



## Upskill and Update E-Mentoring through Innovative Tools to Prevent NEET and Disadvantaged Young People

# WP2

### Competence Framework for an E-mentoring Programme Targeting NEET

**Authors: Alessandra Casano, Assist. Prof Margarita Kaleynska PhD**

**Partners: SIM, EIC**



LEAD COORDINATOR



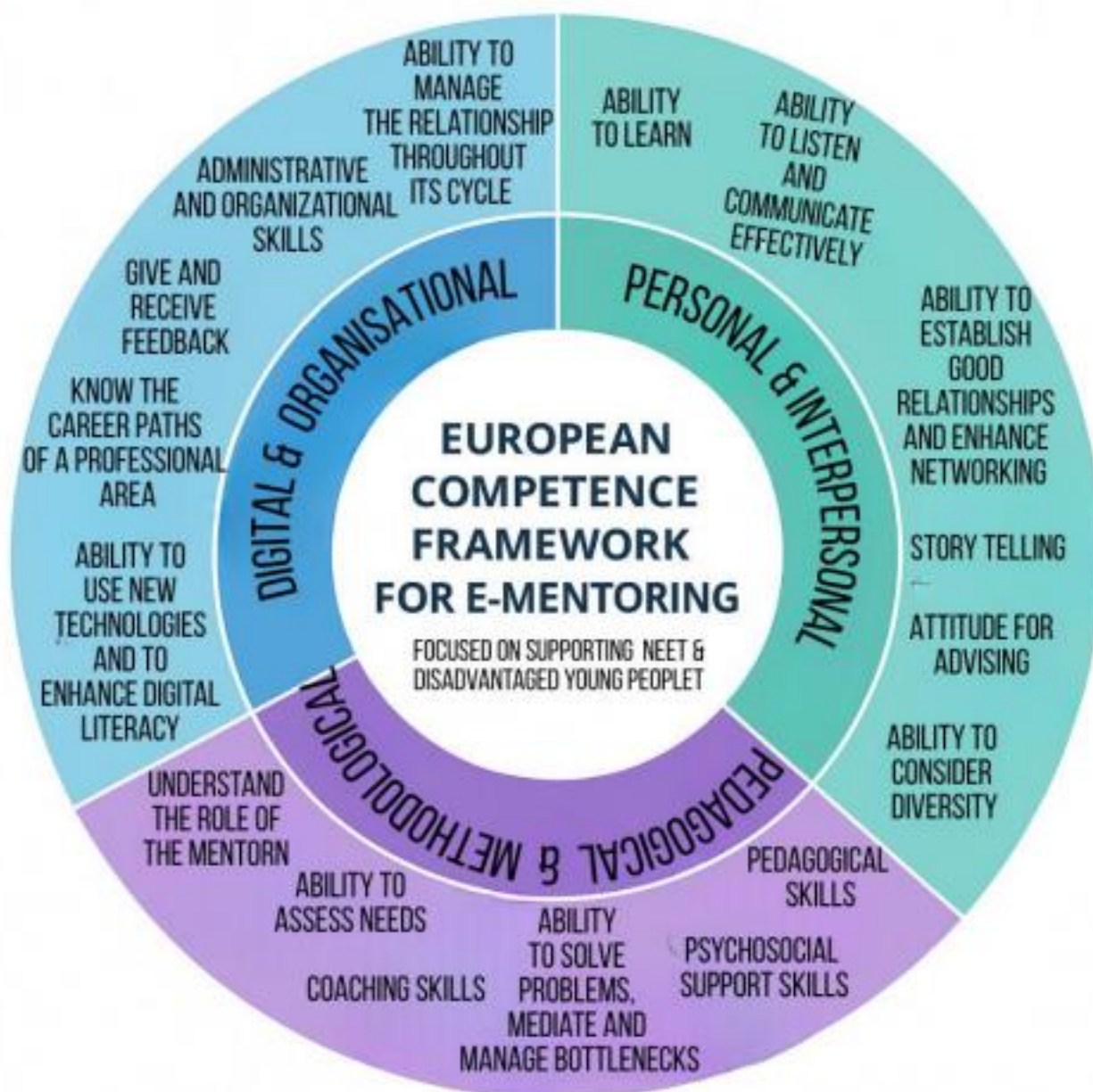
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## Competence Framework



# Competences list

## Category 1: Personal and interpersonal

*You need to be a good person before you commit yourself to become a mentor*

**1. Ability to learn**

Understanding our own limits and opening our minds for lifelong learning, even from juniors, are key conditions to become a talented mentor, who does not take anything for granted and acts assertively when things are unknown.

**2. Ability to listen and communicate effectively**

The mentor puts his/her experience at the mentee's service, absorbing and restituting his/her concerns, anxieties, dreams, plans and expectations while telling his/her own life stories. The mentor needs to know what the mentee wants before any other steps in the relationship.

**3. Ability to establish good relationships and enhance networking**

There is no mentoring relationship without mutual trust, confidentiality and reliability. This is why such values need to be stressed at the very beginning, to then explore the mentee's needs and be able to support him/her in outreaching to external networks.

**4. Storytelling**

A mentor's story is key to "lead by example." But the mentor needs to be able to tell it properly: what the meaning is, why it was so important, how it can help the mentee. Without a well-told story, knowledge and wisdom cannot be transferred, losing the mentoring flavour that is unique to the discipline.

**5. Attitude for advising**

Mentors are not afraid to share their knowledge, to speak up for their mentee, to suggest paths to pursue based on experience. They are not prescriptive nor directive in their sharing, but do care about the mentee's achievements and way forward.

**6. Ability to consider diversity**

Think about the generational gap, gender, ethnic and cultural heritage. They cannot represent an element of division in a mentoring relationship, but rather a common ground that contributes to broadening each other's perspectives towards mutual understanding.

## Category 2: Pedagogical and methodological

*You need to have a clear vision of the method to apply, the targets to meet and the procedures to follow in order to support the mentee*

### **7. Understand the role of the mentor**

As Plato once said: “know thyself.” If the mentor knows his/her limits and boundaries, what he/she can or cannot do, he/she will face the relationship with the mentee more consciously and with greater awareness.

### **8. Ability to assess needs**

One of the first steps of a mentoring relationship is to support the mentee in assessing needs, through activities, questions and other disruptive techniques. Without a clear understanding of what the mentee him/herself needs, there's no clear direction nor results to achieve.

### **9. Coaching skills**

A mentor needs to train the mentee to achieve results through a negotiated plan of action, which is typical of the coaching discipline.

### **10. Psychosocial Support Skills**

A mentor is an active listener, and - though he/she might not have the technical competencies - being able to intercept the mentee's fragilities is a key plus in managing NEET youth.

### **11. Pedagogical skills**

Teaching a method, showing how to perform and to study a particular discipline through examples and targeted activities, can be enlightening for the mentee, unlocking other qualities that would help reach his/her objectives.

### **12. Ability to solve problems, mediate and manage bottlenecks**

A mentor is a great negotiator and supports the mentee in finding alternative, fulfilling solutions to his/her needs. Dealing with one issue at a time allows for a smoother life/work flow, so that bottlenecks are managed properly and timely.

## Category 3: Digital and organisational

*Being tech savvy and prone to adopt new technologies is a success factor, including the ability to manage the relationship in a structured and efficient way*

### **13. Ability to manage the relationship throughout its cycle**

Knowing the mentoring relationship cycle is beneficial to understand what each phase entails, and - most of all - know when it is time to end it.

### **14. Give and receive feedback**

Perhaps it is the most difficult skill as it requires a dose of humility, creativity and diplomacy to be able to ask and give feedback. It can be painful, or even something nobody wants to hear. But, if given properly, based on the situation and not judging the person, it can lead to substantial improvements and to unleashing new talents that were neglected.

### **15. Administrative and organizational skills**

It takes order to manage a mentoring relationship, to keep track, to write diaries after each meeting. Each mentor is required to exercise this skill, to monitor, evaluate and share the results stemming from the relationship.

### **16. Know the career paths of a professional area**

A mentor might give advice on a path the mentee wants to pursue. If he/she is not acquainted with a particular field of expertise, then he/she might be able to network and connect the mentee with the right experts.

### **17. Ability to use new technologies and to enhance digital literacy**

The UPPeal project focuses on e-mentoring. A mentor indeed needs to be prone to using new means to connect and share results to amplify the project's impact. In general, a mentality shift is needed to facilitate sharing of knowledge and best practices.