



MENTEE'S MIF+ PORTFOLIO



move ⁺it forward
female digital starter weekend

Erasmus+ Adult Education 2019-1-LU01-KA204-050116



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Guidelines for MIF+ Mentee

The MIF+ Portfolio in mentoring is a multifunctional, complex concept which can be understood only in a concrete professional context. Which one of its functions should become central – whether of an evaluative instrument or an incentive for professional growth or mastering or even of a professional diary/archive of useful tools of mentoring and reflecting, depends on the context-related priorities and needs of the mentor-mentee relationship, as well as on the level of institutional formalization of its usage as an official assessment providing tool. Knowing better a portfolio potential, mentors and mentees can perform their responsibilities in a productive and sustainable way.

Be sure to have one Portfolio which is going to be utilized by you as a Mentee and by your Mentor.

It provides monthly prompts to drive conversation and promote the sharing of ideas.

- Mentor and mentee follow guided monthly discussions
- Write your feedback and thoughts in this portfolio before meeting each month
- Bring the portfolio to each meeting to track past/current discussions, ideas and follow up
- Mentor, track your hours in the back of the guide
- Enjoy your time together!

The aim of this portfolio is to provide the mentee with a guide to organizing their activity with the help of various instruments. The appendices section widens the range of templates available for observing and evaluating your interests and attitudes towards (digital) entrepreneurship and the world of work.



What do Mentees look for in a Mentor?

- ☞ Someone who offers a supportive relationship
- ☞ Someone who can give direct career guidance
- ☞ Someone who can link theory to practice
- ☞ Someone who offers structured opportunities for an entrepreneurship career
- ☞ Someone who can provide non-threatening evaluative feedback

Most Mentees thoroughly enjoy the role and find mentoring as a positive, encouraging process that provides everyone involved with many opportunities.

Mentoring provides opportunities to:

- ☞ Lead by example
- ☞ Encourage women to take a leadership role
- ☞ Bring together family life and working force
- ☞ Discuss the ethos of a company
- ☞ Engage in professional dialogue
- ☞ Foster good relationship
- ☞ Raise self-esteem
- ☞ Help recognize achievement
- ☞ Encourage reflection and review
- ☞ Give direct guidance
- ☞ Encourage risk-taking
- ☞ Counsel for a career path

MIF+ Mentor's Role:

- ☞ Guide and support
- ☞ Listen and counsel
- ☞ Negotiate and set clear targets for the mentees career path
- ☞ Analyse the needs
- ☞ Set priorities
- ☞ Monitor and review progress
- ☞ Manage time
- ☞ Observe and assess



- Negotiate and resolve conflict
- Give feedback (without being judgmental)
- Write reports

The Mentee's Role

The target group will engage in meetings and/or with virtual mentors, within which s/he will discover skills, tendencies, professional interests, being encouraged to follow and to develop a career. They will learn to overcome the barriers generated by stereotypes and prejudices developing self-esteem and confidence, promoting the principles of gender equality.

Within a developmental mentoring relationship, a mentee is expected to be:

- In control of the agenda, taking responsibility for their development, rather than expecting 'quick fixes' from a mentor
- Committed, for example to attending planned sessions, taking the actions planned with the mentor
- Prepared to be challenged when the mentor feels that this, rather than perhaps sympathy, will be of benefit,
- Professional in the relationship with the mentor, for example being punctual, respecting agreed ground rules, and talking openly and honestly with the mentor. (Clare Wakeham)

Meeting the Mentor

- Meetings between Mentor and Mentee will take place face to face or online. The Mentor will present their biography, developments in their career, gender stereotypes and prejudices met in their development and counselling.
- **Visits at the workplace** - the Mentee will visit and discover the Mentor's professional activities or if online see a video film with the mentor's work place devised and presented by mentor

How Mentor and Mentee spend time together in the mentoring programme



There is a great variety of activities that mentors and mentee can do together, such as:

- Presenting the current job
- Participating in fairs and exhibitions
- Creating projects together
- Talking about career and jobs on the labour market
- Talking about the future
- Business visits.

The process of empowerment in the mentoring relationship requires that the mentee take responsibility for the management of the process. The mature learner, or the mentee with high self-esteem and high goal clarity, may begin the relationship by setting the agenda, steering the mentor towards appropriate responses and actively drawing down upon the mentor's knowledge, experience and networks. (CLUTTERBUCK, 2005)

E-Mentoring/video phone/synchronous mentoring

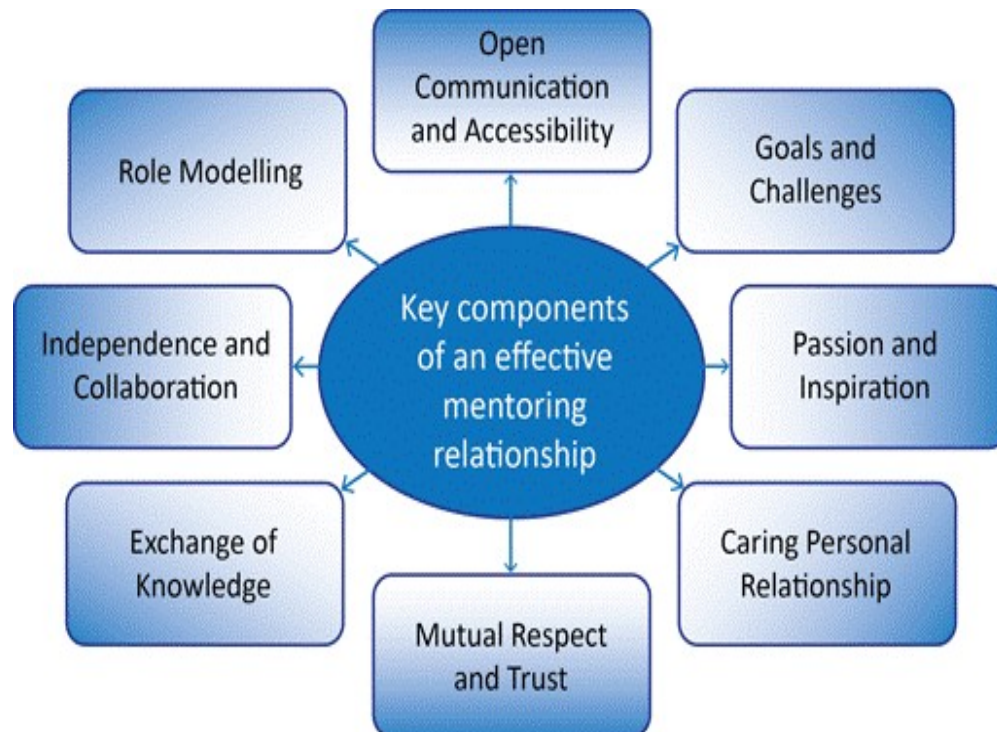
In e-mentoring works by email or via a web-based forum. E-mentoring loses some advantages of a face-to-face meeting, such as being able to 'read' body language and hear the tone of voice; the main advantage is that it can be done anywhere at any time so that a mentor and mentee do not need to be geographically close, or working at the same time. This may enable more reflective responses. Phone mentoring loses the advantage of mentor and mentee being able to engage at different times but retains the tone of voice and useful behavioural hints such as periods of silence or oral 'tics'. Synchronous mentoring via Skype/Zoom/Meet etc may also be useful. Both e-mentoring and telephone mentoring can be used in place of or in conjunction with less frequent in-person meetings.

The objectives of the Mentee's portfolio

- to bring women closer to the jobs they are interested in
- to facilitate the development of a constructive and transparent mentor-mentee rapport



- to help women develop a sense of belonging in the new social world of entrepreneurship.
- to raise the mentee's self-esteem
- to reflect on the impact of mentoring on her path career (in the short term and the long one)





MIF+ Mentee's Commitment

By signing the present document, the Mentee:

- ☞ agrees to attend the **MIF+** Mentoring Programme for a period of four months:

Mentees ' Name: _____

Domain of interest: _____

Country: _____

- ☞ hold the Mentoring activity once a month
- ☞ fill in the Mentee's Portfolio and use it for the MP
- ☞ provide written feedback to self-assess if her expectations are fulfilled
- ☞ acknowledge that their names may be publicly mentioned in the project communication
- ☞ make sure to comply with the applicable project guidelines, especially toward the **Erasmus Plus** programme

I hereby, confirm my interest in joining the Mentoring Programme of the project **MIF+**

Place:

Date:

The Mentee's (first name, family name):

Signature:



Self-assessment questionnaire –MIF+ MENTEE

Dear Mentee,

please answer the following questions:

Identification data

Name: _____

My education: _____

My domain of interest is _____

Please select the answer that best suits your opinion:

1. Men can take care of children as well as women.

- totally disagree
- disagree
- agree
- totally agree

2. Technical skills can place men and women on equal footing.

- totally disagree
- disagree
- agree
- totally agree

3. If we want society to view us differently we must view ourselves differently.

- totally disagree
- disagreement
- agree



totally agree

4. Women do two-thirds of the work but receive only one-tenth of total income.

totally disagree

disagree

agree

totally agree

5. If you have not heard '**herstory**' you have heard only half of **history**.
(feminist saying)

totally disagree

disagree

agree

totally agree

6. Women can work as hard as men.

totally disagree

disagree

agree

totally agree

7. If you educate a woman, you educate a nation. (African Proverb)

totally disagree

disagree



- agree
- totally agree

8. When one thinks of an engineer/one hardly ever thinks of a woman.

- totally disagree
- disagree
- agree
- totally agree

9 Women need skills that will allow them to earn more money, to better address survival needs, and to become autonomous.

- totally disagree
- disagree
- agree
- totally agree

10. The role of women is viewed as limited to that of housewives, mothers and unpaid family labour in our society

- totally disagree
- disagree
- agree
- totally agree



11. What are the challenges and opportunities of the MIF+ project?

12. Which are the further actions to bring mentees closer to the labour market? (Your opinion)

13. What different resources or training would be helpful to you as the MIF mentor?

14. How will you maintain your relationship with your mentor?



Data Protection Notice according to the EU General Data Protection Regulation

Program Erasmus +: MOVE IT FORWARD+

Project: Erasmus+ Adult Education No: 2019-1-LU01-KA204-050116

Erasmus+ Programme: MIF+

Transnational Project

1. *Responsibility for Data Protection*

The organisation _____ is responsible for data protection according to the data protection regulation.

You are neither legally nor contractually obliged to provide your data. Not providing any of the data that can be indicated voluntarily does not have any implications.

2. *Photographs and videos*

If organisation _____ takes pictures or make video recorded of participants during an event, they might be published via the following channels:

- Publication on the internet on the homepage of XX (internationally accessible)
- Publication in social media channels (Facebook etc.) (internationally accessible)
- Publication in the annual programme, newspapers, brochures or newsletter (international)



3. *Data transmission*

As the corresponding project is a European one, we share your personal data and activity protocols with the following organisations or contractual project partners of organisation XX:

- ↻ WIDE (Luxembourg)
- ↻ Centar Tehnicke Kulture Rijeka (Croatia)
- ↻ Digital Leadership Institute (Belgium)
- ↻ Fundatia Professional (Romania)
- ↻ Led By Her (France)
- ↻ Northtown Vilnius (Lithuania)

Your data will be deleted after the end of the legal retention period.

Your data will be blocked for any other use, excluded from this is allowed postal advertising.

The data you provided within the use of our contact data will be deleted as soon as the communication has stopped or when your request is completely clarified and at the same time your data was not collected for contractual purposes. Communication to defend a right in the legal claim will be stored for the duration of the corresponding limitation period.

5. *Your rights*

You have the right to obtain information about your data stored at organisation XX, you are allowed to adapt incorrect data or have your data locked or deleted at any time.

Moreover, you can contradict the data processing and arrange that we transfer your data to someone else. You also have the right to make a complaint at the data protection regulatory authority.

Place, Date

Name in block letters

Signature



Mentee's Code of Conduct

This document aims to establish the norms and social responsibilities between Mentor and Mentee in the Mentoring Programme. This is an important step in establishing an inclusive vision, in which all participants are aware of the attitudes and behaviour expected of them.

Responsibilities of the Mentee:

- ➊ to show interest and involvement in participating in the mentoring programme
- ➋ to respect the mentor as a support for their development, taking into account the personal experience of the mentor, the knowledge related to the work and the fact that the mentor is a volunteer in the programme.
- ➌ to be responsible for managing their own learning, identifying and setting goals, using the mentor as a support for this activity.
- ➍ to be aware that this relationship is confidential
- ➎ to be involved in sharing knowledge, skills, attitude, expertise and lessons learned.
- ➏ to maintain a high level of confidentiality which is appropriate and is agreed at the beginning of the relationship.
- ➐ to maintain contact with the mentor for assessing progress (or not) in line with the objectives of the programme
- ➑ to be focused on and exploit any opportunity to learn more things about the world of work (entrepreneurship/digital technology/marketing etc.)
- ➒ to respect personal limits to ensure privacy and promote a healthy balance in the relationship.



Diary

WHAT IS IT?

A diary can take different forms. If used as a form of quantitative assessment, it can be developed as a structured record of observations or events, arranged chronologically. If the journal is intended to be used in a qualitative approach, it should not be structured chronologically and should consist mostly of texts, notes about experiences or feelings from the person writing it. A journal (which is completed regularly) is an excellent way to collect material that will be integrated into the report of a mentoring activity. Logs are key elements for organizing the documentation of mentoring activity in a structured way. Images, diagrams, videos and so on can be added.

WHY USE?

- Gathering behavioural information that is not easily observed or to understand and develop knowledge about participants' interpretations that cannot be obtained by interacting with them.
- Collecting data about the thoughts, interpretations and activities of the participants in order to discover potential relationships (between different elements) and their evolution over time.

HOW IS IT IMPLEMENTED?

To implement this evaluation method, you can use different approaches, depending on the type of data you want to collect. It can be written on paper, or a web diary (sometimes even a voice recording or a video diary) to be completed daily / weekly / monthly and used to collect specific observation of participants, feedback on certain tasks and particular events.

The design of the journal can be left to the choice of the participants (ensuring that the data collected are both relevant for evaluation and significant for the participants). However, we propose a very simple template as follows.



Mentoring Diary

Here you can register your mentoring activities. You can also use photo documentation.

Date	Activities – Expectations, Feelings, Contributions

Meeting your Mentor

Session I

This meeting helps you get to know each other and find ways to work well together.

Questions suggested for mentored women:

To know each other

Ask each other the following questions and anything else that comes to mind.

- ☞ What is your favourite movie or book?
- ☞ Tell me about something you are very proud of.
- ☞ Describe an important moment in your life or a challenge you overcame.
- ☞ What do you think you will become professionally?
- ☞ List (or prepare for the next meeting) some areas in which you excel



(strength-based leadership / good organiser / know how to meet deadlines, etc.).

- ☞ List a few areas you want to grow to be successful, both personally and professionally, where you feel your mentor could train and advise you. (This becomes the goal of the mentor relationship).

Action: Schedule your next three meetings. Clarify expectations for your relationship and the best way to communicate with each other.

The mentor will talk about the skills associated with her/his job/entrepreneurship/ ICT and how they relate to the mentor's vision.

Session II

Goals / dreams / inclinations / family examples / preferences / needs.
Mentee returns to the next meeting with the updated sheet. The mentor records it in the Portfolio.

1. _____

2. _____

3. _____

4. _____

5. _____

Mentee: How do I measure the success of my goals / dreams / preferences?

The mentor proposes that each month, receive and respond to a two-paragraph e-mail:

- ☞ What are my needs?
- ☞ Challenges or barriers to my success.

N.B. Create two to five goals for the mentored young woman that involve learning and lead to defined results.

examples:

- To better identify where the jobs are in our community you will have to worry about what kind of businesses are in your city, to think about the future, and to think that choosing a profession is significant and important but would it also be well paid. You have to be aware of your knowledge but



also of what is the so-called "pay gap" between women and men.

It can be completed together with the Mentor.

Session III

Mentees or mentored women will visit in-person or virtually and discover the professional activities of the Mentor.

Specifically, they will attend:

- ☞ how the workplace is structured and organised
- ☞ its culture and codes of practice;

Mentees will learn about:

- ☞ use of certain types of technology
- ☞ any on-the-job training procedures.

They will see clearly:

- ☞ how teamwork is central in a company/organisation/institution
- ☞ what it means to be active at the local, national, European or international level
- ☞ how important it is to master different abilities in such a context.

(THROUGH THE CONSULTATION OF THE MENTOR AND THE MENTIONED YOUNG WOMAN THE OTHER SESSIONS WILL BE INCLUDED)

Session IV

To be agreed on by both the Mentor and the Mentee.



Feedback after each session

Session I

Session II

Session III

Session IV



How we close the activity and what comes next: comments and suggestions

Thank you letter for the Mentor

