

# The role of the MEntOR R2



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## **No One Stays Behind!**

### **NSB**

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# Who is the mentor?



**Mentor**



**Mentor**



**Mentor**



**Μέντορας**



**Danışman**



**Mentore**

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No One Stays Behind!

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# Introduction

- ▶ It aims to develop proposals of innovative instruments of digital nature and practical application, based on the **STEM/STEAM methodology**, to develop transversal skills in the student.
- ▶ It will be oriented especially for young VETs who, for numerous reasons, are far from **educational success** and close to **school dropout**.
- ▶ It will provide **Summer School Workshops** (STEAM based) proposals and **Mentoring programs**.
- ▶ It will be based on a strong component of **digital skills development**, aimed at teachers, technicians/mentors and students in VET systems.

# Defining a mentor

## **What is a mentor?**

Today the professional, educational and job world need to support the human resources. For this reason, some activities such as Counseling, Coaching, Tutoring and Mentoring held by professional and specialised figures have lately become more and more required.

In the school world more competencies are demanded by teachers that in the last Ministerial Decrees are invited to be trained and assume the role of the "Mentor" inside each school.

But the question is : "**What is a Mentor?**"

The word "Mentor" comes from Homer's Odyssey where Mentore was Ulysses's friend to whom he entrusted his home and his family before leaving for the Trojan War. Mentore's role was mainly to be a reliable counselor and protector for Telemacho, Ulysses's son.

Today Mentoring is a training methodology based on an informal or formal relationship between two people: the Mentor who is the experienced senior and the Junior or Mentee who is younger and less experienced. The main aim of a Mentor is to develop the Mentee's competencies in the personal and educational development of the person.

MENTOR

# Defining a mentor

The main role of the Mentor is to bring out every student's talents activating a virtuous career designed to overcome the difficulties that arise due to social, local and cultural disparities and promote aware choices for schooling and training.

## **Currently we can define three types of mentoring:**

### ***- Traditional One-on-one Mentoring***

(A mentee/ pupil / teacher and mentor are matched, either through a program or on their own. Mentee-mentor partners participate in a mentoring relationship with structure and timeframe of their making or as established by a formal mentoring program.)

### ***- Distance Mentoring***

(A mentoring relationship in which the two parties (or group) are in different locations. Sometimes called "virtual" mentoring, spread during Covid Time.)

### ***- Group Mentoring***

(A single mentor is matched with a cohort of mentees. Initial program structure is provided while allowing the mentor to direct progress, pace and activities.)

MENTOR

# The “Role of the Mentor” in History

**“Tell me and I forget. Teach me and I remember. Involve me and I learn”. - Benjamin Franklin**

**“It is the supreme art of the teacher to awaken joy in creative expression and knowledge”. - Albert Einstein**

To understand why “mentoring” is so popular today, we need to know more about the Role of the Mentor in History.

In the Ancient Greek epic poem, dating back around 3000 years ago, Odysseus entrusts his young son Telemachus to the care of Mentor, even if Andy Roberts in his “Homer’s Mentor Duties Fulfilled or Misconstrued”, 1999, says that Homer does not give Mentor the same characteristics we mean today. In fact, he proposes a French author, Francois Fenelon, for this popular view of Mentor. Fenelon developed the character in his 1699 novel *Les Adventures de Telemaque*, referring to Mentor as a ‘guide and instructor’ and ‘another father’.

Looking back in History, it was rightly said by the Greek philosopher Plutarch in his *Moralia* that “A child is not a vase to be filled, but a fire to be lit” about 2000 years ago in the first century AD. Plutarch criticized the teachers’ tendency of the

# The “Role of the Mentor” in History

time to load onto the shoulders of the young learners an excessive and heterogeneous quantity of contents and notions rather than developing their autonomy, their ability and desire to learn!

History is rich in illustrious examples of mentoring: Socrates mentored Plato, Robespierre mentored Napoleon, even in the fictional world, Yoda mentored Luke Skywalker in Star Wars and Dumbledore was a mentor to Harry Potter.

In addition, Mark Hatter, Carol Jollie and Judy McKimm in a report, which is part of the “Preparedness to Practice Project” (July, 1999) explain that in the Middle Ages mentoring ‘became common practice in the time of the guilds and trade apprenticeships when young people, having acquired technical skills, often benefited from the patronage of more experienced and established professionals.’

Today, the learning systems cannot be solely based on contents, overloading the students’ curricula. Michel Eyquem Montaigne, known simply as Montaigne, in the 26th chapter of his “Essays” in the Renaissance Age dealt with the problem of Education as a field where human Science meets the greatest issues. He



# The “Role of the Mentor” in History

proposed to choose teachers, called Tutors in that time, “who has rather a well-made than a well-filled head”. His thought was retaken by Edgar Morin in his book “La Tête bien faite” (1999), on the threshold of the third millennium, inspired by the paradigm of complexity and perceived as overcoming of the 19th-20th fragmentation of knowledge, that only a “well-made head” is able to manage and use rationally.

The inertial continuity of school systems and the essentially disciplinarian nature of secondary school teacher training in Europe due to the rigidity of the education legislation, which is based on timetables and professorships, made Morin’s invitation very difficult even in those countries where organizational and didactic autonomy is stronger.

The progressive growth of technologies, ICT, with their cross-medial multimedia logic has been heading to the direction of the approaches showed by Morin for some years. However, it has been hindered by the resistance of some apparatuses or by the conservatism of many teachers, especially the elderly.

In addition to this, the Corona virus Era has deeply altered the contest and process conditions of the traditional educational

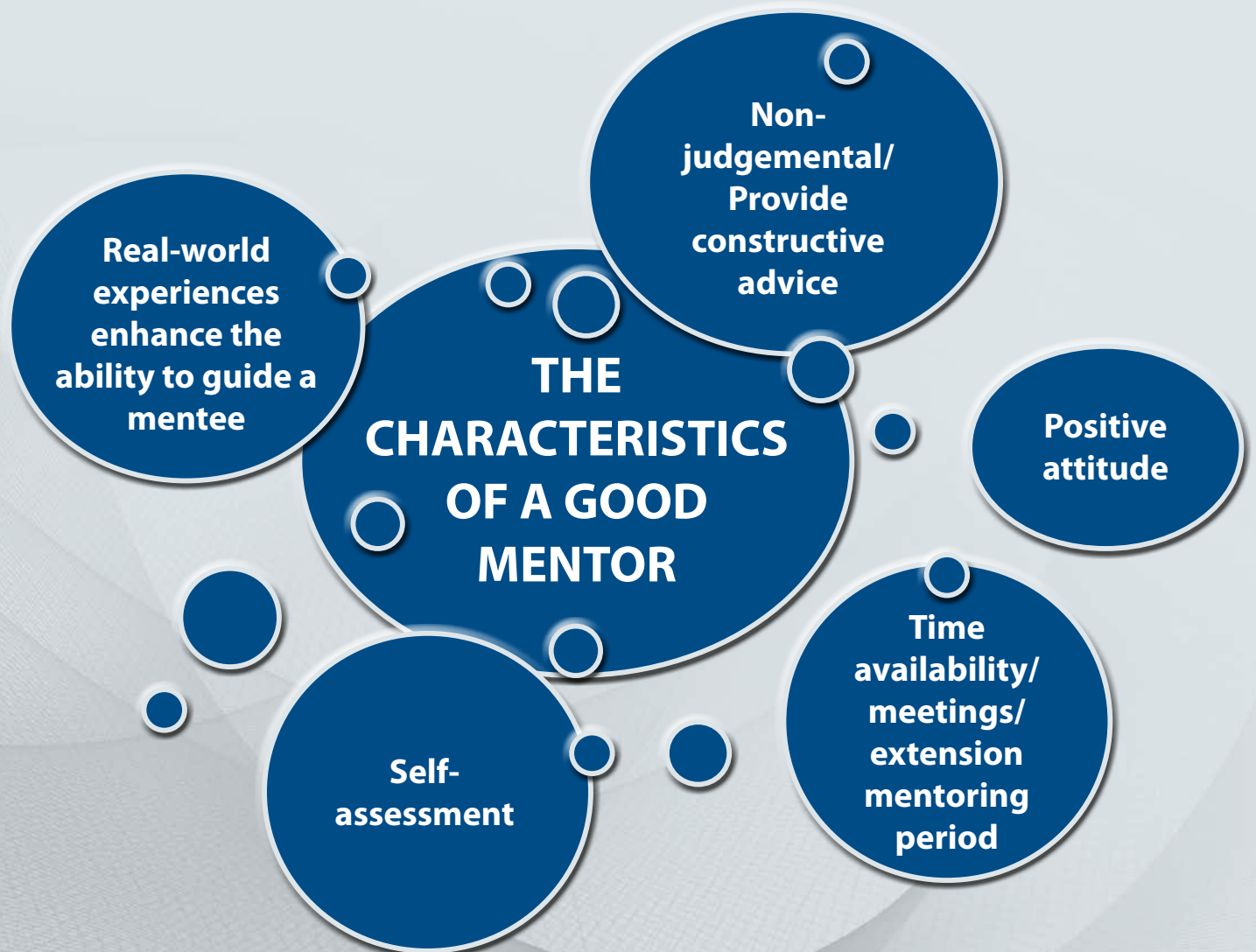
# The “Role of the Mentor” in History

systems getting some technological steps forward that cannot be ignored or deleted because they are based on abilities rather than contents.

Once again, due to the necessity to lighten the curricula making them less dispersive and more concentrated on the essentials (Less is More), Dylan Wiliam, Professor Emeritus at the UCL Institute of Education in London, has spoken about specialist figures, such as the Mentor, supporting teachers and pupils.

ROLE OF THE  
MENTOR

# Characteristics of a good mentor



# Characteristics of a good mentor

**Building  
trust/  
actively  
listening**

**Supportive/  
encouraging  
attitude.**

**The  
characteristics  
of a good  
mentor**

**Feedback  
skills**

**Self-  
evaluation  
at regular  
intervals**

**Identify  
the  
mentee's  
needs**

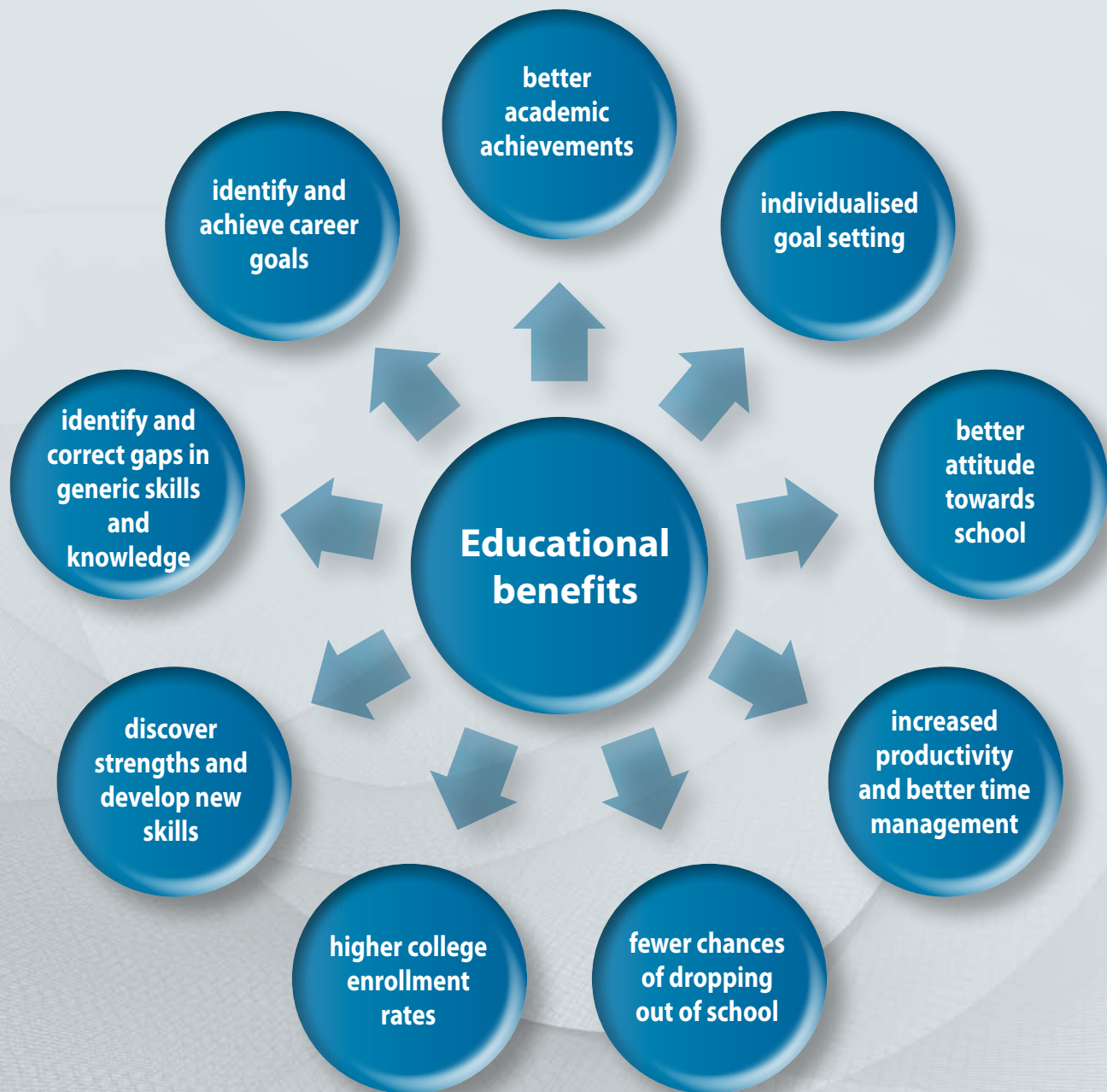
# Characteristics of a good mentor



# The benefits of mentorship for students



# Educational benefits of mentorship for students

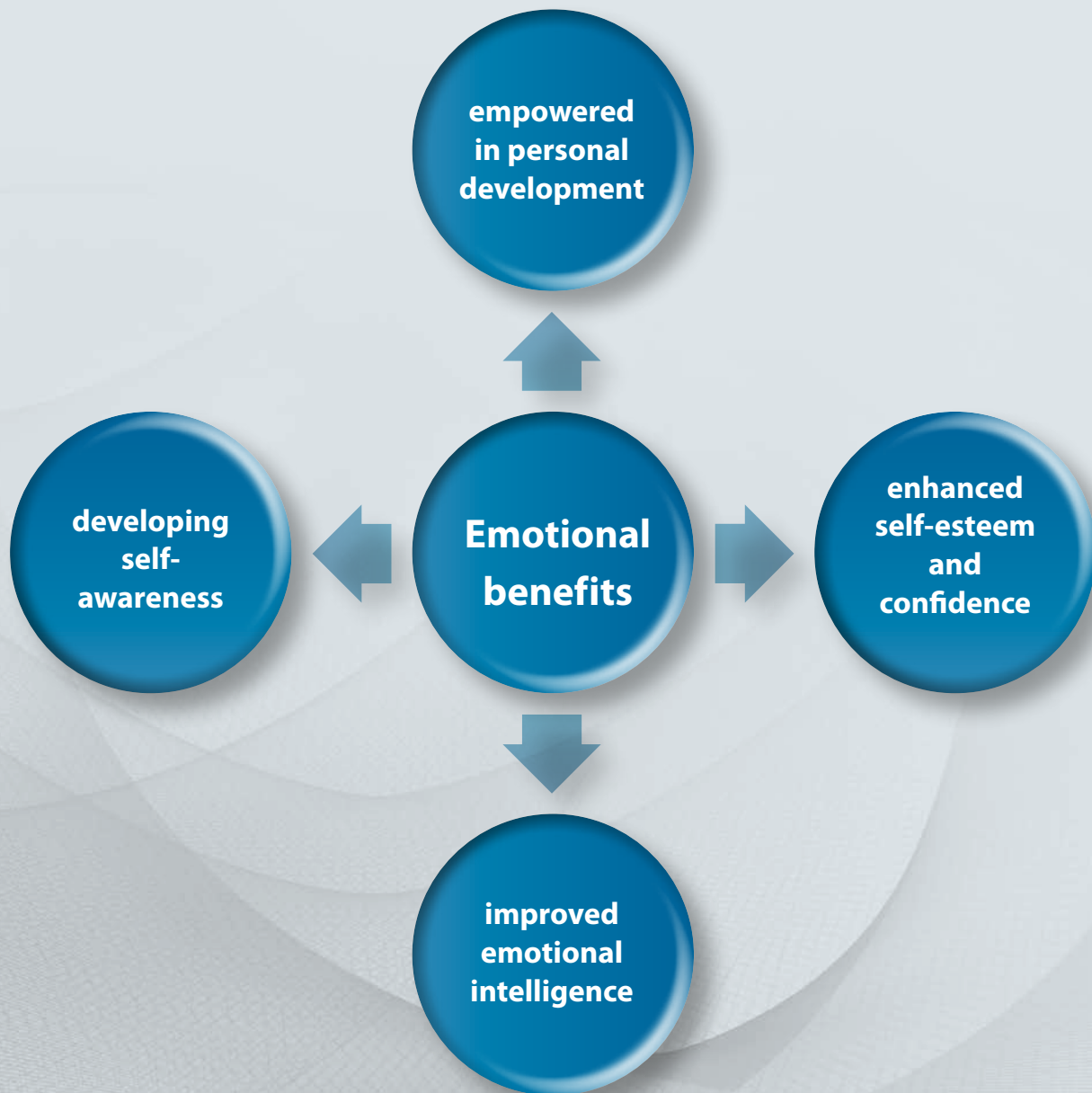


# Behavioural benefits of mentorship for students

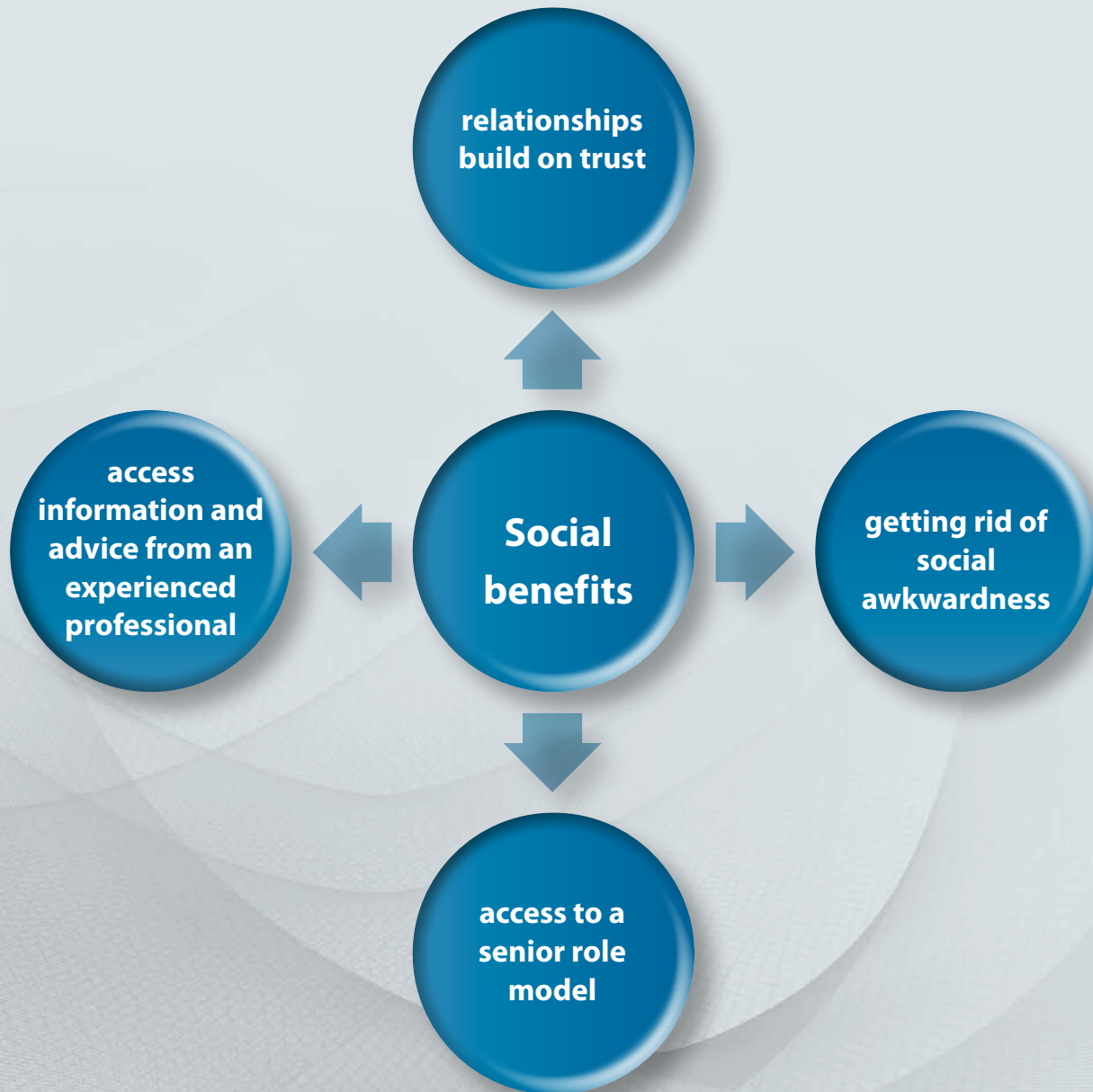




# Emotional benefits of mentorship for students



# Social benefits of mentorship for students



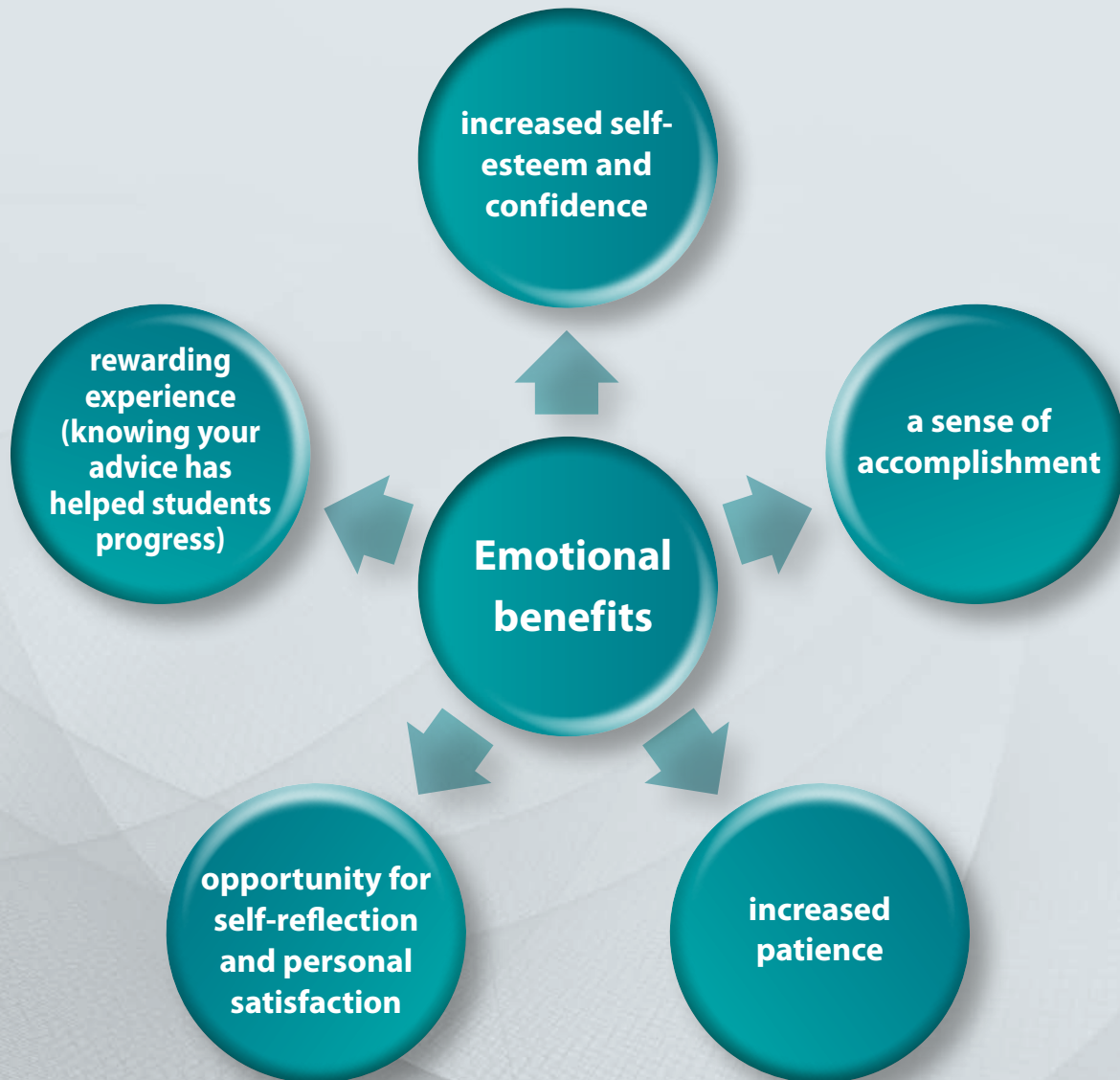
# The benefits of mentorship for mentors



# Career benefits of mentorship for mentors



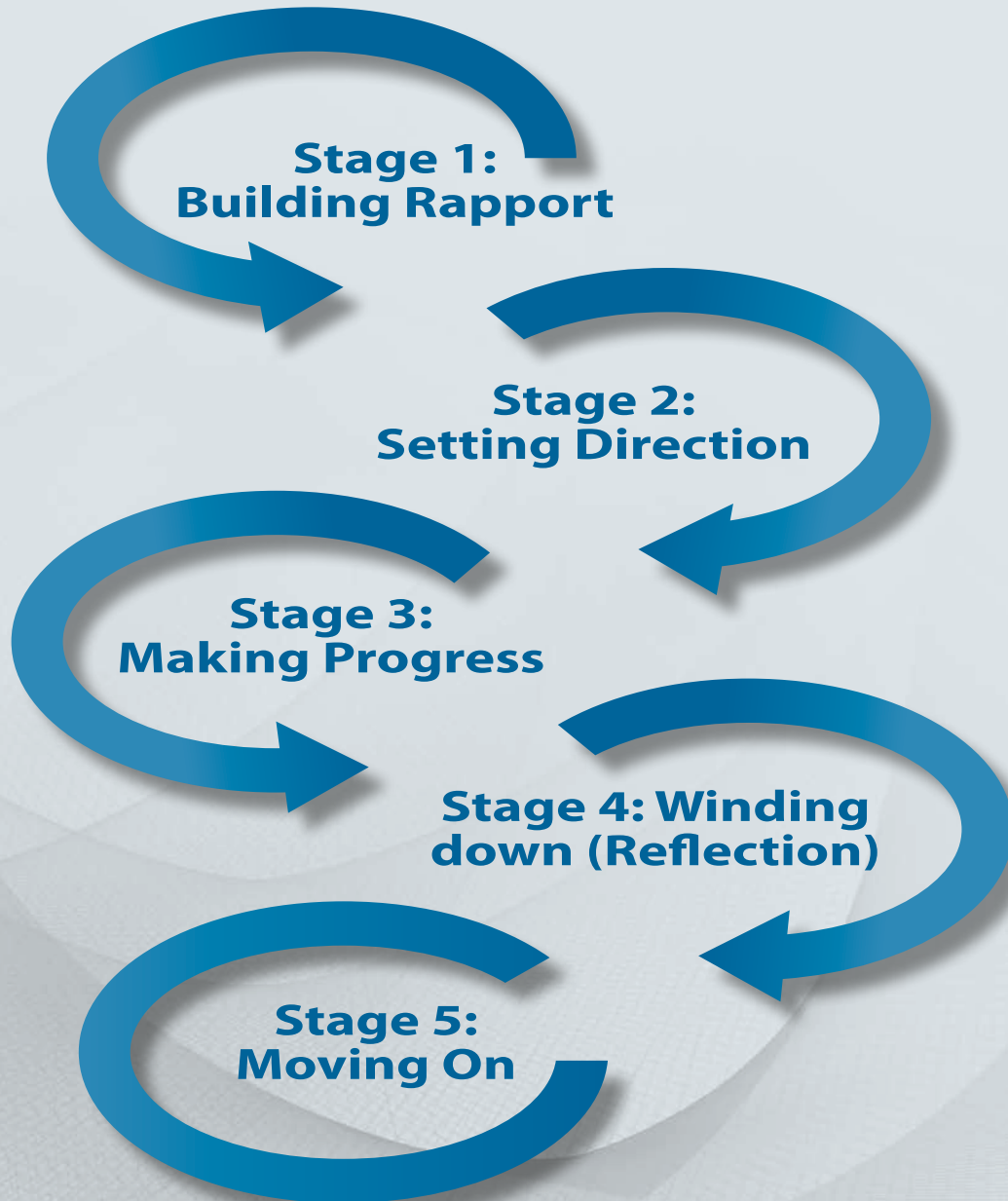
# Emotional benefits of mentorship for mentors



# Social benefits of mentorship for mentors



# The 5 stages of mentoring



# Mentoring strategies and approaches





# Mentoring strategies and approaches



# Mentoring strategies and approaches



# Tutorship or mentorship: Pros and Cons

In the previous pages we have named the several aspects that define the tasks, role, guidelines, competencies and benefits of a mentoring program.

But is Mentoring always an efficient tool?

Many schools institute a system of mentoring where an experienced teacher passes on her/his knowledge and expertise to a less experienced person, usually called Mentee. In some cases, a Mentor may be assigned by the teachers' council or a mentoring relationship may occur in an informal and direct manner. While mentoring can offer many advantages, some possible drawbacks have to be noted.

PROS AND CONS

# Tutorship or mentorship: Pros and Cons

## PROS AND CONS

### **PROS**

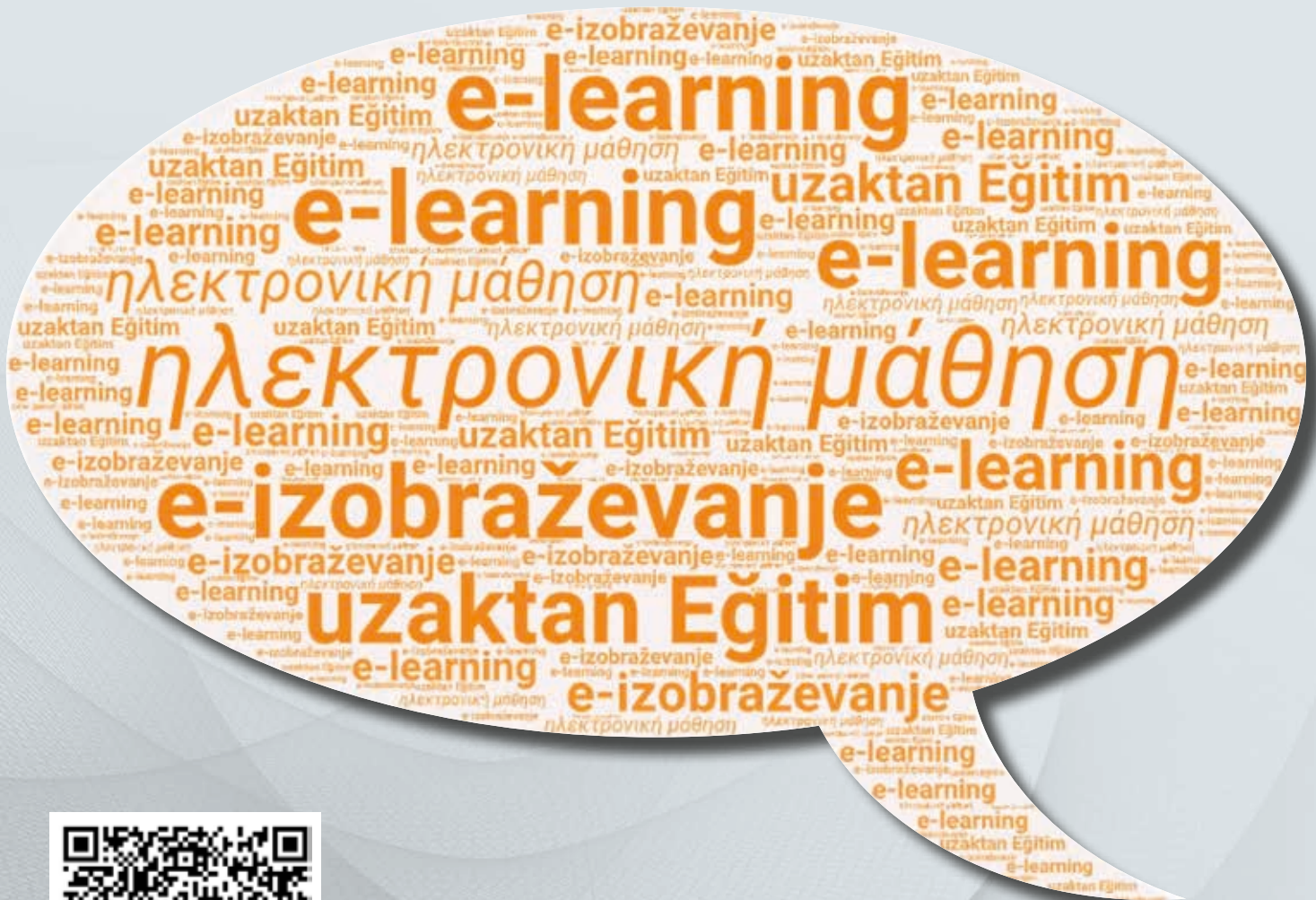
- Ease of acclimation
- Sense of achievement
- Benefits to the school
- Forges meaningful professional relationships
- Increasing productivity levels
- Helping with internal relationship
- Qualifying a micro-language good mentors

### **CONS**

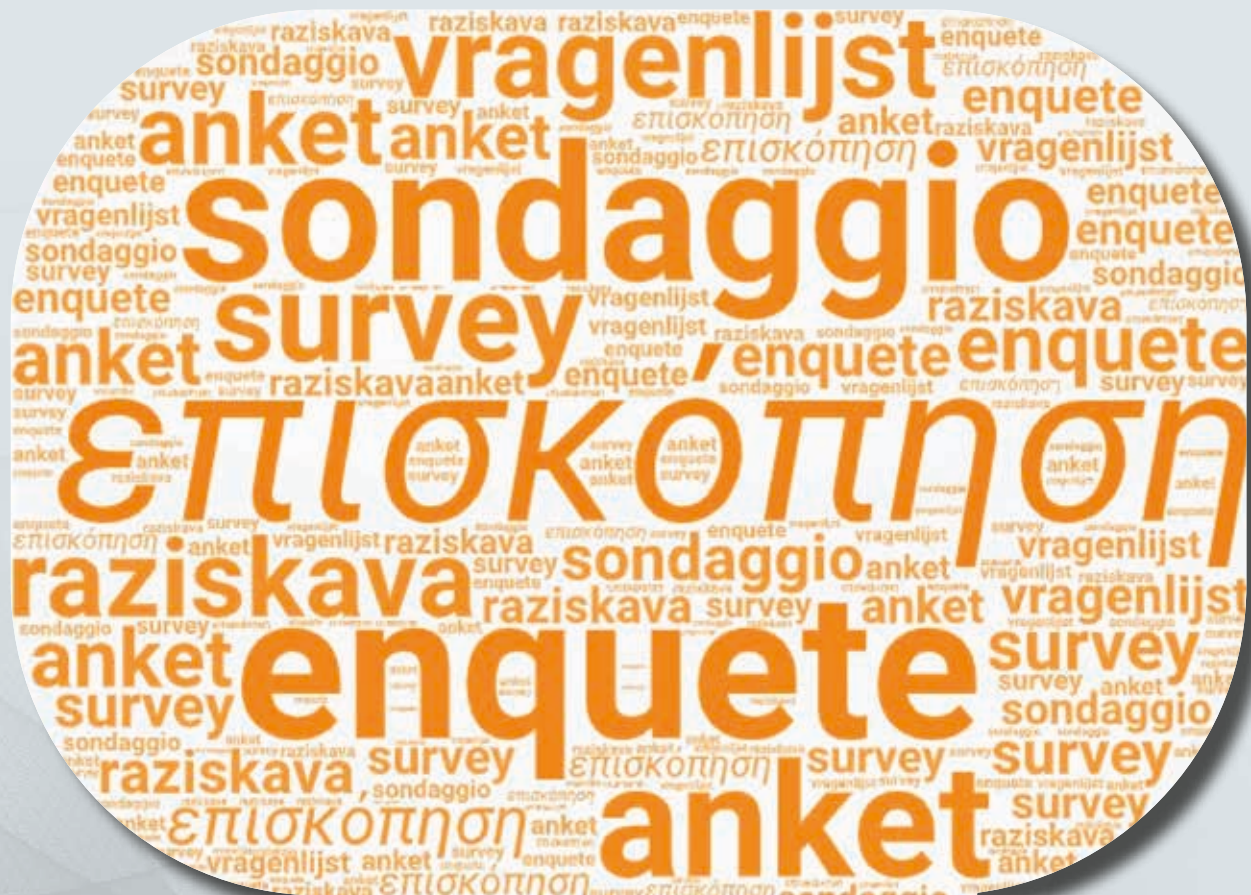
- Mismatched pair
- Frustration
- Brain drain
- Feelings of resentment
- Loyalty issues
- Dependance
- Difficult to source good mentors



# Resources for mentors and students



# Resources for mentors and students



# Self-assessment grids for the mentor to be

## Self-assessment grids for the mentor to be

Ranj each statement using the following rating:  
1=almost never, 2=sometimes, 3=almost always

I teach and lead by example

It's easy for me to understand how and why people are feeling and thinking in a certain way

I practise active listening

I am a positive role model

For me, there are no barriers to communication

I have what it takes to coach others

I am committed to confidentiality

I am confident that I can express my ideas and opinions to others in a clear way

Usually, I feel capable of overcoming the problems or challenges that happen in my life

I have the time to commit to a mentoring relationship

When something goes wrong, I'm able to analyze it and understand what happened and how I can do better

I am a tolerant person





# Conclusion

Looking at the future, it is impossible to restore the status quo ante Corona Virus. It is necessary to discuss and question oneself, to look lucidly at the school issues in Europe in today's world by training adequate teachers professionally, humanly and spiritually. This can be achieved with compelling courses finalized to the concrete application of the most innovative methodologies inside the classroom according to students' needs.

It is fundamental to be updated about recent methodologies, to recognize our limits and be willing to overcome them in order to improve our teaching constantly and get nearer to the educational world.

This e-book has got this aim: it wants to act as a stimulus to any teacher or professional or educational figure who wants to approach school in a serious way by putting themselves into the game with passion and competence.

CONCLUSION

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# Erasmus+



## R2 e-book

**“The role of the Mentor... in 1 minute!”**  
**Guidelines, competencies and database for**  
**general assessment and immediate online results**



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