

TRANSNATIONAL FOOD MENTOR SCHEME ACTION PLAN

Food sector related knowledge integration

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TRANSNATIONAL FOOD MENTOR SCHEME STRATEGY AND ACTION PLAN

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1 TRANSNATIONAL FOOD MENTOR SCHEME STRATEGY and ACTION PLAN - Background

FOOD MENTOR PROGRAM that is professionally accomplished specifically for food companies does not exist in Central Europe. With mentor program from I-CON project, food productions will benefit in: integrated cross-sectoral experts approach services (mechatronics; food safety, food quality and labelling; design), availability of transnational pool of experts coming from different EU regions and focus oriented mentor program which will increase competences and skills in domain of COST EFFICIENCY and QUALITY ASSURANCE through technology process control improvements, food safety, quality and labelling management and food design.

Within the project I-CON (CE393) “Regional” project partners: PTP (LP), CCIS (PP2), STRIA (PP5), CNA ER (PP6), KIGPSiO (PP9) and SCCI (PP10) approached various food and beverage sector players with questionnaire in order to collect relevant information for preparation of mentoring scheme presented in this document.

Responses from the companies were collected through phone, personal interviews or e-mail, between June 2016 and November 2016.

The quota of questionnaires answered is 98 out of 710. Despite the differences among the size and level of development in partners’ regions we got result that half of businesses that responded to our questionnaire, act in national and global market, majority generated up to 10 million EUR of turnover and have less than 10 employees, followed by medium sized companies employing more than 50 and less as 249 employees and earning over 50 million EUR.

The answers on topics of FOOD SAFETY, FOOD QUALITY and LABELLING reflects variety of experiences depending on the size and the region companies are coming from; majority of micro (and partly small) sized companies stated they do not use any of the 3 retailers’ standards, however they are using obligatory food safety standard HACCP and sometimes general management standard (ISO 9001/-1 or other); it is obvious that those producers use various distribution channels and retailers, who don’t demand specific standards, however more than third of respondents plan introduction of additional retailers’ food safety standard; in some regions there are more than a third interviewed companies that don’t intend to introduce one. Various other standards are of interest (for some companies the cost of standardization is limiting key factor of introducing one). The main reason is the volume of the food production which is insignificant for bigger retailers, so they don’t have to comply with retailers’ standards, however they all have to comply obligatory safety standards in production processes, whereas acquired food safety and/or food quality certificate might be of assistance at selling to end consumers or smaller store chains.

Answers in questionnaire on topics of DESIGN in food industry showed that majority of respondents understand design as “packaging” (72 answers from 98), followed by “how food looks like” (60 answers from 98), “how food taste (47 answers from 98) and how food is produced)40 answers from 98). The answers on the next question about the most significant factors of success in the food sector (as interface to promote a food products) were “packaging” (74 answers from 98), followed by “brand/reputation” (64 answers from 98) and “message/evocation” (44 answers from 98). When specifically referred to 3 sub-topics (mechatronics; food safety, food quality and

labelling; design) almost all respondents indicated that providing “adequate hygiene and quality” is number one priority.

The majority of respondents are interested in innovations, and expect various types of benefits/effects related. Surprise result was that only a minority of respondents (21 answers from 98) are interested in environmental impact reduction. Even bigger surprise was cumulative result saying that companies (49 answers from 98 - 50%) are “not interested in receiving free consultancy and being contacted by project partners”. Many respondents were disappointed with (previous) cooperation with various (professional) institutions and research organizations due to poor expert knowledge and bad relations between parties.

It is important to highlight the fact that participants responded likewise in the same categories of the questionnaire. Therefore, there is a strong likelihood that top answers of a given project partner are equivalent. Therefore, there is a strong likelihood that top answers of a given project partner are equivalent to others.

2 TRANSNATIONAL FOOD MENTOR SCHEME STRATEGY

2.1 INTRODUCTION TO MENTORING

2.1.1 Defining Mentoring

Mentoring is a method and professional relationship in which an experienced person (the mentor) assists another (the mentee) in developing specific skills and knowledge that will enhance the mentee's career and personal growth'. This can include peer mentoring, where participants are at the same level of seniority but have differing experience. Mentoring facilitates the sharing of knowledge, expertise, skills, insights and experiences through dialogue and collaborative learning.

Alternatives to mentoring:

Facilitation (source: <https://en.wikipedia.org/wiki/Facilitator> (March 2017)): a facilitator is someone who engages in the activity of facilitation. Facilitator helps a group of people understand their common objectives and assist them to plan how to achieve these objectives; in doing so, the facilitator remains "neutral" meaning he/she does not take a particular position in the discussion. Some facilitator tools will try to assist the group in achieving a consensus on any disagreements that preexist or emerge in the meeting so that it has a strong basis for future action.

(see note 1. in Appendix 9 Supplementary Information)

Facilitation consists of various types, namely business, training, conflict resolution, educational, small group and wraparound facilitation. The two most important on the subject are:

- Business facilitators, working in business and other formal organizations
- Training facilitators, used in adult education

(see note 2.)

Many skills are required to be a good facilitator. The basic skills of a facilitator are about following good meeting practices: timekeeping, following an agreed-upon agenda, and keeping a clear record. The higher-order skills involve watching the group and its individuals in light of group dynamics. In addition, facilitators also need a variety of listening skills including ability to paraphrase; stack a conversation; draw people out; balance participation; and make space for more reticent group members (Kaner, et al., 1996). It is critical to the facilitator's role to have the knowledge and skill to be able to intervene in a way that adds to the group's creativity rather than taking away from it. A successful facilitator embodies respect for others and a watchful awareness of the many layers of reality in a human group. In the event that a consensus cannot be reached then the facilitator would assist the group in understanding the differences that divide it. Facilitators also require good understanding of processes - how to enable group decision-

making, structuring agendas for appropriate results, problem-solving, etc. Groups depend on Facilitators to help guide them and focus their discussion.

The concept of authority (of the facilitator) is one which can cause confusion. Three alternates are:

- **Tutelar Authority** - based on the competences and skills of the Tutor/Facilitator
- **Political Authority** - involving the exercise of educational decision-making with respect to the objectives, program, methods, resources and assessment of learning. (This manifests particularly in the planning dimension.)
- **Charismatic Authority** - influence by presence, style and manner. (It manifests particularly through the feeling, confronting and valuing dimensions.) However it is quite possible to draw from this the requirements for a facilitator to be clear how they are operating in any environment.

Other forms of support alternative to mentoring are: Buddying, Coaching, Informal mentoring, Networking, Sponsorship, Supervision. (*see note 3.*)

2.1.2 The Benefits of Mentoring

The benefits of *being a mentor* include:

- Increased satisfaction and motivation from ‘giving back’ to the industry and helping others to achieve their professional goals.
- Development of leadership, management, coaching and listening skills.
- Learning from the insights, ideas and different perspectives provided by mentees.
- Feeling valued from being able to share knowledge and experience.
- Increased recognition at both personal and corporate levels within the industry sector.

The benefits of *having a mentor* include:

- Receipt of constructive feedback.
- Increased self-awareness, understanding of situations, self-confidence and self-reflection.
- Identification of, and improvement in, areas of development.
- Exposure to diverse perspectives and real-world experiences.
- Development of specific skills and knowledge relevant to professional goals.
- Increased capacity to translate strategies into productive actions.
- Increased job satisfaction and motivation.
- Increased networking opportunities and industry awareness.

In addition, organizations benefit through the participation of their employees. Mentors and mentees enhance their personal and career development through participating in the mentoring. Therefore, organizations will benefit from improved employee performance, talent retention and connectivity with other members as a result of this scheme.

2.1.3 Target audience

Mentee profile and eligibility

In order to define mentee profile and eligibility key questions has to be answered:

- Why are you considering mentoring - what do you hope to achieve? What outcomes are expected?
- Who the mentees will be and how will they benefit - is the focus, for example, their current role in the enterprise, future goal or a career development?
- What is the demand for mentoring likely to be - will the scheme need to be marketed to potential mentees - if so what will attract them to it?
- What can mentors and mentees expect of the scheme and of each other?
- How will the enterprise (department, division etc.) benefit?
- How will mentoring fit with existing objectives?
- Are you focusing on certain staff grades or staff groups?
- Do mentees need to have a minimum amount of experience?

Mentor profile and eligibility

Criteria for appointing mentors that enables attraction of potential mentees as well as mentors by giving them a good idea of who will be mentoring them (not at this stage a named mentor but the sort of mentor they will have).

In order to define mentor profile and eligibility key questions has to be answered:

- Will mentors be internal to your organization or recruited externally?
- Do you need a cohort of senior mentors in grade to your potential mentees, or is greater experience, perhaps at the same level, just as useful?
- Is common ground important? For example, researcher mentees are likely to need a mentor with research experience; on the other hand academic discipline has not proved to be important in mentoring academic staff for leadership.

The Role of the Mentee

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

- In control of the agenda, taking responsibility for his or her 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.

The mentee should set the agenda for the mentorship, enabling mentees to take ownership of their own development with the support and guidance of their mentor. Mentorships are most effective when mentees are open, honest and receptive to their mentors in order to extract the required information, which will benefit them. (*see note 4.*)

The Role of the Mentor

The mentorship should be driven by the mentee's personal and professional development, with the mentor empowering the mentee by facilitating the mentee's self-appraisal, establishing facts, signposting, and giving information and advice drawing on their own experience, expertise and knowledge. Mentors should encourage mentees to take responsibility for their own development by enabling mentees to self-reflect, clarify understanding, challenge assumptions, consider different perspectives, make decisions and set their own objectives. (*see note 5.*)

2.1.4 Type of mentoring program

- **Peer mentoring**, where participants are at the same level of seniority but have differing experience.
- **Mentoring circles**, where a small group of mentees at a similar career level or with a shared objective meet together with a more senior mentee.
- **E-mentoring/telephone mentoring**, in e-mentoring mentors and mentees work 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. Telephone mentoring loses the advantage of mentor and mentee being able to engage at different times but retains tone of voice and useful behavioral hints such as periods of silence or oral 'tics'. Video telephoning may also be useful. Both e-mentoring and telephone mentoring can be used in place or in conjunction with less frequent face to face meetings.
- **Activity mentoring**, for example mentoring alongside a shared interest such as running or art.
- **Panels of mentors** who will be approached for consultation on individual issues.
- **Bifocal mentoring**, where the scheme aims to impact on organizational culture as well as supporting the mentee's development: the mentor and mentee work together to identify and promote cultural change needed for the mentee to achieve his or her goals.

2.1.5 Recruitment and matching

The marketing strategy for recruiting mentors and mentees needs to be very clear about what the programme offers with regard to professional development, what is required of the mentors and mentees, what training will be provided, and support they can expect from the Mentoring Programme Coordinator.

The application forms need to provide as much information as possible for the Mentoring Programme Coordinator to be able to facilitate the best possible match.

Once the applications have been received the matching process can start. Two or more people should be involved in this process to provide different opinions.

How to match mentees with mentors

One of the most important practical matters to be decided is how mentees will be matched with mentors.

When considering these options, partners should think about:

- mentors and mentees could join the scheme on a rolling basis,
- it is advantageous within the aims of the scheme for mentors and mentees to work in the same discipline or profession (we want mentors and mentees to have much in common).

Options for matching mentors with mentees are:

a) Mentees find a mentor via a website or mapping tool

- Mentors provide brief biographical details, together with an outline of the areas in which they would like to mentor
- Mentors could also be asked to include information about their approach to mentoring and any preferences they have for meeting arrangements.

This self-help approach will be useful because resources are limited and mentors and mentees are geographically distant.

b) Mentees find a mentor via a structured ‘meet a mentor’ event

In this model mentors’ details are published in advance to mentees and as many mentors as possible are brought together; each is given a space in which to meet mentees and the mentees are invited to ‘visit’ perhaps three mentors whose details have interested them. This needs a facilitator who will signal e.g. by ringing a bell, when it is time for mentees to move on to meet another mentor. Mentees make contact with a chosen mentor after the meeting; they should be advised to have alternative choices in case their chosen mentor is already taken up. A ‘meet a mentor’ event can be held in conjunction with the web-based approach.

c) Coordinated matching

Mentors and mentees provide biographical and preference information; mentees should be asked for information about what they hope to achieve. A small team compares the information received and allocates mentees to mentors.

This model seems to work best where the matching team knows mentors and mentees well enough to be able to assess when personalities will be compatible and when difference rather than similarity might be the key to a successful partnership. This is the case where mentees and mentors are told that:

- They will be matched through a ‘light touch’ process carried out by a small project team and taking into account, for example, the ambitions of a mentee relative to the career trajectory and current role of a mentor.

- The benefits and disadvantages of working in similar and differing fields will be considered when mentors and mentees are matched.

Possible pitfalls in matching

An important principle of a developmental mentoring scheme is that mentors and mentees should not be closely associated in their working lives. For example, someone with a vested interest in a mentee's work is not likely to be able to mentor him or her objectively and confidentiality may be a concern. Similarly, someone who may have influence on a mentee's career should not be asked to mentor that person for fear that future decisions may not be impartial.

There may be other unsuspected pitfalls and it is good practice to check first with a mentor that he or she is willing to mentor the proposed mentee. In a coordinated process, this will be done by a project group or facilitators who will follow-up positive responses by putting the mentee in touch with the mentor, checking that he or she is content with the match. Negative responses from either party require a new mentor to be found.

Where models other than the coordinated one are used, mentees will make contact directly with mentors and mentors should be briefed to turn down requests which are unsuitable for any reason.

2.1.6 Training and development

Training will help mentors to gain confidence in their ability to support their mentees. It will provide them with the right skill set for the programme and answer the many questions they are likely to have. Training also provides an opportunity for the mentors to seek peer support.

2.1.7 Programme evaluation

NOTE: It is important to consider the (national, international, etc.) level of authority of an evaluator.

Before the start of the program, it is important to set out how, when and by whom the programme will be evaluated. External help can be sought but this will also add additional cost to the programme. Internal ongoing evaluation by people known to the mentors and mentees can help to provide an environment where people can be open and honest, and therefore possibly add more value to the process.

Evaluation will be done in 3 steps:

- First step is evaluating Programme timeline check list (to be provided within the adequate project phase).
- Second step is evaluating Programme management check list (to be provided within the adequate project phase).
- Third step is evaluation of pilot activities by Impact assessment questionnaire (to be provided within the adequate project phase).

2.2 PROGRAMME MANAGEMENT

2.2.1 Management group

The Mentor Scheme management group will be responsible as a whole for:

- setting the aims and objectives of the programme to ensure they meet the business needs
- training and development
- policy and procedures
- marketing and promotion of the programme
- budget setting
- risk assessment
- resolving any strategic or programme issues
- evaluation

2.2.2 Management of programme information

The Mentoring Programme Coordinators and administrative support will have responsibility for the management of programme paperwork and for maintaining any financial records. It is important therefore to set up these controls at the start of the program. All mentor and mentee communication should be stored and accessed.

2.2.3 Programme monitoring

The collection of diversity data is an important part of any formal programme to ensure that we are reaching all planned results. Programme management also includes monitoring and feedback from the mentors and mentees throughout the program. This information will form the cornerstone of evaluation process. It is important therefore that both mentors and mentees are aware of the need to complete this work as part of the overall program.

It is important to monitor the programme to make sure it is delivering the stated aims and objectives. If for any reason the programme is not delivering the desired business outcomes then the management group will need to address this and put in place changes to bring the programme back on track.

2.2.4 Staff development

Training and development of mentors and briefings for mentees can be delivered by professionals or in-house if you have the expertise. Mentor training and mentee briefings will be a minimum of two hours. Providing opportunities for both mentors and mentees to meet at least two or three times throughout the year to share their experiences will provide them with an open forum to learn from each other.

Concretely, training academy in Italy which will be established within the project will provide training for facilitators. Knowledge partners which are specialists in the field of mentoring will train facilitators, namely generalists, and qualify them to be able to collect relevant and significant data in mentee firms. When such data will be gathered correctly and fully, knowledge partners and/or experts provided by them will enter/get involved/engage and mentor the selected mentees.

2.2.5 Marketing

We have to understand that marketing activities are a living thing and, therefore, constantly changing. Regarding marketing, we will utilize various dissemination activities to promote communication:

- start-up activities;
- providing additional material within the project website;
- event materials realization (leaflets, roll-ups and posters for promotion);
- media communication campaign planning (transnational media list for promotion/dissemination);
- newsletters;
- press releases;
- publications in digital version;
- targeted events realization (dissemination workshops);
- public events realization (local public events and, alternatively, final conference);
- digital actions promotion (taking advantage of social media profile);
- PR materials selection (promotion material for presentation and dissemination events).

The entire marketing strategy will consider the framework of each RIS3 (strategies and schemes), Food sector trends and Innovation support ecosystem studies. It will refer to them through a storytelling approach, considering the time plan of the project itself, the single activities planned and to the new audiences to raise awareness, increase knowledge and influence attitude and behavior main specific objectives.

To attract target audience and inform them of the aims and objectives, we will use the following methods of communication: email, company newsletter, intranet postings, posters, lunch time briefings and flyers.

Involvement in planning and delivering

The marketing will be based on the previously stated activities according to needs and constraints of each partner and the strategies to apply to reach the expected outputs. Each partner and its network leaded by a coordinator who is in charge of the planning of internal and external marketing and communication activities, supporting the lead partner, will identify specific target groups and their size and provide a huge media list. The resulting information, communication, dissemination activities will be delivered by the partnership to the transnational media list contacts and the identified target audience within the affected regions.

Brand creation

Creating a brand around the programme will help people to recognize marketing and promotional material and will help you stand out from the other programs, projects and activities within the practice.

Consider adding information to your website to promote the practice's commitment to the program, making you stand out from the crowd and attracting people to join. Another aspect to consider when marketing the programme is how you will promote the practice's commitment to the

program; consider adding information to your website, which in turn can help to attract people to join the practice and make you stand out from the crowd.

2.2.6 Risk management

A risk management policy will ensure the management group to be aware of the likely risks and have strategies in place to address risks within the program. A written code of conduct (to be provided within the adequate project phase) for both the mentors and mentees will help to reduce instances of misunderstandings.

Areas we consider in the code are:

- where and when meetings take place
- regularity of meetings
- methods of contact
- use of social media
- confidentiality and privacy
- timescales for the programme - what happens next
- working towards the agreed aims and objectives
- gifts and hospitality

The risk management policy is also including:

- complaints procedures
- a process for the termination of agreements

2.3 OPERATIONS DELIVERY

2.3.1 Recruitment and selection

NOTE: Mentor's and mentee's statements in application form tend to contain bright side self-evaluations and be different than what their personality, skills etc. actually and truly are. Therefore, it is advised for evaluator to perform personal interviews with all mentors and mentees.

Recruiting mentors and mentees who will add quality to our programme is more important than quantity. Our recruitment plan should focus on ensuring us gather enough information about the mentors and mentees to enable us to match them and deliver against our organizational aims and objectives.

The application process will provide the applicants a brief description of the program, the expected aims, objectives and outcomes as well as details of the training, support and time commitments.

The Mentor application form (to be provided within the adequate project phase) includes the following:

- a profile of the applicant - role, interests, experiences
- qualifications
- areas they feel they can provide support to the mentees
- past experience of mentoring
- why they want to become a mentor
- preferred location

- contact details

The Mentee application form (to be provided within the adequate project phase) includes the following:

- a profile of the applicant - role, interests, experiences
- qualifications
- areas they feel a mentor can help them develop
- goals and aspirations
- why they want to join the program
- work location
- contact details

We will need to recognize that not all mentors or mentees will match our planned outputs. For this reason we need a process to inform them that they have been unsuccessful or work with them to refine their expectations. It is important to provide feedback at this stage so the programme does not generate any negative perceptions in the practice.

Once we have recruited our mentors and mentees we should send them a letter, welcoming them to the programme and setting out the next steps. For this reason we design a standard template to save time and ensure everyone receives the same information.

All documents concerning stakeholders in mentoring process, including standard letter for recruited mentor/mentee, are to be provided within the adequate project phase.

The right marketing plan should result in people coming forward because they see the benefits to their careers and for themselves.

The screening process needs to identify prospective mentors who will not be suitable for the program. There are no set down reasons why someone may not be suitable, but we need to be aware of the following:

- people who do not have enough time to commit to the program
- anyone applying because they feel it gives them status or promotion prospects, rather than what they can bring to the program
- people who are not open to new ideas or keen to learn themselves
- people more interested in what the mentee can do for them
- people who do not have the skills which match your programme needs

If we're not sure that a mentor is suitable, then offer them an interview so you can gain more of an insight into why they want to join the program.

Selecting mentees is very different to the selection of mentors. They may not be as clear about what they need or expect from the program. However as long as they are willing to take part and demonstrate the right attitude and commitment they should be encouraged to participate.

2.3.2 Matching mentors and mentees

Understanding what makes a successful mentoring relationship is fundamental in the matching process. Areas to consider are:

- age
- gender
- matching skills with areas of development
- life experience
- location
- working practices, i.e. part-time or flexible working
- personality
- interests

Once a match has been made both parties will arrange a phone/skype meeting in the practice to give them an opportunity to discuss about open topic and how they will work together. If either person does not feel that the match is right for them they should be given the opportunity to decline the match without it affecting their participation in the program.

Before arranging another match the Mentoring Programme Coordinator should meet with both parties to establish why they thought that the match was not suitable, and if possible try to work out the differences without causing issues in the workplace. If either person still feels the match is not suitable then a different match will need to be found.

Before starting the official program, both mentor and mentee will sign a Mentoring agreement (to be provided within the adequate project phase) which sets out their commitment to the programme and how they will conduct themselves.

2.3.3 The mentoring relationship

Once the match has been made it's important that both the mentor and mentee take ownership of their participation in the program. They will need to agree regularity and location of meetings.

It is strongly recommended that mentor and mentee are meeting at mentee's business premises.

The regularity of meetings will be determined by the availability of both parties. However, the meetings should take place at least once a month to start with to ensure the mentee is receiving the right amount of support. Meetings can become bimonthly or quarterly if required, with contact by phone and/or email in between. The mentor and mentee will determine the final mix of activities for the program, but they should include:

- goal-setting
- documentation review
- feedback
- evaluation and closure

2.3.4 Recognition and reward

Both the mentor and mentee need to know that the practice recognizes the work required to make the programme a success. It is worth planning events to promote and publicize the success of the programme by involving mentors and mentees in this process. Therefore activities will include:

- encouraging both mentors and mentees to talk about their experience at practice meetings, lunch time briefings, through the company intranet, magazine etc.
- featuring mentors and mentees on project and partners website pages
- actively promoting the programme by submitting nominations for recognition awards

2.4 EVALUATION

2.4.1 Mentor scheme evaluation

A formal mentoring programme will include an evaluation at the end of the programme to:

- increase understanding of the effectiveness of the programme in relation to the goals set at the start of the programme
- provide useful information for the running of future programmes
- provide both mentors and mentees with a method to feedback and evaluate their performance

The criteria for programme evaluation are set out to ensure everyone knows what is expected of them and how success will be measured. Evaluation process includes a form of reporting which will be used to establish the effectiveness of the mentoring programme for the practice, mentors and mentees.

Evaluation report includes the following criteria:

- staff satisfaction surveys
- staff retention rates before and after the program
- staff appraisals
- interest in taking part in future programs
- number of successful matches which lasted over the programme duration
- number of mentees who choose to become mentors
- business improvements/contracts won

We will provide carefully prepared questionnaire which will include 7-14 (1-2 per stated criterion) questions covering all stated criteria. The said questionnaire, filled after the already mentioned training of trainers, will be the main base for the evaluation report.

2.4.2 Monitoring and evaluation process

Monitoring and evaluation objectives:

- (1) In the short term we want to check that the scheme is operating effectively and iron out any practical issues.
- (2) In the long term we want to make a judgement as to whether the scheme is meeting its goals, both in terms of the impact for individuals and in achieving any organisational change intended.

We start with a short note on monitoring and go on to look at some options for evaluating a mentoring scheme. The extent to which we do either is likely to depend on our aims and resources.

Monitoring

Monitoring means taking stock of who is participating in the scheme so that we can decide if we need to encourage people who are eligible and stand to benefit but who are not yet participating.

For example, in a divisional scheme, departments which are not participating; in a departmental scheme, a staff group or one gender which is under-represented compared with their numbers in the eligible workforce. To make the data meaningful, we will need figures on the breakdown of the staff that are eligible to participate.

Evaluation

The purpose of evaluation is to check that our scheme is meeting its aims - and to check that those aims are meeting the needs of mentees. Evaluating a mentoring scheme enables us to make any changes indicated by the experience of participants and to be able to report benefits for mentees (and often mentors) and gains to our project. We begin with some options for evaluation and finish by discussing pilot schemes.

2.4.3 Evaluation method

NOTE: Mentor application form and Mentee application form (both to be provided within the adequate project phase) shall both include self-assessment questions.

These can be used in combination or as a single, stand-alone approach. It is not necessary to utilize all of the following evaluation methods; we shall implement one, the others are optional.

a) Questionnaires to mentors and mentees

In addition to collecting basic information such as whether someone is responding as a mentor or mentee, staff-group, job grade and length of experience which may help you to differentiate between varying needs, you could ask for views on all or some of the following:

- The purpose of the scheme
- The matching process
- Practical matters like finding time to meet
- Arrangements for coordinating the scheme, including any support sessions organized
- How well the mentoring partnership has worked and what happened during the course of mentoring that was most and least helpful.

A questionnaire used in the evaluation scheme told respondents that:

'The survey aims to help the organizers of the pilot scheme understand what you hoped to get out of taking part in the scheme and to what extent you were able to achieve your expectations. This will help in the design of future food mentor scheme to support SMEs.'

A covering note emphasising confidentiality and stressing that you want to know about poor as well as good experiences may also help to increase the response rate.

b) Individual interviews

Selecting a representative sample of mentees and mentors for individual interviews can enable you to use a questionnaire in a more discursive style, probing responses to come to a better understanding of an interviewee's experience.

In individual interviews, we can use and take advantage of documents, such as application forms, prepared questionnaires, etc.

c) Focus groups

Bringing together small groups of mentees and/or mentors to discuss a specific topic can encourage participants to develop their feedback in collaboration with others. They might, for example, be jogged into remembering something important by a comment made by someone else at the meeting.

We'll need to have a clear topic for discussion by a focus group otherwise we'll risk tangential or too generalized discussion. We can use and take advantage of documents, such as application forms, prepared questionnaires etc.

d) External evaluation

Using an evaluator from outside the project partnership can increase participants' trust that responses will be confidential. It can save time, although you will need to work with the evaluator to ensure their understanding of the scheme's aims and to check that questions and methods are appropriate.

It is critical that such an external evaluator is provided with all of the essential input, namely by a given project partner.

This option seems to reflect the highest level of credibility.

2.5 Driving a mentoring scheme

Here follows a brief list of reasons for initially running a pilot and then pausing it to evaluate, assess and adjust the scheme before launching it in full:

- Gathering evidence to support continuing investment in mentoring
- Enabling you to manage resources by starting with a small cohort and growing it considering responses
- Trying a variety of approaches e.g. different types of mentoring to assess what works best for your mentees
- Leaving open the possibility of changing something fundamental - i.e. the aim of the whole scheme - in light of experience or because of forthcoming developments, e.g.: the introduction of a PDR process, an audit, an Athena SWAN application, ...

The likelihood for your pilot to be put into pause largely depends on how clear you have been about the targets of the scheme and how simple or complex they are.

2.6 Notes for chapter 2

note 1.

The variety of definitions for facilitator includes:

- "An individual who enables groups and organizations to work more effectively; to collaborate and achieve synergy. He or she is a 'content neutral' party who by not taking sides or expressing or advocating a point of view during the meeting, can advocate for fair, open, and inclusive procedures to accomplish the group's work" - Doyle
- "One who contributes structure and process to interactions, so groups are able to function effectively and make high-quality decisions. A helper and enabler whose goal is to support others as they pursue their objectives." - Bens
- "The facilitator's job is to *support everyone to do their best thinking and practice*. To do this, the facilitator encourages full participation, promotes mutual understanding and cultivates shared responsibility. By supporting everyone to do their best thinking, a facilitator enables group members to search for inclusive solutions and build sustainable agreements" - Kaner
- "A Facilitator is a content-neutral task leader who forms a group of people into a collaborative team, supporting consensus and uses a range of processes to enable the group to accomplish their task. The Facilitator is responsible for the context." - Rush
- "A meeting or workshop leader who creates an environment where every participant has the opportunity to collaborate, innovate, and excel." - Metz
- A neutral leader who makes a process easier, e.g., a Session Leader. The term Facilitator is derived partially from the Old French *faculte* via Latin *facultās*, or parallel form of *facilitās*. Both were derived from Latin *facilis* or easy, an adjective formed from the verb *facere*, or to do. Retains a connotation of easiness whereas derivation meant closer to capability or power—combines the dimensions of both enable and empower that align well with Tuckman and similar models of group behaviour.

note 2.

The following two are the most important on the subject:

- Business facilitators' work in business, and other formal organizations but facilitators may also work with a variety of other groups and communities. It is a tenet of facilitation that the facilitator will not lead the group towards the answer that he/she thinks is best even if they possess an opinion on the subject matter. The facilitator's role is to make it easier for the group to arrive at its own answer, decision, or deliverable. This can and does give rise to organizational conflict between hierarchical management and theories and practice of empowerment. Facilitators often must navigate between the two, especially where overt statements about empowerment are not being borne out by organizational behaviours.
- Training facilitators are used in adult education. These facilitators are not always subject experts and attempt to draw on the existing knowledge of the participant(s), and to then facilitate access to training where gaps in knowledge are identified and agreed on. Training

facilitators focus on the foundations of adult education: establish existing knowledge, build on it and keep it relevant. The role is different from a trainer with subject expertise. Such a person will take a more leading role and take a group through an agenda designed to transmit a body of knowledge or a set of skills to be acquired.

note 3.

Some details on other forms of mentoring:

Buddying: is sometimes used interchangeably with mentoring. It usually means pairing up a new staff member for a short period with someone more experienced but at roughly the same level in the organization. The experienced buddy helps the less experienced colleague to find her or his feet in a new environment.

Coaching: sometimes used interchangeably with mentoring and closely related, coaching is task-oriented and most often used to support an individual through the process of achieving an identified specific personal or professional result. Mentoring is usually more broadly developmental and can be used, for example, to help someone identify an as yet unknown next step.

Informal mentoring: describes a process where a mentor and mentee find each other without being brought together by a formal scheme. They may not refer to each other in those terms, except perhaps in hindsight, when the benefits of the relationship become apparent.

Networking for example, is an advice network, involving people willing to share skills, knowledge and expertise with others.

Sponsorship: sometimes called championing, happens when someone with seniority and status in an organization recommends or nominates another staff member, usually more junior, for progress into a role, position or responsibility. There is evidence that male mentees are more likely than women to receive and benefit from sponsorship and this would therefore need careful attention in designing and monitoring a scheme intended or likely to include sponsorship.

Supervision: mentoring has sometimes been used remedially, for example as part of managing poor performance. Developmental schemes are never remedial but, because some potential mentees might think they have been invited to join because 'there is something wrong' it is worth clearly publicizing that the scheme is not remedial and being transparent about how and why mentees are approached.

note 4.

To achieve the most effective results, mentees should utilize the following skills and behaviors:

- Accept advice, support and encouragement
- Accept alternative perspectives
- Active listening
- Communicate circumstances honestly and clearly

- Decision-making, action-planning and objective-setting
- Effective questioning
- Follow up on actions agreed at the meeting
- Giving and receiving constructive feedback
- Identify issues and situations
- Openly provide information and share knowledge and experience

Prepare for meetings, including determining the agenda in advance.

note 5.

The following list summarizes what can normally be expected of a mentor whose role is to support a mentee's career development:

- Listening actively with interest, holding the focus on the mentee's agenda;
- Managing the framework of the mentoring sessions, while encouraging the mentee to take responsibility for the content;
- Taking appropriate approaches such as robustly challenging a mentee who is not sufficiently focused or sympathizing in the event of bad experiences while encouraging the mentee to take ownership and respond appropriately;
- Helping the mentee to see the bigger and longer-term picture if he or she is concerned only about the present and the short-term future;
- Helping a mentee to reframe how he or she views something, or to consider a different perspective, for example a tutor who may need to consider a student's perspective; an author of a paper who may need help with understanding an editor's viewpoint;
- Taking an interest in the mentee's progress;
- Giving and receiving constructive feedback;
- Offering different perspectives;
- Offering encouragement and support;
- Clarifying, evaluating and problem-solving;
- Remaining unbiased and objective, and maintaining confidentiality;
- Sharing of knowledge, information and advice;
- Sharing of own experience as appropriate.

3 TRANSNATIONAL FOOD MENTOR SCHEME ACTION PLAN

3.1 Programme goals

Objective:

To set up sustainable cross-sectorial (mechatronics; food safety, food quality, labelling; design) mentor scheme with transnational pool of experts coming from different EU regions and mobility oriented programme that will increase competences and skills in cost efficiency and quality assurance through technology process and control improvements, food safety, food quality, labelling management and food design validation.

Goal:

- 1 sustainable mentor scheme within developed food knowledge hub
- 3 areas of work (mechatronics, food safety, food quality and labelling, design)
- 7 countries (Slovenia (Lead Partner), Italy, Austria, Germany, Hungary, Slovakia and Poland)
- 15 pilot projects in 5 countries

Timeline:

- Developing tools (end: November 2017)
- Setting the food knowledge hub with facilitators (June 2018)
- Training (July 2018)
- Mentor Scheme pilot test (May 2019)

3.2 Resources

Coordination, monitoring and evaluation

- Project partners and territorial agencies as facilitators integrate mentor scheme into their daily operations.
- Each project partner therefore defines regional mentor scheme coordinator. Coordinator role form part of the person's current role, and it is not addition to their job description and therefore not require additional resources. For this reason each partner should decide if coordination will take place under their institution or they will find appropriate facilitator who can provide mentor scheme services within their daily job and support to SMEs.
- Training and development for the mentoring scheme will be provided within the project.

Budget:

- All resources needed for the establishment of a mentor scheme are provided within the project ICON.
- The primary purpose is to establish the necessary infrastructure for the operation of the scheme.
- Costs for mentors after the project closure will be covered on a commercial level, while the partners will try each in its region to provide co-financing in accordance with the available programs.

Staff:

- Within the project the following partners and personnel are available:

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		Eva Tomankova	+421335512588	eva.tomankova@sopk.sk

Tools:

- Atlas mapping tool
- Guidelines
- Templates

3.3 Target audience

Mentee eligibility

In order to define mentee profile and eligibility some key questions had been answered:

Why are you considering mentoring - what do you hope to achieve? What outcomes are expected?

Some criteria for recruiting mentees in line with project aims:

Food production oriented SMEs, according to the questionnaire, identified the following problems:

- importance of working on product identity (27 respondents, i.e. 29%, are not working on product identity);
- importance of information, taste, packaging, looks, suggestion, trends, brand and production in the food design and packaging category;
- in relation to mechatronics/food processing sector, importance of hygiene (80 “most important” responses, 11 “not important” responses), quality (64/11), automation (90 respondents agreed it is important), job swap (73 positive responses), expertise (57 negative(!) responses) and awareness of the national legal basis (47 “no information” responses);
- importance of efficiency, packaging and safety regarding the innovation integration;
- importance of benefits gained through sales increase, costs reduction and penetrating new markets;
- importance of food safety systems (54 respondents have food safety system different to those listed in the questionnaire, 36 respondents are not planning to acquire any retailer’s food safety system);
- importance of consultancy (49 negative(!) responses), collaboration (67 negative(!) responses) and quality of such a cooperation (14 respondents were not satisfied with the below-average performance, i.e. level of professionalism of various support institutions).

Are you focusing on certain staff grades or staff groups?

- We are targeting firms and entrepreneurs consistent with the project aims and adequate in regards to identified and addressed problems. Despite the importance of technological capacity, trends are more important than existing technologies and this has to be addressed accordingly.
- Mentees are not expected to possess any knowledge and/or experience in the field which is addressed through mentoring. However, previous knowledge and/or experience is no limitation in regards to eligibility for applying for becoming a mentee.

Mentor eligibility

In order to define mentor profile and eligibility some key questions had been answered:

Will mentors be internal to your organization or recruited externally?

- Mentors will be internal and external. This is subject to each partner's decision. While external experts tend to reflect higher level of credibility, we must specify who are adequate external experts and, most importantly, the source of payment for participating external experts.
- Do you need a cohort of mentors senior in grade to your potential mentees, or is greater experience, perhaps at the same level, just as useful?
 - Senior mentors are the most experienced and more mentors in our pool means more various fields can be covered and more mentees served. However, the utmost care must be taken in regards to assure the prevention of possible conflict between rival/superior mentors.
- Is common ground important?
 - We have to determine the required profile of mentors and select adequate mentors through carefully composed Mentor application form (see Appendix 8) and Mentee application form (see Appendix 9). In long term, generate the pool of mentors providing general and also special help and training in regard to specific problems and needs of various mentees.

3.4 Recruitment and matching

How to match mentees with mentors

One of the most important practical matters to be decided is how mentees will be matched with mentors.

For this reason partners develops Atlas mapping tool and Cooperation profile matrix report.

Atlas mapping tool: it is an online tool, located at <http://www.p-tech.si/icon-mapping>, with geographic data positioning (RIS3 info) and identified solutions providers (mechatronics; food safety, food quality, labeling; design) by the partner regions to provide easier review and implementation of a matrix of links and opportunities for interregional cooperation. Software will be installed on available hardware equipment at PTP who will be owner of the tool. All project partners and identified facilitators will get rights to use the tool during the mentoring scheme implementation. Tool will provide a visual depiction of joint possibilities and enables understanding how well regions and SMEs are able to access the resources and opportunities necessary for meeting their basic needs and advancing knowledge.

Cooperation profile matrix report: Organizational structure of cross-functional groups matched by needs and solutions pooled for joint actions. Purpose is to increase cooperation, unlock resources and skills that are currently inaccessible to SMEs - flexible respond on changes in markets.

For the complete list of options to match mentors with mentees please refer to previous chapter *2.1.5 Recruitment and matching*.

3.5 Training and development

Training will help mentors to gain confidence in their ability to support their mentees. It will provide them with the right skill set for the programme and answer the many questions they are likely to have. Training also provides an opportunity for the mentors to seek peer support.

While the main idea is that mentors are technology solutions providers from the fields of mechatronics; food safety, food quality, labeling and design, a brief training for mentors provided by regional scheme coordinators is planned, in particular as regards the implementation process of mentoring and fulfillment of all the necessary legal and regulatory forms. Therefore, each mentor will receive short training from the regional scheme coordinator (SLO solution provider as mentor from SLO scheme coordinator, ITA solution provider from ITA scheme coordinator, etc.).

3.5.1 Regional exchange workshops

Within the project Training Academy activity will be implemented. This is a set of "training sessions for regional facilitators" who will be trained by knowledge partners to transfer the knowledge and overtake supportive services in own regions after the project closure, and set of "regional exchange workshops" where facilitators will stimulate mutual exchange and learning, and transnational cooperation which will help to increase skills of employees and entrepreneurs for applying novel technologies, methods and innovative products contributing to the respective Regional smart specialization strategies.

Within regional exchange workshops partners will also provide short briefings as support for mentors and mentees in order to help establish their commitment to the programme from the start.

The briefings will include the following:

- an overview of the programme
- an outline of the programme aims and objectives
- details about how mentors and mentees will be matched
- details about the commitment required, including time, frequency and the need to be flexible
- benefits and rewards
- programme policy and procedures
- what is expected of the mentor / mentee
- programme paperwork
- feedback and evaluation process

The mentor briefing will aim to help the mentors to:

- become more skilled in developing their role
- understand the challenges their mentees may be facing
- provide advice on goal setting and problem solving
- understand the impact they will have on their mentee
- develop a professional mentor relationship
- manage expectations
- understand what they can and can't do in their role

The mentee briefing will help to:

- address any concerns they have
- discuss the expectations of the mentees
- explain what the mentors can and cannot do
- help them to start to think about their own goal-setting
- inform them about what to do if the programme is not working out

3.6 Delivery

According to the application form the following Output O.T4.1: Transnational Food Mentoring Scheme testing - pilot action should be provided: Implementation of 50 SME audit reviews in 5 pilot regions where 15 pilot SMEs will be selected to which a group of international experts will provide assistance in solving the identified problem. All work packages are methodologically harmonized in a way that the scheme is based on prepared tools that will be developed in WP2 and regional facilitators that will be trained in WP3 to carry out the audit analysis. In WP4 partners together with facilitators will test the scheme implementation.

Partners net mobility reports: Based on international B2B working sessions between SMEs and potential solution providers, 2 reports will be prepared with specific intention to present possible benefits and added value. Each partner will facilitate min 3 matching events to test tools.

Audit reviews: The 10 most appropriate food oriented SMEs selected for interviews done by regional facilitators. In total 50 SME audit reviews in 5 pilot regions will be implemented to test assessment tools.

- Second step is evaluating Programme management check list (to be provided within the adequate project phase).
- Third step is evaluation of pilot activities by Impact assessment questionnaire (to be provided within the adequate project phase).

3.7 Programme management

3.7.1 Management group

A well-supported formal programme is more likely to succeed if the programme is supported by a group.

For this reason management group will include:

- Physically organized or virtual hub
- Mentoring Programme Coordinators
 - each project partner provides at least one coordinator and all other parties included in mentoring provide at least one coordinator
- Mentoring Programme Champion (electoral function + seeks and evaluates mentors)
- Administrative support is provided by Lead Partner, i.e. Pomurje Technology Park (Aleksandra Krumpak)

3.7.2 Guidelines to mentoring in practice - Advice to mentors and mentees

Contracting

1. Logistics:

You should aim to reach agreement on:

- **How often and for how long to meet**

About once a month for about an hour is generally considered to be the normal arrangement, although this can be adjusted according to what is appropriate for the people and objectives involved. Consideration should be given to the time restrictions of both parties, particularly the mentor.

- **How many meetings/how long should the process last**

Again the usual cycle is about 6 meetings over 6 months, but this may vary depending on what suits the mentoring pair. Certainly there should be clarity at the beginning about how long the process will continue. You may also want to consider whether to set dates and times for all the meetings at the beginning of the process, or to set each one as you go along.

- **Where to meet**

As well as considering the practicalities of a suitable place to meet, think about what kind of perspectives the environment might bring to the mentoring process. Somewhere neutral might be preferable to the mentor's or the mentee's office. Above all wherever you meet it should provide privacy and be a place where the mentee will feel confident and secure enough to discuss concerns openly.

You may also want to consider whether 'meeting' by phone or virtually through something like Skype might be appropriate for you.

- **Communication between meetings**

How much communication do you expect between meetings? How will you communicate? - By phone, email, face to face? Discuss and agree each party's preferences. What will happen if one party is unable to make a scheduled meeting?

- **Keeping records**

Who will be responsible for keeping a note of what is discussed and actions to be taken? In what form(at)?

2. Content

It is worth thinking about these aspects in preparation for the initial meeting so as to be clear about expectations.

Mentee

- What are your objectives for the mentoring? If these are not entirely clear don't worry, but discuss why they may not be clear with your mentor.
- What do you hope to get from the process? - sponsorship, advice or direction, sharing of your mentor's knowledge, experience and expertise, skills development, personal development, specific goals - something else?
- What do you hope or expect to get from your mentor in relation to your objectives?
- How will you know / measure whether objectives have been achieved?
- Is there anything you do not wish to discuss as part of the mentoring?

Mentor

- Are you clear about what the objectives are?
- What and how much are you able/willing to provide in respect of the mentee's objectives and expectations?
- How much 'work' are you happy to do for the mentee between meetings?
- What other boundaries do you have?

Both

- An understanding of confidentiality is essential to the process being productive. What is your individual understanding of what confidentiality means, and do your ideas align with each other? How will you manage it if they don't?
- How will you manage things if either of you wishes to end the mentoring relationship before the agreed time?

3.7.3 Mentor scheme programme design and planning

Goals and outcomes from the programme:

- What are the programme goals and outcomes?
- How will the company evaluate if the programme goals are being achieved?
- What processes need to be in place if goals are not being achieved?

Programme management: people and resources:

Mentor Champion:

- What skills and commitment will be required for a Mentoring Programme Champion?
- How will the Mentoring Programme Champion be identified from the company management team?
- Will the Mentoring Programme Champion require training and support for the role?
- How will the Mentoring Programme Champion support and promote the programme?

Mentoring Programme Coordinators:

- Who will identify and recruit Mentoring Programme Coordinators?
- What skills and responsibilities will they need for the role?
- How will the Mentoring Programme Coordinator's time be managed within their current role?
- What support will the Mentoring Programme Coordinators require from management and HR?
- What resources will Mentoring Programme Coordinators need to run the programme?

Marketing and promotion:

- What budget will be allocated to the programme?
- How / who will manage the budget?
- Mentoring Programme Coordinators to work with communications and HR teams to reach workforce;
- Set the timeline for launch of programme; and
- What process will be in place to promote and recognize the achievements of the programme while it is running and on completion?

Target audience:

Mentees:

- Who is the company targeting for the programme?
- How will the company ensure fair access to the programme for all staff at all levels?
- How many mentees is the company seeking to recruit to the programme?
- How much time will mentees have to take part in the programme?
- How will mentees be recruited and what training do they require?
- Set aims and objectives for mentees in the programme.

Mentors:

- What skill set is required to become a mentor?
- How will mentors be recruited and selected for the programme?
- How much time will be required to be a mentor?
- How will mentors be trained to deliver the programme?
- What will be expected of mentors on the programme?
- How will the mentors be evaluated?
- How will mentoring help CPD?

Matching:

- How will mentees and mentors be matched?
- Process in place if matching does not work for either party.

Types of mentoring:

Determine the type of mentoring that meets both the business and programme objectives:

- Informal - will this be managed, resourced and evaluated?
- Formal - resources required
- E-mentoring - access to resources and equipment
- Group mentoring - facilities and skills required
- Where and how will mentoring take place?
- Formal, e-mentoring and group mentoring programmes should include details of how often mentoring will take place
- How will time to be allocated for mentees and mentors to take part in the programme.

Monitoring and evaluation:

- Define the nature of the programme and the resources required to support, monitor and evaluate;
 - Who will monitor the programme and how often?
 - Establish reporting and recording methods, feedback processes and resources;
 - Establish the method of evaluation for the programme
- Independent evaluation
- Feedback from mentees and mentors
- Line management / appraisal
- Evaluation report to management team or board
 - Celebrate success and achievements

Training and development:

- Establish who needs training - Mentoring Programme Champion, Mentoring Programme Coordinators, facilitators, mentors, mentees
- Set a training and development budget
- Internal or external trainers required
- Consider 'train the trainers' to develop staff and save costs.

Timescales for delivery:

- Decide how long the will programme run - 6, 12 ,18 or 24 months, or different timescales for delivery
- Check the programme timeline and ensure resources and support is in place for the duration of the programme

Programme closure:

- How will the programme be closed at the end of each period of time?
- How will mentees and mentors be supported throughout the closure process?

Will mentees be encouraged to become mentors?

3.7.4 Guidelines to increase uptake of the programme

Marketing Campaigns (Focus the marketing in areas where people will find the information easily.):

- In-house media and intranet
- Profile the programme and case studies in company magazine or newsletter

- Advertise the programme through company screen savers
- Advertise the programme using video case studies via in-house TVs
- Ask people who have been involved in mentoring or have been mentees to talk at planned events
- Include opportunities for people to meet and talk to mentors and mentees at lunch-time seminars
- Put on events to promote the programme in canteen or break out areas - take the programme to the people
- Run mentoring events to promote and celebrate the programme

Marketing methods:

- Ensure any marketing stands out from the other company activities - think outside the box
- Use plain English and be clear about what you are promoting
- Identify the benefits of being involved - focus on the positives
- Bring the programme to life by using case studies
- Sign people up at events and follow up quickly so they do not lose interest

Include the mentoring programme in company awards/reward schemes.

3.7.5 Mentor Scheme FAQ

1. Who will identify and recruit Mentor Scheme (MS) Coordinators?
2. What skills and responsibilities will they need for the role?
3. How will the Mentoring Scheme Coordinator's time be managed within their current role?
4. Within the duration of the project I-CON, can some % of hours be dedicated for the set up?
5. What supports will the Mentoring Scheme Coordinators require from management and HR?
6. What resources will Mentoring Scheme Coordinators need to run the programme?
7. Who is the company targeting for the MS programme?
8. How will the MS Programme (its mentors) ensure fair access to the programme for all staff_at all levels?
9. How many mentees is the MS Programme seeking to recruit to the programme?
10. How much time will mentees have to take part in the programme?
11. How will mentees be recruited and what training do they require?
12. How to set aims and objectives for mentees in the programme?
13. What skill set is required to become a mentor?
14. How will mentors be recruited and selected for the programme?

15. How much time will be required to be a mentor?
16. How will mentors be trained to deliver the programme?
17. What will be expected of mentors on the programme?
18. How will the mentors be evaluated?
19. How will mentoring help CPD (Continuing Professional Development)?
20. Informal - will this be managed, resourced and evaluated?
21. Formal - how to procure the required resources?
22. How can I get access to resources and equipment for E-mentoring?
23. How to procure the required group-mentoring facilities and skills?
24. Where and how will mentoring take place?
25. How often Formal, e-mentoring and group mentoring programme mentoring will take place?
26. How will time to be allocated for mentees and mentors to take part in the programme.
27. What budget will be allocated to the programme?
28. How / who will manage the budget?
29. What is the plan for Mentoring Scheme Coordinators to work with communications and HR
30. teams to reach workforce?
31. What is the timeline for launch of programme?
32. What process will be in place to promote and recognize the achievements of the programme
33. What are the MS programme goals and outcomes?
34. How will the Mentor scheme management evaluate if the programme goals are being achieved?
35. What processes need to be in place if goals are not being achieved?
36. What skills and commitment will be required for a Mentoring Scheme Champion?
37. How will the Mentoring Scheme Champion be identified from the project management team?
38. Will the Mentoring Scheme Champion require training and support for the role?
39. How will the Mentoring Scheme Champion support and promote the programme?
40. How will mentees and mentors be matched?
41. How to manage the process in place if matching does not work for either party?

42. How to establish who needs training - Mentoring Scheme Champion, Mentoring Scheme Co-ordinator, mentor, facilitator or mentee?
43. How to set a training and development budget?
44. Who can provide the required Internal or external trainers?
45. How to consider 'train the trainers' to develop staff and save costs?
46. How to decide how long the will programme run - 6, 12 ,18 or 24 months, or different timescales, for delivery?
47. How to check the programme timeline and ensure resources and support is in place for the
48. How will the programme be closed at the end of each period of time?
49. How will mentees and mentors be supported throughout the closure process?
50. Will mentees be encouraged to become mentors?
51. How to Define the nature of the programme and the resources required to support, monitor and evaluate?
52. Who will monitor the programme and how often?
53. How to establish reporting and recording methods, feedback processes and resources?
54. How to establish the method of evaluation for the programme?
55. How to prepare an Evaluation report to management team?
56. Should we celebrate success and achievements?

3.7.6 Programme timeline check list

The following is a timeline for a 12-month formal mentor programme.

Task	Description	Time Period
Matching		Month 3
	Match mentors and mentees on the basis of information from application (gender, goals, career interest, skills).	Months 1-3
	Formal opening of the programme that allows for the first mentor/mentee meeting.	Month 3
Mentor/Mentee Activities	Arrange for mentors and mentees in the programme to attend programme review activities.	Quarterly

	Mentoring Programme Champion meets with mentors and mentees as part of the review and promotion process.	Quarterly
Ongoing support		Months 3-12
	Mentoring Programme Coordinator assist mentors/mentees with review process and arrange any additional training.	Throughout the programme
Feedback from Mentors and Mentees	Mentoring Programme Coordinator receive mentors and mentees programme reviews to ensure the programme is on track to deliver the business and programme objectives.	Quarterly
Mentor Support Sessions	Mentor support meetings.	Varies according to the programme size
	Mentoring Programme Coordinator monitor mentor/mentee relationships.	Bimonthly
Recognition		Annually at a minimum
	Celebrate and recognise the accomplishments of the programme and mentors'/mentees' contributions.	Annually at a minimum
Closure & Evaluation		Month 12
	Determine what outcomes to measure and evaluate.	During the planning phase
	Measure outcomes and conduct evaluation.	Annually
	Close programme.	Month 12
	Review programme progress and refine as needed.	Annually
	Reflect on and disseminate findings.	Annually

3.7.7 Programme management check list

Management group:

- Mentoring Programme Champion
- Communications and HR/Training representatives
- Budget/Finance programme controller
- Lead Mentoring Programme Coordinator
- Mentor with past experience
- IT support for e-mentoring programmes

Areas of responsibility	Lead person	Key Tasks	Timescale
Set aims and objectives of the programme		Align programme with business objectives	
Training and development requirements		Set the level of training and development required for the programme	
Recruitment and Selection		Responsible for the management of recruitment and selection policy and process	
		Collection and reporting diversity data for the programme	
Policy and Procedures		Programme policy and procedures for Information Sharing Recruitment and Selection Conflict Resolution Reporting Data collection Risk Assessment Code of Conduct	
Marketing and promotion		Production of all marketing and promotional material and methods of dissemination	
Set budget and report progress		Marketing Training Materials Events	
Review progress and reports		Review and report mentors and mentees progress;	
		Monitor programme to ensure it is delivering the business and programme objectives	
Appoint evaluation team/ person		Annual review of delivery of programme objectives and outcomes Reporting to the board / management team	
Support the Mentoring Programme Coordinator		Admin support Management support Day-to-day programme support	



4 SUPPORT DOCUMENTS



Appendix 1: Mentor application

Name: _____

Email address: _____

Internal extension: _____

Contact number: _____

Department/Role: _____

Professional training and qualifications:

Skills and Interests:

Areas of practice and professional expertise:

Previous experience in practice and relevant personal experiences:

How did you hear about the mentoring scheme?

Why do you want to become a mentor?
Please include how you feel it fits in with your professional development and make mention of anything that has come up in your appraisals or reviews.

Do you have any previous experience of mentoring?

Were you involved with a formal or informal mentoring scheme? Was it group or individual? Was it in practice or student mentoring? How long did the mentoring relationship last?

Where would you prefer to meet your mentee?
In practice or outside?

form

Gender:

- Male
 Female

Age:

- 20-30 30-40
 40-50 50-60
 60-70 70+

Do you perceive any limitations to the quality of work with a mentee?

- Yes
 No
 I prefer not to say

If yes, please specify:



Appendix 2: Mentee application form

Name: _____

Email address: _____

Internal extension: _____

Contact number: _____

Department/Role: _____

Professional training and qualifications:

Skills and Interests:

Areas of practice and professional expertise:

Previous experience in practice and relevant personal experiences:

How did you hear about the mentoring scheme?

What areas do you feel a mentor can help you develop?

Please include how you feel it fits in with your professional development and make mention of anything that has come up in your appraisals or reviews. Please outline your goals and aspirations.

Do you have any previous experience of mentoring?

Were you involved with a formal or informal mentoring scheme? Was it group or individual? Was it in practice or student mentoring? How long did the mentoring relationship last?

Where would you prefer to meet your mentee?
In practice or outside?

Gender:

- Male
- Female

Age:

- 20-30 30-40
- 40-50 50-60
- 60-70 70+

Do you perceive any limitations to the quality of work with a mentor?

- Yes
- No
- I prefer not to say

If yes, please specify:



Appendix 3: Facilitator application form

Name: _____

Email address: _____

Internal extension: _____

Contact number: _____

Department/Role: _____

Professional training and qualifications:

Skills and Interests:

Areas of practice and professional expertise:

Previous experience in practice and relevant personal experiences:

Why do you want to become a facilitator?

Please include how you feel it fits in with your professional development and make mention of anything that has come up in your appraisals or reviews.

Do you have any previous experience of mentoring?

Were you involved with a formal or informal mentoring scheme? Was it group or individual? Was it in practice or student mentoring? How long did the mentoring relationship last?

What do you intend to contribute regarding the relationship between a mentor and a mentee?

Gender:

- Male
 Female

Age:

- 20-30 30-40
 40-50 50-60
 60-70 70+

Do you perceive any limitations to the quality of work with a mentor?

- Yes
 No
 I prefer not to say

If yes, please specify:



Appendix 4: Mentoring agreement

The mentoring partners listed below agree to enter into a mentoring relationship and to keep to the conditions of this mentoring agreement.

Mentee:

Name:

Signature:

Date:

Mentor:

Name:

Signature:

Date:

- All parties agree to protect each other's privacy and abide by the Mentoring Code of conduct and the agreed boundaries of the mentoring relationship.
- All parties must abide by and appreciate the confidentiality required in this programme.
- The Mentor will attend the 'Introduction to Enterprise Mentoring' workshop and engage in appropriate skills development where required.
- The Mentee will take direction of the relationship with meetings taking place at mutually agreed dates and times.
- The recommended time for participation in the programme is twelve months however all parties must be flexible with this.
- If either party wishes to leave the programme before this time they must advise the Mentor Manager
- All parties must understand that they must show their full commitment, in their respective roles, to the programme to gain the most from it.



Appendix 5: Mentoring contract

DISCLAIMER: The following sample contract was adapted from ‘Get Mentoring’ (getmentoring.org/mentoring-resources) under the Creative Commons License. Whilst the RIBA recommends the use of the sample mentoring contract as being a fair and reasonable expression of terms between the parties, the RIBA can accept no liability in respect of any use of the sample mentoring contract. Parties must therefore take independent advice if necessary before entering into any agreement and if any dispute arises in relation to any agreement the parties must settle the dispute between them in accordance with the terms of the agreement without reference to the RIBA.

DEED dated:

PARTIES

- (1) [NAME OF BUSINESS] of [ADDRESS OF MENTEE] (“Mentee”);
- (2) [NAME OF MENTOR] of [ADDRESS OF MENTOR] (“Mentor”) and
- (3) [MENTORING ORGANISATION]

BACKGROUND

- (A) [MENTORING ORGANISATION] has a network of volunteer mentors. The Mentor is one such volunteer, and has skills and/or experience relevant to the requirements of the Mentee.
- (B) The Mentee wishes to access the Mentor in order to gain guidance and support for its development.
- (C) The parties agree that the relationship between them shall be as set out in this agreement.

IT IS AGREED as follows:

1. The Services

1.1 The Mentor has agreed to provide mentoring services to the Mentee, on the terms of this agreement. The [MENTORING ORGANISATION]’s involvement has been limited to identifying the Mentor, introducing the Mentor to the Mentee and the monitoring and evaluation of progress. The [MENTORING ORGANISATION] will not provide any further services to the Mentee under this agreement.

1.2 The services will consist of meetings and/or phone calls and/or email or other written communications between the Mentor and the Mentee from time to time, the exact content, frequency and duration of which will be as agreed between the Mentor and the Mentee.

1.3 The Mentor shall not at any time be obliged to provide or continue to provide any mentoring services to the Mentee, but if and to the extent that it does so, such services will be provided free of charge.

1.4 The Mentee shall not at any time be obliged to request or receive mentoring services from the Mentor.

1.5 The existence of this agreement shall not prevent the Mentor and the Mentee entering into a new and separate agreement whereby the Mentor provides services to the Mentee on a fee-paying



basis, but if such an agreement is entered into, it shall replace and supersede this agreement, which will automatically terminate.

2. Liability

2.1 The Mentee shall not at any time be obliged to act on any information, suggestion, advice or guidance given by the Mentor as part of the services, but if and to the extent that it does so, it shall do so at its own risk. The Mentee hereby unconditionally and irrevocably waives any rights of action it may have as against the Mentor in relation to any such information, suggestions, advice or guidance.

2.2 The Mentee is advised to take independent financial, legal or other appropriate professional advice before acting on any information, suggestion, advice or guidance given by the Mentor.

2.3 The Mentee acknowledges that any services provided by the [MENTORING ORGANISATION] and the Mentor pursuant to this agreement are provided free of charge and in good faith. Neither the [MENTORING ORGANISATION] nor the Mentor will be liable to the Mentor or to any third party for any loss, damage, costs or liabilities suffered as a result of this agreement, the existence of the relationships between the parties or the services provided. Nothing in this clause shall limit or exclude any liability for death or personal injury, or which results from fraud.

2.4 The [MENTORING ORGANISATION] is not (and the Mentee and the Mentor acknowledge that the [MENTORING ORGANISATION] is not) liable for the services provided by the Mentor or for any acts or omissions of the Mentor.

3. Term

3.1 This agreement will continue in force for twelve months or until terminated by any party by written notice to the others sent to the addresses given above.

3.2 While this agreement is in force, the Mentor and the Mentee will not either directly or through any intermediary enter into any other contract or arrangement as between them.

4. Confidentiality

4.1 The Business and the Mentee hereby permit the [MENTORING ORGANISATION] to refer to the Mentee, the Mentor and the existence of the arrangement contemplated by this agreement in any publication or material it may use to publicize and promote the work of the [MENTORING ORGANISATION].

4.2 Neither the Mentee nor the Mentor may use or mention the [MENTORING ORGANISATION]'s name, logo or any other intellectual property of the [MENTORING ORGANISATION] in any of their publicity materials or in any announcement, without the prior written consent of the [MENTORING ORGANISATION].

4.3 The Mentee and the Mentor will keep in strict confidence the existence and content of this agreement and the Mentee shall keep confidential all information, suggestions, advice or guidance provided by the Mentor to it as part of the services. All parties will keep in strict confidence all and any information of a confidential nature which it obtains about either of the other parties as a result of the arrangements contemplated by this agreement. This clause shall not apply in relation



to any information that is already available in the public domain other than as a result of a breach of this clause by any party.

5. Miscellaneous

5.1 Nothing in this agreement is intended to, or shall be deemed to, constitute a partnership or joint venture of any kind between any of the parties, nor constitute any party the agent of another party for any purpose.

5.2 A person who is not a party to this agreement shall not have any rights under or in connection with it.

5.3 This agreement shall be governed by, and construed in accordance with, English law, and the parties irrevocably submit to the exclusive jurisdiction of the courts of England and Wales.

5.4 Clauses 2, 4 and 5 shall survive termination of this agreement.

This deed is delivered by each party when (and shall not have effect until) it is dated.

SIGNED as a DEED by [MENTOR]

in the presence of Witness:

Signature:

Name:

Address:

Occupation:

SIGNED as a DEED by [MENTEE]

in the presence of Witness:

Signature:

Name:

Address:

Occupation:

SIGNED as a DEED by [NAME OF INDIVIDUAL] for and on behalf of the [MENTORING ORGANISATION]

in the presence of Witness:

Signature:

Name:

Address:

Occupation:



Appendix 6: Code of conduct

Scope:

A mentor does not give advice, rather helps the mentee to weigh up situations, through a process of reflection, questions, challenge and feedback allowing the mentee to come to a decision themselves. The mentor will conduct themselves with dignity and will act in a way which respects diversity and promotes equal opportunities.

Mentoring code:

- The mentor's role is to respond to the mentee's needs and agenda; it is not to impose their own agenda.
- Mentors will agree with the mentee how they wish the relationship to work adopting the most appropriate level of confidentiality
- Mentors will be aware of, and adhere to any current legislation relating to activities undertaken as part of the mentoring service.
- The mentee should be made aware of their rights and any complaints procedures.
- Mentors and mentees will respect each other's time and other responsibilities, ensuring they do not impose beyond what is reasonable.
- The mentor will ensure the mentee accepts increasing responsibility for managing the relationship; the mentor will empower them to do so and will promote the mentee's autonomy.
- Either party may dissolve the relationship at any time throughout the period of the mentoring relationship.
- The mentor will not intrude into areas the mentee wishes to keep private until invited to do so. They should, however, help the mentee to recognize how other issues may relate to these areas.
- Mentors will open and truthful with themselves and their mentee whilst participating in the mentoring relationship
- Mentors will share the responsibility for the smooth winding down of the relationship with the mentee, once it has achieved its purpose - they must avoid creating dependency.
- The mentoring relationship should not be exploitative in any way, neither may it be open to misinterpretation.
- Mentors should never work beyond the bounds of their capability, experience and expertise to the point where they do not feel confident in providing the mentee with proper support. Where appropriate, mentors should seek advice or refer mentees to another point of contact or enterprise support professional.
- The confidentiality of the client remains paramount at all times. At no time will a mentor disclose any part of the relationship to any person whatsoever, without the explicit agreement of the client. Any notes or other records of mentoring sessions shall remain, at all times, the property of the client. They may, for convenience, be retained by the mentor but may be requested by the client at any time.
- Mentors have a responsibility to highlight any ethical issues (such as conflicts of interest) that may arise during a mentoring relationship at the earliest opportunity.
- Mentors should not attempt to do the mentees job for them - the mentee has the ability and the potential, the mentor's job is to help them realize it.



-
- Mentors will maintain their professional competence through participation in continuous professional development.



Appendix 7: Mentor progress report form

- Interim report (#_____)

Date: _____

- Final report

Date: _____

Mentor (name): _____

Mentee (organization/enterprise): _____

MEETING LOG

1. The meeting lasted for: _____

2. Which were the main topics covered? Please, state.

3. What were the outcomes/results? Please, state.

4. What are the improvements/progress since the last meeting? Please, state.

5. Are the established goals and other expectations being met?

YES

NO

6. Are there any deviations to the mentoring plan?

YES

NO



If “YES”: Please, state the unexpected experiences.

7. Have you addressed the stated issues?

YES NO

8. Do you have any (not yet addressed) concerns?

YES NO

If “YES”: Please, state your concerns.

9. Do you feel that the mentee has any (not yet addressed) concerns?

YES NO

If “YES”: Please, state their probable concerns.

10. Is the mentee still motivated to fully cooperate in the mentoring process?

YES NO

11. What is your overall feeling regarding the last meeting?

DISAPPOINTED NOT SATISFIED INDIFFERENT SATISFIED

12. What is your overall feeling regarding all meetings and the progress achieved?

DISAPPOINTED NOT SATISFIED INDIFFERENT SATISFIED

13. Are there points of pride (areas of progress, milestones, development in your relationship, etc.)? Please, state.



14. How would you characterize your relationship with the mentee (the atmosphere, etc.)?

DISAPPOINTED NOT SATISFIED INDIFFERENT SATISFIED

15. Is there anything the Mentor scheme champion and/or the Mentor scheme coordinators can help you with?

YES NO

If "YES": Please, state.

Next meeting to be scheduled: _____

Date: _____

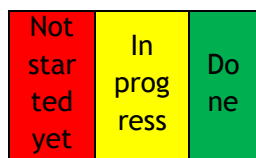
Signature: _____



Appendix 8: Impact assessment questionnaire

Mentee (organization/enterprise):

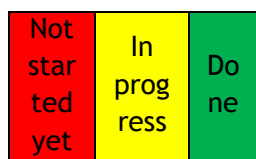
Mentor (name):



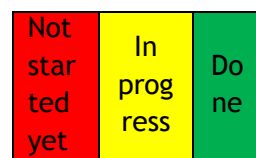
YES

NO

1. We have examined the mentor's background (i.e. past experience, etc.).
2. We have noted that the mentor possesses STRENGTHS/WEAKNESSES connected to our specific mentoring problem.
3. We have noted that we possess STRENGTHS/WEAKNESSES connected to our specific mentoring problem.
4. We have discussed about identified problems with the mentor.
5. We created an open atmosphere with the mentor.



6. We defined mentoring goals with the mentor.



7. We analyzed possible gaps between established goals and actual final results.

YES

NO

8. We were active listeners.
9. We proposed additional ideas.

YES

NO

- Y
ES
- N
O
10. Meetings are beginning to exhibit progress.
11. We provided clear and specific feedback .
- Y
ES
- N
O
12. There were enough meetings with the mentor.
- Y
ES
- N
O
13. There were unexpected experiences (e.g.



Name:

Division:

Signature:

Date:



Appendix 9: mentoring in depth

The Mentoring Process

Very broadly, the mentor is responsible for holding the process and the mentee for working on the content. However this is a flexible definition and the extent to which the dividing line is blurred depends on how the pair has agreed to work together. What is important is that you work to establish a relationship that is based on mutual respect.

What should the mentor do?

- Hold the process: maintain an awareness of the time; although the conversation will invariably explore many related areas, you should ensure that ultimately the focus stays on the issue in hand, and retains a constructive tone; hold any boundaries that have been agreed
- Listen actively (see separate detailed notes)
- Adopt an observational stance rather than an interpretive one
- Summarize and reflect back in your own words what you think you have heard (and seen)
- Ask questions appropriately: see separate note
- Challenge: you might challenge perceived inconsistencies or assumptions in what you are hearing from the mentee; or you might challenge them to take action to stretch themselves. Whatever the reason, it needs to be done sensitively and appropriately so as to open up possibilities rather than to close them down
- Encourage the mentee to explore a wide range of options and possibilities
- Provide advice / share expertise and knowledge appropriately and within what has been agreed at the contracting stage
- Encourage the setting of action points that are specific, realistic and time bound
- Review progress
- If this is the first time that you have been a mentor, it might be helpful to talk about what you might expect with someone who has more experience.

What should the mentee do?

- Own and take responsibility for the content - don't expect the mentor to solve your problems or provide quick fixes. Remain aware that the purpose of mentoring is for you to work on your professional development
- Be open to developing your self-awareness and to making changes
- Be open to what the mentor has to say and to their advice; this does not mean you have to agree with it. It does mean you should receive it, reflect upon it and decide later whether you agree and whether to act on it
- Reflect between sessions on what has been discussed
- Take the action agreed



Optimizing Mentoring Meetings

At the first meeting, following introductions and rapport building, a framework will need to be mutually agreed to cover the format, frequency and duration of future ('review') meetings, as set out in the mentoring contract. This first meeting will confirm the mentee's initial development objectives and immediate goal(s), agree mutual expectations and help clarify both parties' roles from the outset; covering issues of confidentiality, boundaries, style of mentoring, and how/when you decide to contact each other outside of arranged meetings. Ongoing review meetings should have a clear structure, usually as follows:

- Establishing the specific task or topic(s) for discussion e.g. progress since last meeting, or a new development need the mentee has identified.
- Clarification and exploration of the issues raised, from both parties' perspectives.
- Objectives and tasks identified and agreed for future action.

a) Surroundings and tone

The environment in which meetings take place should set the scene for a professional yet full and frank discussion. A quiet, relaxed and pleasant environment is ideal, with no physical barriers (such as a desk between participants) if the meetings take place in person. An environment engendering trust and respect should be fostered by both parties, to encourage two-way discussions where ideas, views and opinions from both participants are exchanged. The discussions should focus on constructive outcomes, allowing the mentee to develop strategies and solutions in order to move their development forward.

b) Active listening

The mentor's primary task is that of the facilitator and listener. Active listening is the skill of simultaneously listening and internalizing (understanding) what is being said. Active listening optimizes the productivity of discussions and engenders respect and mutual understanding between mentors and mentees. It involves both verbal and non-verbal communication. Verbal techniques include mentors giving prompts to mentees to continue, clarify or expand on their topic (e.g. repeating key words within a discussion, or using 'I see', 'go on') and keeping the mentee focused on the specific discussion topics they defined at the start. Non-verbal techniques include visibly showing interest in the conversation through eye contact, facial expressions, head-nodding and an open body posture, including leaning slightly towards the mentee to show interest. Mentees should be given space within discussions, as periods of silence will allow them to reflect on discussions and internalize their thoughts.



c) Effective questioning

Effective questioning allows the mentor to understand the mentee's situation and the mentee to explore their mentor's experience and advice to best inform their development. Questioning effectively will enable participants to direct and develop the discussion, moving it forward in line with the mentee's development objectives. Open questions optimize the opportunity to obtain information, explore issues and consider options. Open questions usually begin with 'who', 'what', 'where', 'what', 'why' or 'how'. Closed questions (requiring a 'yes' or 'no' answer) can limit and curtail the conversation, but are useful for clarifying understanding or summarizing a discussion.

Multiple questions - where several questions are asked within the same sentence - should be avoided, as they can cause misunderstanding for both parties.

Principles for mentoring

Mentoring experience at Oxford and elsewhere suggests that the following principles are worth considering:

- A developmental mentor should not normally work closely with or supervise his or her mentee, or have other vested interests in the mentee's development. This is because a mentee needs to feel free to discuss problems with a mentor without feeling that there may be an adverse impact if he or she reveals vulnerabilities
- Where a scheme is targeted for positive action reasons, it's worth knowing that cross-group mentoring is thought to be as effective as within-group mentoring. For example, men mentoring women and vice-versa; white staff mentoring BME staff. In some cases it may be possible to give mentees options, in others this will be a matter of practicality, for example if there are not enough senior women for all women who might want one to have a female mentor
- Mentors and mentees should be encouraged to take their approach beyond normal, polite conversation, for example accepting that tough forthrightness can sometimes be more helpful than tea and sympathy.



What other practical matters should we think about?

Effective mentoring partnerships are often unique to the people involved in them. We therefore recommend that you give mentoring pairs or circles flexibility to establish working arrangements that suit them. However, most will appreciate some basic guidance and this section is divided into the kind of guidance that you might like to provide for mentors and mentees, followed by some matters that you might prefer to advise them to sort out for themselves and a reference to a more detailed advice note for mentors and mentees starting out together.

Departmental guidance for mentors

A more detailed guide would typically cover:

- A statement of the aims and expectations of the scheme
- Information about how mentees and mentors are recruited and any eligibility criteria
- Information about how mentees and mentors are matched
- The period over which mentoring is expected to take place and any defined end date
- If applicable, arrangements for piloting and evaluating the scheme
- Any ground rules, including confidentiality, whether or not meetings may take place in working time and any expectations of time commitment, signalling the number or frequency of mentoring meetings
- Record keeping, both for the mentors' and mentees' personal use and for evaluation (respecting confidentiality)
- A contact who can provide information and support to mentoring partners. Partners often want to know that there is someone who can help if difficulties arise, such as when a mentoring partnership seems not to be working well.
- How and when to bring a mentoring relationship to an end, for example if it is not working or the mentee has achieved her or his goal.

Matters for determination by the mentor and mentee

It may be helpful to leave some or all of the following logistical issues to be determined by your mentoring partners:

- **Times, dates and places for meeting:** experience suggests that, following an initial exploratory meeting, it is helpful if mentees and mentors agree a series of meeting dates. This helps to avoid other work preventing the arrangement of a meeting at shorter notice.
- **Duration of mentoring:** even if your scheme establishes a framework, some mentees may want support for a more limited or extended period. A mentee's needs may change over time so duration should be kept under review.
- **Ground rules:** will include confidentiality and establish anything else that is important to one or both partners, such as time-keeping, completing agreed tasks and keeping in touch between meetings.
- **Expectations:** checking that expectations of mentoring are shared, for example the mentor's role, primarily as a facilitator rather than an adviser.



- Record keeping: it's important ethically to draw a distinction between records which are confidential to the mentor and mentee and those on which you might need a report from mentoring partners when evaluating your scheme:
 - Confidential records could include, for example, notes taken by a mentor enabling him or her to reframe something that a mentee has said or an analysis of an issue undertaken by a mentee at the prompting of the mentor. Mentors and mentees are likely to be best placed to agree methods of keeping these private records.
 - Records needed for evaluation are likely to include, for example, a note of techniques and approaches tried and the extent to which they were helpful and any particular points within the mentoring when the mentor or the mentee felt that the mentee had made progress. These do not need to, and should not, include specific details of what has been said, although some general context may be useful. Expectations of the records you will need reported should be made clear from the outset.
- Reviews: mentors and mentees ideally evaluate their partnership at various points - at least at the mid-point and end of a period of mentoring. Questions that a mentor and mentee might answer together include:
 - Are the practical arrangements working well?
 - Is the mentee able to identify progress as a result of the mentoring?
 - Is the mentor's style and approach working well for the mentee?
 - Does the mentee's approach, for example to preparing for meetings and completing agreed tasks, suit the mentor?
 - Has the partnership come to a natural end, or is an end in sight?

Mentoring techniques:

Active listening and reframing: listening actively is more than simply hearing; it calls for attentiveness and a clear demonstration of that attentiveness to the speaker. This is conveyed by non-verbal signals such as nods, smiles and eye contact and by the listener responding in ways which pick up and reflect back what the speaker has said and, therefore, check understanding before the listener contributes substantively to the discussion. Responses which clarify, summarize or probe what has been said are examples of this technique. Active listening can help mentors wishing to encourage a mentee to reflect on a point of view or event, perhaps to encourage seeing what has happened from someone else's perspective. By feeding back what the mentee has said in a way that reframes it, the mentor may be able to prompt the mentee to reflect on his or her initial views.

Open questioning: closed questions can usually be answered 'yes' or 'no'. Open questions that mean the mentee has to answer more fully and thoughtfully. For example 'has your career generally been successful to date?' contrasted with 'tell me about your career to date, highlighting some successes'.



Mentoring diaries: Encouraging the mentee to use a notebook, or web-based equivalent, for recording meetings, and for noting action points, reflections and goals, can help mentees to recap discussions and objectives and can become the foundation for subsequent meetings. The mentor may keep a parallel diary. The diary could be organized into sections such as agenda items, issues discussed, and action points for the next meeting. A separate section could be headed 'reflections' for the mentee or mentor to record their own thoughts. This technique can be particularly useful where face-to-face meetings are infrequent.

Mind mapping: While diaries will appeal to those of us who like our note taking to be ordered and linear, mind maps, sometimes called radiant thinking, may be more useful for those who prefer a less formally structured diagrammatic approach. Starting with the issue or topic that needs exploring written and circled in the center of a page, draw out the issues associated with the central theme and place them in the map as branches radiating from the central theme. Each of these associated issues can be explored and developed in the same way. The resulting mind map can be used to evaluate which ideas are most important and worth pursuing first and which are less pertinent to the situation at hand. This might be a useful technique when a mentee is having difficulty seeing her or his way forward.

Force field analysis: This can be a useful technique for considering the arguments for and against a course of action. A plan or proposal is recorded in the center of three columns. Favorable factors are listed in one adjacent column; unfavorable factors are listed in the final column. By carrying out the analysis you can plan to strengthen the factors supporting a course of action, and to reduce the impact of opposing factors. Use of line, color and even drawings or doodles on the force field analysis can be helpful in uncovering hitherto unknown hopes and fears and unappreciated strengths.

Personal quality profile: This can help when a mentee appears to be suffering from low self-esteem. Asking the mentee to list his or her personal qualities can boost confidence. A follow up exercise might be to encourage the mentee to ask two friends to describe how they see him or her. If their opinions do not match the mentee's you might encourage them to work out why this is

Appreciative inquiry: Similarly, when a mentee is 'stuck' or perhaps despondent you might ask them to recall a situation in which they felt successful or proud of an achievement. Then help the mentee to identify the factors which contributed to that achievement and feeling of well-being. Finally explore how some of those factors might be brought into play in the current situation.

Career scenarios: This is a longer term strategy which could form the basis for a series of meetings. The mentee maps out in writing or diagrammatically up to three different career visions, taking into account his or her aims, abilities, constraints and knowledge of opportunities that might be available. Encourage the mentee initially to add realistic timescales and to be prepared to move between differing visions rather than to stick rigidly to one so that failing at certain hurdles does not have such a big impact. In time one clear career path may emerge from this process. Identifying small steps towards bigger goals is likely to be important.



Coaching: coaching tends to focus on a specific outcome that the individual wishes to achieve or move towards. Coaching approaches are predominantly facilitating in style, in that the coach is mainly asking open questions and challenging the mentee to learn from his or her own resources and to take responsibility. This may be a useful approach in situations where the mentor believes that the mentee has the resources needed to make progress and is not fully deploying them.

Walking and talking: a change of scene and activity like taking a walk together can bring new energy into a mentoring discussion.



Appendix 10: Tools and models for mentoring

These are suggestions for things you may find useful in the course of the mentoring.

1. GROW (*Adapted from John Whitmore, Coaching for Performance, 1992*)

GOAL: What do you want to achieve?

REALITY: What is the current situation? Where are you now?

Options: What are the options available to you? (be creative and explorative, but also realistic and practical)

Will: What will you do now? How much will do you have to do it?

2. CLEAR (*From Peter Hawkins and Nick Smith, Coaching, Mentoring and Organizational Consultancy, 2006*)

Contract: establish the aims for the session

Listen: listen and understand what the mentee wants to achieve, and their situation

Explore: the situation, the options

Action: define and agree what the mentee is going to do

Review: review both the current session, and revisit at the beginning of the following session.

3. Drawing and Mind mapping

Using drawing to explore a situation or goal can sometimes open up new possibilities by engaging creativity. Another creative technique is to mind-map an issue, goal or situation. A mind map is a pictorial representation of an idea. The central concept, situation or idea is placed in the center of a piece of paper and associated ideas are shown as radiating out from it. See *The Mind Map Book*, Tony & Barry Buzan or <http://www.mind-mapping.co.uk/make-mind-map.htm>.

4. Journals (*Adapted from Anne Brock bank and Ian McGill, Facilitating Reflective Learning through Mentoring and Coaching, 2006*)

Keeping a mentoring journal is a way to capture and reflect on what has been discussed during sessions. You might simply record what was said; include your thoughts, feelings and any insights about the discussion. Or if you want to be more creative, some techniques are:

- Five minute sprint: take five minutes to answer these three questions: *Who am I / Why am I*



here? What do I want?

- List of 100: take 20 minutes to make a list under one of these headings: *'What I want' 'How I feel'; 'Why not?'; 'Things to do'; 'People to see.'*
- Perspectives: take 20 minutes to see thing from an altered point of view, e.g.: *a year from today; roads not taken - what if?*
- Dialogues: *write two sides of a conversation with anything or anyone.*

5. Walking and Talking

Changing the venue for the mentoring, or walking while you are talking can energize a session and bring fresh perspective.



Appendix 11: Mentor Scheme FAQ

1. Who will identify and recruit Mentor Scheme (MS) Coordinators?
Initially the Mentor Scheme will be created by partners of I-CON project. MS Coordinators (presumably 3 people-for each topic one) will be selected among mentors, initially coming from the "Knowledge project partners" and will be recruited upon needs identified by facilitators (e.g. "regional partners" representatives in the field). As mentors also MS Coordinators are proposed by Knowledge partners (either their own personnel or external experts, depends on needs identified).
2. What skills and responsibilities will they need for the role?
There are no specific requirements (formal education or similar), though preferably one has to »cover« some of identified topics (either "technical" or "soft"); in addition it would be great if one has experiences of mentoring/trainings from before, especially in similar topics. So, in general THOSE CHARACTERISTICS ARE DESIRABLE, BUT NOT OBLIGATORY. Among other things, coordinators should have the time and willingness to participate, tendency to be of extroverted personality and being good in English - for easier communication. This means one has to be organized, with wider overview (not only operative), preferably with good network of experts from various related fields and be a coordinator (managerial skills to lead and assist mentors while working with SMEs)□
3. How will the Mentoring Scheme Coordinator's time be managed within their current role?
Model is flexible and will be adapted according to experiences made during the pilot phase, however we prefer that Coordinators dedicate min. 8 hours (or minimum one working day) a month at the beginning and again every 3 months another day for reporting (after scheme will be establish). Depending on number of activities we estimate one person should not be involved more then 2-3 days monthly, in case of more activities additional person-coordinators should be activated.
4. Within the duration of the project I-CON, can some % of hours be dedicated for the set up?
According to partner's budgets, we see that for establishing the Mentor scheme in average 21 working days (e.g. 21,6% of hours in staff costs) per partner are foreseen and some external budget of around 20.000€; here also an action plan for Crowdsourcing design platform is included, which in staff has 11,5 days e.g. 11,6% in staff per partner).
5. What supports will the Mentoring Scheme Coordinators require from management and HR?
Management should strive to build up capacity (knowledge) of Coordinators and mentors in sense of a career development, trainings and scouting for new mentors (upon needs for specific knowledge). Partners of I-CON project shall assist Coordinators, even with own project staff in case they can contribute to quality of Mentoring scheme, at the same time they as facilitators shall be open for new skills and knowledge. At some point in time (not necessarily during the time or of project I-CON duration) facilitators could be promoted to mentor level (or even coordinator for "soft" or "technical" topics).
6. What resources will Mentoring Scheme Coordinators need to run the programme?
During the I-CON project duration staff costs (Coordinators) as well as some office supplies can be covered by project budget, as the project strives for sustainability, it is not



irrelevant information, that partners can use or activate their own or organization's resources to run the programme. Mentoring Scheme, at the beginning, will not be a legal entity on his own (later not excluded), however coordinators should be people who do daily similar activities also in their institutions and can spare some time also for the needs of Mentor Scheme programme activities. A sustainability shall be guaranteed also by follow up projects and through funding schemes available for SMEs, who as clients could lead to situation where Scheme could become even for profit oriented entity with own or rented premises.

7. Who is the company targeting for the MS programme?

Food processing SMEs with desire to improve their businesses (growth, internationalization etc.) through available new knowledge and skills that they need in production (technologies and processes), but are however of limited access possibilities, to reach the expert knowledge (and funding) needed, so the role of the programme is to assist in providing those missing resources (knowledge, networks of contacts, funding, achieving critical mass and internationalization of their businesses). The key benefits: getting effective, efficient and competitive.

8. How will the MS Programme (its mentors) ensure fair access to the programme for all staff at all levels?

Programme will focus on companies fitting some pre-defined criteria which mean that the needs of one are in line with mostly needed on whole project level (pre-filtering), so we can assure the best mentors, where among we shall make no difference on gender or origin of staff. For selected companies it is also expected, that they present clear and un-doubtful need and wish for assistance upon which a help will be offered (to competent people in companies, showing real interest). For those, tailor made consulting/coaching are foreseen, naturally in topics selected together with the management of the company. Internal communication within the company is highest priority for mentors, also monitoring of a progress / improvements. Naturally the programme includes the confidentiality clause to protect SMEs' assets as well.

9. How many mentees is the MS Programme seeking to recruit to the programme?

We calculate that during each project pilot activity in average 2 persons from targeted company/SME will be involved in auditing activities (could be more, depends on role and competences of employees). As always this depends on availability/sustainability capacities and also partners institutions who will sign the contract to perform same activities after I-CON ends.

In project I-CON we plan to have also 18 facilitators that will pass 3 days training in Italy before contacting SMEs for audits.

10. How much time will mentees have to take part in the programme?

Depends on mentee's need/situation or how delicate their issue is. Minimum of 2 days is foreseen during the audit visit as well as 1-2 days maximum per month (max. 10.000€ in project budget), but in case when exceeding this budget/time frame, both parties can prolong their cooperation outside project I-CON pilots, on so called "commercial bases".

11. How will mentees be recruited and what training do they require?

Mentees - SMEs for pilots, will be selected by project I-CON partnership (by facilitators and mentors) upon criteria set and needs identified, then those SMEs (management) will alone decide who will be involved as a personnel of the company in audit process and later communicating with mentors (experts). No, training is foreseen for personnel of pilot SMEs.



As mentioned before in project I-CON 18 facilitators will be selected (by regional partners) and those are going to get 3 days training (Italy) in 3 general industrial topics (mechatronics, food safety and design/mainly packaging), with the horizontal aim to provide skills in the field of efficiency, safety and competitiveness.

12. How to set aims and objectives for mentees in the programme?

Aim: to get assisted at accessing experts to improve own competences at introducing new products / services / processes.

Objectives: to be become more competitive, market penetrating player through improvement of production processes (mechatronics and related soft skills), food safety standards as well as in packaging and design in general.

13. What skill set is required to become a mentor?

For this topic see also back in text. Generally, mentors have to have core competences in specific field (mechatronic/food safety or design/packaging - all shall result in improving the efficiency, competitiveness), should speak at least English or German language, wishfully one must be able to communicate in group (team work) is being extroverted in sense of approaching less technological personnel with understanding and empathy, giving the feeling of inclusion to mentee...

14. How will mentors be recruited and selected for the programme?

Upon diagnosed needs of the targeted SMEs, project I-CON "Knowledge partners"(3/4) will provide selection criteria and a list of potential mentors ("**specialists**") to identified issues; those can be employees of KP's institutions or external. Firstly they will train facilitators (coming from Regional partner's institutions or external ones-"**generalists**"). Those will be intermediates to get in contact with suitable SMEs to verify their needs and to report to mentors (specialists).

15. How much time will be required to be a mentor?

It is proposed 12-month time with possibility to prolong the "contract".

16. How will mentors be trained to deliver the programme?

Short manual, a guideline for mentors will be made upon the methodology of Peer reviews; one will be introduced to mentors: the first task is to get familiar with basics on team work, as there will be teams of experts doing the on-spot analysis, communication (between experts and toward mentees) and to be open for listening both mentees (final target) and facilitators/regional partners' representatives.

17. What will be expected of mentors on the programme?

Mentors will have 2 tasks: to train the facilitators on general skills and how to approach mentees/companies, better, how to systematically audit the company (various specific issues to be addressed while auditing), and secondly, after SMEs is selected and primary information provided, mentors will get involved personally to make expertise for targeted SMEs (site-visits).

18. How will the mentors be evaluated?



Mentors performance quality check: one will be made via SMEs satisfaction questionnaire (Appendix 15: Impact assessment questionnaire) after expertise will be made. It can be descriptive - how the whole process was conducted and if there was a lack in knowledge communication, attitude availability issue or by drop-down menu (TO BE DEFINED).

Upon aggregated data-report (received and managed by MS Champion and Coordinators) mentors will be evaluated annually and where possible proposed for higher ranking (position of Coordinator).

19. How will mentoring help CPD (Continuing Professional Development)?

While the process of mentoring both the mentor and mentee (also facilitators) are learning from each other and enable personal growth of each involved. When purely looking at the mentors, there will be evaluation which will be a base for possible promotion of getting members of Mentoring Scheme Coordinator.

The mentees will informally get access to new (state-of-the-art) knowledge, which can be used further on in the company, either for the same operations or to transfers to another process or co-worker. In such cases it is upon management of such company to evaluate such contributions from individuals and in case "reward" them with promotion to level higher position or stimulation in financial sense (can be 1-time only or for longer period).

Though not specially mentioned, also facilitators can be evaluated by their employees upon engagement in "match-making" of mentor and mentee, definitely one can benefit also from information and skills obtained from interaction between mentor and mentee.

20. Informal - will this be managed, resourced and evaluated?

The process of CPD is not foreseen for the Mentoring Scheme at this point (it is however intention to follow the feedback on mentors' performances through mentees evaluation and upon MS Coordinators and Champion, one can become Coordinator) - the reason for informal system is pretty short time to introduce a systemic approach (project oriented structure for 12 months). However if practice confirms the good grounds for formalization of one, then there is a plan to monitor and evaluate the work of mentors in order to make status of expertise knowledge "state-of-the-art"; later there can be established a board consisted of MS Champion and of mentor coordinators (and/or even facilitators who could evaluate the work of mentors, beside Appendix 15: Impact assessment questionnaire). Resources as mentioned before will cover partly the usage of I-CON resources (staff) during the project duration - we don't speak here having any special / individual legal entity yet. For now, evaluation will be a sum of SME satisfaction questionnaire answers (Appendix 15 - a short criteria list for that is made, BUT NEEDS TO BE DEFINED IN DETAILS).

21. Formal - how to procure the required resources?

One server from a project I-CON partner, other resources e.g. hardware is in position of the mentors and their institutions, collective e-tools will be available on-line. Financial means for the work of experts/mentors are foreseen for specific work at/with pilot companies selected (mentees) are available till the end of the projects' duration. Also for office supplies will be taken care by I-CON project till it lasts.

22. How can I get access to resources and equipment for E-mentoring?

MS Programme will have some storage capacity for on-line tools available for SMEs and special part for mentors, where those can exchange experiences and results. A server will be hosted by project partner PTP (e.g. LP) and will be on-line for mentors and mentees



(various rights level) via internet accessible. Also selected SMEs will be contacted via e-tools.

23. How to procure the required group-mentoring facilities and skills?

While doing the pilots with selected SMEs it is not excluded that mentors of various profiles (PEERS) will do the scanning of the targeted SMEs at the same time (e.g. on-spot visits and later time to jointly prepare a strategic document/analysis of needs). They will meet in person (more often via e-communication tools) and contact with facilitator and SME.

At the beginning they should communicate via phone, Skype or other communication means, it can be several time monthly but at least once a month, later at least ones in two months (if process/project of their cooperation remains longer it is up to the situation). Naturally mentors are likely to have sense for team work, and will have to select a team leader who will be in charge for a specific project with selected SME.

24. Where and how will mentoring take place?

Mentors (e.g. **specialists**) will be contacted after facilitators ("**generalists**") select "target SME" and its needs/issues - upon that mentors will be invited to study the preliminary report/audit of facilitators.). Mentor Scheme Coordinators will after decide to form a team of needed specialists/mentors and with assistance of facilitators organize a meeting with SME to get familiar with each other. If the "chemistry works" a plan for on-spot audit should be planned and executed. After that mentors will elaborate a document and proposed solution for the SME and will present it to the SME. If the SME decides to accept this solution it can be tested and monitored for feedback and again, can be a part of quality evaluation of the mentors' work. So, "the place" comprises desk and on-spot work.

25. How often Formal, e-mentoring and group mentoring programme mentoring will take place?

The dynamic at the beginning shall be minimum once a month, later once in 2 months if the process lasts so long (we speak about contacting the SMEs by mentor **specialists**); when we speak about the further trainings of **generalists** (mentees of 1st level) this could be once a year or every 6 months, depends on needs and new available knowledge.

26. How will time to be allocated for mentees and mentors to take part in the programme.

As already mentioned partner's budgets are the ones limiting the time for mentors to be active: 21,6% of hours in staff costs-where mentors are coming from Knowledge partners institutions). How many hours this is depends on salaries of particular partners' employee. In case of external experts budgets go up to 20.000€.

Mentees should be ready to invest minimum of 5 days for foreseen activities, however those can be prolonged for various reasons□also funds available, but if the problem is well defined, the mentors shall not use much of the time foreseen finding the solution

27. What budget will be allocated to the programme?

Partner's budgets are depending on salary rates to their countries, but most of them have same time / duration plan (21 working days) but more important for the mentees selected in pilots, there will be at least 10.000€ available for the services of mentors for mentees, and guaranteed by regional partners.

- All resources needed for the establishment of a mentor scheme are provided within the project ICON.
- The primary purpose is to establish the necessary infrastructure for the operation of the



scheme.

- Costs for mentors after the project closure will be covered on a commercial level, while the partners will try each in its region to provide co-financing in accordance with the available programmes.

28. How / who will manage the budget?

Within I-CON project Regional partners will manage it. Later (after project I-CON is due), and if it comes to the registration of legal entity, the personnel working at Mentor Scheme shall take care of the budget (prior to that a Business plan and resources have to be defined).

29. What is the plan for Mentoring Scheme Coordinators to work with communications and HR teams to reach workforce?

Coordinators will have internal communication among themselves on regular base via Skype or other e-communication tools, or during the SCM meeting (also internal platform section). Upon concrete projects with mentees also other mentors (beside coordinators), have to inform Coordinators on progress and achievement (a template on Mentor progress report form-Annex 14).

30. What is the timeline for launch of programme?

- Developing tools (end: November 2017)
- Setting the food knowledge hub with facilitators (June 2018)
- Training (July 2018)
- Mentor Scheme pilot test (May 2019)

31. What process will be in place to promote and recognize the achievements of the programme while it is running and on completion?

Partners of the I-CON project have to reach certain indicators among all types of stakeholders and where 2 of those will have special workshops in order to present the tool-set (self-assessment) and Mentor scheme with Mapping tool and to animate potential SMEs from food processing sector to use it. On the official project website newsletter will be available and dispatched among partners' networks. The idea is to test the interest for setting this Mapping tool as sustainable as possible, with engagement of interested mentors and facilitators. Testimonials of pilot companies and concrete achievements will also be published (also project partners are asked to use their own websites and social media to animate the target groups) - also Final Conference in Ljubljana/Slovenia will serve as a place for good practice presentation (with concrete results and possible testing of interest among present SMEs for further activity of a platform).

32. What are the MS programme goals and outcomes?

The goal in project is one, tested, Mentoring scheme as well as tools to assist SMEs reaching the resources they need in order to improve their businesses, at least in 3 cross-sectoral subtopics, with various opportunities (incl. financing). Verifying the idea of a model/structure through pilot SMEs and set up of model as whole with recommendations how to make it sustainable. In short:

- 1 sustainable mentor scheme within developed food knowledge hub
- 3 areas of work (mechatronics, food safety and labeling, design)
- 7 countries (Slovenia (Lead Partner), Italy, Austria, Germany, Hungary, Slovakia and Poland)
- 15 pilot projects in 5 countries



33. How will the Mentor scheme management evaluate if the programme goals are being achieved?

Based on Mentor Scheme Progress Report forms, where project will have defined objectives to be reached and upon final achievements (descriptive) on reached a valuation will be possible. In addition, also mentees will give/state a performance of mentor in an Impact assessment questionnaire. Both will be a sufficient indicator on achieved.

On the other side, there will be a report on all projects (all mentors activities) in a cumulative way presented on the project's I-CON Final conference-this can be applied on annual level also after project I-CON ends (sustainability challenge for stakeholders). Targets for project I-CON are already set in Application form and will be evaluated as well in quality assessment report.

34. What processes need to be in place if goals are not being achieved?

Systematic short analysis should indicate the obstacle/barriers and what caused them. On a meeting of Coordinators it shall be considered how to work-around the issue (building up experiences) in order to complete the projects with companies to their satisfaction and to achieve set goal in project Application form. All lessons learned have to be collected, evaluated and implemented in project manual (for future performance routine). This structure shall be applied and regularly updated and being available for mentors.

35. What skills and commitment will be required for a Mentoring Scheme Champion?

Skills required are: managerial - to coordinate the work of all mentors including Coordinators in performing pilot projects with mentees and last but not least coordination with facilitators; they also should have good communication skills (PR related activities, e.g. spokesman and "connecting" and motivating all 3 parties e.g. mentors, mentees and facilitators, solving possible disputes if any occur) and has to be meticulous as being one of the reviewers - also reading reports and Impact Assessment Questionnaire.

36. How will the Mentoring Scheme Champion be identified from the project management team?

MS Champion is a person selected by MS Coordinators (it is one selected among them; in project I-CON one mandate only; it can be set for 1 year mandate and through internal election another can be selected); preferably it is an expert coming from Knowledge partners' institution. In general for the purpose in I-CON project it is not needed to make a set of criteria or conditions he/she has to comply with, but certainly desired are characteristics like being motivated, competent in management, controlling, and marketing/PR and with good sense of team building and motivating others (see also question/answer above).

37. Will the Mentoring Scheme Champion require training and support for the role?

No, at this level and structure it is not required. If it becomes a legal entity someday, after I-CON project is due, new sets of rules and procedures can be applied, including preferences like being/having a formal cluster manager diploma or similar certificate (criteria will be set upon experiences from project I-CON implementation).

38. How will the Mentoring Scheme Champion support and promote the programme?

While being a spokesman also presenting on other events, one has the opportunity to present the I-CON project and within especially the Mentor Scheme programme.



39. How will mentees and mentors be matched?

Atlas mapping tool is the place where both meet, however not without the assistance of facilitator. The tool technically enables "browsing" the platform for service providers however the tool itself will not have the automatic technical algorithm to adapt to specific inquiry. So the role of facilitators is welcome, as they know local environment (also language) and at the same time are familiar with the work and special skills of mentors. After first inquiry electronically (e-form filled out by SME) or per phone made, facilitators start regular communication with SME and Mentor Scheme Champion to look for appropriate and available mentor. Following the steps, a mentor is presented to the interested SME.

40. How to manage the process in place if matching does not work for either party?

Proposed is a standard procedure: Mentor Scheme Coordinators do random checks and monitor first contact and if discomfort by either party, in case proposes another Mentor (difficult to change facilitators as they are only regional/national implementers) or meeting place. Before doing so, it is necessary to establish the reasons for discomfort/dissatisfaction and try to avoid it at next attempt. If it still doesn't work, it shall be proposed to postpone the activity till possible disturbing situation or element is "removed" or fades out. At that point facilitator should take over and try to stay in contact with the SME and strives for alternative solution provider. At all points it is recommendable to go apart of the client (SME) with good wishes and "no hard feelings" - not only due to PR negative effects but also to stay in touch for another opportunity. Also privacy of communication shall be kept confident. MS Champion has to be informed about the case as well.

41. How to establish who needs training - Mentoring Scheme Champion, Mentoring Scheme Co-ordinator, mentor, facilitator or mentee?

Considering we deal with experts on mentor side (incl. Champion, Coordinators and mentors) it is by default expected from mentors to be qualified in specific thematic field and that have some experience in consultancy (communicative character; less talking more listening). Mentees are companies - it is not foreseen to have any training for them. They shall focus on their business and be open for questions from experts/mentors and to ready to understand/accept suggestion reg. possible solution. The role of SME "adaptation" is in the hand of facilitator.

In order to brick a gap between both, facilitators should act as linking part. In order to bring real and clear picture of SMEs needs towards mentors, it is necessary to understand the questionnaires of mentors, so they can identify real needs of the SMEs, upon which most adequate experts/mentors will be selected. It is therefore necessary for facilitators to be well trained for audits and interviews with SMEs.

42. How to set a training and development budget?

Training academy for facilitators: 3 days training will be organized at Unisef Lab (IT) to train facilitators coming from the partner regions. Sessions will be implemented by knowledge partners - experts and mentors covering all 3 cross-topics. Min 18 regional facilitators will be trained. Besides Training curricula, a Transferability guidelines tool (made upon training), a "Report on Training session for facilitator" will also be made (March 2018). Facilitators and their capacity will be identified prior to Trainings. UNISEF (PP7) as coordinator of this WP has a budget for staff equivalent to 20 working days and for covering the cost of 3 days event extra budget of 18.000€, Knowledge partners have budgets for their staff to be there. In case of external facilitators, those have to cover their own costs (Knowledge partners get 6 days and Regional partners 9).



43. Who can provide the required Internal or external trainers?
Trainers are going to be provided by I-CON Knowledge partners; in majority of cases that will be the staff of the partner, but in case the needs for specific expert are identified, it is eligible for those to hire external trainers - budget (limited) but available as external at UNISEF (PP7).
44. How to consider 'train the trainers' to develop staff and safe costs?
Idea itself is to be cost effective when hiring personnel like employees of Knowledge partners (trainers) as well as facilitators (coming from regional partners institutions) being thought by those KP experts. Here again we get sustainability guaranteed by Regional partners in form of trained facilitators also after project ends, as people will get access through Atlas mapping tool also after project ends. But in some cases external people will also be trained.
45. How to decide how long the will programme run - 6, 12 ,18 or 24 months, or different timescales, for delivery?
Pilot activities will last 12 months (May 2018 till May 2019), supporting/preparatory activities start in February 2017 (Transnational Food Mentor Scheme Strategy and action plan).
46. How to check the programme timeline and ensure resources and support is in place for the duration of the programme?
Timeline as per Gantt (attached in Application form) in case needed corrections to some extent are possible. Resources (internal) are adequate and support guaranteed till the end of project I-CON e.g. Programme.
47. How will the programme be closed at the end of each period of time?
Primarily the settings are made till project ending (May 2019), however it is possible and desirable to keep it ongoing and by that enlarging the data base of targets in system (both "supply"-resources of necessary HR, tools and financial opportunities and "demand" side, SMEs registered for seeking help from suppliers like R&Ds, consultants or Best practice "holders", willing to sell or cooperate with SMEs who filled inquiries).
48. How will mentees and mentors be supported throughout the closure process?
Both will be invited to Final Conference event, where some of good practices can be even presented and by that promoted. Materials (tools and documents) are going to be available for them on platform.
49. Will mentees be encouraged to become mentors?
Definitely they are going to be encouraged to share their good practices and skills after successful implementation of projects at their SMEs (and upon evaluation by mentors); good practices and tools used in those SMEs is basis for employees to become either facilitators or even mentors at later stage.
50. How to Define the nature of the programme and the resources required to support, monitor and evaluate?
During the project duration resources are guaranteed by staff of project partners (either mentors or facilitators) and Impact assessment questionnaires filled out by mentees. So MS Champion and Coordinators, as well as project I-CON partners will be informed on performance during pilot activities.
51. Who will monitor the programme and how often?



Mentor Scheme (Programme) Champion will monitor MS Coordinators as/and mentor-mentee "relationships" (bimonthly). MS Coordinator reports to Mentoring Programme Champion. He/she meets with mentors and mentees as part of the review and promotion process (quarterly). Mentor Scheme Programme Champion reports to SC members of I-CON project on SCM meetings every 6 months, unless needed otherwise - possible Skype conference to speed-up a process of corrections if needed.

52. How to establish reporting and recording methods, feedback processes and resources?
Templates are prepared - see appendices:

- Appendix 7: Mentor progress report form (mentors report to Mentors Coordinators bimonthly), and
- Appendix 8: Impact assessment questionnaire (mentees report to facilitators and facilitators report to Mentoring Programme Champion bimonthly)

53. How to establish the method of evaluation for the programme?
- Feedback from mentees and mentors (Appendix 14 and Appendix 15)

54. How to prepare an Evaluation report to management team?
A Mentor Scheme Coordinator shall prepare a report and present it to the project partners (one of SCM's or and Final conference event) and Mentor Scheme Champion. His/her report shall be based on quality assessments made through Impact Assessment Questionnaires filled by audited SMEs, ranking mentors' activities while working on individual projects with selected SMEs. This document will be also a base for career ranking and positioning of mentors in structure of Mentor Scheme programme. This annual activity can be merged with one event of celebrating the success and achievements. Measuring outcomes and evaluation have to be determined and shall include:

- outcomes measured and evaluation conducted;
- closure of project/programme;
- review of programme progress and refinements where needed;
- reflection on and disseminated findings (feedback).

55. Should we celebrate success and achievements?
Definitely there it will be an annual meeting for Mentors (specialists) and Facilitators (generalists) in order to get familiar with the impact of the Mentor Scheme and to celebrate and recognize the achievements, progress (also career development of mentors). It is foreseen also to invite mentees who were real beneficiaries and the ones to speak project and business experiences (testimonials, networking), and it surely will be less formal gathering. Host will be one of a project regions' partner. During the project I-CON this event will be formal at Final Conference event in Ljubljana Slovenia[□] March/April 2019.