



2020

4 COMPETENCE AREAS (CORE WORKING TASKS)	15 KEY COMPETENCES	Examples of abilities demonstrating good practices or evidence	Evidence
1. PLAN: Preparatory phase	1 - Know and apply strategic orientation / planning and value creation models	a) analyse market needs related to the mentee's activity : scale and scope of the sector, opportunities, threats, competitors	Documents summarizing the market analysis made for clients: target clients, their expectations (needs, objectives), existing and potential competitors and potential responses. Data sources used for market analysis (surveys,...); tools used for analysis (PESTEL, SWOT, SOAR, ...)
		b) understand options available to map the sector eco-system and apply at least one	Examples of business plans established with clients: duration, stage, short, medium and long term objectives
		c) define hypotheses about the future of the sector	Descriptions of value creation models and document attesting of the application of a model with a client: SHAPE, NPV, System Thinking, .....
		d) identify relevant value creation models and apply at least one	Sector analysis documents prepared for a client; approaches used; geo-space, space-time, profile of potential clients, market volume. Sectoral studies, statistics,...
		e) help the mentee to set up a long-term business development plan	
	2 - Establish the relationship	a) prepare the 1 <sup>st</sup> contact meeting: where? when? information on the mentee and his business	Document describing the steps of the first contact with the client (objective, how, where, where, duration, etc.)
		b) create a psychologically safe environment for the mentee, with a client-centred approach	Video or audio with (client or alone): presentation of the relationship with the client (see behaviour, words, listening, etc...)
	3 - Analyse mentee's needs	c) explain the mentoring relationship to the mentee: what it is, the benefits and what it is not (coaching, consulting)	Video or audio: presentation of the relationship with the client (observe behaviour, words, listening, etc...)
		d) communicate on ethical issues: present the rules of the mentor Code of Conduct and how they will apply during the mentoring process	Video or audio presenting the operation rules or description for customer files
		a) identify the mentee's project needs: various issues and concerns, and ability of the mentor to help resolve them	Document (paper, digital) presenting the analysis of a client's project needs for 3 files
b) support the mentee in identifying his/her needs		Document presenting the analysis of a client's training needs and recommendations	
c) structure and adapt the mentoring process, whatever the mentee's needs (e.g. business, technical, emotional, social support)		Summary document of customer projects for files	
4 - Determine objectives and select tools and methods to achieve them	d) identify the necessary resources to realise the mentoring process (e.g. specific contacts, network)	Description of a mentoring support program established for clients	
	e) know when to refer the mentee to someone else: mentor, or other	Description of the resources identified for the mentoring process	
	a) determine realistic and measurable objectives, coherent with the mentee's context and business sector	Audio or video presentation of the rules and content of the contract, Examples for customer files:	
	b) master a representative and adequate range of management and quality tools	Signed contracts, with time and budget data , Examples of customer files	
5 - Set up a mentoring contract	c) structure and adapt the mentoring framework of intervention, using the appropriate to the mentee's needs processes, instruments, tools (e.g. business, technical, emotional, social support)	Simulation or audio or video recording with clients	
	d) plan the mentoring process accordingly with correct timelines, milestones and review points	Real-life examples: description	
	a) propose, revise and agrees with the mentee a clear understanding on a framework for mentoring intervention that includes: the general approach, the scope and the limits of the intervention, in a client centred approach that takes into account both the business and personal long-term interests of the mentee	Descriptive of client files with context and conditions that required adaptation to the mentee's language references	
	b) agree with the mentee on the mentoring relationship and the responsibilities of the mentor and the mentee during the process.	Live exercises using these techniques (or written description)? or audio or video with clients	
	c) verify that the mentoring process matches the mentee's expectations	Description of lived examples with documents attesting of the change: reports, emails, etc....	
2. DO: facilitating phase	6 - Analyse, assess and help improving the applied management practices	d) set up a mentoring contract according to a given time frame and budget	Documents describing action plans
		a) know the missions of a manager: anticipate, decide, organise, lead (animate), communicate, resolve, perform, pilot and the techniques associated	Live situation. Precise description of real-life cases; audio and video recordings
		b) identify with the mentee which practices, methods or tools need to be acquired or improved	Live situation Precise description of real-life cases
	7 - Support effectively the mentee and facilitate success	c) transmit adequate management methods, tools and techniques to the mentee or help choosing appropriate experts	
		a) use and adapt language appropriate for the mentee and his/her situation	
		b) listen actively by asking open questions, by reformulating, by giving and receiving feedback: in order to understand his/her needs, ideas, underlying concerns	Precise description of lived examples with documents mentioning the experiences concerned and use made by the mentee (reports, emails,...)
		c) identify and adapt to the changes in motivation of the mentee	Precise description of real-life examples; documents mentioning the knowledge and experience concerned
		d) demonstrate empathy (and make the difference with sympathy)	Precise description of real-life examples, knowledge, follow up documents
		e) recognise and work with the mentee's emotional state	Knowledge of the different modes of learning, identification of those of the mentee for real-life examples; documents: reports, emails, etc.
		f) adapt the approach to suit the different ways in which the mentee learns	Precise description of real-life examples, follow-up documents
g) facilitate the learning process: helping the mentee to grow through his/her own strengths		Precise description of real-life examples, with identification of the mentee's emotions and needs ; follow-up documents	
h) help the mentee to evaluate and integrate the different information sources		Description of the project method and its application in 3 different cases; customer documents	
i) transfer knowledge and experience to the mentee		Precise description of real-life examples, follow-up documents	
j) help the mentee create an action plan		Real-life examples	
8 - Progress the relationship	k) guide the mentee to use experiences effectively	Documents attesting of this for client files	
	l) support the mentee to identify his/her own possible solutions and express them	Precise description of real-life examples, follow-up documents	
	m) use "Project based way of thinking" skills		
	a) build a trustful relationship based on communication and respect		
	b) review regularly progress and redefine goals, objectives or direction	Live situation or precise description of real-life examples, monitoring documents	
9 - Closing the mentoring process	c) help resolve project or relationship challenges as they arise	Real-life examples and documents: emails, customer follow-up document,...	
	d) demonstrates ability to develop a process to suit the situation	Synthesis made after support and actions implemented; reflexive journal	
	e) support the mentee in change	Examples of tools/documents used for customer files	
	f) encourage and celebrate the successes	Examples of tools/documents used for customer files	
	g) ensure mentee follow up between the meetings: mails, phone calls	Examples of improvements made, based on customer feedback	
3. CHECK: Evaluation phase	h) know and comply with the main ethical behaviours expected from a mentor	Examples and documents for customer files; audio or video	
	a) identify when it's time to close the mentoring process	Description of known evaluation methods and examples applied in client files	
	b) organise handing over and sustainable application of all applied tools and methods	Examples of tools, documents used for customer files	
	c) validate together with the mentee the end of the mentoring process	Decisions taken following evaluations in customer files (documents attesting of this)	
	d) decide to provide follow up if needed	Decisions taken following evaluations in customer files (documents attesting of this)	
10 - Evaluate the mentoring process	a) plan and apply appropriate evaluation methods (e.g. questionnaires, observation) to evaluate the mentoring process.	Documents attesting of the communication of the evaluation and recommendations for further development, made to the client, following evaluations for 3 client files (documents attesting of this)	
	b) assess all phases (i.e. preparatory, facilitating & closing) of the mentoring process using the ground rules agreed at the start	Examples of tools, documents used for customer files	
	c) optimise all the phases of the mentoring process based on the evaluation outcomes	Examples of tools, documents used for customer files, assessments made by customers (documents ; email...)	
	d) communicate relevant assessment outcomes to the mentee and provide adequate recommendations for further development	Corresponding documents for customer files; assessment made by customers (doc; mail,...)	
	e) propose a plan for sustainable improvement	Documents for customers files	
11 - Evaluate the mentoring outcome	a) document and report the achieved outcomes	Real-life examples for customer files and documents attesting of the improvements made	
	b) compare the achieved outcomes with the initial objectives	Documents attesting of the communication of the evaluation and recommendations for further development, made to the client, and following evaluations for client files (documents attesting to this)	
	c) analyse current learning about the outcomes and the factors that may have led to those outcomes or would lead to improved outcomes	Self-analysis (description with supporting documents / case studies); validation by Referent Mentor	
	d) optimise the mentoring process based on the evaluation outcomes	Written examples with documents attesting of actions undertaken and planned over time (training convention, networks, etc.); validation by Referent Mentor	
	e) propose a plan for sustainable improvement		
12 - Evaluate the mentee's progresses and autonomy	a) follow regularly with the mentee the evolution of his (her) management practices	Proof of membership and actions in these networks	
	b) assess mentee's autonomy, self-confidence and lived learning	Proof of training attended (registration, organization and program, evaluation, etc...)	
	c) apply relevant formative and summative assessment methodologies for assessing the mentee's acquired outcomes	Examples of changes made in their Mentoring practice with documents: reflexive journal,...	
	d) ensure that the mentee self-assesses his (her) learning and experience outcomes in terms of autonomy, self-confidence and lived successes	Proof of self training	
	e) propose a plan for sustainable improvement		
13 - Evaluate the mentor's performance	a) self-assess their own mentoring performance and their own behaviour as a mentor (e.g. analyse communication processes, personal communication patterns)		
	b) get a documented mentoring performance assessment from the mentee and, if any, from other stakeholders		
	c) be involved in mentors' networks / communities of practice, in order to benchmark and exchange experiences with peers.		
	d) debrief the mentoring performance assessments with the mentee	Self-analysis (description with supporting documents / case studies); reflexive journal	
	e) propose a plan for sustainable improvement	Real-life examples	
4. ACT / ADJUST: Improvement of self competences	a) revise the objectives and action plans to achieve them as necessary and justify the changes		
	b) propose and mutually agree timely appropriate actions to remediate as necessary based on the assessment results		
	c) involve the mentee in the remediation plans		
	d) advise the mentee for enhancing his autonomy and applying for targeted trainings		
	e) propose a plan for sustainable improvement		
14 - Adjust the mentoring plan & outcome as necessary	a) identify their own strengths and areas for improvement as a mentor		
	b) organise their own professional development (also in the long-term) and plan actions for improving their mentoring practices according to the assessment result		
	c) manage their own learning process and participate in relevant professional trainings for updating their own skills and competences (e.g. via formal and/or non-formal trainings)		
	d) continuously reflect on their own behaviour as a mentor (eg analyse communication processes, personal communication patterns) and make changes as a result		
	e) propose a plan for sustainable improvement		
15 - Improve the mentoring practices	a) identify their own strengths and areas for improvement as a mentor		
	b) organise their own professional development (also in the long-term) and plan actions for improving their mentoring practices according to the assessment result		
	c) manage their own learning process and participate in relevant professional trainings for updating their own skills and competences (e.g. via formal and/or non-formal trainings)		
	d) continuously reflect on their own behaviour as a mentor (eg analyse communication processes, personal communication patterns) and make changes as a result		
	e) propose a plan for sustainable improvement		

**Evidences**  
Documentation  
Interviews with mentees and mentors  
Evaluations by mentees and mentors  
Video material  
Written testimony and descriptions  
Emotional abilities can come through demonstration of understanding of ideas such as Emotional Intelligence frameworks; Transactional Analysis use and knowledge