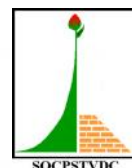




MANUAL

SUPREME Mentoring Programme

A unique method of mentoring to develop the talents of young people, to support them in their career, studies and/or private life and to prevent student dropouts in VET



© Mentorprogramma Friesland, Friesland College, ROC Friese Poort, Stenden & NHL University | Inqubator Leeuwarden | BURSA Provincial Directorate of National Education | ETIC Technical School of Image and Communication | Salpaus Further Education | Kaunas vocational training centre of social services and construction business specialists | FI.L.S.E. SPA | European Forum for Vocational Education and Training

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Introduction

The SUPREME mission is to develop the talents of young people, to support them in their career, studies and/or private life and to prevent student dropouts in vocational education. The SUPREME Mentoring Programme was developed from the innovative and award winning Dutch mentoring method-MentorProgramma Friesland (MPF) . This manual adopts the direct mentoring approach of MPF, amended to an EU context in close collaboration with vocational colleges from Portugal, Finland and Lithuania. Business world stakeholders from the Netherlands and Italy as well as a governmental institution from Turkey have also collaborated.

This manual consists of a description of the SUPREME Mentoring Programme and also clearly describes how to set up a programme in a vocational school and how to find and bind mentors. To ensure practical applicability, several tools have been developed to promote and implement the SUPREME Mentoring Programme.

The SUPREME Mentoring Manual is designed as a guiding document for implementation of mentoring in VET schools. It is to be adjusted according to local circumstances and to the implementing VET schools' situation. Only by taking into consideration the national situation and long term objectives of a school, successful implementation of Supreme Mentoring can be achieved.

The SUPREME project consortium

MentorProgramma Friesland (MPF)

Mentoring is a globally well-known tool for schools, businesses and organisations to guide people to their success. In the province of Friesland in The Netherlands, mentoring was introduced in 1997 as an extracurricular method of cooperation between education and the business world. In the late 1990's unqualified school dropouts increasingly became an issue in education. The flow into a higher level of education was limited (within vocational education itself and from vocational education to Universities of Applied Science). Internal research and input from vocational education students indicated the causes: a poor self-image and a missing (professional) identity. Something had to be done to develop the bicultural skills and future perspectives of young people. One of these vocational institutions, Friesland College (FC), was looking for an innovative instrument that could offer participants functional life coaching and concurrently teach them to take responsibility for their own learning process. Mentoring matched these requirements.

MPF was initially introduced in order to increase the school career opportunities for foreign and ethnic minority students. However, within a couple of years, all students wishing to be supported in their personal and school career development were able to apply for a mentor in the participating institutions. MPF has developed its own unique approach over the years, based on certain core values in place since the start.

Since 1997 the goals of MPF have been to:

- Offer extracurricular mentor support as a supplement to the regular support offered at schools.
- Guide and support (vulnerable) young people in making informed choices concerning their (school) career planning and personal development.
- Create greater interaction between vocational education, the business world, the government and the universities of applied science in the learning process.

In 2013, MPF has a pool of 300 corporate and student mentors who actively guide students.

Definition of Mentorship

Mentorship is a personal developmental relationship in which a more experienced or more knowledgeable person (mentor) helps to guide a less experienced or less knowledgeable person (mentee). The mentor has the role of counsellor, guide, coach, teacher and sponsor.

- A mentor acts as a role model.
- A mentor is a social responsible citizen

Mentoring is an instrument with a broad variety of implementations in the society. It is a form of coaching and networking and makes an essential contribution to the growth and success of an individual.

Mentoring provides recognition and acknowledgement. It provides role modelling, stimulus and personal attention to the participants. The participants - mentees - achieve their goals faster when they feel supported and encouraged by someone who has travelled a similar path before. Students make use of the success strategies of the mentor. The strength of mentoring lies in the fact that all parties benefit from it. The mentee gains confidence and has the feeling of not standing alone. The mentor develops skills as a leader, trainer and coach.

Mentoring brings an additional encouragement for participating youth to realise their career ambitions and life aspirations. If students lack a positive role model and personal attention in their existing private network, a mentor can help with dilemmas in the field of personal leadership, education or career. A mentor has the role of counsellor, guide, coach, teacher and sponsor.

These role models are a key factor for success. Due to the mentoring relationship, the mentees learn to see that study and work belong to real possibilities. They become motivated to continue rather than to give up. They make conscious decisions for their future.



Workshop - the definition of mentoring -



Aim of the SUPREME Mentoring Programme

Mentoring is a powerful tool. The SUPREME Mentoring Programme introduces this tool within a powerful environment: the education of young people. Vocational education is the underlying structure of the programme, providing funding and embedding. The aims of the SUPREME Mentoring Programme are:

- Develop the talents of vocational education students.
- Prevent student drop-out.
- Stimulate the continuous education process (from vocational education level to University of Applied Science level).
- Support (vulnerable) young people in making informed choices in their education, career planning and personal development.
- Increase the ambitions of students through the development of their own talents.

Leading Values

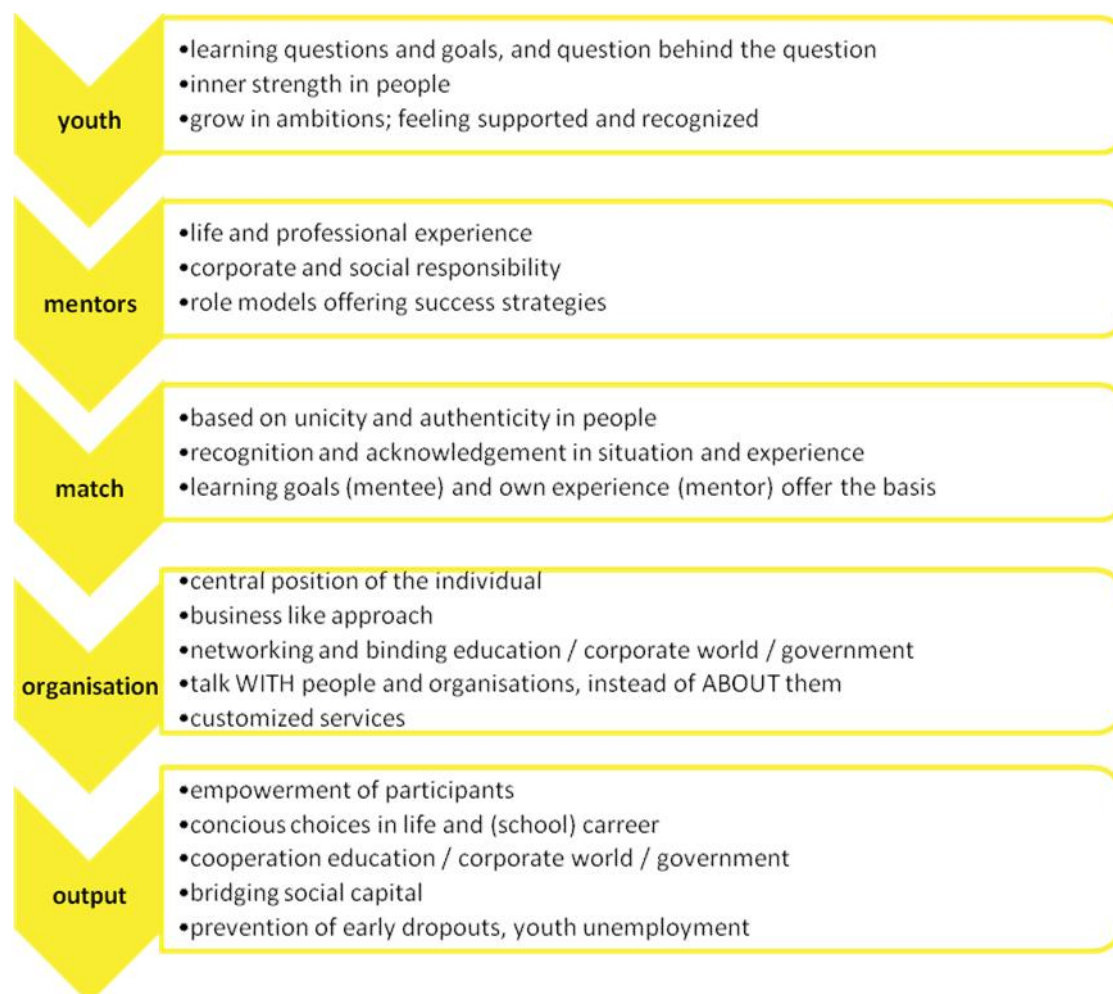


Image: Leading values of Supreme Mentor Programme

Success factors

The success factors of the SUPREME Mentoring Programme are:

- Addition to regular counselling in vocational education
- Target group: all students
- Contributions of social responsible citizens
- System of reference
- Role models
- Central position of the individual
- Businesslike approach
- No one way street
- Strategic context
- Cooperation between several schools
- Connection to an in-school learning company

Additional Guidance

The SUPREME Mentoring Programme provides additional guidance to young people in vocational education. It is an addition to the regular support and counselling at school. It is a preventative programme that cannot be used as a problem-solving method. The basic principle is that the student has a learning need that can only be answered by an external personal mentor. The programme searches for the best match between supply (learning goal of the student) and demand (unique experience of the mentor).

The SUPREME Mentoring Programme offers an extracurricular support as a supplement to the regular support to young people in the vocational college. In most vocational colleges, class mentors and school coaches are the first line of support for all students. In the second line counsellors, special support groups and career advisors offer their expertise for young people in need of extra support. This system forms the regular guidance and support for young people. The SUPREME Mentoring Programme is a third-line support and takes place mostly outside of the school.

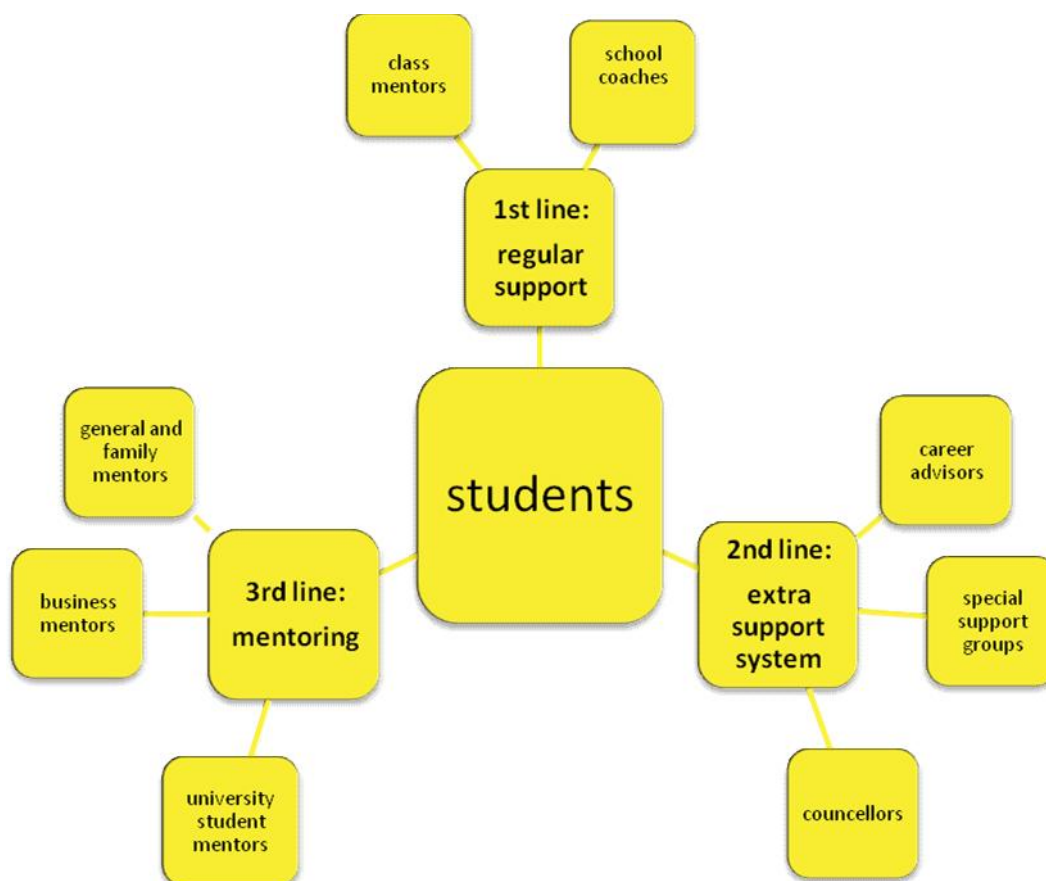


Image : position of mentoring within the vocational college

Target Group – All Students

The SUPREME Mentoring Programme is designed for vocational education students from different types of education and backgrounds. The programme is offered as a preventive tool in avoiding school drop-out rather than a way of fixing the issue afterwards. For this reason, no distinction is made between special needs students and regular well performing students. There are no specific characteristics that lead to a detailed profile of the target group. However, there is one thing that binds all students applying for the SUPREME Mentoring Programme: the willingness to learn something new in order to reach their goals. They need a helping hand, a positive role model and someone to listen to them.

Nevertheless, a vocational college implementing the SUPREME Mentoring Programme needs to start somewhere. To keep the SUPREME Mentoring Programme manageable, a target group of students need to be established: Which students will be mentored in the programme? What age are they? Which curriculum do they follow? Once a vocational college knows what type of students they want to address, the recruitment process can be established. After the first period in the programme, all students can apply for a mentor. That way, students decide for themselves whether they seek a mentor for guidance or not. It is their conscious choice.

Contribution of Social Responsible Citizens

The SUPREME Mentoring Programme relies on the voluntary contribution of socially successful citizens. Men and women, youngsters and adults who have personally experienced what it is to find their way in their education, in their careers and in their social life. In other words: people who are seen as role models. Mentors are, just like students, from all walks of life. Some have had a glorious career and some are just beginning. What binds them is the life experience, the expertise they have and the passion to share it with others.

System of References

An important factor in recruiting mentors is the system of references. The network of mentors grows by word of mouth. Each new mentor is introduced by an existing mentor who then acts as a reference. In the social context this system guarantees security to both the participating young people and the school organisation as such.

Role Models

Mentoring brings an additional encouragement for participating youth to realise their career ambitions and life aspirations. If students lack a positive role model and personal attention in their existing private network, a mentor can help with dilemmas in the field of personal leadership, education or career. A mentor has the role of counsellor, guide, coach, teacher and sponsor.

These role models are a key factor for success. Due to the mentoring relationship, the mentees learn to see that study and work belong to real possibilities. They become motivated to continue rather than to give up. They make conscious decisions for their future.

Central Position of the Individual

The core element of the SUPREME Mentoring Programme is the central position of the individual rather than that of organisations and structures. There are two leading values: 1) the learning goals and learning demands of young people and 2) the inner strength in people. When vocational education students apply for a mentor, the SUPREME Mentoring Team looks at the learning goals and learning questions of the student. Even more important: what is the question behind the question? What is the motive for mentoring? What does the student want to achieve? What does he or she want to learn and whom does he or she need for that? The matches are made based on the learning question of the student on the one hand, and the unique life and work experience of the mentor on the other hand. The matches are therefore not based on ethnicity, occupation or level, but on uniqueness and authenticity in people.

In all situations, the SUPREME Mentoring Programme talks WITH the target group instead of ABOUT them. This applies for young people but also for entrepreneurs, company directors, government representatives and funders. Partners and stakeholders should be involved in the process and the product when developing new services and activities according to the philosophy of the SUPREME Mentoring Programme. This way the created product reflects the needs of the target group and the society in general and the services that are offered are customised.

Businesslike Approach

The programme has a business-like approach and image with strong networking principles. Networking in the corporate world is mainly carried out by students and real stories of mentees. When networking and promoting in education amongst young people, (student) mentors tell their story.

No One Way Street

Mentoring is an instrument with a broad variety of implementations in society. It is a form of coaching and networking and makes an essential contribution to the growth and success of an individual. Mentoring provides recognition and acknowledgement. It provides role modelling, stimulus and personal attention to the participants. The participants - mentees - achieve their goals faster when they feel supported and encouraged by someone who has travelled a similar path before. Students make use of the success strategies of the mentor. The strength of mentoring lies in the fact that all parties benefit from it. It does not only create positive outcomes for adolescents. Mentoring is no one way street. The principle of reciprocity applies: a mentor also learns from his mentee. Broaden your horizon and learn to see things from a different perspective. (More information in the section 'Stakeholders').



Strategic Context of Education

To ensure incorporation of the SUPREME Mentoring Programme in the vocational colleges' curriculum, it is important to involve the context of education in the country of implementation. The success of the SUPREME Mentoring Programme strongly relies on the connection to the national characteristics of the educational system and to the strategy of the vocational college.

It is important to search for the connection of the vocational colleges' strategy to the SUPREME Mentoring Programme. This could be:

- Strong concept of learning by doing.
- Emphasis on preventing student drop-outs.
- Emphasis on cooperation with the business world.
- Etc.

The strategic context of the Supreme Mentoring Programme is different for every vocational college.

Cooperation between Several Schools

The long term success of the SUPREME Mentoring Programme strongly depends on cooperation between pre-vocational education, vocational colleges and Universities of Applied Science. This cooperation allows young people to maintain their mentor relation even if they change schools or move on to higher levels of education. The collective of educational institutions in a certain region gives the SUPREME Mentoring Programme a steady and stable image in the eyes of government, the business and political worlds and thereby creates a solid image in the regional network.

Connection to In-School Learning Company

Another long term success factor for the SUPREME Mentoring Program is the connection to an in-school learning company. As this connection is a key element, a description of the situation as it is at the Dutch MentorProgramma Friesland (MPF, the basis of the SUPREME Mentoring Programme) is included in this manual.

MPF closely cooperates with its in-school learning company Present Promotions (PP). PP is managed by the team that also manages the mentoring programme. Activities of PP are communication, organisation of promotional events, design, etc. Present Promotions offers its services not only to MPF but also to companies and (semi) governmental institutions. About 50 trainees from different vocational schools and universities of applied science in the region work at PP and obtain their competences in the context of their education. The interns originate from various fields of study, ranging from ICT to Communication and Small Business & Retail Management. The learning company provides a strong learning environment with numerous role models for young people. Participants in this learning company become the true ambassadors for mentoring.

All activities in the company, e.g. office management, administrative and secretarial duties, marketing and communication, promotion, commercial tasks, planning and sales are carried out by the interns themselves.

Involving the interns of PP in the coordination of activities and the MPF has several advantages:

- It relieves the tasks of managers, so that the mentoring team can do more with less people.
- The approach ensures communication WITH young people, rather than ABOUT them.
- Communication campaigns and public relations activities that are designed by young people are a success with the customers/target group of PP.
- The learning company is a constant source of creativity, innovation and action.
- The close cooperation between PP and the MPF ensures continuity and incorporation of both activities in the future.
- PP provides a good basic network of student mentors from the universities of applied science which forms a stable factor for the mentoring programme.
- Participants of PP learn early on in their schooling that coaching and mentoring is an important part of their future career. It creates social involvement. Students take this experience with them in their future careers as adult professionals.

The Mentor- Mentee Relationship

The Mentoring Model

There are several models that describe the growth in a mentoring relationship. The SUPREME Mentoring Programme makes use of the Goodlad model, which contains four phases of a mentoring relationship: Initiation, Cultivation, Transformation, Separation.

Initiation	Cultivation	Transformation	Separation
"I'm here for you"	"I believe in you."	"I will not let you fail."	"You have the power."

Select skills and competences:

1. Respect, warmth	1. Facilitative Responses	1. Providing feedback	1. Embracing
2. Genuineness	2. Advice giving	2. Exploring the immediacy of the relationship	2. Integrating
3. Entering the mentees frame of reference;	3. Self-Disclosure	3. Goal-setting	3. Empowering

Model: The four phases of a mentor relationship
Source: Mentoring and tutoring by students, Sinclair Goodlad, 1998, Kogan Page London

The Different Roles of a Mentor

The most essential aspect of mentoring is that an experienced person feels responsible for the development of a less experienced person. In this view, the main functions of a mentor are the following:

Teacher	Develops the intellectual and technical skills of a student; a mentor helps with existing competencies and skills
Sponsor	Makes the labour market, work organisations and school organisations accessible for a beginner
Host and Guide	Guides and introduces the beginner to the labour market/follow-up education
Role Model	Shows a way of life and a certain performance. The mentor serves as an example for the student. The main goal is the development of the aspirations of the mentee. The mentor is more than a role model: the message is not "be as I am" but "be as you can be." This form of mentoring requires a high degree of commitment and a personal relationship between mentor and mentee.
Advisor	Gives advice, constructive criticism and moral support to beginners and also shows a certain affection. Mentoring is intended to provide opportunities and support, not only giving instructions. A mentor should support and encourage, rather than instruct.



Presentation: The role of the mentor

Features of a Mentoring Relationship

There are similarities between mentoring and coaching relationships. A mentor often has the role of a coach within. The SUPREME Mentoring Programme chooses for establishing mentor contacts. Central is therefore the close personal contact, the empowerment of the mentees, and mutual learning effect and benefits. During the process of looking for the best match, the SUPREME Mentoring Programme looks for the points of recognition and acknowledgement between mentor and mentee. The authenticity of the mentor and mentee and the uniqueness of the mentoring relationship are leading aspects.

	Coach	Teacher	Counsellor	Mentor
Central	task, skills	New skills, knowledge	The individual	The individual
Focus	Task, performance	Learning of skills, information, knowledge	Building self-awareness and solving personal problems	Personal growth. Building capability
Relation	Mainly 1:1	1 to group	Mainly 1:1	Mainly 1:1
Key skills	Giving feedback on observed performance	Instructing, explaining	Listening, questioning	Helping learner to discover their own wisdom
Goal orientation	Sets goals for learner / Organisation sets goals as well	Passing a test, degree	Helping the person cope on their own	Works with learner's own goals
Closeness of the relation	Moderate	low	low	High
Flow of learning	One way	One way	One way	Two way. Adult learning
Duration	According to need. Short term	Depending on the training or course.	Short term, depending on the sessions	Can develop to a relationship of many years
Advantages	Coachee	Student	Client	Both parties

Table: Features of a mentoring relationship
Based on Landsberg 1996 and Clutterbuck, 1998

Advantages for stakeholders

The SUPREME Mentoring Programme works with several stakeholders:

- Students of Vocational Education
- Business World
- Society
- Vocational Colleges
- Universities of Applied Science
- Parents

Students of Vocational Education

The mentoring programme is designed for students from different types of education and backgrounds. The programme is offered as a preventive tool in avoiding school drop-out rather than a way of fixing the issue afterwards. It is also offered as a tool for increasing the ambitions of young people.

For this reason, no distinction is made among students: special needs, well performing or at risk. There are no specific characteristics that lead to a detailed profile of the target group. However, there is one feature that binds all students applying for a mentor: the willingness to learn something new in order to reach their goals.

They search for a helping hand, a positive role model and someone to listen to them.



Business World

SMEs and larger companies in the region of the school implementing the SUPREME Mentoring Programme form the business world network of mentoring. In the framework of Corporate Social Responsibility and search for young talents, companies invest in mentoring programmes. They facilitate mentoring during working hours, on company premises and sponsor meetings of mentors. They participate in the organization of the programme through the advisory board.

The key advantages of mentoring for the business world are:

- **Improvement of leadership competences.** Mentoring is a way for every professional to improve their coaching and leadership skills. Mentoring requires a willingness to share, listen and provide advice in a flexible relationship shaped by the needs of the mentee.
- **Corporate social responsibility.** Mentoring is a way for companies to show corporate social responsibility (CSR). Involvement in the SUPREME mentor program is a way to give back to society.
- **Future employees.** Involvement in the SUPREME Mentoring Programme creates the opportunity to prepare and scout future employees.
- **Corporate image.** Mentoring creates a positive image of your company amongst future employees, future customers and clients and thus creates commercial gain.
- **Personally rewarding.** There is a personal satisfaction in imparting wisdom and experience to others without a great time commitment.



Brochure - Business world

Society

The key advantages of mentoring for society are:

- **Empowering adolescents.** The results show, mentoring stimulates the intellectual and emotional development of adolescents by increasing their school skills, social skills, self-esteem and social network.
- **Bridging social capital.** One speaks of bridging social capital when collective or economic benefits are derived from the connections that are made between two different social groups. Mentoring creates tolerance, trust and understanding between the different generations and different social groups. Mutual understanding and respect is created by the sharing of life experiences.
- **Prevention of school drop out.** Mentoring has proven effective in the struggle against school dropout in vocational education.
- **Prevention of youth unemployment.** Mentoring prevents youth unemployment by strengthening the network of adolescents.
- **Active citizenship.** A mentor is not a professional but always a volunteer. Mentoring stimulates active citizenship. The results show that 35% of the mentors involved in the Dutch mentoring program have never done volunteering before their mentorship. In the Netherlands, mentor projects are pioneers in stimulating voluntary work. Social issues can be (partly) solved with civil commitment instead of relying solely on professionals.



Brochure - Society

VET Colleges

In addition to the key advantages mentioned above (empowering adolescents and the prevention of early school drop outs), other key advantages of mentoring for a vocational college are:

- **School mind-set.** Embracing mentoring in your school will contribute to an alteration in the way of thinking within a school. Mentoring as a pedagogical management facility can contribute to the way students act in the classroom. In the Netherlands, the mentoring programme caused a complete new way of thinking amongst teachers, thus creating a change in mind-set within the school.
- **Network.** Setting up a mentoring program strengthens the network of a vocational school. A mentoring programme requires connection to business world mentors, thus creating a strong relationship between companies and vocational schools. Because mentoring is based on personal contact, individual mentors will feel more involved in the school's program and activities. Connecting people to people rather than schools to business will create a positive school image. Positive side effects of this relationship are: contacts for guest lectures, business world visits, internships for students, traineeships, business world projects, etc. Besides the business world network, schools also strengthen their links with social partners like governments, universities and other vocational colleges.



Brochure - VET



Brochure - Students

Universities of Applied Science

Universities offer a continuous supply of student mentors for younger, more vulnerable youth in vocational education. Being a mentor stimulates the personal leadership of university students. In the Netherlands, certain educational fields actually choose to implement mentoring activities in their curricula.

For student of universities of applied science, there are many advantages in becoming a mentor of a VET student. For example, the student:

- gains experience by helping and supporting younger students
- uses his study experience
- learns to transfer what they have learned (putting into practice)
- develops his communication skills
- provides a valuable service
- develops self-confidence
- gains satisfaction and pleasure.

Many studies show that, parents' involvement in education is crucial for pupils' school development. Students with parents who are involved in their school tend to have fewer behavioral problems and better academic performance, and are more likely to complete high school than students whose parents are not involved in their school. Positive effects of parental involvement have been demonstrated at both the elementary and secondary levels across several studies, with the largest effects often occurring at the elementary level. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.

Therefore Supreme Mentoring Programme forms the link between parents, school and the society. Supreme mentoring involves parents in the process and informs them about proceedings. In other words, helping parents and families to become involved in their children's education may be a critical strategy for ensuring that "no child is left behind."

The key advantages of mentoring for parents are:

- Become involved in their children's education at school and in the community.
- Parents increase their interaction and discussion with their children and are more responsive and sensitive to their children's social, emotional, and intellectual developmental needs.
- Parents are more confident in their parenting and decision-making skills.

Implementation

The following steps need to be undertaken to set up the SUPREME Mentoring Programme in a vocational colleges. Besides the 5 steps, the strategic context of education and the continuous development of the programme are of ongoing interest and importance to the success of the SUPREME Mentoring Programme.

Step 1	Assign the SUPREME Mentoring Team	Ongoing : Strategic context and continuous development
Step 2	Recruit Mentees	
Step 3	Recruit Mentors	
Step 4	Make the Match	
Step 5	Relationship Management	

Step 1: Assign SUPREME Mentoring Team

In order to facilitate the SUPREME Mentoring Programme in a vocational college, a coordination point needs to be set up, managed by a dedicated SUPREME Mentoring Team. The SUPREME Mentoring Team organises all activities of the SUPREME Mentoring Programme and is responsible for the execution, extension and further development of the programme. The team gets together in regular meetings for discussion and consultation. The team also discusses the vision, the gained experiences and approaches with colleagues. The following team members should be recruited, depending on the scale of mentoring programme, from within the vocational college.



Workshop - Common Success Factors Mentoring

Project Manager

The responsibilities of the project manager include the lobby with stakeholders, the continuous development of Supreme Mentoring Programme and ensuring the strategic context of the programme within the vocational school.

Executive Staff

The responsibilities of the executive staff consist of the recruitment and acquisition of mentors and mentees, the mentor and mentee intake interviews, the matching up process and the relationship management of the mentor and mentee. The size of the team depends on the size of the SUPREME Mentoring Programme in the vocational college, in other words on the number of matches that a vocational college is planning to make.

Advisory Board

An advisory board supports and advises the SUPREME Mentoring Team. The advisory board consists of 10 to 15 stakeholders of the business world (entrepreneurs and directors of companies), directors of government institutions or business associations, students and vocational school staff members. The advisory board meets twice a year with the aim of keeping the programme keen on trends and new developments as well as creating access to new to mentors.

Steering Committee

The steering committee is an in-school committee consisting of school board members. This committee determines the strategic and financial direction of the SUPREME Mentoring Programme.

Create awareness and discussion about the advantages of mentoring, by organizing an in-school workshop. Invite the schools board, managers, teachers, etc. to think about the advantages of mentoring in their school. Use the SUPREME tool 'Workshop - Common Success Factors Mentoring' or 'Workshop – Powerful Mentoring' - to organise the workshop. The aim of the workshop is to create dialogue about mentoring and thus creating support within the educational organisation to carry out the mentoring programme and to stress the importance of an individual approach.

Step 2: Recruit Mentees

Students are made aware of the possibility of having a personal mentor through different in-school channels:

Teachers, Mentors, Coaches and Counsellors

Ensure visibility of the SUPREME Mentoring Programme within the teacher network so that they are able to lead students to the SUPREME Mentoring Team. Present the SUPREME Mentoring Programme to groups of school teachers, class mentors, coaches and counsellors. Leave promotional posters and brochures in the teacher staffroom. Create a wide network of educational coordinators, teachers and counsellors and care coordinators who are familiar with the process and added value of mentoring for young people. As they are in direct contact with students, they can indicate the students that are in need of a mentor. Vocational education staff members will promote mentoring within their circle of influence.



Brochure - Vocational Education

Other Mentees

One of the strongest means of recruitment is word of mouth advertisement. As word of mouth advertisement is hard to control, the SUPREME Mentoring Team encourages the recruitment process through the students themselves and lets them give workshops in different classes. The workshop 'What Students Need for a Successful School Career' is a workshop designed and presented by mentees and student mentors. It discusses mentoring within a broader context of personal and career development and choices young people make. You will discover that each workshop will conclude with several mentee applications.



Workshop - 'What Students Need for a Successful School Career'

Students of Universities of Applied Science that are Mentors

What connects better to a student than fellow students? A large number of the mentees are recruited through students of universities of applied science that are mentors themselves. Students become the ambassadors for mentoring. Student mentors from the universities of applied science spread the word of the possibility of mentoring through presentations, talks and workshops.

School promotional materials

Make sure that the SUPREME Mentoring Programme is incorporated in all school communications. Such as: publication of the SUPREME Mentoring programme in educational brochures, publication on the schools webpage and internet, Facebook and Twitter. Publication of posters on in-school information points, publication in school magazines, etc.

School Open Days

Make sure the SUPREME Mentoring Team is present at school open-days to promote mentoring amongst the new and potential students. In this way, a diverse group of young people can get acquainted with the instrument 'mentoring'.



Poster - Students



Brochure - Students



Presentation for Mentees



Step 3: Recruit Mentors

There are two types of mentors: university of applied science mentors and business world mentors. Mentors are recruited through different channels:

School Suppliers

The supplier network of a vocational school can prove to be an interesting pool of potential mentors. Suppliers will be happy to give something back to the school.

Business Clubs/Associations

Present the SUPREME Mentoring Programme at commercial clubs, business clubs, business associations and service clubs like Rotary and Lions. Become member of a club or association and represent the SUPREME Mentoring Programme at networking events. The success of recruitment of mentors strongly depends on the networking capabilities of the SUPREME Mentoring Team. Bring students to these networking events to illustrate one of the most important success factors of the SUPREME Mentoring Programme: The central position of the individual (WITH the target group rather than ABOUT them).

Universities of Applied Science

Present the SUPREME Mentoring Programme at university open days, student associations, networking events for university stakeholders, etc.

Business Exhibitions and Conferences

Make use of all networking opportunities that arise. Attend regional business fairs, entrepreneurship conferences, business conferences, etc. to promote the SUPREME Mentoring Programme. Again, engage students and let them promote the programme themselves.

Other Mentors

Similar to mentee recruitment, one of the strongest means of mentor recruitment is word of mouth advertisement. Create ambassadors for the SUPREME Mentoring Programme that share their positive attitude with their network. Ambassadors are directors, owners and/or managers of companies and organisations who incorporate the program into their work and networking activities. Through their commitment the program expands in network, capabilities and resources.

Mentor Meeting

Organise a bi-yearly mentor meeting where participating mentors are welcome to bring a guest that they want to introduce to the SUPREME Mentoring Programme. This way the network keeps growing. (More information about the mentor meeting in Step 5, Relationship management).

Thematic Sessions

The SUPREME Mentoring Team offers workshops and thematic sessions to mentors and potential mentors about mentoring related issues, e.g. the different types of mentoring.

The SUPREME Mentoring Team develops, provides and conducts workshops on various mentoring, counselling and youth issues for companies, public institutions, organisations and service and commercial clubs in order to positively influence the image of young people and to promote the SUPREME Mentoring Programme. Examples of the topics are:

- Youth and motivating youth.
- Communication with youth.
- Social media.
- Boundaries and responsibilities of mentors.
- Networking.
- The system of education.



Poster - Business world



Brochure - Business world



Presentation for Mentors

Public Relations

Maintain media contacts; send out press releases, etc.

Step 4: Making the Match

The next step in the process is to connect the mentors and mentees. When mentors and mentees are recruited, the SUPREME Mentoring Team arranges an intake interview with both parties. This intake meeting enables the SUPREME Mentoring Team to understand the motivation in participating in the programme and the personal goals of both the mentee and the mentor. Based on this information, the perfect match can be made.

Mentee Intake

Important in the mentee intake interview is to discover the question behind the question and the learning goals of the individual. Young people often react positively to the idea of a personal mentor. But for which learning goal? What is the learning question? Because this is not always that easy to determine, a one-on-one intake interview is arranged. The member of the SUPREME Mentoring Team interviews the student to determine what the needs are. The members of the SUPREME Mentoring Team encourages and enables teachers and others in the school environment to arrange interviews with the students and take interviews themselves. Questions are asked to determine if the students want to improve on or learn the following 15 subjects:

- Future profession
- Identification labour market requirements
- Future (in general)
- Network
- Self confidence

- Standing up for themselves
- Identification skills / competences
- Courage to express feelings
- Making well informed decisions for conscious choices in their education
- Planning of school activities
- Effective studying
- Expectation higher level education
- Different cultures
- Different ages/generations
- Teamwork



Mentee Intake Form

Mentor Intake

An important aspect of the SUPREME Mentoring Programme is taking sufficient time to get to know the mentors. The mentor intake interview takes approximately 1,5 to 2 hours and takes place at the vocational college so future mentors are able familiarize themselves with the target group of mentoring: namely vocational education students. In addition to discussing their motivation to become a mentor, the same 15 subjects touched on in the mentee intake interview are also discussed now to determine what the mentoring competences of the mentor are. This enables the SUPREME Mentoring Team to search for common ground and compatibility for the future match.

The following aspects are addressed in the mentor intake interview:

- Introduction to the SUPREME Mentoring Programme
- Boundaries and responsibilities of a mentor in a mentoring relationship
- Role of the mentor
- Role of SUPREME Mentoring Team
- Mentor profile
- Mentor motivation
- Mentor Skills

The SUPREME Mentoring Programme does not offer start-up training to new mentors. The programme looks for the uniqueness in every person and seeks to maintain a high diversity in mentoring approaches. The inner strength of the mentors is a leading aspect in the SUPREME Mentoring Programme. This also means the acceptance of a mentor's individual and unique approach to the mentoring relationship.



Mentor Intake Form

The Right Match

Both the mentor and the mentee engage in the mentoring relationship on a voluntary basis. The basic principle of the match is that the mentee is looking for something that the mentor has to offer. The SUPREME Mentoring Team makes the right match between both parties based on the mentee and mentor intake interviews. The match is based not only on supply and demand, but also on the question behind the question (mentee), and the experience behind the experience (mentor).

A powerful tool in making the right match is mentor-mentee speed-interviewing. The (candidate) mentors take place behind a table in a relaxed environment, such as the cafeteria or grand café, and the mentee's choose the mentor that they want to interview. After an agreed amount of time the mentee moves on another mentor. In order to avoid any uncomfortable moments of silence, one could place some prompting cards on the table with suggestions of topics to be discussed or even a word association game. The idea is to get acquainted in a relaxed and open atmosphere. This approach has proven to be effective and has resulted in numerous match ups.

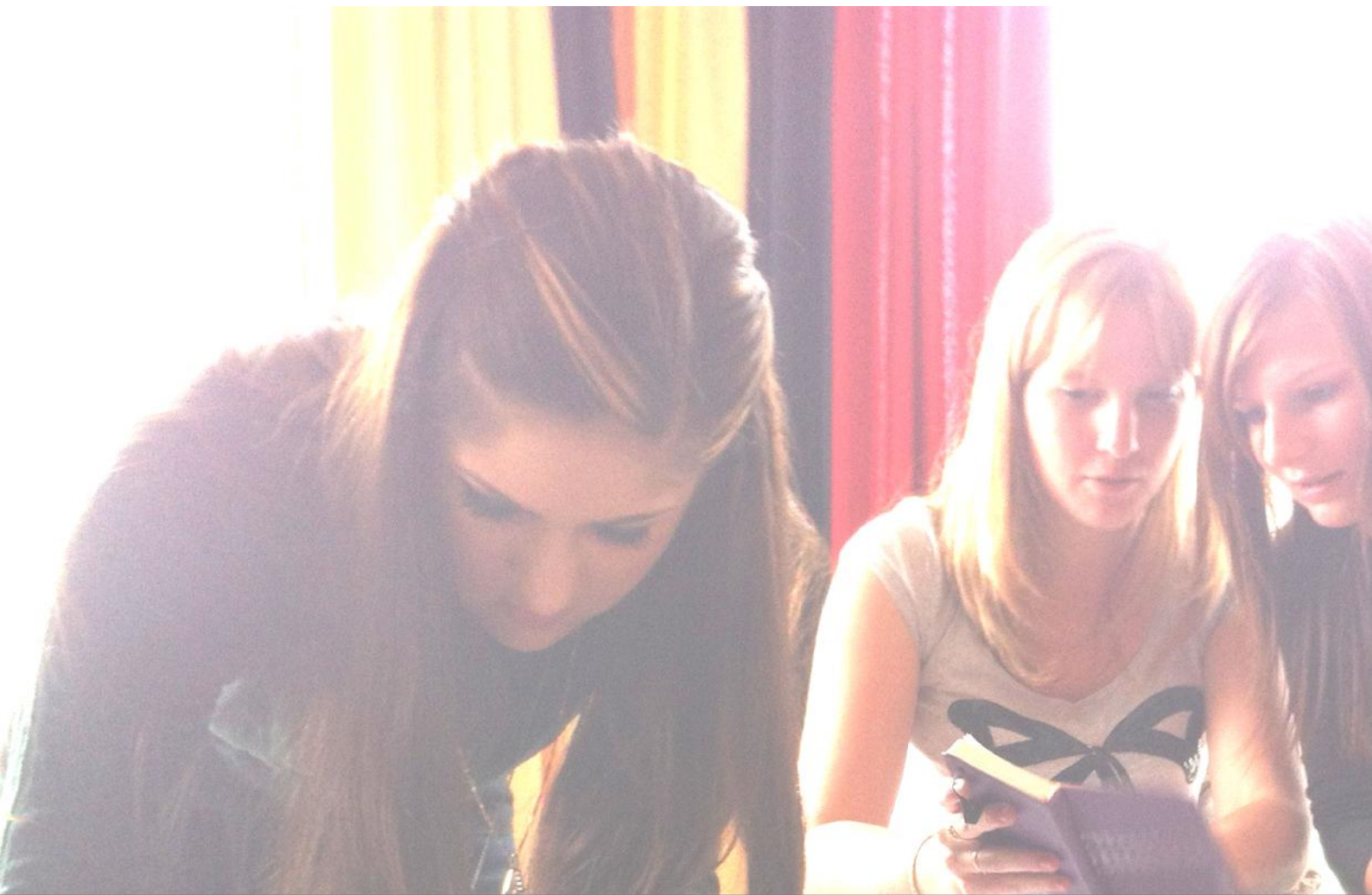
When the SUPREME Mentoring Team finds a suitable match up, a primary meeting is arranged between a member of the SUPREME Mentoring Team, the mentee and the mentor wherein the mentor and mentee express their goals and expectations. After this first introductory meeting, the mentor and mentee make their own arrangements concerning the frequency and content of subsequent meeting between them.



Mentor Database



**Activity - Mentor-Mentee
Speed Interviewing**



Step 5: Relationship Management

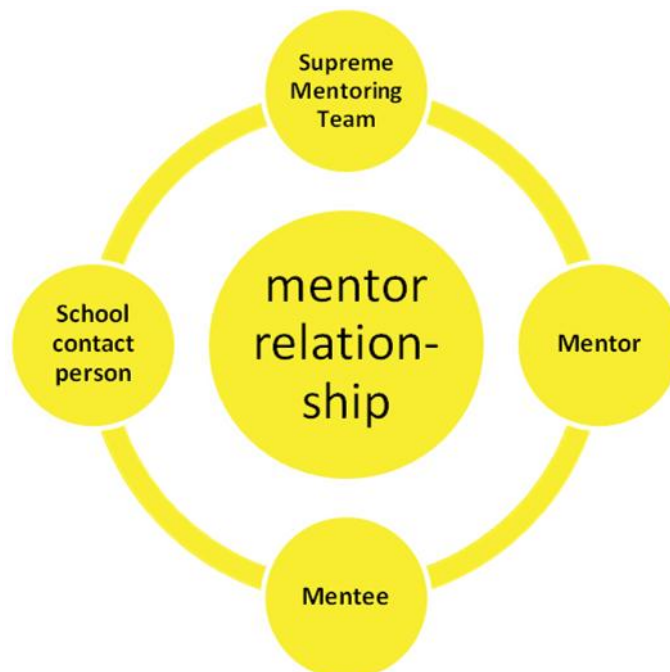
Mentee

After the match up is made, the vocational school will monitor the process of the mentoring relationship with the primary concern being the benefit to the student. All important issues are to be communicated to the SUPREME Mentoring Team.

Mentor

The SUPREME Mentoring Team keeps in close contact with the mentor and offers support during the mentoring relationship. The following types of support can be identified:

- **On Demand Individual Support**
The SUPREME Mentoring Team is available for one-on-one meetings with the mentor, either in person or by telephone, in the event he or she requires support or needs to discuss an issue relating the mentoring relationship.
- **Mentor Meetings**
SUPREME Mentoring Programme organises bi-annual networking meetings for the mentors to enable them to get acquainted with each other and afford them the opportunity to exchange experiences and ideas.
- **Thematic Sessions**
SUPREME Mentoring Team offers workshops and thematic sessions for mentors and potential mentors concerning mentoring related issues. The SUPREME Mentoring Team develops, provides and conducts workshops on a variety of counselling and youth issues in order to assist companies, public institutions, organisations and commercial clubs to positively influence the image of young people and to promote the SUPREME Mentoring Programme.



Planning Chart

Ongoing: Strategic Context & Continuous Development

To ensure the incorporation of the SUPREME Mentoring Programme into the vocational college's curriculum, it is important to keep in mind the context of education in the country of implementation. The success of the SUPREME Mentoring Programme strongly relies on the connection to the national characteristics of the educational system and to the strategy of the vocational college. The strategic context of the SUPREME Mentoring Programme is different for every vocational college. A connection must be found between the vocational school's strategy and the SUPREME Mentoring Programme, e.g.:

- Strong concept of learning by doing.
- Emphasis on preventing student drop-outs.
- Emphasis on cooperation with the business world.
- Entrepreneurial behaviour.

For the expansion and further development of the SUPREME Mentoring Programme in a vocational college, the following activities are required:

- Lobby within the vocational college. Creating and maintaining a solid foundation for the SUPREME Mentoring Programme within the college (involving & committing management teams, teacher teams and other vocational education professionals in the process). Discuss the strategic context within the organisation.
- Lobby stakeholders, e.g. other Vocational colleges, Government, Social Authorities, organisations by organising workshops and presentations concerning mentoring and youth related issues.
- Further development of the methodology of the program, in a changing social context.
- Tracking regional/social/international developments related to innovation, seeking new partners, grants, equipment and knowledge.
- Develop and execute workshops and training for other mentoring programs in the country in order to share expertise.
- Representation in regional and national media networks concerning mentoring and coaching.
- Collection of data for reporting financial accountability of the program, prepare documents for the Steering Committee, Advisory board and Executive Boards.
- Fundraising and subsidies.



**Workshop - Sustainable
Supreme**



**Workshop - Effective
Mentoring**

Testimonials

During the lifespan of the Supreme project, October 1st 2012 up to October 31st 2014, the Supreme Mentoring Methodology has been implemented by the Supreme project partners throughout Europe.

This section of the Supreme Mentoring Manual includes testimonials of mentors, mentees and other stakeholders that have been involved in the Mentoring process. Get inspired by their experiences with Supreme mentoring.

The Netherlands

“While listening to the presentation of students involved in the mentor programme, deep down I feel an increase in enthusiasm. What it is, is difficult to describe, but it's there and I'm experiencing it. Do you recognize that feeling? That feeling that makes you transcend with special achievements. Fortunately not only in sports, but also in your daily contact with people.

Over the years I've experienced the same thing happening with enterprises when students from the mentor programme are involved. I meet them not only while organising meetings but also during coaching assignments, most recently in collaboration with a number of entrepreneurs and a group of students. What appeals to me is the students' drive to create a good product, all presented with an appropriate amount of flair. Call it self-confidence if you want, but most importantly it is eventually leading to a good product. You have all the ingredients for success of the MentorProgramma.”¹

Siem Jansen – Managing Director NOM Investment and development Agency for the Northern Netherlands

Turkey

Through Mentoring I had a chance to acquire younger generation's vision and aware of their needs through sharing experiences. Mentoring is a great tool to take active part in the community. I feel very happy to support young people and be part of the programme.

Mentor, Sema Eren Schoenrock – Entrepreneur, Blog Writer

My mentor was a policeman and a great man. He helps me to think positively. He told me that when he was young everything was more difficult than nowadays. He made me think that I'm a lucky person. We meet, talk, have fun together. He asks me to make my own plans. He showed me how to be a scheduled person. He give very useful advises about my school life and thanks to him I'm more active in school's social activities. I'm inspired of his friendly attitude and love my mentor.

Mentee, Burak TURKOGLU - Hamitler Toki TML

I'm so happy that our school have a new programme to support our children's learning. My daughter isn't a outgoing person. I'm sure SUPREME Mentoring Programme will be helpful for her to become more socialise individual. I'm impressed of the Mentoring Programme and its effects. I would like to have a mentor for myself too!

Parent, Şeniz CAN

¹ Vos, M. (2014) Verrijkende relaties: een onderzoek naar de lange termijn effecten van jongerenmentoring en de verbinding met het bedrijfsleven. Leeuwarden. www.supreme-mentoring.eu

Portugal

“The mentoring project allowed us to realize a different practical approach of support of our students. Our school wants to reinforce the support instruments it has for the students in a way that they can be helped to overcome what they feel as problems and promote their focus on the course and academic path. We expect that this will reinforce a positive attitude and motivate to surpass their initial objectives. This is a process that improves the connection of the students with the academic and human components of the school. From this experience, our school made an adaptation of the program to run starting 2014.”

José Pacífico – School Director ETIC Lisbon

“I intend to continue with mentoring, and even having some difficulties with the transports, I hope to keep in touch. I feel very positively about this. Since now it only added me things, and I hope that with time this will turn in something that allowed me to be “launched” in a professional career. We just have to wait and see.”

Luís Oliveira –Student at ETIC Lisbon

Finland

“My mentor knew well the field of study I was interested in. Her work experience was of great use to me, I got tips and support concerning my studies as well as became assured I had made the right choice. My mentor was nice and open, and it was easy to talk to her. I also found that there are a lot of good people who want to help young people along. I understand my future field and myself better now after the mentorship experience and we still keep in touch, my mentor and me. It is important to know people in your field also in view of my future career.”

Suvi Janger - Student at Salpaus

“Mentoring involved discussions with the young student about her future in my own professional field and encouraging her to do well in the upcoming entry tests. We also exchanged views and thoughts about life and studying. I hope she gained confidence in herself and her competence.”

Sanna Henttonen - Mentor

“What is important in mentoring is that a young person can make an adult concentrate and talk about matters that are important to him or her. It was difficult for us to find mentees because young people felt that they needed to have a problem that needed solving and were sceptical at first when the mentoring relationship started. This kind of activity is new in our college so the young do not necessarily understand what it is all about. Young people who did enter the programme got good experiences and found the mentoring relationship very beneficial.”

Susanna Salmi - Coordinator Supreme Mentoring Programma at Salpaus

“The SUPREME project is an opportunity to make concrete, the contact between education and business world. This is its greatest value. ‘Play’ to be an entrepreneur is useful for the student because it's a very realistic experience of which are the first steps to get in touch with the labour market. Being a mentor is similarly useful because it makes direct experience of what produces the world of education, not so much from the point of view of technical skills but from the point of view of enterprise and entrepreneurship attitude.”

Tiziano Cossu - CEO- Gter srl

“The SUPREME experience was very interesting, because help us to know well the world of work, that normally is so far from Italian school! We, as mentees/students, learned the problems and the difficulties to create and develop an enterprise, thanks to the help of our mentors entrepreneurs. We start an important collaboration with our mentors and we hope that it continues.”

Student of VET Institute Buonarroti Firpo - Genova

“Our Palliative Medical Center www.pmcentras.lt helps everyone who needs medical and psychological support, we closely work with volunteers which want to integrate in to Palliative Medical System and Medical Studies. I am professional doctor and mentoring was new subject for me. Feedback from my mentee Vytenis: to be a mentee for me was the opportunity to learn about the medical profession, since I am a school boy and next year will choose studies in University, so I need understanding of the positive and negative aspects of medical specialty, and practical possibilities. So I have been tutoring is useful because now I am more motivated about my future.”

Greta Chlebopaševienė

“Most of the people in your life starts as aimless journey through the world without road signs and maps. This is life without goals and plans! Fortunately we need to have the aim! (Brian Tracy). I used in SUPREME project as a mentor my experience and knowledges which I obtained during my work in National Career Education Project as a Consultant. I combined this my experience together with information which I found in SUPREME MANUAL. For mentees Toma and Vytautas I helped to select own aims and pathway in own lifes. I helped for mentee's to know better themselves: personal qualities, talents, desires, values, interests, aspirations.”

Daiva Zolubaitė Deksnienė

SUPREME Mentoring Toolkit

The mentoring toolkit has been developed to facilitate implementation of the Supreme Mentoring Methodology in VET schools. The following tools can be downloaded on www.supreme-mentoring.eu

Business World Recruitment Brochure
Business World Recruitment Poster
Presentation for mentors
Student Recruitment Brochure
Student Recruitment Poster
Presentation for Mentees
Vocational Education Info Brochure
Society Info Brochure
Mentee Intake Form
Mentor Intake Form
Presentation 'the role of the mentor'
Workshop 'Common Success Factors Mentoring'
Workshop 'What Students Need for a Successful School Career'
Workshop 'Sustainable Supreme'
Workshop 'Effective Mentoring'
Matching Database
Mentor-mentee Speed Interviewing
Planning Chart

www.supreme-mentoring.eu

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