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**»Cornerstones of Mentoring Processes« –
How to implement, conduct and evaluate
mentoring projects**

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Zusammenfassung:

Dieses Papier beschreibt ein ganzheitliches Mentoring-Konzept, das die wesentlichen Aspekte der Qualifikationsentwicklung berücksichtigt und einen Karriereentwicklungsplan beinhaltet, der das Wechselverhältnis zwischen Kompetenzbewertung und Karriereentwicklung einschließt. Die Entwicklung eines betrieblichen Qualifizierungsplans, der sich an Arbeits- und Lernaufgaben orientiert, wird anhand von Modulen beschrieben, die für die beruflichen Arbeitsaufgaben von Hotel-Rezeptionisten erstellt wurden.

Der Text stützt sich auf die Analyse von Mentoring-Projekten, die in verschiedenen Anwendungsbereichen in ganz Europa durchgeführt wurden.

Wichtigste Quelle ist dabei das regionale Pilotprojekt IMPLEMENT (Integrated Mentoring Plan for the Local Effective Management of Employment), das Mentoring-Prozesse in den zwei Branchen, Touristik und IT, in der griechischen Region Attika implementierte. In diesem Vorhaben wurde eine Mentoring-Methode entwickelt und eingesetzt, die begleitetes Lernen und Karriereentwicklung integriert und die es auch ermöglicht, Mentoring-Konzepte für spezielle Zielgruppen – in diesem Fall Frauen – zu entwickeln.

Der Aufsatz verfestigt die in dem Vorhaben gemachten Erfahrungen und stellt ein Werkzeug vor, das den Einsatz von Mentoring auch in anderen Bereichen ermöglicht.

Abstract:

This paper describes a holistic mentoring concept, which covers the essentials of the process including a career advancement map combining the interaction between competence assessment and career development. The development of an in-house training plan based on work and learning tasks is denoted by the exemplarily developed modules for the occupational task of a receptionist.

This paper builds on the analyses of experiences made in mentoring projects in various application fields all over Europe. Its primary source is a regional pilot project, labeled IMPLEMENT (Integrated Mentoring Plan for the Local Effective Management of Employment), for the support of mentoring processes of companies of two sectors (ICT and Tourism) in the region of Attica, Greece. The project developed and integrated method of guided learning for mentoring that can facilitate a specific target group – here women.

This paper consolidates the experiences made during the project and proposes a tool that might be adapted to other contexts of mentoring.

1 Introduction

Mentoring, provisionally defined as a combined guidance, counseling and coaching process with the purpose of improving career opportunities of mentees, can thrive on different types of interaction between the actors in the mentoring process. Two types of mentoring relationships can be determined: formal and informal ones. Informal relationships develop on their own between partners (as a grassroots phenomenon). Formal mentoring, on the other hand, refers to assigned relationships, often associated with organizational mentoring programs designed to promote employee development. These programmes combine work place experiences with structured opportunities, which are facilitated by mentors or other more experienced persons in the organization.

In this paper we are concentrating onto the formal mentoring in which informal learning activities of the mentee are covered in order to sustain all the work place oriented learning processes described in the following chapters. In this respect we can understand the mentoring relationship between mentee and mentor also as a process of intended employee's career development. Employees' career development is the strategic investment, by an organization, in the personal development of its organizational members. This covers the career interests of the mentees, and the mentoring plan of the mentors. Additionally, this mentoring plan covers also the intention of the organization to make better use of the human potentials of its employees.

In detail, this paper is structured as follows: After a broad outline of the definitions, the goals and the actors of mentoring processes (chapter 2), the essentials of the mentoring processes are sketched. This section addresses the main instruments of the process and gives a description of the course of the process, i.e. the different steps and loops that are passed in the course of the project (chapter 3). The succeeding chapter goes into much more detail on the instruments: It describes the competence assessment sheet (CAS) as an important tool to inquire and assess the competences held by the mentees. Additional tools like work and learning tasks (WLT) and career roadmaps are presented in chapter 4. Chapter 4 also draws the line to the tourism sector, a field where the concept was implemented into practice. This section gives detailed and tailored-to-practice examples of how the general instruments might be applied in a context of practice. The following chapter focuses on the integration and integration – thus synthesis – of the developed tools and instruments.

Chapter 6, eventually undertakes the effort to embed the procedure and the tools of the mentoring processes into an evaluation at a higher level of aggregation. The tools presented in this section are applicable to the evaluation of regional, sectoral or national mentoring programmes or they can be used for conducting some supporting group activities (e.g. within a company) for supporting the mentees' and mentors' exchange of experiences and for increasing their self-reflection potentials.

The final chapter (7) addresses some peculiarities and barriers in implementing mentoring processes into various contexts and develops an outlook of the opportunities for different systems work and qualification systems provided by the mentoring processes.

2 On Mentoring – Definitions, Goals, and Actors

In general, we can state that ideally, the mentoring process contributes to the creation of win-win situations (see Figure 1). For the company mentoring is a means to better cope with competitiveness and to deal with possible shortages in skilled labour. On the mentees' side mentoring is on the first hand a means to ward off unemployment, and furthermore it offers opportunities for improving the job security and getting better jobs within the company and, in the long run, an improved employability. The companies' benefits lie in the favourable opportunities to develop internal human resources in order to improve competitiveness and increase the flexibility towards changed qualification demands at low cost.

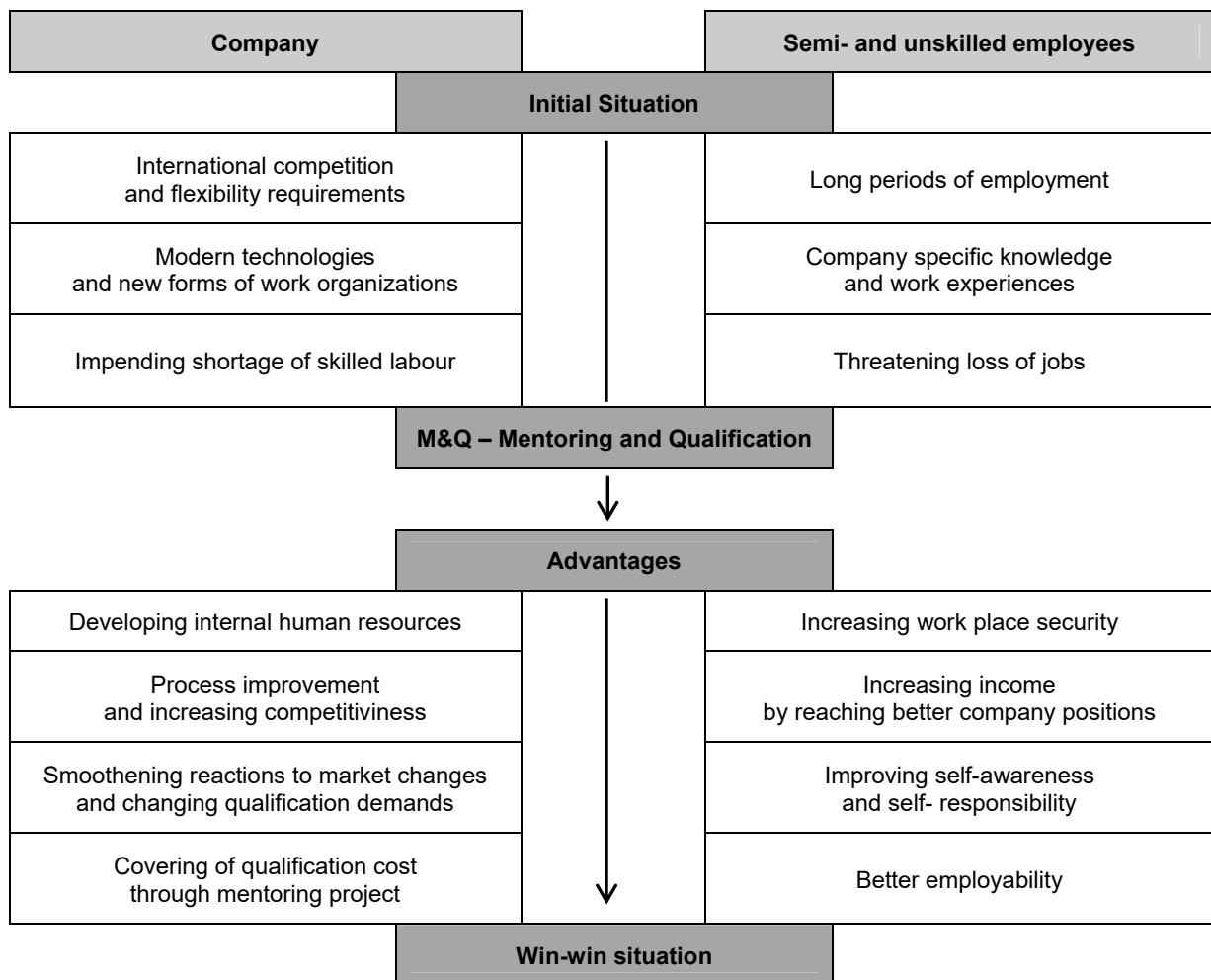


Figure 1: Advantages of mentoring and qualification processes

Mentoring is commonly defined as a process that aims at supporting a mentee in his career advancement by providing

- guidance,
- counseling,
- coaching/training and
- empowering.

These functions are the pillars of a successful mentoring process. They have to be considered as interlocking constituents of mentoring, thus they are depending upon each other. They cannot be separated – neither in the sequence of a mentoring process, nor in substance.

If, only for analytical purposes, we separate the interplaying functions, we can characterize the guiding function as a motivational task. Furthermore it also covers the assistance and support of career choices, and the provision of role models. The counseling function deals with offering information on career development strategies and supporting the development of career road maps. The coaching and training function focuses on the enhancement of the mentee's knowledge, skills and competences through enabling and supporting of learning. Finally, the empowering function aims at raising the self-awareness, building up the personal responsibility, and strengthening the evaluative competence and reflective capabilities.

These functions are interacting in the mentoring process, they are building on each other and they do influence each other mutually. Details of this complex interplay will be described in the following chapters. First, some words on the actors and goals of the mentoring processes.

Evidently, the goals of mentoring are context depending and case specific. The contexts can be shaped by certain sector characteristics, the peculiarities of the work force, special expectations of the stakeholders (e.g. management, business associations) and the like. If fading out the peculiarities of the context, we can portray supporting the career advancements of mentees as a primary and general goal of mentoring through improving their competence level (which can be achieved through appropriate learning and training modules).

As stated above, mentoring processes are implemented in various contexts: It is, for example, widespread in academia (especially for encouraging and supporting women in technical fields of study), but also in the very special field of mentoring young people with deviant behaviour. A comparatively new field is mentoring for low-skilled workers on the shop floor or in direct operation (like switchboard operation). These different circumstances give rise to different actor types: The mentees can either be university students or chambermaids or else; their commonality is the need for support in career advancement. At the mentors' side, the bottom line is: holding managerial, social, pedagogical, leadership and psychological competences, Besides this, a mentor must be very experienced and a facilitator.

Following Hunt (1986) mentoring can be understood as a form of learning in the workplace. Mentoring was first identified as a largely informal process, conducted mainly by male managers sponsoring their protégés (also usually male mentees). In many communities of practice sophisticated learning takes place without formal learning provision (Lave and Wenger, 1991).

Attempts had been made to formalize these processes and, in order to better understand those attempts, Hunt (1986) categorized the differences in style between formal and informal mentoring, as shown below.

Informal mentoring styles	Formal mentoring styles
Unplanned	Planned
Individual goals	Organisational goals
High social intensity	Medium social intensity
Voluntary friendship	Relationship mediated by matching process
Indefinite time-span	Limited time-span
Less directive	More directive
Difficult to track, perceptions biased	Monitored according to specified criteria
Paternalistic	Organisationally structured

Table 1: Differences in style between informal and formal mentoring

The central argument encountered from these discussions on the advance of formal versus informal learning is, that blended forms of formal and informal learning come much stronger into play in European further training practice. The European Union has therefore developed policies for lifelong learning which focus strongly on the need to identify, assess and certificate informal learning, particularly in the workplace (Bjørnavold, 2000; EC, 2001). Thus, it is claimed, many things are learned more effectively through informal processes. One clear example of this is language learning. But beside this we have to consider that formal and informal learning are quite distinct from each other – that they have the character of different paradigms, each with its own inherent logic, theoretical foundations and modes of practice. (Hodginson 2006).

Departing from our research experience in Germany (cf. Spöttl, Gerds 2002) we like to suggest that it is high time to step outside the frames of this contest between formal and informal learning and to follow tracks, which might be to the advantage of each of the learning forms and re-synthesize it into a blended form of formal and informal learning in form of work and learning task. These tasks take workplace learning for the mentee as a first step, which is activity based and extracts form that more formal structured learning processes. These learning processes get evaluated through the other instrument we bring into play the competence assessment sheet, which makes clear what the mentee has learned so far.

Following this we want to emphasize here in the frame work of the implement project that informal mentoring style can be sustained by more formal mentoring styles. The model we present in the next chapter want to enrich the mentoring style by bringing in new instruments and methods.

3 Mentoring – Essentials of the Process

Well-planned and properly carried out mentoring processes are characterized by a given starting point and an open-ended outcome of the process. Through proceeding in iterative and reflective steps of self-assessment, definition and re-definition of goals, career plans and road maps for competence building etc. the mentoring process becomes increasingly focused to mentee-specific goals, which generally are attainable, because the ongoing re-adjustments do ensure this. Therefore, the communication between mentors and mentees is an indispensable precondition for success. Thus the

mentioned matching between mentor and mentee is of outstanding importance. The following describes the core elements (or tools) of a successful mentoring process in general, and furthermore gives some indications, which are specific to the cases at issue.

The first and most important element of the initial stage of the mentoring process is the competence assessment sheet, which is used to identify the competence and qualification level of the mentees. An additional not less important function of this tool is the creation of visibility, i.e. making visible the competences of the mentee to others. In the case of female mentees who are returning to work, the focus lies particularly on the competences acquired elsewhere. »Elsewhere« denotes particularly a context of competence acquisition, which is not the work place but rather a different sphere like family life, running a household, raising up and taking care of children etc. These are competences acquired during an absence of working life which can be accredited or at least be recognized on the return to working life at whatever working place.

Creating visibility can be achieved by describing and naming the competences. This is realized through the dual usage of the competence assessment sheet: First, this tool supplies a self-assessment of the competences by the mentees; second, the competence assessment sheet is used for an external assessment or peer evaluation which complements the mentees' self assessment. Both functions of the competence assessment sheet will allow to determine the mentee's initial competence level (when entering the mentoring process), and through designating and classifying the competences, they are objectified and thus made visible. Once made visible and, especially at the mentee's side, once an awareness of the own competences and qualification is created, a process of reflection and self-reflection about the own competences as well as on the desired competences to be acquired during the mentoring process can begin. During these process steps, it is essential to find ways of generalizing and classifying the competences gained in a specific domain (or working or living context) held by the mentees (e.g. by separating the domain-specific and the components being capable to generalize). Evidently, this requires a broad knowledge of domain specific and domain independent competences at the mentor's side, which is yet another hint on the necessity to employ company-internal mentors, who have a good knowledge of the work processes and the specific subject fields.

As a result of the first competence assessment sheet a sketch of the mentee's competence profile is completed and – either with this initial competence assessment or after one of the following competence assessments, a target competence profile is developed. This target profile shall balance the wishes and potentials of the mentee and the necessities (and requirements) of the company's work places. The challenge to be dealt with is how to match the wishes with the needs (of the company) and how the balance of individual wishes and institutionalized needs can constitute a career advancement track to the benefit of all actors involved?

Beside the repeated application of the competence assessment the further stages of the mentoring process comprise of developing a career plan or road map of necessary steps to be taken. It is essential that the mentees are the major source of developing the career plan – it shall not be passed by the mentor to the mentee, but rather be the combined result of the competence assessment (self- assessment and external assessment) and the supported self-reflection of the mentee. The career road

map particularly covers the collaborative decision on necessary qualification and training modules to be done by the mentee.

As a means of control and self-assessment after each passed qualification and training unit, a competence assessment procedure shall be conducted, which will lead to a re-consideration of the career plan with the option of adjusting the road map according to the reached level. By consecutively running through these loops involving competence assessment, career plan development (and revision), reflexion, passing training modules etc. the goal of career advancement will at least be approximated. Similarly the competence level will be raised – as indicated in the greyed area in Figure 2.

Two important conditions need to be amended here: First, the mentoring process must not be intermittent, but rather a continuous process of communication between mentors and mentees. Second, an essential prerequisite for the success of the mentees' competence improvement is that the work tasks include learning potentials, i.e. learning opportunities at and during the work done by the mentee. The latter is essential, because passing through off-work (stand alone) training modules is not sufficient for gaining better insights into the broader business processes of the company, which are essential for career advancements (e.g. into supervisor jobs).

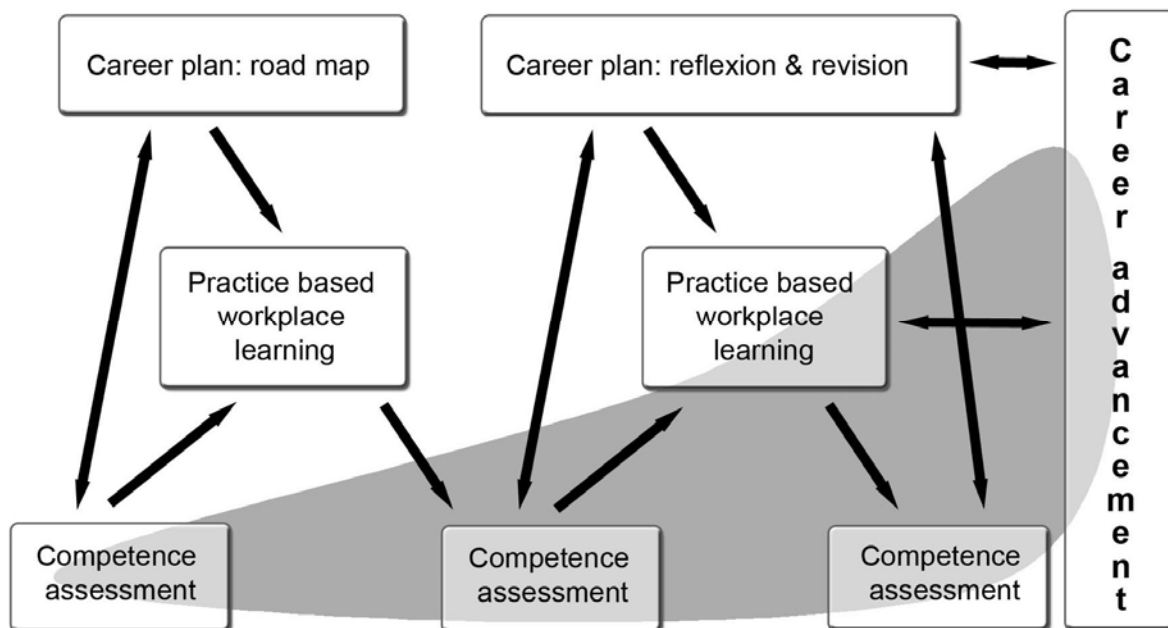


Figure 2: Career advancement through interaction between competence assessment and career plan

4 Mentoring: The Cornerstones of the Process

This section describes the cornerstones of the mentoring activities. A successful mentoring process requires – besides others – two essential interacting components:

Firstly, a suitable means for recognizing, thus to investigate and measure, the prior leaning experiences of the mentee by a competence assessment sheet, and secondly, to collect information and data for an in-house training plan, a mentee's career road map. This road map identifies personal wishes (i.e. the mentee perspective) and organisational requirements (i.e. the business or company perspective) in order to synthesize an in-house mentees development programme. To come along with this goal, efficient tools

need to be put in place. This helps the mentor and mentee to jointly develop an in-company training plan (as a part of the mentees career road map) based on key work and learning task. Generally spoken, the focuses of these activities are the career needs of the mentees. The activities enrolled here should allow him an expansion of his skills and capabilities. The learning concept is based on the principle that learning takes place in a »community of practice« (Lave, Wenger 1991) and that learning develops on the basis of the novice-expert paradigm (Dreyfus, Dreyfus 1987).

In the following sections we will explain what we mean with work and learning task (WLT) and will give a sketch of how they can be identified within an organization. But before we will explain the competence assessment sheet (CAS).

4.1 The competence assessment sheet

With the competence assessment sheet (CAS) we propose a tool that serves various purposes during a mentoring process. First, it is a tool for an initial assessment of the mentees' competence and qualification level. It furthermore is used to »measure« the advances made during the whole process. It thus delivers hints for deficiencies in the competence and skill portfolio of the mentee. The general idea for the usage of the tool is that it both, shall be used as a tool for self-assessment of the mentee's competences; and that an additional external evaluation through persons other than the mentor shall complement the self-assessment. As already mentioned above, the idea is to find out the strengths and weaknesses of the mentee, in order to use the CAS for initiating a dialogue between the mentor and the mentee on the competences held by the mentee and on possible steps to improve the competence level. The CAS is thus also the basis for a process of the mentee's self-reflection, which shall flow into a discursive development of a career road map that covers the qualification modules required to improve the competence level. Before giving some details of the interaction between the mentioned tools of CAS and career road maps, the procedure of itemizing some relevant personal competences shall be demonstrated. Table 2 gives a list of relevant competencies, which have been developed by analyzing the standards made on high-performance work systems in industrial production (Appelbaum et al. 2000), but which can also be found in responsible and skilled work environments of the service industries. These theoretically and empirically derived competence spheres are subsequently differentiated into items. In the next step, these items can be transformed into questions or statements that are addressed to the mentees. The answers are given in the frame of a five-point scale, which eventually can be transformed into a profile like in Figure 3 where the self-assessment profile and the external assessment profile are shown. If these profiles do differ considerably, an additional assessment can be necessary. In any case, this visualization is the basis for developing a training and qualification plan as well as a career road map.

The instrument is used several times during the whole process, because this allows assessing the general progress being made by the mentees. But also very detailed advances achieved in very specific competence fields can be detected. Every CAS profile serves as a basis for self-reflection, and reconsidering and re-aligning the career road map including the selection of training and qualification modules.

Competence spheres	Itemization
self-organization/self-management	<ul style="list-style-type: none"> – developing work procedures – developing a task sequence (steps) – organizing tools independently
sense of responsibility	<ul style="list-style-type: none"> – responsibility for work tasks – responsibility for colleagues/team – responsibility for efficiency in work – responsibility for quality
ability to cope with pressure/stress	<ul style="list-style-type: none"> – keeping overview under time pressure – cooperate and delegate
ability to communicate	<ul style="list-style-type: none"> – clarity and precision in formulating – ability to listen
ability to cooperate/readiness to work in teams	<ul style="list-style-type: none"> – willingness to share knowledge & responsibility
flexibility	<ul style="list-style-type: none"> – ability to follow new paths in work
ability to organize work tasks	<ul style="list-style-type: none"> – ability to analyze task contents – ability to recognize task dependencies
leadership	<ul style="list-style-type: none"> – ability to delegate – ability to motivate others
knowledge of the subject field	
learn to learn	<ul style="list-style-type: none"> – ability to detect deficiencies – ability to open up learning sources – self-organize learning processes – self-controlling learning progress
language capabilities	
cultural competence (mainly for foreigners)	<ul style="list-style-type: none"> – understanding values and norms – streamlining own action according to values and norms

Table 2: Competence fields: Examples for itemization

Competencies (selection)	Degree of competency (self & by others)					Competencies were		
	1	2	3	4	5	newly acquired	developed further	not influenced
Ability to develop goals for the own life						X		
Ability to put goals into practice							X	
...								
Stick to joint agreements								X
Ability to act in difficult situations						X		
...								
Assess the consequences of own action							X	

Figure 3: Competence assessment sheet: Example for a competence profile

The CAS serves as the basis for developing career goals. The company might offer some career advancement paths with certain job profiles. It is on the mentor and mentee's side to develop appropriate action that allow for reaching the goal. Thus the selection of suitable training modules depends on a concise analysis of the mentee's competence level and profile, and simultaneously on an adequate description of the requirements of the targeted job profile (and responsibility level). The following section will develop the contents of the qualification and training modules and give some hints on the interaction between the CAS, the career road map and the qualification and training modules.

4.2 Development of an in-house training plan based on work and learning task

A collection of work and learning tasks (WLT) set up in learning modules expresses the learning potential of the organization where the mentee is working. WLTs deliver the core elements and the content basis of an in-house training plan for the company. This plan may also be understood as a career roadmap. The mentee has better learning chances with this roadmap, as competencies are developed in an organic and contextualized way.

With rising complex work tasks the mentees career chances are increased considerably as well as his prospects in the organization. This learning is stimulated through the work to be done in an organization and has to be distinguished from formal learning. The EC defines formal learning as typically provided by a vocational education or training institution and structured in terms of learning objectives, time and learning arrangements. However, as we can see later on, this informal learning is also structured intentionally from the learner's perspective. Its great difference is the relation to the work process and its clear activity basis (Beckett, Hager 2002, Colley et.al 2006) and takes place within the company.

4.2.1 Mentees learning with WLT – formal versus informal learning

Work and Learning Tasks (WLT) are activities off to the side of the work place in which the mentee experiences certain work situations. Completed work and learning tasks by the mentee can be regarded as form of practice based work place learning. This kind of learning resides very much in informal learning situations. This type of learning passes on information from others who have already attained the specified knowledge. It can be regarded as a socialisation into an existing community of practice. By performing certain procedures at the workplace the mentee learns about new occupational work tasks. By repeating it several times he understands naturally how something in the company works and who is involved in the process.

This kind of activity-based and experience-based approach can be understood as systemized, informal learning. But as shown here it also systemic-workplace oriented learning, and thus certain criteria for mentees learning with WLTs have to be fulfilled. Criteria considered are individual and organizational requirements as well as the tools and methods used for the work to be completed.

In this work we want to concentrate on informal training which occurs 'when mentors take responsibility for instructing others with sustained reference to an intentionally-organised body of knowledge in more incidental and spontaneous learning situations, such as guiding them in acquiring job skills' (Livingstone 2001). Still, the definition is not really exact in our model, since what is offered here shows that the

mentor is not always instructing. He might introduce the mentee at the beginning of the work task. After that he leaves him back under the auspices of the other colleagues surrounding him. They might help him if necessary, if he has difficulties coping with the work task. By coping and doing these activities himself, he will learn effectively.

Still, this is not an unplanned or unintentional process and therefore involves the work of a mentor. With the work set out in front of him, the mentor can clearly see the progress of the mentee and can identify the important and relevant tasks to be learned.

4.2.2 Features of work and learning tasks

In detail, the work and learning tasks can be described by the following features:

- Combination of work task exercises and learning processes.
- Linking amongst the business processes, work orders and learning possibilities.
- By learning that which is new at the workplace, the mentee is better motivated
- By mastering certain new work activities and enriching mentees abilities, career chances are enhanced.
- They are profitable for both the mentees personal career as well as the organization's business goals.

A good systemization of the WLTs in an in-house training plan decreases the work load for the mentor. This is especially important under conditions when the mentor works part-time for the organization.

4.2.3 Step by step approach to verify work tasks for the mentees learning purposes

Figure 4 describes the step by step approach of the overall process.

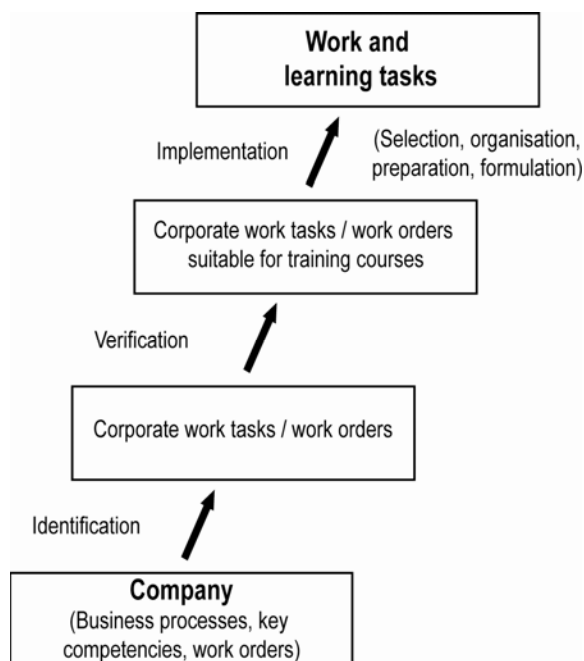


Figure 4: Main steps in developing work and learning task in a company (Reinbold et.al. 2002)

Relevant work tasks might exist throughout the company at different locations and settings, which are not yet identified. They exist and are well known in terms of the business process and the order flow, but not in terms of a mentee's training plan. This

usually is the case when a mentor is starting to look for work and learning tasks to use as modules for a company's internal training plan.

The crucial questions for the mentor at the beginning of the plan development process are:

- How can we find work tasks suitable for the learning process of the mentee?
- When we have identified certain tasks, how do we know that they are crucial learning tools for our mentee?

This means that Work and Learning tasks (WLT) should represent typical elements of the intended occupational profile for the mentee. The work and learning tasks are the basis of a developed in-house training plan for the mentee. Work and learning tasks can be structured based on a step-by-step approach (Reinhold et.al. 2002, Rauner 2001).

To identify work tasks efficiently, the mentor may first use the overall business processes and certain customer orders. These orders speak to the nature of the business and are the key competencies of the company. A company's key competencies are things that a firm can do well and that meet the following three conditions specified by Hamel and Prahalad (1990): It provides customer benefits, it is hard for competitors to imitate, and it can be leveraged widely to many products and markets. Key competencies can take various forms, including technical/subject matter know-how, a reliable process, and/or a close relationship with customers and suppliers (Mascarenhas et al. 1998).

The key competencies clearly show what kind of core order processing activities the company is undertaking. These orders show how the organisation satisfies customer demands and how it delivers the products or services with quality in a specified time period.

In order to develop ideas for learning and work tasks and to check whether they are suitable for learning processes, the following further questions (»mentor's checklist while identifying WLTs«) should be considered by the mentor:

- What are the products produced or service processes undertaken in our company? How is the order flow?
- Which of the key service and product processes could be performed by our mentee?
- How can these processes be broken down into relevant work and learning tasks?
- What kind of services can be rendered inside the company by the mentee or what services can the mentee offer to customers?

It may be helpful to access and evaluate sources of information such as company documentation, brochures, catalogues, drawings and plans of plants, machines and tools, as well as textbooks, libraries, and databases. In addition the Internet offers an abundance of information.

In many cases companies undergo a process to implement a total quality management system (TQM). Normally OAS systems like ISO 9000 or others like EFQM come into play. The documentation set-up for the quality procedures is also useful for training activities. In the quality documents, all workplaces extensively describe the standards they have to provide. Obviously, these work process information form an ideal information basis (De Angelis, Deitmer 2006).

Further activities of the mentor might be workplace analysis or talks with relevant people in the company. At the workplace he can make use of questionnaires to collect the right information. This altogether should make it possible for the mentor to collect

important corporate work tasks. This collection can build later upon the cornerstones of the mentee's individual roadmap. This road map can to be followed by the mentee in his learning tour through the company.

4.3 The importance of learning and work tasks

The context of learning in the form of work and learning tasks triggers the problem of sequencing. Basically, the order of the work and learning tasks (WLT) should be envisaged in a way so that the mentees and their occupational careers are supported on the path from novice to expert. The task must enable the mentee to enlarge these competencies, to make new experiences, etc. By taking these demands into consideration, learning and work tasks must be arranged in a systematic order, and not arbitrarily. It is to be considered which learning and work tasks are adequate for the current status of the learners, who can only tackle procedures at their present level.

Following this method, the mentor has to check whether the identified work tasks are useful for a mentee and his individual learning career in the company. This should offer a good chance to enrich the mentee's competencies. These new experiences also offer new learning opportunities. Suitability is the leading criterion needed to assess the usability of the learning situations identified. The initial qualifications of the mentee are also taken into account because every mentee starts with different competencies. The competence assessment sheet tells us which skills are missing and where the mentee should pick up more experience in order to enrich his or her technical and social skills, to become an experienced professional in the company and sector. Based on the given competencies, these work and learning situations are selected. Thus, the mentee is granted both a leg-up and a good foundation in which to begin his professional development.

Based on this assessment, the mentor has to choose how to organize and formulate the learning programme, or roadmap, for the mentee. This roadmap has to be followed by the mentee. The work and learning tasks have to be placed in a certain order. This means that the most difficult task should not be at the beginning. The principle for ordering the road map stations and set up of the programme is built on the prior knowledge and competencies of the mentee. The collections of WLTs in a training plan undergo rising complexity according to the mentees initial qualifications (orientation, relations, detailed and experienced based knowledge).

But before the programme is ready, the work and learning tasks have to be prepared. This should happen so that the mentee is clear about what he will be learning. Therefore the written outline of the work and learning tasks have to take place as a final step.

This process is within the responsibility of the mentor. As we said, the mentor can be seen as an in-company expert, in terms of knowledge processes. Mentors need to be well-qualified to define these tasks and bring them into a certain sequence. It is crucial for the mentor to be transparent about his work and the outcomes achieved. It might then be quite useful to inform company staff and managers about the outcome of this development process at an early stage.

4.4 Criteria for a modular concept of WLT: Surveying of work tasks and work orders

The basic idea of a modular WLT concept is to develop complete units of working and learning, which are matching the practical skill needs of certain (sector and work specific) tasks and which are, though covering a complete task, building upon each other, and as a whole cover complete business processes (Reinhold et.al. 2002; Spöttl, Gerds 2002).

In some cases it can be advisable to plan a deeper investigation of the company and its work modules in order to better examine the work tasks and work orders. A questionnaire or an investigation grid with the most important aspects to be adhered to comes into play. These instruments turn a non-systematical visit by the mentor into a target-oriented investigation. It is therefore important to track down details at the workplace and to interview employees for further hints. The most interesting points will be the work, tasks, and problems of the interviewed employees which are likely to be faced by the mentee later in their training.

The mentor has to coordinate this kind of investigation with the company management in order to support such measures and obtain necessary financial backing. It must be underlined that all activities are about obtaining more information on work tasks.

Criteria for the modules
Information about the sector and general requirements from the local/national labour market Requirements in the distinct business sectors
Information about business plan and key competencies of the individual firm (e.g. Tourist sector: hotel, travel agency, event management etc.).
Number and kind of corporate work task (e.g. Hotel business: reception, room service, event management)
Service processes and typical work methods to be applied (telephoning, advising, explain, consulting, cleaning, preparing, advising etc.),
Applied equipment (e.g. technology, computer systems, machinery etc).

Table 3: Criteria for investigating corporate work tasks/work orders

The above given criteria for obtaining relevant information are the basis for developing WLT modules. The development of modules shall be guided by the following standards: The module must qualify for the mastering of work tasks in a company. The module enables mentors to develop competences which can also be used in other work situations. The modules always underpin reasonable and important work relationships and are oriented towards the current development level of the learner (Spöttl, Gerds 2002).

4.5 Sample cases of WLT modules: The Tourism Sector

The following example describes an important work task in the Hotel Business, the work of the receptionist. In accordance with the above given criteria and guidelines, the example takes into consideration the three dimensions of work in an organisation: object of the task; tools/methods/organisation and the requirements of work and technology.

Example of a WLT module in the tourist sector: The business case of Hotel management and the mentees role as receptionist (WLT Module Hotel Receptionist)		
General description of the different work tasks		
<p>A hotel receptionist is a key position in running a hotel. The work is usually performed in a waiting or entry area such as a hotel lobby. The business duties of a receptionist may include the following work tasks:</p> <ul style="list-style-type: none"> - answering visitor inquiries, - room management, - offering special hotel services, - directing visitors to their destinations, - sorting snail and e-mail, - answering incoming calls on multi-line telephones or a switchboard, - setting appointments, - filing, - record keeping, - typing/data entry and performing a variety of office tasks, such as faxing and e-mailing, as well as internet operations. <p>Some receptionist may also perform bookkeeping or cashiering duties. A receptionist may also assume some security guard access control functions for an organization by verifying employee identification, issuing visitor passes, and by observing and reporting any unusual or suspicious persons or activities.</p>		
Receptionist personal capabilities		
<p>A receptionist maintains a calm, courteous and professional demeanor at all times regardless of the visitor's behavior. Some personal qualities that a receptionist is expected to have include: attentiveness, a well groomed appearance, initiative, loyalty, maturity, respect for confidentiality and discretion, a positive attitude and dependability. At times, the job may be stressful due to interaction with many different people with different types of personalities, and being expected to perform multiple tasks quickly.</p>		
Objects of service work	Actual tools, methods and organisation in use for service work (micro-level)	Improved and dynamic requirements for service work and technology
Receiving customer requirements and needs Room scheduling Coordination with other parts of the hotel: management, room service, facility manager etc. Providing customer information on hotel, location, events etc. Coordination of transport to and from the hotel Luggage handling and storing Dealing with specific requirements: VIPs, security	Work Tools Internet Fax machine Computer software for room management Information systems for transport, event and geographical information Wake up call systems Guest feedback sheets Work Methods Effective customer conversation to make stays as comfortable as possible Procedures to get control of all available resources like rooms, service and wake up service Trouble shooting Work Organisation Maintenance of continuous communication between reception and other responsible parts of the hotel organisation: room service, facility manager, hotel management Planning of hotel occupancy over time	Work requirements Communication skills Foreign language skills (e.g. English and possibly French or German) Guest-oriented handling of information concerning time and resources Holistic coping with tasks Knowing about hotel standards ISO 9000 standards for Hotels Technology upgrading Hotel booking systems Internet handling Facility and building management systems Booking systems Security systems

Figure 5: WLT Module hotel management: Receptionist

4.5.4 Creating learning situations

Based on this description of the module, it is up to the teacher or trainer to create learning situations, which take into account the dimensions of working and learning (object of skilled work, tools, methods and organisation of skilled work, requirement for skilled work and technology). However the mentoring process is organised (e.g. projects, conventional lesson, different teaching methods), the work tasks in the module themselves have to play a important role. The description of the tasks give enough notes to set up such learning situations paying close attention to the following considerations (Spöttl/Gerds 2002, 41):

List of work task undertaken by the mentee »What the mentee can do«	Mentees learning possibilities »What the mentee can learn«	Mentors role »What the mentor has to do« (preparing learning materials, provide measuring instruments, ...)
Example of the Hotel receptionist work		
Run the telephone in the hotel reception and deal with the incoming guest inquiries; booking rooms according to customer requirements and hotel resources	Dealing with customers needs, improve language skills, manage a hotel booking system	Introduce the new work place; advise employees at the workplace how to handle the mentee; visits when there are any problems, recent reporting about progress of the mentee

Table 4: Work tasks, learning possibilities and mentor's role

Following this example in the hotel sector; other work modules such as room service; facility management; hotel management etc. have to be specified. Is this the case this can form a good basis for a holistic road map of all the work stations the mentee can work on.

4.5.5 A career roadmap

The processing of the identified work task for a roadmap requires a three dimensional approach:

- Describe the object of skilled work,
- tools, methods, and organisation of skilled work, and
- business requirements.

The three dimensions are characterized as multi-dimensional – i.e. holistic – through the work oriented field of competencies. The three dimensions of working and learning reach far beyond the descriptions of duties and tasks as this was done in competency based profiles. In order to assess work tasks which guarantee this multi-dimensionality a clear-cut reflection of work processes is crucial. What is needed is a clear-cut identification of work processes and work tasks adequate for learning. In order to attain this goal a concept was explained which is highly efficient for the identification of relevant tasks. As soon as the tasks are identified they must be minutely documented.

More precisely:

- The work task itself must be described.
- It must be explained which objectives/consequences the trainee will attain and/or develop during the reflection of the task.
- The core contents of the task which plays a central role in working and learning must be clearly laid out.

- The three dimensions of working and learning must be characterized because this is the focal point the trainees concentrate on during their competency development.

5 The Integration and Interaction of CAS and WLT Modules

As already mentioned, the success of the mentoring process depends on the successful integration of the sketched components. Obviously the initial competence assessment is the basis for the career roadmap as well as for the training and qualification modules. Therefore, the initial CAS must be conducted very carefully, in order to develop a career plan, which is realistic and achievable during the mentoring process. This means that the career goals are not demanding too much of the mentee – the situation that the defined goals are too easy for the mentee can be adjusted during the career plan reflexion and revision stages by formulating more demanding career goals. As a consequence of the initial CAS, a training and qualification plan with in-house (WLT) and external training modules is developed. In order to proof the achieved qualification and competences it is more appropriate rather than using »exams« or certifications, to substantiate the qualification progress by designing an in-house job rotation programme, which brings the mentee into positions where he can apply his newly acquired knowledge and competence. Thus the value and benefits of the training efforts can be easily included into the next competence assessment (incorporating self-assessment and the assessments of the persons supervising the mentee during his job-rotating scheme).

The better the mentee's personal progress is reflected in the adjustment of the career roadmap, the higher is the probability to follow the right, i.e. most appropriate career paths. Thus, the results of the CAS have to be analysed very carefully and a lot of joint mentor's and mentee's efforts have to be put into reflection of advances, re-adjustment of goals and finding appropriate next steps. Thus by no means shall the different strands of activities during the mentoring process (CAS, MLT, career road map) run unconnected, but rather must interact and mutually influence each other. The mentor has the important role to enable and facilitate this interaction through steady communication, counseling, guiding and eventually empowering the mentee to manage his or her future career on his or her own.

6 Evaluating Mentoring Programmes

The evaluation shall assess the utility value and benefits for the participants involved in company mentoring programme. This evaluation activity should address the following requests:

- Clarify the achievement of the structural (sustainable) effects of the mentoring programme and
- deliver qualitative data on the level of efficiency reached in terms of financial and personal resources.

To access mentoring programs in a high quality way calls for the development of a specific evaluation method. In this deliverable, the ITB experts provide such an evaluation method. This method grew from rich evaluation experiences out of several regional, national and European evaluation projects.

The subjects of this process evaluation are: mentees and mentors. The evaluation focuses on their relationship in order to understand whether input resources (training, advice etc.) are placed rightly.

It is necessary that such a process evaluation has to be repeated in the course of the programme (minimum: at beginning and at the end). Additionally, a variety of other measures are undertaken to guarantee an optimum evaluation. This is first the CAS (assessment of the mentees competences) tool which tells about the competence enhancement and personal learning curve of the mentee. Secondly quantitative data can be collected to provide a full picture of the current mentoring programme (sectoral data, market, persons involved in the programme etc.) (Deitmer 2004).

6.6 The Evaluation Tool: Targets and rationale

This Evaluation Tool (EVA Tool) is intended to be used in a group discussion by bringing the mentoring actors and stakeholders of a company together. In the first instance, these are mentees and mentors plus an external moderator. With the use of the questionnaire two major goals are followed:

- First, the mentees and mentors will reflect about their situation, the mentoring process and the personal advancements and will assess their personal improvements.
- Secondly, the group of mentees and mentors shall try to find a consensual assessment of the mentoring processes in the given company. This can only be attained through a discursive process which is aiming at harmonising (if possible) convergent and divergent views about in-house mentoring activities,

The discussions that are evoked through the moderated session shall help to elucidate and compensate the initial (individual) assessment by an initial self evaluation followed by a discussion of the results of this assessment. This process is taking place several times: at the beginning of the mentoring programme, interim phase and at final stages of the mentoring programme.

The discussion on individual and collective weightings and assessment of a set of 4 main and 12 sub criteria is the key element of the evaluation method. The evaluation is designed to improve the Mentoring system. The assessment delivers information which can be also used for the further development of the Mentoring System.

In the next sections, we detail the layout of the evaluation method.

- The method has to be understood as a »formative« or in other words »continuous evaluation« process.
- Those ones who are involved in mentoring processes (in a small company this may be only one mentor and one mentee) play the most important role. This means that Mentees and Mentors get the chance to express individually and jointly what the actual knowledge management situation within their company is and where they will place their focus for future improvements of the company mentoring system.
- In order to provide a fair and transparent evaluation session, an external moderator is needed. The function of the moderator is to implement the self-evaluation process in a systematic way and to moderate the discussion in such a way that all persons get a voice and can express their wishes, needs and assessments.

- By using the method of team discussions, consideration is given to the viewpoints and perceptions of the actors involved in the mentoring system.
- Our experiences from mentoring evaluation activities in Germany show that the opinions are becoming clearer during the process of their formulation and discussion.
- It is important that the discussions are not just used to reach a final assessment of the Mentoring system status but also to enable mentors and mentees to understand more deeply his and here roles in the company and the general as well as individual problems of other partners.

Altogether, using this tool may take three hours, because the figures should be explained and recorded (either digital recorder or hand-written by minute-taker).

Three stages	Aims	Detailing steps
(1) Evaluation workshop in the company	<p>To enable mentors and mentees to evaluate their relationship and how well mentoring processes in their company are achieved.</p> <p>By support of an external moderator the evaluation principles of fairness and transparent discussion are secured.</p>	<p>The questionnaire and its criteria system is explained by the external moderator.</p> <p>Each participant weights (in %) the four main criteria individually.</p> <p>The leading question for this step is: <i>Which of the four criteria is the most important for me?</i></p> <p>By using a spreadsheet the results are collected.</p> <p>Results are presented to show how important criteria are regarded by the mentors and mentees. The different positions are explained and discussed</p> <p>Rating of criteria is done via individual scaling by each participant. Leading question to be used in this rating is: <i>How far are these criteria achieved in your company?</i></p> <p>Rating of sub-criteria is done on a scale ranging from 1 (poor) up to 10 (excellent). Sub-criteria ratings are collected by using spreadsheets.</p> <p>Discussion of criteria ratings in which each participant is explaining his scaling figures. Moderator looks for that evidence is given to each sub-criteria</p> <p>Final discussion with the aim of reaching a common understanding of the Mentoring programme in the company.</p>
(2) Analysis of the results by the external moderator/ researcher	To provide a concise summary of evaluation data and results.	<p>Minutes are written by moderator.</p> <p>Graphical visualisation (e.g. bar and line chart, min-max. spider web).</p> <p>MP strengths and weaknesses.</p> <p>Questions for next steps.</p>
(3) Feedback meeting to plan further prospect for mentoring programme	To reflect on the evaluation results and prospect for future action on Mentoring programme.	<p>Results from strengths and weaknesses of mentoring are discussed.</p> <p>Future prospect and action measures are discussed.</p> <p>Final project evaluation report documenting the agreements reached.</p> <p>Follow-up processes come into place after this first session.</p> <p>At a later stage the evaluation is repeated.</p> <p>For a more detailed investigation of the mentees competences the CAS tool is used.</p>

Table 5: Overview of the programme evaluation process

The EVA-Tool comprises of several design elements:

a) *A questionnaire based on main and sub-criteria*

The questionnaire is based on a criteria tree, which contains main and sub-criteria. The criteria are used as reference points for assessing the performance of the Mentoring system during the evaluation process and form the key element in the evaluation session led by the moderator. The questionnaire with its criteria is explained in the next chapter including an explanation of the criteria and the scaling system used in the assessment process.

b) *graphical representation (mentoring spider web)*

The mentoring spider helps to visualise the evaluation results, representing the »status« of the in-house mentoring process and programme. For example by answering the questions: What mentoring goals have been achieved and to what extent at the time of the evaluation? Other graphical representations like bar and pie charts can be used to complete the situational performance picture. This graphical representation is produced by the help of spreadsheets (see below).

c) *Analysis of strengths and weaknesses*

The mentor draws up an analysis of the strengths and weaknesses of the mentoring relationship. This is used together with the graphical representations to present, at the feedback meeting, the main evaluation data for further discussion in the mentoring project or programme. Like the innovation spider web, the analysis of the strengths and weaknesses is designed to promote discussion amongst the mentoring actors.

d) *Complete documentation of the process*

The project evaluation report documents the results from the three step evaluation procedure and plays an important role in the orientation of the future mentoring work. The report includes the graphical visualisation of the process status quo. There is a standardised framework for this report. It examines the context of the process, presents its achievements to date, documents the proceedings at the workshop and presents the evaluator's analysis.

e) *Provision of spreadsheets*

These spreadsheets are constructed to support the process and make the discussion of the data easier. This tool also provides automatically several charts and a spider to synthesise what has been scored in the session. The tool is explained in its use in the following chapters.

In the following figure a sample questionnaire for the programme evaluation process is presented. The criteria are based upon the criteria which were derived from the inter-personal mentoring processes, but they are leveled up to a systems or programme level, where they are used to assess and evaluate mentoring programmes on sectoral, regional or national levels.

Weighting of main criteria (%)	Main criteria	Sub criteria	Assessment scores of sub criteria on a scale range from 1 (poor) to 10 (excellent)
%	1. Career perspectives have been developed		
		1.1. Reflections about work career perspectives take place	
		1.2. Found out what are my personal strengths	
		1.3. Found out ways to eliminate my personal weaknesses	
%	2. Skills and competences have been improved		
		2.1. Learning skills are growing (Learning to learn)	
		2.2. Having clear understanding of my training needs	
		2.3. Motivation for learning has increased	
%	3. Meeting business and organisational requirements better		
		3.1. Having good understanding of work flow processes in my company.	
		3.2. My ability to act in difficult situations has been improved	
		3.3. Better assessing the consequences of my own action	
	4. Assessing the mentoring system in use		
		4.1. Strong support is in place to find out my career perspectives	
		4.2. Support for identifying my learning needs is appropriate.	
		4.3. Making use of mentoring support shows effect for better meeting of organisational requirements.	

Figure 6: Programme Evaluation Questionnaire

This inquiry makes use of the questionnaire above by means of weighting (Core question: *Which of the main criteria is the most important for me?*) and assessing (Core question: *How far have the sub-criteria been fulfilled?*) the actual KM status. The scaling system uses a 0 to 10 point scale as in the EFQM model. The point scales have to be understood with the following distinction:

Points (from 0 to 10)	Meaning of the points
0-1	no significance of the criteria
2-3	rare and very little significance for the criteria in use
4-6	criteria is significant by some aspects
7-8	clear significance of the criteria by most of the aspects
9-10	broad significance of the criteria in which all the aspects are fully reached

Table 6: Point Scale

7 Considering cultural peculiarities and barriers in the implementation of mentoring models to certain sectors

Research shows that opportunities of informal learning, such as the workplace learning, are distributed unequal, to the advantage of those higher up the status and management hierarchy getting more and better opportunities for learning, as compared to those at the »bottom of the hierarchy« who were more likely to be female workers and/or, at least in western countries, with a different ethnic background (Hewison et al, 2000, Rainbird, 2000a, 2000b; Billett, 2001b; Evans et al, 2002). This unequal distribution of learning and career opportunities is reflected in and depending upon the specific industrial cultural situation given in the country the mentee is working in. Particularly, the values, norms and regulations of a culture, community or organisation can be a serious obstacle for mentees with a different ethnic and cultural background. Thus mentoring with this special target group of mentees has to consider two aspects:

1. That the cultural background of the mentee has to be considered adequately, particularly by acknowledging the competences hold by the mentee. This might be complicated by language barriers or a lack of inter-cultural understanding.
2. The mentees need support in fully understanding the cultural norms, values, and expectations dominant in the industrial culture. Thus, with this target group it might be necessary to improve language competence as one of the most important qualification and training steps.

Finally, it is inevitable to consider some general contextual aspects of learning and participation in working situations – regardless of the specific ethnic, culture or gender target group of mentoring. Following Lave and Wenger (1991), for example, the most significant condition of learning is to belong to a community of practice. A community of practice is shaped through specific organisational factors, but also through work and vocational aspects as well as through general societal and cultural values. Learning, they argue, is the process of becoming a full member of a community of practice (or peer group), which they label with 'legitimate peripheral participation'. Thus, we cannot learn without belonging to a community and we cannot belong to a community of practice without learning their practices, norms, values and understandings of the community. The process of learning and getting accustomed to the requirements and expectations of the community of practice is not at all easy and free of conflicts. But since participation in a community of practice is also a condition for career advancements within this community, an important mentoring goal must be the mentor's supporting the mentee to better overcome these barriers and help him to express his needs clearly in the organisation.

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Annex 1: Sources

List of projects of good practice in mentoring and evaluation

- DJI, the German Youth Institute conducted a study comparing various European Mentoring projects,
- DPG, German Postal Workers' Union's Mentoring programme
- sfinx, Switzerland
- Ariadne, Thekla, Medusa, Ada Lovelace etc.: Mentoring projects at various German Universities
- Muffin and Muffin 21, Germany, mentoring in public research institutes
- »von Frau zu Frau« (woman-to-woman), Switzerland (mentoring to support womens' engagement in public activities)
- Mentoring for low skilled women in the Stuttgart Region
- ITB action research and evaluation on regional, national and european qualification programmes and projects
- KM-Plus; COVOSECO, Bilanz des BLK Programms Neue Lernkonzepte in der dualen Berufsausbildung; and others.
- <http://www.itb.uni-bremen.de/>, <http://www.kmplus.org/>,
<http://www.itb.uni-bremen.de/projekte/covoseco/index.html>

Annex 2: Outline of the Excel Tool

Here we like to explain the handling of the spreadsheet system used in the context of the EVA Tool. This spreadsheet system contains the questionnaire for the formative assessment and is composed of 6 sheets:

1. »Weighting«
2. »Judging«
3. »Questionnaire«
4. »Spider«
5. »Spider-Median«
6. »Bar and line«

First Step: The results of the weighting of the main criteria are entered manually in sheet 1. »Weighting«.

Second Step: The results of the assessment/judging of the sub criteria are entered manually in sheet 2. »Judging«.

The other four sheets automatically show the results of the weighting and judging in numbers (sheet 3. »Questionnaire«) and in the following diagrams (sheet 4. »Spider«, sheet 5. »Spider median«, sheet 6. »Bar and line«).

Detailing the First Step:

Weighting of the main criteria (see Story Board item C and Figure 1 for showing the process)

The results of the weighting are entered manually into the spreadsheet tool in the sheet »Weighting« as follows:

- the workshop participant's NAME is entered in the sheet
- the PERCENTAGES (weighting results) the participant has given are entered
- this is repeated for all participants
- automatically the »highest« and »lowest results« as well as the average value and the standard deviation are calculated

after discussion of these values, an agreed result (which can be regarded as a discussed CONSENSUS) has to be entered manually.

Subcriteria						Name		
	consensus	average	standard deviation	high	low	1	2	3
Career perspectives have been developed								
Reflections about work career perspectives take place	7%	22%	0,09392669	33%	10%	33%	10%	22%
Found out what are my personal strengths	77%	23%	0,13474255	37%	5%	37%	5%	28%
Found out ways to eliminate my personal weaknesses	16%	55%	0,206303	85%	30%	30%	85%	50%
Results	100%	10%				100%	100%	100%

Spreadsheet - weighting in percentage

Subcriteria	Weighting						Name		
		consensus (high)	average	standard deviation	high	low	1	2	3
Career perspectives have been developed									
Reflections about work career perspectives take place	7%	4	4	4	10	1	10	2	1
Found out what are my personal strengths	77%	10	4	2	7	1	7	5	1
Found out ways to eliminate my personal weaknesses	16%	4	4	3	8	1	8		2
Result	100%	9							

Spreadsheet - judging in scores

Detailing the second Step:

Assessment/judging of the sub criteria (see Story Board item D and figure 3)

The results of the judging are entered manually into the Excel tool in the sheet »Judging« as follows:

- the participant's NAME is entered in the sheet
- the POINTS (judging results) the participant has given for each of the sub criteria are entered
- this is repeated for all participants
- automatically the highest and lowest results as well as the average value and the median are calculated
- after discussion of these values, either an agreed result (CONSENSUS) or the HIGHEST and LOWEST VALUES have to be entered manually

Annex 3: Explanation of the sub criteria

1. First knowledge domain: Career perspectives have been developed
 - 1.1. *Reflections about work career perspectives take place.*

The mentee and mentor talk in regular times about his/her past work progress.
 - 1.2. *Found out what are my personal strengths*

By feedback from other colleagues the mentee is finding out his personal abilities.
 - 1.3. *Found out ways to eliminate my personal weaknesses*

By knowing about ones own weaknesses in can be clarified by which measures an enrichment can take place.
2. Second knowledge domain: Skills and competences have been improved
 - 2.1. *Learning skills are growing (Learning to learn)*

Certain duties in the mentees activities are be fulfilled better and mentess has learned strategies to overcome skills gaps.
 - 2.2. *Having clear understanding of my training needs*

By rotating into several work places mentee is able to understand the requirements. Based on existing personal knowledge profile he is able to formulate training needs
 - 2.3. *Motivation for learning has increased*

With growing abilities he is motivated to learn more in my company.
3. Third knowledge domain: Meeting better business and organisational requirements
 - 3.1. *Having good understanding of work flow processes in my company.*

By rotating into several work task and departments of the company (management, sales, production, product development etc.) the mentee follows the business process in a comprehensive way.
 - 3.2. *My ability to act in difficult situations has been improved*

By real life time co-work to certain work places he/she understands much better how problems, difficulties or hurdles in the work flow can occur.
 - 3.3. *Assessing better the consequences of own actions*

He gets feedback from colleagues and mentor to understand fully how far I am reaching the effects from the action undertaken by myself.
4. Fourth knowledge domain: Assessing the mentoring system in use
 - 4.1. *Strong support was in place to find out career perspectives*

Mentee understands the rational of the mentoring programme and uses the offers to develop own career perspectives.
 - 4.2. *Support for identifying learning needs is appropriate.*

Measures in the mentoring programme are useful to develop learning. The offers meet with the personal needs of the mentee.
 - 4.3. *Making use of mentoring support*

This measures the meeting by mentee of organisational requirements. With the use of the mentoring programme the mentee was able to better meet business and organisational requirements.

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