on the labour market.**
- 4. How to structure the development steps inside and outside the company/organisation or on the labour market.**

1.

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

2.

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

3.

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

4.

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

Action plan

Medium – long term goals

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

ACTIVITIES <i>(make a list)</i>	COMPLETION DATE <i>(fix a completion date by which you will reach the objective for all activities)</i>	EVALUTATION <i>(to be carried out together with the mentor at fixed dates)</i>
		<p><i>POSITIVE RESULT (WHY, WHERE DID I PERFORM WELL):</i></p> <p>_____</p> <p>_____</p> <p><i>NEGATIVE RESULT (WHY, WHERE DID I NOT PERFORM WELL):</i></p> <p>_____</p> <p>_____</p>
		<p><i>POSITIVE RESULT (WHY, WHERE DID I PERFORM WELL):</i></p> <p>_____</p> <p>_____</p> <p><i>NEGATIVE RESULT (WHY, WHERE DID I NOT PERFORM WELL):</i></p> <p>_____</p> <p>_____</p>
		<p><i>POSITIVE RESULT (WHY, WHERE DID I PERFORM WELL):</i></p> <p>_____</p> <p>_____</p> <p><i>NEGATIVE RESULT (WHY, WHERE DID I NOT PERFORM WELL):</i></p> <p>_____</p> <p>_____</p>

Commitments between Mentor and mentee:

.....

.....

.....

.....



Tools for managing a Blended Mentoring relationship

A – Goal setting and Action planning – Learning strategies file

This is a Mentee personal file and together with the diary it's up to him/her to fill it out after every meeting, conversation, session, email, with the aim of rationalize the self learning and focus on the questions that arise during the path and finally to define an action/learning strategy.

Is divided in three sessions:

1. Goal setting
2. Self learning file
3. Action Planning

1. The first session is divided in the following questions (mental process):

- What did arise? (personal necessity, problem, knowledge of the learning skill, I've realized that ...)
- Which target from what has emerged
- How did I realize that ?
- Trough which tools / materials / steps?
- more

2. The second session is divided in the following points that must be developed by the Mentee :

- Personal improvement area in a short term;
- Acquisition of learning tools;
- Learning facilitation factors (personal, organizational, environmental);
- Learning ties (personal, organizational, environmental);
- more.

3. The third session turn in action and planning what emerged in a short term form the previous sheets, focusing on the dimension of self - regulating.

For a coordinator of a Mentoring project it should be very important to have this sheet as soon as the Mentee fill it out in order to keep under control some difficulties that can emerge, and maybe in anonymous way to the person in charge for the monitoring and the evaluation, fundamental for the research of what happen in the relation and of the impact that has on the Mentee on going.

It's recommended for all the targets.

file A

GOAL SETTING – ACTION PLANNING LEARNING STRATEGIES FILE

[nome mentee] _____

MENTEE PROFESSIONAL PROJECT

Date/meeting / e-mail: _____

Interview / e-mail: _____

[this File has to be used and up-dated by the mentee in combination with the mentee diary after all meetings, chats, emails with the mentor in order to reflect on topics which emerge during the exchange and to better define the learning path]

GOAL SETTING

<i>What topics emerged from the exchange? (personal needs, problems, knowledge, something you learned, something you discovered, etc...)</i>	<i>What goal to you want to set now? (it is also possible that any goal is coming out from what before)</i>	<i>How did you find out?</i>	<i>Through which tools, materials or information exchange?</i>	<i>Further aspects</i>
Repeat the line for every question				

SELF-LEARNING REFLECTION SHEET

Areas of development	Learning tools	Facilitating elements	Constrains	Notes
<p>What do I have to develop:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Repeat the line for every question</p>	<p>How:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Organisational factors:</p> <p>_____</p> <p>Environmental factors:</p> <p>_____</p> <p>Personal factors:</p> <p>_____</p>	<p>Organisational factors:</p> <p>_____</p> <p>Environmental factors:</p> <p>_____</p> <p>Personal factors:</p> <p>_____</p>	<p>_____</p> <p>-</p> <p>_____</p> <p>-</p> <p>_____</p> <p>-</p>
<p>What do I have to acquire:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Repeat the line for every question</p>	<p>How:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Organisational factors:</p> <p>_____</p> <p>Environmental factors:</p> <p>_____</p> <p>Personal factors:</p> <p>_____</p>	<p>Organisational factors:</p> <p>_____</p> <p>Environmental factors:</p> <p>_____</p> <p>Personal factors:</p> <p>_____</p>	<p>_____</p> <p>-</p> <p>_____</p> <p>-</p> <p>_____</p> <p>-</p>
<p>Other:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>How:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Organisational factors:</p> <p>_____</p> <p>Environmental factors:</p> <p>_____</p>	<p>Organisational factors:</p> <p>_____</p> <p>Environmental factors:</p> <p>_____</p>	<p>_____</p> <p>-</p> <p>_____</p> <p>-</p> <p>_____</p> <p>-</p>



		Personal factors: _____	Personal factors: _____	
--	--	----------------------------	----------------------------	--

ACTION PLANNING

Short-term objectives

[The written reflection collected in the previous templates are helpful to better define strategies to achieve short-term objectives during the mentorship relation, e.g. for the next meeting with the mentor e.g. chat or email]

.....

ACTIVITIES <i>(make a list)</i>	TIME SCHEDULE <i>(indicate deadlines)</i>	EVALUTATION <i>(to be completed periodically at fixed dates by both: mentors and mentees)</i>
		POSITIVE RESULT (WHY, WHERE DID I SUCCEED): _____ _____ NEGATIVE RESULT (WHY, WHERE DID I FAIL): _____ _____
		POSITIVE RESULT (WHY, WHERE DID I SUCCEED): _____ _____ NEGATIVE RESULT (WHY, WHERE DID I FAIL): _____ _____



		<p>POSITIVE RESULT (WHY, WHERE DID I SUCCEED):</p> <hr/> <hr/> <p>NEGATIVE RESULT (WHY, WHERE DID I FAIL):</p> <hr/> <hr/>
--	--	--

Other (other topics you want to discuss with your mentor in the next meeting):

.....

.....

.....

.....



Tools for managing a Blended Mentoring relationship

B – Mentor's diary

The Mentor's diary is divided in two parts: the first is reserved to the personal Mentor (optional): the other is useful to keep a continuous qualitative and quantitative monitoring. In this way the diary is useful to rationalize/ note down/ remember not just the contents emerged during the session, but also the weaknesses and strengths of the communication/relation. It's recommended to fill it out after each significant conversation/ mail/chat, or at the end of any kit working sheet. The filling is up to the Mentor in order to give him the opportunity to remember and focalize the questions arisen during the path, and finally to better define an on going action/learning strategy. Particularly in the first part there are some hints for any possible analysis category that can arise from a mentoring relation.

In the diary is possible to note down for each significant conversation/mail/chat:

First part

- utilized tools: list the sheets, the questions, or the proposed and faced contents areas;
- what did emerge: summarize the data and the information referred to a person in the light of the faced contents;
- personal comments: note down the impressions and the feelings felt in the interpersonal relationship;
- reminder: underline the information and the faced contents area that seems to be significant from the person and/or Mentor's point of view;
- other comments.

Second part

- relationship satisfaction;
- any problems emerged during the relationship;
- relationship contents;
- on going proposals;
- more.

For a coordinator of a Mentoring project it should be very important to have this sheet as soon as the Mentee fill it out in order to keep under control some difficulties that can emerge, and maybe in anonymous way to the person in charge for the monitoring and the evaluation, fundamental for the research of what happen in the relation and of the impact that has on the Mentee on going. The collected data and the information can be object of further comparison and elaboration. It's good to remark that some dimensions can be useful to the mentor in order to identify, focus, and deepen some concepts maybe uncommon but interesting to the acquaintance of the Mentee and of what he tells. These dimensions are borrowed from the skill balance approach, but they are common terms in the labour and training psychology. They are related as diary's annotations but it's useful to relate them here on as an exemplification and explanation of the sheet.

file B

MENTOR DIARY

[name, surname mentor] _____

INSTRUCTIONS

The diary is structured into two parts: one for the mentor's notes (not mandatory) and one for a constant monitoring in terms of quality and quantity. The diary helps to keep track of dates, times and locations of meetings, as well as of the basic issues, problems discussed. The diary can then be referred to in supervision sessions, and will help mentors to chart the mentee's progress over the course of the mentoring program. It is advisable to enter updated information following each meeting (interview, chat, email or in conclusion of one the Files of the kit). The compilation is task of the mentor.

Part one

Date/meeting / e-mail: _____

Interview / e-mail: _____

Tools (templates, interviews...):

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

Topics emerged (information concerning the mentee):

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

Aspects observed (impressions, sensations, feelings during the meeting):

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



Notes:

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

Reminder:

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

Relevant issues:

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

Personal details:

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

Part two

Quality Monitoring (to be returned to the project co-ordinator/ person in charge with monitoring)

Date/meeting / e-mail: _____

Interview / e-mail: _____

Difficulties encountered (indicate which one):

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

Strong points of the relationship [indicate which one]

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



Other (logistics, ICT platform, co-ordination) (notes for the next meeting)

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



Tools for managing a Blended Mentoring relationship

C – Mentee's diary

The Mentee's diary is divided in two parts: the first is reserved to the personal Mentee (optional): the other is useful to keep a continuous qualitative and quantitative monitoring.

In this way the diary is useful to rationalize/ note down/ remember not just the contents emerged during the session, but also the weaknesses and strengths of the communication/relation. It's recommended to fill it out after each significant conversation/ mail/chat, or at the end of any kit working sheet.

In the diary is possible to note down for each significant conversation/mail/chat:

first part

The mentee will have the opportunity to write down any idea, feeling, evaluation that he/she consider important in order to not lose it during the mentoring experience. The ideas, the feelings and the information noted down by the Mentee could be discuss by the consultant only and exclusively if the Mentee consider it necessary

He can freely note down what has been interesting, pleasant or useful.

- more comments.

second part

- satisfaction for the relationship;
- possible problems arisen during the relationship;
- relationship contents;
- on going suggestions;
- more.

For a coordinator of a Mentoring project it should be very important to have this sheet as soon as the Mentee fill it out in order to keep under control some difficulties that can emerge, and maybe in anonymous way to the person in charge for the monitoring and the evaluation, fundamental for the research of what happen in the relation and of the impact that has on the Mentee on going.

The collected data and the information can be object of further comparison and elaboration.

file C

MENTEE'S DIARY

[name, surname mentee] _____

INSTRUCTIONS

The diary is structured into two parts: one for the mentee's notes (not mandatory) and one for a constant monitoring in terms of quality and quantity. The diary helps to keep track of dates, times and locations of meetings, as well as of the basic issues, problems discussed. It is advisable to enter updated information following each meeting (interview, chat, email or in conclusion of one the Files of the kit). The diary can then be referred to in future meetings and colloquies.

Part one

Date/meeting / e-mail: _____

Interview / e-mail: _____

Issues emerged during the chat, mail, skype, etc

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

What do you think about your activities?

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

Observations

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

Other (topics to be discussed in future meetings):

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



Part two

Quality Monitoring (to be returned to the project co-ordinator/ person in charge with monitoring)

Date/meeting / e-mail: _____

Interview / e-mail: _____

Template (indicate which template of the kit you refer to, if pertinent):

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

Difficulties encountered [indicate which one]

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

Strong points of the relationship [indicate which one]

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

Other (logistics, ICT platform, co-ordination) (notes for the next meeting):

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