



Co-funded by  
the European Union



# DigiFunCollab

**KA220-HED - COOPERATION PARTNERSHIPS  
IN HIGHER EDUCATION**

DEVELOPING DIGITAL-SELF-LEARNING  
COURSES IN SOCIAL ENTREPRENEURSHIP  
FOR THE FUTURE OF COLLABORATION  
BETWEEN UNIVERSITY AND COMMUNITY

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

# 10. 2

## Methods and tools for mentoring

Module 10: Teaching Social Entrepreneurship & Mentoring Student Projects

Presented by: SoWiBeFo

Date: September 2024

Institution: SoWiBeFo Germany

# Lesson Learning Outcomes



After completion of this lesson, learners will:



**Become familiar with the mentoring relationship standards**

Understand the six standards of a mentoring relationship and the associated criteria for mentors and mentees. 1) Recruitment, 2) Screening, 3) Training, 4) Matching and Initiation, 5) Monitoring and Support, and 6) Closure



**Analyze key factors of a successful mentoring session**

Recognize and apply key factors for developing a successful mentoring session.



**Reflect about the elements of a written agreement between mentor & mentee**

Understand the importance of a written agreement between mentor and mentee. Reflect about what outcomes, goals, and next steps can become part of the written agreement.



**Understand the main elements of the mentoring record form.**

Decide on the most important information that can be included in the mentoring record form.

# Mentoring relationship standards

## 1) Recruitment

B.1.1 The programme uses recruitment strategies that realistically represent the benefits, practices used, support and potential challenges for mentors in the programme.

B.1.2\* The programme uses recruitment strategies that promote positive attitudes and emotions towards the programme (such as direct questioning, social media, traditional mass media, presentations, recommendations).

B.1.3\* The programme recruits mentors whose skills, motivations and experience best match the objectives and structure of the programme.

B.1.4\* The programme encourages mentors to support recruitment efforts by providing them with resources to ask suitable people they know to become mentors.

B.1.5\* The programme trains mentees in this and encourages them to find and recruit suitable mentors for themselves if necessary.

B.1.6\* The programme uses recruitment strategies that realistically represent the benefits, practices used, support and potential challenges for mentees in the programme.

B.1.7 The programme recruits mentees whose needs most closely match the services offered in the programme.

E.1.1\* The programme communicates with mentors about the benefits that mentoring and volunteering can offer.



# Mentoring relationship standards

## 2) Screening – selection

B.2.1\* Program has established criteria for accepting mentors into the programme as well as criteria for disqualifying mentor applicants.

B.2.6\* Prospective mentors agree in writing to a minimum time commitment for the mentoring relationship that is required by the mentoring programme.

B.2.7\* Prospective mentors agree in writing to participate in face-to-face or online meetings with their mentees during the mentoring relationship at a minimum frequency and amount of hours that are required by their mentoring programme.

B.2.8\* The programme has established criteria for accepting mentees as well as criteria that would disqualify a potential participant.

B.2.12 Mentees agree in writing to participate in face-to-face or online meetings with their mentors at a minimum frequency and amount of hours that are required by the mentoring programme.



# Mentoring relationship standards

## 3) Training of mentors

B.3.1 The programme provides a minimum of pre-match mentor training in-person or online.

B.3.2 The programme provides pre-match training for mentors on the following topics:

- Program requirements (e.g. match frequency, duration of meetings, protocols for meetings and for missing, being late to meetings, and match termination);
- Mentors' goals and expectations for the mentee and the mentoring relationship;
- Mentors' obligations and appropriate roles
- Relationship development and maintenance
- Ethical and safety issues that may arise related to the mentoring relationship
- Effective closure of the mentoring relationship
- Sources of assistance available to support mentors
- Initiating the mentoring relationship



# Mentoring relationship standards

## 3) Training of mentors

B.3.3\* Program provides pre-match training for the mentor on the following risk management policies that are matched to the programme model, setting, and target groups served:

- Appropriate physical contact; Contact with mentoring programme (e.g., who to contact, when to contact)
- Relationship monitoring requirements (e.g., response time, frequency, schedule); Approved activities
- Confidentiality and anonymity; Digital and social media use
- Emergency and crisis situation procedures; Discipline
- Inclusion of others in match meetings (e.g., siblings, mentee's friends)
- Photo and image use; Evaluation and use of data
- Grievance procedures



- \* Conflict resolution is an additional relevant topic

# Mentoring relationship standards

## 3) Training of mentors

B.3.4 The programme uses training practices and materials that are informed by empirical research or are themselves empirically evaluated.

E.3.4\* The programme provides training for the mentee on the following topics:

- Purpose of mentoring; Program requirements (e.g., match frequency, duration of meetings online and in-person, protocols for missing or being late to meetings, match termination); Mentees' goals for mentoring; Mentors' obligations and appropriate roles
- Mentees' obligations and appropriate roles; Ethics and safety in mentoring relationships; Initiating the mentoring relationship; Effective closure of the mentoring relationship
- \*Conflict resolution is an additional relevant topic

E.3.5\* Program provides training for the mentee on the risk management policies that are matched to the programme model, setting, and target groups as presented under B.3.3\*.



# Mentoring relationship standards

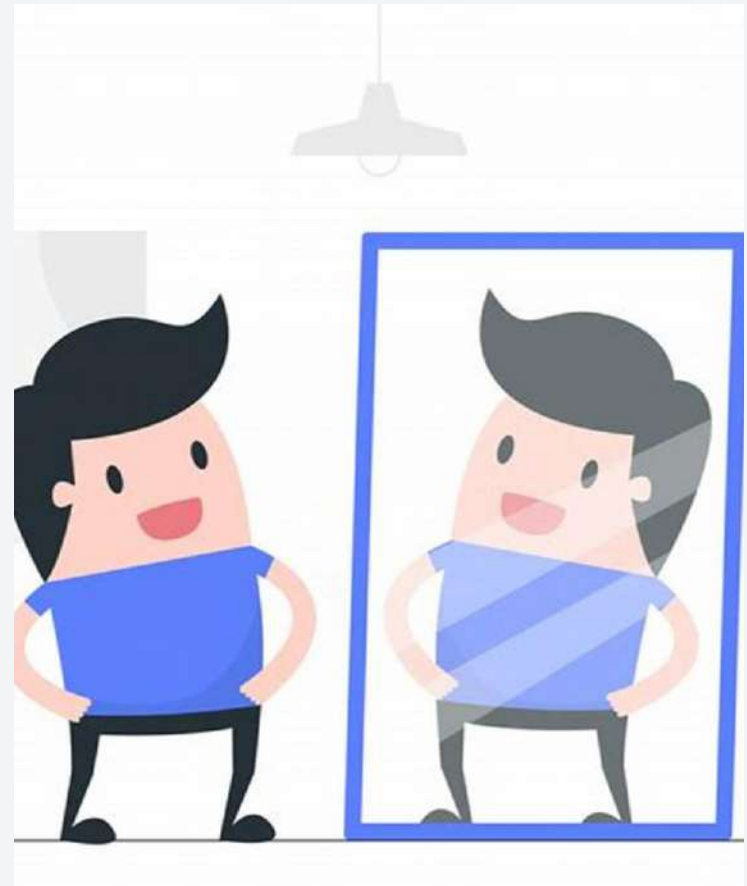
## 4) Matching and initiating the mentoring relationship

B.4.1 The programme considers the characteristics of the mentor and mentee (e.g., interests; proximity; availability; age; gender; race; ethnicity; personality; expressed preferences of mentor, and mentee (if appropriate); goals; strengths; previous experiences) when making matches.

B.4.2 The programme arranges and documents an initial meeting between the mentor and mentee.

B.4.3 If necessary, the programme staff member should be on site and/or present during the initial match meeting of the mentor and mentee.

B.4.4\* If relevant, mentor, mentee, and a programme staff member meet in person to sign a commitment agreement consenting to the programme's rules and requirements (e.g., frequency, intensity and duration of match meetings; roles of each person involved in the mentoring relationship; frequency of contact with programme), and risk management policies.



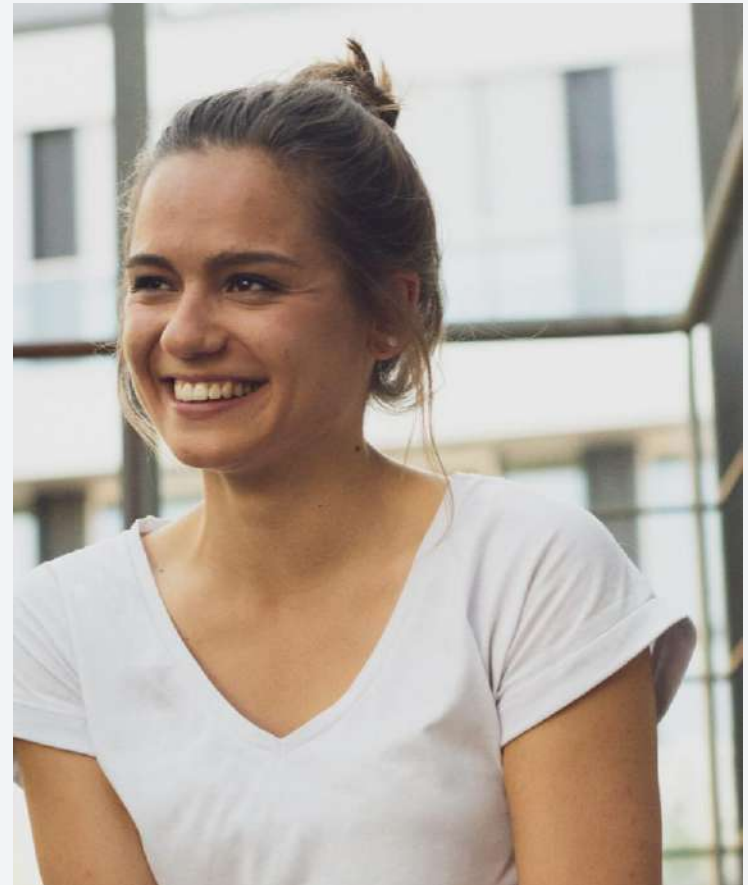
# Mentoring relationship standards

## 4) Matching and initiating the mentoring relationship

E.4.2\* The programme sponsors a group matching event where prospective mentors and mentees can meet and interact with one another, and provide the programme with feedback on match preferences.

E.4.5\* The programme staff member prepares mentor for the initial meeting after the match determination has been made (e.g., provide mentor with background information about prospective mentee; remind mentor of confidentiality; discuss potential opportunities and challenges associated with mentoring proposed mentee).

E.4.6\* The programme staff member prepares mentee and his or her parents or guardians for the initial meeting after the match determination has been made (e.g., provides mentee with necessary background information about selected mentor).



# Mentoring relationship standards

## 5) Monitoring and support

B.5.1 The programme staff contacts mentors and mentees at the beginning and after the mentoring programme ended.

B.5.4 The programme follows evidence-based protocol to elicit more in-depth assessment from mentors and mentees about the quality of their mentoring relationships, and uses scientifically-tested relationship assessment tools.

B.5.7\* The programme regularly assesses all matches to determine if they should be closed or encouraged to continue.

B.5.8 The programme documents information about each mentor-mentee meeting including, at a minimum, the date, length, and description of activity completed.

B.5.9 The programme provides mentors with access to relevant resources (e.g., expert advice from programme staff or others, publications) to help mentors address challenges in their mentoring relationships as they arise.



# Mentoring relationship standards

## 5) Monitoring and support

B.5.10\* The programme provides mentees with access or referrals to relevant resources (e.g., expert advice from programme staff or others, publications, Web-based resources, available social service referrals) to help them address needs and challenges as they arise.

B.5.12\* The programme provides mentors with feedback regarding their mentees' outcomes and the impact of mentoring on their mentees to continuously improve mentee outcomes and encourage mentor retention.

E.5.4 The programme thanks mentors and recognizes their contributions at some point during each year of the mentoring relationship, prior to match closure.



# Mentoring relationship standards

## 6) Closure

B.6.1 The programme has a procedure to manage anticipated closures, when members of the match are willing and able to engage in the closure process.

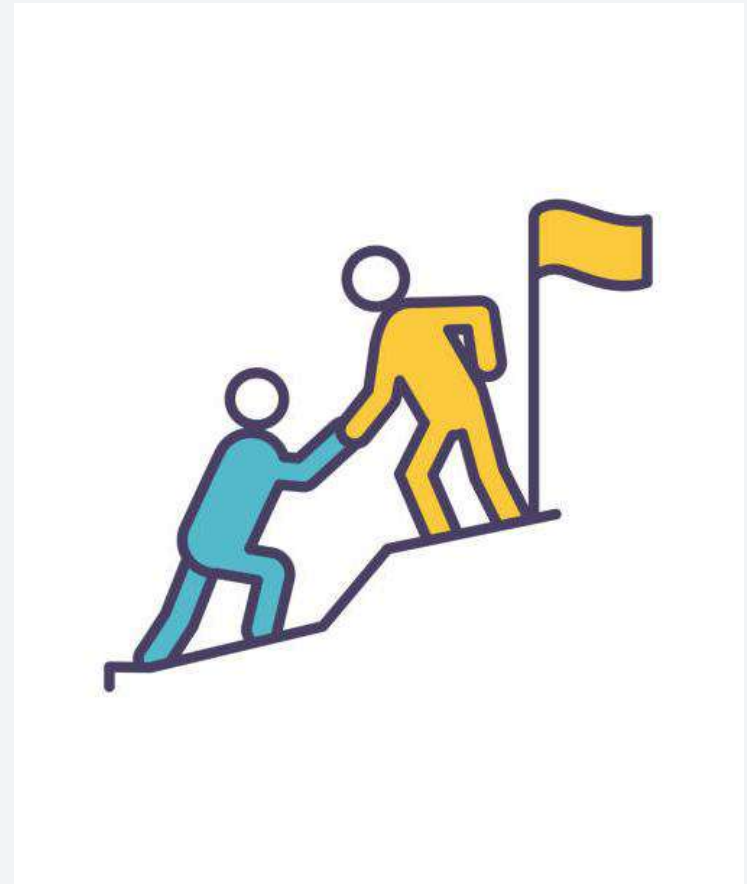
B.6.2 The programme has a procedure to manage unanticipated closures, when members of the match are willing and able to engage in the closure process.

B.6.3\* The programme has a procedure to manage closure when one member of the match is unable or unwilling to engage in the closure process.

B.6.4 The programme conducts exit interview with mentors and mentees.

B.6.5\* The programme has a written policy and procedure, when relevant, for managing rematching.

B.6.6\* The programme documents that closure procedures were followed.

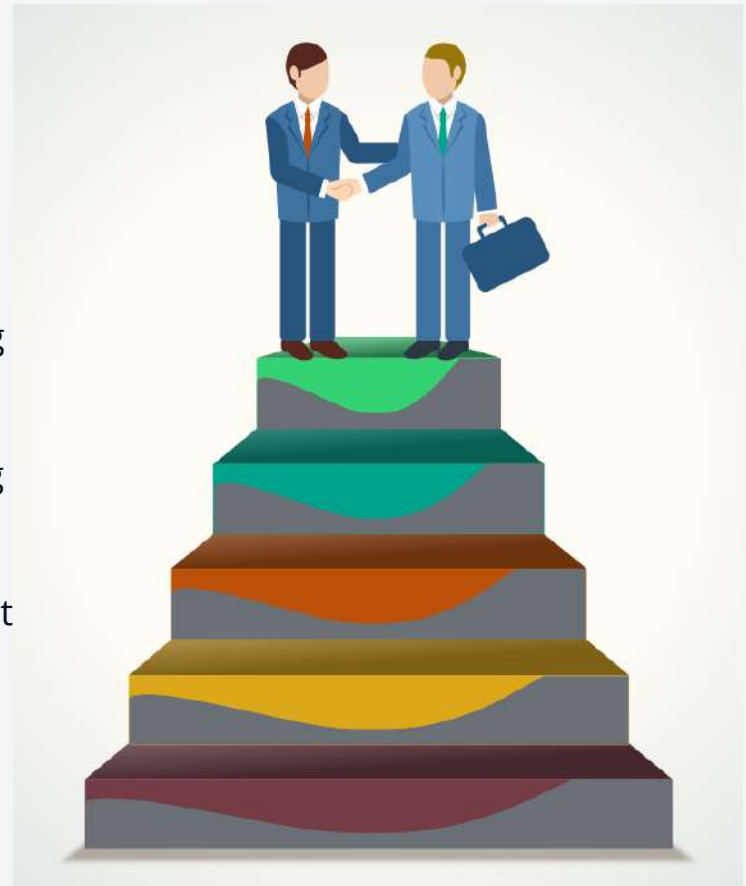


# Mentoring relationship standards

## 6) Closure

B.6.7\* Regardless of the reason for closure, the mentoring programme should have a discussion with mentors that includes the following topics of conversation:

- a. Discussion of mentors' feelings about closure
- b. Discussion of reasons for closure, if relevant
- c. Discussion of positive experiences in the mentoring relationship
- d. Procedure for mentor notifying the mentee far enough in advance of the anticipated closure meeting to provide sufficient time to adequately prepare the mentee for closure
- e. Review of programme rules for post-closure contact
- f. Creation of a plan for post-closure contact, if relevant
- g. Creation of a plan for the last match meeting, if possible
- h. Discussion of possible rematching, if relevant



# Mentoring relationship standards

## 6) Closure

B.6.8\* Regardless of the reason for closure, the mentoring programme should have a discussion with mentees that includes the following topics of conversation:

- a. Discussion of mentees' feelings about closure
- b. Discussion of reasons for closure, if relevant
- c. Discussion of positive experiences in the mentoring relationship
- d. Procedure for notification of mentor, if relevant, about the timing of closure
- e. Review of programme rules for post-closure contact
- f. Creation of a plan for post-closure contact, if relevant
- g. Creation of a plan for the last match meeting, if possible
- h. Discussion of possible rematching, if relevant.



# Mentoring relationship standards

## 6) Closure

B.6.9 The programme has a written public statement to parents or guardians, if relevant, as well as to mentors and mentees that outline the terms of match closure and the policies for mentor/ mentee contact after a match ends (e.g., including contacts using digital or social media).

E.6.2 Program hosts a final celebration meeting or event for mentors and mentees, when relevant, to mark progress and transition or acknowledge change in the mentoring relationship.

E.6.3\* The organizers collect good practice case studies for future recruitment campaigns for mentors and mentees.



# Key elements of a successful mentoring session (1)

**Mentoring session:** here the advice, knowledge sharing, and problem solving take place.

## Agenda

The day before the session, the mentee and mentor agree on the agenda.

## Check-in

During the mentoring session, it is important to start with a short informal check-in and strengthen the bond between mentor and mentee.

## Focus

After the check-in, the mentor and mentee decide together on a main focus for their conversation based on the agenda

# Key elements of a successful mentoring session (2)

## Review

Additionally, both mentor and mentee review the actions from the previous session, and discuss any open "homework".

## Exploring challenges

The mentoring pair can explore any challenges the mentee is currently facing.

## Plan

The mentor and mentee can agree on a plan that offers possible solutions to the problems encountered.

# Key elements of a successful mentoring session (3)

## Reflect

It is important to reflect on the progress made by the mentee: discussing key learnings, celebrating wins, and feedback.

## Action

Before the session ends, the mentoring pair should create a list with actions to do before the next session.

## Preparing next session

The session closes with booking the next one. After the session, the mentee sends a follow-up with key takeaways, the list of actions, and the questions for the next session.

# Example of a mentoring agreement

Dear Mentor and Mentee,

This template for an agreement can be used as a guideline for the first meeting. The purpose of the agreement is to clarify the goals and content of the mentoring programme and sessions and to define the framework for the collaboration during the mentoring programme. You can also modify these guidelines to suit your requirements.

*We wish you a good start to your collaboration!*

Written agreement on the organisation of the mentoring relationship between \_\_\_\_\_ (mentor) and \_\_\_\_\_ (mentee)

We agree on the following:

The mentoring cooperation is concluded for the period from \_\_\_\_\_ to \_\_\_\_\_.

The meetings will take place at the following intervals: \_\_\_\_\_.

Each meeting will take approx. \_\_\_\_\_ (30 to 90 minutes).

The initiative to arrange the meetings is/will be taken by \_\_\_\_\_ (mentor/mentee/both sides).

As the predominant type of contact we agree:

In-person meetings

Telephone

Email

Online-meetings

Other (please specify): \_\_\_\_\_

Goals:

We have defined the following goals for the mentoring programme for developing social entrepreneurship projects:

---

---

---

---

Topics / contents:

We have agreed on the following contents / topics:

---

---

Foundations for our tandem relationship:

We are both prepared,

- to respect each other's privacy and boundaries,
- to commit to keeping the content of our conversations confidential,
- and only discuss topics / content of our mentoring partnership with third parties if we have expressly agreed to do so,
- to continue the obligation to maintain confidentiality even after the mentoring programme has ended (if not agreed otherwise),
- to take responsibility for the success of the mentoring partnership,
- to seek support (e.g. from the coordination team) if problems arise,
- to always endeavour to provide open and constructive feedback.

Contact information:

Mentee: Email.....

Telephone.....

Mentor: Email.....

Telephone.....

Place / Date:

Signature mentor:

Signature mentee:

# Example of a mentoring record form

Mentee: Mentor: Date of meeting:	
Progress since last meeting	
Goals – where you want to get to	
Current Reality – what is happening now	
Opportunities – alternative ways of doing things	
Will – actions	

# Reflection Questions

1. Which mentoring relationship standards you consider to be the most important and why?
2. Which mentoring relationship standards you consider to be less important and why?
3. What elements for a successful mentoring session would you always apply?





Co-funded by  
the European Union



# Thank You

## For Listening!



Mednarodna fakulteta  
za družbene in poslovne študije  
International School  
for Social and Business Studies  
Celje · Slovenia · Europe

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.