



Inducing VET trainers with mentoring skills to boost entrepreneurial growth

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“Inducing VET trainers with mentoring skills for entrepreneurial growth”

mENTERing

report describing the extent to which the MAITRE Manual corresponds to the profile of the VET trainers identified in WP2; offering specific suggestions and steps to be taken for updates (adaptation, completion, localisation, translation) for

WORK PACKAGE 3

ADAPTATION AND ENRICHMENT OF EXISTING CONTENT

Produced by the *mENTERing* project

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TABLE OF CONTENTS

1. INTRODUCTION	4
1.1 The context of VET and an overview of the mENTERing project	4
1.2 Overview of the mENTERing project WP3	5
1.3 Aims of the WP3 initial review report	6
2. PROPOSED METHODOLOGY	6
3. THE MAITRE PROJECT: THE MENTOR COMPETENCIES	8
4. THE MAITRE HANDBOOK: CONTENTS AND STRUCTURE	14
4.1 Contents	14
4.2 Structure	15
5. THE RESULTS FROM WP2 SURVEY AND INTERVIEW REPORT AND DESK RESEARCH	16
5.1 Results from desk research	16
5.2 Results from WP2 survey	18
6. PROPOSAL OF MENTOR COMPETENCIES, CONTENTS AND STRUCTURE OF THE MENTERING MANUAL	22

1. INTRODUCTION

1.1 The context of VET and an overview of the mENTERing project

Vocational Education and Training (VET) makes a major contribution to the competitiveness of Europe by supporting and facilitating the professional and personal development of its citizens. In this context, VET teachers, trainers and tutors have a primary role since it is they who undertake the task to reach citizens, update them with new knowledge, skills and attitudes so that their access to the labour market and professional opportunities are enhanced.

The access to labor market is currently characterized by fast and unpredictable changes. VET trainers need to constantly update their skills and competences in order to effectively adopt new roles and support their learners. At present, a new role that emerges for VET trainers is that of the mentor of their trainees. Integrating mentoring principles in VET trainers' continuing education facilitates their acting as mentors. VET trainers who can act as mentors can significantly benefit their mentorees since they are able to guide and council them, provide psychosocial support and act as role models. Mentoring skills and competences help them to respond better to mentorees' learning needs and play an important role in the acquisition of new skills and competences.

This is even more important for VET trainers who train entrepreneurs. Mentoring can be an important step towards offering entrepreneurs of all ages a better training and in general support the aims and goals of VET by shifting focus from teaching to learning, and from formal, inflexible systems to active self- directed learning and participation.

However, there is a clear gap in the policy and pedagogical framework for training VET trainers in mentoring skills and competences for entrepreneurship in most project countries as well as in most other EU countries. VET provision (systems and policies) must be updated in consideration of the new role of VET trainers as mentors, standardize mentoring training, validate mentoring skills and competences in the career pathway of VET trainers and offer them the opportunity to formally qualify as mentors.

With this aim, the *mENTERing* project seeks to support the initial and continuous training of VET trainers and develop their skills and competences in order for them to cope with the future challenges and especially with the challenge of mentoring entrepreneurs.

The specific way in which this aim will be achieved by the project is through the transfer of existing training material, the *Mentor's Training Materials and Resources* from the EU co-funded project MAITRE, on mentoring and the development of a customized train-the-trainer blended course for VET trainers who wish to act as mentors of entrepreneurs. The train-the-trainer course will include specialized modules on mentoring and entrepreneurship while addressing specific skills and competences. The newly developed course will be tested and updated so that it constitutes a sustainable and effective model to be implemented throughout Europe and have a lasting impact on the VET provision of project countries and Europe in general.

1.2 Overview of the mENTERing project WP3

The primary aims of this work package, *Adaptation And Enrichment Of Existing Content*, are to:

- transfer, adapt and further develop (update, complete, localise, translate) the identified core content of the LdV project MAITRE: 'Mentoring: trAining maTerials and REsources', to the needs of VET trainers in BG and EL for mentoring skills and competencies;
- enrich the transferred content with content from entrepreneurship;
- develop a blended train-the-trainer methodology based on state-of-the-art adult learning, action learning and online teaching and learning theories as the backbone for the implementation and delivery of the blended train-the-trainer course to VET trainers.

To meet these aims, the following will be taken into consideration:

- the combined results of WP2-Research and Interactive Needs Analysis;
- the learning needs of VET trainers, involved in general business training, who are interested or already involved in entrepreneurship training, for mentoring skills and competencies;
- the VET systems and infrastructure, the sociocultural, entrepreneurship and linguistic contexts in the targeted countries (BG and EL).

By achieving its aims, this WP will result in:

- a complete blended train-the-trainer course on mentoring skills and competencies for entrepreneurship (EN, BG, EL);
- a solid model for training VET trainers in mentoring skills and competencies for entrepreneurship in a flexible and innovative way.

The results from this WP are (numbered as in proposal):

- 20: An **initial review report** describing the extent to which the Manual corresponds to the profile of the VET trainers identified in WP2; offering specific suggestions and steps to be taken for updates (adaptation, completion, localisation, translation): **the present document**;
- 21: An updated, localised, completed, and translated **Mentor's Training Manual for entrepreneurship (EN, BG, EL)** matching the profile of VET trainers in terms of relevance, quantity, level and structure. The Manual will be published on the project website in pdf format.
- 22: A **blended train-the-trainer methodology** developed for the delivery of the course to VET trainers.
- 23: One **e-book** containing the multilingual and updated Mentor's Training Manual and guidelines on how to implement the blended train-the-trainer course.
- 24: **USBs** containing the updated Mentor's Training Manual for entrepreneurship to be distributed to VET trainers in each target country (BG, EL).
- 25: A **final review report** depicting the updates implemented (localisation, completion, translation) to the Mentor's Training Manual so as to match the specific needs of VET trainers for mentoring skills and competences for entrepreneurship in the project countries (BG and EL), the development of the methodology and the building of the whole train-the-trainer course.

1.3 Aims of the WP3 initial review report

The aim of this report is to carry out an initial description of the extent to which the MAITRE Manual corresponds to the profile of the VET trainers identified in WP2. Thus, in this report we will be:

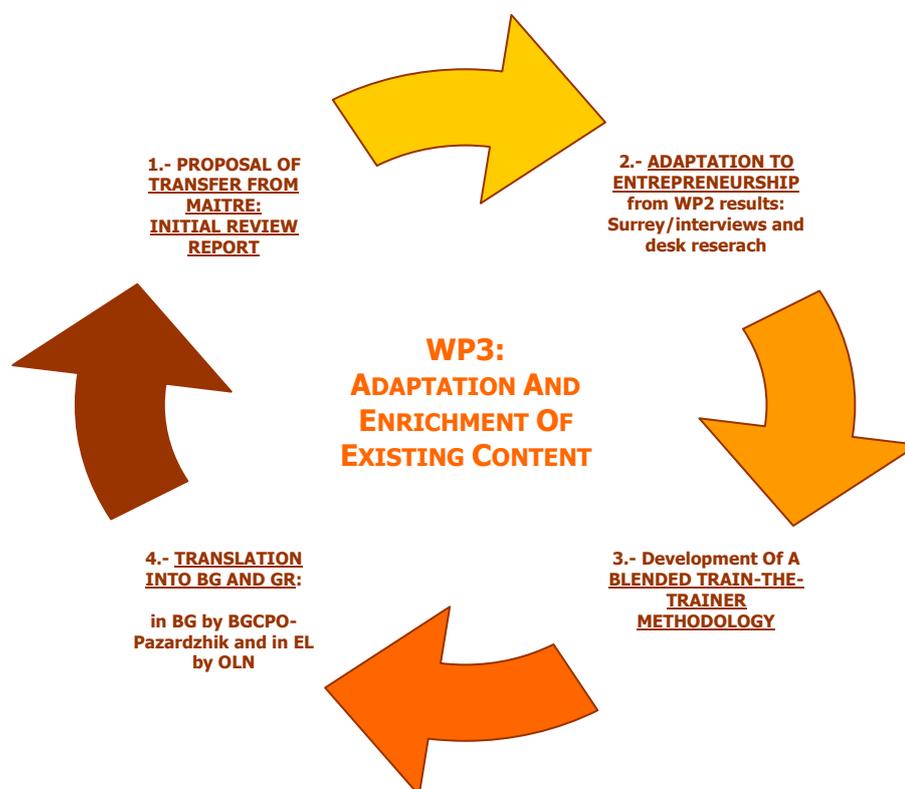
- describing and explaining the contents of the MAITRE MANUAL;
- offering specific suggestions and steps to be taken to adapt, complete and even translate the manual.

2. PROPOSED METHODOLOGY

The proposed methodology for WP3 from the proposal is:

- 1. TRANSFER OF THE CORE CONTENT OF THE MENTOR'S TRAINING MANUAL OF MAITRE** project and its evaluation by SCIENTER CID in cooperation with BGCPO-Pazardzhik, OLN, and INOVA to identify the extent to which it meets the needs of VET trainers in mentoring skills and competences for entrepreneurship according to: the results of WP2 (Research and Interactive Needs Analysis); the profile of VET trainers; and state-of-the-art developments in the field of VET, mentoring and entrepreneurship training;
- 2. ADAPTATION (i.e. update, localise, complete) of the Manual's tools and activities TO ENTREPRENEURSHIP drawing know-how from the entrepreneurship literature under the coordination of SCIENTER CID and in cooperation with BGCPO-Pazardzhik, OLN, and INOVA** The aim is to enable VET trainers to acquire skills and competencies for mentoring entrepreneurs (e.g. mentoring in business planning, goal setting, decision making). The Manual will include activities which simulate the entrepreneurial sector and give VET trainers specific practice through role plays and case studies on how to mentor entrepreneurs;
- 3. DEVELOPMENT OF A BLENDED TRAIN-THE-TRAINER METHODOLOGY by INOVA in cooperation with SCIENTER CID, BGCPO-Pazardzhik and OLN.** The methodology will be used for the delivery of the course and will be based on state-of-the art literature in active training, the training cycle, brain based learning, adult learning theories and learning styles, learner psychology and motivation, action learning, distributed practice, feedback and online teaching and learning. Through tested training methods, such as interactive lecture and role plays, case studies, and oral presentations, the methodology will provide VET trainers with opportunity for interaction and self-directed learning. Webinars, face-to-face sessions, self-study and action learning will provide opportunities for flexible and holistic learning covering basic and more complex mentoring knowledge and skills for maximum effect;
- 4. TRANSLATION of the updated and completed Mentor's Training Manual from EN into the targeted languages** (in BG by BGCPO-Pazardzhik and in EL by OLN) for maximum impact, dissemination and language diversity at a European level.

The following Graph does illustrate the process:



Thus, this review report reports does contain:

The proposal for the TRANSFER OF THE CORE CONTENT OF THE MENTOR’S TRAINING MANUAL OF MAITRE project and its evaluation by SCIENTER CID in cooperation with BGCPO-Pazardzhik, OLN, and INOVA to identify the extent to which it meets the needs of VET trainers in mentoring skills and competences for entrepreneurship according to:

- the results of WP2 (Research and Interactive Needs Analysis);
- the profile of VET trainers;
- and state-of-the-art developments in the field of VET, mentoring and entrepreneurship training;

Thus, in the following sections we propose:

- **to analyse the mentor competencies proposed in MAITRE: section 3 and the contents and structure of the manual included in section 4;**
- **Review the results of WP2 and their impact in WP3**
- **Propose NEW COMPETENCIES and FURTHER TRAINING MATERIALS to complete the mENTERing training handbook.**

Finally, a timetable is proposed in the final page to be adapted to the partners’ schedules.

3. THE MAITRE PROJECT: THE MENTOR COMPETENCIES

These competencies have been developed by: Professor Andrew Miller & Peter Storey
Institute for Community Development and Learning- University of Middlesex (UK):

- 1. Lifelong learning**
- 2. Understanding the role of mentor**
- 3. Understanding the stages of the mentoring relationship**
- 4. Adapting**
- 5. Understanding their own values**
- 6. Understanding diversity**
- 7. Understanding boundaries and confidentiality**
- 8. Emotional Intelligence**
- 9. Use of technology 1 e-mentoring)**
- 10. Building Rapport (Clutterbuck 2004)**
- 11. Relationship management (Clutterbuck 2004)**
- 12. Action planning and goal setting**
- 13. Problem-solving, trouble-shooting, and dealing with blockages**
- 14. Managing mentoring meetings**
- 15. Use of technology 2 (e-mentoring)**
- 16. Story-telling (Parkin 2004)**
- 17. Listening skills (can be seen as part of EI – establishing empathy)**
- 18. Information management**
- 19. Non-verbal communication**
- 20. Questioning skills (including review)**
- 21. Counselling**
- 22. Giving and receiving feedback**
- 23. Professional distancing**
- 24. Recognising achievement/ objectives attained (Megginson & Clutterbuck 1995)**
- 25. Orchestrate a good ending (Megginson & Clutterbuck 1995)**
- 26. Evaluation**
- 27. Understanding careers in the vocational area**
- 28. Advocacy skills**
- 29. Networking skills**
- 30. Coaching skills**
- 31. Instructional skills (Teaching and tutoring)**

COMPETENCIES	ELEMENTS OF COMPETENCY	RATIONALE
1. Lifelong learning	<p>Setting up procedures for coaching and collaboration between mentors, i.e. wishing to improve own mentoring skills and learn from other's experiences</p> <p>Managing the necessary information for the mentor self-improvement and development.</p> <p>Stimulating the mentee to want to undertake learning (Lane & Robinson 1992)</p>	<p>Mentors should be motivated and able to learning from reflecting on their own and other mentors' experiences</p> <p>Mentors can learn from reading about mentoring in books, resources and the world wide web</p>
2. Understanding the role of mentor	<p>Organising and following a specific mentoring methodology, i.e. the mentoring is based on a particular theory of change in human behaviour (Carrying out the mentoring process according to a previously defined schema or method)</p> <p>Ongoing management of own resources necessary for the mentoring methodology being applied.</p> <p>Understanding the differences between the role of mentor, supervisor, coach, counsellor, tutor and teacher</p>	<p>It is important that mentors understand the theory upon which the practice of mentoring is based and the evidence base underpinning the theory (could be simple problem-solving model)</p> <p>Mentors should understand where they are straying out of the mentor role into a related helping relationship</p> <p>Mentors need to be well organised to plan their mentoring meetings so that the agreed methodology is followed</p>
3. Understanding the stages of the mentoring relationship	<p>Theoretical model of stages</p> <p>Ways of building rapport</p> <p>Knowing which stage you have reached</p> <p>Understanding how to end the relationship</p> <p>Planning and developing your own mentoring path</p>	<p>Mentors need a mental map of the stages that effective mentoring relationships pass through in order to help progress their own relationship</p> <p>Mentors to need a plan to guide their own progress through the mentoring relationship</p> <p>Mentors need to handle endings sensitively</p>
4. Adapting	<p>The ability to recognise and act appropriately to phases of the mentoring relationship and the differing needs a mentee may have (Clutterbuck 2004).</p>	<p>Allows the relationship to evolve and maintain a level of high-quality mentoring.</p>
5. Understanding their own values	<p>Placing value on mentoring as a worthwhile activity</p> <p>The self-awareness of being able to identify their own values and where they might clash with the mentee's values</p>	<p>Mentors need to value the mentoring process and feel that it has potential for good, positive change</p> <p>Mentors need to understand their own motivations for wanting to be a mentor (to separate altruistic from self-centred motivations)</p>
6. Understanding diversity	<p>Understanding issues arising from cultural and gender diversity; and potential differences between their culture and those of their mentee. The ability to relay experiences from one setting to another (Clutterbuck & Ragins 2002)</p>	<p>Mentors may be matched with mentees from a different ethnic group and need to develop inter-cultural sensitivity</p>
7. Understanding boundaries and confidentiality	<p>Boundaries include the role of the mentor and what mentors should not do (e.g. in terms of giving advice)</p> <p>Boundaries also includes understanding ethical issues and child protection issues, e.g. inappropriate touching, rules re-location of meetings and confidentiality rules relating to disclosure</p>	<p>Mentors need to understand the rules of the programme concerning ethical behaviour towards mentees given the potential power they could exercise</p>

COMPETENCIES – CONT	ELEMENTS OF COMPETENCY	RATIONALE
8. Emotional Intelligence	<p><u>1. Self-awareness & self management</u> Emotional self-awareness- recognising your own emotions and their effects. Then appropriately handling your own anxiety, impatience, stress or tiredness, i.e. self control Accurate self-assessment: knowing their own strengths and limitations</p> <p><u>2. Social awareness & social skills</u> Empathy – understanding the mentee and taking an active interest in their concerns. (Using techniques of rhetoric, animation and verbal motivation and improvement of the mentoring relationship; Using rationalisation and debate techniques to ‘convince’ the mentee of the usefulness of certain rules)</p>	<p>1. Mentors need to be aware and in control of their own emotions in order to help mentees understand the effects emotions can have on behaviour; and to stay non-judgemental</p> <p>2. Mentors need to be able to empathise with their mentee as an important way of establishing rapport and communicating that the mentor is there to support them Mentors need to be able to influence and help their mentee’s to change in order to achieve goals and overcome problems</p>
9. Use of technology 1 (e-mentoring)	<p>Use of a variety of technological functions associated with managing and maintaining an e-mentoring relationship. The functions can include:</p> <ul style="list-style-type: none"> • Sending/writing e-mails • Web portals • Keeping records of e-mails 	<p>Fundamental in enabling a mentor to engage in an e-mentoring relationship.</p>
10. Building Rapport (Clutterbuck 2004)	<p>The ability to establish a meaningful dialogue.</p>	<p>Allows the mentor to have a set of questions they can ask mentees at the beginning of mentoring, where dialogue can be awkward because of nerves/lack of trust.</p>
11. Relationship management (Clutterbuck 2004)	<p>The ability to maintain contact, time keeping and issues between mentor and mentee.</p>	<p>Enables the formation of a formal mentoring relationship, were the mentee knows that the mentor will keep to the time they have set aside together, and the ability to recognise problems between mentor and mentee.</p>
12. Action planning and goal setting	<p>Obtaining information on the mentee’s goals Defining and detailing the mentoring goals Planning the achievement of the proposed goals Establishing and applying short-term and medium-term decision-making procedures, i.e. small steps towards the goals Helping the mentee to generate planning and self-management skills Managing assessment</p>	<p>Mentors need to be able to help establish the goals of the relationship and to set stages on the path towards the goal in the form of an action plan Mentors need to understand that only SMART goals are measurable</p>
13. Problem-solving, trouble-shooting, and dealing with blockages	<p>The ability to recognise problems facing the mentee and the relationship and to have a range of strategies for overcoming these problems</p>	<p>The mentor needs to be able to solve such problems partly as a role model to show their mentee that problems can be often be overcome with determination and by thinking them through</p>
14. Managing mentoring meetings	<p>The ability to establish an agenda for a meeting and to get through the agenda in the agreed time often including review and action planning The ability to use project procedures to record outcomes of mentoring meetings</p>	<p>Some programmes want to mentors to follow a common procedure to meetings so that they are clearly structured in a standard way Some programmes want mentors to keep a clear record of what the outcomes of each meeting were for the purposes of monitoring and accountability</p>

COMPETENCIES – CONT	ELEMENTS OF COMPETENCY	RATIONALE
15. Use of technology 2 (e-mentoring)	The ability to use technology in a way that allows detailed, and expressive way. Ability to use e-mail language (e.g. LOL – Laughing out load, BRB – Be right back).	Makes the most effective use of the technology. Allows the mentoring relationship to achieve all that it can.
16. Story-telling (Parkin 2004)	The ability to tell a relevant story from the mentors own history or from literature that is relevant to the mentees’ situation.	Can help to illuminate a situation for a mentee, or instance helping them to see something from a different perspective or to look at a negative situation in a different light.
17. Listening skills (can be seen as part of EI – establishing empathy)	Active listening is listening and letting the mentee know you are listening Recording – in terms of remembering what has been said (Carter & Lewis 1994)	Mentors must be able to listen and hear what their mentee is telling them Mentors must be able to listen in order to respond and encourage the mentee to talk and open up
18. Information management	Supporting the mentee so that he/she can generate information management skills. Managing the preparation and application of the key and most appealing (motivating) resources for the mentoring. Managing information.	Mentors need to know where they and their mentees can access information to address their needs to know and understand certain things
19. Non-verbal communication	It is arguably part of EI for mentors to be able to pick up messages about their mentee’s mood from NVC, and also to be aware of what they communicate from their own NVC (Using ‘non-rationalising’ acceptance techniques).	NVC is an important part of any mentoring (or other) relationship Good open NVC will help establish trust and rapport
20. Questioning skills (including review)	The ability to understand different sorts of questions, i.e. open and closed The ability to phrase to encourage reflection, analysis, generalisation and application (experiential learning cycle) The ability to phrase questions that act as a catalyst to help the mentee think through issues/change and generate alternatives The ability to know when to use and how to phrase confrontation questions that challenge the mentee	Mentors need to be skilled in knowing when and how to ask the right questions to encourage their mentees to think and to talk through issues and options
21. Counselling	The ability to give appropriate advice and guidance and help the mentee with any issues or problems they have.	Helps the mentee with specific personal development, with advice coming from a role model. Particularly important as mentee may not have another appropriate source were they can ‘off-load’ any problems they have.
22. Giving and receiving feedback	Well-established ground rules for giving and receiving feedback as an interpersonal or social skill	Mentors have to give sensitive feedback to their mentee on performance and they also must learn to listen to feedback from their mentee – if mentoring is to be a two-way relationship

COMPETENCIES – CONT	ELEMENTS OF COMPETENCY	RATIONALE
23. Professional distancing	The ability to put some space between mentor and mentee so that neither party becomes too dependent. Ability to set and define limits of what mentor can help mentee with.	Enables the relationship to stay in a 'mentoring' context rather than a 'friendship'. This can keep the focus on the achievement of goals via mentoring. Professional distancing can also help if the relationship becomes focused primarily on counselling – Simosko (1991) considers the counselling role too close.
24. Recognising achievement/objectives attained (Megginson & Clutterbuck 1995)	The ability to celebrate success and note what achievements have been made even in the face of failure.	Enables mentor and mentee to come closer as a result of their success and keeps the relationship in a positive light.
25. Orchestrate a good ending (Megginson & Clutterbuck 1995)	The ability to recognise the end of the relationship and part in a mutually beneficial way.	Allows both mentor and mentee to accept that they have reached the end of their relationship and move away from a mentoring relationship to a less formal one.
26. Evaluation	The ability to evaluate the mentoring relationship generally by using the tools provided by the project	Mentors should be able to engage in self-evaluation with their mentee in order to move the relationship forward

Mentor competencies specific to Vocational, Education and Training

COMPETENCIES	ELEMENTS OF COMPETENCY	RATIONALE
27. Understanding careers in the vocational area	Advising the mentee on career routes and qualifications. Providing sources of information. <i>Applying direct advice techniques.</i> Supporting via providing information advice and guidance whilst not being over-protective (Simosko 1991)	Mentors need to be able to offer some information, advice and guidance on careers within their vocational area by acting as a signposter – but also need to be aware of their limitations.
28. Advocacy skills	Acting as an advocate for the mentee with providers of VET and employers.	Mentors can help to support mentees in their progression routes into further VET or employment
29. Networking skills	Maintain a list of contacts who may be able to help your mentee. Introduce the mentee to people who can help them reach their goals. Make sure that the mentee's successes are noticed by other people. Knowledge of an organisation helps to facilitate learning and helps to progress the mentee through the workplace (Carter & Lewis 1994). Business/Professional savvy (Clutterbuck 2001) can help to give mentees' an insight into the world of work.	Mentors can play an important role in widening the networks of people that mentees can link with to aid their progression.
30. Coaching skills	Giving your mentee feedback on how well they have performed in a vocational task or activity. Advise them on the ways in which they can improve their performance <i>Applying modelling and role playing techniques.</i> Using teaching techniques to put across vocational learning to the mentee. Finding and using appropriate resources. Giving them useful examples and asking them questions to move their thinking forward.	Mentors in VET may be more useful to their mentees when they understand and have mastered some of the skills that the mentee is trying to acquire.
31. Instructional skills (Teaching and tutoring)	Training the mentee in on-the-job activities (Clutterbuck 1985). Strong interest in developing others and a commitment to own continual learning (Clutterbuck 2001)	Mentors in VET may be more useful to their mentees if they have the knowledge and skills related to the vocational area. They can directly support their mentee's vocational learning.

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4. THE MAITRE HANDBOOK: CONTENTS AND STRUCTURE

4.1 Contents

A. Suggested contents list

- INTRODUCTION
- BACKGROUND TO MENTERING
- PURPOSE OF THE TRAINING MANUAL
- HOW THE MANUAL IS STRUCTURED
- HOW TO USE THE MANUAL: introduction to Methodology

The contents contained in the handbook are:

1. The Basics

- What is a mentor? (Competency 2 – understanding the role of mentor)
- What are the stages of the mentoring relationship? (Competency 3 – understanding the different stages of the mentoring relationship? (theoretical models)
- What are the do's and don'ts of mentoring? What are the boundaries? (Competency 7 – understanding boundaries and confidentiality)

2. The skills of mentoring

- Why is emotional intelligence important for mentors? How can mentors develop their own emotional intelligence? (Competency 8 – emotional intelligence)
- What is active listening? Why are listening skills important for mentors? (Competency 17 – listening skills)
- Why is important for mentors to be able to tell 'stories'? (Competency 16 – story-telling)
- What are coaching skills and why are they important for mentors working in the VET field? (Competency 30 – coaching skills)
- Why are instructional skills important for mentors working in the VET field? (Competency 31 – instructional skills (teaching and tutoring)
- How can mentors offer information, advice and guidance about careers in the vocational area? (Competency 27 – understanding careers in the vocational area)
- How can e-mentors communicate effectively online through expressing emotions? (Competency 15 – use of technology 2 (e-mentoring)

3. The mentoring relationship

- How can mentors build rapport at the start of the mentoring relationship? (Competency 10 – building rapport)
- How can mentors effectively manage the mentoring relationship? (Competency 11 – relationship management)

- How can mentors help set goals and action plan? (Competency 12 – action planning and goal setting)
- How can mentors adapt to the different stages of the mentoring relationship? (Competency 4 – adapting)
- How can mentors end the relationship positively? (Competency 25 – orchestrate a good ending)
- How can mentors evaluate the mentoring relationship? (Competency 26 – evaluation)

4.2 Structure

Each of the 16 topics would comprise one section and each section would be made up of Trainers' notes addressed to the trainer telling them how to run the session and mentors' materials which would be handouts used during and after the session.

Trainers' notes – an example (usually no more than 2 sides of A4)

Title of session: What is a mentor?

Learning outcomes: - what mentors will know, understand or be able to do after the training

Preparation: - describe any preparation that the training will need to do before the session e.g. copy materials, arrange the room

Procedure: describe in step-by-step what the trainer must do at each stage of the session.

Timings: say how long in minutes each part of the session might take

Discussion: provide some questions to provoke discussion about what has been learnt at the end of the session

Acknowledgements: if the material has been adapted from a particular project then state – 'adapted with permission from Roma Mentoring Project training handbook' If you are the author state this e.g. originated by 'Alessandra Tagliavini, Amitié'.

Materials

The supporting materials to be used in the training are likely to be of two main types:

- (1) Materials to be used in the session to stimulate discussion or activity e.g. information cards, role cards for use in role play, task sheets describing what they have to do
- (2) Handouts which summarise the main points made in the session that you want the mentors to remember and to keep as a record, e.g. a table showing the differences between mentors and coaches.

5. THE RESULTS FROM WP2 SURVEY AND INTERVIEW REPORT AND DESK RESEARCH

5.1 Results from desk research

From the research in project countries and in Europe, it became obvious that the approach to training VET trainers is not homogeneous. Different Member States implement different training for VET trainers and to different degrees and frequency. Most projects about VET trainers' training (general, mentoring, entrepreneurship) are co-funded by the European Commission. National initiatives are limited or in some cases do not exist (e.g. in Greece). Although training is carried out with VET trainers, in some cases no information was identified that such training can lead to accreditation and formal qualifications in a systematic way.

Out of the training programmes for VET trainers that were identified in project countries and in Europe, the following points can be highlighted:

*The **MAITRE** project, on which mENTERing is based in order to develop a customized training course for VET trainers so that they can become mentors of entrepreneurs, aimed to raise the quality of mentoring programmes by improving training schemes, techniques and materials that would allow mentors to progress towards an enhancement of profile. The project focused on mentoring training for VET trainers as well as for business people.*

*The projects identified in **Bulgaria** aim to promote and mainstream mentoring as a tool for career development of people who are in a disadvantaged position in the open labour market or people with disabilities. They also promote entrepreneurship to a large extent through customised training offered to entrepreneurs. No information was found as to what extent these initiatives are supported by the state in order to provide VET trainers with the opportunity for formal qualifications.*

*In **Greece** the training of VET trainers in mentoring is not widespread. In the national accreditation system (i.e. through EKEPIS) there is no training which aims to upskill VET trainers in mentoring skills and competences. Despite the important role of training and development for VET trainers, such training is not systematically carried out in Greece and this minimises the opportunities VET trainers have for initial or continuing professional development as well as the extent to which they can support entrepreneurs.*

*The projects identified in the **UK** relate to mentoring training for the general population, for women entrepreneurs, employers, learning support assistants and apprentices. The use of mentoring methodology seems to be quite widespread in the UK for different target groups and for entrepreneurs more specifically. All the identified projects can provide helpful insights to the mENTERing consortium during the design of the VET trainers' mentoring training.*

Relating to the rest of Europe, training programmes for VET trainers, mentoring or entrepreneurship training covered almost all of the Member States since each EU co-funded project involved several of them either as co-ordinators or as partners.

Training programmes that were identified targeted VET trainers, teachers, tutors and also other target groups (i.e. entrepreneurs, employers and employees, managers, disadvantaged individuals, children) and focused on:

- *training VET trainers in entrepreneurship and mentoring*
- *mentoring existing and to-be entrepreneurs entrepreneurs with some of them focusing on women entrepreneurs*
- *mentoring training for entrepreneurs*
- *improving dialogue skills*
- *mentoring individuals at different stages of their professional development*
- *blended-mentoring as a new concept of quality person-based career development practice*
- *training employers as trainers and mentors of their employees on the job*
- *training cultural managers to foster creative thinking, entrepreneurship thinking competence supporting the matching between cultural managers expectations and the labour market*
- *mentoring rural women through social networking.*

Action to be undertaken by the mENTERing project

The situation described above in relation to train-the-trainer courses on mentoring training for entrepreneurs identifies a gap and stresses the need for the implementation of the mENTERing project which aims to provide a customised training to VET trainers in mentoring skills and competences, both face-to-face and online, so that they can become mentors of entrepreneurs and aiming to achieve a multiplier effect in the project countries and also at an EU27 and LLP+33 level.

mENTERing will be a main contribution in the area of VET trainers' continuing education and development and will benefit both VET trainers and entrepreneurs to the maximum by upskilling VET trainers in the mentoring process and enabling them to support entrepreneurs.

mENTERing will undertake specific activities so as to produce a complete blended train-the-trainer course for VET trainers in mentoring skills and competences for entrepreneurs. These activities will be based on the findings of this desktop research as well as on the data of the primary research (i.e. a survey with VET trainers and interviews with experts) to be conducted in Bulgaria and Greece to:

- **transfer the tested training material of the MAITRE project and develop a train-the-trainer course on mentoring skills and competences;**
- **develop new material on entrepreneurship;**
- **localise and translate the entire adapted and developed course into project languages (EN, BG, EL);**
- **test the course in BG and EL and implement updates.**

5.2 Results from WP2 survey

In RED UNDERLINED what is considered important for WP3:

Role of VET trainers their organization: the trainer as mentor

VET trainers have multiple roles in their organizations. However, the two target countries do not have mature structures relating to training and mentoring incorporated in their VET systems. In Greece, VET trainers perceive themselves as having the role of the mentor by a large percentage even though the Greek VET training system does not prepare VET trainers for this role.

IMPLICATIONS FOR THE MENTERING TRAINING ► Training regarding the "basics of mentoring" needed.

Area of training VET trainers are involved in: what type of mentoring training is provided?

However, the most striking finding is the training provided in entrepreneurship, high in all countries, the low percentage of mentoring in Bulgaria and the lack of mentoring for entrepreneurs in the same country. It is also interesting that VET trainers in Greece replied that they provide mentoring in general and mentoring for entrepreneurs despite the fact that the concept of mentoring is so new to the country compared to the rest of Europe.

IMPLICATIONS FOR THE MENTERING TRAINING ► Need to be clear about what mentoring for entrepreneurship is for.

Involvement in training entrepreneurs: the need to train entrepreneurs

The responses are really interesting and show the importance of training entrepreneurs in target countries and in Europe since very high percentages of VET trainers said they are involved in such training.

Skills VET trainers train: the need for Interpersonal skills

After General business and management skills, VET trainers trained Interpersonal skills. This shows a trend in training entrepreneurs focusing mostly on hard skills required to start and run the business whereas less focus is on soft skills and how entrepreneurs should feel when they undertake risk or difficult decisions.

IMPLICATIONS FOR THE MENTERING TRAINING ► Need to focus on soft and interpersonal skills such as communication, active listening...etc.

Interest of VET trainers in training entrepreneurs in the future: The need for Customised training

Respondents were very much interested to train entrepreneurs in the future. This shows a high trend across Europe of the value and role of entrepreneurship. However, they also need to attend **customised training for entrepreneurship** before they can train entrepreneurs.

IMPLICATIONS FOR THE MENTERING TRAINING ► Need to provide customised training for entrepreneurship.

Familiarity of VET trainers with the process of mentoring: identifying the meaning of mentoring

It is interesting that most of the VET trainers in all countries replied that they are familiar with the process of **mentoring**. It is important, however, to explore the meaning that VET trainers attach to mentoring and their perception of what **mentoring** really involves so as to have successful results.

IMPLICATIONS FOR THE MENTERING TRAINING ► Again, Training regarding the "basics of mentoring" needed. Specifically "Do's and Don't's of Mentoring".

Rating of VET trainers' knowledge of mentoring: identifying the meaning of mentoring

The interesting point here is that most VET trainers from all the survey countries rated their knowledge of **mentoring** as **very low** with the lowest percentages. In fact, in other European countries no VET trainer rated his/her knowledge as very low. Respondents in Bulgaria rate their knowledge as **good** with the highest percentage while most of VET trainers in Greece rate their knowledge as medium. This point again needs to be explored so as to identify their meaning of **mentoring**.

Source of VET trainers' knowledge about mentoring: the need for formal training in mentoring.

The interesting finding from the data in this question is the fact that a comparatively large percentage in all countries replied that they have received **formal training** in **mentoring**. However, **personal experience** was also an important source of knowledge about mentoring in all countries. The data point to both formal and informal sources of knowledge about mentoring and this is an important finding too in case formal mentoring courses exist in target countries.

IMPLICATIONS FOR THE MENTERING TRAINING ► the need to train the trainers from a reflection in their own lives and experiences.

Involvement of VET trainers in mentoring entrepreneurs:

The data produce interesting findings since high percentages of responses point to the fact that the VET trainers in all countries have mentored entrepreneurs although the highest percentages are among VET trainers in other European countries.

Rating of VET trainers' knowledge and experience in mentoring entrepreneurs

This question also produced interesting findings since no VET trainers evaluated their knowledge of mentoring entrepreneurs as very low in Bulgaria and other European countries while a low percentage only in Greece replied that they knowledg/experience was **very low**. In fact, most of the respondents in Bulgaria said that their knowledg/experience was **good** while in Greece most said it was **very good**.

IMPLICATIONS FOR THE MENTERING TRAINING ► in the definition of the methodology, it is important to provide fleibility to the trainers to carry out introduction rounds before the training to better understand the previous experiences in mentoring of the trainees involved.

Mentoring competences VET trainers are interested to develop further in order to effectively mentor entrepreneurs

What is interesting about the responses in this question is the fact that VET trainers said they need to develop essential skills that will help them support a mentoring relationship and build effective rapport with their mentees such as Professional distancing, non-verbal communication, managing mentoring meetings, building rapport, understanding diversity, lifelong learning. Also, they are interested in lifelong learning since it is important to continuously update their knowledge and skills in this area.

IMPLICATIONS FOR THE MENTERING TRAINING ► Most or all "Skills of mentoring" to be included in the training

Interest/ openness of entrepreneurs in survey countries to engage in a mentoring relationship: a matter of awareness

In Bulgaria, VET trainers responded that entrepreneurs **are not very interested or open to engage in a mentoring relationship** by the highest percentage whereas in Greece also this was the highest response. This is in contrast with other European countries where VET trainers replied that entrepreneurs are **interested/open** to engage in such a relationships.

It is important, however, that percentages were very low to the not at all interested/open option showing that entrepreneurs need to become aware of the benefits of mentoring for the success of their business.

IMPLICATIONS FOR THE MENTERING TRAINING ► Maybe it would be a good idea to carry out some "motivational information sessions" to potential trainees before engaging them in the training.

Challenges relating to mentoring entrepreneurs: entrepreneurs must be motivated

In Bulgaria, VET trainers replied to the highest percentage that the major challenge in mentoring entrepreneurs is **the lack of adequate training for VET trainers**. This is also an important challenge in Greece. However, the major challenge in Greece is the **lack of entrepreneurs' motivation** supporting the fact that entrepreneurs need to become aware of the benefits of mentoring to be motivated. The other important finding is the lack of VET trainers' knowledge about entrepreneurs' activities/needs stressing the need for training in entrepreneurship.

IMPLICATIONS FOR THE MENTERING TRAINING ► Need to incorporate training on "how to motivate entrepreneurs"

Attendance of a training programme on mentoring competences for entrepreneurship: inadequate but essential for VET trainers

VET trainers have not attended training for mentoring entrepreneurs. This raises questions as to the quality and structure of mentoring VET trainers provide to entrepreneurs and points to the fact that such training is essential.

Interest to participate in a training programme to improve competences for mentoring entrepreneurs

VET trainers in Bulgaria are involved in mentoring entrepreneurs or are interested to do so in the future and rate their knowledge in mentoring entrepreneurs as good. However, they are not interested to participate in customised training as opposed to Greece and other European countries.

Knowledge of programmes on mentoring training for VET trainers and/or related courses

In Bulgaria and Greece, VET trainers are not aware to a large extent about training programmes customised to mentoring or mentoring entrepreneurs.

AGAIN, IMPLICATIONS FOR THE MENTERING TRAINING ► Maybe it would be a good idea to carry out some "motivational information sessions" to potential trainees before engaging them in the training.

Overall, the data produce some very interesting points that relate to the perception VET trainers have about mentoring and mentoring entrepreneurs. The most important is that although VET trainers replied that they are familiar with the process of mentoring, that they mentor entrepreneurs and rated their knowledge as good to expert, they have to a large extent not attended any customised training and a large percentage of them are not really keen to attend such training.

This points to the need that mentoring and mentoring for entrepreneurs is a process that is not clearly defined by VET trainers and for this reason, it should be defined and structured if entrepreneurs are to benefit from it. Also, VET trainers who mentor or want to mentor entrepreneurs in the future should be specifically trained to this aim.

6. Recommendations for aspects to consider in the Mentoring Training Programme

FROM THE DESK RESEARCH:

mENTERing will undertake specific activities so as to produce a complete blended train-the-trainer course for VET trainers in mentoring skills and competences for entrepreneurs. These activities will be based on the findings of the desktop research as well as on the data of the primary research (i.e. a survey with VET trainers and interviews with experts) to be conducted in Bulgaria and Greece to:

- *transfer the tested training material of the MAITRE project and develop a train-the-trainer course on mentoring skills and competences;*
- *develop new material on entrepreneurship;*
- *localise and translate the entire adapted and developed course into project languages (EN, BG, EL);*
- *test the course in BG and EL and implement updates.*

FROM THE WP2 SURVEY

Recommendations that have a direct impact on the training handbook:

- *Training regarding the "basics of mentoring" needed. Specifically "Do's and don't's of Mentoring".*
- *Need to be clear about what mentoring for entrepreneurship is for and to provide customised training for entrepreneurship.*
- *Need to focus on soft and interpersonal skills such as communication, active listening...etc.*
- *Most or all "Skills of mentoring" to be included in the training*
- *Need to incorporate training on "how to motivate entrepreneurs"*

Recommendations that have a direct impact on Methodology

- *Need to train the trainers from a reflection in their own lives and experiences.*
- *In the definition of the methodology, it is important to provide flexibility to the trainers to carry out introduction rounds before the training to better understand the previous experiences in mentoring of the trainees involved.*
- *Maybe it would be a good idea to carry out some "motivational information sessions" to potential trainees before engaging them in the training.*

7. PROPOSAL OF MENTOR COMPETENCIES, CONTENTS AND STRUCTURE OF THE MENTERING MANUAL

A. Suggested Contents List of the Mentoring Manual

1. INTRODUCTION

2. BACKGROUND TO MENTERING

3. MENTOR COMPETENCIES AND SELECTED COMPETENCIES FOR THE MENTERING TRAINING MANUAL:

The following key competencies were selected of the MAITRE training manual to be adapted and transferred for the needs of the Mentoring Training:

- Nº 2: Understanding the role of mentor – with focus on entrepreneurship;
- Nº3. Understanding the stages of the mentoring relationship
- Nº7. Understanding boundaries and confidentiality
- Nº12. Action planning and goal setting
- Nº15. Use of technology 2(e-mentoring)
- Nº17. Listening skills
- Nº19. Non-verbal communication
- Nº20. Questioning skills
- Nº22. Giving and receiving feedback;
- Nº32. New competence: Self-study;
- Nº33. New competence: Creativity

4. PURPOSE OF THE TRAINING MANUAL

5. HOW THE MANUAL IS STRUCTURED and HOW TO USE THE MANUAL: introduction to Methodology:

The contents proposed for the mENTERing handbook are structured in 3 parts (this will be further developed by the methodology – INOVA) as follows:

- SELF STUDY (3 hours): COMPETENCE:
 - Nº32. New competence: Self-study
- FACE TO FACE (6 hours) and webinar (2 hours). COMPETENCES:
 - Nº 2: Understanding the role of mentor – with focus on entrepreneurship;
 - Nº3. Understanding the stages of the mentoring relationship
 - Nº7. Understanding boundaries and confidentiality
 - Nº12. Action planning and goal setting
 - Nº15. Use of technology 2 (e-mentoring)
 - Nº17. Listening skills
 - Nº19. Non-verbal communication
 - Nº20. Questioning skills
 - Nº22. Giving and receiving feedback
- ACTION LEARNING (proposal by Inova: 2 sessions of 2 hours each). COMPETENCES:
 - Nº33. New competence: Creativity. Further competencies to be proposed by INOVA)

6. TRAINING CONTENTS:

SELF STUDY (3 HOURS):

- COMPETENCY: Nº32. New competence: Self-study

Contents: What is entrepreneurship? Basic contents and why mentoring is important to help new entrepreneurs.

Contents to be proposed by OLN.

FACE TO FACE (6 hours) and webinar (2 hours): divided into learning units in 3 parts: the basics, the skills for entrepreneurship and The mentoring relationship:

COMPETENCIES

- Nº 2: Understanding the role of mentor – with focus on entrepreneurship;
- Nº3. Understanding the stages of the mentoring relationship
- Nº7. Understanding boundaries and confidentiality
- Nº12. Action planning and goal setting
- Nº15. Use of technology 2 (e-mentoring)
- Nº17. Listening skills
- Nº19. Non-verbal communication
- Nº20. Questioning skills
- Nº22. Giving and receiving feedback

Contents: Module I: The Basics, with the following learning units:

1. What is a mentor? (Competency 2 – understanding the role of mentor and 3 - Understanding the stages of the mentoring relationship)
2. What are the do's and don'ts of mentoring? What are the boundaries? (Competency 7 – understanding boundaries and confidentiality)

Module II: The skills of mentoring for entrepreneurship, with the following learning units:

3. What is active listening? Why are listening skills important for mentors? (Competency 17 – listening skills)
4. Why are questioning skills important for mentors and for them to help entrepreneurs? (Competency 19 and 20: Non-verbal communication and Questioning skills)
5. The importance of giving and receiving feedback (Competency 22: Giving and receiving feedback)
6. How can e-mentors communicate effectively online through expressing emotions? (Competency 15 – use of technology 2 (e-mentoring))

Module III: The mentoring relationship

7. How can mentors help set goals and action plan for entrepreneurs? (Competency 12 – action planning and goal setting)

ACTION LEARNING (proposal by Inova: 2 sessions of 2 hours each):

COMPETENCIES

- Nº33. New competence: Creativity. Further competencies to be proposed by INOVA)

Contents: to be proposed by INOVA.

B. Structure of The mENTERing handbook

Each of the 16 proposed topics would comprise one section and each section would be made up of Trainers' notes addressed to the trainer (of trainers) telling them how to run the session and mentors' materials which would be handouts used during and after the session.

Trainers' notes – an example (usually no more than 2 sides of A4)

Title of session: What is a mentor?

Learning outcomes (according to EQF): - what mentors will know, understand or be able to do after the training

Preparation: - describe any preparation that the training will need to do before the session e.g. copy materials, arrange the room

Procedure: describe in step-by-step what the trainer must do at each stage of the session.

Timings: say how long in minutes each part of the session might take

Discussion: provide some questions to provoke discussion about what has been learnt at the end of the session

Acknowledgements: if the material has been adapted from a particular project then state – 'adapted with permission from Roma Mentoring Project training handbook' If you are the author state this e.g. originated by 'Alessandra Tagliavini, Amitié'.

Materials

The supporting materials to be used in the training are likely to be of two main types:

- (3) Materials to be used in the session to stimulate discussion or activity e.g. information cards, role cards for use in role play, tasksheets describing what they have to do
- (4) Handouts which summarise the main points made in the session that you want the mentors to remember and to keep as a record, e.g. a table showing the differences between mentors and coaches.

New competencies after Sheffield meeting 23/05/2012

Name..... Country.....

Competencies	Elements of competency	Rationale	Training method (examples you might think of)
Self study on entrepreneurship (OLN)			
Creativity (INOVA)			
Other for action learning (INOVA)			

EXERCISE 2: PROPOSED EXERCISE TO BE CARRIED OUT AFTER SHEFFIELD (Until 15 July 2012)

There are 16 topics included in the draft contents for the European training manual. During Sheffield and after that in the following 2 months, until July, we are still on time to find more competencies and materials for possible inclusion in the mENTERing training manual. Below is a "quality checklist" of questions to help identify materials that should be translated.

QUESTIONS TO HELP THE SELECTION OF TRAINING MATERIALS TO PROPOSE AFTER SHEFFIELD:

1. Do the materials fit into one of the 16 topics of the mENTERing Mentor Training Handbook?;	YES ✓ Proceed	NO ∅ Reject
2. Do the materials ONLY involve the trainer talking at the mentors? i.e. just communicating factual information through PowerPoint (this is OK if it is part of the session)	YES ∅ Reject	NO ✓Proceed
3. Are the materials tied very closely to that particular mentoring programme so they may not be of wider interest?	YES ∅ Reject	NO ✓Proceed
4. Do you think the training materials would be of interest to mENTERing partners to trial in their own country's mentoring projects? (we can make a collective judgement on this question in Rennes)	YES ✓ Proceed	NO ∅ Reject
5. Do you think they are interesting and that they would interest mentors?	YES ✓ Proceed	NO ∅ Reject
6. Can you adapt the materials to make the training session more interesting?	YES ✓ Proceed	NO ∅ Reject
7. Is the project willing to let you use the materials in the MaiTre manual?	YES ✓ Proceed	NO ∅ Reject

If the answer is YES to questions 1, 4, 5 (6) and 7 and NO to questions 2, 3, then we have a proposal of materials to be included (and translated as part of the training material). This would include the materials for mentors and the trainers' notes which you might have to write yourselves to fit in using the mENTERing structure proposed.

Final Schedule for WP3:

WHAT	WHO	BY WHEN
1. Change the name of the circulated document from "WP3 Review Report" to "Initial Review Report" and circulate the final document.	Sceinter CID	22/06/2012
2. Add an additional heading to the report "Recommendations for aspects to consider in the Mentoring Training Programme" and circulate the final document	Sceinter CID / OLN Learning	22/06/2012
3. Identification of further competencies	OLN-INOVA (other partners also welcome)	15/07 2012
4. Identification of further training materials to match with the selected competencies	OLN-INOVA (other partners also welcome)	27/07 2012
5. Draft version in English of the adapted MAITRE manual to be delivered for partners comments	Sceinter CID	15/09/2012
6. Partners to comment on the document	All Partners	22/09/2012
7. Final version of the document (in EN) ready for translation to be circulated among partners	Scienter	22/09/2012
8. Translation of the adapted MAITRE manual in BG and EL	BGCPD and BICC (in BG) OLN (in EL)	30/11/2012
9. Produce a blended train-the-trainer methodology developed for the delivery of the course to VET trainers	Inova aided by SCIENTER All partners	15/09/2012