Guidelines

TeBeVAT- Mentor Profile

TeBeVAT

Content

1 Description

A mentor provides guidance and advice to prepare a candidate 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.

2 Scope note

Apart from the specific skills needed to coach candidates, the mentor also needs a profound understanding of:
- the field, and the occupations,
- the different standards, assessment methods and procedures of the targeted occupations,
- the educational and training field.

Next to the mentoring competences, competences from the technical field will be needed. These are not further developed in this profile, as it depends on the type of field, education, and assessment.

3 Competences

3.1 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.)
- **analyse problems for opportunities** (Identify and anticipate problems in order to choose a course of action, come up with appropriate solutions or even identify opportunities for further development.)
- **coach clients** (Actively help clients to improve their strengths and confidence. Propose courses and workshops or coach them yourself.)
- **use consulting techniques** (Advise clients in different personal or professional matters.)
- **counsel clients** (Assist and guide clients to overcome their personal, social, or psychological issues.)
- **provide career counselling** (Advise beneficiaries on future career options through counselling and, potentially, through career testing and evaluation.)
- **advise on career** (Provide personalised help, guidance, and information to people in order to make them grow in their careers.)
- **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.)
- **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.)

3.2 Communication and feedback

- **show social competences** (Ability to interact effectively with other people.)
- **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.)
- **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 questioning techniques** (Formulate questions appropriate to the purpose, such as eliciting accurate information or supporting the learning process.)
- **interview people** (Interview people in a range of different circumstances)
- **assess others** (Assess, estimate, and understand the feelings or temperament of others, showing empathy)
- **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.)

3.3 Guidance to training, education, and job market

- **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 assistance with job search** (Help students or adults in their search to find a profession by identifying career options, building a curriculum vitae, preparing them for job interviews, and locating job vacancies.)
- **facilitate job market access** (Improve the chances of individuals to find a job, by teaching the required qualifications and interpersonal skills, through training and development programs, workshops, or employment projects.)

3.4 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.)

3.5 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.)

3.6 Administration

- **maintain professional administration** (File and organise professional administration documents comprehensively, keep customer records, fill in forms or logbooks and prepare documents about company-related matter.)
- **keep personal administratio**n (File and organise personal administration documents comprehensively.)

3.7 Knowledge

- **professional transition in an arts career** (Be aware of the structure of a professional career, including instruction, professional performance, and professional transition. Assess the current stage of your career and possible trends based on your age, professional background, achievements etc. Be aware of the reality of professional transition, instruction, financial and advice needs.)
- **assessment processes (**Various evaluation techniques, theories, and tools applicable in the assessment of students, participants in a programme, and employees. Different assessment strategies such as initial, formative, summative and self- assessment are used for varying purposes.)

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