



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 updates implemented 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**

#### **in the frame of WORK PACKAGE 3**

#### **ADAPTATION AND ENRICHMENT OF EXISTING CONTENT**

**Produced by the *mENTERing* project**

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## TABLE OF CONTENTS

<b>1. INTRODUCTION</b>	<b>4</b>
1.1 The mENTERing project, WP3 and the final review report	4
<b>2. UPDATES IMPLEMENTED TO THE MENTOR’S TRAINING MANUAL</b>	<b>5</b>
2.1 Final structure of the mENTERing manual	5
2.2 Structure of the trainers notes (training contents)	8
<b>3. METHODOLOGY AND BUILDING OF THE TRAIN-THE-TRAINER COURSE</b>	<b>9</b>
3.1 Introduction: What is blended learning?	9
3.2 The mENTERing Blended Methodology	10
3.2.1 Self-Study	11
3.2.2 Face to Face Training	11
3.2.3 Webinar (Online Seminars)	12
3.2.4 Action Learning Sets	12
<b>ANNEX: LIST OF MENTOR COMPETENCIES</b>	<b>14</b>

## 1. INTRODUCTION

### 1.1 The mENTERing project, WP3 and the final review report

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 mentees since they are able to guide and counsel them, provide psychosocial support and act as role models. Mentoring skills and competences help them to respond better to mentees' learning needs and play an important role in the acquisition of new skills and competences. In this frame, 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.

Work package 3, *Adaptation And Enrichment Of Existing Content*, includes the following results (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):
- 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. **The present document.**

The **aim of this report** is to describe 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 the updates implemented 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),
- reporting about the development of the methodology
- and the building of the whole train-the-trainer course.

## 2. UPDATES IMPLEMENTED TO THE MENTOR’S TRAINING MANUAL

### 2.1 Final structure of the mENTERing 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 (new ones underlined in red):*

- 2: Understanding the role of mentor – with focus on entrepreneurship;
- 3. Understanding the stages of the mentoring relationship
- 7. Understanding boundaries and confidentiality
- 12. Action planning and goal setting
- 15. Use of technology 2(e-mentoring)
- 17. Listening skills
- 19. Non-verbal communication
- 20. Questioning skills
- 22. Giving and receiving feedback;
- 32. New competence: Basic Knowledge on entrepreneurship;
- 33. 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 designed by INOVA see next section) that follow a simple structure: it is structured by competencies. The numbering follows the list of competencies of the MAITRE project which is included as annex to this report:

- SELF STUDY (3 hours): COMPETENCE:
  - *32. New competence: Basic Knowledge on entrepreneurship*
- FACE TO FACE (6 hours) and webinar (2 hours). COMPETENCES:
  - 2: Understanding the role of mentor – with focus on entrepreneurship;
  - 3. Understanding the stages of the mentoring relationship
  - 7. Understanding boundaries and confidentiality
  - 12. Action planning and goal setting
  - 15. Use of technology 2 (e-mentoring)
  - 17. Listening skills
  - 19. Non-verbal communication
  - 20. Questioning skills
  - 22. Giving and receiving feedback
- ACTION LEARNING (proposal by Inova: 2 sessions of 2 hours each). NEW COMPETENCES:
  - *33. Creativity skills*
  - *34. Solution focused thinking*
  - *35. Contracting skills*
  - *36. Group process skills*

## 6. TRAINING CONTENTS:

### SELF STUDY (3 HOURS):

- *COMPETENCY: 32. New competence: Basic Knowledge on entrepreneurship*

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

- 2: Understanding the role of mentor – with focus on entrepreneurship;
- 3. Understanding the stages of the mentoring relationship
- 7. Understanding boundaries and confidentiality
- 12. Action planning and goal setting
- 15. Use of technology 2 (e-mentoring)
- 17. Listening skills
- 19. Non-verbal communication
- 20. Questioning skills
- 22. 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 (2 sessions of 2 hours each): Contents designed by INOVA.**

NEW COMPETENCIES

- [33.Creativity skills](#)
- [34.Solution focused thinking](#)
- [35.Contracting skills](#)
- [36.Group process skills](#)

CONTENTS

8. Developing Creative Thinking Skills as a Mentor (Competency 33 – Creativity)
9. What is a solution-focused approach to mentoring? (Competency 34 - Solution focused thinking)
10. Developing Contracting Skills (Competency 35 - Contracting skills)
11. Developing Awareness of Group Dynamics and Group Processes as a Mentor (competency 36 - Group process skills).

## 2.2 Structure of the trainers notes (training contents)

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:

- (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.

## 3. METHODOLOGY AND BUILDING OF THE TRAIN-THE-TRAINER COURSE

### 3.1 Introduction: What is blended learning?

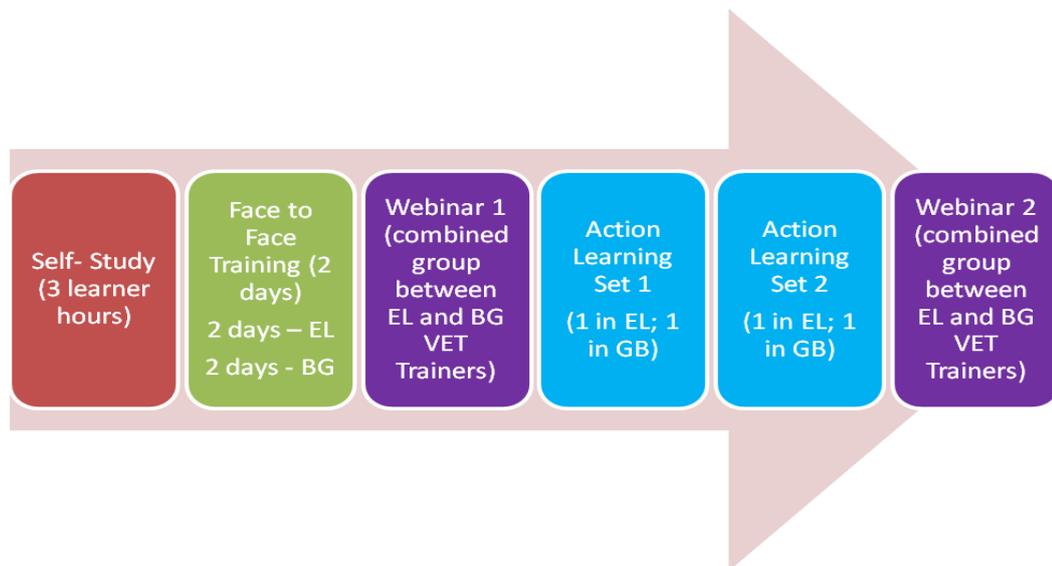
*Blended Learning* is the use of two or more distinct methods of training. This may include a variety of combinations of 'brick' (some form of face to face method) and 'click' (some form of e-learning or online learning experience e.g. social media sites, webinars). Traditionally blended learning consisted of classroom teaching mixed with e-learning, but this is now moving more towards a mix and match approach where different methodologies are brought together in order to make the best of strengths of each method and limit weaknesses. The advantages to learners are:

- A more dynamic delivery experience
- Methodologies that are varied can tap into different individual's learning styles
- More opportunities for learning to be embedded as it is provided across several mediums

It is envisaged that the training programme will take place over 6 months with the following timelines:

- Self-study delivery starting in Jan 2013
- Face to face training taking place in Feb 13 (EL)
- Face to face training taking place in April 13 (BG)
- Webinar 1 - April 13
- Action Learning Set 1- May 13 (BG and EL)
- Action Learning Set 2 – June 13 (BG and EL)
- Webinar 2 – June 13

The diagram below illustrates the blended methodology and process which will be undertaken for mENTERing.



### 3.2 The mENTERing Blended Methodology

For the mENTERing project, a blended methodology has been chosen in order to ensure that mentors who undergo the training receive a holistic training programme which includes self-directed study, face to face training, online webinars and Action Learning sets. A blended methodology is one which combines different methods and mediums of delivery in order to strengthen the learner experience and is particularly useful when training competences which have theoretical as well as practical components to it.

The training methodology to be used for mENTERing will be a blended approach in order to equip mentors with the KSAs (Knowledge, Skills and Abilities) in order to better support and mentor individuals wanting to start up or develop their own businesses.

The blended methodology within mENTERing has been designed to cover a number of competences which have been selected as the most appropriate for VET trainers looking to increase mentoring skills for entrepreneurs. Once learners have knowledge and experience in all these competences, it is expected that they would have the ability to practice competently as a mentor to entrepreneurs and potential entrepreneurs.

A series of competences were developed and are outlined in full detail in the *Mentor's Training Manual for Entrepreneurship*. The following competences originally developed for the MAITRE project will be transferred to the new target group of VET trainers:

- *N. 2: Understanding the role of mentor – with focus on entrepreneurship;*
- *3. Understanding the stages of the mentoring relationship*
- *7. Understanding boundaries and confidentiality*
- *12. Action planning and goal setting*
- *15. Use of technology 2(e-mentoring)*
- *17. Listening skills*
- *19. Non-verbal communication*
- *20. Questioning skills*
- *22. Giving and receiving feedback.*

The following competences have been newly developed for mENTERing:

- *32. Basic Knowledge of entrepreneurship*
- *33. Creativity skills*
- *34. Solution focused thinking*
- *35. Contracting skills*
- *36. Group process skills*

### 3.2.1 Self-Study

The first component of the methodology will be a **self-study** component (approximately three learner hours) which will begin the process of reflection for mentors with regards to their current knowledge regarding entrepreneurship and equip them with a solid foundation of knowledge about the topic. Self-study is an important first element to the course as it provides initial space and time for learners to reflect on their knowledge about the topic of mentoring and entrepreneurship before embarking on the face to face components. The self-study aspect of the course will provide learners with the time to study materials at their own pace initially in order to get a good overview about the topic of entrepreneurship so that they can also reflect on any gaps in learning which can be brought to the face to face sessions to discuss with other learners and the trainer.

### 3.2.2 Face to Face Training

**Face to face training** is an integral part of the methodology for mENTERing, enabling experiences to be shared both between learners and between facilitators and learners. The face to face training will be two days duration and will focus on providing training in 9 of the identified competencies for mentoring entrepreneurs. The face to face training component will use a mixture of didactic approaches (information sharing) and practical tools and exercises wherever possible in order to give participants the opportunity to enrich learning experiences. A mixture of some theory in combination with pair exercises, small group work and whole group discussions will be blended in the face to face training in order to vary the pace and style of training. Research shows that for effective transfer of training to take place, learners need to be trained in the practicalities of implementing a new skill which they can then go away and practice further. The focus during the training for the methodology will be on providing participants with tools that they can take away and practice implementing directly with their mentees in the field of entrepreneurship.

Learners will be encouraged to get involved in a mentoring relationship as soon as possible following the face to face training completion in order to apply techniques to real world mentees and to provide the remainder of the learning experience with practical examples for learners to draw from with other learners. At the end of the face to face training, learners will be informed of the webinars and Action Learning Sets dates so that they feel confident that they will continue to be supported in their learning journey to becoming confident mentors to entrepreneurs.

### 3.2.3 Webinar (Online Seminars)

Two **webinars** will take place at an interval following the training (approximately one month following face to face training) to provide further opportunities for advancing knowledge and information sharing between participants and facilitators and participants. Each webinar will focus on a specific topic as well as general discussion e.g. contracting with mentees, and also provide time for learners to share any queries or concerns they have in terms of putting the training into practice i.e. the transfer of training – crucial for any true learning to take place.

The webinar will be predominantly led by the facilitator but will also have designated points for reflection and shared learning between learners present online who can contribute questions and comments via chat. Any notes shared on the webinar will be shared with participants online after the webinar finishes.

### 3.2.4 Action Learning Sets

The final component of the methodology will be two sessions of **Action Learning**. The Action Learning sets will be for up to 10 participants in Bulgaria and 10 participants in Greece. This can either be offered as two sessions for the same 10 participants or one session for one set of 10 participants and another session for a different set of 10 participants. The two sessions will be delivered face to face with facilitators who have been trained by Inova (UK) who are experts in Action Learning to the target group of entrepreneurs and mentors.

This methodology itself combines coaching, mentoring and information in order to further consolidate and build on participants' practical abilities to be good practice examples of mentors to entrepreneurs. Action learning is underpinned by a belief in individual potential: a way of learning from our actions and from what happens to us, and around us, by taking the time to question, understand and reflect, to gain insights and consider how to act in the future. In the context of mentors, this means that it is expected that mentors are actively involved in a mentoring relationship by the time they enter an Action Learning Circle so that they can bring their real-life experiences to the group.

Action Learning Circles fast track learning of participants by supporting them to:

- Share knowledge and learn from each other
- Learn from reflecting on their own experiences and experimenting with new approaches
- Learn from and bounce ideas off an experienced facilitator.



The diagram above illustrates the circular process involved in Action Learning which involves the process of participants learning to ask the right questions and actively listen as well as engaging in active reflection in order to develop individually.

It is expected that this final part of the methodology will enable participants to build their peer learning network so that they can continue to meet and reflect on learning experiences as a mentor, even after the two sessions have been completed.

## ANNEX: LIST OF MENTOR COMPETENCIES

COMPETENCIES	ELEMENTS OF COMPETENCY	RATIONALE
<b>1. Lifelong learning</b>	<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 &amp; 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>
<b>2. Understanding the role of mentor</b>	<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>
<b>3. Understanding the stages of the mentoring relationship</b>	<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>
<b>4. Adapting</b>	<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>
<b>5. Understanding their own values</b>	<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>
<b>6. Understanding diversity</b>	<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 &amp; Ragins 2002)</p>	<p>Mentors may be matched with mentees from a different ethnic group and need to develop inter-cultural sensitivity</p>
<b>7. Understanding boundaries and confidentiality</b>	<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
<b>8. Emotional Intelligence</b>	<p><u>1. Self-awareness &amp; 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 &amp; 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>
<b>9. Use of technology 1 (e-mentoring)</b>	<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"> <li>• Sending/writing e-mails</li> <li>• Web portals</li> <li>• Keeping records of e-mails</li> </ul>	<p>Fundamental in enabling a mentor to engage in an e-mentoring relationship.</p>
<b>10. Building Rapport (Clutterbuck 2004)</b>	<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>
<b>11. Relationship management (Clutterbuck 2004)</b>	<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>
<b>12. Action planning and goal setting</b>	<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>
<b>13. Problem-solving, trouble-shooting, and dealing with blockages</b>	<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>
<b>14. Managing mentoring meetings</b>	<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
<b>15. Use of technology 2 (e-mentoring)</b>	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.
<b>16. Story-telling (Parkin 2004)</b>	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.
<b>17. Listening skills (can be seen as part of EI – establishing empathy)</b>	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
<b>18. Information management</b>	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
<b>19. Non-verbal communication</b>	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
<b>20. Questioning skills (including review)</b>	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
<b>21. Counselling</b>	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.
<b>22. Giving and receiving feedback</b>	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
<b>23. Professional distancing</b>	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.
<b>24. Recognising achievement/objectives attained (Megginson &amp; Clutterbuck 1995)</b>	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.
<b>25. Orchestrate a good ending (Megginson &amp; Clutterbuck 1995)</b>	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.
<b>26. Evaluation</b>	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
<b>27. Understanding careers in the vocational area</b>	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.
<b>28. Advocacy skills</b>	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
<b>29. Networking skills</b>	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.
<b>30. Coaching skills</b>	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	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.
<b>31. Instructional skills (Teaching and tutoring)</b>	<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. 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.

## NEW Mentor competencies specific to help mentees to become entrepreneurs:

COMPETENCIES	ELEMENTS OF COMPETENCY	RATIONALE
<b>32. Basic Knowledge on entrepreneurship</b>	Understanding the process of entrepreneurship and the main functions of a business	VET trainers who wish to become mentors of entrepreneurs need to have adequate knowledge of the processes and functions of entrepreneurship so that they can guide and advise their mentees. Such knowledge can help them offer practical advice and create insights for the entrepreneur.
<b>33. Creativity skills</b>	Understanding the benefits of creative thinking for entrepreneurship -Understanding different models of developing creative thinking for problem solving in business	Mentors need to be able to support mentees with creative strategies at different stages of the mentoring relationship e.g. supporting with creative thinking for problem solving in business developments --Mentors need to support mentees to turn creative ideas into practical reality, looking at problems in novel ways so that mentee can come up with more creative solutions.
<b>34. Solution focused thinking</b>	Understanding how to focus on solutions instead of problems	Mentors need to be able to support mentees with focusing on the future and solutions and to support mentees to predict possible outcomes and consider options
<b>35. Contracting skills</b>	Understanding how to set up individual or group contracts with mentees	Mentors need to contract with mentees in order to define roles and responsibilities
<b>36. Group process skills</b>	Understanding the role of group dynamics and group processes in group mentoring	Mentors need to understand and react appropriately to differing group dynamics when working with a group of mentees