



## Profile of the European Mentor

Within the framework of the Maitre project partners identified specific competencies underpinning the mentoring process - skills, qualities and characteristics that effective mentors present and deliver to their mentees

Thirty-one individual competencies define what skills and knowledge mentors need to be capable of delivering appropriately to their mentees.

Each competency has an explanation of its rationale applicable to the mentoring context

### table of content

summarised list	2
references	8

### The partnership:



The document has been produced and funded under the Leonardo da Vinci Programme 'Priority 2', which focuses on new forms of learning, teaching and basics skills in Vocational and Education Training (VET). It has been adapted from successful mentoring projects and initiatives within the Maitre partnership.

Italy: Amitié, IAL Toscana, Mentoring USA Italia Onlus, CISL Toscana  
France: CRCI Bretagne  
Latvia: ICD Riga (Innovation, Competence, Development)  
Spain: Scierter España

MENTORING COMPETENCIES	COMPETENCIES	ELEMENTS OF COMPETENCY	RATIONALE
<p>Prof. Andrew Miller &amp; Peter Storey Institute for Community Development and Learning, Università del Middlesex</p>	1. Lifelong learning	<ul style="list-style-type: none"> <li>• Setting up procedures for coaching and collaboration between mentors, i.e. wishing to improve own mentoring skills and learn from other's experiences</li> <li>• Managing the necessary information for the mentor self-improvement and development.</li> <li>• Stimulating the mentee to want to undertake learning (Lane &amp; Robinson 1992)</li> </ul>	<p>Mentors should be motivated and able to learning from reflecting on their own and other mentors' experiences</p> <p>Mentors can learn from reading about mentoring in books, resources and the world wide web</p>
	2. Understanding the role of mentor	<ul style="list-style-type: none"> <li>• Organising and following a specific mentoring methodology, i.e. the mentoring is based on a particular theory of change in human behaviour (Carrying out the mentoring process according to a previously defined schema or method)</li> <li>• Ongoing management of own resources necessary for the mentoring methodology being applied.</li> <li>• Understanding the differences between the role of mentor, supervisor, coach, counsellor, tutor and teacher</li> </ul>	<p>It is important that mentors understand the theory upon which the practice of mentoring is based and the evidence base underpinning the theory (could be simple problem-solving model)</p> <p>Mentors should understand where they are straying out of the mentor role into a related helping relationship</p> <p>Mentors need to be well organised to plan their mentoring meetings so that the agreed methodology is followed</p>
	3. Understanding the stages of the mentoring relationship	<ul style="list-style-type: none"> <li>• Theoretical model of stages</li> <li>• Ways of building rapport</li> <li>• Knowing which stage you have reached</li> <li>• Understanding how to end the relationship</li> <li>• Planning and developing your own mentoring path</li> </ul>	<p>Mentors need a mental map of the stages that effective mentoring relationships pass through in order to help progress their own relationship</p> <p>Mentors to need a plan to guide their own progress through the mentoring relationship</p> <p>Mentors need to handle endings sensitively</p>
	4. Adapting	<ul style="list-style-type: none"> <li>• The ability to recognise and act appropriately to phases of the mentoring relationship and the differing needs a mentee may have (Clutterbuck 2004).</li> </ul>	<p>Allows the relationship to evolve and maintain a level of high-quality mentoring.</p>
	5. Understanding their own values	<ul style="list-style-type: none"> <li>• Placing value on mentoring as a worthwhile activity</li> <li>• The self-awareness of being able to identify their own values and where they might clash with the mentee's values</li> </ul>	<p>Mentors need to value the mentoring process and feel that it has potential for good, positive change</p> <p>Mentors need to understand their own motivations for wanting to be a mentor (to separate altruistic from self-centred motivations)</p>

MENTORING COMPETENCIES	COMPETENCIES	ELEMENTS OF COMPETENCY	RATIONALE
<p>Prof. Andrew Miller &amp; Peter Storey Institute for Community Development and Learning, Università del Middlesex</p>	<p>6. Understanding diversity</p>	<ul style="list-style-type: none"> <li>Understanding issues arising from cultural and gender diversity; and potential differences between their culture and those of their mentee. The ability to relay experiences from one setting to another (Clutterbuck &amp; Ragins 2002)</li> </ul>	<p>Mentors may be matched with mentees from a different ethnic group and need to develop inter-cultural sensitivity</p>
	<p>7. Understanding boundaries and confidentiality</p>	<ul style="list-style-type: none"> <li>Boundaries include the role of the mentor and what mentors should not do (e.g. in terms of giving advice)</li> <li>Boundaries also includes understanding ethical issues and child protection issues, e.g. inappropriate touching, rules re-location of meetings and confidentiality rules relating to disclosure</li> </ul>	<p>Mentors need to understand the rules of the programme concerning ethical behaviour towards mentees given the potential power they could exercise</p>
	<p>8. Emotional Intelligence</p>	<p>1. Self-awareness &amp; self management Emotional self-awareness- recognising your own emotions and their effects. Then appropriately handling your own anxiety, impatience, stress or tiredness, i.e. self control Accurate self-assessment: knowing their own strengths and limitations</p> <p>2. Social awareness &amp; social skills Empathy – understanding the mentee and taking an active interest in their concerns. (Using techniques of rhetoric, animation and verbal motivation and improvement of the mentoring relationship; Using rationalisation and debate techniques to ‘convince’ the mentee of the usefulness of certain rules)</p>	<p>1. Mentors need to be aware and in control of their own emotions in order to help mentees understand the effects emotions can have on behaviour; and to stay non-judgemental</p> <p>2. Mentors need to be able to empathise with their mentee as an important way of establishing rapport and communicating that the mentor is there to support them Mentors need to be able to influence and help their mentee’s to change in order to achieve goals and overcome problems</p>

MENTORING COMPETENCIES	COMPETENCIES	ELEMENTS OF COMPETENCY	RATIONALE
<p>Prof. Andrew Miller &amp; Peter Storey Institute for Community Development and Learning, Università del Middlesex</p>	<p>9. Use of technology 1 (e-mentoring)</p>	<ul style="list-style-type: none"> <li>• Use of a variety of technological functions associated with managing and maintaining an e-mentoring relationship. The functions can include:               <ul style="list-style-type: none"> <li>• Sending/writing e-mails</li> <li>• Web portals</li> <li>• Keeping records of e-mails</li> </ul> </li> </ul>	<p>Fundamental in enabling a mentor to engage in an e-mentoring relationship.</p>
	<p>10. Building Rapport (Clutterbuck 2004)</p>	<ul style="list-style-type: none"> <li>• The ability to establish a meaningful dialogue.</li> </ul>	<p>Allows the mentor to have a set of questions they can ask mentees at the beginning of mentoring, where dialogue can be awkward because of nerves/lack of trust.</p>
	<p>11. Relationship management (Clutterbuck 2004)</p>	<ul style="list-style-type: none"> <li>• The ability to maintain contact, time keeping and issues between mentor and mentee.</li> </ul>	<p>Enables the formation of a formal mentoring relationship, were the mentee knows that the mentor will keep to the time they have set aside together, and the ability to recognise problems between mentor and mentee.</p>
	<p>12. Action planning and goal setting</p>	<ul style="list-style-type: none"> <li>• Obtaining information on the mentee's goals</li> <li>• Defining and detailing the mentoring goals</li> <li>• Planning the achievement of the proposed goals</li> <li>• Establishing and applying short-term and medium-term decision-making procedures, i.e. small steps towards the goals</li> <li>• Helping the mentee to generate planning and self-management skills</li> <li>• Managing assessment</li> </ul>	<p>Mentors need to be able to help establish the goals of the relationship and to set stages on the path towards the goal in the form of an action plan Mentors need to understand that only SMART goals are measurable</p>
	<p>13. Problem-solving, trouble-shooting, and dealing with blockages</p>	<ul style="list-style-type: none"> <li>• The ability to recognise problems facing the mentee and the relationship and to have a range of strategies for overcoming these problems</li> <li>•</li> </ul>	<p>The mentor needs to be able to solve such problems partly as a role model to show their mentee that problems can be often be overcome with determination and by thinking them through</p>

MENTORING COMPETENCIES	COMPETENCIES	ELEMENTS OF COMPETENCY	RATIONALE
<p>Prof. Andrew Miller &amp; Peter Storey Institute for Community Development and Learning, Università del Middlesex</p>	<p>14. Managing mentoring meetings</p>	<ul style="list-style-type: none"> <li>• The ability to establish an agenda for a meeting and to get through the agenda in the agreed time often including review and action planning</li> <li>• The ability to use project procedures to record outcomes of mentoring meetings</li> </ul>	<p>Some programmes want to mentors to follow a common procedure to meetings so that they are clearly structured in a standard way Some programmes want mentors to keep a clear record of what the outcomes of each meeting were for the purposes of monitoring and accountability</p>
	<p>15. Use of technology 2 (e-mentoring)</p>	<ul style="list-style-type: none"> <li>• The ability to use technology in a way that allows detailed, and expressive way.</li> <li>• Ability to use e-mail language (e.g. LOL – Laughing out load, BRB – Be right back).</li> </ul>	<p>Makes the most effective use of the technology. Allows the mentoring relationship to achieve all that it can.</p>
	<p>16. Story-telling (Parkin 2004)</p>	<p>The ability to tell a relevant story from the mentors own history or from literature that is relevant to the mentees’ situation.</p>	<p>Can help to illuminate a situation for a mentee, or instance helping them to see something from a different perspective or to look at a negative situation in a different light.</p>
	<p>17. Listening skills (can be seen as part of EI – establishing empathy)</p>	<ul style="list-style-type: none"> <li>• Active listening is listening and letting the mentee know you are listening</li> <li>• Recording – in terms of remembering what has been said (Carter &amp; Lewis 1994)</li> </ul>	<p>Mentors must be able to listen and hear what their mentee is telling them Mentors must be able to listen in order to respond and encourage the mentee to talk and open up</p>
	<p>18. Information management</p>	<ul style="list-style-type: none"> <li>• Supporting the mentee so that he/she can generate information management skills.</li> <li>• Managing the preparation and application of the key and most appealing (motivating) resources for the mentoring.</li> <li>• Managing information.</li> </ul>	<p>Mentors need to know where they and their mentees can access information to address their needs to know and understand certain things</p>
	<p>19. Non-verbal communication</p>	<ul style="list-style-type: none"> <li>• It is arguably part of EI for mentors to be able to pick up messages about their mentee’s mood from NVC, and also to be aware of what they communicate from their own NVC</li> <li>• (Using ‘non-rationalising’ acceptance techniques).</li> </ul>	<p>NVC is an important part of any mentoring (or other) relationship Good open NVC will help establish trust and rapport</p>

MENTORING COMPETENCIES	COMPETENCIES	ELEMENTS OF COMPETENCY	RATIONALE
<p>Prof. Andrew Miller &amp; Peter Storey Institute for Community Development and Learning, Università del Middlesex</p>	<p>20. Questioning skills (including review)</p>	<ul style="list-style-type: none"> <li>• The ability to understand different sorts of questions, i.e. open and closed</li> <li>• The ability to phrase to encourage reflection, analysis, generalisation and application (experiential learning cycle)</li> <li>• The ability to phrase questions that act as a catalyst to help the mentee think through issues/change and generate alternatives</li> <li>• The ability to know when to use and how to phrase confrontation questions that challenge the mentee</li> </ul>	<p>Mentors need to be skilled in knowing when and how to ask the right questions to encourage their mentees to think and to talk through issues and options</p>
	<p>21. Counselling</p>	<ul style="list-style-type: none"> <li>• The ability to give appropriate advice and guidance and help the mentee with any issues or problems they have.</li> <li>•</li> </ul>	<p>Helps the mentee with specific personal development, with advice coming from a role model. Particularly important as mentee may not have another appropriate source were they can 'off-load' any problems they have.</p>
	<p>22. Giving and receiving feedback</p>	<ul style="list-style-type: none"> <li>• Well-established ground rules for giving and receiving feedback as an interpersonal or social skill</li> </ul>	<p>Mentors have to give sensitive feedback to their mentee on performance and they also must learn to listen to feedback from their mentee – if mentoring is to be a two-way relationship</p>
	<p>23. Professional distancing</p>	<ul style="list-style-type: none"> <li>• The ability to put some space between mentor and mentee so that neither party becomes too dependent. Ability to set and define limits of what mentor can help mentee with.</li> </ul>	<p>Enables the relationship to stay in a 'mentoring' context rather than a 'friendship'. This can keep the focus on the achievement of goals via mentoring. Professional distancing can also help if the relationship becomes focused primarily on counselling – Simosko (1991) considers the counselling role too close.</p>
	<p>24. Recognising achievement/objectives attained (Megginson &amp; Clutterbuck 1995)</p>	<ul style="list-style-type: none"> <li>• The ability to celebrate success and note what achievements have been made even in the face of failure.</li> </ul>	<p>Enables mentor and mentee to come closer as a result of their success and keeps the relationship in a positive light.</p>

MENTORING COMPETENCIES	COMPETENCIES	ELEMENTS OF COMPETENCY	RATIONALE
<p>Prof. Andrew Miller &amp; Peter Storey Institute for Community Development and Learning, Università del Middlesex</p>	<p>25. Orchestrate a good ending (Megginson &amp; Clutterbuck 1995)</p>	<ul style="list-style-type: none"> <li>• The ability to recognise the end of the relationship and part in a mutually beneficial way.</li> </ul>	<p>Allows both mentor and mentee to accept that they have reached the end of their relationship and move away from a mentoring relationship to a less formal one.</p>
	<p>26. Evaluation</p>	<ul style="list-style-type: none"> <li>• The ability to evaluate the mentoring relationship generally by using the tools provided by the project</li> <li>•</li> </ul>	<p>Mentors should be able to engage in self-evaluation with their mentee in order to move the relationship forward</p>
	<p>27. Understanding careers in the vocational area</p>	<ul style="list-style-type: none"> <li>• Advising the mentee on career routes and qualifications. Providing sources of information. Applying direct advice techniques.</li> <li>• Supporting via providing information advice and guidance whilst not being over-protective (Simosko 1991)</li> </ul>	<p>Mentors need to be able to offer some information, advice and guidance on careers within their vocational area by acting as a signposter – but also need to be aware of their limitations.</p>
	<p>28. Advocacy skills</p>	<ul style="list-style-type: none"> <li>• Acting as an advocate for the mentee with providers of VET and employers.</li> </ul>	<p>Mentors can help to support mentees in their progression routes into further VET or employment</p>
	<p>29. Networking skills</p>	<ul style="list-style-type: none"> <li>• Maintain a list of contacts who may be able to help your mentee. Introduce the mentee to people who can help them reach their goals. Make sure that the mentee's successes are noticed by other people. Knowledge of an organisation helps to facilitate learning and helps to progress the mentee through the workplace (Carter &amp; Lewis 1994). Business/Professional savvy (Clutterbuck 2001) can help to give mentees' an insight into the world of work.</li> </ul>	<p>Mentors can play an important role in widening the networks of people that mentees can link with to aid their progression.</p>

MENTORING COMPETENCIES	COMPETENCIES	ELEMENTS OF COMPETENCY	RATIONALE
<p>Prof. Andrew Miller &amp; Peter Storey Institute for Community Development and Learning, Università del Middlesex</p>	<p>30. Coaching skills</p>	<ul style="list-style-type: none"> <li>• Giving your mentee feedback on how well they have performed in a vocational task or activity. Advise them on the ways in which they can improve their performance</li> </ul>	<p>Mentors in VET may be more useful to their mentees when they understand and have mastered some of the skills that the mentee is trying to acquire.</p>
	<p>31. Instructional skills (Teaching and tutoring)</p>	<ul style="list-style-type: none"> <li>• Applying modelling and role playing techniques. Using teaching techniques to put across vocational learning to the mentee. Finding and using appropriate resources. Giving them useful examples and asking them questions to move their thinking forward.</li> <li>• Training the mentee in on-the-job activities (Clutterbuck 1985). Strong interest in developing others and a commitment to own continual learning (Clutterbuck 2001)</li> </ul>	<p>Mentors in VET may be more useful to their mentees if they have the knowledge and skills related to the vocational area. They can directly support their mentee's vocational learning.</p>

## References

- Carrad, L (2002). 'Policy developments in mentoring and volunteering', in *Mentoring, Citizenship and Community: Report of the third annual conference of the London Regional Mentoring Network*, ed A.D. Miller, London, London Central Learning & Skills Council
- DfEE (1999) *Baseline Survey of Mentoring in Schools*, DfEE, Sheffield (mimeo)
- Felice, A (2000) 'Il mentoring' in *Osservatorio Isfol*, 2-3
- Garrett-Harris, R. and Garvey, B. (2005) *Towards a framework for mentoring in the NHS*, Mentoring and Coaching Research Unit, Sheffield Hallam University, Sheffield
- Golden, S. and Sims, D. (1997) *Review of Industrial Mentoring in Schools*, NFER, Slough
- Jiménez, E G (2005) *Libro de bolsillo del e-mentor* (available at University of Seville virtual campus at [www.mentoriam.net](http://www.mentoriam.net) at the A estudiar section)
- Befriending Network (Scotland) (2005) *The Nature and Extent of Befriending and Mentoring in Scotland* ([www.befriending.co.uk](http://www.befriending.co.uk))
- Miller, A.D. (2002a) *E-mentoring: A guide to mentoring via e-mail*. National Mentoring Network, Salford
- Miller, A.D., Evans, A. and McCrone, F. (2006) *Final report on the Aimhigher National Mentoring Scheme*, Middlesex University, London
- Mora, T (2003) *Que es un Mentor?* (available at [www.mundogar.com](http://www.mundogar.com))
- Serpell, T. (December 2004) *Attitudes to and practice of mentoring among major employers in the East of England*, EMF, Chelmsford
- Shiner, M., Young, T., Newburn, T. and Groben, S. (2005) *Mentoring disaffected young people: An evaluation of Mentoring Plus*, Joseph Rowntree Foundation, London (price £15.95 or summary at [www.jrf.org.uk](http://www.jrf.org.uk))
- Starcevich, M and Friend, L (1999) *Attributes of Effective Mentoring Relationships: Partner's Perspective*, Center for Coaching and Mentoring, Canada

The image used on the titel page is copyrighted. The property is with Stockxpert or its image providers. Further information on the royalty free stock photography community is available under <http://www.stockxpert.com/>.