



Leonardo da Vinci



Education and Culture

MENTORING AND GUIDANCE FOR ADULTS

www.adults-mentoring.eu



Adults Mentoring

GENERAL GUIDE

Setting up Mentoring programmes for
older people

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GLOSSARY

National Coordinator – Organization responsible for the coordination of the Adults Mentoring piloting process in ... (Name of the country). The main tasks of the National coordinator are:

- recruitment of mentors and mentees,
- matching the couples,
- setting up the induction process,
- coordinating the mentoring process in ...(Name of the country)

The National coordinator is ... (Name of the organization).

Mentor – a professional (either manager or an employee in an organisation) in a certain field willing to cooperate with the mentee for their mutual professional and personal development. Mentors are recruited by the National coordinators based on pre-definite criteria. Mentors are expected to collaborate with the mentee for the successful implementation of the mentoring process.

Mentee – an individual, participating in the Adults Mentoring programme, over the age of 50..(Long term unemployed or at risk of losing their employment. Mentees together with Mentors are recruited by the National coordinators of the project in respect to the requirements of the Adults Mentoring project.

Project Coordinator – Euroconsulting LTD. Bulgaria. Responsible for the overall coordination of the Adults Mentoring project as International project with participants in five European countries (Bulgaria, Greece, Poland, Slovenia and UK). Euroconsulting, as project coordinator will supports national coordinators in each participating country, as well as providing guidance and support both to the mentors and the mentees.

I. INTRODUCTION

The project Adults mentoring - MENTORING AND GUIDANCE FOR ADULTS is a 24 months pilot project funded by the Leonardo da Vinci Programme of the European Commission that aims to develop a system for workplace mentoring for unemployed older people (50+).

This European project involves 7 partners from 5 European countries:

Bulgaria

- Municipality of Sliven (contractor)
- Euroconsulting Ltd. (co-ordinator)
- "Zgura M" Ltd.

Greece

- Diakrisi Ltd.

Slovenia

- University of Ljubljana, Faculty of Education, Department of Social Pedagogy

Poland

- University of Lodz, Department of Special Education

United Kingdom

- Edinburgh University Settlement Community Learning Centre

Over the last century the average life expectancy in Europe has increased for males from 45,7 to 75 years , and for females from 49,6 to 79,9 years. At the same time however, Europe's birth rate has reduced drastically. Together these two factors mean the EU population is aging. Looking at long-term projections, this process is set to accelerate in the future.¹

An important resulting tendency, noted in various reports of EU27, which led to the establishment of "Adults Mentoring" project, was that by 2050 the number of people over 50 in Europe will have doubled to 40% of the total population or 60% of the working age population. Having in mind these staggering figures, the project is focused on the needs of older people (50+) who wish to find or retain an employment thus delaying their retirement by the means of vocational guidance, counselling and training, by which they will update and upgrade their work key skills and competences, soft skills, self-confidence, contributing accordingly to the empowerment of people over 50.

Taking into consideration the fact that a large percentage of the aging population will soon be eligible for retirement thus creating talent shortages over the next 10 years, job seekers over 50 or early retired people should not be left as an unattained problem. This is also addressed in the objectives of the Lisbon strategy,

¹ Eurostat

The project aims to adequately address this issue, and enable this empowerment through a non-formal type of learning i.e. mentoring. Mentoring has demonstrated its efficiency in improving the employability and the key work skills and competencies of both disabled and disadvantaged people, and will potentially also offer a good practice for learning and acquiring soft skills and improving the self-confidence of older people.

The Adults Mentoring project will build further on the experience already gained from several previous mentoring programmes, namely:

- The mentoring programme “Equal Employment Opportunities, Mentoring and Training for Disabled People and Employers” (www.marie-curie-bg.org/mentoring), with partners from Bulgaria (Marie Curie Association, University of Plovdiv, Regional Development Agency), UK (Mouzer Associates Coventry & Warwickshire Learning & Skills Council) and Greece (University of Aegean and Trade Association of Rhodes), elaborated a mentoring scheme connecting unemployed young disabled final year students and recent graduates to a mentor occupied both in a position and an industry preferred by the mentee. The project also foresaw the need for the establishment of an employers network to support disabled people.
- The Validation of Mentoring project (www.mentoring-validation.org) coordinated by Marie Curie Association with partners from Bulgaria (Municipality of Sliven), UK (French and Burt Ltd.), Greece (e-ISOTIS), Slovenia (University of Ljubljana, Faculty of Education, Department of Social Pedagogy, SENT, Dobrovita), and Romania (Foundation H) that aims at supporting the work experience of young disabled people through incorporating and validation of mentoring programmes.
- The APT project (Access to professional training for people with disabilities) (www.apl-leonardo.org) coordinated by De Montfort University with partners from Bulgaria (Marie Curie Association and Center for Social Services – Sliven); Malta (National commission persons with disability and University of Malta) that aims at providing access to professional training, and improving disabled peoples’ opportunities for professional employment.

Based upon this previous experience, the Adults Mentoring project will develop a comprehensive system for workplace mentoring for older people (50+), whereby participants will be provided with an innovative type of vocational guidance matching their knowledge and understanding. Thus, the objectives of this project correspond directly to the Stockholm European Council of 2001, which set a long term target for the employment rate of persons aged 55-64 of 50% in 2010.²

The following ambitious aims are set within the project:

- To create a mentoring system targeted at elderly people (50+) in order to increase their employability;
- To provide adults with soft skills and key work competences training, work experience and self-confidence;
- To develop and pilot supporting materials for older people (mentees);
- To develop and pilot training materials for employers (mentors);
- To improve employers’ awareness of older people’s abilities, needs and capacities at the workplace;

² Labour Force Survey 2006, 102/2007 - 20 July 2007, Eurostat

- To develop networks of employers who are positive towards older employees;
- To develop training materials, accessible and widely available, free-of-charge, through the Internet. For those who have no access to the Internet, the materials will be provided in alternative formats (CD or printed version).

TARGET GROUPS

This project is oriented towards the following **target groups**:

- Job- seekers(over 50) who have been long-term unemployed;
- Older people who have been employed, but have recently lost their jobs.

Because the definition of Adults (Older/elderly people) varies in different countries, for the purposes of this project we will consider as Adults (Older/elderly people) people at the age of 50+.

II. AGEING

Ageing is the process of becoming older. This traditional definition was recently challenged in the new "Handbook of the Biology of Aging" (Academic Press, 2006) where ageing was specifically defined as the process of the system's **deterioration** with time, thus allowing for existence of non-ageing systems (when "old is as good as new"), and anti-ageing interventions (when accumulated damage is repaired). Furthermore, ageing is an important part of human society reflecting the biological changes that occur, but also reflecting cultural and social conventions.

AGEISM

Overtaking ageism (stereotyping and prejudice against persons because of their age) in the workplace requires a significant shift in perceptions for both employers and workers. Ageist behaviour is normally based on stereotyped prejudices (see Table 1), labelling and practices, rather than an active dislike of a particular age group. Age-related assumptions might be positive or negative – and could influence an employment decision, thus are classed as discriminatory. Typical negative examples are '*younger workers are less reliable*' or '*older workers are more set in their ways*'. Alternatively, on the other side, also generalisation such as '*younger workers are more enthusiastic*' or '*older workers are more loyal*' should be avoided.

QUALITIES ATTRIBUTED TO YOUNGER EMPLOYEES	QUALITIES ATTRIBUTED TO OLDER EMPLOYEES
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Physically more able and healthy Easier to supervise Lower salary expectations Willing to use new technology Creative Energetic	Experienced Reliable Stable Loyal Have good practical knowledge Mature
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Table 1: Ageism perceptions (Source: Bendick, Jackson and Romero: "Employment Discrimination" 1996)

Previously undertaken researches (including TUC (UK) and National Need Analysis carried out in partner's countries) show a considerable difference between employers and workers perceptions concerning age in the workplace. While employees see themselves still fit to work beyond 60, employers often push them out on false health and safety grounds. In fact, a poll by recruitment firm Monster in September 2006 found that among 8,277 interviewed European workers, a total of 46% believed their employers discriminated against older workers when it came to hiring new recruits. Notwithstanding these figures, the study also pointed out that increasingly businesses do realise that they will have to take a more balanced approach. The "Manpower NOP report" (July 2006) confirms this when it states that "More than half of the businesses agree they want their staff to work beyond the age of 65 – but just 19% of employees say they will actually do this."

While ageism is still present, increasingly alternative approaches to support older people employment are becoming available nowadays. Employers are increasingly realising the positive influence of experienced and skilled older employees. As an outcome of the increasing mutual understanding and flexibility of both parties, a number of alternatives for the employment of older people (50+) and post pension occupation have been initiated.

For example, British Telecom uses some of the following approaches:

- Offering employees an opportunity to work part time or applying job-sharing;
- Enabling employees to reduce their work commitments by taking a lower grade job with less responsibility;
- Timing out, which allows employees to take phased sabbaticals;
- Encouraging employees to take up full - or part time secondments;
- Allowing employees to reduce gradually working hours and/or responsibilities.

Also, legislation is being adjusted. E.g. in the UK, there is the new age discrimination laws that came into force on 1 October 2006 and that are expected to be a useful tool in ensuring older workers can continue to earn a quality living..

III. ADULT – LIFELONG LEARNING

What is adult lifelong learning?

Definitions of adult learning vary, but for the purpose of this document it is defined as all forms of learning undertaken by adults after having left initial education and training. This process may have gone very far (e.g., including tertiary education).³

Promoting **lifelong learning** is part of the Lisbon Strategy, which sets targets for economic growth, competitiveness and social inclusion. Although the Member States recognise the importance of lifelong learning, the number of adult learners in Europe today remains below the target set by the Member States. In this Communication the Commission encourages Member States to ensure the quality of their adult learning systems and their overall skills levels.

Adult learning is the practice of teaching and educating adults. This is often done in the workplace or through “extension” or “continuing education” courses at secondary schools, or at a college or university. Other learning places include community colleges, and lifelong learning centres. The practice is also often referred to as “Training and Development”. It has also been referred to as *andragogy* (to distinguish it from *pedagogy*). A difference is made between vocational education, mostly done in workplaces and mostly related to upskilling, and non-formal adult education, that can include learning skills or learning for personal development.

Educating adults differs from educating children in several ways. One of the most important differences is that adults have accumulated knowledge and experience that can either add value to a learning experience or hinder it.

Another important difference is that adults frequently must apply their knowledge in some practical fashion to learn effectively; there must be a goal and a reasonable expectation that the new knowledge will help them further that goal.

Better **adult education** can play a key role in vocational training in Europe and in the social inclusion of groups which are at a disadvantage on the labour market, such as migrants and older people, who are growing in number in Europe. Moreover, improvements in adult learning are a considerable advantage for both individuals and society. Raising overall skills levels helps to improve economic indicators, such as productivity and unemployment, and social indicators, such as civic participation, criminality and healthcare costs.

Barriers to adult learning

The barriers to adult learning are the following⁴:

- Many other responsibilities (families, careers, social commitments),
- Lack of time,
- Lack of money,
- Lack of child care,
- Scheduling problems,

³ Brussels, 23.10.2006 COM(2006) 614 final COMMUNICATION FROM THE COMMISSION “Adult learning: It is never too late to learn Adult learning: It is never too late to learn”.

⁴ As mentioned in Lieb, Stephen. – “PRINCIPLES OF ADULT LEARNING”, <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-2.htm>

- Transportation problems,
- Insufficient confidence,
- Having to learn, if told by employer, but not interested or ready to do so.

In addition to that, physical and cognitive changes take place as we age and are important to note because they can have an affect on our learning:

- Older learners have slower reaction times than younger ones. They need more time to learn new things, however, when adults can control the pace of learning, they can often effectively compensate for their lack of speed and learn new things successfully.
- Vision generally declines from the age of 18 to 40. After 40 there is a sharp decline for the next 15 years, but after age 55 the decline in vision occurs at a slower rate.
- Around the age 70 our hearing begins to decline sharply and we begin experiencing problems with pitch, volume, and rate of response. Loss of hearing can be compensated for through the use of hearing aids, but often older learners may be embarrassed by their hearing loss and feel less confident. This decline in confidence can become a greater hindrance to learning than the physical disability.
- Few changes have been found in both sensory and short-term memory as we age, but long-term memory declines. Older adults have a harder time acquiring and retrieving information and they experience difficulties in organizing new material and in processing it. Older adults are not as able as younger learners in tests of recall, but the differences between older and younger learners in tests of recognition are small or nonexistent.
- When contextual learning approaches are used, less decline is found in the memory process as we age. The greatest problems with memory for older learners occur with meaningless learning, complex learning, and the learning of new things that require reassessment of old learning.

Adult learners' specificities

Although most of the Mentees often have lot of experience, they lack of motivation. As is true for adults of all ages, the previous educational level is the single best predictor of participation in non-formal and informal educational activities. The Need analysis report accomplished in the framework of the Adults Mentoring project confirms that older people are more influenced by Cognitive Interest to engage in the mentoring programme than by any other factors.

Highly experienced elderly people who want stimulating activities participate in such activities because they are interested in knowledge. They aim to get familiar with current labour market constellation.

This finding has a practical implication for program planning for older people. When developing programs for older people, have to bare in mind that these should cover thier interests and needs This actually arises the **need for motivation training**, while also focusing on new tendencies and taking equally into account the **relevancy of required**.

Furthermore, a particular lack of adaptive social behaviour (i.e. personal and interpersonal skills) is observed among elderly people. These are mainly the soft skills, but also the more practical (hard) technical skills, as well as the ICT skills which are becoming increasingly more important to a degree that they are basically needed in every kind of job. We will go deeper into the soft and ICT skills in the following two sections.

Soft skills

When we talk about soft skills, we refer to the cluster of personality traits, social graces, and facility with language, personal habits, friendliness, and optimism that mark people to varying degrees. Soft skills complement the hard skills, which are the technical requirements of a job. Soft skills can be categorised as following:

Personal Qualities	Interpersonal Skills
<ul style="list-style-type: none"> - Self-esteem - Sociability - Self-management - Integrity/honesty 	<ul style="list-style-type: none"> - Participating as a member of the Team - Teaching others - Serving Client / Customers - Exercising Leadership - Negotiating - Working with cultural diversity

ICT skills

The increased use of **Information Communication Technology (ICT)** both in the home environment, as well as in the workplace has had a considerable impact on older/adult people over the past years. They see how young people, particularly their children and grandchildren, have taken to ICT with relative ease. On the one hand, they often feel cautious about trying it for themselves, while on the other hand, there is often a strong motivation and curiosity on their part to learn about these new developments. This motivation will become even stronger for older people if they can see the relevance to them.

Older people are often motivated to take up ICT in order to keep up with grandchildren, so as to know what they are talking about. For others, ICT provides a means of stimulating and keeping the brain active by learning something new. For some it provides the means to communicate with family and relatives scattered around the world, using e-mail and instant messaging; it provides them with access to services such as online shopping, banking and increasingly online learning courses.

Mentors working with older people should be aware of the opportunities offered by ICT, but especially need to be cautious to identify in time specific age-related problems that many experience and which might hamper the ICT knowledgeability of the mentees. These problems can be mainly categorised in the following areas:

- **Memory:** older people may well experience problems in getting accustomed with ICT, and especially then with the many functionalities of software because of the problem they have with remembering and recalling new material.
- **Vision:** Vision generally declines from the age of 18 to 40. After 40 there is a sharp decline for the next 15 years, but after age 55 the decline in vision occurs at a slower rate.
- **Coordination and motoric skills:** some will have difficulty controlling devices such as the mouse or touch pad and may also have difficulty in being able to click the mouse. In this respect, specific devices exist such as trackballs to make it easier for older people to use a computer, while a larger screen can also be of assistance.

In the following, we will examine the key skills that are required for ageing job seekers as they often lack up-to-date work skills and qualifications, making it more difficult for them to be “job search ready”.

Key skills (Key competences for lifelong learning – A European Reference Framework)

Older people often lack the knowledge to see the relevance of their (current) skills and qualifications to the job that they wish to apply for. Additionally, they also often lack a good perception of their actual skills and abilities. Therefore, lifelong learning is a condition sine qua non for ageing job seekers to be able to compete on the job market, as well as to be “attractive” for employers. Furthermore, older job-seekers (50+) are a potential workforce as they are an integral part of the Lisbon strategy⁵ and life-long learning should involve and have an impact on them as well.

The **European Reference Framework** on key competences for lifelong learning sets out the eight key competences⁶ that should be developed to a level to form a basis for further learning and working life, and which should also be considered for ageing job seekers:

- 1) **Communication in the mother tongue:** Defined as an ability to communicate in the mother tongue and to express and interpret concepts, thoughts, feelings, facts and opinion in both oral and written form and to interact linguistically in an appropriate way in a full range of contexts.
- 2) **Communication in foreign languages:** Defined as an ability to communicate in a foreign language – broadly similar to that of communicating in the mother tongue. It is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form. It recognises that an individual’s level of proficiency will vary between the four dimensions of listening, speaking, reading and writing and between the different languages.
- 3) **Mathematical competence and basic competences in science and technology:** Defined as the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Competence in science refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions.
- 4) **Digital competence:** Defined as an ability to use the confident and critical use of Information Society technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT; the use of computers to retrieve, assess, store, produce, present and exchange information and to communicate and participate in collaborative networks via the Internet.
- 5) **Learning to learn:** Defined as the ability to pursue and persist in learning and to organise one’s own learning.
- 6) **Social and civic competences:** Defined as equipping individual to participate in an effective and constructive way in social and working life in increasingly diverse society. To encourage individuals to participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

⁵ The Lisbon strategy sets a 10-year mission for the EU to become the most competitive and dynamic knowledge-based economy in the world, capable of sustained economic growth with more and better jobs and greater social cohesion. Lifelong learning is a core element of this strategy, central not only to the competitiveness and the employability but also to the social inclusion, active citizenship and personal development.

⁶ “KEY COMPETENCES FOR LIFELONG LEARNING - A EUROPEAN REFERENCE FRAMEWORK” as mentioned in the annex of the “Proposal for a RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL on key competences for lifelong learning”, Brussels, 10.11.2005, COM(2005)548 final, 2005/0221(COD)

- 7) **Sense of initiative and entrepreneurship:** Defined as the ability to turn ideas into actions. It includes creativity, innovation and risk-taking as well as the ability to plan and manage projects in order to achieve objectives.
- 8) **Cultural awareness and expression:** Defined as the ability to appreciate the importance of creative expression, experiences and emotions in a range of media, including music, performing arts, literature and the visual arts.

The abovementioned competences can be summarised in the following strands:

- **attitudinal skills**, for example, increased levels of motivation, confidence and self-esteem,
- **personal skills**, including improvements in timekeeping, attendance or personal hygiene,
- **practical skills**, which may be indicated by the ability to complete forms or to manage money.

The mentoring process we will present aims exactly at bridging the gaps in the key skills and competences of the ageing job seekers. The mentoring process will help them especially to gain soft skills and improve their ICT skills, as well as bring back their confidence, optimism and (re-)integrate them as such in a working environment. The aforementioned soft skills are essentially the non-technical, intangible, personality-specific skills that determine one's strengths as a leader, listener, negotiator, and conflict mediator. "Hard" skills, on the other hand, are more along the lines of what might appear on one's resume namely the education, experience and level of expertise.

IV. MENTORING

What is mentoring

Short history of the term “mentoring”

“Mentor” was the name Homer gave to Télémachus (educator, tutor, and teacher), the son of Odysseus. Mentor’s name gave birth to various common expressions such as “mentoring behaviour”, “mentoring tone” (in a conversation with another person), “mentoring attitude” (with respect to other people), etc.

Essentially they mean nothing else but “mentoring behaviour”, “mentoring, instructive, explaining tone”, “edifying, educating or instructive attitude”. Of course, such tone or attitude is not very appropriate when talking with an equal partner, who knows and understands no less than you.

Mentoring is a powerful and popular mechanism for people to learn many and new things related to their personal, social and professional skills. In fact, mentoring is one of the oldest ways to exercise influence. The first recorded modern usage of the term can be traced to a book entitled "Les Aventures de Télémaque", by the French writer François Fénelon⁷. In the book the lead character is that of Mentor. This book was published in 1699 and was very popular during the 18th century and the modern application of the term can be traced to this publication. A mentor can be anyone like a friend, a relative or a colleague. It is widely believed that the mentor is someone more experienced or older, who can be an imitation model or a tutor, a leader.

A mentoring relationship is usually one where one more experienced person assists another person to be aware of his own abilities and personal improvement.

Nowadays, the mentoring tradition of an experienced and wiser person who fosters the growth and development of another party has been widely adopted. This sometimes resulted in the perpetuation of old ways at the expense of diversity and development. However, together with these traditional approaches, new adaptations of mentoring allow individuals to interact as colleagues in a supportive manner, and on a more equal basis. This kind of mentoring can cultivate growth and learning, and this to the mutual benefit of both mentor and mentee.

No doubt, experience, skills and competences are more valuable resources in a mentoring relationship than age or position. Also, open and clear communication, trust and assertive cooperation of both parties are essential. In fact, good mentors do also learn from their mentees.

Mentoring is fruitful in organisations when:

- it is perceived as a development strategy;
- it is allowed or encouraged as an informal process;
- it is an activity that occurs below the consciousness of individuals.

⁷ François de Salignac de la Mothe-Fénelon, more commonly known as François Fénelon (August 6, 1651–January 7, 1715), was a French Roman Catholic theologian, poet and writer. He today is remembered mostly as one of the main advocates of quietism and as the author of *The Adventures of Telemachus*, a scabrous attack on the French monarchy, first published in 1699. (Source: http://en.wikipedia.org/wiki/Fran%C3%A7ois_F%C3%A9nelon)

In such environments, people are learning from others, adopting models, attitudes and behaviour. The process allows them to absorb the culture and perceived values of the organisation through their personal contact with colleagues.

However, mentoring has to be carefully established, taking into account following aspects:

- it is an organized relationship whereby partners must be carefully selected;
- it is governed by an explicit agreement between the parties;
- it is voluntary and each partner must agree to the choice of the other and be able to withdraw if the relationship fails to work;
- it is confidential between the parties;
- its main purpose is to serve the needs of the mentee;
- it is a mechanism for sharing experience between two parties, a two-way street with benefits for both sides.

A ONE-TO-ONE, NON-JUDGMENTAL RELATIONSHIP, IN WHICH AN INDIVIDUAL MENTOR VOLUNTARILY GIVES HIS/HER TIME TO SUPPORT AND ENCOURAGE ANOTHER, THE MENTEE.

ACU, HOME OFFICE 2001

Apart from the mentor and mentee, there is also the coordinator who takes the lead role in matching partners and providing support services. In the Adults Mentoring project, the management of the mentoring programme is realized on two stages – the national and the international one. The National coordinator of (Name of the country) is (Name of National coordinator). Euroconsulting Ltd. is the international coordinator of the Adults mentoring project, and together with (Name of National coordinator) will be responsible for the overall realisation of the programme.

Why choose mentoring?

Mentoring is applicable to all kinds of relationships between the mentor, who can be a professional, teacher, professor, manager, friend, etc., and the mentee who is less confident (experienced), but keen on adaptation. The purpose of mentoring is in handing over the experience of the mentors to the mentees in an individual way. As such, mentoring is a suitable, cost-efficient, and flexible form of preparation and support for older people in all areas of life, and especially in education and employment.

Therefore, the mentoring is a form of learning familiar to an individual relationship between a mentor and mentee. The most important advantage of the mentoring, comparing to the wider spread forms of organization and preparation of education and learning, consist of the individual schedule and timing of mentoring schemes meetings between the mentees and mentors. However, one should be careful as mentoring is a form of learning that does not allow for uncoordinated and undefined results, nor does it tolerate a neglectful attitude towards the final result.

The mentor watches out for what the mentee grasped or failed to grasp. He/She is sharing skills, techniques, methods, directing questions, additional explanations, examples, and even additional

support from other colleagues for help, solely intending for the mentee to get all the details of the needed knowledge, skills, concepts, points of view, etc. Moreover, the mentor is obliged to ensure that the mentee has really grasped what s/he has learned, and can reproduce the acquired knowledge and skills with their own words or means.

Main characteristics

Framework for Mentoring

As a process based on mutual trust, reliability and respect the mentoring framework is divided into three phases. These are based around Moreton-Cooper and Palmer's description of three key phases of the mentoring relationship; initiation, development/working and termination. (see also Figure 1)

Phase - 1. (Foundation)

This describes the time when the mentor and mentee set up their relationship, as well as establish contracts, ground rules and boundaries that will "govern" the mentor-mentee relationship.

Phase – 2. (Development and Training)

The Next phase is the **Development and Training**. This phase describes the process of education, review, feedback and assessment.

Phase – 3. (Completion Phase)

The final is the **Completion Phase**. As the couple reaches the end of the mentoring programme, the mentor and mentee will be preparing for the transition and ending of the relationship.

The Mentoring Lifecycle

Mentoring relationships have ups and downs and go through certain phases. Learning about these phases will help you feel more comfortable since you will know what to expect. You will also be more supportive of your mentee. This will help you understand each phase of the mentoring relationship. In addition, you will find out what to do during each phase to make sure you have good quality relationship!

Most mentoring relationships go through four stages:

- Setting up
- Engage
- Sustain
- Evolution

Remember that these stages are not clear-cut. They frequently overlap, and you may even find yourself returning to an earlier phase. This is all part of the normal development of the relationship.

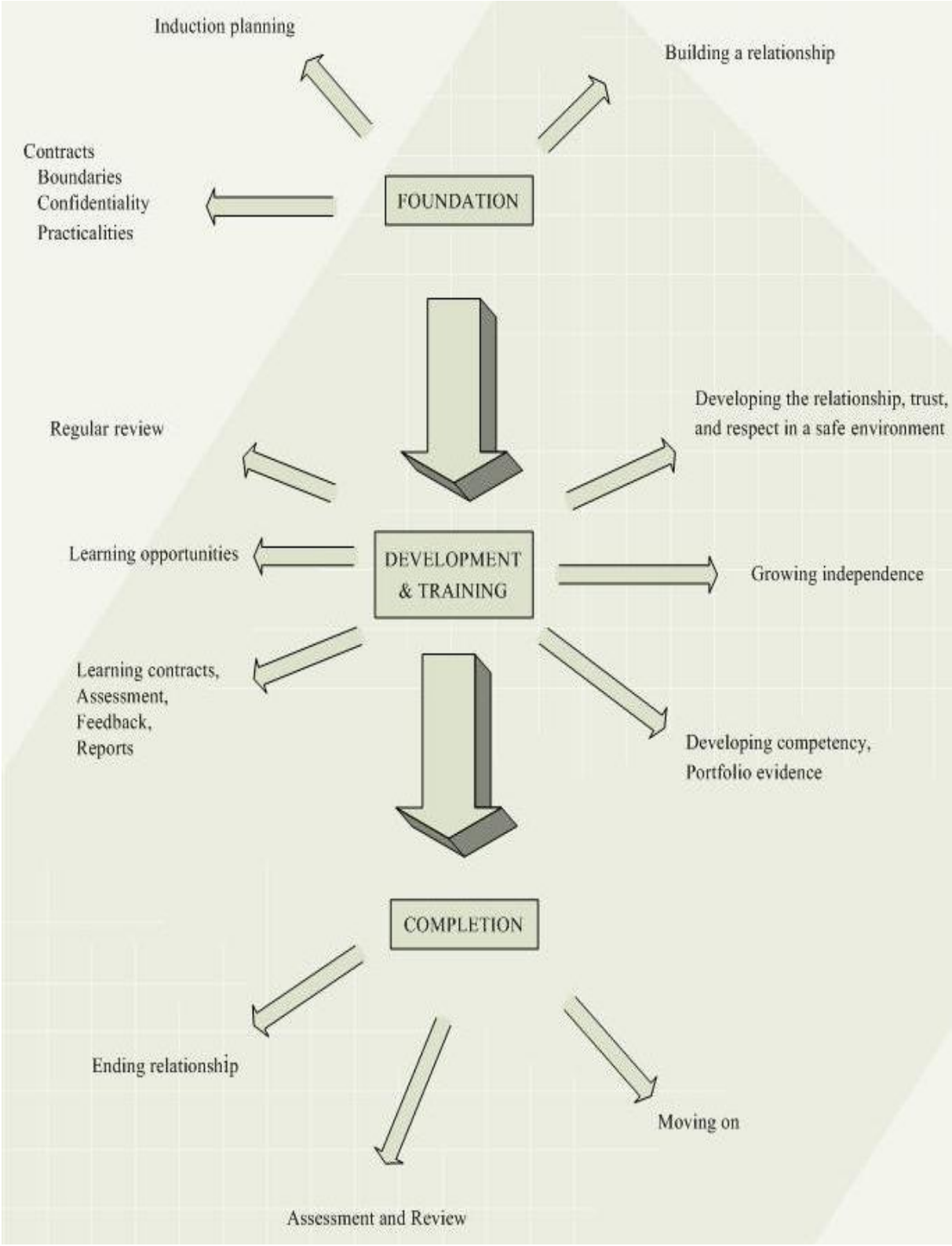


Figure 1: Mentoring framework

Setting up

Setting up of your mentoring relationship is where it all begins. During this phase, you will experience one of the most exciting events in the relationship - meeting your mentee for the first time. You will also talk with your mentee to find out what each of you is expecting from the relationship. Let's take a look at what you can do to make sure your first few meetings go well.

The first meeting is where you and your mentee will form your first impressions, so it's important that the meeting go well. A little advanced planning can do a lot to ensure that your first meeting is a success.

Here are some things to think about before you meet.

Responsibility

Since we want this relationship to be a partnership, start with the notion of shared responsibility from the beginning. For example, rather than telling a young person "Let's meet at McDonald's?" you might say, "I've thought about a few different places we might meet up - how about I tell you about them and you can let me know if one sounds best?"

Meeting your mentee for the first time is one of the most exciting points in the relationship. However, it can be a bit uncomfortable - for both of you! Both mentors and mentees often worry about the other person's opinion. Both often worry about what they will say. Here are some suggestions to make that important first meeting go smoothly!

The following are some suggestions to help you develop a rapport and build trust with your mentee.

- Pick a good place to meet
- Help your mentee prepare
- Prepare yourself
- Be on time
- Set a comfortable tone
- Things to talk about

Setting Ground Rules

Setting ground rules early in your relationship will help avoid many problems later on. Ground rules establish the framework of your relationship. It is important that both of you are comfortable with and agree to the ground rules you set.

Other mentor/mentee pairs have set ground rules that dealt with:

- How often to meet
- Places/times to meet
- What to do if one partner is unable to make a meeting
- Bringing friends to mentor meetings
- Confidentiality
- Dealing with problems

Setting Relationship Goals

During your first meeting or two, it will be important for you to talk with your mentee to clarify what it is that he/she hopes to get from the relationship. Is he/she looking for help with school work? Does he/she have a career goal you could help achieve? Maybe your mentee is just looking for someone to talk to about the important issues in his/her life.

Your mentoring relationship will be successful if you can help your mentee work towards his/her goals, but you need to find out what they are first. During your first few meetings, try to define these at a high level. You can define them in greater detail later.

Communication Skills

Strong communication skills will be critical to building your relationship. There are four critical communication skills for you to master:

- Listening skills
 - Most of us never attended a class in school on how to listen to other people - though we all could have used it! While we may think we're pretty good listeners, in fact most people don't listen as well as they could - but the good news is, this is a skill that you can learn and put to use immediately!
 - Some common traps we tend to fall into as we listen to other people are:
 - Listening to respond
 - Making assumptions
 - The emotional shut-down
- Questioning skills
 - Just as most of us have never really learned how to listen deeply, neither have we had a class in asking great questions! To get your mentee to open up and talk with you, it's a good idea to practice asking "open ended" questions.
- Reading body language
- Body language is the non-verbal movements we make as a part of how we communicate, from waving hands to involuntary twitching of facial muscles. Avoiding communication roadblocks
 - Just as there are common mistakes and barriers to good listening, the same can be said of talking - verbal communication. Some communication styles tend to get in the way of a good interaction.

Engage

Once your mentoring relationship is off to a good start, you and your mentee enter the second phase: engage.

From the outset you have worked on getting to know one another while at the same time planning specific activities and goals for the mentorship. This is sometimes called paying attention to "task" - the things you and your mentee want to do and accomplish; and to "relationship" - building a solid connection between you.

In the Engage phase, you will deepen and strengthen your relationship, developing greater mutual trust and respect. At the same time, you will be further defining tasks - defining goals and making plans for activities that will help meet your mentee's goals.

Personal Snapshot

One of the key elements in building a strong mentoring relationship will be helping your mentee define and achieve his/her goals. As you begin the process of helping your mentee define where he/she wants to go, it can be helpful to take a look at where he/she is now.

Personal Mission

As your relationship deepens, you can build on your shared history and trust by helping your mentee get clearer on some core issues in all our lives, like 'what is my unique purpose?' and 'what are my core values?'

When a young person, or anyone for that matter, applies these concepts to him/herself, s/he can make choices in life that are consistent with whom s/he is and wants to be. This is sometimes called living your life "on purpose." It's a powerful experience and one that can be very much life-enhancing. Why not help your mentee start out on this journey when s/he is young? You may find that you benefit from guiding the process - you may get clearer on your own mission and vision.

Developing Goals and Objectives

Many a wise person has pointed out that "if you don't know where you're going, any road will do."

Just like other practical skills which didn't make it into the high school curriculum, most of us were never taught the skills of defining a personal mission (the "destination") and then setting goals and objectives (the "roadmap") to help get us there. Let's take a more structured look at this process.

To begin, let's define our terms.

Now it's your turn to teach your mentee how to do life planning.

Potential Activities

Now that you and your mentee have gotten clear on mission, goals and objectives, it will be much easier to plan activities you can do together. Of course, many of your activities can and perhaps should relate to helping your mentee achieve his or her goals and objectives - but remember, this mentorship is not only about task - goal achievement - it's also about relationship - getting to know each other better, enjoying yourselves.

Sustain

The next stage of your relationship will likely be the longest as you Sustain your mentoring relationship. During this stage you will continue to help your mentee reach his/her goals.

You will both need some new skills to keep your relationship strong over the long term. These include:

1. Giving feedback
2. Solving problems
3. Determining if you are really making a difference

These four skills will be discussed next.

Giving Feedback

As your relationship continues to grow, there will be times when both of you will need to give the other feedback. Feedback is important to both correct problems and reinforce positive aspects of the relationship.

However, even though feedback is critical to sustaining a relationship, most of us don't really know how to give constructive feedback.

An effective feedback message has three key parts:

- Behaviour
- Effect
- Change

Giving helpful feedback is a very important skill - for both of you!

Problem Solving

As in any relationship, it is inevitable that problems will occur with your mentee. These may be problems between the two of you, or between your mentee and someone else. There may even be mentee problems that don't involve others.

You can play two key roles. First, you can help your mentee find a workable solution to the problem. Even more importantly, you can model a problem solving process that your mentee can apply to other problems

The problems solving process consists of six steps:

1. Define the problem
2. Define success in solving the problem
3. Generate alternatives
4. Evaluate alternatives
5. Agree on action
6. Schedule follow-up

Are You Making A Difference?

Most mentors choose to mentor because they want to make a positive difference in the life of a young person.

There will be times where it is easy to see the impact you are having. For example, your mentee might:

- do well on a test or project on which you provided help
- get a job after responding to an ad you helped find
- successfully resolve a long-standing problem
- talk with you more freely
- ask you more questions
- be clearer about what they want or need from you
- acknowledge something about you

However, sometimes it can be hard to tell if you really are making a difference. Here is a true story of one mentor who asked herself.

Evolution (Transition)

The fourth phase in a mentoring relationship is the Transition Phase.

Some mentoring relationships do come to an end, often at the end of an agreed upon time. However, many mentors and mentees choose to stay in touch years after their formal interaction ends. We're going to talk about the ways your mentoring relationship may end or change in this section, and help you feel good about how that can happen.

Keep in mind, though, that there's another way that mentoring is an ongoing cycle without an end: when a mentee grows up and decides to become a mentor to a young person, the cycle of giving - you might call it a 'virtuous cycle' - continues.

Ending "On Time and On Purpose"

When a mentee has reached his or her mentoring-related goals and the time both people have committed has ended, it is time to come to closure on your formal relationship. Remember this does not mean "this is goodbye - sob!" - you can and should talk together about whether you would like to remain in touch - and if so, how.

Here are some tips that might help:

- Renegotiate Ground Rules
- Celebrate Your Successes
- Consider a Ritual "Rite of Passage"

When the Relationship Ends Early

Sometimes - despite everyone's best efforts - a mentoring relationship comes to an early conclusion.

Common reasons for this to occur include:

- Mentor or mentee moves out of the area
- Other major life changes (health concerns, major career shifts) make continuing impossible
- One of the pair decides to end the relationship

If the relationship ends because of an unavoidable circumstance, consider taking the time to get closure between you and celebrate what you have accomplished. It is helpful to acknowledge that there is probably some disappointment on both your parts; make sure your mentee knows that this is not a reflection on him/her or how much you care.

If one or both of you truly feels it would be best to end the relationship, then your goal should be to make the ending positive and affirming for you both. Ask your mentee for a last meeting to talk about the ending and say good bye. At that meeting, remember to:

- Emphasize what has gone well - ways you've seen your mentee grow, and ways you've benefited
- Acknowledge that sometimes relationships are challenging, and you hope you've both gained some skills in working on interpersonal issues
- Reaffirm your faith in the young person's abilities and potential

- Encourage him or her to keep reaching out to others who can make a positive difference in his or her life - and to give back of him/herself to others.

Tips for success

The following provides a list of tips for a successful mentoring process:

- The mentor is a person able to provide support for other individuals on a suitable level.
- Through support training and direct guidance the mentor can ensure the connection between theoretical training and practice at the working place, thus helping the mentees in their first steps when exploring career opportunities.
- Mentoring is normally a relationship involving participants differing in status: the mentor is usually older and more experienced, supporting and guiding the development of a mentee (also known as a protégée, sometimes confusingly as “an apprentice” or a “learner”).
- Training (induction) is usually provided for both parties mentees/mentors and this is widely viewed as an essential to the success of the mentoring.
- Effective monitoring is often seen as a key to success.

Mentoring is actually a form of informal learning. However its main essence is not simply replacing or replicating learning/formal education by more attractive and appealing forms of learning, studying and working. It solves the task of quality learning in the process of education and employment, which ensures achievement of higher results. This task is realized through the following functions and requirements:

- Acquired skills, knowledge, techniques or way of activity should be of a good quality and be understood in detail by the mentee;
- Mentor’s explanations should be comprehensive and detailed so that the shared knowledge and experience can be analyzed, scrutinized and understood in the greatest detail, and afterwards summarized;
- The mentor should make sure, that every element, every taught knowledge and skills can be reproduced or repeated with a view that the mentees might apply it later on their own;
- The mentor may correct the gaps and mistakes, made by the mentee in the process of learning;
- The mentor should encourage every creative interpretation of the studied knowledge, every non-standard solution, related to what the mentee learned. This also helps the mentor to learn himself.

Mentoring as a social relationship

- It is a learning process – mentors and mentees learn about themselves, about each other, and about relationships.
- Both parties should benefit.
- Mentoring is about sharing power, even if the partners normally differ in status
- Mentoring is intimate, and can be potentially dangerous if no well-defined strategies for risk-management are applied.

Why choose mentoring?

Mentoring in employment helps people in:

- joining a company,

- returning to work after maternity leave,
- joining a high-profile project team,
- becoming committed to and continue their work,
- applying what they have learned during the years and make sense of their experiences,
- maintaining a continuous professional development,
- gaining technical qualifications,
- coping with serious career blockages,
- managing their own self-development,
- developing self-confidence.

In a broader social context, mentoring also:

- enables the strong in society to help the weak, and
- stimulates growth of entrepreneurial business.

IMPORTANT: Mentoring is a form of learning that does not allow for unmastered and undefined results, does not allow for gaps in any of the elements of skills and knowledge, and does not tolerate neglectful attitude towards the final result of education. In this respect, the mentor watches out for what the mentee grasped or failed to grasp. The mentor is sharing skills, techniques, methods, directing questions, additional explanations, examples, even additional support from other colleague for help, solely intending for the mentee to get all the details of the studied phenomenon, knowledge, formulated skills, concepts, points of view, etc. Moreover, the mentor is obliged to make sure straight away that the mentee has really grasped and may reproduce what they have learned, with their own words or with other means.

All of the above steps, such as “explanation – questions and answers – self-study – confirmation through repetition or discussion – check of the result”, prove that mentoring *is concentrated on and emphasizes the last steps, and above all the check of the result*. To use expressive terms, mentoring constantly gravitates towards the result of learning with respect to every taught element of the subject, because in the result, demonstrated by the mentee, the most precious information for the mentor is concentrated. Thus, any gaps in the knowledge of the mentee are unacceptable to the mentor.

Mentor’s roles and skills

- As a team, of great importance for their future work would be if the mentor and the mentees get to know each other with the purpose of establishing a stable relationship of mutual respect and trust.
- One of their main duties is to assist in the preparation and implementation of a really achievable plan for objectives and tasks carried out by the mentees, as well as in the assessment of this plan.
- The mentor must inform and communicate with the mentees about their personal expectations and goals.
- The mentor must maintain regular contacts with the mentee yo provide guidance.
- The mentor must provide feed-back on the implementation of the tasks to the National Coordinator

Mentors are expected to:

- Be good listeners.
- Have good communication skills.
- Be able to share their experience – capable of applying the theory into practice.
- Show enthusiasm and responsibility during their involvement in the programme
- Be committed to the theory of equality, especially for mentors' groups working with disadvantaged people.
- Be creative and positively predisposed, and not only instruct the mentees what they should do, because this is not what the project aims at. The mentor should play a consulting role rather than an authoritarian one: i.e. provide guidance and directions.
- Ensure and maintain a suitable atmosphere, where mutual partnership between mentor and mentees is developed; be able to exchange information; strive for partnership that would bring benefits and change to each one of them.
- Predispose and persuade the mentees, so that they show their full potential in the implementation of their everyday tasks.
- Be tactful.
- Be well organized, having good skills for time allocation.
- Encourage people to decide :
 - where and when they will meet ;
 - how long these meetings will last ;
 - what they will talk about ;
 - how they will do it (in what form: written - via e-mail, fax; oral – personal meetings, phone calls).

Mentors can play a wide range of roles. Some of the most common are:

- **Coach** - giving encouragement and feedback, helping someone to acquire new skills and abilities.
- **Counsellor** - listening sympathetically and helping someone work out solutions to their problems.
- **Networker** - helping someone develop the connections they need to gain experience, get a job and so on.
- **Facilitator** - opening doors and opportunities, helping to set and achieve goals.
- **Critical friend** - telling someone the uncomfortable truths that only a true friend can.
- **Sounding board** - giving someone the chance to try out ideas and approaches in a safe environment.
- **Role model** - providing an example, from which someone else can learn.

Benefits for the mentor

After the completion of the programme the mentor will have enhanced him/herself in terms of:

- Enhancing their communication skills;
- Widening their understanding of other people;
- Finding an opportunity to reflect of their own experiences and perceptions;
- Increasing their social contact;
- Gaining recognition of their skills and experience;
- Experiencing professional growth and job satisfaction;

- Sharing his/her skills and experience with other people – he/she would be glad to note his/her contribution to the independence of the mentees;
- Raising motivation and satisfaction with work;
- Providing the opportunity to him/her for the development of management skills;
- Acquiring experience and receiving recognition for his/her skills and experience;
- Having new perspectives for personal realization;
- Behaving potentially as a supporter for change and expand the contribution to his/her organization;
- Building further confidence and personal development;
- Developing skills for understanding others, getting acquainted with their cultures, etc.;
- Providing an opportunity for deliberation and analysis;
- Establishing social contacts;
- Providing an opportunity for finding one's own abilities, skills and experience;
- Gaining diverse professional experience and personal satisfaction.

The mentoring programme enables the mentor to:

- face closely the problems of the older person and notice the qualities of his/her personality;
- learn how to notice things the mentees can do, as well as things he/she cannot. The mentor's attention will be directed towards the abilities of the mentees, and not only towards those obvious things he/she cannot do.
- clearly see and identify and develop the talent, intellect and potential of the mentees.

V. RECRUITMENT & MATCHING

Effective recruitment

- An active recruitment campaign is almost always necessary.
- Efficient recruitment must be targeted – resources will be wasted unless they are directed at the groups you need to reach.
- Make sure that your marketing reflects the needs and interests of your target groups.
- Ensure that you gather all the basic information you need– a simple but adequate application form is essential.
- Incorporate effective screening procedures.

Good recruitment practice

The following provides an overview of some successful valorisation/marketing techniques:

- Posters, leaflets and flyers
- Targeted mail shots
- Presentations to invited audiences
- Testimonials and case studies
- Inclusion on websites
- Personal contact
- Working with intermediary organisations

Sources for recruiting mentors

- Local employers
- Volunteers groups
- Alumni networks
- Personal contacts

Criteria for selecting mentors

- The mentor must have relevant experience.
- He/she must understand that the role is advisory, an authoritarian style is not acceptable.
- He/she must show a firm commitment to training and development.
- He/she must have good communication and listening skills.
- He/she must be able to demonstrate a commitment to equal opportunities, especially if mentoring disadvantaged people.
- He/she must be able to commit for the complete duration of the mentoring programme.

Matching mentors and mentees

Most modern schemes incorporate a ‘matching’ stage up front, as a way of ensuring first that the right people join the scheme for the right reasons and second, that there is compatibility between the mentor and mentee, to enhance the likelihood of them experiencing a quality relationship.

Of course, in the event of a breakdown in the relationship, both the mentor and mentee should conduct the normal reviews in bringing the relationship to a close and each is likely to be required to attend an interview with the scheme manager. However, they will then both be back in the running to enter into different relationships within the context of the scheme.

Fundamental principles

1. Both mentor and mentee join the relationship on a totally voluntary basis. Mentoring will not work if people are ‘persuaded’ to join up using a double arm lock.

2. Both parties are likely to be more committed to the active involvement if they have been able to make a choice. The advantage of modern mentoring schemes is that they will usually support a pool of mentors from which the mentee can choose. Conversely, the mentor is given a choice of mentee.

It is a good idea for both the mentor and mentee to begin to decide upon their goals and an action plan as soon as they can. This is a good way of beginning to get to know each other, even if the final outcome is that a slightly different set of goals has been reached.

As a pair, it is important that they get to know a little about each other in order that a bond of mutual respect and trust can form. While it is not advisable that their emails become very personal, sharing some of their likes or dislikes and finding some common ground is recommended.

Helping to set realistic goals is one of the most important tasks a mentor will have to perform and it comes right at the start. Here is a basic idea of the action plan that could be applied:

- Ask both mentors and mentees to complete application forms.
- If relevant, ask a psychologist to draw psychological profiles of mentees/mentors.
- Decide your criteria for matching beforehand– they will be important in the selection of mentors.
- Ensure that the criteria reflect the mentee needs.
- Ensure that the application form gathers information relevant to these criteria.
- Ensure that all necessary screening procedures are in place before starting the recruitment.
- Perfect matches are rare – and mentees must understand this.
- The benefits of mentoring come mainly from the process, and not from the contact with an ‘ideal’ mentor.

Who will be the best mentor for me?

Just as one cannot easily predict which couples on a blind date will really get on with each other, so it is almost impossible to predict whether two people will ‘click’ as mentor and mentee. First instincts are frequently correct however. If one takes an instant liking to someone, s/he will probably find it easier to establish a mentoring relationship with them than with someone to whom s/he took an instant dislike.

If a mentee is seeking mainly support from the mentoring relationship, following his/her instincts is as good a strategy as any. To maximise learning, however, s/he may do better to look for somebody very different. Studies of how people learn show that the similarity of personality and background, which often attracts people to each other, provides relatively little opportunity for learning. The greatest opportunities for learning come with people least like us. In practice, most people find a mentor somewhere between the two extremes.

Boundaries

Discussing and agreeing boundaries sets out in a clear way, how both parties are to behave to each other by asking the following questions:

- What is acceptable or unacceptable behaviour?
- Does any one else need to be updated on our progress?
- What do we mean by confidentiality?
- Issues that are off limits?
- The key here is to talk openly and agree a way of working that is acceptable to both parties.
- Boundaries within the mentoring relationship will include boundaries considered for counselling and supervision. When personal issues fall outside the mentoring relationship, the mentor should support the mentee in finding counselling support.
- It is also important to be clear about responsibility and management. If issues arise during which

the mentor has concerns for the safety of the mentee or people associated with the mentee, the mentor must be explicit about these concerns. If they cannot be resolved satisfactorily, the mentor must be clear about their reporting duty to their tutor or programme staff.

Confidentiality

- In mentoring relationships, confidentiality is an important element of an effective relationship. The mentee must feel able to bring difficult issues and their own vulnerability to the relationship in order to explore and work on areas for development.
- In order to provide a safe environment for the mentee, the mentor must offer confidentiality. During the foundation phase, the mentor and mentee must explore the nature of this confidentiality. They need to agree that personal issues shared in mentoring will remain confidential as far as possible. Should a discussion of general aspects of learning and development needs with programme staff be necessary, the mentor and mentee will discuss and agree how the mentor might best support the mentee.
- There are times when confidentiality needs to be broken, when the mentor feels the mentee or another person being discussed is at risk. These limitations of confidentiality are to be explicit in the contract.

Practicalities

- Mentees and mentors should meet at set times in a neutral environment, away from phones and interruptions. The practicalities of the mentoring sessions, frequency, where and how, should be discussed during the contracting. Expectations around punctuality and timing may also be helpful. The formality of arrangements will vary as there is no right or wrong way to set up the practicalities of mentoring and different styles will suit different mentors and mentees. During this foundation phase, mentors should explore how they want to work and agree this pattern of working. All aspects of the contract should be reviewed at regular intervals during the mentoring period and changes may be made as needs change.

Agenda Setting

- Within mentoring meetings, it is helpful to encourage the trainee to bring issues relevant to them. Allowing the trainee to set the agenda of the meeting, rather than the mentor leading on all topics, encourages the trainee to take responsibility for their own learning and development.

Relationship

- Throughout the foundation and development phases, the relationship between mentor and mentee remains central to a successful mentoring. During this foundation phase, the mentor will be setting the groundwork for promoting mutual respect in a non-judgmental and trusting relationship.
- It is important to remember that the mentees come from a variety of professional backgrounds and experiences, bringing their own skills. Acknowledging these skills and experiences and taking shared responsibility for the learning process promotes a more equal working relationship. Power in a supervisory relationship, the “expert” and “pupil”, can restrict the mentee’s confidence and independence.

Once **the** information has been processed and we have found a match, both **the mentor and mentee** will be asked to fill out an agreement, which is binding between both and the project co-ordinators. **These** agreements are shown below. It is also very important to ask all mentors/mentees to complete and sign a statement of confidentiality, as well as data protection forms.

Ethical Framework

An ethical framework will balance an appropriate responsibility for the mentee with respect for their autonomy. Following aspects should be respected:

1. Do no harm
2. Maintaining appropriate concern for the well-being & protection of the mentee and others
3. acting within the limits of one's own competence & knowing when to seek help
4. fidelity – keeping explicit and implicit promises made
5. openness to challenge & feedback combined with an active commitment to on-going learning
6. to work with a light touch – using humour and relaxation
7. anti-oppressive practice

Anti-Oppressive Practice

The anti-oppressive practice is based on 2 sets of core values:-

1. Human Rights & Dignity – the promotion of people's rights to choice
 - encouraging participation in decision-making
 - treating each person as an individual
 - promoting empowerment based on strengths
2. Social Justice – challenging discrimination, unjust policies and practice
 - recognising diversity
 - distributing resources fairly according to need
 - working in solidarity

INDUCTION/TRAINING

For mentors

Mentors need to be fully instructed about the responsibilities they have within the mentoring programme both to the mentees and to the organisation. All National programmes should have an initial training session or form of induction available that covers all or most of the following topics:

- Aims of the mentoring programme.
- Information about the organisation and the target group/mentees.
- A review of the mentor's role and the skills and commitment they require.
- Benefits to the mentor in terms of their personal development and information on any formal recognition that the organisation may be prepared to offer, (more info concerning validation of mentoring programmes could be found in the Code of Practice for Mentoring and on www.validation-mentoring.org).
- Support available to the mentor, such as who they can turn to for help if problems become apparent in the mentoring relationship
- Also, a mentor needs to know what administrative support is available to them at the organisation.

- The boundaries of the relationship, e.g. the differences between friendship and mentoring, and the need for confidentiality.
- Information on health and safety and equal opportunities issues, together with information on any relevant procedures relating to particular groups.

For mentees

Just as a mentor needs to be briefed, the mentees will also need to be informed about the programme. They need to be made aware of:

- what a mentoring programme is all about - what the aims of the programme are and what the potential benefits are to the mentees. They need to know what a mentoring relationship is and what the role of a mentor is;
- what the limitations of the relationship are as well as the benefits. They need to be aware that the more they are prepared to put into the relationship, the more they will get out of it.

Bringing the relationship to a successful conclusion

At some stage, all mentoring relationships will run their course and come to an end, i.e. when the couples progress, achieve their goals and therefore outgrow the relationship. However, it is important to know how to end the relationship and achieve a positive outcome.

Both sides need to be willing to move on and the learner needs to have the freedom of choice to progress and further develop their learning and skills with the assistance of other mentors or qualified tutors.

The Mentees needs to know where to turn to for help and further support when a mentoring relationship comes to an end. The mentor should be able to help and advise in identifying other sources of future support available to them, together with opportunities for further learning and development.

It may be that the relationship has been so successful that the mentor and learner decide to continue the relationship on an informal basis or they may even re-establish a formal mentoring relationship at a later date, if this is deemed appropriate.

The mentee also needs to leave the relationship with a feeling of self-confidence and independence rather than still feeling dependent on the mentor. This should be helped by the mentor giving positive feedback to the mentee on their performance and on the benefits and successes of the relationship.

It is crucial both for mentees and mentors to pass induction training. Although participants may neglect the safety requirements or any confidentiality or issues these are real problems they will address quite quickly after starting the mentoring scheme. Additional training may also be organised during the mentoring scheme if there is an identified need such as presentational skills, team building, skills and knowledge related to practical job applications.

Essentials

- Effective training is essential for both mentors and mentees - and for the staff who organise and assess.
- Training must be monitored and feedback systems must be effective to ensure quality and successful outcomes.

- It should be supported by an operational manual to which participants can refer later.
- All materials should be available in formats to meet user needs.
- Training should clarify what the promoters are not responsible for, as well as for what they are.

Training should include:

- Guidance about what may be achieved and the setting of goals.
- Preparation for each stage of the process.
- Introduction
- Agenda setting (please see the sample of the agenda below)
- Sustaining focus and attaining goals
- Review and closure
- Role play about
 - o Developing mentoring agreements
 - o Agreeing goals
 - o Mentoring meetings
- What to do in the event of problems
- Clarity that coordinators are not responsible for extra curricular meetings
- Equal opportunity awareness
- Issues about confidentiality and data protection
- Do not forget asking feedback on training to assess its effectiveness

MONITORING AND EVALUATION

Good practice in monitoring

- The purpose of monitoring is to gather systematic feedback on the progress both of individual pairings and of the programme overall.
- Monitoring must be planned – and explained to participants – beforehand.
- It must cover all stages of the process, but not be onerous or intrusive (remember confidentiality is crucial).
- Monitoring is essential for the improvement of mentoring schemes even while in progress.

Monitoring systems may include:

- Questionnaires
- Interviews
- Structured diaries
- Reports from participants
- Focus groups and meetings

They should also gather overall information about the success (or otherwise) of the programme. Such evaluation **could be done both at the middle of the programme as well as by its end**. The evaluation can be done from the mentee and mentor individually or as a couple. For the evaluation process, the same mechanism can be used as for monitoring.

Health and safety issues

Organisations have a responsibility towards their Mentees in the same way that they have towards their paid members of staff. They should ensure that mentees are issued with all relevant health and

safety policy documents or reference manuals for the organisation and those aspects of health and safety are looked at in their training/induction programme.

Mentees should familiarise themselves with:

- Health and Safety Regulations
- Emergency evacuation procedures.
- Who in the organisation to contact in cases of emergency, e.g. if someone is taken ill, and where the nearest first aid box is located or who the first aid officer on duty is.

Recommendations

The true mentor will always find a way to make sure that the mentee has understood, acquired, mastered and may solely apply certain type of knowledge, skill, technique or way of activity in a particular sphere and subject. He is always ready to explain, clarify, to correct the mistake, to help and remind the mentee with a view to achieve the aimed at final result.

What is more, the mentor will encourage every creative step, solution or deed on the part of the mentee, as long as it produces results, and is successful and effective. For the mentor it will be at the same time a surprising source of new information, about the innovations in his professions, and the greatest reward, which he is going to regard as not only the success of the mentee, but also as his own personal success. The mentee, apart from the content with his/her creative solutions, will start to trust more his skills and capacities. As a result:

- The modern mentoring is an auxiliary, non-institutional form of instruction under the conditions of the immediate professional training or educational activity, which aims to achieve actual results during the preparation and qualification of staff;
- The specific meaning of mentoring consists in its focusing, concentration on the positive final result during the study of every detail of the subject, as well as the overall competence of the mentee. The mentees should by all means acquire the knowledge or skill they have been taught, and the mentor should make sure that they have been well understood, acquired, mastered and may be applied by the mentees on their own;
- The most characteristic feature of mentoring is the constant specification, elucidation, particularization, supplementation of skills, knowledge and experience;
- It is crucially important for the mentoring that the mentee exhibits creative awareness, application, interpretation, variation and development of the learned, mastered and acquired knowledge. That is where the ever-lasting liveliness and never-ending perspective of mentoring lies.

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