



Lifelong Learning Programme



Mentor's competences

INTRODUCTION

This tool shows the mentor's competence profile as an expert in two basic areas: job related (expert at his/her workfield) and education related (guide of learning and development process).

GLOSSARY

Key words: coaching, competences, competency profile, didactical skills, evidence-based, experience, internship, knowledge, mentor, student, team, tolerance, workplace

TOOL

Mentor's competences

We divide mentor's competences into two main clusters:

- 1) Job related – expert at his/her workfield – “Professional”
- 2) Education related - expert in guiding of learning and development process – “Guide”

Mentor's competency profile

In practice we search for mentors with the following competence profile:

- 1) Professional

Mentor has good theoretical background and enough experience, his/her practical skills at working place are excellent.

Have knowledge of the working place

Have knowledge about the network of social and health services

Have technical and professional insights peculiar to the implementation of the function.

Apply observation techniques properly.

Excel in technique/specialism.

Deal with and solve incidental practical, technical and organizational problems.

Supervise and concretize the vision on his/her profession.

Mentor is systematic, flexible and creative

Be able to plan on long and short term and adjust functionally if necessary.

Deal with problems systematically and constructively.

Be able to act flexibly in unexpected situations.
Behave in a creative way.

Mentor reflects his/her own strengths and weaknesses and cooperates in team

Be able to doubt own functioning, values, insights, operations.
Analyse own qualities, challenges and pitfalls.
Assess correctly and accept own strengths and weaknesses.
Respect the ideas and approach of members of the team
Recognizes prejudices and stereotypes (own & of others) that affect negatively the cooperation
Spread and discuss own experiences and learning results within the team.
Contribute to team initiatives for permanent improvement and innovation.
Be open to “evidence based” thinking and handling.
Insight in aspects of quality care.
Make use of the educational programme formulated by internal and external issuers for own development.
Be prepared to learn on a regular basis.

Mentor understands wider context of his/her work (inside his/her organization and also in the society)

Insight in own organisation.
Situate and analyse the assignment within the team and the organisation.
Participate in conversations with colleagues.
Be communicative, cooperative, aimed at conversation and dialogue.
Operate discreetly and diplomatically.
Delegate and carry responsibility effectively.
Situate function, working place and method within the current reality, current trends and social movements.
Show interest in social, economical matters.

2) Guide

Mentor supports the student and objectives of his/her internship

Insight in needs, expectations and challenges of students.
Match with personal needs of the student and those of the working place.
Adjust the learning and accompaniment style to the student’s profile.
Start up, adjust and practise accompaniment processes, ...
Select, assess and formulate practical objectives.
Be conscious of the local circumstances of the school.
Take into account the functioning of different school organizations.
Adjust expectations of the student with those of the school.
Tolerate the different nature of others, be forbearing, sense of diversity.

Mentor have ability how to communicate with student

Instruct the student unambiguously. Make clear appointments and be consequent in following them up.
Organise constructive conversations.

Give fair, personal and constructive feedback on the behaviour observed.
Let the student reflect critically on his/her own behaviour by means of direct questioning.
Listen accurately and actively.
Encourage, support and motivate the student (coaching).
Respond suitably and constructively to conflicts, fears and stress situations.
Let the student interfere in all phases of the coaching process.
Detect and recognize any question for help.

Mentor works didactically

Know that mistakes are allowed, one can learn from them.
Be prepared to serve as an example.
Adjust well dosed (in)formal interventions of the learning process on the working place in existing time schedules.
Have knowledge of existing time schedules, appointments, habits and school regulations.
Sense of initiative.
Be prepared to share experience expertise on didactic and pedagogic level.
Reflect and adjust contacts with students and colleagues by means of critical perception.
Teach the student respect for the role of mentor and the organization with a view to a broader positive image-forming outside the organization.

Another ways how to describe mentor`s competences

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