



PROMOTING PROFESSIONAL EDUCATION
AND STUDENTS ENGAGEMENT
THROUGH COMPREHENSIVE MENTORING
AND TUTORING SYSTEM AT HEIS

PROGRAM SUPPORT DOCUMENTS



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1. Mentor/tutor questionnaire with information about the person and the field of competence

The Mentor/Tutor Questionnaire is a comprehensive tool designed to gather detailed information about individuals who are interested in participating in the mentoring and tutoring program. This questionnaire aims to facilitate the effective matching of mentors and tutors with mentees and tutees, ensuring that the program meets the diverse needs and goals of all participants.

Purpose and Objectives:

The primary purpose of this questionnaire is to collect essential data on potential mentors and tutors. This data includes personal and professional information, areas of expertise, previous mentoring or tutoring experience, availability, and goals for participating in the program. By compiling this information, the program coordinators can create optimal pairings between mentors and mentees, thereby enhancing the overall effectiveness and success of the mentoring and tutoring relationships.

Structure and Content:

The questionnaire is structured into several key sections, each focusing on a different aspect of the mentor or tutor's profile:

1. **Personal Information:** This section captures basic details such as the mentor's full name, date of birth, gender, contact information, address, and preferred method of communication. This information is crucial for establishing initial contact and maintaining ongoing communication throughout the program.
2. **Professional Information:** This section gathers details about the mentor's current occupation, organization, job title, years of experience, and highest level of education. Understanding the professional background of mentors allows for better alignment with the mentee's needs and aspirations.
3. **Field of Competence:** Mentors are asked to specify their primary and secondary areas of expertise, along with any relevant certifications and training. This information is vital for ensuring that mentors have the necessary skills and knowledge to effectively support their mentees.



4. **Mentoring/Tutoring Experience:** This section explores the mentor's previous experience in mentoring or tutoring, including the number of years, types of mentoring or tutoring conducted, and age groups mentored or tutored. Additionally, mentors are encouraged to share a successful mentoring or tutoring experience, providing insights into their approach and effectiveness.
5. **Availability:** Mentors provide information about their preferred days and times for mentoring or tutoring sessions, preferred session duration, and their availability for in-person or online meetings. This helps in scheduling sessions that are convenient for both mentors and mentees.
6. **Goals and Expectations:** Mentors outline their motivations for joining the program, their goals, and how they plan to support their mentees. They also specify their expectations from the mentees, which helps in setting clear guidelines and mutual understanding.
7. **Additional Information:** This section includes language proficiency, hobbies, interests, and any other relevant information that may contribute to the mentoring relationship. Understanding the mentor's broader interests can help in building rapport and fostering a more holistic mentoring experience.
8. **Consent and Agreement:** Mentors are required to agree to abide by the program's Code of Honor, consent to the use of their personal information for the program's purposes, and provide their signature and date. This ensures that all participants are committed to maintaining high ethical standards and confidentiality.

The Mentor/Tutor Questionnaire is a crucial element of the mentoring and tutoring program, as it lays the foundation for successful mentor-mentee pairings. By collecting detailed and relevant information, the program can match mentors and mentees based on compatibility, expertise, and availability, leading to more meaningful and productive interactions. Furthermore, the questionnaire helps in setting clear expectations and guidelines, which are essential for maintaining a positive and respectful mentoring environment.

Overall, the Mentor/Tutor Questionnaire is designed to enhance the quality and effectiveness of the mentoring and tutoring program, ensuring that all participants benefit from a well-structured and supportive experience.



Mentor/Tutor Questionnaire

Personal Information:

1. **Full Name:**
2. **Date of Birth:**
3. **Gender:**
4. **Contact Information:**
 - Phone Number:
 - Email Address:
5. **Address:**
6. **Preferred Method of Communication:** (Email, Phone, Video Call, etc.)

Professional Information:

1. **Current Occupation:**
2. **Organization/Institution:**
3. **Job Title/Position:**
4. **Years of Experience:**
5. **Highest Level of Education:**
 - Degree:
 - Institution:
 - Year of Graduation:

Field of Competence:

1. **Primary Area of Expertise:** (e.g., Education, Engineering, Healthcare, Business, etc.)
2. **Secondary Areas of Expertise:** (If any)
3. **Certifications and Trainings:**
 - Certification Name:



- Issuing Organization:
- Date of Issue:

Mentoring/Tutoring Experience:

1. **Previous Mentoring/Tutoring Experience:** (Yes/No)
2. **If Yes, please provide details:**
 - Number of Years:
 - Types of Mentoring/Tutoring: (e.g., Academic, Career, Personal Development, etc.)
 - Age Groups Mentored/Tutored:
3. **Describe a successful mentoring/tutoring experience you have had:**

Availability:

1. **Preferred Days for Mentoring/Tutoring:**
2. **Preferred Time Slots:**
3. **Preferred Duration per Session:**
4. **Availability for In-Person Meetings:** (Yes/No)
5. **Availability for Online Sessions:** (Yes/No)

Goals and Expectations:

1. **What motivates you to become a mentor/tutor?**
2. **What do you hope to achieve through this mentoring/tutoring program?**
3. **How do you plan to support your mentee/tutee in achieving their goals?**
4. **What are your expectations from your mentee/tutee?**

Additional Information:

1. **Languages Spoken:**
2. **Hobbies and Interests:**
3. **Any Other Relevant Information:**



Consent and Agreement:

- 1. I hereby agree to abide by the Code of Honor for the Mentoring and Tutoring Program. (Yes/No)**
 - 2. I consent to the use of my personal information for the purposes of the mentoring/tutoring program. (Yes/No)**
 - 3. Signature:**
 - 4. Date:**
-

This questionnaire is designed to gather comprehensive information about potential mentors or tutors, ensuring a good match with mentees/tutees and setting clear expectations for the mentoring/tutoring relationship.

2. A questionnaire of mentee/tutee with information about the person, his / her interests and needs.

The mentor/tutor helps the student-mentor/tutor to overcome the difficulties encountered during the study of a separate study course, to achieve academic success. Its goal is for students to acquire not only knowledge and skills, but also to solve specific problems.

Student-mentors/tutors involved in the mentoring/tutoring program have the opportunity to consult with mentors/tutors on issues of interest to them. Mentors/tutors will help them to find and process interesting and important information related to the learning process. As a result, student-mentors/tutors will be able to adapt more easily in a foreign university environment.

Both group and individual form of work and electronic platforms can be used in the relationship between mentor/tutor and student. It is planned to develop optional training courses.

The main functions and obligations of a mentor/tutor include:

- Finding students who want and need to be included in the mentoring/tutoring program;
- Active involvement of students in the learning process;
- Finding and processing information, literature and materials related to the educational process;
- Providing information and news related to the educational process to first-year students;
- providing consultations regarding training courses;
- Facilitating the adaptation of students with special needs to the educational process;
- Ensuring the integration of foreign students into the educational process;



Facilitating the integration of students who have moved to the faculty in the educational process.

The university administration will introduce the developed mentoring and tutoring scheme and programs to the students through information meetings, website and other electronic platforms (the university's Facebook page, Twitter and Instagram). A special electronic portal will allow interested students to register for a specific mentoring/tutoring program, select a mentor/tutor.

A student-mentor/tutor is selected from among students who have certain difficulties in engaging in university life, coping with different study courses, achieving program learning outcomes, and developing career skills. Are willing to participate in the university's scientific activities and other events, but feel that they need additional consultations/seminars to develop the skills necessary for writing and formatting a scientific paper.

Tutors/mentors will organize informational meetings and presentations with students registered for the mentoring/tutoring program, help them in forming an individual table, provide consultations on various issues. They will introduce the rights and duties of the student, the internal regulations of the university, the code of ethics, will share information about faculty and university student life (student scientific conferences, student scientific society, student self-government, cultural, sports, intellectual and charity events), etc.

Mentoring/tutoring is based on cooperation, mutual understanding and mutual trust, during which students develop the necessary skills, which ultimately contributes to the integration of students into the university environment.

During the first meeting, the mentor/tutor and the student discuss their expectations, goals, make future plans, agree on the ways and conditions of communication.

Finding and interviewing students who want and need to be involved in the mentoring/tutoring program

A tutor is a successful undergraduate, master's or doctoral student who advises first-year undergraduate students and helps them get involved in the academic process as well as in the scientific and creative activities of the university. The tutor helps the student-tutor to overcome the difficulties encountered during the study of a separate study course, to achieve academic success. Its goal is for students to acquire not only



knowledge and skills, but also to solve specific problems. The tutor is adapted to the needs of the student.

Mentor tries to develop students general skills necessary for employment, helps students to plan and develop their career. informs them about labor market prospects and news. Plans various student employment promotion events, trainings and workshops, which serve to find a job for students. Teaches how to properly compile curricula and place them in the employment database so that employers have the opportunity to choose the candidate they want. Assists students to engage in various internship and employment programs. The purpose of the mentor is to help the mentor-student in career advancement, to overcome challenges and achieve the goal, in personal development, to increase their self-confidence, self-esteem and motivation.

In order to find students who want and need to be involved in a mentoring/tutoring program, it is necessary to conduct an interview/interview with the student to find out their future goals, strengths and weaknesses. Correctly chosen questions by the mentor/tutor allow to clarify their needs and motivations in order to develop more effective ways of supporting students in the future.

A survey questionnaire will be developed by the mentor/tutor, based on which he/she receives information on what areas the students need help with (specific subjects, skills, etc.), which learning style or approach is more effective for them, and what can be improved or changed in the program.

The questionnaire is mainly focused on exploring the needs of the student and includes types of questions such as:

- Why did you decide to participate in the mentoring/tutoring program?
- What are your long-term goals?
- What are your short-term goals?
- What support do you need from a mentor/tutor to achieve your goals?
- What specific goals would you like to achieve with this program?
- What are your expectations from the mentor/tutor?
- What do you consider your strengths?



- What areas or skills do you want to develop and improve?
- What subject/s do you need help with?
- Are there any challenges you would like to address?
- What obstacles do you think you will need to overcome to achieve your goals?
- In what form and means do you want to overcome weaknesses?
- Which form of learning is more acceptable (practical, theoretical, etc.)?
- Do you have any additional learning needs, specific challenges or limitations?
- Are there any specific topics or areas you would like to work on and develop more?
- What methods of communication (face-to-face or remote) and what schedule and format would you prefer?
- In what form would you like to receive feedback?
- Are there any sensitive areas/issues that you do not want to discuss in the meetings?

These questions will help tutors/mentors better understand each student's specific needs, challenges, interests, and goals in the tutoring/mentoring process. It is possible to add some questions to the questionnaire or change it according to specific goals. It is important that the questionnaire is clear, concise and understandable.

Mentors/mentors can review students' completed questionnaires, their profiles and select their students, and program administrators can match tutors/mentors and students.

Tutee Questionnaire

The questionnaire is anonymous and confidentiality will be maintained.

1. Information about you:

2. Why did you sign up for the tutoring program?



3. What are your long-term goals?

4. What are your short-term goals?

5. What subjects or areas are you interested in and why?

6. What specific goals would you like to achieve with this program?

7. What subject/s do you need help with? What are your expectations from the tutor?

8. What support do you need from a tutor to achieve your goals?



9. What obstacles do you think you will need to overcome to achieve your goals?

10. What areas or skills do you want to develop or improve?

11. What do you consider your strengths?

12. Is there a challenge you'd like to tackle?

13. In what form and means do you want to overcome weaknesses?

14. Do you have any additional needs, specific challenges or learning disabilities?



15. Are there any specific topics or areas you would like to work on and develop more?

16. What is your hobby?

17. Which form of study is more acceptable (practical, theoretical, etc.)?

18. Which communication methods (face-to-face or remote) and what schedule and format would you prefer?

19. In what form would you like to receive feedback?



20. Are there any sensitive areas/topics that you don't want discussed in the meetings?

21. What else do you want your tutor to know about you?

Mentee Questionnaire

The questionnaire is anonymous and confidentiality will be maintained.

1. Information about you:

2. Why did you sign up for the mentoring program?

3. What are your long-term goals?



4. What are your short-term goals?

5. What specific goals would you like to achieve with this program?

6. What skills do you want to improve with this program (preparation of presentations/reports/thesis, writing/designing a scientific paper, etc.)?

7. What are your expectations and what support do you need from a mentor to achieve your goals (general employability skills, career planning and development, etc.)?

8. What obstacles do you think you will need to overcome to achieve your goals?

11. What do you consider your strengths?



12. Is there a challenge you'd like to tackle?

13. In what form and means do you want to overcome weaknesses?

17. Which form of study is more acceptable (practical, theoretical, etc.)?

18. Which communication methods (face-to-face or remote) and what schedule and format would you prefer?

19. In what form would you like to receive feedback?



20. Are there any sensitive areas/topics that you don't want discussed in the meetings?

21. What else do you want your mentor to know about you?

Tutor Student Satisfaction Survey

Thank you for participating in this program. Please complete the following questionnaire. Your experience, feedback and comments are important to the success of the program and its further development.

Thank you for your involvement. We appreciate your time and effort.

1. Information about you:

- Bachelor;
- Other (specify).

2. How do you like the learning process?

- Excellent
- Good
- Satisfactory
- Bad
- Very bad

Comment



3. Have you had any difficulties or challenges with your tutor?

- Yes
- No

4. Please rate the quality of meetings:

- Excellent
- Good
- Satisfactory
- Bad
- Very bad

Comment

5. How would you rate your relationship with the tutor based on your goals, needs, and expectations?

- Excellent
- Good
- Satisfactory
- Bad
- Very bad

Comment



6. How often did you meet with your tutor and how often would you like to meet in the future?

7. What topics did you work on with your tutor and what goals and problems do you want to work on in the future?

8. Do you plan to keep in touch with the tutor after the program?

- Yes
- No

9. Did the program live up to your expectations?

10. How would you rate the program overall?

- Excellent
- Good
- Satisfactory



- Bad
- Very bad

Comment

12. Would you recommend this program to your friends?

- Yes
- No

Comment

13. Do you have any other comments or suggestions about this program?

Mentor Student Satisfaction Survey

Thank you for participating in this program. Please complete the following questionnaire. Your experience, feedback and comments are important to the success of the program and its further development.

Thank you for your involvement. We appreciate your time and effort.

1. Information about you:
 - Bachelor;
 - Master's student;
 - Other (specify).



2. How do you like the learning process?

- Excellent
- Good
- Satisfactory
- Bad
- Very bad

Comment

3. Have you had any difficulties or challenges in your relationship with your mentor?

- Yes
- No
-

3. Please rate the quality of meetings:

- Excellent
- Good
- satisfactory
- Bad
- very bad

Comment



5. How would you rate your relationship with a mentor based on your goals, needs, and expectations?

- Excellent
- Good
- satisfactory
- Bad
- very bad

Comment

6. How often did you meet with your mentor and how often would you like to meet in the future?

7. What topics have you worked on with your mentor and what goals and problems do you want to work on in the future?

8. Do you plan to keep in touch with the mentor after the program?

- Yes
- No



9. Did the program live up to your expectations?

10. How would you rate the program overall?

- Excellent
- Good
- satisfactory
- Bad
- very bad

Comment

12. Would you recommend this program to your friends?

- Yes
- No

Comment

13. Do you have any other comments or suggestions about this program?

3. DIARY FOR PLANNING AND SUPPORT OF MENTORING / TUTORING ACTIVITIES

Diary of a tutee / mentee – is a personal notebook that will help not only improve useful skills, but also devote time to personal reflection.

The purpose of keeping the diary - to structure the work with a mentor/tutor and achieve the goals of the mentoring/tutoring program.

The diary can be in any form that is convenient for the tutee / mentee. Below is a recommended diary structure that can be used to plan your work with a mentor/tutor. Fill in the information about yourself and your mentor/tutor in the information card.

INFORMATION CARD OF THE MENTORING PROGRAM PARTICIPANT

Data on mentee:	
Name, Surname	
Age	
Gender	
Specialty	
Educational program	
Academic group	
Data on mentor:	
Name, Surname	
Age	
Gender	
Place of work and position	
Education	
Experience	

INFORMATION CARD OF THE TUTORING PROGRAM PARTICIPANT

Data on tutee:	
Name, Surname	
Age	
Gender	
Specialty	
Educational program	
Academic group	
Data on tutor:	
Name, Surname	
Age	
Gender	
Specialty	
Educational program	
Academic group	
Achievements in studies, research, student government and public activities	

INTRODUCTORY REFLECTION

Reflection (lat. reflexio — “returning back”) — a method of self-analysis of knowledge and actions, their meanings and limits.

Questions for reflection before working with a tutor/mentor

In order to make the process of interaction with a tutor/mentor more effective, firstly, it is important to realize the expected result (point B) and the starting point you are currently at (point A).

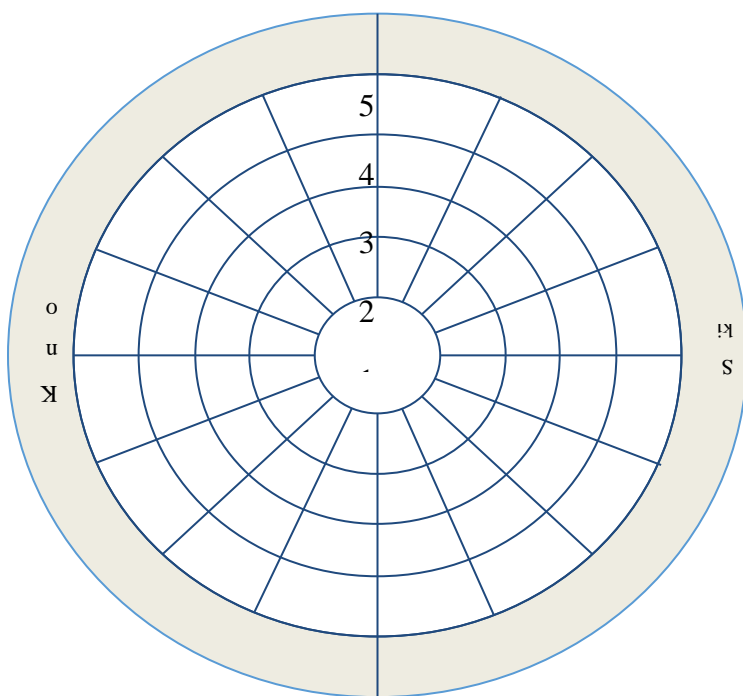


At first, conduct **an audit of your own skills and knowledge**. To do this, fill out the *Wheel of skills and knowledge* — a tool that will help you assess your own skills and knowledge.

A skills and knowledge audit is a useful tool to understand which skills or knowledge can be the subject of mentoring/tutoring meetings and personal development.

На схемі можна обрати навички та знання, які Ви бажаєте здобути або розвинути, і скласти карту рівня, який маєте зараз, і того рівня, якого плануєте досягти.

To use the template, make a list of your desired knowledge and skills, number them, and then place them on the wheel according to the level you are currently at.



Skills inspiration:

- Administration
- Board/committee experience
- Change management
- Company administration
- Conflict resolutions
- Customer care
- Digital
- Business development
- Facilitating meetings
- Finance
- HR
- Learning and Development
- Influencing
- Leadership
- Legal
- Line management
- Listening
- Marketing
- Office management
- PR/communications
- Process design
- Project management
- Relationship management
- Sales
- Service user
- Task management
- Team development

GOAL SETTING AND PERSONAL EFFECTIVENESS

Goal setting is an important social skill for all areas of life and career. To set goals, we recommend using the SMART methodology.

SMART goals – a goal-setting method that allows you to properly structure data, achieve new targets, and track dynamics. For more detailed instructions on goal setting, see Section 4.

Formulate 3 goals for the period of work with a mentor/tutor using the SMART methodology:



Goal 1
Goal 2
Goal 3

GOALS OF COOPERATION WITH A MENTOR/ TUTOR

To be completed by the mentee/tutee and reviewed by the mentor/tutor.

Instructions: Taking into account your personal development goals and career development plan, write down a few goals that you would like to achieve together with your mentor/ tutor. The goals should be achievable and measurable. Be prepared to discuss them with your mentor/ tutor and, if necessary, make changes after your meeting.

The approximate personal/professional goals that I would like to achieve with the help of my mentor/ tutor
Questions that I would like to discuss with my mentor/tutor



Skills I would like to focus on developing:

FIRST MEETING

Instructions: this worksheet can serve as a tool to help you plan your first meetings with a mentor/ tutor and facilitate the dialog during the meetings. Fill in what you can in advance.

<i>Questions to ask yourself before the first meeting with a mentor / tutor and discuss at the first session:</i>
What experience of my mentor/tutor will be useful for me?
What should I tell my mentor/ tutor about myself, my career goals, interests, and achievements?
How do I think we should build interaction? (What forms of communication should be chosen, frequency of meetings, projects to focus on)
What are my biggest current problems/challenges in my studies, project work, etc. that I would like to address during mentoring/tutoring?



What are my expectations from the mentor/ tutor? What are my expectations from the interaction with the mentor/ tutor?

At the first meeting, together with the mentor/tutor, the mentee/tutee draws up a calendar plan

CALENDAR PLAN

Meeting date	Online/offline format <i>(call, chat, email, etc.)</i>	Name and purpose of the meeting	What do I need to do before the next meeting?	Notes



TEMPLATE FOR RECORDING MENTORING/TUTORING MEETINGS

These sheets are suggested for use during the meetings. The objectives of the meetings, the action plan, and a summary of what was discussed can be recorded as the meeting progresses. Copy and add the sheets according to the number of meetings.

Meeting 2. Topic
Please, indicate 2-3 key questions that were discussed during the meeting
Describe the task you are currently facing
Further actions or support Briefly describe the nature of the support (e.g., the mentor provided literature to read; the tutor provided grammar assignments to be completed by the next meeting; the mentor provided a competitor analysis assignment for the next meeting, etc.)
Notes. Your comments, impressions, useful insights



Photos/screenshots of the meeting or links to social media (if available)

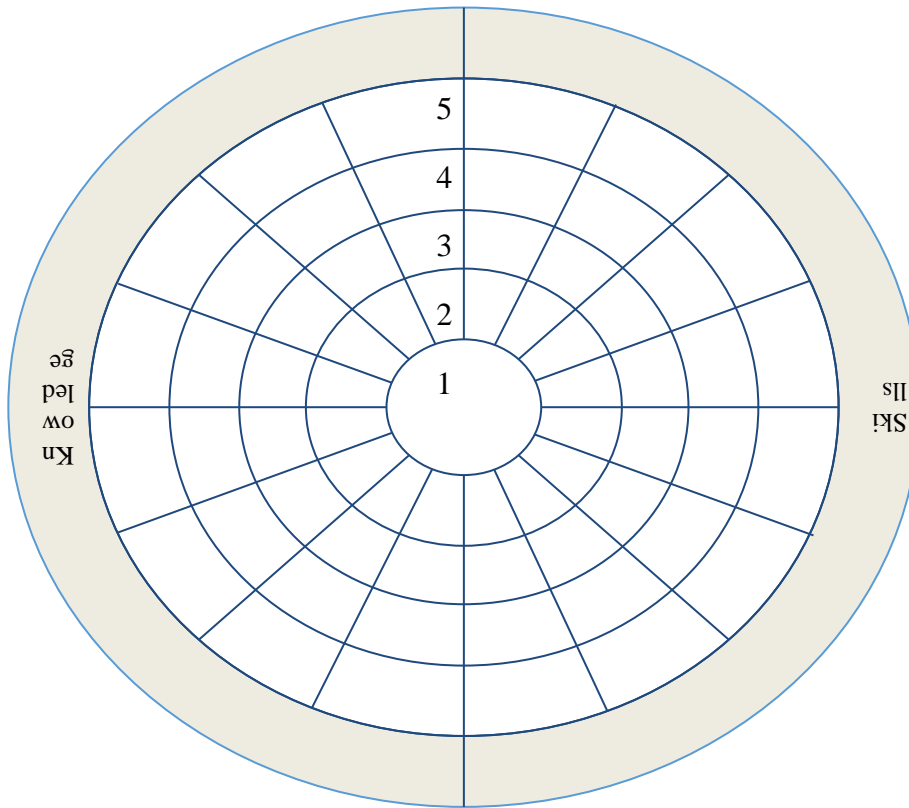
PROGRESS MONITORING

Instructions: Before completing the work program with mentor/tutor, mentees/tutees should take time to evaluate their own progress.

My positive changes/achievements as a result of working with a mentor/ tutor
Other benefits that I received from the interaction with the tutor/mentor
What acquired knowledge and skills I plan to use in the near future

REFLECTION AFTER COMPLETION OF WORK WITH A TUTOR/MENTOR

In order to better assess the quality of the program and realize the extent of the experience gained, we suggest that you do a little reflection. At the beginning of the program, you already had to fill out the Wheel of skills and knowledge. We suggest that you repeat this exercise to compare how much your knowledge and skills have improved after working with a tutor/mentor.



Take another look at your knowledge and skills wheel. What changes have occurred compared to your skills and knowledge before working with a tutor/mentor?

The most useful skills and knowledge I have acquired:



FEEDBACK FROM THE MENTOR/TUTOR ON THE WORK WITH THE MENTEE/TUTEE

Instructions: this sheet is filled in by the mentor/tutor at the end of the program.

My general impressions of working with the mentee/tutee
Changes that have been achieved through joint work
What has made mentoring/tutoring particularly useful for me?
Recommendations for the mentee/tutee for the future
Other comments, suggestions I want to share

4 Instructions for keeping / filling in the diary

Structure of the Diary

Initial Setup is dedicated to focusing on the specific formal aspects that should be the basic condition for fruitful cooperation.

Profile Information

Profile information include basic information about the mentee such as name, contact details, background, goals, and initial assessment. As a mentor, keeping a well-organized diary is an invaluable tool for tracking your mentee's progress and ensuring a successful mentorship journey. This dedicated space allows you to document your mentee's background, aspirations, and development, providing a roadmap for ongoing guidance and support.

The diary might be *Physical or Digital*. *Physical notebooks* offer a personal touch, while *digital* formats provide easy searchability and accessibility. Consider using cloud storage for *digital* diaries to ensure the information is secure and readily available from any device. The diary could be divided into sections for each mentee (tutee) separately. During the initial meeting the information should be gathered and each mentee (tutee) should be encouraged to share their educational background, relevant work experience, and anything else they feel is pertinent to their goals.

Through conversations and observations during initial meetings, strengths and areas where they can further develop should be identified. Consider their learning style (visual learners benefit from diagrams, auditory learners prefer explanations, and kinesthetic learners thrive with hands-on activities) and communication style (direct communicators are straightforward, while indirect communicators may use subtle cues) to adapt your mentoring approach.

Meeting Schedule

Document scheduled meetings, including dates, times, and locations. Schedule regular reviews (monthly or quarterly) to revisit mentee's (tutee's) goals and adjust them as needed based on progress and evolving aspirations. Use this time to discuss challenges, changes, positive or negative attitudes, achievements, and ensure mentee (tutee) that needs remain aligned with the mentor's support.



Session Entries

Date and Time	Record the date and time of each meeting. Briefly check and hear about any recent developments the mentee wishes to share
Agenda	List the topics and objectives planned for the session. Ask your mentee to identify 1-2 topics they would like to prioritize during the session. This ensures the agenda reflects their current needs and concerns. Include a mix of topics initiated by both you and your mentee. Structure the agenda logically, transitioning smoothly between topics
Discussion Summary	Summarize the key points discussed during the meeting. Actively listen and record key points throughout the discussion. Pay attention to areas of focus, decisions made, and action items assigned. Strive for a clear and concise summary, focusing on the most important points of the discussion. Organize the summary chronologically, aligning with the flow of the meeting agenda
Actions and Assignments	Note down any tasks or assignments given to the mentee, with due dates if applicable. Clearly highlight action items with deadlines and ownership (who is responsible for what).
Reflections	Include personal reflections on how the session went, what worked well, and any areas for improvement. Consider how well the session addressed the objectives outlined in the pre-defined agenda (refer to previous guide on creating agendas). Reflect on your mentee's level of engagement during the discussion including assessment of the level of openness and honesty during the meeting. Identify elements of the session that worked well and try to find the peculiarities that went wrong. Based on your reflections, identify areas for improvement for future meetings. This could involve refining the agenda structure, incorporating new resources, or exploring different communication strategies
Mentee Feedback	Encouraging and recording mentee's (tutee's) feedback after each session is an essential element of effective mentorship. Their insights offer valuable perspectives on the effectiveness of the discussion and help you tailor future sessions to their specific needs. For some mentees, providing anonymous feedback can feel more comfortable. Consider offering an anonymous survey or feedback form after each session. Additionally, create an environment where your mentee feels comfortable offering feedback spontaneously throughout the session. Encourage them to express any questions or concerns that arise

Progress Tracking

4.1. Goal Tracking

Regularly updating progress towards the mentee's goals ensures that the mentoring process remains dynamic, responsive, and focused on achieving meaningful outcomes. It supports continuous improvement, enhances communication and collaboration, and reinforces the mentor-

mentee relationship based on shared goals and mutual growth. It is crucial to Regularly update the progress towards the mentee's goals. Note any milestones achieved or challenges faced because of the following reasons:

- **Accountability:** Regular updates create accountability for both the mentor and mentee. It ensures that progress towards goals is consistently tracked and evaluated, fostering a sense of responsibility and commitment to achieving desired outcomes.
- **Visibility and Transparency:** Updating progress in a structured manner provides transparency about the mentee's development journey. It allows mentors, mentees, and any stakeholders involved to stay informed about achievements, challenges, and the overall trajectory of the mentoring relationship.
- **Course Correction:** By documenting milestones achieved and challenges faced, mentors can identify opportunities for course correction or adjustments to the mentoring approach. This proactive approach helps in addressing obstacles promptly and realigning efforts towards achieving goals effectively.
- **Motivation and Recognition:** Celebrating milestones achieved boosts the mentee's motivation and confidence. It validates their progress and efforts, reinforcing a positive outlook towards continued growth and development. Similarly, acknowledging challenges faced demonstrates resilience and provides an opportunity for learning and improvement.
- **Evidence of Growth and Development:** Regular updates serve as tangible evidence of the mentee's growth and development over time. It allows mentors and mentees to reflect on achievements and challenges within the broader context of their mentoring journey, highlighting areas of improvement and accomplishment.
- **Facilitates Feedback and Support:** Updates on progress towards goals enable mentors to provide timely feedback and support. It allows for constructive discussions on what is working well and what may need adjustment, fostering a collaborative approach to problem-solving and skill development.
- **Documentation and Reflection:** Documenting progress updates in a structured format, such as a mentee diary or progress report, facilitates reflection on past experiences and lessons learned. It serves as a valuable resource for reviewing achievements, identifying patterns, and planning future actions.

Skill Development

In tracking the progress of mentee skills development, several key areas should be assessed and evaluated to ensure comprehensive and effective monitoring. These areas include both quantitative and qualitative aspects of the mentee's development:

Skill Acquisition and Improvement

Specific Skills	Evaluate the acquisition of specific skills that were targeted in the development plan. This can include both hard skills (e.g., technical abilities, proficiency in software) and soft skills (e.g., communication, leadership)
Competency Levels	Assess the competency levels in each skill area, using a predefined scale (e.g., novice, intermediate, advanced, expert).
Goal Achievement	
SMART Goals	Check if the mentee has achieved the SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) set at the beginning of the mentoring relationship
Milestones	Evaluate progress towards specific milestones and benchmarks established in the development plan
Application of Skills	
Real-World Application	Assess how well the mentee is able to apply newly acquired skills in real-world scenarios, such as projects, tasks, or work assignments
Problem-Solving	Evaluate the mentee's ability to use their skills to solve problems and make decisions effectively
Knowledge and Understanding	
Theoretical Knowledge	Test the mentee's understanding of the theoretical concepts underlying the skills they are developing.
Practical Knowledge	Evaluate their practical knowledge and ability to execute tasks related to these skills
Behavioral and Attitudinal Changes	
Confidence and Motivation:	Observe changes in the mentee's confidence levels and motivation related to their skill development.
Attitude towards Learning	Assess their attitude towards learning and continuous improvement, including their openness to feedback and willingness to take on challenges
Feedback from Others	
360-Degree Feedback	Collect feedback from colleagues, supervisors, and peers to get a holistic view of the mentee's progress and skill application
Mentor Feedback	Provide regular and constructive feedback based on observations and assessments
Performance Metrics	
Quality of Work	Evaluate the quality of the work produced by the mentee, including accuracy, thoroughness, and professionalism
Productivity	Assess improvements in productivity and efficiency in completing tasks and projects
Engagement and Participation	
Participation in Training	Track participation in relevant training sessions, workshops, and courses
Involvement in Projects	Evaluate the mentee's involvement in projects and their contribution to team efforts



Self-Assessment and Reflection	
Self-Evaluation	Encourage the mentee to conduct regular self-assessments to reflect on their progress, identify areas of strength, and recognize areas needing improvement
Reflection Logs	Review reflection logs or journals where the mentee documents their learning experiences, challenges, and achievements
Progress Over Time	
Initial vs. Current State	Compare the mentee’s skill levels and competencies at the start of the mentoring relationship with their current state to measure overall progress.
Consistency	Assess the consistency of progress over time, ensuring that improvements are sustained and not just short-term gains

Resources and References

Reading Material

List any books, articles, or resources recommended to the mentee. By listing and recommending valuable resources, mentors can significantly enhance the effectiveness of the mentoring relationship, supporting the mentee’s growth, development, and achievement of their goals.

- **Curate Relevant Resources:** Carefully select books, articles, and other resources that are directly relevant to the mentee’s development goals.
- **Diverse Formats:** Include a mix of books, scholarly articles, blogs, podcasts, videos, and online courses to cater to different learning preferences.
- **Provide Context:** Explain why each resource is recommended and how it can help the mentee in their development journey.
- **Create a Reading List:** Maintain an up-to-date reading list or resource library that the mentee can access at any time.
- **Encourage Discussion:** Follow up on the resources provided by discussing key takeaways and how they can be applied to the mentee’s goals.

Contacts and Networks

Document any referrals or networking opportunities provided. By documenting referrals and networking opportunities, mentors can provide structured, accountable, and effective support to their mentees, enhancing the overall impact of the mentoring relationship and ensuring that valuable opportunities are fully utilized.

- **Detailed Records:** Keep detailed records of each referral and networking opportunity, including names, contact details, the purpose of the referral, and any specific instructions or expectations.
- **Digital Tools:** Use digital tools like Google Docs, Trello, or a CRM system to document and track these opportunities efficiently.
- **Regular Updates:** Update the documentation regularly to include any follow-up actions, outcomes, and new opportunities that arise.
- **Share and Discuss:** Share the documented referrals and opportunities with the mentee, and discuss them in mentoring sessions to ensure mutual understanding and alignment.
- **Review Outcomes:** Periodically review the outcomes of these referrals and networking opportunities to assess their impact and make any necessary adjustments to the mentoring strategy.

Personal Reflections and Mentor’s Growth:

Personal reflection is the practice of taking care of your physical, mental, emotional, and social health in a proactive and intentional way. It involves identifying and meeting your own needs, setting healthy boundaries, managing stress, and engaging in activities that nourish and energize the mentor/tutor. It is key for the mentor/ tutor as it allows them to identify their motivation. Understanding what the key benchmarks or checkpoints are for achieving excellence through self-knowledge allows the mentor/ tutor to adjust their mentoring and tutoring strategy.

The roadmap for personal reflection

Determining the focus	It is advisable to determine a specific focus, those aspects that are key for the mentor/ tutor based on the results of interaction with the mentee/tutee. Another important thing to consider when choosing a focus for reflection is the area for further development. Recognizing progress, no matter how small, fuels motivation and keeps mentor/ tutor inspired to keep going. Finding the right time and place
Finding the time and choosing a place	The ideal time and place for self-reflection depends on several important factors that are different for everyone. It is important to determine the styles of processing and displaying information, as well as time constraints to ensure a systematic approach to self-reflection
Formal and informal exchange with other mentors/tutors	This approach allows the mentor/ tutor to evaluate their own practice and find ways to grow
Identification of areas for improvement.	It is important for the mentor/tutor to identify strengths and weaknesses in order to focus their efforts on those areas where significant growth can be achieved. Careful tracking of

	progress through a self-assessment system against various key parameters allows for excellence through self-discovery
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Parameters to be evaluated

		<i>Key questions to answer</i>
Skills development	Continuous skills development is an important aspect of personal growth today. It is recommended to create a comprehensive list of skills and track progress. This is the basis for recognizing personal and professional growth	<ul style="list-style-type: none"> • <i>Are you actively improving your skills?</i> • <i>Are you learning new things that are outside of your comfort zone?</i> • <i>Are your skills relevant? Have you practiced what you have learned?</i>
Social orientation	Assess the extent to which actions influence community involvement and provide a socially beneficial effect	<ul style="list-style-type: none"> • <i>Are you making a significant contribution to your community?</i> • <i>Do you have a positive impact on the lives of others?</i> • <i>How do you feel about making a difference in someone's life?</i>
Balance of personal life and work	Balancing personal and professional life is a constant challenge and this setting focuses on achieving balance. Establishing this balance is critical to overall well-being, as neglecting one aspect can spill over into others. Regular reflection on this balance allows the mentor/ tutor to make intentional choices, contributing to a more fulfilling and satisfying life	<ul style="list-style-type: none"> • <i>Do you prioritize your physical and mental well-being?</i> • <i>Do you create a healthy balance between work, leisure and personal relationships?</i>

Regular self-reflection on these parameters allows the mentor/ tutor to get valuable information about the personal professional path of the tutor and mentor.

Tips for Maintaining the Diary

- **Consistency:** Make regular entries after each meeting to ensure accuracy and completeness.



- **Clarity:** Write clearly and concisely. Use bullet points or headings to organize information.
- **Confidentiality:** Ensure the diary is kept in a secure place to maintain the confidentiality of the information.
- **Review and Reflect:** Periodically review past entries to reflect on the progress and adjust the mentoring approach if needed.
- **Feedback Integration:** Incorporate feedback from the mentee into your entries to ensure the mentoring process is responsive to their needs.

Strategies for Consistency

Setting a regular schedule can greatly improve the mentor/tutor productivity and overall well-being. It can also help them maintain their enthusiasm, creativity, and confidence as role models and guides for their mentees/ tutees. It can also help them develop their self-awareness, self-regulation, and self-efficacy as learners and professionals.

Set a Regular Schedule:

- **Create a well-structured weekly schedule:** It helps to focus on mentoring goals and manage mentoring session time more effectively. Having a clear plan for week, help to reduce wasting time on unimportant tasks or get distracted by unnecessary activities.
- **Post-Session Routine:** Allocate time immediately after each mentoring session to update your diary. This ensures that the details are fresh in your mind.
- **Weekly Review:** Set aside a specific time each week to review and reflect on your entries, even if you didn't have a session that week. Reviewing your schedule regularly throughout the week and making adjustments as needed is crucial. Be flexible and ready to adapt to unexpected changes or new priorities that arise.

By receiving timely reminders, the mentor/tutor can prioritize and manage their time effectively, reducing the chances of forgetting or procrastinating on essential tasks.

Create Reminders:

- **Digital Reminders:** Use calendar apps or task management tools to set reminders for diary updates. There are many time management apps and softwares available that can help to track time, manage tasks, and stay organized.
- **Physical Reminders:** Place a sticky note or reminder in a visible place like your workspace or on your planner.



Templates enhance efficiency, promote consistency, and facilitate structured documentation management. They are indispensable tools for optimizing mentoring session and maintaining high standards.

Use Templates:

- **Pre-Formatted Templates:** Create or use existing templates to streamline the entry process. This reduces the effort needed to start each entry from scratch.
- **Consistency in Format:** Stick to a consistent format for each entry to make the process quicker and more organized.

Develop supporting habits that align with the mentor/tutor priorities and goals. These habits can serve as the building blocks of the mentor/tutor daily routine, ensuring consistency and helping the mentor/tutor stay on track. It has three key components: the cue, a routine, and a reward. Cues are what prompt the habit. Routine is the behavior. Thoughts, actions, and feelings are broadly what the routine will encompass. Rewards are what routines gravitate towards. What rewards all have in common is that they follow a routine systematically because they are set as the preferred next step by our brains.

Make it a Habit:

- **Daily Journal:** Even on non-mentoring days, spend a few minutes journaling about your thoughts, progress, or reflections. This builds the habit of regular writing.
- **Pair with Existing Habits:** Integrate diary updates into your existing routines, like after your morning coffee or before your evening wind-down.

In order to become more consistent, the mentor/tutor have to set clear goals that they want to work towards. The SMART method for setting goals can be used. With this method, the mentor/tutor can set clear goals and increase the likelihood of successfully achieving them.

Set Achievable Goals:

- **Small Steps:** Start with small, manageable goals for diary entries. For example, begin with just a few bullet points if writing long entries feels overwhelming.
- **Track Progress:** Keep track of your diary updates to visualize your consistency over time. Reward yourself for maintaining the habit.

These prioritization strategies provide structured approaches to managing tasks effectively, allowing you to optimize your time and efforts toward achieving your goals.

1.The Eisenhower Matrix.

The Eisenhower Matrix categorizes tasks by urgency and importance, helping the mentor/tutor prioritize effectively. Tasks are divided into four categories: urgent and important, important but



not urgent, urgent but not important, and not urgent or important. By focusing on tasks that are both urgent and important first, the mentor/tutor can manage epyшк time more efficiently and ensure critical tasks are completed promptly.

2. Implement time-blocking.

Time-blocking involves allocating specific time slots to tasks or groups of similar tasks. This technique enhances concentration by minimizing distractions and discouraging multitasking. By dedicating focused blocks of time to each task, the mentor/tutor can increase productivity and accomplish more meaningful work.

3. Theme-based scheduling for consistency.

Theme-based scheduling is a technique where the mentor/tutor schedule similar tasks for the same day or time each week. This helps the mentor/tutor establish a consistent routine and can improve productivity.

Tools and Resources

Digital Tools:

- **Note-Taking Apps.** The digital landscape offers a wealth of tools that can streamline and enhance the mentorship experience for both mentors and mentees. Here's how you, as a mentor, can leverage note-taking apps like Evernote, OneNote, or Google Keep to effectively manage your mentee's (tutee's) mentorship process. Many note-taking apps allow you to embed multimedia content within your notes. This could include audio recordings of key discussion points, relevant webpages, or inspirational videos to enhance mentee learning and engagement. By incorporating a note-taking app like Evernote, OneNote, or Google Keep into your mentorship toolkit, you can streamline organization, foster collaboration, and ultimately enhance the learning experience for both you and your mentee. Remember, these are just a few examples, and exploring various options can help you find the perfect tool to elevate your mentorship practice.

- **Project Management Tools.** Project management tools like Trello or Asana can become powerful allies for mentorship support. By integrating diary updates with task management features, you and your mentee can achieve a more cohesive and collaborative experience. Relevant resources like articles, tutorials, or templates could be attached to related tasks within the project management tool. This provides your mentee with easy access to the information they need to complete tasks successfully. Both you and mentee (tutee) can monitor progress and updates on tasks in real-time. It is possible to organize integration of mentee's diary entries with their task management ensures all relevant information regarding

goals, action items, and development progress resides in one centralized location. Having all digital elements interconnected allows you to track your mentee's (tutee's) progress holistically, ensuring their actions align with their overall goals and learning objectives.

Physical Tools:

- **Dedicated Notebook.** A dedicated mentorship diary is an invaluable tool for any mentor. It provides a centralized space to document your mentee's (tutee's) support, track their progress, and ensure a well-structured and supportive mentorship experience. A dedicated notebook keeps all your mentee's information organized in one place. This includes background details, goals, meeting notes, action items, and personal observations. Easy access to this comprehensive record improves your ability to guide and support your mentee effectively. Using a dedicated notebook encourages regular reflection on your mentoring sessions. Reviewing entries allows you to plan future sessions, identify areas where you can offer more support, and ensure the mentorship journey remains aligned with your mentee's goals.

- **Portable Journal.** Is another efficient non-digital tool for effective mentorship programme. While digital tools offer undeniable convenience, a portable journal remains a highly efficient and versatile tool for effective mentorship programmes. Physical journals offer a secure and private space for your reflections and notes. This allows for honest and candid thoughts without digital security concerns. Use your journal to capture spontaneous ideas or resources that you encounter throughout the day. These could be articles, workshop announcements, or relevant books that you could recommend to your mentee (tutee) later. By incorporating a portable journal into mentorship toolkit, a valuable tool for on-the-go capture of ideas, deeper reflection, and ultimately, a more impactful mentorship experience for both you and your mentee could be gained. The beauty of this approach lies in its flexibility and personalisable nature.

Templates and Formats:

- **Pre-Made Templates.** Pre-made templates can be a valuable asset in any mentorship program. They provide a pre-defined structure to guide your sessions, ensuring a focused and productive experience for both you and your mentee. Templates ensure your mentorship sessions follow a consistent structure, covering key areas like agenda review, discussion topics, action items, and reflection. Pre-defined sections save valuable time during session preparation. The

template could be easily adapted to specific topics for each meeting. Numerous websites and mentorship program providers offer free downloadable mentorship session templates. Before each session, review the template and personalize it with the specific agenda and key topics for the upcoming meeting. Complete the template promptly after each session to capture key takeaways, action items, and reflections while the details are fresh in your mind.

- **Customizable Templates.** By adapting the templates to your personal needs and preferences, you can create a system that seamlessly integrates with your workflow and enhances the mentorship experience for both you and your mentee. Adjust templates to fit your personal needs and preferences for better usability. Different mentorship programs may have specific areas of focus. Create a library of customized templates for different mentorship scenarios (e.g., initial meeting template, goal review template). If using digital templates, ensure you're working on the latest version to avoid confusion.

Keep it clear

Being clear in keeping a mentee diary is essential for its effectiveness as a tool for both mentor and mentee.

- **Use Clear Language:** Write in clear, concise language that accurately conveys thoughts, actions, and reflections. Avoid jargon or overly technical terms that may confuse the reader.
- **Structure and Organization:** Organize entries logically with headings or sections for different aspects such as goals, progress updates, challenges, reflections, and action plans. This helps in maintaining clarity and coherence.
- **Be Specific:** Provide specific details rather than vague generalizations. Include dates, events, actions taken, outcomes, and any relevant context to provide a complete picture.
- **Focus on Key Points:** Highlight key insights, lessons learned, achievements, and challenges. This ensures that the most important information is captured and easily understood.
- **Use Bullet Points or Lists:** When appropriate, use bullet points or lists to break down information into digestible chunks. This can help in organizing thoughts and making the diary easier to read and navigate.
- **Include Context and Background:** Briefly provide context or background information where necessary to help the reader understand the situation or issue being discussed.
- **Use Examples and Illustrations:** Whenever possible, use examples or anecdotes to illustrate points and bring clarity to your entries.
- **Review and Edit:** Before finalizing entries, review them for clarity and coherence. Edit where necessary to ensure the diary is easy to understand and follow.



Keep it Secret

Maintaining confidentiality of the mentee diary is crucial to build trust and protect sensitive information. By following proposed steps, you can maintain the confidentiality of the mentee diary and protect the sensitive information it contains, fostering a safe and trusting mentoring relationship:

- **Choose a Secure Storage Method:** Decide whether to use a physical notebook or a digital format. For physical diaries, keep them in a locked drawer or cabinet when not in use. For digital diaries, store them in a secure, password-protected file or folder.
- **Use Encryption:** If storing the diary digitally, consider encrypting the file or using a secure application that offers encryption features. This adds an extra layer of protection against unauthorized access.
- **Limit Access:** Ensure only authorized individuals have access to the mentee diary. If using a physical diary, keep it in a place where only you and your mentee can access it. For digital diaries, share access only with those who have a legitimate need to know.
- **Avoid Sharing Confidential Information:** Be mindful of what information you record in the diary. Avoid including personally identifiable information (PII) unless necessary and ensure sensitive details are masked or generalized.
- **Establish Confidentiality Agreements:** If applicable, establish confidentiality agreements with your mentee and any other parties involved in the mentoring relationship. Clarify expectations regarding the handling and storage of sensitive information.
- **Regularly Review Security Practices:** Periodically review your security practices for storing the diary. Update passwords, review access permissions, and ensure any physical storage methods remain secure.
- **Dispose of Information Securely:** When it's time to dispose of old diary entries or the diary itself, do so securely. Shred physical entries before discarding, and permanently delete digital files to prevent unauthorized retrieval.
- **Communicate Security Measures:** Communicate to your mentee the steps you are taking to ensure the confidentiality and security of the diary. This helps build trust and reassures them that their information is being handled responsibly.
-

Keep it in Mind

Periodically reviewing past entries of the mentee diary is essential for maintaining a proactive and responsive mentoring approach. It ensures that mentoring strategies remain aligned with the mentee's evolving needs and goals, ultimately contributing to a more effective and impactful mentoring relationship. Periodically reviewing past entries of the mentee diary is beneficial for both the mentor and the mentee:

1. **Assessment of Progress:** Reviewing past entries allows mentors to assess the mentee's progress over time objectively. It provides a documented record of achievements,

challenges, and milestones, offering a clear perspective on how far the mentee has come since the mentoring relationship began.

2. **Identification of Patterns and Trends:** By examining past entries, mentors can identify recurring themes, patterns of behavior, or challenges that the mentee may be facing. This helps in understanding underlying issues or barriers to progress that may require targeted support or adjustment of the mentoring approach.
3. **Adjustment of Goals and Objectives:** Reflecting on past entries enables mentors to evaluate whether the initial goals and objectives set with the mentee are still relevant and achievable. If circumstances have changed or new priorities have emerged, adjustments to goals can be made to ensure they align with the mentee's current needs and aspirations.
4. **Improvement of Mentoring Strategies:** Reviewing past entries provides insights into the effectiveness of mentoring strategies and techniques used thus far. Mentors can identify approaches that have been successful in supporting the mentee's development and those that may need modification or enhancement to better meet the mentee's learning style or preferences.
5. **Enhancement of Communication and Feedback:** The mentee diary serves as a tool for structured communication and feedback between the mentor and mentee. Periodic reviews allow mentors to provide constructive feedback based on documented observations and achievements, fostering open dialogue and mutual understanding.
6. **Motivation and Accountability:** Celebrating achievements recorded in past entries can boost the mentee's motivation and confidence. It reinforces the progress made and encourages continued effort towards achieving goals. Likewise, reviewing challenges provides an opportunity to offer encouragement and support, promoting resilience and perseverance.
7. **Long-term Development Tracking:** Maintaining a comprehensive record of past entries facilitates long-term tracking of the mentee's development and growth throughout the mentoring journey. It demonstrates the impact of mentoring interventions and helps mentors and mentees recognize their collective accomplishments over time.
- 8.

Staying Motivated

Reflect on Benefits:

- **Track Progress:** Regularly look back at previous entries to see how far you've come. This can be highly motivating and reinforce the value of keeping a diary.
- **Goal Achievement:** Visualize how regular entries contribute to achieving your long-term goals and improving your skills.

Seek Accountability:



- **Mentor Support:** Share your diary-keeping goals with your mentor and ask them to check in on your progress.
- **Peer Accountability:** Partner with a peer who also keeps a diary and regularly check in with each other.

Personalize Your Diary:

- **Make it Enjoyable:** Add personal touches like colors, stickers, or inspirational quotes to make the process enjoyable.
- **Customize Content:** Include sections that are personally meaningful, such as personal reflections or inspirational thoughts.

Example Routine

After Each Session:

- Spend 10-15 minutes writing the session entry.
- Note key takeaways, actions, and reflections.

Weekly:

- Review the week’s entries and update progress on goals.
- Reflect on what worked well and areas for improvement.

Monthly:

- Conduct a more in-depth review of your progress.
- Adjust goals and strategies based on the reflections.

Example Entry

Date: June 10, 2024

Time: 3:00 PM - 4:00 PM

	Mentor	Mentee
Agenda	Review of last session’s tasks Discuss progress on the project Introduce time management strategies	Review of last session’s tasks Discuss progress on the project Introduce time management strategies
Discussion Summary	Mentee completed the tasks from the last session.	Completed the tasks from the last session successfully.

Key Takeaways	Significant progress on the project was made; however, the mentee is struggling with time management. Introduced and discussed the Pomodoro Technique as a potential time management strategy.	Made significant progress on the project, but time management remains a challenge. Learned about the Pomodoro Technique for improving time management.
Actions and Assignments	Mentee to implement the Pomodoro Technique for one week and track the effectiveness. Prepare a summary of the project progress for the next meeting	Implement the Pomodoro Technique for one week and track its effectiveness. Prepare a summary of the project progress for the next meeting.
Reflections	The mentee showed enthusiasm about the new technique. Need to monitor the mentee's adaptation to the new strategy and provide additional support if required	Found the Pomodoro Technique interesting and am eager to try it. Felt a bit overwhelmed with the project but reassured by mentor's guidance. Need to focus more on balancing different tasks
Feedback	Mentee expressed a desire for more practical examples of time management	Request for more practical examples of time management strategies. Appreciate the supportive and structured approach
Goal Tracking	On track with the project development milestone. Time management remains an area of focus	Project development is on track. Time management techniques need to be applied and evaluated.
Resources	Recommended "The Pomodoro Technique" by Francesco Cirillo. Introduced mentee to a project management tool, Trello	Will read "The Pomodoro Technique" by Francesco Cirillo. Explore the Trello project management tool
Personal Reflections	Felt the session was productive but need to prepare more examples to help mentee visualize concepts. Will research additional time management techniques to offer alternative solutions	Realized the importance of breaking tasks into smaller chunks. Need to set clearer priorities to manage time better. Feeling more confident with each session

5. Questionnaires for self-analysis of goals achievement of mentoring activities

Introduction

1. Template: Mentorship Scheme Self-Report Survey for Mentors
2. Template: Mentorship Scheme Self-Report Survey for Mentees
3. Template: Mentor's Report Structure:
4. Template: Mentor Satisfaction Survey
5. Template: Mentee Satisfaction Survey
6. Template: Employer Feedback Survey
7. Template: Survey for program coordinators and administration

Conclusions



INTRODUCTION

Mentoring has become an essential tool in personal and professional development, providing guidance, support, and motivation to individuals striving to achieve their goals. The effectiveness of mentoring activities significantly depends on the ability to evaluate progress and outcomes accurately. This chapter delves into the crucial aspect of self-analysis in mentoring through the use of questionnaires designed to measure goal achievement.

Self-analysis questionnaires serve as a reflective instrument for both mentors and mentees, offering a structured approach to assess the impact and success of the mentoring relationship. These questionnaires help in identifying strengths, uncovering areas for improvement, and ensuring alignment with the defined objectives. By systematically evaluating the mentoring process, participants can gain deeper insights into their development journey, enhance the mentoring experience, and drive more effective goal attainment.

This chapter will explore the key elements and design principles of effective self-analysis questionnaires, discussing various types and formats suited for different mentoring contexts. It will also highlight best practices for implementing these tools, including how to ensure honest and constructive responses, and how to interpret the results to inform future mentoring strategies. By the end of this chapter, with the templates of questionnaires, readers will be equipped with the knowledge and tools to create and utilize self-analysis questionnaires that can significantly enhance the efficacy of their mentoring programs, ultimately leading to more meaningful and successful outcomes.



1. **Template: Mentorship Scheme Self-Report Survey for Mentors**

To assess and enhance the quality of mentorship, please answer the following questions. Your feedback is highly valuable to us.

1. **Please specify the percentage of time you devoted to meetings and interactions with your mentees throughout the mentorship scheme (in percentage).**
 - Less than 25%
 - 25% to 50%
 - 50% to 75%
 - More than 75%
2. **Rate your satisfaction with your ability to inspire and motivate your mentees.**
 - Very Low
 - Low
 - Average
 - High
 - Very High
3. **How often did you have meetings with your mentees to discuss their academic and professional goals?**
 - Rarely
 - Occasionally
 - Frequently
 - Very Frequently
4. **Evaluate the effectiveness of your communication skills in interacting with your mentees.**
 - Very Ineffective
 - Ineffective
 - Average
 - Effective
 - Very Effective
5. **How do you assess your ability to adapt your mentoring style to the needs and learning styles of your mentees?**
 - Very Low
 - Low
 - Average
 - High
 - Very High
6. **Rate your ability to provide information and resources for the development of your mentees' skills.**
 - Very Ineffective
 - Ineffective
 - Average
 - Effective
 - Very Effective

7. **Rate your ability to help mentees set and achieve their goals.**
 - Very Low
 - Low
 - Average
 - High
 - Very High
8. **How often did you provide feedback and support to your mentees during their educational journey?**
 - Rarely
 - Occasionally
 - Frequently
 - Very Frequently
9. **Rate your ability to assist mentees in problem-solving and overcoming challenges.**
 - Very Low
 - Low
 - Average
 - High
 - Very High
10. **What is your level of satisfaction with the overall impact of your mentorship on the success of your mentees?**
 - Very Low
 - Low
 - Average
 - High
 - Very High
11. **Please provide any comments or recommendations for improving the mentorship scheme.**

We appreciate your participation in this survey and value your input. Your responses will help us enhance the quality of mentorship in our program.

2. Template: Mentorship Scheme Self-Report Survey for Mentees

To assess and enhance the quality of your mentorship experience and self-improvement, please answer the following questions. Your feedback is highly valuable to us.

1. **Please rate your level of engagement and commitment to self-improvement throughout the mentorship scheme.**
 - Very Low
 - Low
 - Moderate
 - High
 - Very High

- 2. Rate your satisfaction with your ability to set clear goals and objectives for self-improvement during the mentorship scheme.**
 - Very Dissatisfied
 - Dissatisfied
 - Neutral
 - Satisfied
 - Very Satisfied
- 3. Evaluate your level of self-discipline and the extent to which you have worked consistently towards your self-improvement goals.**
 - Very Inconsistent
 - Inconsistent
 - Moderately Consistent
 - Consistent
 - Very Consistent
- 4. Rate your ability to adapt to feedback and guidance provided by your mentor in order to enhance your personal and professional development.**
 - Very Ineffective
 - Ineffective
 - Average
 - Effective
 - Very Effective
- 5. How well have you managed your time and resources to ensure continuous self-improvement during the mentorship scheme?**
 - Very Poorly
 - Poorly
 - Moderately Well
 - Well
 - Exceptionally Well
- 6. Evaluate your ability to seek additional resources and support beyond what your mentor provides to facilitate your self-improvement.**
 - Very Ineffective
 - Ineffective
 - Average
 - Effective
 - Very Effective
- 7. Rate the extent to which you have demonstrated resilience and the ability to overcome obstacles and challenges in your self-improvement journey.**
 - Very Limited
 - Limited
 - Moderate
 - High
 - Very High
- 8. How do you assess the overall impact of your mentorship experience on your personal and professional self-improvement?**

- Very Low
- Low
- Average
- High
- Very High

9. Please provide any comments or recommendations regarding your self-improvement journey and how the mentorship scheme has contributed to it.

We appreciate your participation in this survey and value your input. Your responses will help us enhance the quality of mentorship and self-improvement in our program.

3. Template: Mentor's Report Structure:

1. Introduction:

- Introduction to the mentee(s) and the mentorship relationship.
- Purpose and objectives of the mentorship.

2. Goals and Objectives:

- Clear articulation of mentee goals and objectives.
- Alignment with the mentorship program's goals.
- Specific and measurable outcomes expected.

3. Mentee Progress:

- Evaluation of the mentee's progress towards set goals.
- Milestones reached and achievements noted.
- Challenges encountered in achieving the goals.

4. Mentor-Mentee Interactions:

- Frequency and nature of mentor-mentee interactions.
- Communication methods used (e.g., meetings, emails, phone calls).
- Any notable discussions or decisions made during interactions.

5. Feedback and Suggestions:

- Constructive feedback provided to the mentee(s).
- Areas for improvement highlighted.
- Specific and actionable suggestions for development.

6. Challenges and Solutions:

- Identification of challenges faced during the mentorship.
- Strategies or solutions employed to overcome challenges.
- Lessons learned from addressing these challenges.

7. Milestones and Achievements:

- Listing of significant milestones or achievements reached by the mentee(s).
- Impact of these achievements on personal and professional growth.
- Recognition of dedication and hard work.

8. Personal Development:

- Assessment of the mentee's personal development.
- How the mentorship contributed to personal growth.



- Development of soft skills (e.g., communication, leadership).

9. Professional Development:

- Evaluation of the mentee's professional growth.
- Gains in industry-specific knowledge and skills.
- Career development progress.

10. Future Goals and Plans:

- Discussion of the mentee's future goals.
- Plans and strategies for achieving these goals.
- How the mentorship will continue to support these goals.

11. Evaluation of Mentorship Experience:

- Reflection on the overall mentorship experience.
- What worked well and what could be improved.
- Insights gained from the mentorship relationship.

12. Program Impact:

- Assessment of the overall impact of the mentorship program.
- How the program contributed to the mentee's development.
- The role of mentorship in achieving program objectives.

13. Professional Networking:

- Mentee's involvement in professional networks.
- Benefits of networking and connections made.
- How networking has aided professional growth.

14. Resources and Support:

- Utilization of resources provided by the mentorship program.
- Support received from the program coordinators or administration.
- How resources and support enhanced the mentorship.

15. Adherence to Mentorship Agreement:

- Review of the mentorship agreement and its compliance.
- How the mentorship aligns with the initial agreement.
- Any modifications made to the agreement during the mentorship.

16. Conclusion:

- Summarization of the mentorship experience.
- Final thoughts and reflections on the mentee's progress and the mentorship process.

17. Recommendations:

- Any additional recommendations for the mentee's future development.
- Suggestions for the mentorship program or future mentor-

Appendices: Any supporting documents, such as meeting agendas, action plans, or reference materials.

4. Template: Mentor Satisfaction Survey



Please rate the following aspects of the mentoring scheme on a scale of 1 to 5, with 1 being "Very Dissatisfied" and 5 being "Very Satisfied." Feel free to provide additional comments in the text boxes where needed.

1. Overall Satisfaction

- How satisfied are you with your overall experience as a mentor in this program?
- Please provide specific reasons for your satisfaction or dissatisfaction.

2. Mentor-Mentee Relationships

- To what extent do you feel your mentor-mentee relationships have been effective?
- Please share any specific instances that highlight the effectiveness or challenges in your mentor-mentee relationships.

3. Support and Guidance

- How satisfied are you with the level of support and guidance you have been able to provide to your mentees?
- In what ways do you think you can enhance your support and guidance for your mentees?
- Please describe any successful support strategies you've used.

4. Professional Growth

- Have you seen opportunities for your own professional growth and development through your role as a mentor?
- Please describe any specific examples or instances where you've experienced professional growth.

5. Mentor Training

- How satisfied are you with the training and resources provided to you as a mentor?
- Were the training materials and sessions helpful in preparing you for your role?
- What additional training or resources do you think would be beneficial?

6. Mentor-Mentee Matching

- Were you satisfied with the matching process that paired you with your mentees?
- Were your mentees aligned with your areas of expertise and experience?

7. Communication

- How effective was the communication between you and your mentees?
- Were you able to maintain regular and meaningful communication with them?
- Can you share examples of successful communication strategies that you've used with your mentees?

8. Goal Setting and Achievement

- Did you help your mentees set and achieve their learning objectives and goals effectively?
- Please provide specific instances where you helped your mentees achieve their goals.

9. Program Resources

- Did you find the available resources, such as handbooks, guides, or online materials, helpful in your role as a mentor?
- Are there any additional resources you believe would be beneficial?

10. Challenges and Improvements

- Were there any challenges or areas where you believe the mentoring scheme can be improved?
- Please provide suggestions for making the program even better.

11. Program Impact

- How do you think the mentoring program has impacted the development of your mentees?
- Have you witnessed positive changes in your mentees' personal or professional lives?

12. Recommendations

- Would you recommend being a mentor in this program to your colleagues or peers?
- Please explain your recommendation.

13. Additional Comments

- Do you have any other comments, feedback, or insights you'd like to share regarding your experience as a mentor in this program?

Your feedback is essential in helping us improve our mentoring scheme. Thank you for your participation.

5. Template: Mentee Satisfaction Survey

Please evaluate your mentee experience using a scale of 1 to 5, where 1 indicates "Very Dissatisfied," and 5 signifies "Very Satisfied." In addition to ratings, there are open-ended questions where you can provide specific feedback.

1. Overall Satisfaction

- Rate your overall satisfaction with your experience as a mentee in this program.
- Share the key factors contributing to your satisfaction or dissatisfaction.

2. Quality of Mentorship

- How do you rate the quality of mentorship you've received?
- Provide examples of mentorship moments that had a significant impact on your development.

3. Progress Towards Goals

- To what extent have you progressed in achieving your learning objectives and goals with your mentor's guidance?
- Share specific accomplishments or milestones you've reached during the program.

4. Personal and Professional Impact

- Describe how this mentoring program has impacted your personal and professional growth.
- Share insights, skills, or changes you've observed in yourself.

5. Relevance to Future Career

- In what ways do you believe this mentoring experience is relevant to your future career goals?
- Explain how it aligns with your career aspirations and plans.

6. Mentor-Mentee Compatibility

- Were you content with the mentor-mentee matching process that assigned you to your mentor?
 - Elaborate on how your mentor was aligned with your objectives and goals.
- 7. Effective Communication**
- Rate the effectiveness of communication between you and your mentor.
 - Describe your communication experiences and whether they met your expectations.
- 8. Goal Setting and Achievement**
- Share your experience in setting and achieving learning objectives and goals with your mentor.
 - Give specific examples of goals you've reached with your mentor's support.
- 9. Resources Utilization**
- How did you find the available program resources (e.g., handbooks, online materials)?
 - Are there other resources you believe could enhance your experience?
- 10. Challenges and Recommendations**
- Did you face any challenges during the program? How can the mentoring scheme be improved?
 - Share your suggestions for enhancing the program based on your experience.
- 11. Program's Influence**
- Reflect on the impact of the mentoring program on your personal and professional development.
 - Highlight any positive changes or growth you've encountered.
- 12. Would You Recommend?**
- Would you recommend this mentoring program to your peers or colleagues?
 - Explain the reasons for your recommendation.
- 13. Additional Comments**
- If you have any other comments, feedback, or insights about your experience as a mentee, please share them here.

We appreciate your input, which will help us enhance our mentoring program. Thank you for participating.

6. Template: Employer Feedback Survey

We appreciate your feedback regarding your experience with mentees who have participated in our mentoring program. Please provide your ratings on a scale of 1 to 5, with 1 being "Very Dissatisfied" and 5 indicating "Very Satisfied." In addition to ratings, there are open-ended questions where you can provide specific feedback.

1. Satisfaction with Mentees' Performance

- Rate your overall satisfaction with the performance of mentees you've worked with.
- Please provide specific examples or instances that led to your satisfaction or dissatisfaction.

2. Relevance to Workplace Preparation

- How relevant and effective do you believe the mentoring scheme is in preparing mentees for the workplace?



- Share any observations or insights about how well the program aligns with workplace needs.
- 3. Benefits of Mentoring**
- Describe the benefits you've observed regarding the professional skills and knowledge development of mentees.
 - Share examples of how mentees have improved their skills during the program.
- 4. Effectiveness of Integration**
- Rate the effectiveness of mentees' integration into your organization.
 - Describe the extent to which they seamlessly adapted to the workplace environment.
- 5. Impact on Employee Retention**
- To what extent do you believe the mentoring program has influenced employee retention within your organization?
 - Provide insights into whether you've seen an increase in job satisfaction and retention rates.
- 6. Mentee Development**
- Rate your overall perception of the personal and professional development of mentees.
 - Provide specific examples of growth or changes you've witnessed in mentees.
- 7. Strengths and Improvements**
- Highlight the strengths and successful aspects of the mentoring program.
 - Suggest areas where the program could be enhanced for better results.
- 8. Program's Alignment**
- Assess the alignment of the mentoring program with your organization's objectives and goals.
 - Comment on the efficiency of the program's coordination.
- 9. Would You Recommend?**
- Would you recommend our mentoring program to other employers or organizations?
 - Elaborate on your recommendation, providing reasons or areas of improvement.
- 10. Additional Comments**
- If you have any other comments, insights, or suggestions regarding the mentoring program or your experiences with mentees, please share them here.

We highly value your feedback, which will help us further improve our mentoring program. Thank you for taking the time to participate.

7. Template: Survey for program coordinators and administration

We highly value your feedback regarding your experience with our mentoring program. Please rate your satisfaction on a scale of 1 to 5, where 1 represents "Very Dissatisfied" and 5 represents "Very Satisfied." Additionally, you have the opportunity to provide detailed feedback through open-ended questions.

Effectiveness of the Mentoring Scheme

- Please rate the overall effectiveness of our mentoring scheme in achieving the desired outcomes.

- Provide specific examples or key achievements that contribute to your rating.

Satisfaction of Stakeholders

- Rate the overall satisfaction of stakeholders involved in the program, including mentors, mentees, and employers.
- Share any notable instances or feedback contributing to your rating.

Alignment with Institution's Goals

- Assess the alignment of the mentoring program with the goals and objectives of our institution.
- Offer insights into areas where alignment has been particularly strong or where improvements are needed.

Program Administration Efficiency

- Rate the efficiency of program administration and coordination.
- Share specific examples of how the program's administration has contributed to its efficiency or areas for improvement.

Impact on Student Retention and Academic Success

- Evaluate the impact of mentoring on student retention and academic success.
- Provide data or observations to support your evaluation.

Strengths and Areas for Improvement

- Highlight the strengths and successful aspects of the mentoring program.
- Suggest areas where the program could be improved or enhanced.

Recommendation

- Would you recommend our mentoring program to other educational institutions or organizations?
- Elaborate on your recommendation, including reasons or any areas for improvement.

Communication and Feedback Mechanisms

- Rate the effectiveness of communication and feedback mechanisms within the mentoring program.
- Describe any improvements in communication that could enhance the program.

Evaluation Metrics and Data Analysis

- Assess the adequacy of metrics and data analysis used to evaluate the program's effectiveness.
- Provide suggestions for additional metrics or changes to existing data analysis methods.

Professional Development Opportunities

- Rate the opportunities for professional development provided to mentors and program coordinators.
- Share examples of how these opportunities have been beneficial or areas for growth.

Innovation and Adaptability

- Evaluate the program's innovation and adaptability in response to changing needs.
- Describe instances where innovation or adaptability have positively influenced the program.

Mentor and Mentee Matching

- Rate the effectiveness of mentor and mentee matching in the program.
- Provide examples of successful matches or areas where improvements are needed.



Resource Allocation

- Assess the allocation of resources for mentors and mentees.
- Suggest changes or areas where additional resources are required.

Diversity and Inclusivity

- Rate the program's efforts in promoting diversity and inclusivity.
- Share examples or initiatives that have been effective or where improvements are needed.

Program Documentation

- Evaluate the documentation of the mentoring program.
- Suggest improvements or changes in documenting program activities and achievements.

Mentee Progress Tracking

- Assess the methods for tracking mentee progress.
- Share instances where progress tracking has been beneficial or suggest new tracking methods.

Goal Setting and Evaluation

- Rate the effectiveness of goal setting and evaluation processes in the program.
- Provide examples of effective goal setting and areas for enhancement.

Integration with Curriculum

- Assess the integration of mentoring into the academic curriculum.
- Share observations on how well this integration supports students' academic goals.

Measuring Student Engagement

- Rate the mechanisms for measuring and enhancing student engagement in the program.
- Provide suggestions for improved engagement tracking.

Future Opportunities

- Share ideas for future opportunities and enhancements to the mentoring program.
- Include any visionary or forward-looking recommendations for the program.

Feedback on Program Materials

- Provide feedback on the materials, resources, and guidelines used in the program.
- Suggest changes or improvements to these materials.

Recognition and Incentives

- Rate the recognition and incentives provided to mentors, mentees, and stakeholders.
- Share ideas for more effective recognition strategies.

Evaluation and Surveys

- Rate the surveys and evaluation mechanisms used in the program.
- Suggest changes to survey instruments or improvements in the evaluation process.

Reporting and Communication

- Assess the effectiveness of reporting and communication systems.
- Suggest improvements in reporting methods and information dissemination.

Additional Comments

- If you have any further comments, insights, or suggestions related to the mentoring program or your experience as an administrator or coordinator, please share them here.



PROMOTING PROFESSIONAL EDUCATION
AND STUDENTS ENGAGEMENT
THROUGH COMPREHENSIVE MENTORING
AND TUTORING SYSTEM AT HEIS

Your feedback is highly valuable in enhancing our mentoring program. We appreciate your participation. Thank you.

CONCLUSIONS

In conclusion, the use of self-analysis questionnaires in mentoring activities is a powerful approach to evaluating and enhancing the effectiveness of goal achievement. These tools provide a structured and systematic way for both mentors and mentees to reflect on their progress, identify strengths, address areas for improvement, and ensure that their efforts are aligned with their overarching objectives.

Throughout this chapter, using the templates, we have explored the various aspects of designing and implementing self-analysis questionnaires, emphasizing the importance of clear and relevant questions, the need for a supportive and honest feedback environment, and the strategies for effectively interpreting and utilizing the gathered data. By integrating these questionnaires into the mentoring process, participants can foster a culture of continuous improvement and accountability.

The insights gained from self-analysis questionnaires not only benefit individual mentees and mentors but also contribute to the overall success and refinement of mentoring programs. They enable organizations to monitor the impact of their mentoring initiatives, adjust strategies as needed, and ultimately, promote a more engaged and empowered workforce.

As you implement these tools within your mentoring activities, remember that the ultimate goal is to support personal and professional growth. Regular reflection and assessment through well-designed questionnaires can lead to more meaningful mentor-mentee interactions, clearer pathways to achieving goals, and a deeper understanding of the mentoring journey.

By committing to the ongoing use of self-analysis questionnaires, you are taking a significant step towards ensuring that your mentoring efforts are effective, impactful, and aligned with the aspirations of both mentors and mentees. This, in turn, will foster a more dynamic and supportive mentoring environment, paving the way for greater achievements and fulfillment for all involved.

6. CODE OF CONDUCT

Ethics is a key aspect of everyday life –codes of ethics guide the actions of individuals, groups, organisations and professions. Higher educational institutions are expected to adhere to the highest ethical standards, and the university administration is expected to practically apply ethical norms. However, it is not always clear what ethical behaviour should be, since no ready-made rules and prescriptions for ethical behaviour exist. Ethical behaviour goes beyond strict adherence to institutional policies. It is not always obvious what is right and what is not in a particular situation. Sometimes what one person considers ethical may not be ethical to another person. That is why, ethics is a matter of philosophical research (Central European University, 2023).

The study of teacher-student relationships in schools shows that many factors influence the way in which teachers and students cooperate, including the teacher’s age, experience, willingness to cooperate, and so on. Teachers' job satisfaction and well-being are also important (Kolleck, Schuster, Hartmann, Grasel, 2021). The same parallel can be drawn for higher educational institutions. The desire of both students and teachers is important for harmonious and ethical communication.

Under the Great Charter of Universities code of ethics (Magna Charta Universitatum, 2012), it is important to observe the following principles: academic integrity and ethical conduct of research; fairness and non-discrimination; accountability, transparency and independence; critical analysis and respect for reasoned opinions; responsibility for managing assets, resources and the environment; free and open dissemination of knowledge and information; solidarity and fair attitude towards international partners. Ethical standards of behaviour must be applied to all the academic community members, including the management, faculty, administrative staff and students.

At the New York university, the purpose of the Code of ethics is to highlight the essential elements of an ethical and responsible environment in which the central educational goals of the University can be effectively and fruitfully achieved. The Code sets forth the ethical standards, principles and policies to be upheld by all the New York university members, whether they are at home or abroad, implementing these values in their daily university activity. It is expected that each University member should adhere to the Code (New York University, 2023).

The cooperation and communication between mentors, tutors, mentees and tutees should be based on the following principles: legality, honesty and decency, mutual trust, fair objectivity, competence and professionalism, good faith and responsibility, partnership and mutual assistance, mutual respect, safety and well-being of academic community, respectfulness.

The T&M Centre employees' activity should be based on the **academic ethics** - a set of moral and ethical norms, rules and principles, including the rules of pedagogical ethics, academic integrity and business etiquette, which regulate interpersonal relations of the educational process participants in the higher educational institutions.

Pedagogical ethics is a set of norms and rules of scientific and pedagogical workers' behaviour, based on which high moral standards of pedagogical activity are introduced and relationships determined by pedagogical activity are built.

Business etiquette is the order of interaction and behaviour of the University employees and University educational process participants during their joint activity, including business correspondence, hiring, addressing management, etc.

The university community are scientific, scientific and pedagogical, and pedagogical workers; higher education seekers and other persons studying at higher educational institutions; practitioners who are involved in the educational process under the educational and professional programmes; other University employees.

The T&M Centre in its activity embodies the principle of freedom of the expression of views on education, research and opinion. The T&M Centre members are obliged to strive for true knowledge, spread their experience and acquired knowledge. Higher educational institution employees, seekers and students recognise and respect each other's beliefs and convictions.

The T&M Centre representatives in the educational and scientific research process promote critical thinking, freedom of expression, develop opportunities to participate in discussions and debates, as well as respect each other's dignity, do not allow discrimination, dishonesty or abuse of power in their relationships.

It is necessary to use polite language of communication, especially in public speaking (including online publications, blogging, posts, comments, etc.).

Implementing the principles of ethical behaviour, the T&M Centre, mentors, tutors, tutees and mentees of higher educational institutions create a personal reputation, the standards of

professional integrity and positive image; in relations with the representatives of foreign universities or developing international cooperation projects, represent and protect the interests of their higher educational institution.

The student youth's desire for everything new, their quick perception of transformations in the society, openness to new knowledge, on the one hand, and the initial awareness of the hopes and duties placed on them by the society, on the other hand, determine the specifics of the structure and dynamics of the students' value orientations and interaction ethics with the educational environment.

The T&M Centre members in the course of conducting their activity must consider the needs not only of each student, which is extremely important, but also of the state and society in general, be socially responsible, maintain open access to knowledge and information, and publicly announce their work results.

Students should be familiar with the general ethical norms of students' behaviour, as higher education students should understand that their behaviour and actions are under the close attention of the friends, parents, teachers, prospective employers and society, determining the face of the higher educational institution in which they are gaining education. Based on this, students should behave in such a way as to maintain the high reputation of the higher educational institution.

The student separately and together with the higher educational institution staff, with their dignified behaviour and purposeful work, form a positive image of a particular higher educational institution; treat their teachers, administration, higher educational institution employees with respect, politely and patiently behave with their colleagues, are always ready to help them; freely express their views and beliefs, if they do not affect the similar right of others and do not degrade their human dignity; avoid creating conflict situations, and in the event of such situations emergence, settle them on the basis of respect and tolerance; lead a healthy lifestyle; have a neat appearance, prefer a business style of clothing and behaviour, which are traditional for higher educational institution students; do not provoke conflicts and do not resolve them with the help of physical force, etc. (1 ECTS Course, PROMENT).