



MENTORING/TUTORING SCHEME (METHODOLOGY AND COMPONENTS)

PROFESSIONAL MENTORING

METHODOLOGICAL BASE AND PREREQUISITES

1. Initial conditions

The issue of graduates' future employment, learning about the peculiarity of their practical knowledge application as well as acquiring new necessary skills before the graduation – belong to the most discussed areas in higher education not depending on the university location. At the same time, this is the most topical in the countries experiencing changes because of different circumstances. Understanding that the mentoring process develops a growth mindset where you have the opportunity to understand the workplace culture better and developing dual education, the idea of professional mentoring is highly needed at the Ukrainian HEIs. Prerequisites for the professional mentoring realization is a set of events and trainings on the mentoring implementation supported by the Ukrainian HEIs and the Ministry of Education and Science of Ukraine (for example, «Mentor school» as of 20-24 February, 2023 conducted by Scientist Support Office, Council of Young Scientists under the Ministry of Education and Science of Ukraine).

Scheme of the professional mentoring provides the following benefits:

- Development of leadership potential among future graduates within the work on individual ideas realization and practicing their knowledge with the professionals.
- Self-confidence improvement among students.
- Development of the cooperation between the university and industry as well as dual education realization.
- Creation of an opportunity for growth for both the mentee and the mentor.

Relevance of the scheme: Professional mentoring addresses the problem of a lack of real-world exposure for students. By connecting them with industry professionals, it bridges the gap between theory and practice, offering practical insights and guidance that prepare students for the challenges and expectations of the professional world.

Target audience: Future graduates, often students nearing the completion of their



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



Co-funded by
the European Union

studies. They are individuals in the process of preparing to enter the workforce and embark on their professional careers. As they approach graduation, they are likely to have a mix of excitement, anticipation, and some anxiety about the transition from academia to the professional world.

The needs and requests include gaining clarity on career paths, understanding job market trends, and acquiring practical skills that will enhance their employability. They seek assistance in bridging the gap between theoretical knowledge gained in academia and practical application in the workplace, developing professional networks, and building a strong foundation for future success.

Challenges and concerns of future graduates include limited work experience, uncertainty about the job market, and doubts about their abilities to meet employers' expectations. They also face pressure to make career decisions that align with societal and cultural expectations, adding to their anxiety.

Due to the **socio-economic challenges, there is a big problem with** unemployment rates, economic downturns, limited job opportunities in some fields, agism at the labor market, industry demands etc.

Psychological aspects may include doubts about their skills or talents, anxiety about the future. Cultural traditions and environment can shape their expectations, attitudes, and perceptions of professional success.

Cultural norms and stereotypes may influence their career choices and priorities: “male” vs “female” jobs, “prestigious” jobs vs “jobs for losers”,

Risks and fears: risk of being underprepared for the competitive job market, encountering challenges in finding suitable employment, or experiencing difficulty in adapting to work environments due to a lack of practical skills or familiarity with workplace dynamics.

Aspirations, goals, prospects are the following: financial stability, professional recognition, personal fulfillment, and opportunities for growth and advancement, making meaningful contributions in their respective fields.

2. Vision of the target audience after and due to mentoring program

As a result of the application of the mentoring scheme, the mentees will develop a clearer understanding of their career path, gain confidence in their abilities, and emerge as a competent professional ready to navigate the challenges of their chosen field, while also realizing their personal and professional potential.



3. The ambition of mentoring

The ambition is to enable mentees to gain clarity about their career paths, develop confidence in their abilities, and emerge as competent professionals capable of navigating the challenges of their chosen professional fields.

4. Values

This scheme is based on the following values:

1. Trust and confidentiality.
2. Respect for individuality and diversity.
3. Commitment to continuous learning and growth.
4. Open and honest communication.
5. Empathy and understanding.
6. Accountability and responsibility.
7. Collaboration and teamwork.
8. Professionalism and ethical conduct.
9. Respect for human dignity.
10. Encouragement of self-reflection and personal development.

5. The aim of the mentor/tutor's cooperation with a specific target audience

The aim of the professional mentoring scheme is to empower and guide mentees in their personal and professional development, through offering an opportunity to bridge the gap between academic learning and real-world practice, providing insights into industry trends and helping future graduates identify their strengths and areas for improvement to realize their full potential in their chosen field

The result: proficient young professionals, who have a deep understanding of their career aspirations and are well-equipped with necessary relevant competences to be successful in their chosen professional fields.

6. Methods:

6.1. Engagement of mentors

A **mentor** is an experienced professional from a certain field of the labor market, representing a company, organization or institution, who voluntarily offers his/her



guidance, expertise, and support to mentees. In some cases mentors are former students of the universities or faculty staff.

Principles and approaches of mentors' involvement. Mentoring is considered as an opportunity to share their own insights and lessons learned from their professional lives. It is expected that mentors participate willingly, driven by the desire to contribute to the professional growth of mentees, leveraging their wealth of experience to provide guidance, and real-world examples. Fostering a sense of community in the specific professional field, creating stronger ties between alumni, current students and non-academic environment hunting for young talents, as well as promoting companies where mentors are working, are recognized as added value for mentors.

6.2. Selection of mentees

A mentee is a future graduate who seeks guidance, support, and learning from a mentor to enhance their personal and professional development.

Approach for mentee involvement: An open call to individuals who wish to implement their projects and receive guidance from experienced professionals. Prospective mentees are invited to submit their project proposals, outlining areas where they seek guidance.

Principles of involvement of mentees: Mentees are involved voluntarily, on the results of an open call selection, based on the compatibility of their projects with the expertise of available mentors.

6.3. Mentor-mentee interactions

Matching criteria: mentee preferences, academic background, career aspirations, and compatibility with mentors' expertise.

Once matched with a mentor, mentees actively participate in the mentoring relationship by regularly communicating their progress, seeking advice, and incorporating mentor feedback into their project implementation.

Communication channels include face-to-face meetings, virtual platforms, emails.

Coaching and interactive discussions are the main formats, focusing on setting goals, providing guidance, and offering feedback to support the mentee's growth.

Through personal support and counseling mentors provide new knowledge, skills,



and best practices to enhance the mentee's capabilities, ensuring a safe space for reflection and guidance.

Mentoring involves sharing experiences, providing advice, and offering guidance based on the mentor's expertise.

7. Mentor-mentee interaction approaches

Both group and individual work settings can be utilized, depending on the goals and preferences of mentors and mentees. These interactions can take place in traditional classroom settings or remotely through virtual platforms, accommodating flexibility and accessibility. The frequency of interactions should be systematic, following an established schedule for regular check-ins and progress updates. In addition to scheduled meetings, additional support can be provided by maintaining open lines of communication via Telegram, Viber, Wat's-up, and E-mail.

The approach can be tailored to balance structure and flexibility, allowing for both proactive guidance and responsive support based, from one hand, on the mentor's availability and preferences, and, from another hand, on mentee's specific requirements and developmental needs.

MODEL OF THE MENTORING SCHEME

8. Algorithms for selecting mentors and mentees.

Algorithm for Selecting Mentors:

1. Identifying the potential mentors pool:
 - 1.1. Reaching out to alumni networks, professional associations, and industry contacts;
 - 1.2. Advertising the mentorship program through university channels and social media platforms.
2. Application - inviting interested individuals to create their profiles at the IT-platform, highlighting their qualifications, experiences, and if relevant, project proposal.
3. Screening & interview:
 - 3.1. Reviewing profiles based on the defined selection criteria;
 - 3.2. Assessing the mentors' availability and commitment to the program during interview



Mentor qualifications and requirements:

- At least 5 years of practical experience, successful career progression, or leadership roles.
- Expertise and specialized knowledge in areas relevant to the mentees' professional goals or industry.
- Academic degrees, certifications, or professional qualifications in the field.
- Strong communication and interpersonal skills, ability to establish rapport with mentees, actively listen, provide constructive feedback, and foster a supportive learning environment.
- Availability to provide guidance and support to mentees, dedicating time for regular interactions.
- Readiness to maintain confidentiality, respect mentees' boundaries, and act in the mentees' best interests.

All potential mentors should participate in mandatory training.

Algorithm for Selecting Mentees:

1. Open call for mentee applications:
 - 1.1. Advertising the mentoring program through university channels, social media platforms, and relevant networks;
 - 1.2. Communication the purpose of the program and the criteria for participation (being a current student of a specific institution, demonstrating a commitment to actively engage in the mentoring program, having clear goals or areas of focus for their mentoring experience, willingness to learn from their mentor's experiences and insights etc).
2. Application and project proposal submission - inviting prospective mentees to create tier profiles at the IT-platform, including their background information and a project proposal. In the project proposal, mentees should outline their goals, objectives, and areas where they seek guidance from experienced professionals.

Next steps:

1. Matching mentors and mentees using algorithms of the IT-platform;



2. Organizing an introductory meeting or orientation to introduce mentees and mentors, clarify expectations, establish communication guidelines, and set project milestones.

9. Procedures.

9.1. Procedures for Organizing Mentor-Mentee Interaction:

1. Disseminating information about the application process. Information regarding the application process is disseminated through the T&M Program Coordinators within each Institute (Department) of the university, who provide guidance to mentees on how to participate in the program. Faculty coordinators and T&M Centre's staff contacts with potential mentors. Additionally, relevant announcements are posted on the university's website and social media platforms.
2. Registration at the IT platform & Profile completion. Mentees and mentors register on the designated IT platform for the mentoring program and create their profiles, highlighting their skills, topics/projects they are interested in, as well as specify their learning goals, objectives, and areas where they seek guidance. Mentors showcase their professional background, industry experience, areas in which they can provide mentorship and (if relevant) topics/projects they are interested in.
3. Matching process - fully automated at the platform or manually by the T&M Centre staff in accordance with the Matching criteria (para 6.3).
4. Introduction and agreement. Initial introduction is facilitated through the IT platform or other communication channels. After, the mentor and mentees have an initial meeting to discuss their expectations, goals, and establish an agreement on the scope and frequency of interaction, clarify goals, objectives, and desired outcomes of the mentoring/tutorship relationship, and determine the preferred communication methods.
5. Regular communication/check-ins. Mentees and mentors engage in regular communication that can occur through the IT platform's messaging system, virtual meetings, email, or other agreed-upon channels, as well as on-site. Meetings aim to check progress updates, provide guidance, discuss mutual achievements, challenges, and any questions or concerns. Besides, mentees, mentors, tutees and tutors provide feedback on their mentoring experience

through the IT platform or surveys.

6. Progress tracking, monitoring, and evaluation. Continuous monitoring and evaluation occur throughout the program, with monthly reports serving as checkpoints to assess progress and align with quality monitoring and performance control indicators. The end-of-program evaluation aims to comprehensively assess program effectiveness, identify strengths, and pinpoint areas requiring improvement, and is based on collecting feedback from mentees, tutors, and tutees.

9.2. Quality Monitoring

Desired Outcomes	Evaluation Criteria and Indicators	Information collection tools
Enhanced mentees' professional competencies relevant to their field or industry.	<ul style="list-style-type: none"> - Mentees demonstrate measurable improvement in their professional skills. - Mentee apply essential relevant skills effectively in practical situations or work-related tasks; - Mentees demonstrate the ability to adapt their professional skills to different situations and contexts. - Mentees receive recognition or awards in their field or industry, reflecting their exceptional performance, contributions, or achievements. 	<p>Self-report surveys or interviews, observation, mentor's report</p> <p>Feedback from faculty staff and mentors</p> <p>Tracking the number and significance of awards or recognition received</p>
Mentees navigate their career paths, and make informed decisions, regarding their professional lives.	<ul style="list-style-type: none"> - Mentees have a well-defined sense of direction and clear understanding of their career paths; - Mentees have specific career goals established personalized career plans developed; 	<p>Self-report surveys or interviews, observation, mentor's report</p>

	<ul style="list-style-type: none"> - Mentees demonstrate strong academic performance, achieving high grades and successfully completing relevant coursework or projects; - Mentees demonstrate readiness for their chosen career path, showcasing their preparedness through career portfolios, resumes, or mock interviews; - Mentees secure valuable job opportunities in their desired field or industry (percentage of mentees hired and quality of jobs). 	<p>Academic grades, completion rates, or recognition for academic excellence;</p> <p>Assessing mentees' level of career preparedness based on industry standards and feedback from career advisors</p> <p>Assessing the results of job recruitment</p>
<p>Increased mentees' confidence in their abilities to perform effectively in their chosen professional domain.</p>	<ul style="list-style-type: none"> - Mentees actively explore different career options, conduct informational interviews, articulate clearly their career goals and aspirations and make informed decisions about their future paths. - Mentees demonstrate a willingness to take calculated risks, step out of their comfort zones, and embrace new challenges (assessing mentees' engagement in activities that require them to take initiative or exhibit courage). - Mentees develop assertiveness skills, expressing their thoughts, opinions, and needs in a confident and respectful manner; - Mentees exhibit improved verbal and non-verbal communication skills, expressing themselves effectively and assertively in various contexts. 	<p>Observation, mentor's report, self-report surveys or interviews;</p> <p>Number and type of activities the mentee/tutee is involved in; observation, mentor's report, self-report surveys or interviews</p> <p>Observing mentees' participation in group discussions, presentations, interviews etc.</p>

<p>Increased mentees' leadership skills</p>	<ul style="list-style-type: none"> - Mentees take active leadership roles in projects; - Mentees demonstrate willingness and commitment to gain successful project outcomes; - Mentees demonstrate abilities to lead the teams, including decision-making, managing tasks and ensuring team collaboration 	<p>Feedback from mentors and team members</p>
<p>Expanded professional networks of mentees within their chosen field.</p>	<ul style="list-style-type: none"> - Mentees participate in industry-related activities in the field: networking events, career fairs, guest lectures, or industry visits; - Mentees establish and maintain new professional connections in their chosen fields 	<p>Tracking the number of new connections made or the engagement in professional communities; tracking mentees' participation in industry-related activities and their engagement with professionals in the field</p>

Procedures for measuring outcomes and indicators:

1. Surveys and questionnaires (in accordance to Quality Assurance Plan)
2. Progress tracking and documentation: pre- and post-program evaluations or skill assessments, documenting mentees' progress, goals achieved, and skills developed throughout the mentoring period.
3. Mentor-mentee check-ins and evaluations: 1) periodic check-ins with mentors and mentees to discuss their progress, experiences, and challenges; 2) structured evaluation forms (in accordance to Quality Assurance Plan)
5. Analysis of career progression: data on mentees' career advancements (hiring, promotions, job changes etc.).
6. Qualitative interviews and focus groups with mentees to explore their experiences, lessons learned, and the impact of the mentoring program on their professional development.



7. Stakeholder feedback on the scheme outcomes, effectiveness, and value of the mentoring scheme.

9.3. Performance control

Field	Description	KPI
Goal achievement	Assess reaching long-term and short-term goals that have been previously set by mentees	<ol style="list-style-type: none">1. Percentage of mentees who accomplish their predefined goals within the agreed timeframe;2. Percentage of goals set by mentees that have been successfully or partially achieved
Action plan implementation	Assess the extent to which mentees have implemented the action plans and strategies discussed with their mentors	Percentage of action steps or tasks outlined in the mentees' action plans that have been completed within a mentoring program
Networking effectiveness	Measure the expansion and quality of mentees' professional networks and connections	Number of new professional connections or opportunities gained by mentees through the mentoring program
Mentee engagement	Measure the level of mentee engagement and active participation in the mentoring relationship	Frequency of mentee-initiated interactions or engagements with their mentors
Mentor engagement	Assess mentors' level of participation, commitment, and effectiveness in supporting mentees'	Average mentor engagement score based on feedback from mentees

Field	Description	KPI
	growth	
Knowledge transfer	Measure the extent to which mentees apply the knowledge, insights, and skills gained from the mentoring program to their professional contexts.	A set of new skills and knowledge discussed with their mentors and their application in relevant contexts
Program retention	Measure the retention rate of mentees throughout the mentoring program duration.	Percentage of mentees who complete the full mentoring program as planned

9.4. Level of satisfaction evaluation (based on pre-defined criteria and indicators)

Subject	Focus of Evaluation	Possible Methods of Evaluation
Mentors	<ul style="list-style-type: none"> - Overall satisfaction with the mentoring scheme - Effectiveness of mentor-mentee relationships - Level of support and guidance provided to mentees - Opportunities for professional growth and development - Satisfaction with mentor training and resources 	<ul style="list-style-type: none"> - Mentor satisfaction surveys - Individual interviews or focus group discussions - Mentor feedback forms or questionnaires - Analysis of mentor engagement and retention rates

<p>Mentees</p>	<ul style="list-style-type: none"> - Overall satisfaction with the mentoring scheme - Quality of guidance and support received from mentors - Progress in achieving learning objectives and goals - Impact of mentoring on personal and professional development - Relevance of mentoring experience to future career 	<ul style="list-style-type: none"> - Mentee satisfaction surveys - Individual interviews or focus group discussions - Reflective journals or self-assessment forms - Analysis of mentee feedback and program completion rates
<p>Employers</p>	<ul style="list-style-type: none"> - Satisfaction with the mentees' performance and progress - Relevance of mentoring scheme in preparing mentees for the workplace - Benefits of mentoring in terms of professional skills and knowledge development - Effectiveness of mentees' integration into the organization - Impact of mentoring on employee retention and job satisfaction 	<ul style="list-style-type: none"> - Employer feedback surveys or questionnaires - Performance evaluations of mentees in the workplace - Direct communication with employers for feedback - Analysis of mentees' job performance and career progression

<p>Administration of HEI</p>	<ul style="list-style-type: none"> - Effectiveness of the mentoring scheme in achieving desired outcomes - Overall satisfaction of stakeholders involved in the program - Alignment of the scheme with the institution's goals and objectives - Efficiency of program administration and coordination - Impact of mentoring on student retention and academic success 	<ul style="list-style-type: none"> - Feedback surveys from the administration and program coordinators - Meetings or discussions with key stakeholders - Analysis of program reports and data - Review of student academic records and retention rates
------------------------------	--	--

The procedure should ensure confidentiality and anonymity in the evaluation process to encourage honest and open feedback. Regular monitoring and follow-up should be conducted to track progress and address any areas for improvement identified through the evaluation.

10. Forms of work

Three main forms of work are suggested: joint projects, internships and consultations

Joint projects in professional mentoring involve mentors and mentees collaboratively working on tasks aligning with the mentees' professional goals. Mentees apply theoretical knowledge in real-world scenarios, gaining practical skills and industry insights under the mentor's guidance. These initiatives include collaborative goal-setting, decision-making support, and opportunities for network expansion with other professionals. Regular reviews ensure the project aligns with objectives, fostering an environment where mentees gain hands-on experience, skill development, and mentor guidance, bridging the gap between theoretical learning and practical application.

Internships as a form of work involve mentees gaining hands-on experience by working within an organization or industry relevant to their professional aspirations. Mentees are assigned mentors within the company, organization, or institution and



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



Co-funded by
the European Union

may be involved in specific projects or assignments that align with their interests and career goals. They contribute to the organization's initiatives, gain practical experience, and apply their knowledge to real-world challenges. Besides, internships expose mentees to the norms, practices, and expectations of the professional work environment. They learn about professional etiquette, teamwork, time management, and effective communication within the context of their chosen field.

Internships may offer additional learning opportunities, such as training sessions, workshops, or industry-specific events, to further enhance mentees' knowledge and skills.

Consultations in professional mentoring involve individual or group sessions where mentees seek tailored advice and solutions for their specific challenges. These interactions offer a confidential space to explore professional dilemmas, with mentors providing insights and alternative perspectives to aid decision-making. Besides addressing immediate concerns, consultations also encompass the sharing of industry contacts and resources. Through this process, mentees can enhance critical thinking, deepen professional understanding, and receive the personalized support necessary to navigate their career paths effectively.

Thematic workshops - structured, interactive sessions focused on specific themes or topics relevant to the professional development of mentees. These themes could range from skill development and industry trends to career planning and networking strategies. Mentors lead the sessions, facilitate discussions, share personal experiences, and guide interactive activities to help mentees explore the theme in depth, answer questions, and provide clarifications, ensuring that learning is personalized and impactful. The workshops also serve as platforms for interaction and networking. Mentees have the opportunity to interact with peers, mentors, and sometimes invited industry professionals.

11. Information support.

- 1) **IT-platform** with relevant functionality as indicated in the Annex A - "IT-Platform"
- 2) **Database structure**

Table: Mentors



- | | |
|--|--|
| 1. First name, last name | 8. Availability schedule (days of the week, hours) |
| 2. Gender | 9. Mentorship start date |
| 3. Date of birth | 10. Mentorship end date (if applicable) |
| 4. Contact information (email, phone number) | 11. Mentorship status (active, inactive, completed) |
| 5. Professional information (occupation, company/organization, department) | 12. Mentorship capacity (number of mentees they can mentor simultaneously) |
| 6. Areas of expertise/specialization | 13. Notes/comments |
| 7. Preferred forms of work | |

Table: Mentees

- | | |
|--|--|
| 1. First name, last name | 8. Availability schedule (days of the week, hours) |
| 2. Gender | 9. Mentor preferences (if applicable) |
| 3. Date of birth | 10. Mentor assigned (if applicable) |
| 4. Contact information (email, phone) | 11. Mentoring start date |
| 5. Educational information (department, academic group, major/field of study, academic year) | 12. Mentoring end date (if applicable) |
| 6. Specific needs or goals | 13. Mentoring status (active, inactive, completed) |
| 7. Preferred forms of work | 14. Notes/comments |

3) Other external sources

- *University websites and intranet* - for promoting the program and finding potential mentors and mentees;
- *Social Media* (Facebook, Twitter, LinkedIn, and Instagram) - to share updates, success stories, and mentorship/tutoring opportunities, as well as join relevant groups or forums related to education and mentoring;
- *Alumni networks* - to find experienced professionals who still have a strong connection to the university;
- *Guest speakers and workshops* - to generate interest and encourage



participation in the program;

- *Educational/professional conferences and events* - to network with potential mentors, mentees, tutors, and tutees who share an interest in the program/topic;
- *Job fairs* - to connect with individuals seeking professional development opportunities;
- *Employment centers* - to identify employers looking for new staff;
- *University career advisory services* - to reach students seeking guidance and career opportunities.

12. Resource provision.

Flexible spaces

Both physical and virtual where mentor-mentee interactions can take place. These spaces may include meeting rooms, discussion forums, online platforms, or dedicated mentoring portals where mentees can engage in meaningful discussions, share resources, and collaborate on projects. In case of working in a designated physical workstations, desktop computers can be used and the space should have tables, chairs, and sufficient lighting. In other cases, virtual meeting and collaboration space and remote access tools that allow mentors to remotely access mentees' screens or provide technical assistance are needed.

While dedicated physical spaces are not always required, they can be beneficial for mentor-mentee interactions. If available, dedicated physical spaces offer a designated area where mentors and mentees can meet in person for face-to-face discussions, workshops, or collaborative work. Having a physical space can create a more immersive and focused environment, fostering deeper engagement and building stronger connections between mentors and mentees. However, mentor-mentee interactions can also take place in virtual spaces, such as video conferencing platforms or collaborative online platforms, which provide convenience and accessibility for remote interactions. The choice of utilizing a physical space or digital space depends on the specific needs, preferences, and resources available within the mentoring program.



Equipment, tools and technology

Different sets can be used depending on the work format. However, all solutions should ensure that mentors and mentees can effectively collaborate, communicate, and engage in mentorship activities regardless of their physical location within the flexible space. Among those that are that are relevant in both cases are the following: **Communication and collaboration** tools that enable mentors and mentees to connect, interact, and share information regardless of the space they are in. This includes email, instant messaging platforms, video conferencing software, and project management tools. These tools facilitate seamless communication, document sharing, real-time collaboration, and task management, regardless of whether the interaction takes place in a physical or digital space.

Online learning platforms or resources that offer educational materials, courses, and resources relevant to the mentorship program. The cloud-based platforms can be accessed in both physical and digital spaces, allowing mentees to engage in self-paced learning, gain additional knowledge, and access relevant resources to support their professional development.

Reliable and secure Wi-Fi connectivity in the flexible spaces, allowing mentors and mentees to connect their devices and access online platforms, resources, and communication tools seamlessly.

Mobile Devices - personal smartphones, tablets, or laptops that can be used to access communication tools, collaboration platforms, and online resources. These devices enable flexibility and convenience for mentor-mentee interactions in various locations.

Portable audio-visual equipment such as projectors, portable screens, and speakers to facilitate presentations, discussions, and visual content sharing in different locations within the flexible space.

Noise-canceling headsets or privacy booths are needed for shared flexible spaces to ensure privacy and minimize distractions during mentorship sessions that require focused discussions or confidentiality.

Qualified personnel

- *Tutoring Coordinator/Program Administrator*: is responsible for the overall management and administration of the tutoring program. This role involves overseeing resource provision, ensuring availability of necessary facilities, and coordinating logistics. The Coordinator also maintains communication channels



and addresses any challenges related to resource access or utilization. The focus is on creating an efficient and effective program environment.

- *Program Managers*: are responsible for the successful engagement of tutors and tutees within the program. They coordinate the collaboration between tutors and tutees, analyze program results, and develop suggestions for program improvement. The Program Managers play a crucial role in ensuring the program's effectiveness and impact by managing tutor-tutee relationships and continuously enhancing the program's quality.
- *Technical Expert*: The Technical Expert provides guidance and support in utilizing equipment, software, and specialized resources. They offer expertise in technical matters, helping program participants troubleshoot any technical issues that may arise. The Technical Expert ensures efficient resource utilization by assisting tutors and tutees in utilizing technology effectively, enhancing the overall program experience.
- *Trainers/Facilitators*: Trainers/Facilitators conduct demonstrations, provide training sessions, and facilitate open events for mentors and mentees. Their role is to deliver educational content, equip program participants with necessary skills, and create an interactive learning environment. By facilitating the transfer of knowledge and fostering engagement, Trainers/Facilitators empower tutors and tutees to build successful tutoring relationships and achieve their goals.

13. Regulations..

Key components for the guidelines and standards for implementing the mentoring program within the university:

1. Objectives and scope of the mentoring program (as indicated in the Section METHODOLOGICAL BASE AND PREREQUISITES)
2. Program administration - roles and responsibilities of program coordinators, mentors, and mentees, along with any specific reporting or documentation requirements (as indicated in the relevant Section of this document)
3. Mentor selection and qualifications (as indicated in the relevant Section of this document).
4. List of competencies that mentees should develop by the end of the mentoring program (as provided below).
5. Mentee enrollment and matching criteria (as indicated in the relevant



- Section of this document).
6. Mentoring process and activities (as indicated in the relevant Section of this document).
 7. Evaluation and quality assurance (as indicated in the relevant Section of this document)
 8. Confidentiality and ethics
 9. Grievance and conflict resolution
 10. Resource access guidelines

List of competencies for mentees

By the end of the program, mentees will have acquired the following knowledge, skills, and attitudes:

Knowledge:

1. Goal setting principles and the importance of SMART goals.
2. Action planning and its role in achieving desired outcomes.
3. The benefits of prioritization, organization, and strategic thinking.
4. Effective communication in building professional relationships.
5. Active listening, meaningful questioning, and rapport building.
6. Self-awareness in personal and professional development.
7. Problem-solving techniques and approaches.
8. Networking and relationship management in career advancement.
9. Professional etiquette, workplace norms, and cultural sensitivity.
10. Industry-specific trends, practices, and developments.

Skills:

1. Setting SMART goals and creating effective action plans.
2. Prioritization, time management, and task organization.
3. Strategic thinking for problem anticipation and contingency planning.
4. Verbal and written communication for collaboration.
5. Active listening and asking insightful questions.
6. Building rapport and establishing professional relationships.
7. Self-reflection and self-assessment for personal growth.
8. Critical thinking and problem-solving.
9. Networking and maintaining professional relationships.
10. Professionalism and adherence to workplace etiquette.
11. Industry knowledge application and decision-making.



12. Leadership, collaboration, and motivation.
13. Time management, prioritization, and organization.
14. Resilience and adaptability in facing challenges.

Attitudes:

1. Proactive mindset and ownership of development.
2. Growth mindset and embracing challenges as learning opportunities.
3. Perseverance and resilience in pursuing long-term goals.
4. Adaptability and openness to new ideas and feedback.
5. Receptiveness to diverse perspectives and ideas.
6. Empathy and respect in interpersonal interactions.
7. Commitment to continuous personal development.
8. Proactive approach to problem-solving.
9. Effective networking and maintaining relationships.
10. Respect, cultural sensitivity, and adaptability in the workplace.
11. Curiosity and staying updated with industry trends.
12. Continuous learning mindset and industry awareness.
13. Leadership qualities and effective communication.
14. Discipline and self-motivation in time management.
15. Resilience and positive adaptability in the face of challenges.

14. Methodological support

Guideline for Professional Mentoring (includes Manual for Mentor, Manual for Mentee, Program Administration Guide and Annexes)

A Manual for Mentors provides mentors with comprehensive guidance and resources to effectively fulfill their role in a professional mentoring program.

Structure of the Manual for Mentors:

1. Introduction to Mentoring:
 - 1.1. Overview of mentoring and its significance in professional development.
 - 1.2. Explanation of the mentor's role and responsibilities.
 - 1.3. Benefits and outcomes of mentoring for mentors and mentees.
2. Building Effective Mentoring Relationships:

- 2.1. Strategies for establishing trust, rapport, and open communication with mentees.
- 2.2. Guidelines for maintaining confidentiality and professional boundaries.
- 2.3. Tips for active listening, empathy, and understanding mentees' perspectives.
3. Goal Setting and Action Planning:
 - 3.1. Techniques for helping mentees set specific, measurable, achievable, relevant, and time-bound (SMART) goals.
 - 3.2. Approaches to assist mentees in creating action plans to achieve their goals.
 - 3.3. Monitoring and tracking progress toward goals.
4. Providing Guidance and Support:
 - 4.1. Effective mentoring techniques, such as coaching, advising, and facilitating learning.
 - 4.2. Strategies for offering constructive feedback, encouragement, and motivation.
 - 4.3. Guidance on empowering mentees to take ownership of their development.
5. Career and Professional Development:
 - 5.1. Resources and tools for assisting mentees in exploring career options and pathways.
 - 5.2. Support in developing professional skills, enhancing resumes, and preparing for job interviews.
 - 5.3. Advice on networking, building professional relationships, and leveraging opportunities.
6. Navigating Challenges and Conflict Resolution:
 - 6.1. Identification and resolution of common challenges and obstacles that mentees may face.
 - 6.2. Strategies for promoting mentee resilience, adaptability, and problem-solving skills.
 - 6.3. Steps for addressing conflicts or misunderstandings in mentoring relationships.
7. Cultural Sensitivity and Inclusivity:
 - 7.1. Guidance on fostering an inclusive and diverse mentoring environment.
 - 7.2. Strategies for recognizing and respecting cultural differences and



- individual preferences.
- 7.3. Promoting sensitivity to mentees' backgrounds, values, and experiences.
 8. Professional Ethics and Boundaries:
 - 8.1. Ethical considerations and guidelines for mentors in their interactions with mentees.
 - 8.2. Confidentiality and data protection requirements.
 - 8.3. Awareness of potential conflicts of interest and professional integrity.
 9. Personal Development as a Mentor:
 - 9.1. Self-reflection exercises to enhance mentor self-awareness and personal growth.
 - 9.2. Opportunities for mentors to develop their mentoring skills and expand their professional network.
 - 9.3. Resources for continuous learning and staying updated on industry trends.
 10. Additional Resources:
 - 10.1. Recommended readings, articles, and research on mentoring best practices.
 - 10.2. References to mentoring networks, conferences, and professional development opportunities.
 - 10.3. Templates, checklists, or forms to facilitate mentoring activities and record progress.

The Manual for Mentees serves as a comprehensive resource, empowering mentees to actively participate in the mentoring program, set meaningful goals, seek guidance from their mentors, and navigate their professional development journey. It provides mentees with the knowledge and tools needed to maximize the benefits of the mentoring relationship and achieve their personal and professional goals.

Structure of the Manual for Mentees:

**some chapters could be used for other open educational resources*

1. Introduction to Mentoring:
 - 1.1. Overview of the mentoring program and its purpose.
 - 1.2. Explanation of the mentee's role and responsibilities.
 - 1.3. Benefits and expectations of participating in the mentoring program.
2. Understanding the Mentoring Relationship:



- 2.1. Guidelines for building a positive and productive mentoring relationship.
- 2.2. Tips for effective communication and active engagement with the mentor.
- 2.3. Understanding the boundaries and expectations of the mentoring relationship.
3. Setting Goals and Expectations:
 - 3.1. Techniques for identifying and setting personal and professional goals.
 - 3.2. Guidance on defining SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals.
 - 3.3. Strategies for aligning goals with career aspirations and developmental needs.
4. Maximizing the Mentoring Experience:
 - 4.1. Suggestions for proactive engagement with the mentor and program activities.
 - 4.2. Techniques for seeking guidance, feedback, and advice from the mentor.
 - 4.3. Tips for maintaining open communication and regular contact with the mentor.
5. Professional Development and Skill Building:
 - 5.1. Resources and strategies for enhancing professional skills and knowledge.
 - 5.2. Advice on leveraging mentoring opportunities for career growth and advancement.
 - 5.3. Tips for self-directed learning, networking, and expanding professional connections.
6. Career Exploration and Development
 - 6.1. Exploring career pathways and opportunities
 - 6.2. Developing professional skills and networks
 - 6.3. Resume writing and interview preparation
7. Seeking and Implementing Feedback:
 - 7.1. Techniques for actively seeking and receiving feedback from the mentor.
 - 7.2. Strategies for utilizing feedback to enhance personal and professional development.



- 7.3. Tips for reflecting on feedback and implementing constructive changes.
8. Personal and Emotional Support:
 - 8.1. Guidance on navigating challenges and setbacks during the mentoring journey.
 - 8.2. Techniques for managing stress, building resilience, and self-care.
 - 8.3. Resources for addressing personal and emotional concerns related to career development.
9. Professionalism and Etiquette:
 - 9.1. Guidance on professional behavior, ethics, and workplace etiquette.
 - 9.2. Tips for maintaining confidentiality, respect, and professionalism within the mentoring relationship.
 - 9.3. Awareness of cultural sensitivity and inclusivity in professional interactions.
10. Networking and Building Professional Relationships:
 - 10.1. Strategies for building a professional network and leveraging connections.
 - 10.2. Tips for attending industry events, conferences, and networking opportunities.
 - 10.3. Guidance on nurturing and maintaining professional relationships beyond the mentoring program.

Structure of the Program Administration Guide

1. Mentor and mentee matching process
 - 1.1. Considerations for successful mentor-mentee matches in the professional mentoring scheme
 - 1.2. Identifying complementary skill sets in the professional mentoring scheme
2. Program logistics and support for the professional mentoring scheme
 - 2.1. Coordinating program activities within the professional mentoring scheme
 - 2.2. Providing resources and support for mentors and mentees
 - 2.3. Mentor recruitment and training
 - 2.4. Mentee enrollment and orientation:
3. Monitoring and evaluation of the mentoring program



- 3.1. Evaluation criteria and indicators for professional mentoring scheme
- 3.2. Feedback mechanisms and continuous improvement strategies
4. Annexes
 - 4.1. Agreement with a mentor
 - 4.2. Agreement with a mentee

15. Infrastructural support for mentoring / tutoring in higher education institutions

Infrastructural support for mentoring/tutoring HEIs is provided by the Tutoring & Mentoring Center (T&M Center). It is responsible for overseeing and coordinating the mentoring/tutoring programs within the institution and serves as a central point of contact for mentors/tutors, mentees/tutees, and other stakeholders involved in the mentoring/tutoring process. It facilitates communication, coordination, and quality assurance, ultimately contributing to the positive educational experiences and professional development of mentees/tutees.

The main tasks of the T&M Center include:

1. Mentors/tutors recruitment and training: running mechanisms for recruiting and selecting qualified mentors/tutors from both internal and external sources, as well as providing training programs and workshops to equip mentors/tutors with the necessary skills, knowledge, and competencies to effectively guide and support mentees/tutees.
2. Mentees/tutees enrollment and matching: collecting mentee/tutee preferences, academic needs, and career aspirations, and matching them with suitable mentors/tutors based on compatibility and expertise.
3. Information and communication support: establishing communication channels such as dedicated email addresses, IT-platform, social media channels and providing information about the mentoring/tutoring programs, guidelines, resources, and important updates.
4. Monitoring and evaluation of the mentoring/tutoring programs to ensure their effectiveness and continuous improvement. Mechanisms are in place to collect feedback from mentors, mentees/tutees, and other stakeholders, and to conduct assessments or surveys to gauge program outcomes and impact.
5. Providing resources and support materials related to mentoring/tutoring: online libraries, databases, handbooks, and guides that mentors, mentees/tutees, and program coordinators can utilize for reference and professional development.



6. Providing administrative support to assist with program logistics, scheduling mentor/mentee or tutor/tutee meetings, and handling administrative tasks related to the mentoring/tutoring process.
7. Reporting and documenting mentoring/tutoring activities, progress reports, and outcomes.

16. Psychological support for mentoring / tutoring in higher education institutions.

Potential risks and difficulties:

- Students may experience academic pressure, self-doubt, anxiety, stress, and uncertainty about their future career paths;
- Cultural, social, and environmental factors may influence the psychological well-being and adjustment of the mentees;
- Mentees may have high expectations from their mentors and the mentoring program, which can lead to disappointment or feelings of inadequacy if their expectations are not met;
- Mentees may compare themselves to their mentors or other mentees, leading to feelings of self-doubt or inferiority;
- Mentees may have difficulty receiving constructive feedback or criticism, which can hinder their personal and professional growth;
- Mentees may not establish a strong connection or rapport with their mentor, leading to feelings of disengagement or dissatisfaction with the mentoring relationship.

Ways of intervention

- Incorporating activities and discussions that promote resilience, stress management, and coping strategies;
- Ensuring regular communication, active listening, and creating a supportive environment
- Creating a safe and confidential space for mentees/tutees to express their concerns, fears, and uncertainties can promote psychological well-being;
- Raising awareness on the cultural, social, and individual differences of the mentors/tutors, mentees/tutees. Fostering cultural competence and inclusivity to create an inclusive and supportive environment that respects and values diversity;
- Providing mentors/tutors with ongoing training, workshops, or resources on



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



Co-funded by
the European Union

psychological support and mentoring techniques can enhance their ability to address the psychological needs of mentees/tutees effectively.

- Referring mentees/tutees to relevant support services within the institution, if necessary.



IT-Platform functionality

The IT-platform provides the following functionality:

- Possibility to register on the platform and create profiles;
- Possibility to be matched with the mentor and obtain necessary support;
- Information about the upcoming events and opportunities;
- Announcements on meeting hours with mentors and other cooperation details.
- Introduction material about the university structure, students campus, study process and schedules, useful contacts, support services, students clubs, libraries, sport facilities etc.
- Communication tools to facilitate interaction between mentors and mentees.
- Educational resources and study materials.
- Features for tracking project progress and milestones for mentees/tutees.

Technical specification

1. **User Registration:** The platform would allow mentors and mentees to create their profiles by providing relevant information such as their name, contact details, areas of expertise, and preferences.
2. **Matching Algorithm:** An advanced matching algorithm would be implemented to pair mentors and mentees based on various criteria, such as subject expertise, availability, and specific mentoring needs. The algorithm would ensure the best possible match for both parties.
3. **Search and Filtering:** The platform would offer search and filtering options to help mentees find mentors based on specific criteria, such as subject, academic level, or availability. This feature would allow mentees to explore the available mentor profiles and choose the one that best fits their requirements.
4. **Communication Tools:** The platform would provide communication tools to facilitate interaction between mentors and mentees. This might include messaging systems, video conferencing capabilities, or integrated chat features, allowing seamless communication and collaboration.
5. **Scheduling and Calendar Integration:** To simplify the scheduling process, the



- platform could offer integrated calendars or scheduling tools. Mentors and mentees would be able to coordinate and schedule mentoring sessions based on their availability, with automated reminders and notifications.
6. **Progress Tracking and Feedback:** The platform would enable mentors and mentees to track their progress and provide feedback on the mentoring sessions. This could include features for recording session notes, setting goals, and evaluating the overall mentorship experience.
 7. **Resource Sharing:** The platform might include a repository of educational resources, study materials, or reference materials that mentors can share with their mentees. This feature would facilitate knowledge transfer and support the learning process.
 8. **Analytics and Reporting:** The platform could generate analytics and reports to track the effectiveness of the mentoring program. This might include metrics such as session duration, frequency of interactions, and mentee progress. These insights can help improve the mentorship program and identify areas for enhancement.
 9. **Security and Privacy:** The platform should prioritize data security and privacy by implementing measures such as secure user authentication, data encryption, and compliance with relevant regulations (e.g., GDPR). It should also ensure that users have control over their personal information and can set their privacy preferences.
 10. **Mobile-Friendly Interface:** To enhance accessibility and convenience, the platform should have a mobile-friendly interface or even dedicated mobile applications. This would allow mentors and mentees to access the platform and engage in mentoring activities from their smartphones or tablets.