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# MENTOR'S MIF+ PORTFOLIO

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**move <sup>+</sup>it forward**  
female digital starter weekend

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Dear Mentor,

Mentoring has had a positive impact on each of our careers, and we believe the experience should be shared. We ask you to join us and pledge to be a mentor. Together, we can increase women's confidence to pursue a career in entrepreneurship or any other job.

Thank you for making a difference and helping to inspire women and raise their self-esteem and self-confidence.

European Commission's Entrepreneurship 2020 Action Plan:  
"Create a Europe-wide on-line mentoring, advisory, educational and business networking platform for women entrepreneurs that will bring the current national ambassadors and mentors networks on-line, deepen their offer and expand their reach at national and regional level"

Yours faithfully

MIF+ TEAM



## Guidelines for MIF Mentor

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 of 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 for you and give one to your mentee utilized by both the Mentor and Mentee respectively.

It will provide 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 prior to 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!

*This portfolio aims to provide mentors with a guide to organizing their activity with the help of various instruments. Appendices section widens the range of templates available for observing and evaluating mentee's interests and attitudes towards 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 Mentors thoroughly enjoy the role and find mentoring as a positive, encouraging process which provides everyone involved with many opportunities.*

Mentoring provides opportunities to:

- ☞ Lead by example
- ☞ Encourage girls 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 career path

## Skills of a Mentor

*You may find the following list helpful in reviewing the skills which will be of use to you as a Mentor*

.As a Mentor you will need to be able to:

- ☞ Guide and support
- ☞ Listen and counsel



- ☉ Negotiate and set clear targets for career mentoring
- ☉ Analyse needs
- ☉ Set priorities
- ☉ Monitor and review progress
- ☉ Manage time
- ☉ Observe and assess
- ☉ Negotiate and resolve conflict
- ☉ Write reports

**The MIF mentor's role is to encourage young women and to help build confidence and foster entrepreneurship and ICT skills.**

## The Mentee's Role

The target group will engage in meetings and/or with virtual mentors, within which s/he will discover skills, tendencies, the 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 counseling.

**Visits at the workplace** - the Mentee will visit and discover the Mentor's professional activities or if online see a video film with mentor's work place devised and presented by mentor

## How mentors and mentees 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)

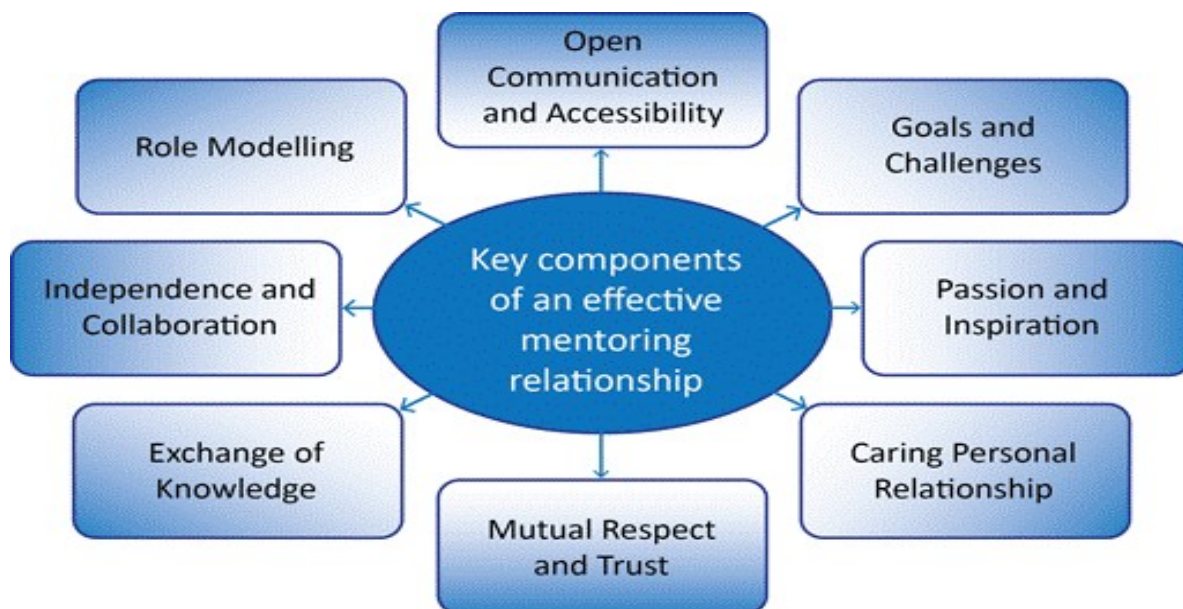
## E-mentoring/video phone/synchronous mentoring

If 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 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 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 “Mentor E-Portfolio and Mentee E-Portfolio” activity

- 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.







## MIF Mentor's Commitment

By signing the present document, the Mentor will:

- ☞ be responsible for the **MIF** Mentoring Programme with the Mentees on a period of four months:

Mentees' Names: \_\_\_\_\_

Level: \_\_\_\_\_

Country: \_\_\_\_\_

- ☞ hold the Mentoring activity once a month at their convenience
- ☞ fill in the Mentor Portfolio and use it for the MP
- ☞ make notes in the Mentees Portfolio and share them with the Mentees
- ☞ provide feedback to contribute to a better approach of the mentees toward entrepreneurship/jobs
- ☞ acknowledge that their names may be publicly mentioned in the project communication
- ☞ note that they will non be compensated for their time, transportation fees can be covered by the partners upon request.
- ☞ make sure to comply with the applicable project guidelines, especially toward the **Erasmus Plus** programme

I hereby, confirm my interest to join the Mentoring Programme of the project **MIF**

Place:

Date:

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

Signature:



## Mentor's Code of Conduct

### Active listening

Listening well is a key skill and one that needs practice. On occasion we may not listen well because our attention is on something other than what the other person is saying: perhaps comparing what is being said to our own experience; rehearsing what we are going to say when the speaker stops; solving the speaker's problem for them; or thinking about something else entirely such as what we are going to have for dinner. To listen well:

- Practise turning yourself off completely and concentrating on the other person and what they are saying. When you notice yourself not listening well, bring your attention back to the speaker, and gradually you will find that it becomes easier to concentrate on what is being said
- Practise listening for the unspoken messages underneath the words. Often these become easy to 'hear' when you turn your awareness to them
- Be aware of body language – both your own and the other person's
- Indicate you are listening with 'Mms' and 'Ahs'
- Keep your mind open and suspend judgement. Concentrate on the content of what is being said
- Develop an awareness of how you respond. Do your responses seek to explore, clarify, understand and reflect back what you think you heard?
- Reflect on a time when someone listened to you with their whole attention and demonstrated that they understood you and your issue. What behaviour and skills did they use to do this and how could you emulate them?



## Asking questions & Feedback

There are two main types of questions – open-ended and closed-ended questions.

Open questions encourage the opening up, expanding and exploration of a topic and tend to start with words or phrases such as “What, How, Where, Describe, Tell me about...”, for example:

- Tell me about your experience of.....
- How do you feel about....?
- What were your reasons for.....?

Control the limits of the person’s reply and can be used to focus, summarise, move to action and round off a discussion. Examples might be:

- Have you completed that action?
- What are your next steps?
- When are you going to do that?

Both types of question are useful for different purposes and it is important to think about what results your different questions will have and which will best serve the purpose of the mentoring and any given time.

## Data Protection Notice according to the EU General Data Protection Regulation

Erasmus+ Programme: MIF+Project Strategic Partnership for Adult Education

### **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:

- ☉ Women in Digital Initiatives Asbl (Luxembourg) – Coordinator
- ☉ Centar Tehnicke Kulture Rijeka (Croatia)
- ☉ Digital Leadership Institute (Belgium)
- ☉ Fundatia Professional (Romania)
- ☉ Led By Her (France)
- ☉ Northtown Vilnius (Lithuania)



#### 4. *Duration of storage and deletion*

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.

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Place, Date

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Name in block letters

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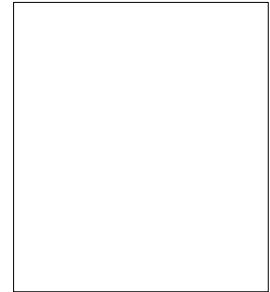
Signature



## Biography, picture of the mentor

Picture of mentor

Name, surname of mentor



### I. **Early Life**

A. Full Name \_\_\_\_\_

B. Word(s) that describe the person: inventor, politician, explorer, etc.

\_\_\_\_\_

C. Family

\_\_\_\_\_

D. Hobbies/Interests

\_\_\_\_\_

\_\_\_\_\_

E. Two other interesting facts about childhood

\_\_\_\_\_

### II. **Career/Education/Accomplishments**

A. Education

\_\_\_\_\_



B. Best known for

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C. Other facts: awards, achievements, etc.

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III. **Later Life**

A. Interesting facts/hobbies/

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## Pre-self assessment questionnaire for a mentor

*Dear mentor, please answer the following questions.*

### Identification data

Name: \_\_\_\_\_

I graduated \_\_\_\_\_

My profession is \_\_\_\_\_

Place of work: \_\_\_\_\_

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 **his**tory.  
(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 ?

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

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

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14. We know your time is precious, so please think about how many women you can mentor over the next 4 months

- 1-2 mentees

- 3-4 mentees
- 5-6 mentees
- more mentees (please tell the number)

15. How will you maintain the relationship with your mentee/s?

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Activity	
Meetings	
Communication	
Career development	
Research support	
Psychosocial support	



## Mentoring Log

*Here you can record your mentoring activities:*

Date	Activity – discussion/ feedback/ review of target

## A Checklist of Mentor's Tasks

*This checklist may be helpful to you in sequencing the various tasks associated with mentoring. Decide how you will prioritise them and by ticking the appropriate box(es) set them in a time frame which is manageable for you.*

Tasks	Session 1	Session 2	Session 3	Session 4	Session 5 (optional)	Session 6 (optional)
1. Prepare relevant information about the company/institution etc.						
2. Identify mentees' needs						
3. Become familiar with MIF+ Mentor Portfolio						
4. Make the arrangements to ensure feasible						



mutual time for professional dialogue.						
5. Arrange an informal welcome meeting with colleagues (managing board)						
6. Discuss your job requirements with the mentees						
7. Set regular contacts (WhatsApp, E-mail, Zoom) apart from your sessions						
9. Discuss company's standards set targets and devise action plan						

### Giving and receiving feedback

*Giving positive feedback is straightforward. Giving less positive feedback is more difficult but to help mentee's development, it is important to give an honest, constructive response.*

*The following points may be helpful to you when you are giving feedback at the end of the session:*

- ☞ Always start with the positive comments.
- ☞ The mentee needs to feel the mentor still values them even if giving less positive feedback
- ☞ It is important to comment objectively on what happened (facts), rather than giving opinions
- ☞ Listen carefully using your body language, eye contact
- ☞ Clarify problems. Restate and summarise issues
- ☞ Set targets



- ☞ Try not to convey disapproval or anger
- ☞ Do not allow the discussion to become unproductively prolonged

## The Sessions

There are four compulsory sessions in four months but the examples below are only suggestions of the activities as the Mentor has the liberty of choosing and implementing what they think more needed according to the personality and profession they have.

### Session I

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

Questions suggested for mentored women:

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 Mentor and Mentee



Feedback after each session

## Session I

## Session II

## Session III

## Session IV



**Letter to the Mentee**

**What the follow up will be**

