The TeBeVAT Mentor –

Checklist for the Validation of the Tasks and Functions

For better readability the male form was chosen in the text. Nevertheless, all information in this document refers to members of all genders on equal terms.

Foreword

The "Checklist Mentor" is an intellectual output of the research project "TeBeVAT 2 - Validation of informal learning with the profession of event-technic 2" (2016-1-DE02-KA202-003406) co-funded by the EU-Erasmus+ program from September 2016 to August 2018. This document should not be understood as a generalized mentoring guideline that can be applied to other contexts outside of TeBeVAT.

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Necessity of a Checklist for the Mentor

The aim of this checklist is to create a common understanding of what a mentor in TeBeVAT is and what can or should be expected from this person. Roles, responsibilities and liability of the mentor are described in this document. It specifically outlines needs and obligations derived from the process, enriched by general characteristics of a good mentor that are drawn from scientific literature. In TeBeVAT, the mentor plays a crucial role. He constitutes a main point of contact for candidates that take part in the process. In accordance with the general quality management that underlies the process, it is important to define rules to establish a fair process for all stakeholders. As explained in the TeBeVAT Quality Management, we will work according to standards which are based on EN ISO 17024-2012.

The identified mandatory competences for the mentor will be described in a wording based on the ESCO taxonomy (European Skills, Competences, Qualifications and Occupations). The database was developed to provide national educational institutions and employment agencies a frame to classify and compare occupations, skills and competences, and qualifications across Europe. By using ESCO competences, consistency with the other intellectual outputs of the project is established and the competences are described in a common language.

Target Group

This checklist addresses all stakeholders involved in TeBeVAT. First, the future TeBeVAT institutions, which can be educational institutions, industry associations, public authorities, job centers, etc. Secondly, the national awarding certification bodies and authorities that designed the official curriculum and formal certification for the profession in each country. Third, of course, this list is also meant for current and future mentors. Last it addresses also the candidates taking part in the process. It should be seen as a guideline and source of information for all stakeholders. By the mean of this checklist, we try to define standards and establish transparency about the process in general and the mentor more specifically.

TeBeVAT institutions across the different European countries should use this list as a basis for selection. It serves them as guide and offers transparency towards the candidates, the mentors, national authorities, and also awarding bodies. Expectations and norms are disclosed and explained in this document. The checklist improves the quality of selection decisions and helps to carefully review the competences and background of a potential mentor. Besides, it can be used for qualification. The TeBeVAT institutions shall train potential mentors according to our guideline to meet the required standards. Therefore, it also serves current and future mentors as a checklist. It gives them orientation about what is expected and what criteria they need to meet to become a good mentor. One goal of TeBeVAT is the recognition of informal learning outcomes. A candidate may aim at being awarded a (part-) certification of his competence. With the introduction of TeBeVAT, a

standard process will be applied across the different European countries. This can only be achieved in close cooperation with the national certification bodies and of course public authorities. In this document we lay open our process and standards to them as invitation for further future exchange about the implementation of TeBeVAT. For the candidate it serves as safeguard that decisions are fair and well informed. The appeals process that will be established is another step towards transparency.

Becoming and Finding a Mentor

Who is eligible to become a mentor and on what basis do mentor and mentee, or in our case mentor and candidate, work together? How do mentor and mentee pair successfully? As Clutterbuck (2005) states, "rapport-building is the initial phase in mentoring, in which the two stakeholders decide whether or not they want to work with each other. . . ." The quality of the mentor-mentee relationship decides about success or failure of the mentoring and the goals set herein. Therefore, some rules concerning becoming a mentor and the process of finding a mentor will be defined in this checklist.

A candidate applies to the national TeBeVAT contact point. After successful application, during the intake, an information folder will be handed out to him. It contains all necessary documents like information sheets, a data privacy statement, templates for a mentoring agreement, target setting, etc. With this folder, the TeBeVAT institution will also provide a list of certified mentors. The candidate has the free choice to contact any person from that list. The relationship needs to be voluntary and based on trust. Therefore, we will not simply assign a mentor to the candidate. Mentor and candidate need to figure out themselves in the phase of rapport-building (Clutterbuck, 2005) whether the chemistry is right and if they want to work together or not.

But why not just let the candidate name a person of trust, like a friend, former superior or other as mentor? From our perspective, a mentor needs to be more than a friend. He needs to have set of specific competences that are mandatory to be able to guide the candidate successfully in the TeBeVAT process. Being mentored by a friend or other person of trust could potentially impose conflict on both, the mentor and candidate. Objectivity is not given, because of the personal relationship of the two which could lead to bias in evaluation of the quality of evidence in our opinion. If mentor and mentee are well acquainted with each other, personal matters could influence the evaluation of the mentor (e.g. judging to mildly out of fear of conflict with the friend). We will overcome this by carefully naming persons as mentor based on the criteria that we define in this checklist and by training them. In future, a standard training will be developed to increase reliability of judgement of the mentor and also the assessor (by e.g. creating awareness of psychological perception errors, training them on the standards, training of reference frameworks etc.).

Remuneration of the mentor needs to be clarified at national level. We cannot provide a solution for this issue in TeBeVAT at the moment. In some of the countries, like Belgium

there could be the possibility of an agreement with the government to take over the costs because it may be cheaper to qualify the working professionals in this way, then let them run again through the complete traditional educational path. Other possible models e.g. in Germany include that the industry associations like the VPLT, the German Entertainment Technology Association, could provide experienced mentors and remunerate them. Working with volunteers and stakeholders of event-technology businesses could also be a possible solution.

Embedment of the Mentor in the TeBeVAT Process

For a full understanding of the roles, tasks and functions of the mentor, it is important to take a look at the process. It will illustrate what can and should be expected from the mentor. Figure 1 gives an overview of TeBeVAT. Purple color indicates involvement of the mentor in a process step.
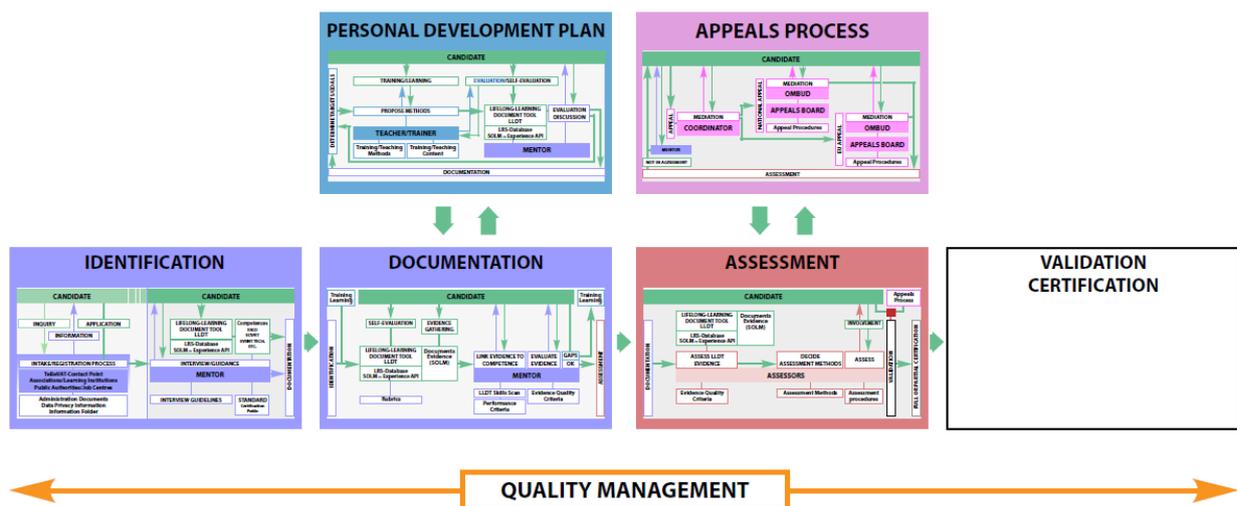
Figure 1: Overview of the TeBeVAT process

His main tasks are the identification and documentation of competences and the respective evidence from the candidate. If necessary, the mentor also determines a Personal Development Plan together with the candidate. He is not involved in the assessment, the Appeals Process and the validation/certification of the competences. This is important if we want to guarantee the underlying quality management according to the EN ISO 17024-2012 norm. Let's take a closer look at how the mentor is embedded in the three steps of the process mentioned.

Functions and Tasks of the Mentor

Role According to the Process

The overview clearly shows that the mentor is only involved in the first half of the process. It starts with the Identification Phase. A candidate applies to the TeBeVAT Contact Point with the desire to take part in the process. Before start, the candidate needs to be informed about the process, his possibilities and administrative business. The mentor has an informative role in the beginning. When both mentor and candidate agree to work together and settled that in an agreement, the mentor's role becomes a supporting and guiding one. Starting point is the candidates' self-evaluation of competences. "An essential skill for lifelong learning is the ability to appraise the own performance and consequently assess the own learning needs. A self-evaluation instrument has the potential to help this process" (Stewart et al., 2000). The Lifelong Learning Document Tool (LLDT) is such a self-evaluation instrument. It contains a list of competences which are relevant for the profession of a stage and event technician. For each of these competences, related skills and knowledge are described. The candidate evaluates his competences based on a rubric scoring system. Afterwards, it is the role of the mentor to help the candidate develop insights and facilitate reflection processes. On the basis of the results, he interviews the candidate in depth. The aim is to identify possibilities and goals of the candidate. These can include but are not restricted to (part-) certification of competences, personal development or creation of awareness. As the LLDT should be seen in the context of lifelong learning, of course it may be an iterative process where the candidate fills out the self-evaluation several times over the course of his professional life. The details are depicted in Figure 2. In the Documentation Phase the candidate gathers evidence that supports his self-evaluation. It helps him to further refine the self-appraisal and find out what all he is capable of. This evidence can be anything which seems relevant: work references from former employers, voluntary engagement outside the sector, pictures and videos from a show, certificates of trainings, a stay abroad, biographical data etc. These pieces of evidence should be linked to the competences which are important to the candidate based on the targets and goals deduced in the Identification Phase.

The TeBeVAT-Process: IDENTIFICATION
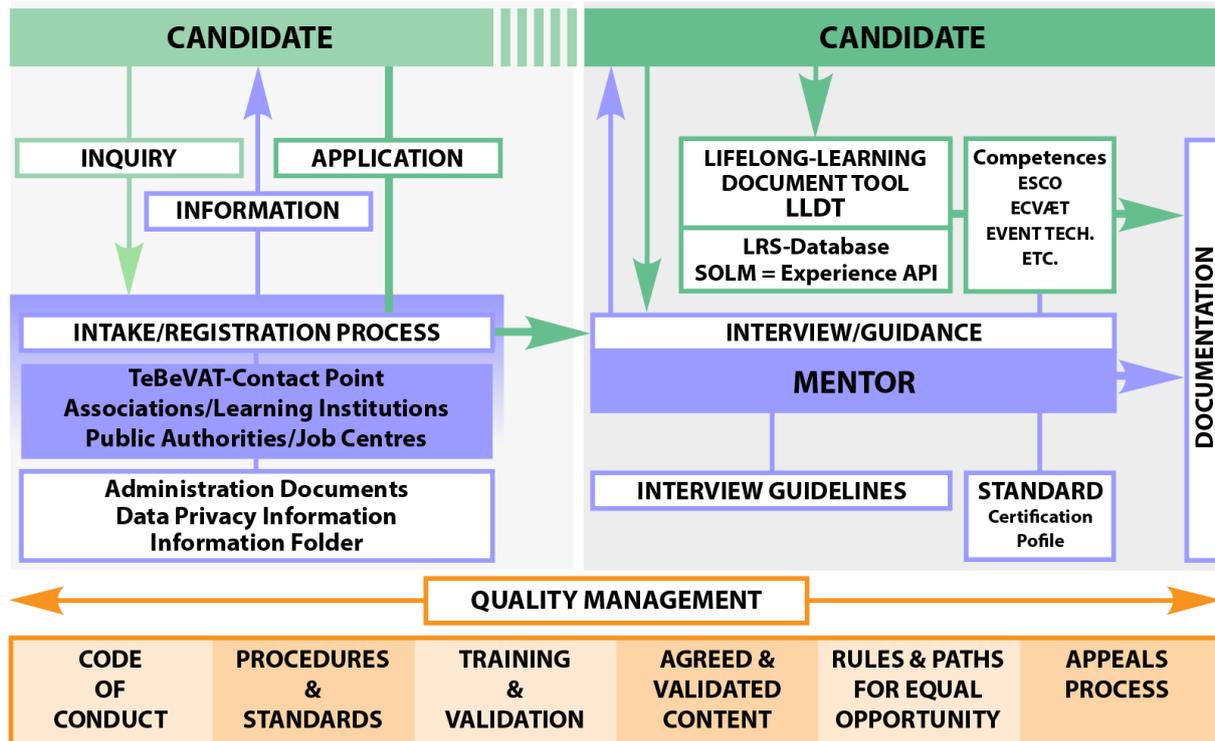
Figure 2: The Identification Phase

This is done with the support of the mentor. He helps the candidate finding things that may serve as evidence and pass in an assessment as valid proof of his competences. Rater training (especially on the frame of reference) significantly improves reliability of judgment and creates a shared understanding of performance (Gorman & Rentsch, 2009). In consequence, the mentor has to be trained on the frame of reference to be able to reliably judge what evidence could be an adequate performance record. So one criterion to become a mentor is the participation in the training session organized by the TeBeVAT-institutions. Mentor and candidate than go through the provided evidence, step by step, to review what it could prove and whether it is sufficient therefore. At the end, the mentor evaluates the pieces of evidence that the candidate presented based on the evidence quality criteria that he was trained on before. This is called the LLDT skills scan (see Figure 3). The skill scan helps the candidate discover his strengths and hidden competences as well as weaknesses to work on. Elaborated knowledge of the sector and event-industry is mandatory. Without a profound understanding of the job of a stage and event technician, an evaluation of the quality of the evidence is not possible. So another criterion for selection of a mentor is his experience in the sector. To become a mentor, a minimum of five years of active working experience is mandatory.

The TeBeVAT-Process: DOCUMENTATION

CANDIDATE

Training Learning

Training Learning

IDENTIFICATION

SELF-EVALUATION

EVIDENCE GATHERING

LIFELONG-LEARNING DOCUMENT TOOL LLDT

LRS-Database
SOLM = Experience API

Documents Evidence (SOLM)

LINK EVIDENCE TO COMPETENCE

EVALUATE EVIDENCE

GAPS

OK

MENTOR

LLDT Skills Scan

Performance Criteria

Evidence Quality Criteria

ASSESSMENT

Rubrics

QUALITY MANAGEMENT

CODE OF CONDUCT	PROCEDURES & STANDARDS	TRAINING & VALIDATION	AGREED & VALIDATED CONTENT	RULES & PATHS FOR EQUAL OPPORTUNITY	APPEALS PROCESS

Erasmus+

TeBeVAT   REVISION: 07.06.2018   TeBeVAT 2.0 - 2016-1-DE02-KA202-003406   BFM

Figure 3: The Documentation Phase

If mentor and candidate agree upon gaps in skills and knowledge, the mentor advises the candidate on training and learning. He should propose a strategy to tackle the gaps and develop an individual Training and Education Plan. Hence, background knowledge about the educational market and training and learning methods is essential. The mentor should be able to monitor the market and know how the competence gap can be closed and what learning strategy suits the candidate best (for example practical experience, e.g. learning by doing, online courses, face to face training, blended learning, self-study by reading or on the internet etc.) Knowledge about learning methods is the foundation to be able to identify the right strategy for the candidate. For example, knowledge about new health and safety regulations can be best obtained in a classroom course with a formal certification at the end, while operating a dimmer equipment supposedly needs practical experience with different equipment and procedural knowledge. This is another criterion for the selection of a mentor. He needs prior working experience as a mentor and or and (educational) background in the learning area. The details of the Personal Development Plan are depicted in Figure 4.

TeBeVAT-Guide; Appendix 1D **The TeBeVAT-Process: PERSONAL DEVELOPMENT PLAN**
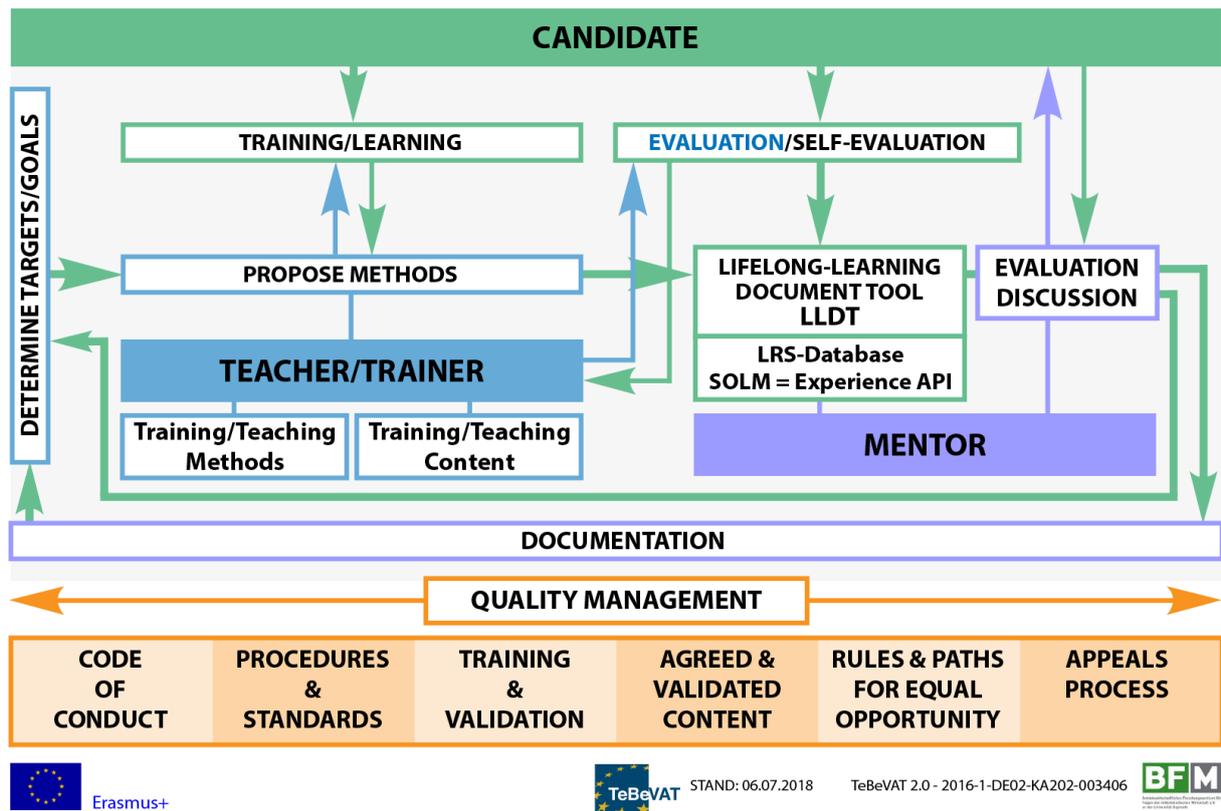
Figure 4: The Personal Development Plan

Competence Details from the Process

The mentor has a number of specific functions and tasks which we derived from the process above. For a better understanding, the following table sums up, what was said and sub-sumes the competences under the three categories guidance to training and education, quality and ethics, and administration.

Table 1: Competences of the mentor derived from the TeBeVAT process

Category	Mentor Competences
Guidance to training and education	• Identify gaps between self-evaluation and evidence, thereby deduce training needs of the candidate with respect to his goals and targets • Advise the candidate on training and education and develop a learning plan together with the candidate

	• Knowledge of the development of the educational market and the stage and event technology sector to be able to identify suiting trainings and methods to training
Quality and ethics	• Know and comply to the quality standards described in the TeBeVAT Quality Management • Comply to the TeBeVAT Code of Conduct
Administration	• Administer information folders and all necessary information during the intake to the candidate • Organize yourself and document the mentoring progress with the candidate

Demarcation of a Mentor and an Assessor

In TeBeVAT, the mentor is not involved in the assessment of a candidate. In line with the quality management based on EN ISO 17024-2012, assessment should be done by an independent third party that was not involved in training and education of the candidate. In this paragraph, the functions of the mentor and assessor will be explained and demarcated. As described in the TeBeVAT-Guide (2016), "a mentor supports and guides a candidate using the TeBeVAT-Tools to reach his/her goals in preparing the assessment of previous learning towards a (part-) qualification. This means the mentor will help and support the candidate, but it is the candidate that develops insights …. the TeBeVAT-Mentor uses the TeBeVAT-Tools to evaluate the evidence provided by the candidate and to determine the necessary learning plan …". In comparison to this definition, "the TeBeVAT-Assessor uses all the provided information to assess the candidate. During the process, acknowledged tools and methods of assessment may be implemented. Finally, the TeBeVAT-Assessor prepares a document = TeBeVAT-Audit, for the validating institution and the candidate, confirming the candidate's skills and competences. The specifications and requirements of the awarding validating bodies must be included in the TeBeVAT-Audit, as these will be necessary to issue a formal certificate, diploma or title. It attests that a set of learning outcomes (knowledge, knowhow, skills and/or competences) acquired by an individual have been assessed against a predefined standard". To put this into other words, the mentor assists the candidate preparing for the audit, but does not prepare the audit

for the candidate. He cannot mentor and assess the candidate at the same time. If the mentor would assess and test the candidate by means of standardized assessment methods, he would create evidence. "Assessment methods are the strategies, techniques, tools and instruments for collecting information to determine the extent to which students demonstrate desired learning outcomes" (Orange County Community College, n.d.). To avoid bias and guarantee independency of the attestation of learning outcomes, assessor and mentor are separated in TeBeVAT. We assume that this will also improve the acceptance of TeBeBAT at the national certification bodies.

This does not mean that a highly trained and qualified person could not take a double role. A mentor could be an assessor for one individual and take over the role of a mentor for another candidate. Knowing both sides could actual help him provide better guidance for a candidate because he knows what is specifically expected for successful assessment of competences. For a single candidate however, mentor and assessor have to be two different persons to comply to quality standards.

Scientific Perspective of Mentoring

To have a solid foundation of knowledge for the checklist, we enriched the profile of the mentor with findings from scientific literature. The review summarizes current findings about mentoring and what a mentor defines. Certainly, it is a limited overview and does not claim to reproduce the whole academic literature. The term mentor itself dates back to the Greek mythology of Homer's *Odyssey* (McLaughlin, 2010; Allen and Eby, 2007) where Odysseus asked his old friend Mentor to take care of and advise his son Telemachus during his absence in the Trojan War. In this period the goddess Athene is said to have appeared several times in the human shape of Mentor to wisely guide and council Telemachus. This is how the word mentor found entry into the common English language. Over time, many definitions of mentoring emerged. These are quite heterogeneous, depending on the context (e.g. academic, business, or education) and goals of the mentor-mentee relationship. An overview of different definitions can be found in (Ziegler, 2009). He proposes an ideal-typical definition that follows the antique role model from the Odyssey: Mentoring is a relatively time stable dyadic relationship between an experienced mentor and his or her less experiences mentee. It is marked by mutual trust and goodwill, with the goal of fostering learning and development as well as the advancement of the mentee. (Ziegler, 2009). A simpler and catchy definition comes from Clutterbuck (2014).

M	manages the relationship
E	encourages
N	nurtures
T	teaches
O	offers mutual respect
R	responds to the mentee's needs.

In his book, Clutterbuck (2014) explicitly remarks that the view of the mentor being the one who manages the relationship has changed during the last decades. It shifted towards the mentor assisting the mentee in taking over the management of the relationship. The position of the mentor is supportive to "help the mentee work out his or her own solution" (Clutterbuck, 2005) with a minimum of intervention.

Almost each author has its' own definition, tailored to the specific needs of the context and setting. For this reason, we will waive further comparison and analysis of the different definitions of mentoring at this point. Based on the different roles and functions of the mentor, we developed our own definition: A mentor provides guidance and advise to prepare for recognition of prior learning. They help clients set clear objectives for their personal development and advise on further training, learning or job market access. Mentors in this sector have to be specialized in informal and non-formal learning. They are characterized through empathy, flexibility in guidance and a specific expert knowledge.

The above described focus on the self-responsibility of the candidate is in line with the TeBeVAT process. We declared that the mentor "helps the candidate prepare for the audit but does not prepare the audit for the candidate". This also demarks mentoring from coaching, two terms that have created confusing in the past because they are often used as synonyms. According to Megginson and Clutterbuck (2008) mentoring is a long-term relationship with goals that might change, but which are always defined and set by the mentee, who drives the process. In TeBeVAT we clearly want the individual to take responsibility for his or her own development and work out an own solution. This was the origin of discussion in the project team to move away from the term TeBeVAT Coach that was used in the anteceding project (Teilzertifizierung im Berufsfeld Veranstaltungstechnik, 2015-1-DE02-KA202-002429).

Demarcation of a Mentor and a Coach

In this paragraph, it will be outlined why we rather talk about a mentor than a coach. The main difference is, as mentioned above, that the relationship in mentoring is driven by the mentee. Coaching in comparison is driven by the coach. See Table 2 for an overview.

Table 2: Differences between mentoring and coaching, based on Clutterbuck (2014) and Lockett (2004)

Traditional Coaching	Mentoring
Concerned with task	Concerned with implications beyond the task/on progress
Focuses on skills and performance	Focuses on capability and potential
Agenda set by, or with, the coach	Agenda set by the learner
Typically addresses a short-term need	Typically a longer-term relationship, often 'for life'
Primarily a line manager role	Works best off-line
Emphasizes (explicit) feedback *to* the learner	Emphasizes (implicit) feedback and reflection *by* the learner
Driven by the coach!	Driven by the mentee!

"Traditional coaching is relatively directive" (Clutterbuck, 2014) and concerned with a specific task. The focus is improving the performance and skills of a client in this task. Goals are set by the coach or in accordance with the coach, typically to address a short time need for performance. It may be used in an organizational setting where the coach could be a direct supervisor. Explicit performance feedback is valued and used for improvement. Mentoring in comparison, has loosely set agenda on a long-term focus. It concentrates on the capabilities and the potential of a person as a whole. The mentee sets the agenda himself and decides what he wants to work on. (Implicit) feedback is supped to help the learner gain insights into his behaviors with the goal of triggering self-reflection. The mentee works out his own solutions with the input and guidance of the mentor as role model. This does not mean that there is no overlap between a mentor and a coach (Clutterbuck, 2014; Lockett, 2004; Megginson & Clutterbuck, 2008). A coach needs the same social skills and knowledge of methods to work in a dyadic one on one relationship. Building rapport is a goal that both have. Mentoring is quite flexible and could also be used in an organizational setting. This list of differences and similarities is more extensive, but one has to keep in mind that the main focus is different (Megginson & Clutterbuck, 2008). Clutterbuck (2014) classified different kinds of advisory relationships on the two dimensions directive and stretching. He tried to highlight the differences in the focus with the matrix. Of course, the dimensions need to be seen as continuum, as being more or less directive and more or less stretching/nurturing.

Figure 5: Different advisory relationships on the dimensions stretching and directive (Clutterbuck, 2014)

„The effective mentoring relationship similarly requires a mixture (often shifting with the needs of the mentee) of task focus (for which read challenge or stretching) and supporting behaviors (for which read nurturing)" (Clutterbuck, 2014). A balanced mix of the attributes on the two dimension is necessary. The other kinds of advisory realrionships settle on the ends of the continuum. Traditional coaching is rather directive and task focused, whereas counselling is more non-directive and nurturing. Trying to visualize what was said above, in the matrix, mentoring would be settled somewhere in the middle (see Figure 6, areas with dotted lines).
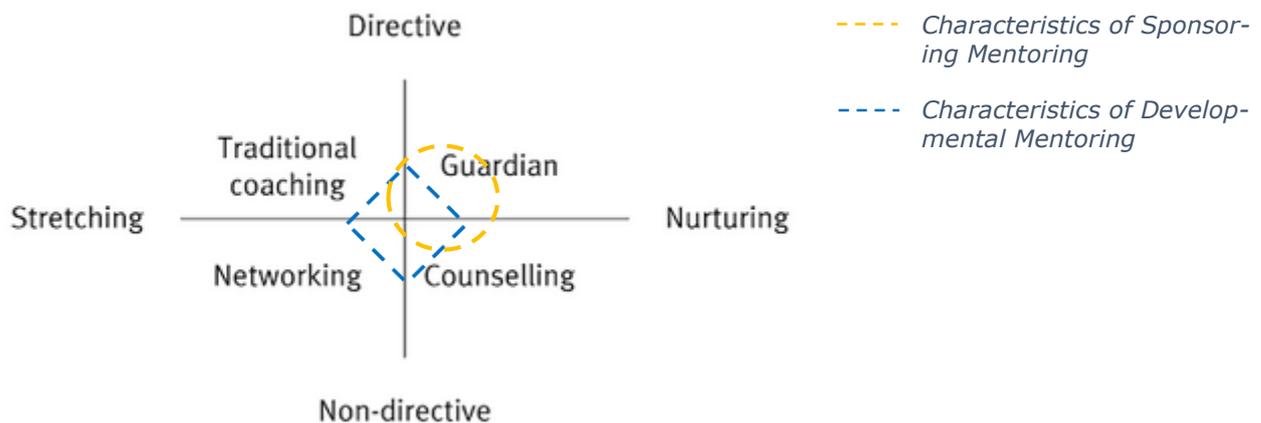
Figure 6: Mentoring on the dimensions stretching and directive. Based on Clutterbuck (2014)

In the literature, two types of mentoring are often differentiated. One type is the Sponsoring Mentoring (more an US model) which is focused on a protégé mentored by an older mentor in a senior-hierarchy way. The other type is the Developmental Mentoring (more a European model) which is focused on a mentee with a more two-way learning model with the mentor (Clutterbuck, 2014). Their focus is slightly different in our opinion as can be

seen Figure 6. Sketched in yellow, Developmental Mentoring, and in blue Sponsoring Mentoring. In TeBeVAT it is rather a mentor than a coach and it is rather developmental mentoring than sponsoring mentoring. The TeBeVAT Mentor screens the self-evaluation of the candidate (=mentee), with the goal of identifying mismatches and or also revealing hidden talents. The skill gap analysis should trigger reflection processes that allow the candidate prepare for an assessment of his competences. It is in the responsibility to make use out of this feedback and set goals.

Mentoring is not only differentiated by type (developmental vs. sponsoring) but also with respect to the context, aims and target group(s).

Forms of Mentoring

Graf and Edelkraut (2017) postulate different forms of Mentoring: Classical Mentoring, Cross Mentoring, Reverse Mentoring, Peer Mentoring, Group Mentoring, Blended Mentoring and Informal Mentoring. Classical Mentoring is a form of mentoring in the sense of the antique role model. An experienced, elder person supports a younger, inexperienced person in his personal- and career development. It is appropriate in any context where knowledge transfer takes place and a young person may benefit from insights into higher levels of hierarchy or experience. Cross Mentoring refers to an organizational context. Especially small and medium sized organizations (SME) have limited resources which restricts them in developing their own mentoring program; or the effort to set up a program for only one potential beneficiary or mentee is not justifiable. In this case, companies can join forces and share their resources. Tandems of mentor and mentee from different organizations are brought together. This form of mentoring has several advantages, besides the obvious use of synergies: it establishes a network between businesses, expands the horizon of the mentee beyond the own organization, and allows to share insights and best practices between companies. In Reverse Mentoring, roles are switched compared to Classical Mentoring. The younger person is the mentor and the life-experienced one the mentee. The idea is to foster understanding of the position of the other person. Additionally, "fresh" knowledge, e.g. concerning IT topics, new scientific approaches or Social Media competence, is exchanged. Peer Mentoring is mostly applied in the educational context where students or persons with the same status support each other mutually. It is based on the idea of self-organization, engagement, and self-responsibility. Advice from a person on the same position may seem way more authentic and in touch with reality than advice from a superior. In Group Mentoring, one mentor usually accompanies more than one mentee. It may as well be applied in contexts with limited resources, like Cross Mentoring. But it can also be used when one wishes to combine the advantages of peer-to-peer exchange formats with the benefits of individual mentoring like in the Classical Mentoring. Blended Mentoring is in line with the idea of Blended Learning approaches where elements, for example online and offline courses are combined. Personal mentoring meetings are

supplemented by small online learning units for both, the mentor and the mentee. The results may recontribute to the personal meetings as foundation for discussion. The last one is Informal Mentoring. It is probably the most common form of mentoring. Mentor and mentee work together on voluntary basis without any formal frame, organized program by an organization, educational- or other institution. A detailed description of the different forms illustrated by real examples is given in Graf and Edelkraut (2017). Table 3 summarizes the differences between Informal and Formal Mentoring.

Table 3: Formal vs. Informal Mentoring (see Schunk & Mullen (2013: 361–389); Clutterbuck (2014: 21)). Also compare Höher (2014)

Formal Mentoring	Informal Mentoring
Designated program coordinator or manager	Relationship is voluntary – no obligation
Visible sponsorship from the leadership team	Strong elements of friendship and empathy
Clearly defined purpose	Flexibility
Processes for measurement and review	Career and psychological functions
A formal structure is essential because it provides meaning, support and direction for relationships	Informal mentoring allows to flourish individual relationships

Competence Profile

The amount of literature about successful mentoring and the competence of a mentor has been steadily growing in the past, which shows mentoring has become widely popular in many fields of application as important tool for development (Höher, 2014). The success of mentoring strongly depends on the quality of the mentoring relationship. Therefore many studies concern the competences of a good mentor (Clutterbuck, 2014; Graf & Edelkraut, 2017; Phillips-Jones, 2003; Stöger, Ziegler, & Schimke, 2009). The list of possible competences is tremendous, so we will only show an expert of the literature and give an overview in this chapter.

Clutterbuck (2005) said it is the "primary responsibility of a mentor to respond to the mentee's need". To be able to council and guide the mentee he needs to be able to recognize the essence of the situation and react appropriately. Phillips-Jones (2003) depicts the specific skills of mentors and mentees and shared core skills that are relevant to both (see Figure 7).
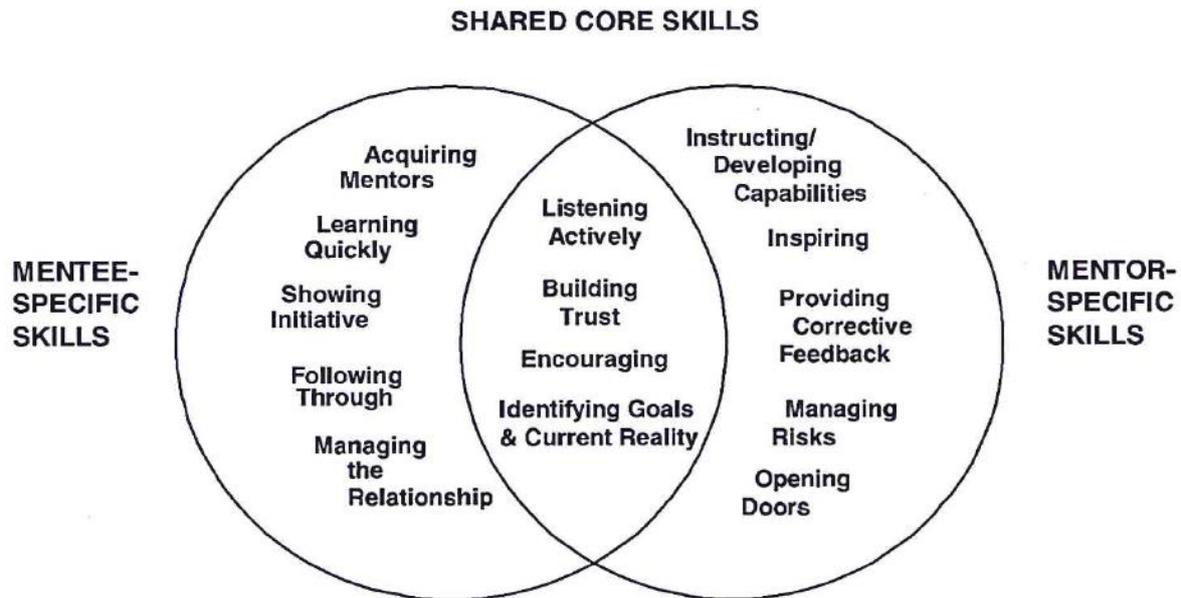
Figure 7: The Mentoring Skills Model (Phillips-Jones, 2003)

In 2005, Clutterbuck defined core capabilities of a mentor. The aggregated five core capabilities are:

- Self-awareness and behavioural awareness (understanding others)
- Business/professional savvy and sense of proportion
- Communication and conceptual modelling
- Commitment to own learning and helping others to learn
- Relationship management and goal clarity
- (see e.g., Clutterbuck 2005, 4)

Fleming et al. (2013) found six competences relevant for mentors: Maintaining effective communication, aligning expectations, assessing understanding, addressing diversity, promoting professional development and fostering independence. We explained earlier the difference between mentor and assessor to ensure quality management in TeBeVAT. Therefore, we do not expect the mentor to assess understanding as in a standardized assessment. Of course, to be able to evaluate the quality of the evidence, the mentor does need to have background knowledge, but he should not asses the candidate like the assessor would do. This will leave us with the other five competences.

To give a better overview we subsumed the in our opinion most relevant competences in the categories counselling and guidance, communication and feedback, professional development. These are listed in Table 4 below.

Table 4: Competences of the mentor derived from the literature overview

Category	Competences
Counselling and guidance	• Respond to the mentee's need • Building Trust • Identifying goals and current reality • Self-awareness and behavioral awareness (understanding others) • Relationship management and goal clarity • Addressing diversity
Communication and feedback	• Listening Actively • Encouraging • Communication and conceptual modelling • Maintaining effective communication
Professional development	• Commitment to own learning and helping others to learn • Promoting professional development Business/professional savvy and sense of proportion

When we take them together and add the competences that we derived from the process, our table will define six groups of competences that we consider important for the mentor. The full list as starting point for our ESCO search can be seen below in Table 5.

Table 5: Full list of competences of the TeBeVAT Mentor derived from the process and literature review

Category	Competences
Counselling and guidance	• Respond to the mentee's need • Building Trust • Identifying goals and current reality • Self-awareness and behavioral awareness (understanding others) • Relationship management and goal clarity

	• Addressing diversity
Communication and feedback	• Listening Actively • Encouraging • Communication and conceptual modelling • Maintaining effective communication
Guidance to training and education	• Identify gaps between self-evaluation and evidence, thereby deduce training needs of the candidate with respect to the goals of (part-) certification • Advise the candidate on training and education and develop a learning plan together with the candidate
Quality and ethics	• Know and comply to the quality standards of TeBeVAT described in the Quality Management • Comply to the TeBeVAT Code of Conduct
Professional development	• Commitment to own learning and helping others to learn • Promoting professional development
Administration	• Administer information folders and all necessary information during the intake to the candidate • Organize yourself and document the mentoring progress with the candidate

Consolidation with ESCO

"ESCO is the multilingual classification of European Skills, Competences, Qualifications and Occupations. The ESCO classification identifies and categorizes skills, competences, qualifications and occupations relevant for the European labor market and education and training" (Directorate-General for Employment, Social Affairs and Inclusion, 2017). In other words, it is a taxonomy that tries to relate skills to job profiles thereby making them comparable throughout Europe. Employment agencies, educational institutions, or companies

can search the database to find a profile that suits their vacant positions. The profile gives them a standard description and set of competences that can be considered relevant for a specific occupation. In this way, it can be a "common language" for HR professionals in Europe (European Commission, 2017) because of the shared understanding of an occupation (see Figure 8). The aim is to ultimately allow free movement of workers within the EU. For example, ESCO provides a shared concept for "baker", that is common in all languages and describes the essence of the job with respective terms in each language which are sort of a common label for the job.
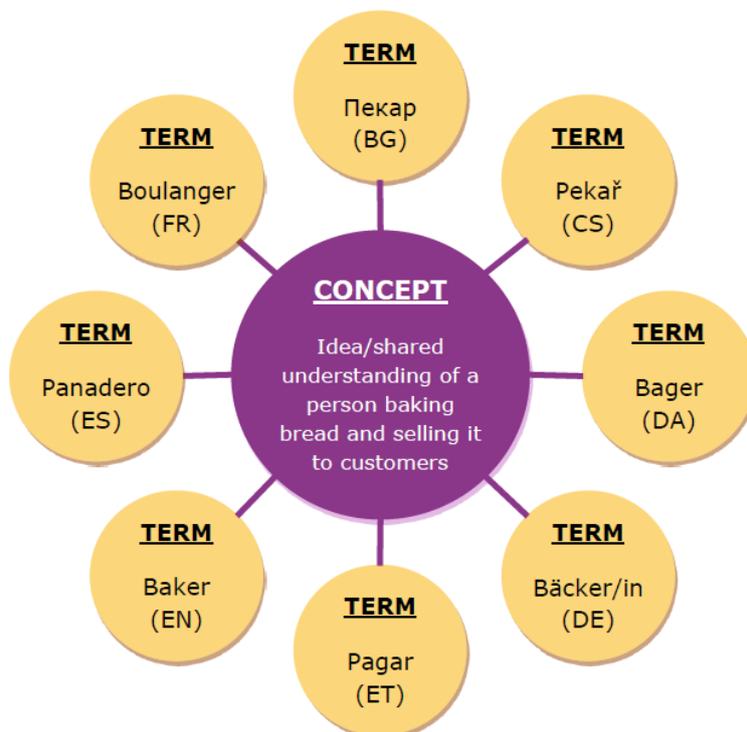
Figure 8: Shared concepts. The basic idea of ESCO (Directorate-General for Employment, Social Affairs and Inclusion, 2017)

Basic Structure of ESCO: Occupations vs. Skills/Competences

The structure of the ESCO taxonomy is divided into three interconnected pillars. The first pillar contains single competences and skills, as well as knowledge. These are connected to occupations for which a specific and unique set of skills, competences, and knowledge is relevant. Certain skills can be relevant for more than one occupational profile, though. Knowledge about customer service for example is relevant for a call center agent, a receptionist, a cashier, a consumer rights advisor, a beauty salon manager and many more. The occupations in the second pillar are linked to qualifications. The third pillar of the qualifications tries to collect existing information about relevant qualifications in the European labor market from two sources: the national qualifications databases of the member states and qualifications that are provided directly at European, ESCO, level. (Directorate-General

for Employment, Social Affairs and Inclusion, 2017). To stay with the stage and event technicians we will give an example why this is so important: There is the "Meister für Veranstaltungstechnik" in Germany, the "Podiumtechnicus" in Belgium, and the "Certificate in Technical Theatre" England. In many events and concerts with famous artists, you would find workers from many different European countries. But how does an employer know that the event-technician from England that applies to him is just as qualified as the "Meister für Veranstaltungstechnik" from Germany, if the curricula and descriptions for the qualification are different in each country? Here comes TeBeVAT into place. The project team worked on a list of skills and competences that define the occupation of an event-technician with the ultimate goal to have a possibility to certify the same competences in the involved countries. The interconnection of the three are plotted in Figure 9. The three pillars skills, occupations and qualifications are interconnected. To stay consistent with this idea, the profile for the competences of the mentor should be bases on ESCO to provide a uniform label and description.
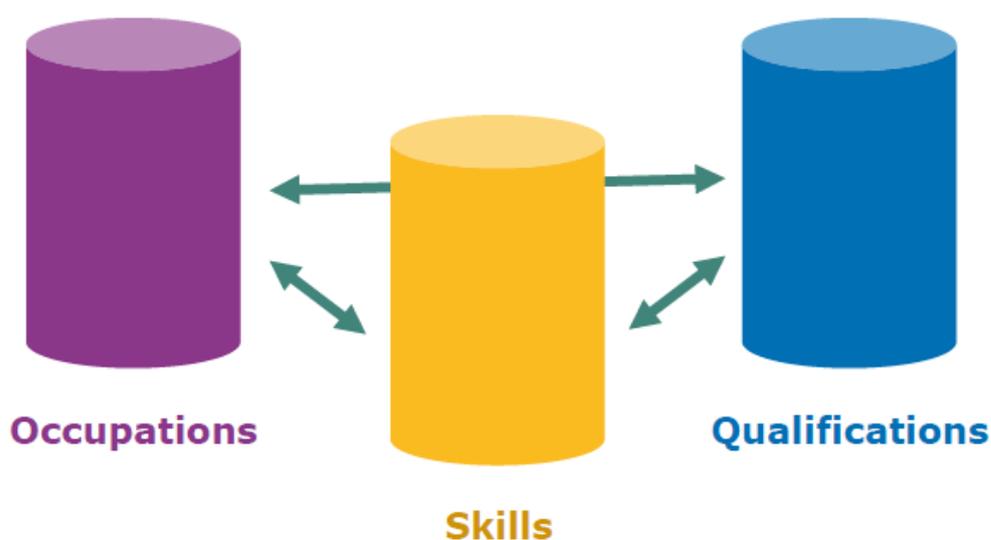

Figure 9: The three-pillar structure of ESCO

Approach to Profile for the Mentor

The profile attempts to translate the required competences of the mentor that we defined in the literature review above into the wording of the ESCO. The contents of ESCO were initially developed in English and then translated into the common European languages. At the moment 27 translations exist. Therefore, the database search was carried out in English, to avoid confusion due to differences in the translated wording. The profile of a Learning Mentor for example, is titled "Lerncoach" in German. "Each concept is associated with at least one term in all ESCO languages. In many cases, a language contains more than one term to refer to the same or a very similar concept. ESCO can therefore contain several terms per concept" (Directorate-General for Employment, Social Affairs and Inclusion, 2017). These terms are listed below the description of the profile. E.g. in English, a "University Literature Lecturer" is described by more than 15 alternative terms. See Figure 10 for examples.

alternative label

literature instructor

lecturer in literature

literature professor

higher education literature lecturer

literature lecturer

lecturer of literature

literature teacher

literature docent

university literature professor

professor of literature
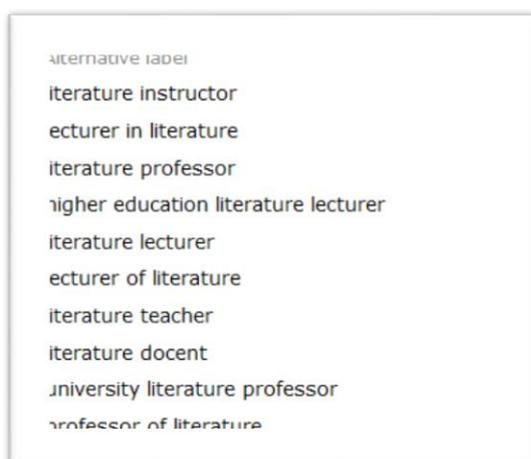
Figure 10: Alternative labels for an University Literature Lecturer

The starting point for the research was the occupations pillar. A generalized profile of a mentor does not exist. This applies to a profile of an assessor as well. But there is a row of specialized profiles that overlap in great part but that also contain each a set of unique competences for the sector of the occupation. These did not fit our purposes completely. We gained the insight that the set of competences needs to be tailored to the requirements from the process and the general perspective from the scientific literature review. Thus, the focus was put on the skills pillar. We searched the database for the six categories of competences that we defined above. We incorporated also the results from the occupations pillars by checking which of the competences are listed in most of the occupations. These could be considered rather general competences of a mentor. The result was a long list of skills, knowledge and competences. Many of them were similar and only differed in respect to details in the wording and specificity. We crossed out those duplicates by carefully

choosing the wording of the description that suits best our goals and what we want to emphasize.

<p align="center">**Final Profile of the TeBeVAT Mentor**</p>

ESCO Competences

After several feedback rounds in the working group we identified the following set of skills and competences relevant for a TeBeVAT Mentor:

Counselling and guidance

- Identify customer's needs (Use appropriate questions and active listening in order to identify customer expectations, desires and requirements according to product and services.)
- Assist clients with personal development (Help clients determine what they want to do with their lives and assist in setting personal and professional goals, by prioritising and planning the steps necessary to reach these goals.)
- Provide career counselling (Advise beneficiaries on future career options through counselling and, potentially, through career testing and evaluation.)
- Maintain the trust of service users (Establish and maintain the trust and confidence of the client, communicating in an appropriate, open, accurate and straightforward way and being honest and reliable.)
- Work with different target groups (Work with a variety of target groups based on age, gender and disability.)
- Assist clients with special needs (Aid clients with special needs following relevant guidelines and special standards. Recognise their needs and accurately respond to them if needed.)

Communication and feedback

- Listen actively (Give attention to what other people say, patiently understand points being made, asking questions as appropriate, and not interrupting at inappropriate times; able to listen carefully the needs of customers, clients, passengers, service users or others, and provide solutions accordingly.)
- Motivate others (Direct other people's behaviour by providing them with a convincing reason for action.)
- Use different communication channels (Use various types of communication channels such as verbal, handwritten, digital and telephonic communication with the aim of constructing and sharing information and ideas.)

- – Use silence (time to reflect) and use of body language (Strengthened other communication skills
- Use questioning techniques (Formulate questions appropriate to the purpose, such as eliciting accurate information or supporting the learning process.)
- Give constructive feedback (Provide founded feedback through both criticism and praise in a respectful, clear, and consistent manner. Highlight achievements as well as mistakes and set up methods of formative assessment to evaluate work.)

Guidance to training and education

- Monitor educational developments (Monitor the changes in educational policies, methodologies and research by reviewing relevant literature and liaising with education officials and institutions.)
- Identify training needs (Analyse the training problems and identify the training requirements of an organisation or individuals, so as to provide them with instruction tailored to their prior mastery, profile, means and problem.)
- Advise on training courses (Provide information on possible training options or qualifications and available funding resources, depending on the needs and educational background of the individual.)
- Identify education needs (Identify the needs of students, organisations and companies in terms of provision of education in order to aid in the development of curricula and education policies.)
- Provide information on study programmes (provide information on the different lessons and fields of study offered by educational institutions such as universities and secondary schools, as well as study requirements and employment prospects.)

Quality and ethics

- Follow ethical code of conduct (Carry out workplace activities according to accepted principles of right and wrong, including fairness, transparency and impartiality in work practices and conduct towards other people.)
- Apply quality standards (Follow procedures which prevent errors in creation and delivery of a product, a solution or a service to customers.)

Professional development

- Manage personal professional development (Take responsibility for lifelong learning and continuous professional development. Engage in learning to support and update professional competence. Identify priority areas for professional development based on reflection about own practice and through contact with peers and stakeholders.)

- Reflect on practice (Routinely evaluate own practice, critically evaluating and monitoring the practice methods and outcomes in consistent, coherent and appropriate ways, being aware of relevant methodologies and utilising feedback from managers, supervisors, other professionals, and patients/clients, in order to adapt the practice accordingly.)
- Monitor developments in field of expertise (Keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.)
- Establish educational network (Establish a sustainable network of useful and productive educational partnerships to explore business opportunities and collaborations, as well as stay current about trends in education and topics relevant to the organisation. Networks should ideally be developed on a local, regional, national and international scale.)
- Develop professional network (Reach out to and meet up with people in a professional context. Find common ground and use your contacts for mutual benefit. Keep track of the people in your personal professional network and stay up to date on their activities.)

Administration

- Maintain professional administration (File and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.)
- Keep personal administration (File and organise personal administration documents comprehensively.)

Formal Requirements

- Extensive knowledge of the stage and event technology sector proven by a minimum of five years working experience
- Extensive knowledge about teaching, training and education methods proven by either the educational background of the mentor or prior working experience as mentor
- Proof of participation in the TeBeVAT Mentor training

Attachments

Mentoring Agreement

I, the Mentor (<mark>Last Name, First Name</mark>)

…………………………………………………………………………………………

and I, the Candidate (<mark>Last Name, First Name</mark>)

…………………………………………………………………………………………

agree upon a voluntary mentoring-relationship for the following time

from …………………………………. to …………………………………………

I agree to be contacted for individual information and arrangement of appointments during the following times:

Mentor	Candidate
☐ Phone: ……………………… ☐ E-mail: ………………………	☐ Phone: ……………………… ☐ E-mail: ………………………
I can be contacted during the following times: ………………………………………………… I shall <u>not</u> be contacted during the follow-ing times: …………………………………………………	I can be contacted during the following times: ………………………………………………… I shall <u>not</u> be contacted during the follow-ing times: …………………………………………………

Agreement of Non-Disclosure

concluded by and between

……………………………………….. (Last Name, First Name) – hereinafter, "Candidate"–

and

……………………………………….. (Last Name, First Name) – hereinafter, "Mentor"–

In the course of TeBeVAT confidential information, including biographical data, skills, competences, and details of the vocational and personal background, will be exchanged between mentor and candidate.

It is understood and agreed to that the above identified and disclosed information may provide certain information that is and must be kept confidential. To ensure the protection of information, and to preserve the trust in the mentoring-relationship, the candidate and mentor agree not to disclose any confidential information obtained to anyone unless required to do so by law. The information will only be used for the purposes of TeBeVAT and not be shared with third parties.

The involved parties acknowledge that they have read and understand this agreement and voluntarily accept the duties and obligations set forth herein.

_____
Place, Date   Signature (Candidate)

_____
Place, Date   Signature (Mentor)

Code of Conduct

The code of conduct guarantees the protection of the rights of the candidate during the whole procedure. The code of conduct defines the obligations, procedures and measures to be taken by the executing organisation. Each member, employee or voluntary worker of the organisation is bound by the code.

The code states:

Profile of the mentor:

- The mentor is trained and experienced in all aspects of the mentoring role.
- The mentor is a trained professional in the field of competence of the candidate.
- The mentor has a profound understanding of the training and education field.
- The mentor has a profound understanding of the applied assessment methods.
- The mentor engages him/herself to continuous training.

Attitude and role of the mentor:

- The goal of mentoring is clearly to recognize competences by using an objective and neutral method (particularly gender- and culture-neutral) with professional advice as the result.
- The mentor develops a relationship of trust with the candidate. The mentor continually safeguards the confidentiality of the collected data.
- The mentor maintains, in the performance of his duties, the highest ethical standards regarding the protection of privacy or the exclusion of discrimination.
- The mentor has in no way been a trainer-instructor of the applicant. Neither has the mentor had a previous professional or personal relation with the candidate.
- The mentor notifies possible conflicts of interests.

Contact between the mentor, the applicant and third parties:

- The mentoring will last no longer than is necessary for the applicant.
- The mentor keeps an adequate professional distance.
- The mentor will not intrude applicant's privacy further than needed for a successful mentoring.
- The mentor avoids mixing professional and non-professional roles, to avoid behaviour that can harm the applicant's interests.
- The mentor will never contact any third parties (organizations, individuals, employers) in the context of the mentoring, without the explicit consent of the candidate. The candidate has to be informed in depth about the reason of the contacts with third parties before the candidate agrees.

- The mentor will only be led by the interest of the candidate in the mentoring or guidance activities towards further steps like assessment, further learning or employment. The mentor will disregard the interests or needs of the organization or of other organizations.
- The mentor acts in accordance with the rules and principles of the protection of privacy.
- The mentor treats all information received from the candidate as confidential and will not impart the information to any third party without the explicit consent of the candidate. The candidate has to be informed in depth about the reason the information is given to third parties and has to be able to verify the information before the candidate agrees.
- Exceptions to the confidentiality for reasons of statistics or the functioning of the organization will be explained to the candidate in advance.
- The duty of confidentiality of the mentor continuous after the mentoring ends.

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