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## IO3 – MENTORS' COORDINATORS AND MENTORS PROFILE



## **PROJECT**

### **Inn2Diversity - Innovative tools towards diversity in classroom context**

#### **Inn2Diversity Partners**

City College Peterborough (Project coordinator), United Kingdom

Amadora Inovation em Unipessoal LDA, Portugal

Aproximar, Cooperativa de Solidariedade Social, CRL, Portugal

Asociația Centrul de Cercetare și Formare a Universității de Nord, Romania

Asociația European Association for Social Innovation, Romania

Cooperativa Sociale CEIS Formazione, Italy

Diakonia-ammattikorkeakoulu Oy, Finland

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## PREFACE

European classrooms are becoming more and more diverse and the teaching profession remains largely homogenous, and the teachers lack experience in diverse schooling environments. Teachers have difficulties in managing classrooms and this is a fact. These difficulties have not only a direct impact on their level of satisfaction (and consequently affects negatively the quality of the education offered) but also impacts on the pupils' educational achievement.

The Consortium of the Inn2Diversity project, composed by 9 organizations from 6 European countries, aware of the challenges teachers face in diverse classroom environments aims to contribute to the implementation of a new methodology – based on mentoring – as a system-level approach to empower teachers with managing diversity in the classroom, dealing with disruptive behaviours, and equipping them with tools to better engage students and transform teaching in a healthy profession.

In order to reach this goal, the Inn2Diversity partners will contribute with their knowledge and experience, during the course of 3 years (2019-2022), to build a set of Intellectual Outputs, namely:

- IO1 - Report on programs and measures to support the development of diversity and the competences in disruptive classroom behaviour management in teacher's continuous professional enhancement
- IO2 - Training curricula on diversity and disruptive classroom behaviours management
- **IO3 - Mentors' Coordinators and Mentors profile**
- IO4 - Courses Curricula for Mentor's Coordinators and Mentors
- IO5 - Mentoring programs for effective inclusion

The Inn2Diversity project focuses on preparing the teachers for diversity and strengthening healthy relationships by providing the teachers with a new non-formal process that stimulates their active engagement in career-long competence development and diminishes the application of measures/policies as suspension because suspension rates themselves are predictive of drop-out rates.

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## INTRODUCTION

### The European approach regarding diversity in schools.

The growing ethnic and religious diversity in Europe poses both opportunities and challenges to European policy-makers and societies as a whole and more than that, it is expected that this diversity will continue to increase. Recent studies show that intolerance and social exclusion are increasing and some immigrant groups start feeling alienated. This situation leads to incidences of social tensions and unrest. Education has a key role to play in preparing societies to deal with these phenomena and it plays a vital role in the political socialization of European citizens. (Van Driel, Darmody and Kerzil 2016: 4)

The EU and its Member States have called for renewed efforts to prepare teachers for diversity, and to lay the foundations for more inclusive societies through education (Council of the European Union and European Commission, 2015). They recognise the need to empower and equip teachers in taking an active stand against all forms of discrimination, to cover the needs of pupils from diverse backgrounds, to impart common fundamental values and to prevent racism and intolerance.

The growing diversity in European classrooms and societies makes these issues even more compelling. Increasingly, teachers are expected to have the competences to relate to parents and engage them in their children's learning process, provide the peer learning experiences that can promote inter-group respect and understanding, and to apply learner-centred teaching strategies.

### The need to enhance diversity in schools.

We conclude that there is a need for new methodology – mentoring in our cases – as a system level approach to empower teachers with managing diversity in the classroom.

Considering the need for an updated methodology, tools and models for teaching in a diverse classroom environment, the Inn2Diversity project has established two main goals.

The first goal is to reinforce the competences of teachers to deal with complex classroom realities, to better manage diversity and to keep students with disruptive behaviours and disruptive academic engagement engaged during class time, by empowering them with the necessary competences (based on the Framework of teacher competences for engaging with diversity promoted by the European Commission in 2017) to improve positive relationships between them and these students. It includes “areas such as subject and pedagogical knowledge, assessment skills, teamwork abilities, the social and

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interpersonal skills necessary for teaching, awareness of diversity issues, research skills, (...) as well as organisational and leadership skills.” (European Commission/EACEA/Eurydice, 2013: 35).

The second goal is to create a mentoring model to support schools to transfer and replicate the good practices managing diversity and complex classrooms, and doing so offering them an additional tool to improve the teacher’s levels of satisfaction in the classroom in order to reduce disparities in learning.

The project was designed to follow these objectives:

- 1 to develop, transfer & implement through transnational cooperation an innovative training curriculum on diversity and disruptive classroom behaviours management;
- 1 to identify the suitable profile & personal skills to manage students with disruptive behaviour;
- 2 to increase the teacher’s motivation & the satisfaction of students’ daily work in school, thus contributing to increasing their teaching quality, and introducing a virtuous cycle between the students’ school achievement and the teachers’ job satisfaction;
- 3 to design a mentoring model to empower teachers and schools with the suitable methods, competences to deal with daily difficulties at work and to manage students with disruptive behaviours;
- 4 to evaluate peer-mentoring effectiveness as an in-service only focused on professional development to promote positive relationships between teachers and the disruptive students’ skills.

#### Consortium approach.

To tackle this challenge regarding the improvements for the need for an updated methodology, tools and models for teaching in a diverse classroom environment, the Consortium of 9 organizations from 6 countries (United Kingdom, Bulgaria, Finland, Italy, Portugal, Romania) has joined forces for the implementation of the Inn2Diversity project.

All partners will work together to:

- increase awareness in schools on the need to put efforts in investing on the qualification of their teachers;
- adapt the teaching profession to a continuously changing educational environment;

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- keep teachers more motivated and satisfied thanks to the investment on their needs;
- design a new and tailor-made tool that will allow teachers to self-evaluate themselves;
- create awareness on needs of self-development, flexibility and adaptation to new realities;
- design a mentoring process that can be individually fine-tuning to mentors and mentees;
- engage pupils in the classroom environment with the sense of being valued by their diversity.

### THE IO3 – THE MENTORS’ COORDINATOR, MENTORS AND MENTEES PROFILES.

The INN2 DIVERSITY project focuses on the creation of a tutoring model to help, support and train:

- the newly hired teachers who, for the first time, enter the world of education;
- the teachers that are in a new and stable situation of work, after many years of precarious work and changes in different institutes;
- those who express the need to review their professional skills.

The IO3 “Mentors’ Coordinators and Mentors profile” is devoted to the creation of the mentor’s coordinator, the mentors and mentees’ profiling tools. It reflects the launch of the developing stage, focusing on creating profiling tools to support effective matching & participant’s self-development; mentoring managers, mentors & mentees profile in terms of skills, experience & knowledge.

The profiling tool is innovative since it will allow to integrate a process of improvement in teaching competences: set profiles, support the processes of recruitment, selection and matching (between coordinators, mentors and mentees), establish competences in developmental needs, allow running tailor-made training programs, among other procedures.

It will be developed following previous experiences of MOMIE, MEGAN and MPATH projects (CCF and Aproximar experience), and also CEIS’ experience in training teachers (Pedagogy) and the finding of the O1 (report).

The profiling tool has the following structure: competences framework; profile blueprint (tool user manual) and online profiling tool. The profiling tool will cover the previously stated components for three different target groups: mentoring coordinators (description of key competences, correspondent indicators and descriptors to manage a mentoring program progression), mentors (description of key competences, correspondent indicators and descriptors to deliver a mentoring process targeting mentees) and mentees (description of key competences targeted in the mentoring process, and correspondent indicators to self-evaluate progress).

A blueprint will be produced according to the profiles developed. It will include step-by-step appraisal, recruit, match, train and self-improvement of the coordinators and mentors.

After this work of research and development of competences framework and blueprints, the online profiling tool will be set up: one online tool to evaluate the coordinators and mentors in terms of skills,

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experience, knowledge and potential (which will serve to adopt the training to the managers and mentors gaps - needs).

The impact can be felt on the teachers' self-awareness, motivation and self-confidence since it introduces a sustainable self-improvement processes, usable at a school level, making it available for the peer schemes management tool to focus on a critical topic that increases the teacher's satisfaction and the pupil's success and enrolment. The online component boosts the transferability potential of the project and methodology.

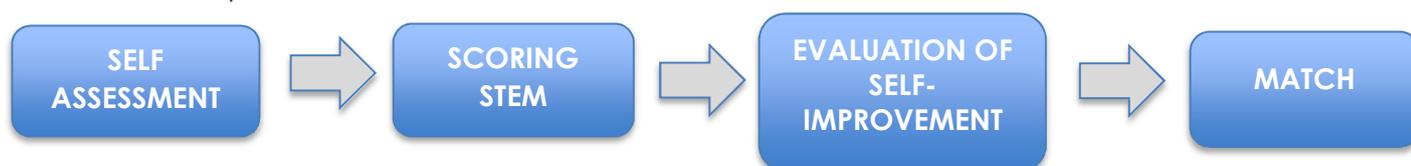
This IO comprises a set of activities that have a sequence that must be respected:

- IO3-A1 Develops a mentors' coordinator, mentor and mentee's profile in terms of experience, competences and knowledge;
- IO3-A2 Develops a blueprint to guide the appraisal, recruitment, train, match and self-improvement of mentors' coordinators, mentors and mentees;
- O3-A3 Develops an online profiling tool for mentors' coordinator, mentor and mentees;

## THE BLUEPRINT

The blueprint guides the appraisal, recruitment, train, match and self-improvement of mentors' coordinators, mentors and mentee: the blueprint will detail the tool components, functions and features to guide the online software.

There some steps to follow:



## THE SELF-ASSESSMENT

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Each participant must fill in the self-assessment questionnaire. There is a specific questionnaire for each defined role:

- Self-assessment of the mentor’s coordinator;
- self-assessment of the mentor;
- self-assessment of the mentee;

The self-assessment tool has a list sentences requiring individuals to choose the degree of agreement, depending on how they think or act, a list of strengths and a list of abilities. Each sentence translates into different indicators. Thus, it is possible to identify which competences need further development.

#### SCORING SYSTEM

The first part of the self-assessment tool is a list of items which describe the knowledge, skills and attitudes. It is based on a *Likert* scale from 1 to 4, in order to understand if the person agrees with the sentence or not.

	Disagree	Somewhat Disagree	Somewhat Agree	Agree
You have to be aware of verbal and non verbal communication, when talking to someone.	1	2	3	4

So if the person chooses “Disagree” he/she will score 1 point in this item, if the person chooses “Agree” he/she will score 4 points.

The self-assessment questionnaire is also built upon a reverse logic, like this example:

	Disagree	Somewhat	Somewhat	Agree

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		Disagree	Agree	
It's very difficult to understand which kind of communication style a person is using.	4	3	2	1

All the reverse items are identified with (R).

Then, there is a list of strengths. People can choose the ones that represent them best. Those not chosen can represent necessary points to develop or deepen.

Autonomy	Ability to activate autonomously processes decision-making	
	Ability to elaborate autonomous solutions	
	Manage new and unexpected needs in autonomy	

Finally, there is a list of skills based on a *Likert* scale from 1 to 4, in order to understand if the person has these or not.

	Not at all comfortable	Somewhat comfortable	Comfortable	Very comfortable
1. Building relationships	1	2	3	4

## Results

The results of the self-assessment tool can be provided in 2 different options: score per competence or radar graphic.

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## Score per Competence

It's simple to get a raw score for competences by summing up the points the person had in all items for each competence. It defines the score people would have if they checked all 4, all 3, all 2 and 1 and with those values we define labels for profile adequacy.

For example, for Communication:

If all items are quoted with	The score the person will get in Communication competence
4	24
3	18
2	12
1	6

Score	
Completely Adequate Communications Skills	18-24
Adequate Communications Skills	12-18
Not Adequate Communications Skills	6-12

So if the person scores **13**, it means that his/her communication skills are **adequate**.

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### RADAR Graphic

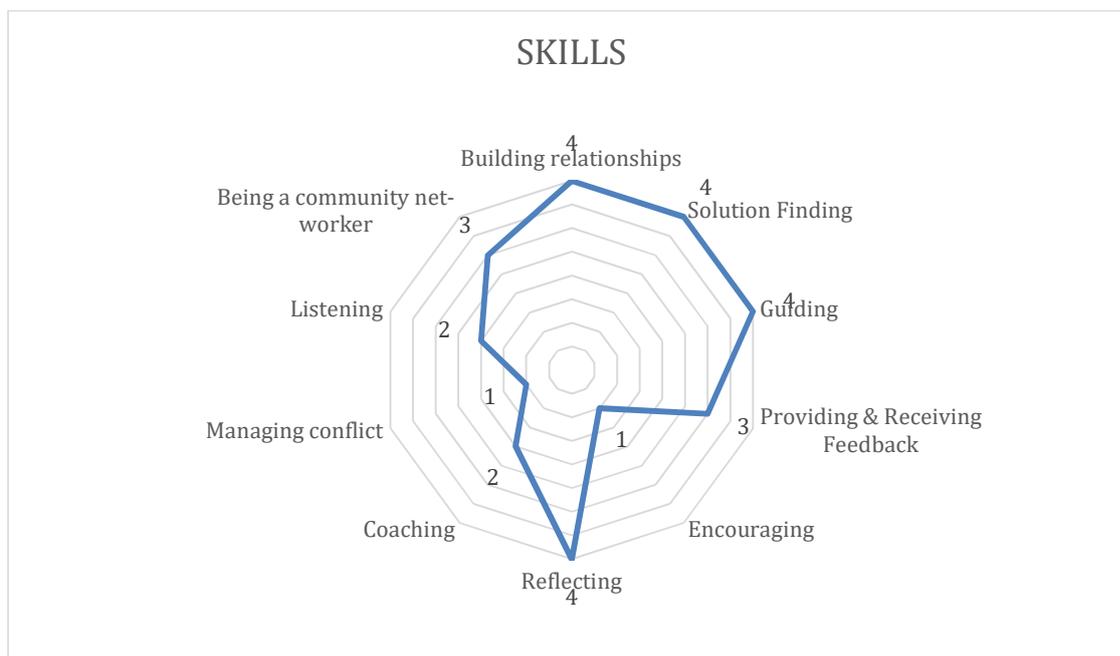
RADAR graphic is a way of presenting the scores. It uses the scores from all the competences to give a global picture of the profile. This chart is not mandatory to calculate the score.

Here is an *example*:



By looking at the RADAR graphic it's easier to understand which competences the person is probably really good at and the ones he/she needs to develop further.

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#### DATA COLLECTION METHODS

The following tab is used to collect the data of the individual participant.

MENTOR COORDINATOR	
TEACHER'S NAME	
POSITION/TITLE	
DURATION OF SERVICE	
INSTITUTE/SCHOOL	
DATE OF SELF-ASSESSMENT TEST	

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DATE OF REVIEW						
<b>CURRENT RESPONSIBILITIES</b>						
LIST OF KEY RESPONSIBILITIES						
INCLUDE ANY ADDITIONAL COMMENTS						
<b>SCORE</b>						
COMMUNICATION						
	<b>Items quoted with</b>	<b>Put here the number of the items</b>	<b>Total score</b>	<b>Level</b>	<b>Put here the total score</b>	
	4		N. items x 4 =	<b>Completely Adequate</b>	18-24	
	3		N. items x 3 =	<b>Adequate</b>	12-18	
	2		N. items x 2 =	<b>Not Adequate</b>	6-12	
	1		N. items x 1 =			
	<b>Total</b>					
RESILIENCE						
	<b>Items quoted with</b>	<b>Put here the number of the items</b>	<b>Total score</b>	<b>Level</b>	<b>Put here the total score</b>	
	4		N. items x 4 =	<b>Completely Adequate</b>	15-20	
	3		N. items x 3 =	<b>Adequate</b>	10-15	
	2		N. items x 2 =	<b>Not Adequate</b>	5-10	

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	<b>1</b>		N. items x 1 =			
	<b>Total</b>					
<b>GROUP MANAGEMENT</b>						
	<b>Items quoted with</b>	<b>Put here the number of the items</b>	<b>Total score</b>		<b>Level</b>	<b>Put here the total score</b>
	<b>4</b>		N. items x 4 =	<b>Completely Adequate</b>	15-20	
	<b>3</b>		N. items x 3 =	<b>Adequate</b>	10-15	
	<b>2</b>		N. items x 2 =	<b>Not Adequate</b>	5-10	
	<b>1</b>		N. items x 1 =			
	<b>Total</b>					
<b>CONFLICT MANAGEMENT</b>						
	<b>Items quoted with</b>	<b>Put here the number of the items</b>	<b>Total score</b>		<b>Level</b>	<b>Put here the total score</b>
	<b>4</b>		N. items x 4 =	<b>Completely Adequate</b>	15-20	
	<b>3</b>		N. items x 3 =	<b>Adequate</b>	10-15	
	<b>2</b>		N. items x 2 =	<b>Not Adequate</b>	5-10	
	<b>1</b>		N. items x 1 =			
	<b>Total</b>					
<b>MENTORING PROCESS MANAGEMENT</b>						

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Items quoted with	Put here the number of the items	Total score		Level	Put here the total score
4		N. items x 4 =	<b>Completely Adequate</b>	15-20	
3		N. items x 3 =			
2		N. items x 2 =	<b>Not Adequate</b>	5-10	
1		N. items x 1 =			
<b>Total</b>					

SUPERVISION					
Items quoted with	Put here the number of the items	Total score		Level	Put here the total score
4		N. items x 4 =	<b>Completely Adequate</b>	15-20	
3		N. items x 3 =			
2		N. items x 2 =	<b>Not Adequate</b>	5-10	
1		N. items x 1 =			
<b>Total</b>					

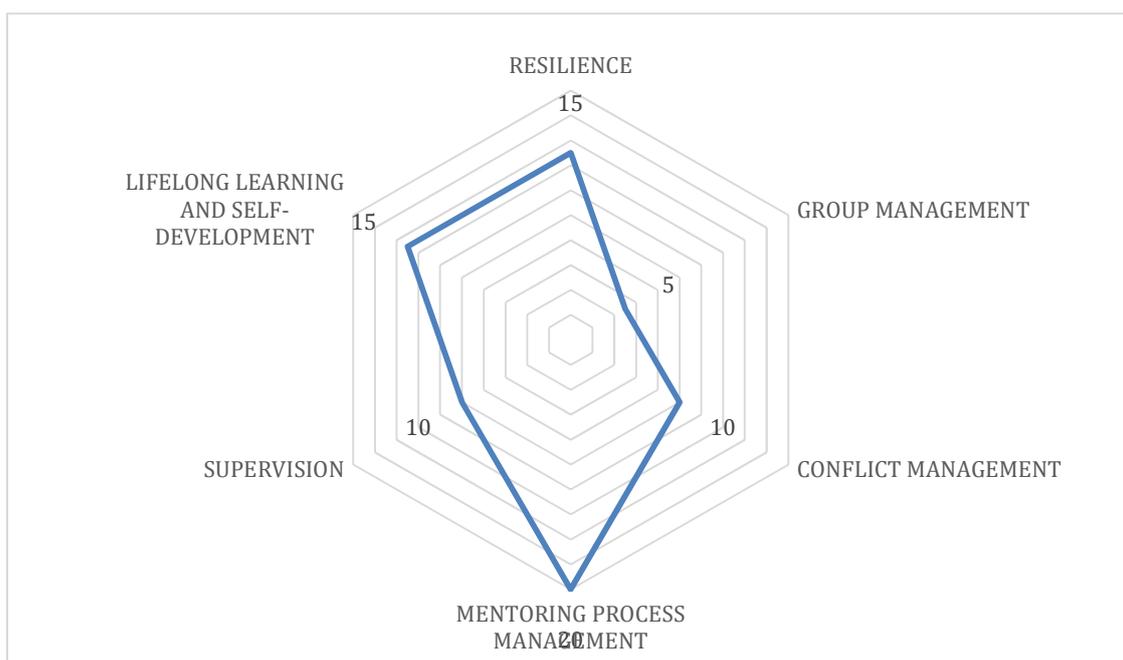
LIFELONG LEARNING AND SELF-DEVELOPMENT					
Items quoted with	Put here the number of the items	Total score		Level	Put here the total score
4		N. items x 4 = 4	<b>Completely Adequate</b>	15-20	

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<b>3</b>		N. items x 3 = 3	<b>Adequate</b>	10-15
<b>2</b>		N. items x 2 = 6	<b>Not Adequate</b>	5-10
<b>1</b>		N. items x 1 = 0		
<b>Total</b>				

**GRAPHIC OF COMPETENCES**

The figure summarizes the total levels in each competence.



**STRENGTHS**

<b>Autonomy</b>	Ability to activate autonomously processes decision-making
	Ability to elaborate autonomous solutions
	Manage new and unexpected needs in autonomy
<b>Ability to programming</b>	Ability to identify priorities
	Ability to plan activities
	Ability to meet deadlines
<b>Ability in managing groups</b>	Leadership

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Management

Ability to plan/monitor/evaluate programmes

GRAPHIC OF SKILLS

The figure summarizes the total levels in each skill.



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MENTOR						
TEACHER'S NAME						
POSITION/TITLE						
DURATION OF SERVICE						
INSTITUTE/SCHOOL						
DATE OF SELF-ASSESSMENT TEST						
DATE OF REVIEW						
CURRENT RESPONSIBILITIES						
LIST OF KEY RESPONSIBILITIES						
INCLUDE ANY ADDITIONAL COMMENTS						
SCORE						
COMMUNICATION						
	Items quoted with	Put here the number of the items	Total score		Level	Put here the total score
	4		N. items x 4 = 4	Completely Adequate	18-24	

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	<b>3</b>		N. items x 3 = 3	<b>Adequate</b>	12-18	
	<b>2</b>		N. items x 2 = 6	<b>Not Adequate</b>	6-12	
	<b>1</b>		N. items x 1 = 0			
	<b>Total</b>					
<b>RESILIENCE</b>						
	<b>Items quoted with</b>	<b>Put here the number of the items</b>	<b>Total score</b>		<b>Level</b>	<b>Put here the total score</b>
	<b>4</b>		N. items x 4 = 4	<b>Completely Adequate</b>	15-20	
	<b>3</b>		N. items x 3 = 3	<b>Adequate</b>	10-15	
	<b>2</b>		N. items x 2 = 6	<b>Not Adequate</b>	5-10	
	<b>1</b>		N. items x 1 = 0			
	<b>Total</b>					
<b>GROUP MANAGEMENT</b>						
	<b>Items quoted with</b>	<b>Put here the number of the items</b>	<b>Total score</b>		<b>Level</b>	<b>Put here the total score</b>
	<b>4</b>		N. items x 4 = 4	<b>Completely Adequate</b>	15-20	
	<b>3</b>		N. items x 3 = 3	<b>Adequate</b>	10-15	
	<b>2</b>		N. items x 2 = 6	<b>Not Adequate</b>	5-10	
	<b>1</b>		N. items x 1 = 0			
	<b>Total</b>					
<b>CONFLICT MANAGEMENT</b>						
	<b>Items quoted</b>	<b>Put here the number of the items</b>	<b>Total score</b>		<b>Level</b>	<b>Put here the total score</b>

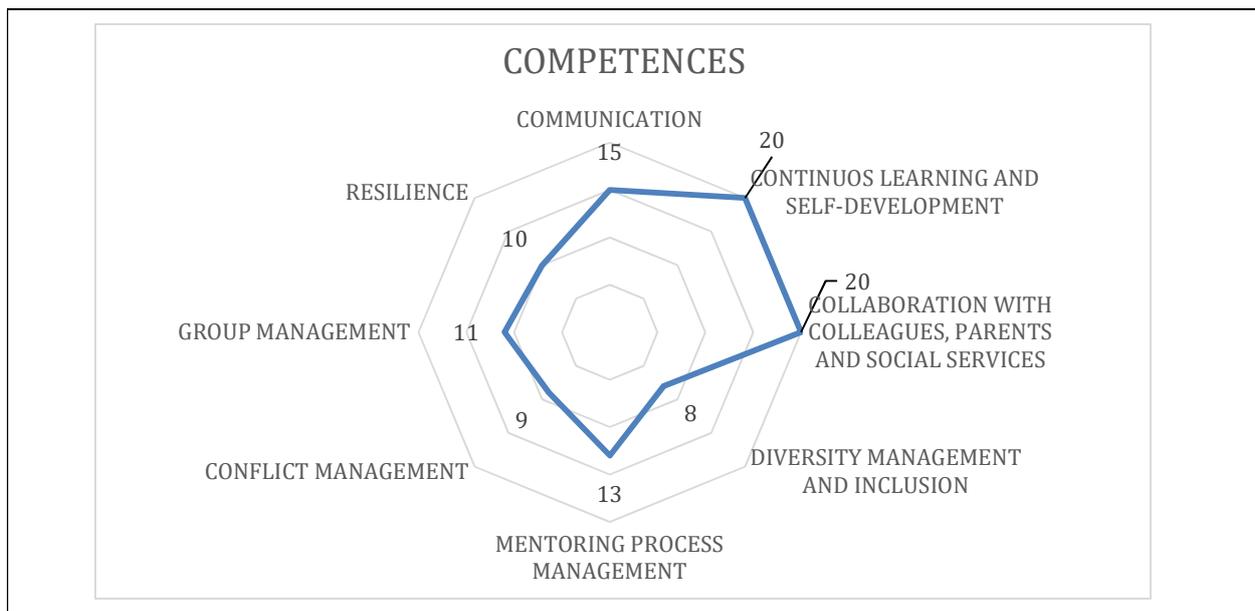
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	<b>with</b>					
	<b>4</b>		N. items x 4 = 4	<b>Completely Adequate</b>	15-20	
	<b>3</b>		N. items x 3 = 3	<b>Adequate</b>	10-15	
	<b>2</b>		N. items x 2 = 6	<b>Not Adequate</b>	5-10	
	<b>1</b>		N. items x 1 = 0			
	<b>Total</b>					
<b>MENTORING PROCESS MANAGEMENT</b>						
	<b>Items quoted with</b>	<b>Put here the number of the items</b>	<b>Total score</b>		<b>Level</b>	<b>Put here the total score</b>
	<b>4</b>		N. items x 4 =	<b>Completely Adequate</b>	15-20	
	<b>3</b>		N. items x 3 =	<b>Adequate</b>	10-15	
	<b>2</b>		N. items x 2 =	<b>Not Adequate</b>	5-10	
	<b>1</b>		N. items x 1 =			
	<b>Total</b>					
<b>DIVERSITY MANAGEMENT AND INCLUSION</b>						
	<b>Items quoted with</b>	<b>Put here the number of the items</b>	<b>Total score</b>		<b>Level</b>	<b>Put here the total score</b>
	<b>4</b>		N. items x 4 =	<b>Completely Adequate</b>	15-20	
	<b>3</b>		N. items x 3 =	<b>Adequate</b>	10-15	
	<b>2</b>		N. items x 2 =	<b>Not Adequate</b>	5-10	
	<b>1</b>		N. items x 1 =			
	<b>Total</b>					

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COLLABORATION WITH COLLEAGUES, PARENTS AND SOCIAL SERVICES					
Items quoted with	Put here the number of the items	Total score		Level	Put here the total score
4		N. items x 4 = 4	<b>Completely Adequate</b>	15-20	
3		N. items x 3 = 3		<b>Adequate</b>	10-15
2		N. items x 2 = 6	<b>Not Adequate</b>	5-10	
1		N. items x 1 = 0			
<b>Total</b>					
LIFELONG LEARNING AND SELF-DEVELOPMENT					
Items quoted with	Put here the number of the items	Total score		Level	Put here the total score
4		N. items x 4 = 4	<b>Completely Adequate</b>	15-20	
3		N. items x 3 = 3		<b>Adequate</b>	10-15
2		N. items x 2 = 6	<b>Not Adequate</b>	5-10	
1		N. items x 1 = 0			
<b>Total</b>					
GRAPHIC OF COMPETENCES					
The figure summarizes the total levels in each competence.					

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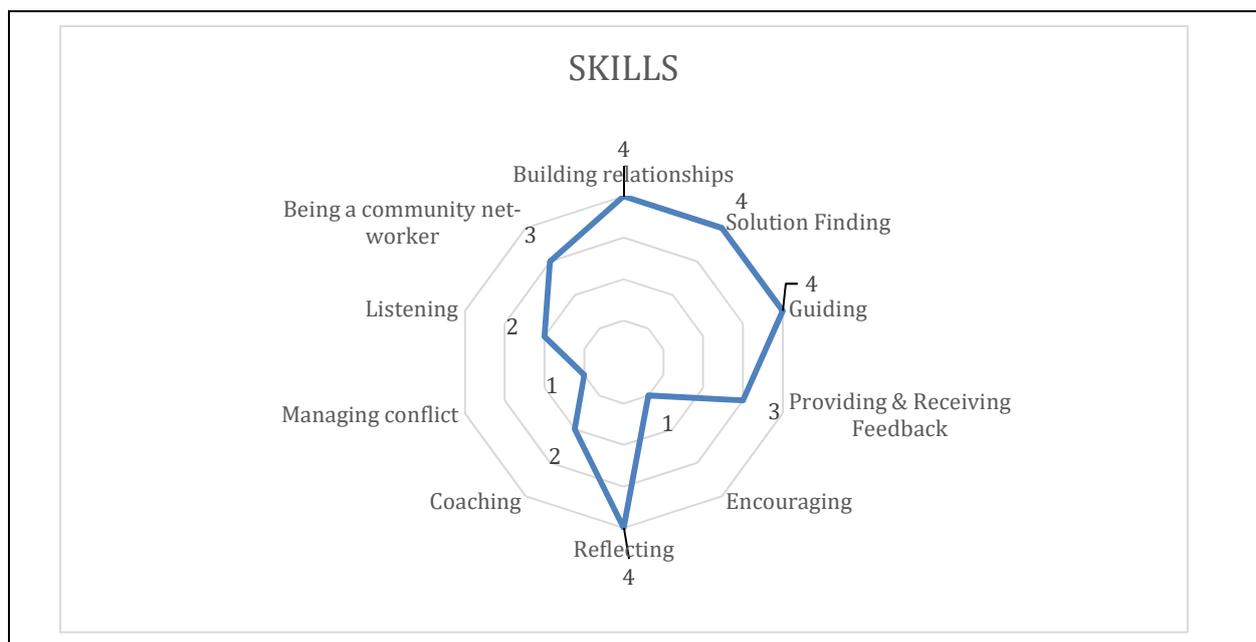
**STRENGTHS**

<b>Autonomy</b>	Ability to activate autonomously processes decision-making	
	Ability to elaborate autonomous solutions	
	Manage new and unexpected needs in autonomy	
<b>Ability to programming</b>	Ability to identify priorities	
	Ability to plan activities	
	Ability to meet deadlines	

**GRAPHIC OF SKILLS**

The figure summarizes the total levels of each skill.

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MENTEE						
TEACHER'S NAME						
POSITION/TITLE						
DURATION OF SERVICE						
INSTITUTE/SCHOOL						
DATE OF SELF-ASSESSMENT TEST						
DATE OF REVIEW						
CURRENT RESPONSIBILITIES						
LIST OF KEY RESPONSIBILITIES						
INCLUDE ANY ADDITIONAL COMMENTS						
SCORE						
COMMUNICATION						
	Items quoted with	Put here the number of the items	Total score		Level	Put here the total score
	4		N. items x 4 = 4	<b>Completely Adequate</b>	18-24	
	3		N. items x 3 = 3	<b>Adequate</b>	12-18	

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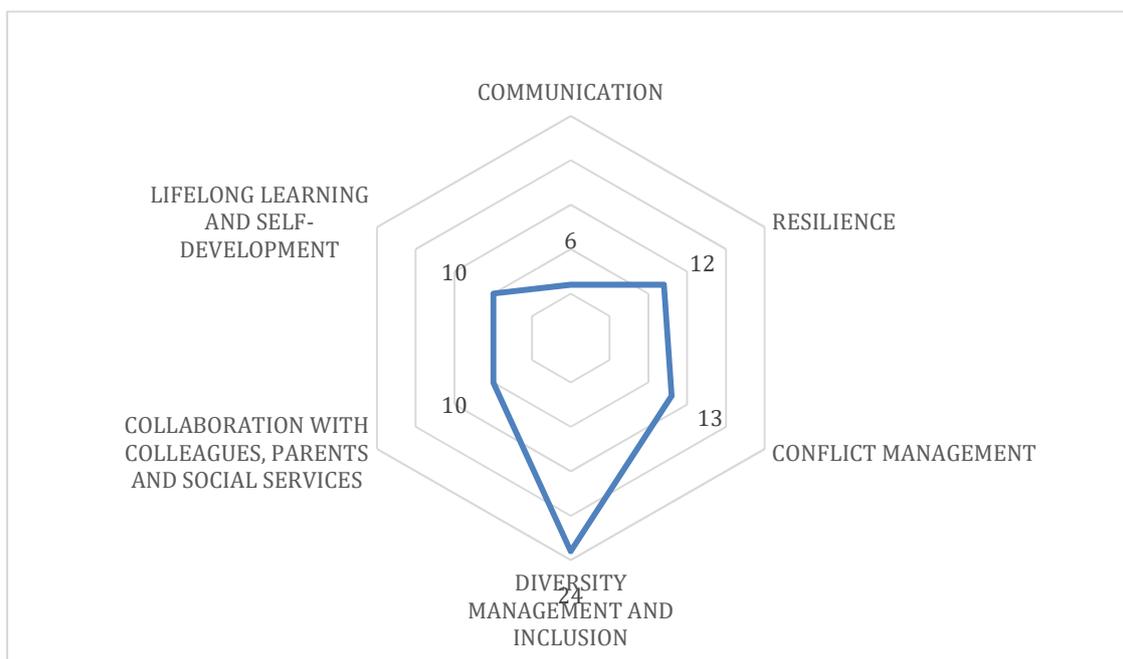
	2		N. items x 2 = 6	Not Adequate	6-12	
	1		N. items x 1 = 0			
	Total					
RESILIENCE						
	Items quoted with	Put here the number of the items	Total score		Level	Put here the total score
	4		N. items x 4 = 4	Completely Adequate	15-20	
	3		N. items x 3 = 3	Adequate	10-15	
	2		N. items x 2 = 6	Not Adequate	5-10	
	1		N. items x 1 = 0			
	Total					
CONFLICT MANAGEMENT IN THE CLASS						
	Items quoted with	Put here the number of the items	Total score		Level	Put here the total score
	4		N. items x 4 =	Completely Adequate	15-20	
	3		N. items x 3 =	Adequate	10-15	
	2		N. items x 2 =	Not Adequate	5-10	
	1		N. items x 1 =			
	Total					
DIVERSITY MANAGEMENT AND INCLUSION						
	Items quoted with	Put here the number of the items	Total score		Level	Put here the total score

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<b>4</b>		N. items x 4 =	<b>Completely Adequate</b>	15-20	
<b>3</b>		N. items x 3 =	<b>Adequate</b>	10-15	
<b>2</b>		N. items x 2 =	<b>Not Adequate</b>	5-10	
<b>1</b>		N. items x 1 =			
<b>Total</b>					
<b>COLLABORATION WITH COLLEAGUES, PARENTS AND SOCIAL SERVICES</b>					
<b>Items quoted with</b>	<b>Put here the number of the items</b>	<b>Total score</b>		<b>Level</b>	<b>Put here the total score</b>
<b>4</b>		N. items x 4 =	<b>Completely Adequate</b>	15-20	
<b>3</b>		N. items x 3 =	<b>Adequate</b>	10-15	
<b>2</b>		N. items x 2 =	<b>Not Adequate</b>	5-10	
<b>1</b>		N. items x 1 =			
<b>Total</b>					
<b>LIFELONG LEARNING AND SELF-DEVELOPMENT</b>					
<b>Items quoted with</b>	<b>Put here the number of the items</b>	<b>Total score</b>		<b>Level</b>	<b>Put here the total score</b>
<b>4</b>		N. items X 4 =	<b>Completely Adequate</b>	15-20	
<b>3</b>		N. items x 3 =	<b>Adequate</b>	10-15	
<b>2</b>		N. items x 2 =	<b>Not Adequate</b>	5-10	
<b>1</b>		N. items x 1 =			
<b>Total</b>					
<b>GRAPHIC OF COMPETENCES</b>					

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The figure summarizes the total levels in each competence.



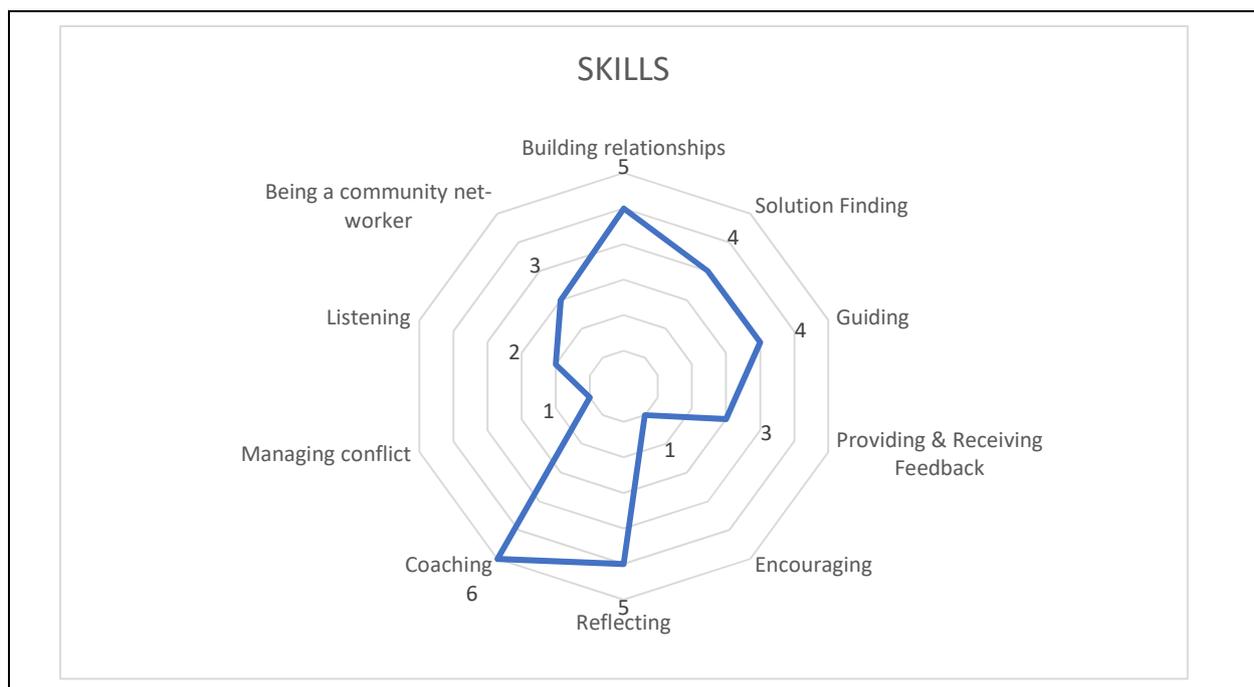
**STRENGTHS**

<b>Autonomy</b>	Ability to activate autonomously processes decision-making
	Ability to elaborate autonomous solutions
	Manage new and unexpected needs in autonomy
<b>Ability to programming</b>	Ability to identify priorities
	Ability to plan activities
	Ability to meet deadlines

**GRAPHIC OF SKILLS**

The figure summarizes the total levels of each skill.

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#### EVALUATION OF SELF-IMPROVEMENT

It is important to remember that self-assessment is not a tool of judgement, but it serves to make an assessment of the strengths and weaknesses of the participant respecting the desired knowledge and skills.

It is good to keep in mind that the participation in a mentoring program is strictly voluntary, in addition to the situations already envisaged by the current legislation of the individual countries, for example in the introduction of teachers into the role. For that reason, it is necessary to make known the objectives of the project and the benefits that the mentee can receive.

The self-assessment is used for:

- The self-assessment of the mentor coordinator is for the principal of the Institute/School to get the most out of the mentoring coordinators' profile, they must take some steps to ensure that competences are properly assessed. At the end of the supervision of mentors, they must also undertake a final self-assessment to verify which competences have been developed within the mentoring process.

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- the self-assessment of the mentor is for the mentor’s coordinator to get the most out of the mentor’s profile, they must take some steps to ensure that competences are properly assessed. At the end of the supervision of mentors, they must also undertake a final self-assessment to verify which competences have been developed within the mentoring process.
- the self-assessment of the mentee is for the mentor’s coordinator to match the mentor with his mentees;

With the results obtained in the self-evaluation the principal or the coordinator can consider if there are some aspects to deepen with a training.

## MATCH

In education, mentoring is a complex and multi-dimensional process of guiding, teaching, influencing and supporting a beginning or new teacher. It is generally accepted that a mentor teacher leads, guides, and advises another teacher more junior in experience in a work situation characterized by mutual trust and belief.

Typically, mentoring programs pair novice teachers with more experienced teachers who can ably explain school policies, regulations, and procedures; share methods, materials, and other resources; help solve problems in teaching and learning; provide personal and professional support; and guide the growth of the new teacher through reflection, collaboration, and shared inquiry (Feiman-Nemser and Parker, 1992).

## Inn2Diversity steps of implementation



### **Recruitment**

Schools have a decision role on this process as they will be responsible to issue an open call for volunteer managers and mentors' recruitment. This will involve a promotion and communication campaign to recruitment, where volunteers will be offered the opportunity to take part in a mentoring model as part of a new pilot scheme. Potential volunteers will be informed about limited spaces available, and that they may not receive a mentee if they sign up and receive training.

The coordinator can be the principal/director of the Institute, but also he can be a teacher with leadership role or experience managing projects in the school.

### **Profiling and self-assessment**

The self-assessment is provided for mentors' coordinators, mentors & mentees. It is a mandatory step as it will provide evidence of the effects of the mentoring programme on competences. It will take place at initial, ongoing & final stages of the programme.

In particular, these steps are recommended: after the recruitment, after the training and after the mentoring programme.

### **Matching**

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Matching occurs after mentor's training. It can be done a pre-matching to identify which pairs can work best, but the formal matching happens in a welcome meeting. The matching coordinators/mentors and mentors/mentees will be based upfront on the results from the profiling tool developed in the previous project activities (IO). In what concerns the involvement of participants, the mentoring process is per se a methodology that involves the participants as they feel that they are part of the solution, having a place to express themselves and to learn with more-experienced teachers.

### **The coordinator's matching**

The scheme coordinators match mentees with mentors (or a selection of potential mentors that the mentee can choose from) based on the information provided in the registration forms and the results of the self-assessment.

Additional to the results from the self-assessment tools, the coordinators can use a semi-structured interview to learn more about the learning needs and expectations of the mentors and mentees and use these data for the matching process

Sample of interview questions to be used for facilitating the matching of the mentors with mentees<sup>1</sup>:

#### Mentors

##### General:

What motivates you to succeed as a mentor?

Why are you interested in being a mentor?

What do you consider as being your biggest strength?

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<sup>1</sup>[https://www.asn-online.org/education/training/mentors/resources/Mentee Interview Questions.pdf](https://www.asn-online.org/education/training/mentors/resources/Mentee%20Interview%20Questions.pdf)

<https://www.indeed.com/career-advice/interviewing/mentoring-interview-questions>

Why do you want to get involved in this programme?

How would your co-workers describe you?

How would your previous mentees describe you? (if it's the case)

How did your experience in teaching prepare you for this role?

Behavioural:

Tell me about a time you trained a mentee.

Describe a time you had to retrain a mentee struggling with their role.

Give me an example of a time you successfully mentored a co-worker.

Can you tell me about a time you trained a superior?

Tell me about a time you delegated a task to someone else for developmental reasons.

Describe a time you identified an unmet training need in your school.

Describe the greatest training challenge you've faced.

Describe a time you handled disruptive behaviour from a participant in a session.

Tell me about a time you used interactive training techniques.

Mentees

Why are you interested in participating in this mentoring programme?

What (if any) is your previous experience of mentoring (either as a mentee or mentor)?

What topics are you interested to explore with your mentor(s)?

What would be a successful outcome of your participation in this programme?

Is there any further information about yourself or your requirements of the programme that would be useful when matching you with mentor(s)?

**Considerations and matching criteria**

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When recruiting mentees, mentors and mentors' coordinators some basic characteristics to take into consideration are:

- motivation to learn and to evolve;
- willingness to open to discussion;
- determination to achieve the goals;
- receptiveness to feedback

The main criteria for selecting the participants in addition to the skills strictly related to the role, are the correspondence between skills and needs.

The examination of the needs and goals of the mentees can be of guidance in specifying the criteria for selecting mentors, at least in terms of skills, knowledge and experience that future mentors must possess:

- experience in contributing to the development of others;
- reliability and willingness to share knowledge, skills or experiences;
- strong interest in people;
- ability to relate in different contexts.

The basic criteria for matching mentor and mentee are:

- power over the mentee: the mentor must not be a person who occupies a position of power or hierarchical superiority over the mentee;
- compatibility between the needs of the mentee and the experience of the mentor;
- details regarding age, gender, professional experience and indication of interests and needs.

The matching can be customized. After pairing it is necessary to establish the goals and a moment of verification.

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It may be useful to view the results of mentor and mentee self-assessment to compare them.

MENTOR		MENTEE	
<h3>COMPETENCES</h3> <p>A radar chart for a mentor with seven axes: Communication (15), Continuous Learning and Self-Development (20), Collaboration with Colleagues, Parents and Social Services (20), Diversity Management and Inclusion (8), Mentoring Process Management (13), Conflict Management (9), and Group Management (11).</p>		<h3>COMPETENCES</h3> <p>A radar chart for a mentee with seven axes: Communication (6), Resilience (12), Conflict Management (13), Diversity Management (24), Collaboration with Colleagues, Parents and... (10), Lifelong Learning and Self-Development (10), and Resilience (10).</p>	
<h3>SKILLS</h3> <p>A radar chart for a mentor with ten axes: Building relationships (5), Solution Finding (4), Guiding (4), Providing &amp; Receiving Feedback (3), Encouraging (3), Reflecting (5), Coaching (6), Managing conflict (1), Listening (2), and Being a community net-worker (3).</p>		<h3>SKILLS</h3> <p>A radar chart for a mentee with ten axes: Building relationships (4), Solution Finding (5), Guiding (5), Providing &amp; Receiving Feedback (2), Encouraging (2), Reflecting (4), Coaching (5), Managing conflict (2), Listening (3), and Being a community net-worker (5).</p>	
<b>Strengths</b>		<b>MENTOR</b>	<b>MENTEE</b>
<b>Autonomy</b>	Ability to activate autonomously processes decision-making		
	Ability to elaborate autonomous solutions		
	Manage new and unexpected needs in autonomy		
<b>Ability to programming</b>	Ability to identify priorities		
	Ability to plan activities		

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Ability to meet deadlines
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Every mentoring program participant will be different. Each will have unique knowledge, experiences and viewpoints to bring to the table. Mentors' coordinators need to match them all using the right skill traits.

Precise profiles and surveys need to be filled out early on. Keeping the program purpose in mind, the participants' profiles can be assessed for compatibility and potential matches.

It's important to have mentees establish their preferences when it comes to a mentor. Some mentees will want to learn a specific skill set while for others it's more important to be mentored by someone with a big tenure.

There are some things to keep in mind when matching mentors and mentees, such as:

- Give participants the opportunity to have a say in the process. Perhaps a mentee could select their match from a handful of potential mentors.
- Be clear about your matching methods so that participants understand the process.
- Check in occasionally after the pairing has been made to see how the mentorship is going for the participants.
- If the match is not successful, have a simple process that allows the participants to end the mentorship.

## THE SELF-ASSESSMENT TOOLS

### SELF-ASSESSMENT TOOL FOR MENTORING COORDINATORS

In this questionnaire we ask you to tell us which sentence do you identify more with. So, for example, you should mark an X in the column “I agree” if you really identify with the sentence.

COMMUNICATION	Disagree	Somewhat Disagree	Somewhat Agree	Agree
1 I am aware of verbal and non verbal communication, when talking to someone.				
2 It's easy for me to understand how and why people are feeling and thinking in a certain way.				
3 Usually I'm able to express my ideas and opinions to others in a clear and assertive ways.				
4 When someone asks me for help I try to ask questions that help clarifying the situation.				
5 It's very difficult to understand which kind of communication style a person is using.				
6 I can listen actively to collaborate effectively				

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<b>RESILIENCE</b>		<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Somewhat Agree</b>	<b>Agree</b>
<b>7</b>	I think when I ask for help, it means that I failed.				
<b>8</b>	When something goes wrong, I'm able to analyse it and understand what happened and how I can do better.				
<b>9</b>	I think I had some challenging situations, from which I learned a lot.				
<b>10</b>	In a stressful situation, I'm the kind of person who is calm and can help others to calm down.				
<b>11</b>	I'm able to take and accept criticism and develop from there.				
<b>GROUP MANAGEMENT</b>		<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Somewhat Agree</b>	<b>Agree</b>
<b>12</b>	I think within groups you can always find different roles people adopt and the challenge is to manage them.				
<b>13</b>	I know groups are always different, but you always have to understand how to motivate them.				
<b>14</b>	I think that working with groups is an				

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	opportunity to grow together.				
<b>15</b>	One challenge you can face managing groups is to promote everyone's participation.				
<b>16</b>	When coordinating a group, I always use different strategies.				
<b>CONFLICT MANAGEMENT</b>		Disagree	Somewhat Disagree	Somewhat Agree	Agree
<b>17</b>	I think collaboration is a good strategy to solve a conflict.				
<b>18</b>	When a conflict starts I like to be the person who stands up and helps all parts finding an agreement.				
<b>19</b>	For to deal with a conflict I know to collaborate and try to meet other people half way.				
<b>20</b>	In a conflict I can see both sides impartially				
<b>21</b>	I know conflicts can happen at so many levels (e.g. person-person, person-organisation) and it's important to understand it so we can address it better.				

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<b>MENTORING PROCESS MANAGEMENT</b>		<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Somewhat Agree</b>	<b>Agree</b>
<b>22</b>	For me the coordinator's goal is to share knowledge and experience with mentors.				
<b>23</b>	I believe it is very important to explain to people what they can do better/differently.				
<b>24</b>	I understand the different steps of mentoring in order to build a positive relationship with all stakeholders.				
<b>25</b>	I know how to evaluate the mentoring programme throughout the process so I can understand how to improve.				
<b>26</b>	In order to motivate someone I split the final task into small simple steps				
<b>SUPERVISION</b>		<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Somewhat Agree</b>	<b>Agree</b>
<b>27</b>	I know some strategies to help set attainable and realistic goals.				
<b>28</b>	I am able to make a needs' assessment that can help the mentees and mentors understand where they are and what they want to achieve				
<b>29</b>	For me setting goals is important in assessing situations since it help us to know in which direction to move.				

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30	I believe inadequate expectations can lead to frustrating situations.				
31	For me, feedback should be clear and focus on specific issues that the mentor needs to work on and things that he/she is already good at.				
<b>LIFELONG LEARNING AND SELF-DEVELOPMENT</b>		Disagree	Somewhat Disagree	Somewhat Agree	Agree
32	I'm regularly looking for a different training to attend.				
33	I've participated in support groups.				
34	I love to learn about new subjects.				
35	I have training and experience in managing projects/programmes or managing groups at school.				
36	Although it's not easy to do it, I'm able to understand and take responsibility for my mistakes.				

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From the list below, please check your strengths with X

<b>Strengths</b>		<b>X</b>
<b>Autonomy</b>	Ability to activate autonomously processes decision-making	
	Ability to elaborate autonomous solutions	
	Manage new and unexpected needs in autonomy	
<b>Ability to programming</b>	Ability to identify priorities	
	Ability to plan activities	
	Ability to meet deadlines	
<b>Ability in managing groups</b>	Leadership	
	Management	
	Ability to plan/monitor/evaluate programmes	

Consider how comfortable you are in using each skill. Check the column that represents your comfort level.

<b>Skills</b>	<b>Not at all comfortable</b>	<b>Somewhat comfortable</b>	<b>Comfortable</b>	<b>Very comfortable</b>
<b>1. Building relationships</b>				
<b>2. Being a community net-worker (sharing materials, projects, ...)</b>				
<b>3. Listening</b>				

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#### **4. Managing conflict**

<b>5. Coaching (I share with you the experience and procedures of the schools)</b>				
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#### **6. Reflecting**

<b>7. Encouraging</b>				
-----------------------	--	--	--	--

#### **8. Providing & Receiving Feedback**

<b>9. Guiding (I share my materials, peer to peer, ...)</b>				
---	--	--	--	--

<b>10. Solution Finding (Problem-Solving)</b>				
---	--	--	--	--

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### SELF-ASSESSMENT TOOL FOR MENTOR

In this questionnaire we ask you to tell us with which sentence do you identify yourself more. So, for example, you should mark an X in the column “I agree” if you really identify with the sentence.

COMMUNICATION		Disagree	Somewhat Disagree	Somewhat Agree	Agree
1	I am aware of verbal and nonverbal communication, when talking to someone.				
2	I know sometimes what people say and how they say it generates incongruences.				
3	I like to listen and also enjoy asking questions and getting to know people.				
4	I'm flexible and open to different opinions and ideas.				
5	For me, it's really important to clarify and summarize mentees speech, to make sure that both are understanding what is being said.				
6	I can listen actively to collaborate effectively.				
RESILIENCE		Disagree	Somewhat Disagree	Somewhat Agree	Agree
7	When something goes wrong, I'm able to analyse it and understand what happened and how I can do better.				

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<b>8</b>	In a difficult situation, I would try to solve it first, but I would ask for help if I needed.					
<b>9</b>	I feel I'm good at using humor or "change the topic" to effectively redirect mentee's behavior or attention.					
<b>10</b>	I'm able to take critical feedback and develop from there.					
<b>11</b>	I'm able to solve a problem by divide it in small problems and start solving one at a time.					

**GROUP MANAGEMENT**

Disagree    Somewhat Disagree    Somewhat Agree    Agree

<b>12</b>	I think that working with groups is an opportunity to grow together.					
<b>13</b>	I believe my role as a group mentor is to watch and listen and only do something if a conflict starts.					
<b>14</b>	I can establish rules within a group.					
<b>15</b>	If I'm working with different people and different groups it makes sense for me to adapt the way I work with them.					
<b>16</b>	To keep people motivated it's important to find different dynamics and activities.					

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<b>CONFLICT MANAGEMENT</b>		Disagree	Somewhat Disagree	Somewhat Agree	Agree
<b>17</b>	When someone is facing a conflict I'm able to help him/her to calm down and see things clearly.				
<b>18</b>	I know different strategies to face conflicts.				
<b>19</b>	I know how to help the student understand what triggers the conflict.				
<b>20</b>	In a conflict I can see both sides impartially, help others' see it too and find a solution together.				
<b>21</b>	I know that conflict can happen at many levels (e.g. person-person, person-organisation) and it's important to understand it so we can address the solution better.				
<b>MENTORING PROCESS MANAGEMENT</b>		Disagree	Somewhat Disagree	Somewhat Agree	Agree
<b>22</b>	For me the mentor's goal is to evaluate the mentee, making him progress.				
<b>23</b>	For me, it's important that the mentee feels accepted while the mentor believes he can always develop and grow.				
<b>24</b>	For me a positive relationship between mentor and mentee is really important for the mentoring process.				

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25	In a mentoring programme, it's important to set realistic, measurable and verifiable goals with the mentee.					
26	I provide feedback so the mentee can learn and develop.					

### DIVERSITY MANAGEMENT AND INCLUSION

		Disagree	Somewhat Disagree	Somewhat Agree	Agree
27	I am familiar with the relevant legislation related to school procedures to deal with conflict and social inclusion of schools and their families.				
28	I know and apply the guidelines to promote inclusion in school of students				
29	I promote knowledge and acceptance of diversity.				
30	As a mentor I observe know and promote inclusion.				
31	As a mentor I pay attention and care to the integral development of each mentee.				

### COLLABORATION WITH COLLEAGUES, PARENTS AND SOCIAL SERVICES

		Disagree	Somewhat Disagree	Somewhat Agree	Agree
32	I promote a good school climate and the collaboration between school and families.				

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33	I think Educational and social success requires comparison and collaboration between the main local authorities.					
34	For me collaboration requires mutual listening.					
35	For me, collaboration between school and family needs frequent moments of exchange and planning.					
36	I work together to have common goals and objectives.					
<b>CONTINUOUS LEARNING AND SELF-DEVELOPMENT</b>		Disagree	Somewhat Disagree	Somewhat Agree	Agree	
37	I'm regularly looking for different trainings to attend to.					
38	I understand I have some weaknesses, but I believe I can work on them.					
39	I usually ask for feedback from people who supervise me, so that I know in which areas I can develop.					
40	I believe people can learn all their life.					
41	Although it's not easy to do it, I'm able to understand and take responsibility for my mistakes.					

From the list below, please check your strengths with X.

### Strengths

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<b>Autonomy</b>	Ability to activate autonomously processes decision-making
	Ability to elaborate autonomous solutions
	Manage new and unexpected needs in autonomy
<b>Ability to programming</b>	Ability to identify priorities
	Ability to plan activities
	Ability to meet deadlines

Consider how comfortable you are in using each skill. Check the column that represents your comfort level.

Skills	Not at all comfortable	Somewhat comfortable	Comfortable	Very comfortable
<b>1. Building relationships</b>				
<b>2. Being a community net-worker (sharing materials, projects, ...)</b>				
<b>3. Listening</b>				
<b>4. Managing conflict</b>				
<b>5. Coaching (I share with you the experience and procedures of the schools)</b>				
<b>6. Reflecting</b>				
<b>7. Encouraging</b>				
<b>8. Providing &amp; Receiving Feedback</b>				
<b>9. Guiding (I share my materials, peer to peer, ...)</b>				
<b>10. Solution Finding (Problem-Solving)</b>				

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### SELF-ASSESSMENT TOOL FOR MENTEE

In this questionnaire we ask you to tell us with which sentence do you identify more with. So, for example, you should mark an X in the column “I agree” if you really identify with the sentence

COMMUNICATION		Disagree	Somewhat Disagree	Somewhat Agree	Agree
1	I am aware of verbal and nonverbal communication, when talking to someone.				
2	I keep eye contact when talking to students.				
3	For me, sometimes what people say and how they say it can generate inconsistencies.				
4	Usually I can put myself in the other person's shoes.				
5	When someone asks me for help, I try to ask questions that clarify the situation.				
6	I can listen actively to collaborate effectively.				
RESILIENCE		Disagree	Somewhat Disagree	Somewhat Agree	Agree
7	When something goes wrong, I'm able to analyse it and understand what happened and how I can do better.				
8	Obstacles usually motivate me to work harder.				
9	How I feel largely related to what I think.				

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**10** I'm able to take critical feedback and develop from there.

<b>11</b>	I can divide a problem into small parts to solve it.				
-----------	--	--	--	--	--

**CONFLICT MANAGEMENT**

Disagree    Somewhat Disagree    Somewhat Agree

<b>12</b>	I know how to intervene in a conflict and help the parties find an agreement.				
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**13** When someone faces conflict, I try to help them calm down and see things more clearly.

<b>14</b>	I know of several strategies for dealing with conflicts.				
-----------	--	--	--	--	--

**15** I know how to help the student understand what triggers the conflict.

<b>16</b>	I'm usually in control of my emotions and tend to be rational when solving problems.				
-----------	--	--	--	--	--

**DIVERSITY MANAGEMENT AND INCLUSION**

Disagree    Somewhat Disagree    Somewhat Agree

<b>17</b>	I am familiar with the relevant legislation related to school procedures to deal with conflict and social inclusion of schools and their families.				
-----------	--	--	--	--	--

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18	I know and apply the guidelines to promote inclusion in school of students				
19	I observe and promote knowledge and acceptance of diversity (social, physical and cultural needs) in my school and classroom				
20	I pay attention and care about the integral development of each student.				
<b>COLLABORATION WITH COLLEAGUES, PARENTS AND SOCIAL SERVICES</b>		Disagree	Somewhat Disagree	Somewhat Agree	Agree
21	I promote a good school climate and the collaboration between school and families.				
22	I think Educational and social success requires sharing goals and collaboration between the main local authorities.				
23	For me, collaboration between school and family needs frequent moments of exchange and planning.				
24	I work with my colleagues and to have common goals and objectives.				
<b>LIFELONG LEARNING AND SELF-DEVELOPMENT</b>		Disagree	Somewhat Disagree	Somewhat Agree	Agree
25	I'm regularly looking for different trainings to attend to.				
26	I understand I have some weaknesses, but I believe I can work on them.				

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27	I usually ask for feedback from people who supervise me, so that I know in which areas I can develop.				
28	I believe people can learn all their life.				
29	I think I'm good at what I do, I don't feel the need for further training.				

From the list below, please check your strengths with X.

### Strengths

<b>Autonomy</b>	Ability to activate autonomously processes
	decision-making
	Ability to elaborate autonomous solutions
	Manage new and unexpected needs in autonomy
<b>Ability to programming</b>	Ability to identify priorities
	Ability to plan activities
	Ability to meet deadlines

Consider how comfortable you are in using each skill. Check the column that represents your comfort level.

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<b>Skills</b>	<b>Not at all comfortabl e</b>	<b>Somewhat comfortabl e</b>	<b>Comfortabl e</b>	<b>Very comfortable</b>
<b>1. Building relationships</b>				
<b>2. Being a community net-worker (sharing materials, projects, ...)</b>				
<b>3. Listening</b>				
<b>4. Managing conflict</b>				
<b>5. Coaching (I share whit you the experience and procedures of the schools)</b>				
<b>6. Reflecting</b>				
<b>7. Encouraging</b>				
<b>8. Providing &amp; Receiving Feedback</b>				
<b>9. Guiding (I share my materials, peer to peer, ...)</b>				
<b>10. Solution Finding (Problem- Solving)</b>				

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## THE PROFILES

### 1. THE IO3 - MENTORS' COORDINATOR, MENTORS AND MENTEES PROFILES.

The INN2 DIVERSITY project focuses on the creation of a tutoring model to help, support and train:

- the newly hired teachers who, for the first time, enter the world of school;
- the teachers that are into a new and stable situation of work, after many years of precarious work and passages in different institutes;
- those who express the need to review their professional skills.

The IO3 “Mentors’ Coordinators and Mentors profile” is devoted to the creation of mentor’s coordinator, mentors and mentees profiling tools.

The profiling tool is innovative since it will allow to integrate teaching competences improvement process: set profiles, support mentoring processes recruitment, selection and matching (between coordinators, mentors and mentees), establish competences development needs, allow running tailor-made training programmes, among other procedures.

It’s will be developed following previous experience of MOMIE, MEGAN and MPATH projects (CCF and Aproximar experience), and also at CEIS training teachers experience (Pedagogy) and the findings of the O1 (report).

The profiling tool has the following structure: competences framework; profile blueprint (tool user manual) and online profiling tool. The profiling tool will cover the previous stated components for three different target groups: mentoring coordinators (description of key competencies, correspondent indicators and descriptors to manage a mentoring program progression), mentors (description of key competencies, correspondent indicators and descriptors to deliver a mentoring process targeting mentees) and mentees (description of key competencies targeted in the mentoring process, and correspondent indicators to self-evaluate progress).

A blueprint will be produced under the profiles developed. It will package step-by-step appraisal, recruit, match, train and self-improve the coordinators and mentors. It will be at this stage that all the partners

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must select core and supplementary features to be introduced on the physical and online tool and deliver the blueprint (manual of web programmers - online).

After this work of research and development of competences framework and blueprints, the online profiling tool will be set up: one online tool to evaluate the coordinators and mentors in terms of skills, experience, knowledge and potential (will serve to adopt the training to the managers and mentors gaps|needs).

The impact can be felt on teachers self-awareness, motivation and self-confidence since introduces a sustainable self-improvement processes, usable at school level, making available the peer schemes management tool focus on a critical topic that increases teachers satisfaction and pupils success and enrolment. The online component boosts the transferability potential of the project and methodology.

This IO comprises a set of activities that have a sequence that must be respected:

IO3-A1 Develop a mentors' coordinators, mentors and mentees profile in terms of experience, competencies and knowledge

IO3-A2 Develop a blueprint to guide the appraisal, recruitment, train, match and self-improvement of mentors' coordinators, mentors and mentees

O3-A3 Develop profiling online tool for mentors coordinators, mentors and mentees

## 2.THE MENTOR'S COORDINATOR PROFILE.

It can be said that the mentor coordinator is like a "mentor of the mentor", therefore, taking this into account, there are 7 key competences for mentoring coordinators: communication; resilience; group management; conflict management; mentoring process management; supervision; lifelong learning and self-development. Each competence is defined according to its scope and what is included in the role of the mentoring coordinator. For each competence, according to the European framework, there is a "list of related essential knowledge, skills and attitudes" (Halász & Michel, 2011, p. 293).

As a premise to the subsequent work, it is important to outline shared definitions, by the Inn2diversity partnership, of the following words:

**Competence:** understood as the complex combination and proven ability to use knowledge, skills, attitudes and values, personal, social and organizational desires, that leads to be active and effective.

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**Knowledge:** understood as the acquisition and internalization of information, contents, facts, principles, theories and practices, in different fields, areas, sectors and disciplines of study.

**Skill:** understood as the ability to put knowledge into practice, in view of the success of a task or for solving problems. Skills can be both practical and cognitive. Those of a cognitive type use logical, intuitive and creative thinking, while those of a practical type require the use of manual skills and materials, tools and techniques.

**Attitude:** understood as a way of approaching and placing oneself towards the other or towards a situation, at a certain time and with a certain state of mind.

## 2.1 THE COMPETENCES

The competences, that will be presented below, are organized into three categories: social, psychological and organizational.

**Social competence** is a dimension of social intelligence; it is determined by the complex interaction between the person, the family, the school, the work environment, peer relationships and the wider socio-cultural environment; it is the ability to understand others in the context of social interaction and engage in fluid communication in the interaction between the person and its social environment. Communication is included in this category.

**Psychological competence** refers to the control of actions and personal dynamics that influence decision making, results and performance, personal development, motivation, mental health (for example: depression, anxiety and helplessness). This category includes resilience, conflict management and lifelong learning and self-development skills.

**Organizational competence** refers to the creation of a collaborative professional community with the aim of promoting the well-being of teachers, their achievement, their motivation and the sharing of solutions, problems and good practices, with important repercussions on their performance. This category includes group management, mentoring process management and supervision.

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## COMMUNICATION

*Communication is a process of interaction between individuals in which an emitter exchanges information with a receiver. The desire goal of any communication process is understanding. For this to happen there's a lot to have in consideration when communicating: 1) verbal and nonverbal (voice tone, face expressions, gestures, body language, eye contact, dressing, communication; 2) oral and written communication; 3) communication barriers. So, as mentoring coordinator, individuals should have knowledge about all this: be able to exchange ideas, feelings or experiences, both in verbal and non-verbal; is able to communicate clearly and assertively in order to have an efficient communication, where his message is correctly understood.*

### Key behavioural indicators

<b>Knowledge</b>	Communication fundamentals
	Communication process
	Different styles of communication
	Importance of verbal and nonverbal communication
	Barriers of communication and how to overcome them
	Communication with different media
	Technology of communication support
	Social media and communication
<b>Skills</b>	Asks open and close questions when appropriate
	Clarifies and paraphrase mentor's speech
	Summarizes mentor's speech
	Expresses opinion and feelings in an assertive way
	Listens actively
	Shows empathy
	Decodes nonverbal communication
	Recognises different styles of communication
	Understands mentor's speech beyond what he is saying
	Adapts the way he speaks to the person that is listening
	Makes himself understood
Write a report	
Speak foreign languages	
Check if message was understood	

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	Use technologies to make the communication more effective and direct
<b>Attitudes</b>	Empathy
	Acceptance
	Assertiveness
	Curiosity
	Flexibility

## RESILIENCE

*Resilience is the ability to develop positive mechanisms of adaptation, to deal with problems, overcome obstacles and resist the pressure, in the presence of adverse factors/situations. According to research, it is the ability necessary for the development of healthy, adaptable young people and future adults. Rather than letting failure overcome them and drain their resolve, the resilient find a way to rise from the hard times. Psychologists have identified some of the factors that make someone resilient, among them a positive attitude, optimism, the ability to regulate emotions, and the ability to see failure as a form of helpful feedback. Being resilient does not mean that a person doesn't experience difficulty or distress. Emotional pain and sadness are common in people who have suffered major adversity or trauma in their lives. In fact, the road to resilience is likely to involve considerable emotional distress. Mentoring coordinator must have a positive conduct and cognitive flexibility. A resilient person extracts positive experiences from difficult situations, enriches his life in a unique way and he is able to use the adverse/negative experiences to revert the situation to his advantage. Mentoring coordinator is aware of own potentialities and resources and tries to actively overcome a traumatic situation, being persistent, flexible and motivated, with high levels of self-esteem and self-assurance. Resilience is associated with Emotion Management, Empathy, Optimism, Causal Analysis, Self-Efficiency and Proximity to People.*

### Key behavioural indicators

<b>Knowledge</b>	Connection between how we think and how we feel
	Intern and extern locus of control
	Strategies to help others finding alternative/positive thoughts
	Problem solving
	Awareness and understanding of verbal (tone of voice, choice and flow of words) and non-verbal (eye contact, body language) cues that show that change is possible

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	Positive coping strategies
<b>Skills</b>	Anticipate problems and solutions
	Maintains calm during/after a stressful situation
	Understands what is happening around himself and inside his own head
	Looks at things objectively
	Analyses, synthesizes and/or evaluates information
	Accepts criticism and learn lessons from it
	Recognises and self regulates his emotions
	Offers help in appropriate moments
	Able to be autonomous
	Manages the discussion from problem to solution
	Refrains the situation, looking at it in an alternative/positive way
	Copes with frustration
	Talks and shares about emotions and/or situations
	<b>Attitudes</b>
Optimism	
Proactiveness	
Critical thought	
Self-efficiency	

## GROUP MANAGEMENT

*The group is a social unity, an assembly of individuals, more or less structured, with common interests and goals, and whose elements interact and establish relationships between each other.*

*Mentoring coordinator must be able to interact with a group of mentors and mentees and use appropriate group dynamics, which allow observing behaviours, attitudes and knowledge, being a powerful tool to achieve goals. Group dynamic works, above all, as a democratization process: it leads individuals to participate actively, to take responsibilities and to develop entrepreneurship. It also contributes for formation and, above all, to express logical, objective and coherent ideas. Mentoring Coordinator should be aware of training methodologies.*

### Key behavioural indicators

	Group dynamics: roles in the group (the aggressor, the joker, the negator, the withdrawer, recognition seeker)
	Different leadership styles
	Training methodologies

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<b>Knowledge</b>	Different strategies to keep the group motivated (dynamic sessions, individual/group tasks, etc) Understands the benefits of working with a group as well as its challenges
	Understands his own role in the group
	Group development process
	Conditions/ rules necessary to make the group work effectively
<b>Skills</b>	Assesses, facilitates and/or mediates communication pathways within the group
	Creates a comfortable environment where the group feels free to express opinions and feelings
	Uses and works group resources and weaknesses
	Manages different people, different attitudes and opinions
	Be assertive and marks a position when necessary
	Changes his communication style to adapt to the group dynamics
<b>Attitudes</b>	Confidence
	Leadership
	Creativity
	Dynamism
	Easiness dealing with people
	Assertiveness

## CONFLICT MANAGEMENT

*Conflict is a process between individuals or groups which generates tension caused by a difference of perspectives and/or a negative feeling. Conflict can be destructive, leading to development of negative feelings to spending energy on conflict that could be better spent elsewhere. However, well-managed conflict can be constructive, releasing emotion and stress, resolving tension, especially if used as an opportunity to increase understanding and find a way forward together out of the conflict situation.*

*Mentoring Coordinator understands that conflict might occur in different levels (intrapersonal, interpersonal, intragroup, intra-organisational, intergroup and inter-organisational) and has different sources/causes (work relationship, lack of resources, no clarification about the roles), recognizing in which situations conflict is a good thing (for example, being a factor of change and of stimulation to creativity and innovation).*

*Mentoring Coordinator knows different strategies to resolve conflicts - from avoidance, accommodation and domination, to commitment and cooperation. Mentoring Coordinator must diagnose the origin of conflict as the first step to its resolution and apply a factual approach. Mentoring Coordinator should listen to all intervenient and pay attention not only to the content of the message, but also to the feelings and emotions implicated in it: actively listening is one of the most suitable ways in the negotiation of*

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*conflicts and always implicates empathy and a comprehension of the other point of view, pondering every possible solution. Mentoring Coordinator should also develop a good stress management.*

### Key behavioural indicators

<b>Knowledge</b>	Strategies to deal with and to overcome conflicts
	Negotiation skills
	Different levels on which conflict may occur (intrapersonal, interpersonal, intragroup, intergroup)
	Different causes/sources of conflict (work relationship, class relationship, no clarification about the roles)
<b>Skills</b>	Accepts different people, opinions and situations
	Separates the person and the problem
	Attentively observes and listens
	Uses conflict as a teaching tool
	Stays calm and neutral in a conflict situation
	Anticipates the conflict, be able to focus on factual information, instead of getting influence by emotions
	Able to act adequately in a conflict situation
<b>Attitudes</b>	Calmness
	Assertiveness
	Impartiality
	Collaboration
	Helpfulness
	Enthusiasm

## MENTORING PROCESS MANAGEMENT

*Mentoring is a process in which an individual who has overcome a certain situation in his life trajectory (professionally, personally or socially), and has acquired skills and knowledge that have made it possible for him to obtain a recognized success path, seeks to share this knowledge and skills with another person who is in a vulnerable position.*

*Mentoring Coordinator must have clear knowledge about the mentoring definition and process, including different models, techniques and strategies. He/she has knowledge about designing a mentoring programme, defining an action plan, identifying a target group and built an effective*

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*mentoring process, including proper evaluation plan: regular updates and information; distributing and collecting materials; completing evaluation documentation.*

*Mentoring Coordinator's mission aims at helping mentors to build their mentees' confidence, giving encouragement and positively reinforcing progress. Mentoring Coordinator must boost mentors to take own decisions. Also, Mentoring Coordinator must give adequate support for a mentoring scheme, assuring confidentiality and providing authentic advice to mentor. Mentoring Coordinator must have clear knowledge on the scope and limitations of the mentor's role, helping establish clear boundaries and limits in the mentor-mentee relationship. For delivering a mentoring project, a Mentoring Coordinator should be recognized as a leader and be able to interact and cooperate with various organisations/ partners.*

*Mentoring Coordinator should have a high level of intra-organisational knowledge and recognizes that mentoring can improve job performance and job satisfaction/retention and enables career growth.*

Key behavioural indicators	
<b>Knowledge</b>	The importance of the relationship in the mentoring process
	Factors that help in the creation of a good relationship
	Mentoring process, styles and tools
	Mentors' coordinator and mentor's roles
	Strategies to promote confidence and self-esteem
	How to promote sharing of concerns, ideas, feelings by mentors
	Motivational strategies
	Strengths of the previous mentoring experiences
	Clearly understands the difference between supporting someone and directing someone
	Influence of the context on the individual and of the individual on the context
<b>Skills</b>	Create a safe and comfortable environment
	Establish a positive and secure relationship with mentors
	Set clear limits that allow a safe connection and relationship between coordinator and mentor
	Keeps regular discussions and meetings
	Respect mentor's concerns
	Promote self-efficacy and self-esteem in others
Promote a positive work environment	

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	Respect mentor's perspectives and experiences
	Guide mentor in choosing and defining the objectives to reach
	Promote autonomy
	Recognize and take on responsibility of its own decisions and mistakes
<b>Attitudes</b>	Be attentive to mentor's questions and problems
	Empathy
	Acceptance
	Reliability
	Humbleness
	Motivation

## SUPERVISION

*Supervision ensures the quality of the mentoring process and reinforces the achievement of positive results and, above all, meets the needs of the supervisee. For this aim, the initial needs analysis is a systematic process for determining and addressing situations, or "gaps" between current and desired conditions. For a succeeded mentoring process, the mentoring coordinator must identify the needs and anxieties of mentors and mentees in order to provide better supervision.*

*The mentor coordinator should be able to understand where the mentors and mentees are.*

*Having a clear mentoring scheme, with respect to where they want to be and what they aim for, so that they can do an adequate supervision and give the right support and feedback.*

*The mentor coordinator must adopt a supervisory role and define concrete goals, provide knowledge and access to alternative resources, keep mentors and mentees interested and motivated (emotional support and monitoring of expectations) and resolve any issues. After all, the mentoring coordinator is a key element in improving the mentor's work and in ensuring success in the mentoring process, enabling mentors to become more effective.*

*The mentoring coordinator must be able to mobilize internal skills to address the emotional, practical issues and the needs of mentors. The mentor's coordinator should transmit learning and knowledge, share skills, techniques and experiences, making everything suitable for the specific reality of each mentoring process.*

*Since mentoring is a difficult experience that puts personal factors into action, the mentoring Coordinator should be able to adequately address complex failures and obstacles.*

*The mentor's coordinator respects diverse cultural backgrounds and has an ethical responsibility not to exclude people different from himself.*

### Key behavioural indicators

	Settling realistic and attainable goals
--	---

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<b>Knowledge</b>	Identify high and low expectations
	Environmental and societal influences on development (e.g. Ecological model, Bronfenbrenner theory)
	Importance of assessing needs
	How to give constructive feedback
	Importance of feedback to promote development
	School policies and human resources
	School legislation also about relevant issues as inclusion and students assessment
<b>Skills</b>	Sets attainable and realistic goals
	Works on and manage expectations
	See beyond what the mentor says
	Identifies incongruences in mentor's speech
	Sees the person as a whole, that exists and moves in several contexts that affect her life
	Identifies mentors' defences and adopt strategies to overcome them
	Observe in an attentive and precise way
	Give constructive feedbacks
	Focus on and guide to the solution
Share knowledge and experience	
<b>Attitudes</b>	Humility
	Availability
	Attentiveness

## LIFELONG LEARNING AND SELF-DEVELOPMENT

*To be competent, the mentor's coordinator must activate a continuous development of skills and engage in advanced training to develop more and more specific ones. Therefore, the mentor's coordinator should be self-reflective and able to evaluate his/her own practices and methods, be available and open to reformulate the supervision, tutoring of processes and dynamics. The mentor's coordinator must recognize when and in what situations he/she should seek further support, approval or training.*

### Key behavioural indicators

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<b>Knowledge</b>	Know training opportunities on the territory and how to apply and participate
	Awareness of one's own and others' training needs
	Awareness of the importance of personal development, lifelong learning
	How to create working groups and foster networking
<b>Skills</b>	Self-analysis of oneself (metacognitive reflection)
	Critically analyze his/her performance
	Solicit and act on feedback
<b>Attitudes</b>	Self-awareness
	Self-reflection
	Motivation to learn and grow
	Humility
	Proactivity
	Curiosity

### 3.THE MENTOR'S PROFILE.

The mentor is the tutor of the mentee and therefore, taking this into account, there are 8 key skills for mentoring, some of which are similar to the coordinator's profile: communication; resilience; group management; conflict management; mentoring process management; diversity management and inclusion; collaboration with colleagues, parents and social services; lifelong learning and self-development. For each competence, according to the European framework, there is a "list of related essential knowledge, skills and attitudes" (Halász & Michel, 2011, p. 293).

As a premise to the subsequent work, it is important to outline shared definitions, by the Inn2diversity partnership, of the following words:

**Competence:** understood as the complex combination and proven ability to use knowledge, skills, attitudes and values, personal, social and organizational desires, that leads to be active and effective.

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**Knowledge:** understood as the acquisition and internalization of information, contents, facts, principles, theories and practices, in different fields, areas, sectors and disciplines of study.

**Skill:** understood as the ability to put knowledge into practice, in view of the success of a task or for solving problems. Skills can be both practical and cognitive. Those of a cognitive type use logical, intuitive and creative thinking, while those of a practical type require the use of manual skills and materials, tools and techniques.

**Attitude:** understood as a way of approaching and placing oneself towards the other or towards a situation, at a certain time and with a certain state of mind.

### 3.1 THE COMPETENCES

The competences, that will be presented below, are organized into three categories: social, psychological and organizational.

**Social competence** is a dimension of social intelligence; it is determined by the complex interaction between the person, the family, the school, the work environment, peer relationships and the wider socio-cultural environment; it is the ability to understand others in the context of social interaction and engage in fluid communication in the interaction between the person and its social environment. Communication and collaboration with colleagues, parents and social services skills are included in this category.

**Psychological competence** refers to the control of actions and personal dynamics that influence decision making, results and performance, personal development, motivation, mental health (for example: depression, anxiety and helplessness). This category includes resilience, conflict management and lifelong learning and self-development skills.

**Organizational competence** refers to the creation of a collaborative professional community with the aim of promoting the well-being of teachers, their achievement, their motivation and the sharing of solutions, problems and good practices, with important repercussions on their performance. This category includes group management, mentoring process management and diversity management and inclusion.

## COMMUNICATION

*Communication is a process of interaction between individuals in which an emitter exchanges information with a receiver. The desire goal of any communication process is understanding. For this to happen there's a lot to have in consideration when communicating: 1) verbal and nonverbal (voice tone, face expressions, gestures, body language, eye contact, dressing, communication; 2) oral and written*

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communication; 3) communication barriers. So, as mentoring coordinator, individuals should have knowledge about all this; be able to exchange ideas, feelings or experiences, both in verbal and non-verbal: is able to communicate clearly and assertively in order to have an efficient communication, where his message is correctly understood.

Key behavioural indicators	
<b>Knowledge</b>	Communication fundamentals
	Communication process
	Different styles of communication
	Importance of verbal and nonverbal communication
	Barriers of communication and how to overcome them
	Communication with different media
	Technology of communication support
	Social media and communication
<b>Skills</b>	Asks opening and closure questions when appropriate
	Speak clearly
	Check if message has been understood
	Listens actively
	Shows empathy
	Decodes nonverbal communication
	Understands mentee's speech beyond what he/she is saying
	Adapts the way he speaks to the person that is listening
	Makes himself understood
	Use technologies to make the communication more effective and direct
<b>Attitudes</b>	Empathy
	Acceptance
	Assertiveness
	Curiosity
	Flexibility

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## RESILIENCE

*Resilience is the ability to develop positive mechanisms of adaptation, to deal with problems, overcome obstacles and resist the pressure, in the presence of adverse factors/situations. According to research, it is the ability necessary for the development of healthy, adaptable young people and future adults. Rather than letting failure overcome them and drain their resolve, the resilient find a way to rise from the hard times. Psychologists have identified some of the factors that make someone resilient, among them a positive attitude, optimism, the ability to regulate emotions, and the ability to see failure as a form of helpful feedback. Being resilient does not mean that a person doesn't experience difficulty or distress. Emotional pain and sadness are common in people who have suffered major adversity or trauma in their lives. In fact, the road to resilience is likely to involve considerable emotional distress.*

*Mentoring coordinator must have a positive conduct and cognitive flexibility. A resilient person extracts positive experiences from difficult situations, enriches his life in a unique way and he is able to use the adverse/negative experiences to revert the situation to his advantage.*

*Mentoring coordinator is aware of own potentialities and resources and tries to actively overcome a traumatic situation, being persistent, flexible and motivated, with high levels of self-esteem and self-assurance. Resilience is associated with Emotion Management, Empathy, Optimism, Causal Analysis, Self-Efficiency and Proximity to People.*

### Key behavioural indicators

<b>Knowledge</b>	Connection between how we think and how we feel
	Intern and extern locus of control
	Strategies to help others finding alternative/positive thoughts
	Problem solving
	Awareness and understanding of verbal (tone of voice, choice and flow of words) and non-verbal (eye contact, body language) cues that show that change is possible
	Positive coping strategies
	Anticipating problems and solutions
	Adaptation to changes
	Knowing how to stay calm during / after a stressful situation
	Understanding what is happening around you and within yourself
Look at things objectively	
Accept constructive criticism	
Recognize and self-regulate his emotions	
Being able to work independently	

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<b>Skills</b>	Ask and offer help at appropriate times
	Direct the discussion from problem to solution
	Be able to express and share emotions and / or other situations
	Manage a discussion starting from the problem, to arrive at the solution
	Coping with frustration properly
	Knowing how to evaluate a situation, looking at it in an alternative / positive way
<b>Attitudes</b>	Perseverance
	Optimism
	Proactiveness
	Critical thought
	Self-efficiency

## GROUP MANAGEMENT

*The group is a social unity, an assembly of individuals, more or less structured, with common interests and goals, and whose elements interact and establish relationships between each other.*

*The mentor must be able to interact with a group of students and use group dynamics appropriately, which allow to observe behaviours, attitudes and knowledge, being a powerful tool to achieve goals.*

*The group dynamic works, above all, as a democratization process: it leads individuals to actively participate, to take responsibility and develop entrepreneurship. It also contributes to training and, above all everything, to express logical, objective and coherent ideas. The mentor also contributes to training and, above all, to express logical, objective and coherent ideas.*

### Key behavioural indicators

<b>Knowledge</b>	Group dynamics: roles in the group (the aggressor, the joker, the negator, the withdrawer, recognition seeker)
	Different leadership styles
	Training methodologies
	Different strategies to keep the group motivated (dynamic sessions, individual/group tasks, etc)
	Understands the benefits of working with a group as well as its challenges
	Understands his own role in the group
	Group development process

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	Conditions/ rules necessary to make the group work effectively
<b>Skills</b>	Facilitate and mediate the communication path within the group
	Create a comfortable environment where the group feels free to express opinions and feelings
	Use resources appropriately and work on the weaknesses of the group;
	Dealing with different people, different attitudes and opinions
	Being able to keep the group motivated;
	Knowing how to change one's style to adapt it to group dynamics
	Being able to use assertive communication
<b>Attitudes</b>	Leadership
	Creativity
	Dynamicity
	Ease of dealing with people
	Confidence
	Assertiveness

## CONFLICT MANAGEMENT

*Conflict is a process between individuals or groups which generates tension caused by a difference of perspectives and/or a negative feeling. Conflict can be destructive, leading to development of negative feelings to spending energy on conflict that could be better spent elsewhere. However, well-managed conflict can be constructive, releasing emotion and stress, resolving tension, especially if used as an opportunity to increase understanding and find a way forward together out of the conflict situation.*

*The mentor understands that the conflict could occur at different levels (intrapersonal, interpersonal, intragroup, intra-organizational, intergroup and inter-organizational) and that it can have different sources / causes (relationship work, lack of resources, no clarification of roles), recognizing in which situations conflict is a good thing (for example, being a factor of change and a stimulus to creativity and innovation).*

*The mentor knows several strategies for resolving conflicts - from avoidance, to settlement and domination, engagement and cooperation. The mentor must diagnose the origin of the conflict as the first step towards its resolution and apply a factual approach. The same should listen to everyone intervene and pay attention not only to the content of the message, but also to the feelings and emotions involved in it: active listening is one of the most suitable ways in negotiating conflicts and always implies empathy, understanding of the other. point of view, pondering every possible solution. The mentor should also develop good stress management.*

### Key behavioural indicators

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<b>Knowledge</b>	Strategies to deal with and to overcome conflicts
	Negotiation skills
	Different levels on which conflict may occur (intrapersonal, interpersonal, intragroup, intergroup)
	Different causes/sources of conflict (work relationship, class relationship, no clarification about the roles)
<b>Skills</b>	Observe and listen carefully
	Self-regulate his own emotions
	Accepting different people, opinions, situations
	Identify the feelings and emotions involved in a conflict
	Maintain neutrality and objectivity in situations of conflict between different parties
	Preventing conflicts by focusing and gathering information
<b>Attitudes</b>	Control of emotions
	Assertiveness
	Self-confidence
	Self-efficacy
	Impartiality

## MENTORING PROCESS MANAGEMENT

*Mentoring is a process in which an individual who has overcome a certain situation in his or her life trajectory (professionally, personally or socially) and has acquired skills and knowledge, to achieve a recognized path of success, seeks to share this knowledge and skills with another person who is in a more vulnerable position.*

*The mentor's mission is to help the mentee to build self-confidence by encouraging and positively strengthening their progress. The mentor must encourage the mentees to make decisions and control situations. Also, in this way, the mentor must be emotionally "ready" to support another person and be*

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<i>able to form an effective bond with the mentee, ensuring confidentiality and providing authentic advice and nurturing.</i>	
<b>Key behavioural indicators</b>	
<b>Knowledge</b>	Importance of the relationship in the mentoring process.
	Factors that help build a good relationship
	Mentoring processes, styles and tools
	The role of mentor and mentee
	Concept of mentoring and the role of the mentor
	Motivational strategies
	Influence of the context on the individual and of the individual on the context,
	The essential skills to be an effective teacher;
<b>Skills</b>	Reference models to support the mentee
	Create a safe and comfortable environment
	Establish a positive and safe relationship with the mentees
	Establish clear boundaries that allow for a secure connection and relationship between the mentor and the mentee;
	Promote regular moments of confrontation
	Evaluate and analyze the contexts that mainly affect the mentees
	Grasp the unexplained needs of the mentees
	Promote a positive work environment
	Respect the perspectives and experiences of the mentee
	Seeing the whole person who exists and moves in different contexts that influence her life
	Evaluate the different situations and learning styles of the mentee
	Guiding the mentees in choosing and defining the objectives to be achieved
	Plan and organize the mentee's personal development plan (times and precise deliveries)
	Be flexible and adapt the type of approach (more open or more decision-making depending on the situation)
	Respect the fears and frailties of the mentees
Recognize and value the changes and developments of the mentees	

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	Promote autonomy
	Recognize and take on responsibility of its own decisions and mistakes
<b>Attitudes</b>	Respect / Non judgment
	Acceptance
	Understanding
	Patience
	Pay attention to the questions and problems of the mentees
	Reliability

## DIVERSITY MANAGEMENT AND INCLUSION

*The educational purpose cannot ignore the principle of inclusion and respect for differences and diversity "The concept of throwing indicates how Being-There is thrown into the world, as existence is imposed on it regardless of its will; Being there is immediately inserted into a situation (world) in which it is forced to act" (Heidegger). This is expressed in a series of actions to design, organize and encourage the creation of learning environments and activities, which allow everyone to participate in class life in the most active, autonomous and useful way possible. Diversity and Difference are very different concepts. The concept of Diversity is linked to that of "throwaway". We are different because we are born different. The concept of diversity is related to "choice" and "possibility" and how we can change our state of affairs, perhaps even with the support of others. This, if we want, can be linked to the principle of self-determination with which man expresses and directs the will for change and the direction he wants to follow in life. "[...] inclusion rather represents a process, a philosophy of acceptance, that is the ability to provide a framework within which pupils - regardless of skills, gender, language, ethnic and cultural origin - can be equally valued, treated respectfully and given equal opportunities in school. As the Center for Studies on Inclusive Education points out, inclusion is what happens when "everyone feels that they are appreciated and that their participation is welcome." The notion of inclusion recognizes that there is a risk of exclusion that must be actively prevented, and at the same time affirms the importance of involving all pupils in the creation of a truly welcoming school, including through the transformation of the curriculum and strategies, organizational structures of the schools, which must become sensitive to the entire gradation of the differences present among the pupils. " (Booth & Ainscow, 2002) The mentor must be aware of the heterogeneity and complexity present in the school and, in addition, must have basic training both at a pedagogical and educational level. Therefore, it is essential in teaching professionalism to acquire and consolidate a series of teaching strategies and techniques useful for encouraging educational and learning processes and the development of the basic skills necessary to participate in the relationship with the other. The mentor must be able to guide the mentee in the search for the most effective strategies and methodologies to implement the process of inclusion of each member of the class group, as well as supporting him in personal training. He himself must also know the legislation in force and the necessary documentation to accompany students on their course of study and lead them to academic success.*

### Key behavioural indicators

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<b>Knowledge</b>	The different types of students and the possible methods of intervention
	The different learning / teaching styles
	Plurality of methodologies and tools
	The processes of inclusion: facilitators / barriers
	Difference and diversity
	Functioning on an ICF basis
	Different types of evaluation
	Evaluation tools and strategies
	Classroom teaching and management styles
	Co-teaching strategies
	Effective teaching
	Pupils with SLD: characteristics, compensatory and dispensative tools
	SEN pupils: possible interventions
<b>Skills</b>	Attention and care for the integral development of each student
	Observe and understand the training needs of pupils to promote the construction of their personal identity and self-orientation
	Mastery of one's own discipline and connections with other disciplines
	Plan the educational action
	Develop effective teaching strategies
	Arrange multiple educational paths
	Use multiple methodologies and tools
	Evaluate pupils' achievements
	Orienting pupils towards the achievement of individual autonomy
Organize materials, including multimedia educational technologies to make the training offer as meaningful as possible and responsive to the needs of each and everyone	
<b>Attitudes</b>	Humility
	Commitment
	Responsibility
	Respect
	Patience
	Openness to experimentation

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## COLLABORATION WITH COLLEAGUES, PARENTS AND SOCIAL SERVICES

*The mentor must act on the context in order to facilitate the construction of the network and the synergies necessary for intervention in individual situations in order to find the most appropriate answers and to clarify the tasks and responsibilities of each one. Often it is a matter of collecting the expectations of the various components and, through a welcoming and collaborative attitude, eliminating pressures and conflicts in order to follow an effective collaboration path. The institutional moments of confrontation need to be valued and prepared in an adequate way, with clarity and transparency and it is advisable to develop flexibility to accommodate any requests, criticisms and changes. Network cooperation, in fact, cannot be separated from good communication and recognition of the value of everyone's requests.*

*The mentor must pay particular attention to the expansion of the collaboration network and the updating and constant passing of information, in order to respond adequately to complex, difficult and particularly fragile situations. In fact, the various interventions prove effective when the various institutions, each for its part, take charge of situations, people and problems with a broader gaze aimed at grasping even non-obvious details.*

### Key behavioural indicators

<b>Knowledge</b>	Group dynamics and team work
	Division of roles and tasks within the institutions
	The local network that determines the design of the various interventions and the expected results
	Resources within the school and on the territory
<b>Skills</b>	How to use the resources of the network to solve problems, respond to training needs, plan and implement favorable situations.
	Contribute to the creation of a good school climate
	Working in groups (programming, meetings, teams) at the institutional, planning, educational, didactic, intersystem and interinstitutional level
	Collaborate with colleagues, with families, with different positions within the school and with local authorities
	Expand the network of collaboration with other school orders to make guidance actions effective
	Actively involve families to encourage sharing and co-decision processes
	Promote interaction between families and the local community and vice versa.
Define and follow the fundamental methodological steps.	

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<b>Attitudes</b>	Willingness
	Responsibility
	Commitment
	Cooperation
	Participation
	Respect

## LIFELONG LEARNING AND SELF DEVELOPMENT

*To be competent, the mentor must activate a continuous development of skills and engage in advanced training to develop more and more specific ones. Therefore, the mentor should be self-reflective and able to evaluate his/her own practices and methods, be available and open to reformulate the supervision, tutoring of processes and dynamics. The mentor must recognize when and in what situations he/she should seek further support, approval or training.*

*The mentor should also submit progress and achievement reports to the coordination team, in which he/she is responsible for decision making and tasks.*

### Key behavioural indicators

<b>Knowledge</b>	Training opportunities for the development of personal skills
	Awareness of one's own and others' training needs
	Awareness of the importance of personal development, lifelong learning
	How to make networking productive
<b>Skills</b>	Self-analysis of oneself (metacognitive reflection)
	Critically analyze his/her performance
	Recognize one's own resources and weaknesses and work for one's "growth"
	Solicit and act on feedback
<b>Attitudes</b>	Self-awareness
	Self-reflection
	Motivation to learn and grow
	Humility

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	Proactivity
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#### 4.THE EFFECTIVE TEACHER'S (MENTEE) PROFILE.

The mentee is the one who learns and who is supported and guided in his path towards the acquisition of skills, knowledge, skills and attitudes essential for the role of teacher and, even more so, to be an effective teacher.

The purpose of recruiting the mentee and the realization of the mentoring process, place at the center of attention the needs of the beneficiary person (mentee) and not the needs and the purposes of the organization. Therefore, the collection of the mentee's needs, through methods that allow their clarification, outside of preconceived schemes, and the active involvement of the managers of the organization and of the beneficiaries, become a priority, so that all the components benefit from the mentoring process as an educational opportunity. So, taking this into account, there are 6 key skills that the mentee should have at the end of the mentoring process to become an effective teacher: communication; resilience; conflict management (in the classroom); diversity management and inclusion, collaboration with colleagues, parents and social services; lifelong learning and self-development.

For each competence, according to the European framework, there is a "list of related essential knowledge, skills and attitudes" (Halász & Michel, 2011, p. 293).

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creative thinking, while those of a practical type require the use of manual skills and materials, tools and techniques.

**Attitude:** understood as a way of approaching and placing oneself towards the other or towards a situation, at a certain time and with a certain state of mind.

## 4.1 THE COMPETENCES

The competences, that will be presented below, are organized into three categories: social, psychological and organizational.

**Social competence** is a dimension of social intelligence; it is determined by the complex interaction between the person, the family, the school, the work environment, peer relationships and the wider socio-cultural environment; it is the ability to understand others in the context of social interaction and engage in fluid communication in the interaction between the person and its social environment. Communication and collaboration with colleagues, parents and social services skills are included in this category.

**Psychological competence** refers to the control of actions and personal dynamics that influence decision making, results and performance, personal development, motivation, mental health (for example: depression, anxiety and helplessness). This category includes resilience, conflict management in the class and lifelong learning and self-development skills.

**Organizational competence** refers to the creation of a collaborative professional community with the aim of promoting the well-being of teachers, their achievement, their motivation and the sharing of solutions, problems and good practices, with important repercussions on their performance. This category includes diversity management and inclusion.

### COMMUNICATION

*Communication is a process of interaction between individuals in which an emitter exchanges information with a receiver. The desire goal of any communication process is understanding. For this to happen there's a lot to have in consideration when communicating: 1) verbal and nonverbal (voice tone, face expressions, gestures, body language, eye contact, dressing, communication; 2) oral and written communication; 3) communication barriers. So, as effective teachers, individuals should have knowledge about all this: be able to exchange ideas, feelings or experiences, both verbal and non-verbal.*

#### Key behavioural indicators

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<b>Knowledge</b>	Communication fundamentals
	Communication process
	Different styles of communication face-to-face and online
	Importance of verbal and nonverbal communication
	Barriers of communication and how to overcome them
	Communication with different media
<b>Skills</b>	Ask questions to better understand and define a path
	Speak clearly
	Check if the message has been understood
	Listen actively
	Show empathy
	Use technologies to make the communication more effective and direct
<b>Attitudes</b>	Empathy
	Acceptance
	Openness
	Curiosity
	Flexibility

## RESILIENCE

*Resilience is the ability to develop positive mechanisms of adaptation, to deal with problems, overcome obstacles and resist the pressure, in the presence of adverse factors/situations. According to research, it is the ability necessary for the development of healthy, adaptable young people and future adults. Rather than letting failure overcome them and drain their resolve, the resilient find a way to rise from the hard times. Psychologists have identified some of the factors that make someone resilient, among them a positive attitude, optimism, the ability to regulate emotions, and the ability to see failure as a form of helpful feedback. Being resilient does not mean that a person doesn't experience difficulty or distress. Emotional pain and sadness are common in people who have suffered major adversity or trauma in their lives. In fact, the road to resilience is likely to involve considerable emotional distress. Resilience is associated with managing emotions, empathy, optimism, causal analysis, autonomy and closeness to people. The mentee must be resilient when faces complex and difficult situations, when faces students who are particularly reluctant to follow the rules, when works with colleagues who have*

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*very different points of view from their own or with families who present themselves as "walls" particularly difficult to overcome and to collaborate with for the success of their child's schooling.*

### Key behavioural indicators

<b>Knowledge</b>	Connection between how we think and how we feel.
	Intern and extern locus of control
	Strategies to find alternative/positive thoughts
	Problem solving
	Awareness and understanding of verbal (tone of voice, choice and flow of words) and non-verbal (eye contact, body language) cues that show that change is possible
	Positive coping strategies
<b>Skills</b>	Self-motivate
	Reflect and self-evaluate his professional actions
	Receive and positively use the feedback of the mentor and of the colleagues
	Create opportunities and strategies to overcome his difficulties
	Can ask for help from more competent colleagues
	Identify and understand his own strenghts and weaknesses toward his own development
<b>Attitudes</b>	Perseverance
	Optimism
	Proactiveness
	Critical and auto-critical thought
	Responsibility
	Openness

### CONFLICT MANAGEMENT IN THE CLASS

*Conflict is a process between individuals or groups which generates tension caused by a difference of perspectives and/or a negative feeling. Conflict can be destructive, leading to development of negative feelings to spending energy on conflict that could be better spent elsewhere. However, well-managed conflict can be constructive, releasing emotion and stress, resolving tension, especially if used as an opportunity to increase understanding and find a way forward together out of the conflict situation.*

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*The effective teacher/mentee understands that conflict could occur at different levels (intrapersonal, interpersonal, intragroup, intra-organizational, intergroup and inter-organizational) and that it can have different sources / causes, recognizing in which situations conflict is a good thing (for example, being a factor of change and a stimulus to creativity and innovation).*

*The effective teacher/mentee must know several strategies for resolving conflicts - from avoidance, to settlement and domination, engagement and cooperation. He must diagnose the source of the conflict as the first step towards its resolution and apply a factual approach. The same should listen to everyone intervene and pay attention not only to the content of the message, but also to the feelings and emotions involved in it: active listening is one of the most suitable ways in negotiating conflicts and always implies empathy, understanding of the other point of view, pondering every possible solution.*

*Working in a class where conflicts are repeated daily, also and often resulting in verbal and physical aggression is not easy. For this reason the effective teacher/mentee must be able to recognize the signs of discomfort and ask for help both from a professional point of view and from a psychological point of view, to bring tensions out of himself.*

### Key behavioural indicators

<b>Knowledge</b>	Phases of the development of the “class group” and its dynamics
	Strategies to deal with and to overcome conflicts
	Negotiation skills
	Different levels on which conflict may occur (intrapersonal, interpersonal, intragroup, intergroup)
	Different causes/sources of conflict
<b>Skills</b>	Observe and listen carefully
	Self-regulate his own emotions
	Identify the feelings and emotions involved in a conflict
	Maintain neutrality and objectivity in situations of conflict between different parties
	Stay calm and neutral in a conflict situation
	Preventing conflict by focusing and collecting information
	Accepting moments of conflict in the class
<b>Attitudes</b>	Control of emotions
	Assertiveness
	Self-confidence
	Self-efficacy
	Impartiality

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## DIVERSITY MANAGEMENT AND INCLUSION

*The educational purpose cannot ignore the principle of inclusion and respect for differences and diversity "The concept of throwing indicates how Being-There is thrown into the world, as existence is imposed on it regardless of its will; Being there is immediately inserted into a situation (world) in which it is forced to act" (Heidegger). This is expressed in a series of actions to design, organize and encourage the creation of learning environments and activities, which allow everyone to participate in class life in the most active, autonomous and useful way possible. Diversity and Difference are very different concepts. The concept of Diversity is linked to that of "throwaway". We are different because we are born different. The concept of diversity is related to "choice" and "possibility" and how we can change our state of affairs, perhaps even with the support of others. This, if we want, can be linked to the principle of self-determination with which the human being expresses and directs the will for change and the direction he wants to follow in life. "[...] inclusion rather represents a process, a philosophy of acceptance, that is the ability to provide a framework within which pupils - regardless of skills, gender, language, ethnic and cultural origin - can be equally valued, treated respectfully and given equal opportunities in school. As the Center for Studies on Inclusive Education points out, inclusion is what happens when "everyone feels that they are appreciated and that their participation is welcome." The notion of inclusion recognizes that there is a risk of exclusion that must be actively prevented, and at the same time affirms the importance of involving all pupils in the creation of a truly welcoming school, including through the transformation of the curriculum and strategies, organizational structures of the schools, which must become sensitive to the entire gradation of the differences present among the pupils. " (Booth & Ainscow, 2002)*

*The mentee/effective teacher must seek, also with the support of the mentor, the most effective strategies and methodologies to implement the process of inclusion of each member of the class group. He must also know the legislation in force and the necessary documentation to accompany students in their studies and lead them to school success.*

### Key behavioural indicators

<b>Knowledge</b>	
	The different types of students and the possible methods of intervention
	The different learning / teaching styles
	Plurality of methodologies and tools
	The processes of inclusion: facilitators / barriers
	Difference and diversity
	Functioning on an ICF basis
	Different types of evaluation
	Evaluation tools and strategies;
	Classroom teaching and management styles
Co-teaching strategies	

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	Effective teaching
	Student's documents
<b>Skills</b>	Attention and care for the integral development of each student
	Observe and understand the training needs of pupils to promote the construction of their personal identity and self-orientation
	Mastery of one's own discipline and connections with other disciplines
	Plan the educational action
	Develop effective teaching strategies
	Arrange multiple educational paths
	Use multiple methodologies and tools
	Evaluate pupils' achievements
	Orienting pupils towards the achievement of individual autonomy
	Organize materials, including multimedia educational technologies to make the training offer as meaningful as possible and responsive to the needs of each and everyone
<b>Attitudes</b>	Humility
	Commitment
	Responsibility
	Respect
	Patience
	Openness to experimentation

## COLLABORATION WITH COLLEAGUES, PARENTS AND SOCIAL SERVICES

*The effective teacher must be aware that in order to act on the context it is necessary to foster the construction of the network and the synergies necessary for the intervention in individual situations in order to find the most appropriate answers and to clarify the tasks and responsibilities of each one.*

*The mentee/effective teacher must:*

- *get help from the mentor and expand information on available resources;*
- *learn to collaborate with colleagues and with students' families, finding appropriate ways of exchanging and communicating with both;*
- *work in a network with social services and health services, in order to achieve educational and social inclusion;*
- *promote the school success of individual students;*
- *distinguish and understand the specificities of the professional context in which he operates;*
- *focus on aims and objectives in the various school orders and courses;*
- *relate the characteristics of the school context with one's own training needs;*
- *self-monitor its effectiveness.*

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Key behavioural indicators	
Knowledge	Group dynamics and team work
	Resources within the school and on the territory
	How to use the resources of the network to respond to training needs and to promote new projects
Skills	Contribute to the creation of a good school climate
	Working in groups (programming, meetings, teams) at different levels
	Collaborate with colleagues, with families, with different positions within the school and with local authorities
	Actively involve families to encourage sharing and co-decision processes
	Promote interaction between families and the local community and vice versa.
Attitudes	Have a realistic view of one's expectations and abilities
	Adopt an attitude open to different visions and available to receive suggestions and comments on his own work
	Willingness to learn by sharing experiences
	Ask to advice on how to solve a school problem to achieve his personal and professional goals
	Willingness
	Responsibility
	Commitment
	Cooperation
	Participation
Respect	

## LIFELONG LEARNING AND SELF DEVELOPMENT

*To be competent, the mentee/effective teacher must activate a continuous development of skills and engage in advanced training to develop specialized skills. Self-reflection and self-analysis of his training needs should lead him to evaluate its practices and methods and to be more available and open to*

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*discussion and professional updating. The effective teacher must ask where and when and in what situations he/she can find support and training offers, even of a specialist type.*

Key behavioural indicators	
<b>Knowledge</b>	Training opportunities to develop personal skills
	Awareness of one's own training needs
	Awareness of the importance of personal development, lifelong learning
	The networking: characteristics and potentiality
<b>Skills</b>	Feeling and being responsible and interested in his own path
	Identify and openly communicate their goals
	Express his doubts and training and professional needs
	Define the development areas on which he wants to focus
	Be seriously interested in learning
	Be available and interested in the relationship with the Mentor and scrupulously respect the time that is dedicated to the process mentoring
	Focus consciously and effectively on personal and professional growth
<b>Attitudes</b>	Interest
	Responsibility
	Commitment

## 4.2 RECOMMENDATIONS FOR THE INVOLVEMENT OF THE MENTEES IN THE MENTORING PROGRAMME.

It is good to keep in mind that the participation in a mentoring program is strictly voluntary, in addition to the situations already envisaged by the current legislation of the individual countries, for example in the introduction of teachers into the role. For that reason, it is necessary to make known the objectives of the project and the benefits that the mentee can receive.

When recruiting mentees, some basic characteristics to take into consideration are:

- motivation to learn and to evolve;

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- willingness to open to discussion;
- determination to achieve the objectives;
- receptiveness to feedback

The main criteria for selecting the mentees, in addition to the skills strictly related to the role, are:

- correspondence between skills and needs.

The examination of the needs and objectives of the mentees can be of guidance in specifying the criteria for selecting mentors, at least in terms of skills, knowledge and experience that future mentors must possess:

- experience in contributing to the development of others;
- reliability and willingness to share knowledge, skills or experiences;
- strong interest in people;
- ability to relate in different contexts.

The basic criteria for matching mentor and mentee are:

- power over the mentee: the mentor must not be a person who occupies a position of power or hierarchical superiority over the mentee;
- compatibility between the needs of the mentee and the experience of the mentor;
- details regarding age, gender, professional experience and indication of interests and needs.

Preparing and activating mentoring agreements, i.e. written agreements, it can be useful to outline and, consequently, manage expectations and responsibilities, but this kind of agreement is not mandatory: each couple can choose the type of agreement they consider most useful for their work.

However, in case it is decided to make the written agreement mandatory for the project, it is good to provide a model that is the same for everyone.

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