



EU Business Mentor 2001 Business Mentor Competence Certification Scheme – Requirements

IO4

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**ERASMUS+ KA2 Strategic Partnership
2017-1-HU01-KA202-035953
Business MENTOR training and CERTification**

Foreword

The EU Mentor 2000 ISO 17024 compliant Competence Certification Scheme (CCS) has been developed within the ERASMUS+ 2017-1-HU01-KA202-035953 Strategic Partnership project MENTORCERT (see <https://www.mentorcert.eu/index.php/en/>), in accordance with the EFCoCert standardization guidelines, which are compliant with the ISO directives.

An "EU Business Mentor" expert committee gathering representatives of all relevant interested parties from various EU countries has been established during the MENTORCERT project for commenting and reaching consensus on the successive drafts of the CCS. The members of the expert committee are listed in table 1.

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Table 1 – EU MentorCert experts scheme committee members (= partners)*



0 Introduction

0.1 Origin of the EU Business Mentor Competence Certification Scheme

The EU Business Mentor Competence Certification Scheme (CCS) was developed as part of the ERASMUS+ MENTORCERT Strategic Partnership project.

The EU Business Mentor CCS sets the applicable requirements for:

- a) the Business Mentor prerequisites and competences,
- b) the Business Mentor certification process,
- c) the personal certification bodies (PCBs) providing certification services against the EU Business Mentor CCS.

0.2 Business mentors concerned by the EU Business Mentor CCS

Mentors concerned by the EU Business Mentor scheme may be business mentoring organisations' employees or not, delivering business mentoring at full or part-time.

The EU Business Mentor CCS may be used by:

- a) Business Mentors or business mentoring organisations aiming to demonstrate competence in providing business mentoring services,
- b) organizations looking for hiring competent Business Mentors,
- c) educational organizations wishing to adapt their train-the-business mentor curriculum on the basis of the skills required for this function.

0.3 EU Business Mentor CCS framework

The EU WBL Mentor CCS consists of the following normative documents:

- EU Business Mentor 2000: Competence Certification Scheme – Vocabulary
- EU Business Mentor 2001: Competence Certification Scheme – Requirements
- EU Business Mentor 2021: Competence Certification Scheme – Requirements for certification bodies

0.4 EU Business Mentor CCS impact

The EU Business Mentor CCS reinforces the professional value, mobility and employability of WBL mentors on a European scale.

Such a certification is the best way for business mentors to have their competences recognized in terms of providing professional business mentoring services and provide all guarantees of reliability thanks to ISO 17024 accredited third-party certification.



1 Scope

This normative document specifies requirements applicable for a Business Mentor aiming to obtain or maintain certification against the EU Business Mentor competence certification scheme.

2 Normative references

The following documents, in whole or in part, are normatively referenced in this document and are indispensable for its application. For dated references, only the edition cited applies. For undated references, the latest edition of the referenced document (including any amendments) applies.

EU Business Mentor 2000 – EU Business Mentor Competence Certification Scheme – Fundamentals and vocabulary

EU Business Mentor 2021 – EU Business Mentor Competence Certification Scheme – Requirements for certification bodies

3 Terms and definitions

For the purposes of this document, the terms and definitions given in EU Business Mentor 2000 apply.

4 Requirements for Business Mentors

4.1 General

The certified Business Mentor shall meet requirements in terms of:

- a) prerequisites, and
- b) competences.

4.2 Prerequisites

The Business Mentor shall meet the prerequisites specified in the following table for the respective certification level.



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Topics	Requirements	Junior	Senior	Master
1. Graduation	business related degree	yes	-	-
2. Credential	coaching credential delivered by either: i. International Coach Federation (ICF): Coach credential ii. European Mentoring and Coaching Council (EMCC) - Coach Practitioner qualification	-	Option 1	Option 1
3. Training	business mentor specific \geq 30 hours training delivered by one of the MentorCert partners	yes	Option 2	Option 2
4. Work experience	Years (y) business experience	\geq 2 y	\geq 5 y	\geq 5 y
5. Mentoring experience	business mentoring missions (m) in the last 2 years ...	\geq 3 m	\geq 5 m	\geq 8 m
	... of which missions (m) alone or under control of a referent or certified Business Mentor	3 m	-	-
	business mentoring missions (m) in the last 12 months	\geq 2 m	\geq 3 m	\geq 3 m
6. Mentoring evidence	complete and auditable folders (f) providing evidence for business mentoring relationships in the last 2 years, including e.g.: - Business mentoring contracts, - Business assistance or consultancy contracts, - Template with mentoring missions, - mentees' informations and their agreement to be contacted (phone or mail); - audios and videos	3 f	4 f	5 f
7. Peer assessment	assessment of the 15 key competences (see Annex A) in business mentoring missions (m) by a referent or certified Business Mentor within the last 2 years	\geq 3 m	\geq 2 m	\geq 1 m
8. Code of conduct	Signed Business Mentor code of conduct (see Annex B)	yes	yes	yes

Table 2 – Business Mentor prerequisites and respective certification levels



4.3 Competence requirements

The Business Mentor shall demonstrate compliance with the competence requirements specified in Annex A.

5 Code of conduct

The Business Mentor shall commit to the Code of Conduct given in Annex B.

6 Certification assessment

By applying for certification or accepted being certified, the Business Mentor shall read and accept the assessment process and procedures described in Annex C.



ANNEX A
(Normative)
Business Mentor Competence Matrix

The Business Mentor competence matrix specified under table A.1

- is structured according to the Deming continuous improvement PDCA cycle (Plan, Do, Check, Act) applied to the mentoring process,
- encloses 15 key competences (numbered 1 to 15) for which evidence shall be demonstrated, whereby
- each key competence is illustrated by examples (numbered a) to x) of abilities demonstrating good practices or evidence.

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
 - b) understand options available to map the sector eco-system and apply at least one
 - c) define hypotheses about the future of the sector
 - d) identify relevant value creation models and apply at least one
 - e) help the mentee to set up a long-term business development plan
2. Establish the relationship
 - a) prepare the 1st contact meeting: where? when? information on the mentee and his business
 - b) create a psychologically safe environment for the mentee, with a client-centred approach
 - c) explain the mentoring relationship to the mentee: what it is, the benefits and what it is not (coaching, consulting)
 - d) communicate on ethical issues: present the rules of the mentor Code of Conduct and how they will apply during the mentoring process
3. Analyse mentee's needs
 - a) identify the mentee's project needs: various issues and concerns, and ability of the mentor to help resolve them
 - b) support the mentee in identifying his/her needs
 - c) structure and adapt the mentoring process, whatever the mentee's needs (e.g. business, technical, emotional, social support)
 - d) identify the necessary resources to realise the mentoring process (e.g. specific contacts, network)
 - e) know when to refer the mentee to someone else: mentor, or other



4. Determine objectives and select tools and methods to achieve them
 - a) determine realistic and measurable objectives, coherent with the mentee's context and business sector
 - b) master a representative and adequate range of management and quality tools
 - 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)
 - d) plan the mentoring process accordingly with correct timelines, milestones and review points
5. Set-up a mentoring contract
 - 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
 - b) agree with the mentee on the mentoring relationship and the responsibilities of the mentor and the mentee during the process.
 - c) verify that the mentoring process matches the mentee's expectations
 - d) set up a mentoring contract according to a given time frame and budget

DO – Facilitating phase

6. Analyse, assess and help improving the applied management practices:
 - a) know the missions of a manager: anticipate, decide, organise, lead (animate), communicate, resolve, perform, pilot and the techniques associated
 - b) identify with the mentee which practices, methods or tools need to be acquired or improved
 - c) transmit adequate management methods, tools and techniques to the mentee or help choosing appropriate experts
7. Support effectively the mentee and facilitate success
 - 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
 - c) identify and adapt to the changes in motivation of the mentee
 - d) demonstrate empathy (and make the difference with sympathy)
 - e) recognise and work with the mentee's emotional state
 - f) adapt the approach to suit the different ways in which the mentee learns
 - g) facilitate the learning process: helping the mentee to grow through his/her own strengths and recognize his/her own developing areas
 - h) help the mentee to evaluate and integrate the different information sources



- i) transfer knowledge and experience to the mentee
 - j) help the mentee create an action plan
 - k) guide the mentee to use experiences effectively
 - l) support the mentee to identify his/her own possible solutions and express them
 - m) use "Project based way of thinking" skills
8. Progress the relationship
- a) build a trustful relationship based on communication and respect
 - b) review regularly progress and redefine goals, objectives or direction
 - c) help resolve project or relationship challenges as they arise
 - d) demonstrates ability to develop a process to suit the situation
 - e) support the mentee in change
 - f) encourage and celebrate the successes
 - g) ensure mentee follow up between the meetings: mails, phone calls
 - h) know and comply with the main ethical behaviours expected from a mentor
9. Closing the mentoring process
- a) identify when it's time to close the mentoring process
 - b) organise handing over and sustainable application of all applied tools and methods
 - c) validate together with the mentee the end of the mentoring process
 - d) decide to provide follow up if needed

CHECK – Evaluation phase

10. Evaluate the mentoring process
- a) plan and apply appropriate evaluation methods (e.g. questionnaires, observation) to evaluate the mentoring process.
 - b) assess all phases (i.e. preparatory, facilitating & closing) of the mentoring process using the ground rules agreed at the start
 - c) optimise all the phases of the mentoring process based on the evaluation outcomes
 - d) communicate relevant assessment outcomes to the mentee and provide adequate recommendations for further development.
11. Evaluate the mentoring outcome
- a) document and report the achieved outcomes
 - b) compare the achieved outcomes with the initial objectives
 - c) analyse current learning about the outcomes and the factors that may have led to those outcomes or would lead to improved outcomes
 - d) optimise the mentoring process based on the evaluation outcomes
 - 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
 - b) assess mentee's autonomy, self-confidence and lived learning
 - c) apply relevant formative and summative assessment methodologies for assessing the mentee's acquired outcomes
 - d) ensure that the mentee self-assesses his (her) learning and experience outcomes in terms of autonomy, self-confidence and lived successes
 - e) conduct a debriefing of assessment outcomes with the mentee and provide adequate recommendations for further development
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

ACT – Improvement phase

14. Adjust the mentoring plan & outcome as necessary
 - 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
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



ANNEX B (Normative) Business Mentor Code of Conduct

The Code has been adapted from the EMCC code of conduct and is arranged into three sections and covers general expectations of professional behaviour and conduct:

1. Working with Mentees
2. Professional Conduct
3. Excellent Practice

1. Working with Mentees

Context

2.1 When professionally working with mentees in any capacity mentors will conduct themselves in accordance with this code, committed to delivering the level of service that may reasonably be expected from a practising mentor.

Contracting

2.2 Before they start working with a mentee, mentors will make this Code available to their mentee, explain and make explicit their commitment to abide by this Code. Mentors will also make their mentees aware of their complaint procedures.

2.3 Before starting to work with a mentee, mentors will explain and strive to ensure that the mentee know, and fully understand, the nature, terms and conditions of any mentoring contract, including financial, logistical and confidentiality arrangements.

2.4 Mentors will use their professional knowledge and experience to understand their mentees' expectations and reach agreement on how they plan to meet them. Mentors will also try to take into account the needs and expectations of other relevant parties.

2.5 Mentors will be open about the methods they use, and on request will be ready to supply the mentee with information about the processes involved.

2.6 Mentors will ensure that the duration of the contract is appropriate to achieve the mentee's goals and will actively work to promote the mentee's independence and self-reliance.

2.7 Mentors will ensure that the setting in which any mentoring takes place offers optimal conditions for learning and reflection and therefore a higher likelihood of the achievement of the goals set in the contract.

2.8 Mentors should always put their mentee's interests first.



Integrity

2.9 Mentors will accurately and honestly represent their relevant professional qualifications, experience, training, certifications and accreditations to mentees.

2.10 In communication with any party, mentors will accurately and honestly represent the value they provide as a mentor.

2.11 Mentors will ensure that no false or misleading claims are made, or implied, about their professional competence, qualifications or accreditation in any published, promotional material or otherwise. Mentors will attribute ownership of work, ideas and materials of others to the originator and not claim it as their own.

2.12 Mentors will act within applicable law and not in any way encourage, assist or collude with conduct which is dishonest, unlawful, unprofessional or discriminatory.

Confidentiality

2.13 When working with mentees, mentors will maintain the strictest level of confidentiality with all mentee's information unless release of information is required by law.

2.14 Mentors will have a clear agreement with mentees about the conditions under which confidentiality will not be maintained (e.g. illegal activity, danger to self or others) and gain agreement to that limit of confidentiality, taking into consideration the case where the release of information is required by law.

2.15 Mentors will keep, store and dispose of appropriate and accurate records of their work with mentees, including electronic files and communications, in a manner that ensures confidentiality, security and privacy, and complies with all relevant laws and agreements that exist in their country regarding data protection and privacy.

2.16 If applicable, mentors will inform mentees that they are receiving supervision and identify that the mentee may be referred to anonymously in this context. The mentee should be assured that the supervision relationship is itself a confidential relationship.

2.17 If the mentee is a child or vulnerable adult, mentors will make arrangements with the mentee's guardian to ensure an appropriate level of confidentiality in the best interests of the mentee, whilst also complying with all relevant legislation.

Inappropriate interactions

2.18 Mentors are responsible for setting and maintaining clear, appropriate and culturally sensitive boundaries that govern all physical and virtual interactions with mentees.

2.19 Mentors will avoid any romantic or sexual relationship with current mentees. In addition, mentors will be alert to the possibility of any potential sexual intimacy with the aforementioned parties and take appropriate action to avoid the intimacy or cancel the engagement in order to provide a safe environment.



Conflict of interest

2.20 Mentors will not exploit a mentee or seek to gain any inappropriate financial or non-financial advantage from the relationship.

2.21 To avoid any conflict of interest, mentors will distinguish a professional relationship with a mentee from other forms of relationships.

2.22 Mentors will be aware of the potential for conflicts of interest of either a commercial or personal nature arising through the working relationship and address them quickly and effectively in order to ensure that there is no detriment to the mentee.

2.23 Mentors will consider the impact of any mentee relationships on other mentee relationships and discuss any potential conflict of interest with those who might be affected.

2.24 Mentors will disclose any conflict openly with the mentee and agree to withdraw from the relationship if a conflict arises which cannot be managed effectively.

Terminating professional relationships and on-going responsibilities

2.25 Mentors will respect a mentee's right to terminate an engagement at any point in the process, subject to the provisions of the mentoring service agreement.

2.26 Mentors will encourage the mentee to terminate the mentoring or engagement if it is believed that the mentee would be better served by another practising mentor or a different form of professional help.

2.27 Mentors understand that their professional responsibilities continue beyond the termination of the professional relationship. These include:

- Maintenance of agreed confidentiality of all information relating to mentees
- Safe and secure maintenance of all related records and data that complies with all relevant laws and agreements that exist in their country regarding data protection and privacy
- Avoidance of any exploitation of the former relationship, which could otherwise put into question the professionalism or integrity of the mentor
- Provision of any follow-up that has been agreed to.

2.28 Mentors are required to have a provision for transfer of current mentees and dissemination of records in the event of the mentor's incapacitation, or termination of practice.

2. Professional Conduct

Maintaining the reputation of the profession

3.1 Mentors will behave in a way that at all times reflects positively upon and enhances the reputation of an increasingly professionalised service.



3.2 Mentors will demonstrate respect for the variety of practising mentors and other individuals in the profession and for the different approaches to mentoring.

Recognising equality and diversity

3.3 Mentors will abide by their respective bodies' diversity statements and policies.

3.4 Mentors will avoid knowingly discriminating on any grounds and will seek to enhance their own awareness of possible areas of discrimination.

3.5 Mentors will be cognisant of the potential for unconscious bias and seek to ensure that they take a respectful and inclusive approach, which embraces and explores individual difference.

3.6 Mentors will challenge in a supportive way any colleagues, employees, service providers, mentees or participants who are perceived to be using discriminatory behaviour.

3.7 Mentors will monitor their spoken, written and non-verbal communication for inadvertent discrimination.

3.8 Mentors will engage in developmental activities that are likely to increase their self-awareness in relation to equality and diversity.

Breaches of professional conduct

3.9 Mentors accept that any breach of the code that is upheld in a complaints procedure may result in sanctions including loss of certification status. The certification bodies may disclose details of such breaches in the interest of mentee safety, upholding quality standards and maintaining the reputation of the profession.

Legal and statutory obligations and duties

3.10 Mentors are obliged to stay up to date and comply with all relevant statutory requirements in the countries in which their professional work takes place and work within any organisational policies and procedures in the context in which they are working.

3.11 Mentors will have the appropriate professional indemnity insurance to cover their coaching, mentoring and supervising work for the countries in which they operate.

3. Excellent Practice

Ability to perform

4.1 Mentors will have the qualifications, skills and experience appropriate to meet the needs of the mentee and will operate within the limits of their competence. Mentors should refer the mentee to a more experienced or suitably qualified practising member where appropriate.

4.2 Mentors will be fit and healthy enough to practice. If they are not, or are unsure if they are able to practice safely for health reasons, they will seek professional guidance or



support. Where necessary or appropriate, the mentor should manage the termination of their work with the mentee and refer the mentee to an alternative mentor.

On-going supervision

4.3 Mentors will engage in supervision with a suitably qualified supervisor or peer supervision group with a level of frequency that is appropriate to their mentoring practice, the requirements of their certification, or evidence engagement in reflective practice, ideally with peers and/or more experienced colleagues.

4.4 Mentors need to ensure that any other existing relationship with the supervisor does not interfere with the quality of the supervision provided.

4.5 Mentors will discuss any ethical dilemmas and potential, or actual, breaches of this Code with their supervisor or peer supervision group for support and guidance.

Continuing professional development

4.6 Mentors will develop their level of mentoring competence by participating in relevant and appropriate training and/or continuing professional development (CPD).

4.7 Mentors are expected to make a contribution to the professional community that is appropriate to their level of expertise. Forms which this may take include informal peer support to fellow practising mentors, contributing to advancing the profession, research and writing etc.

4.8 Mentors will systematically evaluate the quality of their work through feedback from mentees, their supervisor and other relevant parties.



ANNEX C
 (Normative)
 Business Mentor Competence Assessment

C.1 Assessment modalities

Table C.1 specifies which assessment modalities are required to be submitted in which approximative timeframe by the candidates at the three different assessment stages (initial certification, surveillance, re-certification).

NOTE: the ability of the candidate to provide requested answers and documented evidence in a timely manner demonstrates a key business mentor competence: the organisation and management of the business mentoring documents that shall be uploaded.

Modalities	Initial certification	Surveillance (yearly)	Re-certification (after 3 years)
Prior the interview (≥ 10 days before)			
a) Prerequisites documented evidence	x		x
b) Submission of business mentoring folders for 3 cases selected by the examiner	x		
c) Self-assessment of competences and collection of supporting documented evidence for the interview	x		x
Interview			
d) 2 hours face to face or Skype (or equivalent) interview session with 2 examiners (at least 2 open questions for each key competence)	x		x
After the interview			
e) Mentee satisfaction survey (≥ 3 per year)	x	x	x

Table C.1 – Assessment modalities and allocated time



C.2 Candidate's self-assessment

The candidate self-assessment (see Table C.1 c) shall

- a) address all 15 key competences by using Annex D, Table D.1,
- b) be supported by documented evidence to be provided during the interview according to Table D.2.

Completed Tables D.1 & D.2 shall be transmitted to the examiners \geq 10 days prior the interview.

C.3 Assessment procedure

Assessments shall be organised in compliance with the requirements of EU Business Mentor 2021 and by the scheme owner's Integrity Program.

For initial certification and re-certification, assessment takes place in two stages:

- c) prerequisites assessment and validation,
- d) competence examination.

In the event of failure at any of the assessment stage, a repeated assessment will have to rely on the analysis of new evidence of the business mentoring experience, submitted by the applicant according to the assessment procedure described in C.1.

C.4 Prerequisite assessment

Prerequisites are used to verify the candidate's eligibility for the applicable certification level and are eliminatory (or determinant for setting the certification level) in case of non-compliance.

Assessment of the prerequisites shall be performed either by the designated examiner or by a certification body's staff member.

The prerequisites shall be assessed according to the criteria specified in Table 2.

In any case, the examiner shall have access to the candidate's prerequisites and their assessment.

C.5 Competences assessment

The competences shall be assessed by two assigned examiners registered according to EU Business Mentor 2021.

The two examiners shall assess the competences during the interview by cross validation of the candidate's self-assessment with:



- a) the candidate's answers to the open questions available in Annex B of the EU Business Mentor 2021 document (at least 2 open question for each key competence, asking each time for a lived example and checking with the evidence produced by the candidate),
- b) evidence provided and indicated by the candidate to justify the self-assessment (see C.2 and Annex D),
- c) candidate's folders of the 3 business mentoring cases selected by the examiner.

NOTE 1: the candidate's self-assessment (see C.2) is indicative, only the evidence-based validation by the examiners is taken into account.

NOTE 2: the examiners will focus the choice of questions on the competences needing more investigation and more concrete questioning.

C.6 Marking of examination results

The examiners give a mark to each of the 15 competences on a scale from 1 to 10 based on the documented evidence provided by the candidate by answering the open questions.

Each examiner shall mark the competence separately, and the final mark is either

- a) a consensus between the 2 examiners, or
- b) the average of both examiners' marks (in case they do not reach consensus).

C.7 Certification pass mark and levels

The certification body shall apply the pass marks specified in table C.7 for granting or maintaining certification.

For initial certification and recertification, the pass mark is a blend of open questions and competence assessment. Each modality shall be weighted according to the coefficients specified in the 3rd column of table C.7. The weighting of modalities is designed and intended to emphasize on the key competences.

The certification level is determined only by prerequisites, whereby the assessed and certified competences are the same for all levels. For upgrading a certificate to a superior level, the certification body shall validate the records of the corresponding prerequisites.

An upgraded certificate shall keep the same expiry date as the original certificate, unless a new full assessment has been carried out and assessed.



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Modality	Pass mark	Coefficient
A. Initial certification		
a) Prerequisites		Not applicable
i. Junior	100%	
ii. Senior	100%	
iii. Master	100%	
b) Competences		
i. Plan	≥ 60%	2
ii. Do	≥ 60%	3
iii. Check	≥ 60%	2
iv. Act	≥ 60%	1
c) Mentee satisfaction survey	≥ 3	Not applicable
B. Annual surveillance		
a) Mentee satisfaction survey	≥ 3	Not applicable
C. Recertification		
a) Prerequisites		Not applicable
a. Junior	100%	
b. Senior	100%	
c. Master	100%	
b) Competences		
a. Plan	≥ 60%	2
b. Do	≥ 60%	3
c. Check	≥ 60%	2
d. Act	≥ 60%	1
c) Mentee satisfaction survey	≥ 3	Not applicable

Table C.7 – Certification pass marks for EU Business Mentor Competence Certification



C.8 Mentee satisfaction survey

The satisfaction surveys to be collected and transmitted after the interview by the candidate shall cover at least the topics and questions listed in Table C.8, in compliance with GRDP regulations.

Mentee's Name:	Mentor's Name:
Period of mentoring mission:	
Company name:	
Activity:	
What was the context and needs of your company at the time of the mission? i.e. what were the main difficulties (financial, commercial, technical, human) that led you to seek the help of a business mentor?	
What was the problem identified (with the Mentor)?	
What were the main supportive actions implemented with the Mentor?	
What was (were) the result(s) at the end of the mission?	
What are your points of satisfaction with this mentoring support?	
What did you appreciate in the business mentor person and way of supporting you?	
Which suggestions would you make to improve the mentoring process?	

Table C.8 – Mentees satisfaction survey template



ANNEX D
(Normative)
Business Mentor Competence Self-Assessment

The candidate shall use Table D.1 to self-assess each of the 15 key competences as defined in Annex A, i.e.:

PLAN – Preparatory phase

1. Know and apply strategic orientation/planning and value creation models
2. Establish the relationship
3. Analyse mentee's needs
4. Determine objectives and select tools and methods to achieve them
5. Set-up a mentoring contract

DO – Facilitating phase

6. Analyse, assess and help improving the applied management practices:
7. Support effectively the mentee and facilitate success
8. Progress the relationship
9. Closing the mentoring process

CHECK – Evaluation phase

10. Evaluate the mentoring process
11. Evaluate the mentoring outcome
12. Evaluate the mentee's progresses and autonomy
13. Evaluate the mentor's performance

ACT – Improvement phase

14. Adjust the mentoring plan & outcome as necessary
15. Improve the mentoring practices



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The maturity level for each competence shall be scored according to the following scale:

1. Low
2. Modest
3. Average
4. Good
5. Excellent

The competence related evidence supporting files shall be collected and referenced according to Table D.2

The candidate shall send the completed Tables D.1 and D.2 \geq 10 days prior the interview and bring the related files to the interview, during which they will be used.

CompNb	Score	Key strengthes (related to competence)	Areas of improvement	Other comments	Evidence	Nature of evidence
Guidance						
	See scale above	Which elements of Knowledge, Know How to Do and to Be, justify of your level of expertise for this competence	Which elements of Knoweldge, Know How to Do and to Be, could be improved	Which could be useful to precise your level of expertise	(i.e. corresponding Mission & File where to find the proof of evidence)	(to be found in the files)
Example						
Ex : "Establish the relationship"	4	Ability to communicate easily and adapt my style to the interlocutor during a first meeting. Sense of observation and listening, allowing the person to feel confident.	The preparation of the first meeting, in particular to obtain more information on the company and its current events, beforehand.	It's often difficult to make the mentee understand the difference between Mentoring and Coaching at the start		Audio, video (of real interviews or training session); emails sent to the Mentee, before and after the 1 st meeting
Self-Assesment						
1.						
2.						
3.						
4.						
5.						



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