

TRAININGS ON EMPLOYMENT-RELATED MENTORING FOR 3M-ACTORS: MANAGERS, MENTORS AND MENTEES

NEEDS ANALYSIS REPORT

The Needs Analysis Report - Trainings on employment-related mentoring for 3M-Actors: Managers, Mentors and Mentees (further Needs Analysis Report) is one of the results of the cooperative activities of the partners (from Bulgaria, Finland, Germany, Italy, Lithuania, United Kingdom and USA) of the EU Key Activity3 - Information and Communication Technologies (KA3-ICT) project “*e-MENTORING: New skills and competencies for new jobs*”.

The Needs Analysis Report is designed to develop the milestones for the training course on employment-related mentoring; it is also developed to establish content, duration, learning outcomes and competencies, teaching and learning strategies for Training courses on employment-related mentoring for 3M-Actors: Managers of mentoring process, Mentors and Mentees.

For more information please contact the project’s Coordinator:

Liudmila Mecajeva
Social Innovation Fund (Socialinių inovacijų fondas)
Savanoriu pr. 1 Kaunas, LT-44255 Lithuania
Phone/fax: +370 (37) 206575
E-mail: L.Mecajeva@lpf.lt



Or consult on the project’s website www.e-mentoring.eu

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Welcome to the European Commission’s Lifelong Learning project “e-MENTORING: New skills and competencies for new jobs”

Successful participation in the fast-changing labour market requires the alignment of employment-related skills and competencies. Thus, it is very important for the last year students at Universities and Vocational Education and Training (VET) institutions, as well as for adult learners to prepare themselves to re-/enter labour market and get employed or to start own business. During the last years mentoring provided by employers and/or employees in their roles as mentors is becoming more and more common phenomenon worldwide and has already proved itself as an effective learning process.

The project aims to increase the capacities of students in High Education (further HE) and Vocational Education and Training (*further* VET) institutions and adult learners re-/entering the labour market by collecting good practice experiences and transferring the best solutions into a common *e-Mentoring Model*.

The project defines the ways of using ICT in mentoring process and enhances learning opportunities for the target groups to get new skills and competences for increasing their employability. The project also shows that mentors from the business surroundings could be involved in e-Mentoring process in order to prepare the qualified employees for their enterprises.

The e-Mentoring process is enhanced by integrating Open Educational Resources (OERs) for self-directed learning on employability and entrepreneurship into e-Mentoring model. ICT-enabled learning solutions (Web 2.0, Moodle, etc.) enhance productivity of and accessibility to e-Mentoring process ensuring its common use within three mentioned educational sectors.

There are many different ways of mentoring, as well as experiences in this field collected from the project partners’ countries, thus, it is important to make the common knowledge on e-Mentoring process accessible to 3M-Actors (Managers, Mentors, Mentees) prior starting mentoring itself.

The 3M-Actors in the project are:

Managers (organisers of e-Mentoring/mentoring process)	<ul style="list-style-type: none"> • staff from High Education (HE) Institutions; • staff from Vocational Education and Training (VET) Institutions; • staff from Adult Education Centres (AEC);
Mentors	<ul style="list-style-type: none"> • employers; • employees;
Mentees	<ul style="list-style-type: none"> • students from HE institutions; • students from VET Institutions; • adult learners from AEC (special attention is given to socially disadvantaged adults: unemployed, migrants, ethnic minorities).

Therefore, self-directed e-learning courses for 3M-Actors will be developed within the project and published openly with Web 2.0 tools. Virtual e-learning environment for registered users is being developed on Moodle to ensure the confidentiality and effectiveness of e-Mentoring process. This innovative educational approach for acquiring new skills and competences for new jobs via e-Mentoring on employment-related issues will be presented in e-Guidebook.

Project's main objectives are:

- to fulfil the comparative analysis of existing mentoring practices in three educational sectors (HE, VET, adult education (*further AE*)) and identify the best tools and practices transferable to common e-Mentoring model;
- to develop and test experimental educational approach based on innovative integration of e-Learning platform for e-Mentoring process (on Moodle) with Open Educational Resources (*further OERs*) for self-directed learning (on Web 2.0) for 3M-Actors: Manager, Mentor, Mentee;
- to support remote independent and collaborative peer learning in the group via developed e-Mentoring model, ensuring confidentiality of e-Mentoring process;
- to increase learning capacity of e-Mentoring by integrating OERs for self-directed learning on employability and entrepreneurship published using Web 2.0 tools;
- to create the basis for mainstreaming of the European e-Mentoring model, developed and tested in three educational sectors, into educational policies of HE, VET and AE institutions, as well as into recruitment strategies of enterprises.

Project's short-term target groups:

- 12 educational institutions: 3 High education (HE) institutions, 4 Vocational education and training (VET) institutions, 5 adult education centres (AEC)/NGOs, which will pilot e-Mentoring for students and adults;
- 65 learners: 21 students from HE institutions, 12 students from VET institutions, 32 adults with special emphasis on disadvantaged persons: immigrants, unemployed, ethnic minorities, who will receive nine months national piloting of e-Mentoring;
- 13 Managers of e-Mentoring process: 4 for HE, 4 for VET, 5 for AEC/NGOs will get trainings on e-Mentoring to facilitate their work in organising national pilot of e-Mentoring sessions;
- 34 employers/employees from the selected organizations/institutions who will be trained as mentors to facilitate their work with mentees on e-Mentoring platform;
- 60 managers-multipliers of e-Mentoring process, registered as users of Social Networks for Managers (on LinkedIn);
- 60 mentors-multipliers from business surroundings (employers/employees), registered as users of Social Networks for Mentors (on LinkedIn);
- 220 students from HE, VET institutions and adults, registered as users of Social Networks for Mentees (on Facebook).

Project's long-term target groups:

- Wider audience of students and adults within 12 educational institutions (which will participate in piloting of e-Mentoring) willing to get new skills/competencies on employment-related issues;
- Students and adults within educational institutions beyond the partnership;
- Teachers from educational institutions in three educational sectors (HE, VET, AEC/NGO) interested in implementing of e-Mentoring in their education institutions as part of study/learning programme;
- Employers and employees, interested to become mentors;
- Human resource managers within enterprises willing to implement e-Mentoring model into their recruitment policies and establish close links with HE, VET, AE institutions;
- Decision-makers within HE, VET, AE willing to implement e-Mentoring as a part of their educational strategies to improve the quality of employment-related learning and its accessibility for their students/learners.

The main products of the project:

- Project's website at www.e-mentoring.eu
- State of Art Review Report "Educational needs for e-Mentoring on employability and entrepreneurship";
- Needs analysis Report. Trainings on employment-related mentoring for 3M-Actors: Managers, Mentors and Mentees;
- e-Learning platform for e-Mentoring process with e-Guidebook;
- Open Educational Resources: interactive exercises for self-directed learning on employability and entrepreneurship (in English, Finnish, German, Italian, Bulgarian and Lithuanian languages);
- Self-directed e-learning courses on e-Mentoring process for 3M-Actors (Managers, Mentors, Mentees) with instructions for learners;
- e-Guidebook for effective management of e-Mentoring;
- Social Networks for Managers, Mentors and Mentees to promote e-Mentoring model worldwide;
- National Cooperation seminars and Round-table discussions;
- Recommendations for mainstreaming e-Mentoring model on employability/ entrepreneurship into educational policies of HE, VET and AE institutions;
- Recommendations for mainstreaming e-Mentoring model on employability/ entrepreneurship into recruitment policies of enterprises;
- Leaflets about the project and e-Mentoring Model (in English, Finnish, German, Italian, Bulgarian and Lithuanian languages);
- e-Newsletters about the project and e-Mentoring Model;
- Final International Conference in Lithuania.

The project started in January, 2011 with participation of partners from Bulgaria, Finland, Germany, Italy, Lithuania, United Kingdom, USA and will be finalized in June, 2013.

The Methodology of the Needs Analysis Report

The mentoring is a developmental relationship through which one person shares knowledge, skills, information and perspective to foster the personal and professional growth of someone else. We all have a need for insight that is outside of our normal life and educational experience. The power of mentoring is that it creates a one-of-a-kind opportunity for collaboration, goal achievement and problem-solving. Mentoring involves three main persons/actors: Manager, Mentor and Mentee. Manager is a supporter and organiser of the mentoring process, Mentor is a skilled, experienced and esteemed person willing to support and advice a less experienced person and Mentee is a less experienced person, who is willing and able to develop both as a person and in his/her profession.

In today's technologically advanced era, the Internet has made distances disappear virtually and ICT-enhanced learning is becoming more of a norm. e-Mentoring requires mentors and the mentees to login to a *secure web environment* where they can communicate with each other on a variety of work-related or personal issues. The blended mentoring is a combination of confidential face-to-face pair or group meetings and e-Mentoring sessions on a special e-platform.

The training for 3M-Actors (Managers, Mentors, Mentees) prior the blended mentoring process is extremely important as it ensures effectiveness of the whole process itself. Initial survey made by the partners in year 2009 showed that in all three educational sectors (High Education, Vocational Education and Training (VET) institutions as well as adult education institutions) the trainings before starting mentoring process had been fulfilled in different manners, mostly by face-to-face training. The survey which was conducted prior the project, pointed out that the learning needs for 3M-Actors are similar across these educational sectors, but the common approach for training isn't defined yet and there is no self-directed learning course available as OERs on e-Learning platforms or designed and fulfilled with Web 2.0 tools and easily accessible for 3M-Actors of mentoring.

Thus, the main aim of this Needs Analysis Report is to prepare for developing training courses for 3M-actors corresponding to their common learning needs across three educational sectors (HE, VET, AE), which could be published as OERs using Web 2.0 tools.

The objectives of the Needs Analysis Report are:

1. to collect and analyse existing training curricula for 3M-Actors in three educational sectors: HE, VET, AE;
2. to identify the methodology for training course for 3M-Actors;
3. to identify common learning outcomes for 3M-Actors: Managers, Mentors, Mentees for all three educational sectors;
4. to develop content of self-training e-Learning courses for 3M-Actors: Managers, Mentors and Mentees/learners;

The proper methodology of the research for the Needs Analysis Report was defined during the first project's partnership meeting in March, 2011 in Helsinki. It was agreed that the Needs Analysis Report should define the common learning outcomes and competencies for 3M-Actors in three educational sectors (HE, VET, AE), teaching and learning methodologies and content of training courses.



It was decided to collect and analyse existing training curricula in three educational sectors in each partner country and make interviews with the previous participants of the mentoring: managers, mentors and mentees who already have experience in prior learning about the mentoring process. The results of the interviews had to indicate the importance of prior training of the participants and suggest recommendations for learning outcomes and content of the training courses.



During the second partnership meeting in October, 2011 in Rome the project partnership summarized the results of the interviews and developed the milestones for the content, learning outcomes and competencies, teaching and learning strategies for training courses on employment-related mentoring for 3M-Actors: Managers, Mentors and Mentees.

On the basis of the research, made by partners, it was identified that the needs of representatives from all three educational sectors (HE, VET, AE) for e-Mentoring on ERI. It was decided that three separate training courses have to be developed: for Managers, Mentors and Mentees with similar structure of four sessions: readings, questions/answers, video-films and success stories.

It was decided that the training course will be published openly using Web 2.0 tools, so the methodology has to be suitable for the self-directed learning using IT. For sure, the developed training courses could be used during face-to-face sessions and in the blended learning sessions too, but the main accent in these training courses should concentrate on ensuring the effective self-learning.

The partnership has decided that the training methodology has to ensure the active participation of learners; the materials have to be introduced in the learner-friendly and attractive manner. Thus, the content of the training course has to be combined from the different types of the training materials, introduced in different ways.

I. The readings session

It should provide the theoretical background for mentoring on employment-related issues from a 3M-Actor's point of view. The reading materials should be divided into several modules addressing different topics. After reading these modules, the learners would get acquainted with the main features of mentoring on employment-related issues and would be prepared to organize effectively the mentoring process as a Manager, or prepared to participate in the mentoring process as a Mentor or as a Mentee. It was suggested by the partnership to provide Mentee only with the most necessary information which concerns participation in mentoring as a Mentee and the main features of mentoring. Then Mentor should find more useful information in the Readings part than Mentee, because Mentor has more responsibilities in the mentoring and has a different role. The most of information about mentoring should be placed in the training course for Manager, as this actor has to be aware of the whole process in details. Considering different roles of each of 3M-Actors, the readings session should be of different length: less for Mentee, a bit more for Mentor and the most for Manager.

“An active” part of the training course should consist of:

II. Questions/answers session (Learning by doing).

During the interviews with managers, mentors and mentees who have already been involved in the mentoring process before it was suggested to include some interactive questions for learners, so they have a better understanding of the mentoring process and etc. Therefore, in the self-directed learning methodology the closed-ended questions should be included. And when answering the questions the learner would be actively involved in analysing suggested by the question situation from his/her point of view.

It is also suggested to define specific questions for Managers, Mentors and Mentees and to create a clear explanation to the correct answers, which would give the learner the possibility to learn from the explanation. This session should be programmed and after answering the question, the system should provide the learner with an estimation of his/her answer (if it was correct or not) with clear explanation of the correct answer. Thus, the learning materials would be provided in an attractive, interactive and learner-friendly way.

During the second partnership meeting in Rome the partnership suggested the following format for the questions which should be included in the **Learning by doing session**:

An example of the questions/answers session:

Question:

1. Does a Mentor act as a facilitator during the e-Mentoring session?

- Yes
- No

The answer “Yes” is the correct answer in this question.

The learner should get the feedback to his/her answer. For example, if the chosen answer was “No” then such kind of the feedback should be given to the learner:

Your answer is incorrect.

Explanation

In the e-Mentoring, particularly in a group e-Mentoring, the Mentor is the group leader and should facilitate the discussions on various topics. The Mentor ensures structure in the learning session and that each Mentee has an equal opportunity to speak. The Mentor should also encourage Mentees to co-facilitate some of e-Mentoring sessions.

III. Video-clip session.

The collection of the video clips (for example, from YouTube or other sources) should be used to visualise the training course. The videos should include topics about mentoring, mentoring experiences, do’s and don’ts when mentoring and etc. This session should be common for all three courses: for Manager, for Mentors and for Mentees.

IV. Success Stories.

During the interviews with participants of the mentoring, the importance of using the success stories in mentoring process was stressed. It would create the positive attitude towards participation in mentoring and would inspire and attract the adults to become a Manager, Mentor or Mentee. Therefore, this session should introduce personalised interviews with the real success stories within 3 educational sectors, which were achieved during/after the mentoring on employment-related issues. The success stories session should be common for all three courses: for Managers, for Mentors and for Mentees. It is suggested that each project partner should add the interviews of successful mentoring participants within the e-Mentor project.

After the research the partnership decided to develop all the above mentioned four sessions as independent parts of the training course, so the learners could choose their own sequence of self-learning. Please read further the suggested training course for the 3M-Actors in order to get aware of the proposed way for each unit.

Social Innovation Fund together with respective partners has been working on the plan for content of training courses:

- for Managers (with Volkshochschule Göttingen e.V. from Germany),
- for Mentors (with ANNANET: Pertti Vihonen Oy from Finland)
- and for Mentees (with Merseyside Expanding Horizons Ltd. from UK).

and defined the common learning outcomes of the trainings for three educational sectors. In cooperation with Vytautas Magnus University from Lithuania suggested some ICT-enhanced learning solutions for publishing e-Learning courses as OERs using Web 2.0 tools, namely learning environment on Moodle.

Curriculum for the training course for 3M-Actors:

1. *Manager*

Main learning outcomes for *Manager* training course

After completing the training course Managers will be able to:

1. Understand the concept of mentoring and e-mentoring on employment-related issues;
2. Distinguish the roles of 3M-Actors (Manager, Mentor and Mentee) in the mentoring process;
3. Identify the strong points and the challenges of e-Mentoring;
4. Organise and manage effectively the e-Mentoring process;
5. Provide the initial trainings for the mentors and mentees;
6. Understand the importance of facilitating tools used during the mentoring process;
7. Monitor the mentoring process efficiently and to evaluate the effectiveness of the e-Mentoring process.

Suggested session plan for training course for *Manager*

I SESSION. READINGS		Expected duration (academic hours*)
Module I.	Introduction to the self-directed learning course for Managers	0,5
Module II.	What is mentoring on employment-related issues	1,0
Module III.	What are the benefits and challenges of e-Mentoring	0,5
Module IV.	What does it mean to be a Manager of a mentoring process	2,0
Module V.	What are the main steps of a mentoring process	4,0
Module VI.	How to ensure an effective mentoring process	3,0
Module VII.	What should a Manager know about the possibility to facilitate the mentoring process by using Open Educational Resources on employability	3,0
Module VIII.	What should a Manager know about the possibility to facilitate the mentoring process by using Open Educational Resources on entrepreneurship	2,0
II SESSION. Learning by doing: questions/answers session		1,0
III SESSION. Video-film session		1,0
IV SESSION. Success Stories		1-1,5

* One academic hour = 45 minutes.

I SESSION. READINGS

Based on the research made by partners it is recommended to divide reading materials for Manager into eight modules. By reading these modules, Managers would get acquainted with the main features of mentoring on employment-related issues and would be prepared to organize effectively the mentoring process.

Module I: Introduction

An introduction to the entire training course is presented in this module. It aims at creating awareness about the benefits of the training for managers. In addition, it presents the different types of training materials which will be used in the self-directed training course and gives instructions on how to proceed with self-directed learning course.

Module II: What is mentoring on employment-related issues?

The specific objectives of the module:

- Introduce the concept of mentoring, its main forms and types;
- Create awareness how the mentoring process is structured;
- Introduce the roles of 3M-Actors: Manager, Mentor and Mentee.

The concept of the Mentoring, the types (pair and group mentoring) and different forms of mentoring (face-to-face mentoring, e-Mentoring and blended mentoring) are introduced.

The primary aim of mentoring on employment-related issues is described. The main actors (3M-Actors) in mentoring process: Manager, Mentor and Mentee are presented and their different roles and responsibilities in the mentoring process are clearly explained.

Module III: What are the benefits and challenges in e-Mentoring?

The specific objectives of the module:

- Present the concept of the blended mentoring on employment-related issues (ERI);
- Analyse the strong points and the challenges of e-Mentoring.

The concept of blended mentoring is presented. It is clearly defined that blended mentoring is based on confidential face-to-face pair (pair mentoring) or group (group mentoring) meetings combined with e-Mentoring sessions on a special e-platform. It enhances the learning opportunities of Mentees to acquire new skills and competences in order to increase their employment abilities.

The strong points of e-Mentoring are listed, which include that e-Mentoring can be done at any place and any time, where the ICT tools are available to read or download; location independent; time for travelling can be saved; no need for a meeting place (advantage especially for group mentoring); access to a wider target group: can be done by people with limited mobility like parents with small children or handicapped people; flexible time scheduling: can be adapted to daily agenda of Mentee and Mentor and etc.

The challenges which have to be taken into consideration in order to avoid problems in e-Mentoring are analysed, such as relationship building; confidentiality; difficulties in communication; drop-out rate; social exclusion.

Module IV: What does it mean to be a Manager of a mentoring process?

The specific objectives of the module:

- Present the roles and tasks of the Manager in the mentoring process;
- Develop Manager's skills to be able to effectively select the Mentors and Mentees;
- Develop Manager's skills to be able to match the groups/pairs;
- Develop Manager's skills to be able to provide the initial trainings for the Mentors and Mentees.

The module contains general information about the Manager's roles as an organiser and evaluator of the mentoring process. The requirements to become a Manager in the mentoring process are shortly presented: the specific skills and experience, necessary for successful Manager are listed. The module provides information about the main tasks of the Manager during the e-Mentoring process. The selection procedure of the Mentees and the methods for identification of Mentee's needs are described. The importance of finding an appropriate Mentor is stressed. The process and possible methods (self-check questionnaire; personal interview) which could be used to select the Mentors are clearly described. The process of matching Mentors and Mentees in the working team is defined. The aspects which build the base for well matching are listed. The Managers' tasks to organise training and to prepare Mentors and Mentees for their role in the e-Mentoring process and equip them with the knowledge and skills needed for successful participation in the process are described. The themes for the training of the Mentors and Mentees are suggested as well as the possibility to use e-Learning courses for Mentors and Mentees.

Module V: What are the main steps of a mentoring process?

The specific objectives of the module:

- Develop capacity of the Manager to organise and manage the blended mentoring on ERI effectively;
- Develop Manager's skills to organise the initial and final mentoring sessions;
- Develop Manager's ability to monitor the mentoring process effectively.

The structure of blended mentoring process on ERI and its main steps are described in this module. One of the main tasks of the Manager - to organize the initial mentoring session is described in detail: the goals of the initial meeting, the tasks and functions and responsibilities of the Manager. The documents for Manager - management and monitoring tools - are the following: Mentee's Profile, Contract between 3M-Actors, Monitoring questionnaires for Mentor and Mentees during mid-term and final sessions. The importance of clear understanding between the Manager, Mentor and the Mentee(s) on how to establish and build their mentoring relationship for successful mentoring is stressed and "Contract of blended mentoring on employment-related issues" which should be discussed and signed between 3M-Actors is presented. The importance to facilitate the discussion on the rules of communication is introduced and

the key issues for discussion are presented. A so called „Code of Ethics“ could be discussed (i.e. respect the time of all group members, keep confidentiality of the information received during the mentoring process, respect the others' opinion, think before saying/writing something, be honest, attend all regular meetings as prior established in the schedule, etc.), agreed and included in the mentoring Contract. The Manager's role is to organize the filling-up of the initial monitoring questionnaire in order to upload these tools to the e-Mentoring platform are presented. Manager's role in facilitating the process of setting goals by Mentees is described as well as the importance for Manager and Mentor to share their responsibilities and to support each other - the tasks of the Manager and the Mentor are clearly defined. The following important points in the contract should be taken into consideration, such as roles, responsibilities of each of 3M-Actors, „do's and don'ts“, the type of mentoring (group, pair, e-Mentoring, face-to-face mentoring, blended mentoring) chosen, the duration of the blended mentoring relationship and etc.

Further the task-oriented sessions and the Manager's role are described: to monitor the process and possibility to participate in some of the task-oriented session as an observer.

The role of Manager to arrange the mid-term monitoring session is described and the agenda as well as the plan and a monitoring questionnaire for this meeting is suggested. The Manager's role to organise the final meeting/discussion of the Mentors and the Mentee(s) during the final mentoring session and the tools used in it are described.

Module VI: How to ensure an effective mentoring process?

The specific objectives of the module:

- Develop Manager's ability to evaluate the effectiveness of the e-mentoring process;
- Ability to manage effectively the e-Mentoring process;
- Ability to ensure an effective mentoring process.

The module presents the templates for special managing and monitoring tools (mandatory and optional) in order to ensure the effective mentoring process. The Manager's tasks to facilitate the filling-up the forms by Mentees and Mentors and to upload the tools he/she is responsible for are described as well as his/her task to explain the Mentor why he/she has to work with the tools in his/her responsibility, how to use and where to get them from.

The importance of the effective e-teamwork and the task of the Manager in it is stressed in this module. In order to ensure an effective mentoring process the module describes how to solve conflicts and problems in remote e-Mentoring, where the Manager is the primary contact of the Mentor in such challenging or sensitive situations. The situation when there is a need to change a Mentor is overviewed and the role of the Manager in such case is described.

Module VII: What should a Manager know about the possibility to facilitate the mentoring process by using Open Educational Resources (OERs) on Employability.

The specific objective of the module:

- Develop Manager's understanding of the importance of facilitating tools to be used in the mentoring process on Employability.

The module presents OERs on employment-related issues which are created in order to help a Mentee to improve his/her skills and competences on employment issues. The OERs are described and it consist of self-directed learning exercises, interactive tests, quizzes, case studies, videos, etc. The module describes how to use these OERs on Employability and in what way the OERs could be used in order to facilitate the mentoring process. There are interactive exercises presented in 6 different themes of OERs on **Employability**, such as: Self-evaluation for my willingness/motivation to work; Job suitable for me; Active job seeking skills; Successful job interview; Successful adaptation in a new work place; Career and professional development.

Module VIII: What should a Manager know about the possibility to facilitate the mentoring process by using Open Educational Resources on Entrepreneurship.

The specific objective of the module:

- Develop Manager's understanding of the importance of facilitating tools to be used in the mentoring process on Entrepreneurship.

The module presents OERs on employment-related issues which are created in order to help a Mentee to improve his/her skills and competences on employment. There is described the OERs which consist of self-directed learning exercises, interactive tests, quizzes, case studies, videos, etc. The module describes how to use these OERS on **Entrepreneurship**, in what way the OERS could be used in order to facilitate the mentoring process. There are 3 themes of OERs on **Entrepreneurship**: Understanding of entrepreneurship; Entry strategies and new business opportunities; Skills and competencies for starting a business.

II SESSION. LEARNING BY DOING: a questions/answers session

In order to respond to the learners' needs, it is recommended to include questions, which are **specific for Manager**:

1. Is the Manager responsible for recruiting and selecting Mentors and Mentees?
2. Is the Manager also responsible for doing the final matching of Mentors and Mentees?
3. Are there contracts between Manager, Mentor and Mentee?
4. Does it belong to the Manager's task to organize separate introduction seminars for mentors and mentees?
5. Is it the Manager who fixes dates of the meetings between Mentor and Mentees.
6. Has the Manager to be contacted in case of occurring problems during the mentoring-process?
7. Is the manager of an e-mentoring programme obliged to buy IT-equipment for Mentor and Mentee?
8. Is the Manager obliged to pay the Mentor?
9. Is the Manager responsible for the monitoring of mentoring process?
10. Does a Manager have to require a Mentor to continue work in case of any changes in his/her life?

III SESSION. VIDEO-FILM SESSION

For the video session the partners were asked to look for the video-films on the mentoring in their organisations and at *YouTube* in order to visualise the training course.

- ✦ **Video „Entrepreneurial mentoring“**: it's a video clip of 16 minutes, which was created by *Women's Enterprise Agency* in Finland. It presents several interviews with former mentors and mentees, their experiences of the mentoring relationship and reached goals in business mentoring.

The partnership has made the research on *YouTube* and has selected video-films, which could be used in the training of 3M-Actors:

- ✦ **Video „What not to do when mentoring“**: in this video possible mistakes in the mentoring process are shown and recommendations how to avoid them are given in simple, obvious and entertaining way.
 - *Source*: http://www.youtube.com/watch?v=C1j0beTn8_U&feature=related
- ✦ **Video „A Minute on Mentoring # 2 - What Mentoring Can Do For You“**: the main aspects of mentoring conversations are presented in this video in a short and visual based form.
 - *Source*: <https://www.youtube.com/watch?v=pj-txg1taXM>

It is also suggested for Mentors before the mentoring sessions to look for more videos on *YouTube*, using these keywords in the search engine: *mentoring, successful mentoring, professional mentoring, what is mentoring, spirit of the mentoring*.

IV Session. Success Stories.

It was suggested to collect the Success Stories from the project and to add them to the training process.

2. *Mentor*

Main learning outcomes for Mentor training course

After completing the training course Mentors will be able to:

1. Understand the concept of the blended mentoring on employment-related issues (ERI);
2. Utilize the knowledge about the structure of the mentoring process and main facilitating tools of mentoring;
3. Lead the mentoring process taking into consideration the benefits and challenges of e-Mentoring;
4. Distinguish the main peculiarities of relationship between the Mentor and the Manager and the Mentor and the Mentee;
5. Help the Mentees to establish their goals within mentoring on employment-related issues;
6. Facilitate the mentoring using OER on Employability and Entrepreneurship.

Suggested session plan for training course for Mentor

I SESSION. READINGS		<i>Expected duration (academic hours*)</i>
Module I.	Introduction to the self-directed learning course for Mentors	0,5
Module II.	What is mentoring on employment-related issues	1,0
Module III.	What are the benefits and challenges of e-Mentoring	0,5
Module IV.	What does it mean to be a Mentor in a mentoring process	2,0
Module V.	What are the main steps of a mentoring process	4,0
Module VI.	How to ensure an effective mentoring process	1,0
Module VII.	What should a Mentor know about the possibility to facilitate the mentoring process by using Open Educational Resources on employability	3,0
Module VIII.	What should a Mentor know about the possibility to facilitate the mentoring process by using Open Educational Resources on entrepreneurship	2,0
II SESSION. Learning by doing: questions/answers session		0,5-1,0
III SESSION. Video-film session		1,0
IV SESSION. Success Stories		1-1,5

* One academic hour = 45 minutes.

I SESSION. READINGS:

Based on the research made by partners it is recommended to divide reading materials into eight modules. By reading these modules, „future Mentor“ would get acquainted with the main features of mentoring on employment-related issues and would be prepared to lead effectively the mentoring process as a Mentor.

Module I: Introduction

An introduction to the entire training course is presented in this module. It aims at creating awareness about the benefits of the training for Mentors. The module presents the different types of training materials which will be used in the self-learning training course.

Module II: What is mentoring on employment-related issues?

The specific objectives of the module:

- Introduce the concept of mentoring, its main forms and types;
- Create awareness how the mentoring process is structured;
- Introduce the roles of 3M-Actors: Manager, Mentor and Mentee;
- Raise awareness about the importance of mentoring.

The module introduces the concept of the Mentoring, its types (pair and group mentoring) and different forms (face-to-face mentoring, e-mentoring and blended mentoring). Also in this module is described the primary aim of mentoring on employment-related issues.

The module presents the main actors (3M-Actors) in mentoring process: Manager, Mentor and Mentee. The different roles and responsibilities of the 3M-Actors in the mentoring process are clearly explained. There is introduced the importance of mentoring for mentors and mentees.

Module III: What are the benefits and challenges of e-Mentoring?

The specific objectives of the module:

- Present the concept of the blended mentoring on employment-related issues (ERI);
- Develop capacity of the Mentor to lead the e-mentoring process taking into account the benefits and challenges of it;
- Analyse the strong points and the challenges of e-Mentoring.

In this module the concept of the blended mentoring on employment-related issues (ERI) is presented. Blended mentoring is based on confidential face-to-face pair (pair mentoring) or group (group mentoring) meetings combined with e-Mentoring meetings on a special e-platform and it enhances learning opportunities for the Mentees so that they will acquire new skills and competences in order to increase their employment abilities.

The module describes the strong points of e-Mentoring such as: there is no need for a meeting place; it is a time-saving method and has flexible scheduling; the distance is not a problem; it is a modern, different and easy way of communication where various learning methods are used; the use of ICT tools enhances one's skills in them; e-

Mentoring provides a possibility to increase mentoring between different countries and cultures.

The possibility to use technical statistics for monitoring and evaluating the e-Mentoring process is described.

The challenges which have to be taken into consideration in order to avoid problems in e-Mentoring are analysed, such as difficulty in being self-assured online as body language, vocal tones and state of mind are lacking; being not so familiar with ICT; different personalities and different skills in writing.

Module IV: What does it mean to be a Mentor in a mentoring process

The specific objectives of the module:

- Present the roles and tasks of the Mentor in the mentoring process;
- Prepare the learner for the Mentor's role;
- Develop Mentor's skills to act effectively as a Mentor.

The module broadly describes the different roles, tasks and activities of a Mentor in a mentoring process. The learner gets an overall understanding what does it mean to be a Mentor (i.e., mentor is a discussion partner, a good and reliable role model, inspirer and he/she shares networks and opens doors). The features, abilities and motivation needed in order to be a good Mentor are described. The benefits for a Mentor from the mentoring process are defined.

This module reveals the nature of the relationship between Mentor and Mentee(s) and the confidentiality in e-Mentoring process. The recommendation is given to make clear rules, concerning the interaction between Mentor and the Mentee(s) e-Mentoring sessions and also to facilitate the creation of the "Code of Ethics" during the first mentoring meeting.

There is described the role of Mentor in setting Mentees' individual and common group goals for mentoring, the process of it and the tools, used in this process during the first mentoring meetings. The possibility to use the tool defining mentoring aims and objectives, in order to facilitate the process of setting the Mentee's goals is presented. The types of communication (synchronous or asynchronous) between the Mentor and the Mentees are presented.

Module V: What are the main steps of a mentoring process?

The specific objectives of the module:

- Develop Mentor's skills to be able to lead effectively the e-Mentoring process;
- Develop Mentor's ability to monitor the mentoring process.

The main steps of a blended mentoring process are introduced and the Mentor's tasks and responsibilities in these steps are clearly described. The module describes the cooperation between Manager and Mentor - sharing of tasks and support to each other. Also it provides learner with precise information about the initial mentoring session, task-oriented mentoring sessions, the mid-term monitoring session and the final mentoring session and the Mentor's role in all these steps of e-Mentoring. The the aims of all these sessions, mentor's tasks and the tools used during mentoring process are described.

It is defined how should Mentor facilitate the setting of the Mentee's goals (and in group mentoring - a common goal) and objectives in this module. Also the building of mentoring relationship and signing of "Contract of blended mentoring on employment-related issues" is explained.

There is described how mentoring on employment-related issues is going on in accordance with the "Session plan" during the task-oriented mentoring sessions and the Mentor's tasks in it also how the group or individual meetings should be organised. The importance of the mid-term monitoring session and the final mentoring session is stressed and the agendas for these meeting are suggested.

Module VI: How to ensure an effective mentoring process?

The specific objectives of the module:

- Develop Mentor's ability to lead effectively the e-mentoring process;
- To train ability to ensure an effective mentoring process.

Module introduces the common document "The list of the managing and monitoring tools", which is developed to help Mentor to become fully-aware about all mandatory and optional tools and gives the instructions for Mentor on how to use different tools. The tools are the following: Self-check questionnaire for a person to be a Mentor, Contract between 3M-Actors, Session plan for Mentoring on employment related issues, Diary of Mentoring on employment related issues, List of participants of mentoring, Final monitoring questionnaire for Mentor.

Ability to keep effective e-teamwork from start to end is stressed as the more effective the work is the more results the Mentees will receive. The Mentor's as a group leader's task to keep the e-teamwork spirit high is described.

For effective mentoring process ability to solve conflicts and problems in remote e-Mentoring is important. The module describes the ways to do so if the Mentor notices a conflict or a problem, and the possibility to contact the Manager or to get help from other experienced Mentors in the network.

Module VII: What should a Mentor know about the possibility to facilitate the mentoring process by using Open Educational Resources on employability?

The specific objective of the module:

- Develop Mentor's understanding of the importance of facilitating tools to be used in the mentoring process on Employability.

It is suggested to have the same information in this module as for the Module VII in the training course for Manager (please see page 15)

Module VIII: What should a Mentor know about the possibility to facilitate the mentoring process by using Open Educational Resources on entrepreneurship?

The specific objective of the module:

- Develop Mentor's understanding of the importance of facilitating tools to be used in the mentoring process on Entrepreneurship.

It is suggested to have the same information in this module as for the Module VIII in the training course for Manager (please see page 16)

II SESSION. LEARNING BY DOING: a questions/answers session

In order to respond to the learners' needs, it is recommended to include questions, which are **specific for Mentor**:

1. Does e-Mentoring mean that a Mentor and their Mentees attend only synchronous sessions?
2. Does a Mentor act as a facilitator during a e-Mentoring session?
3. Does a Mentor dominate the conversation in virtual e-Mentoring sessions?
4. Is Mentor allowed to have individual communication with each Mentee during a group mentoring?
5. Is a Mentor legally responsible for Mentees' actions?
6. Does a Mentor have a special role in setting the Mentees' goals?
7. Can a Mentor ask someone for advice if a Mentee needs special support or is in a challenging situation?
8. Is it a Mentor's responsibility to deal with a Mentee not attending e-Mentoring sessions?
9. Do I have to continue as a Mentor if my situation changes?
10. Is the mentor responsible for the monitoring of the mentoring process?

III SESSION. VIDEO-FILM SESSION

Concerning the video session in the Mentor's training course, it is suggested to use the same videos as in the Manager's training course (see page 17).

IV SESSION. SUCCESS STORIES

It was suggested to collect the Success Stories from the project and to add them to the training process.

3. *Mentee*

Main learning outcomes for Mentee training course

After completing this training course Mentee will be able to:

1. Understand what mentoring is and how the process is structure.
2. Realise mentee’s active role in mentoring process.
3. Understand the role and responsibility of Mentee.
4. Establish his/her goals for the mentoring on employment-related issues.
5. Realise that the mentoring process is confidential and requires to follow the certain rules of ethics.
6. Use the Open Educational Resources (OERs) on employability and entrepreneurship to improve his/her skills.

Suggested session plan for training course for Mentee

I SESSION. READINGS		<i>Expected duration (academic hours*)</i>
Module I.	Introduction to the self-directed learning course for Mentees	0,5
Module II.	What is mentoring on employment-related issues	1,0
Module III.	What are the benefits and challenges in e-Mentoring	0,5
Module IV.	What does it means to be a Mentee in a mentoring process	0,5
Module V.	How the e-Mentoring process is structured	2,0-2,5
Module VI.	What a Mentee should know about the possibility to facilitate the mentoring process by using Open Educational Resources on employability	2,0
Module VII.	What a Mentee should know about the possibility to facilitate the mentoring process by using Open Educational Resources on entrepreneurship	1,0
II SESSION. Learning by doing: questions/answers session		0,5
III SESSION. Video-film session		1,0
IV SESSION. Success Stories		1-1,5

* One academic hour = 45 minutes.

I SESSION. READINGS

Based on the research made by partners it is recommended to divide reading materials into seven modules. By reading these modules, Mentees would get acquainted with the main features of mentoring on employment-related issues and would be prepared to participate effectively in the mentoring process as a Mentee.

Module I: Introduction

An introduction to the entire training course is presented in this module. It aims at creating awareness about the benefits of the training for mentees. In addition, it presents the different types of training materials which will be used in the self-learning training course.

Module II: What is mentoring on employment-related issues?

The specific objectives of the module:

- To introduce the concept of mentoring, its main forms and types;
- To create awareness how the mentoring process is structured;
- To introduce the relationship between Mentee and Mentor;
- To raise awareness about the importance of mentoring for Mentee.

The module introduces the concept of the Mentoring, its types (pair and group mentoring) and different forms (face-to-face mentoring, e-mentoring and blended mentoring). Also in this module the primary aim of mentoring on employment-related issues is described.

The module presents the main actors (3M-Actors) in mentoring process: Manager, Mentor and Mentee. The different roles and responsibilities of the 3M-Actors in the mentoring process are clearly explained. The importance of mentoring for Mentors and Mentees is introduced.

III Module. What are the benefits and challenges in e-Mentoring?

The specific objective of the module:

- To present the benefits and challenges of the e-Mentoring.

In this module the concept of the blended mentoring on employment-related issues (ERI) is described.

The module overviews the strong points of e-Mentoring such as: there is no need for a meeting place; it is a time-saving method and has flexible scheduling; the distance is not a problem; it is a modern, different and easy way of communication where various learning methods are used; the use of ICT tools enhances one's skills in them; e-Mentoring provides a possibility to increase mentoring between different countries and cultures.

The following challenges which have to be taken into consideration in order to avoid problems in e-Mentoring are analysed: difficulty in being self-assured online as body language, vocal tones and state of mind are lacking; being not so familiar with ICT; different personalities and different skills in writing.

IV Module. What it means to be a Mentee in a mentoring process

The specific objectives of the module:

- Present the roles and tasks of the Mentee in the mentoring process;
- Prepare the learner for the Mentee's role;

- Develop Mentee's skills to act effectively and to get benefits from the mentoring.

In the module it is suggested what a Mentee must do in order to participate effectively in the mentoring process. The cooperation with other Mentees in the group and the Mentor if it's a group-mentoring and personally with Mentor if it is a pair-mentoring is described as well as the relationship between a Mentor and Mentee(s). The importance of an agreement on the communication rules in the "Code of Ethics" is described and the main issues which should be included are suggested. The benefits of being a Mentee in the mentoring process are presented.

V Module. How the e-Mentoring process is structured?

The specific objectives of the module:

- Develop Mentee's skills to be able to participate effectively the e-Mentoring process.

In this module Mentee's tasks and responsibilities are described in the following steps of the mentoring process: the initial mentoring session, tasks-oriented mentoring sessions and the final mentoring session.

The template of the "Contract of blended mentoring on employment-related issues" is presented and the procedure of goal setting and tools for it are described.

The ways of communication between Mentor and Mentee(s) in the e-Mentoring platform are introduced. The suggested agenda for the meetings is presented, as well as the Mentee's responsibility to fill-in the "Diary for blended Mentoring on employment-related issues" after each mentoring session. When filling the Diary form, the Mentee should note the date, the purpose of the mentoring meeting, achievements and plans for the future meetings and make some comments if necessary. Mentor can also make comments in the Diary after each mentoring meeting. In the group mentoring, Mentees fill-in the diary on rota basis.

The module also introduces the evaluation of the mentoring process in the final mentoring session.

VI Module. What a Mentee should know about the possibility to facilitate the mentoring process by using Open Educational Resources on employability?

The specific objective of the module:

- Develop Mentee's ability to use Open Educational Resources (OERs) on Employability in the mentoring process in order to improve his/her skills.

It is suggested to have the same information in this module as for the Module VII in the training course for Manager (please see page 15).

VII Module. What a Mentee should know about the possibility to facilitate the mentoring process by using Open Educational Resources on entrepreneurship?

The specific objective of the module:

- Develop Mentee's ability to use Open Educational Resources (OERs) on entrepreneurship in the mentoring process in order to improve his/her skills.

It is suggested to have the same information in this module as for the Module VIII in the training course for Manager (please see page 16).

II SESSION. LEARNING BY DOING: questions/answers session

In order to respond to the learners' needs, it is recommended to include questions, which are **specific for Mentee**:

1. Do you have to be active in order to change your employment status?
2. Could you benefit from having someone to discuss your employment situation?
3. Do you need to communicate openly with Mentor?
4. Do you think there is a difference between a Mentor, a friend and a business advisor?
5. Do you get to choose who your Mentor is?
6. Is there someone you can report to if the Mentor is inappropriate or the relationship is not supportive?
7. Is a Mentor there to listen to you and to help you to make plans and set goals?
8. Does a Mentor need to know about every aspect of your life?
9. Is it always necessary to set goals in e-Mentoring?
10. Are there contracts between Manager, Mentor and Mentee?

III SESSION. VIDEO-FILM SESSION

Concerning the video session in the Mentee's training course, it is suggested to use the same videos as in the Manager's training course (see page 17).

IV SESSION. SUCCESS STORIES.

It was suggested to collect the Success Stories from the project and to add them to the training process.

This publication has been developed under the coordination of

Social Innovation Fund

Savanoriu pr. 1 Kaunas, LT-44255 Lithuania

Phone/fax: +370 (37) 206575

E-mail: L.Mecajeva@lpf.lt

www.lpf.lt



in cooperation with international partnership:

Vytautas Magnus University

(Lithuania)

www.vdu.lt



Merseyside Expanding Horizons Ltd.

(United Kingdom)

www.expandinghorizons.co.uk



ANNANET: Pertti Vihonen Oy

(Finland)

www.annanet.fi



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www.europartner.lt



Burgas Free University

(Bulgaria)

www.bfu.bg



VentureQuest Ltd. LLC

(USA)

www.VentureQuestLtd.com



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