CREATIVE BLENDED MENTORING KIT FOR MENTORS

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INTRODUCTION..................................................................................................................3
WHY THIS KIT....................................................................................................................3
THE CREA.M CREATIVE BLENDED MENTORING PROGRAMME EXPLAINED..................3
A STEP BACK....................................................................................................................4
WHAT IS MENTORING......................................................................................................4
MAIN STAGES OF A MENTORING RELATIONSHIP.........................................................4
THE MENTOR’S ROLE........................................................................................................5
BENEFITS.........................................................................................................................6
MENTORING TOOLS AND PRACTICES...........................................................................7
STARTING PHASE: DESIGNING THE ALLIANCE............................................................7
1. SKILLS MAPPING MODELLING..................................................................................8
2. THE SWOT ANALYSIS..............................................................................................9
3. MONEY / MEANING PRIORITY MODELLING...........................................................9
4. THE DIARIES.............................................................................................................9
ACTIVE PHASE: LEARNING, SHARING AND REDESIGNING...........................................10
5. INDUSTRY MAPPING...............................................................................................10
6. DESIGNERS BLOCK...................................................................................................10
7. BLUEPRINT MODELLING.........................................................................................11
8. LINE OF RISK EXERCISE.........................................................................................12
9. “EXTRACTING MENTEES’ VALUES/SKILLS” THROUGH AN IN FLOW MOMENT........13
10. MULTIPLE INTELLIGENCES THEORY....................................................................13
11. PROBLEM SOLVING - THINKING OF THE THIRD WAY..........................................14
12. STORYTELLING.......................................................................................................14
13. BEHAVIOURAL EXERCISES: BEX.........................................................................14
ENDING THE MENTORING RELATIONSHIP.................................................................15
THE EVALUATION PROCESS: WHY AND HOW............................................................17
APPENDIX I - CREA.M LEARNING OUTCOMES APPROACH.......................................18
APPENDIX II - THE TEMPLATES....................................................................................25
APPENDIX III - THEORY REFERENCES..........................................................................26
INTRODUCTION

Why this Kit?

This kit is a reference guide that aims to help the mentors enrolled in the CREA.M creative blended mentoring programme to understand:
- the mentoring methodology within the project;
- their role;
- tools and practices to manage the one to one relationship with the mentee;
- the evaluation process: why and how.
Moreover, mentors may use this kit to choose and pick modelling tools to use during the mentoring relationship with the mentee.

The CREA.M creative blended mentoring programme explained

The CREA.M creative blended mentoring programme has been established to help cultural professionals to improve their employability and support the mentee’s understanding of the complexity of the cultural sector.
The programme aims to support cultural managers in taking responsibility for their career, personal development and job seeking by fostering entrepreneurial skills and creative thinking.
The CREA.M mentoring programme is structured in 6 face-to-face and 5 online meetings, running through a period of 6 months from March 2013 to September 2013.
Mentors and mentees have at their disposal a dedicated e-learning platform to facilitate distant communication in between face-to-face meetings.
The platform will:
- offer a private space between mentors and mentees to share documents, tools, evaluation of the experiences and have access to the online activities;
- encourage a community between mentors and one between mentees for the exchange of ideas and experiences;
- ensure constant support by dedicated tutors in all countries.
Mentors and mentees will have a registered account, password to log in in their private space and in the forums. The platform will also ensure constant monitoring and support.
To access the platform mentors and mentees may log in directly from the CREA.M project website http://www.projectcream.eu/ and click on the menu tag Blended Mentoring Platform or directly from the link: http://mentoring.projectcream.eu/.
A STEP BACK

What is mentoring?

The CREA.M project defines mentoring as a one to one relation between an experienced mentor in the cultural sector and a mentee who wishes to reflect on their professional career, self-evaluate their balance of competences, identify and bridge gaps, update and increase motivation. Mentoring, as a process of informal transmission not only of knowledge, but also of values, represents an informal learning approach relevant to work, career and professional development in the cultural and creative sector.

Amongst the most relevant characteristics of the CREA.M mentoring programme are the developmental and empowering approach related to the identification and nurturing of the potential of the person as a whole. It is based on enhancing what a person possesses and not what it is lacking. By developing and setting their own learning objectives together with the mentor, the mentee owns the goals and the process. The mentor helps the mentee to develop insight and understanding through intrinsic observation.

As a result from the CREA.M research findings (http://www.projectcream.eu/outcomes-and-output/), the mentoring programme has now the aim to foster the knowledge, skills and attributes linked to the entrepreneurship competence and creativity that will give the mentee an advantage in a very competitive market such as the cultural labour market.

Main stages of a mentoring relationship

A mentoring relationship usually involves the three following stages:

1. Starting phase: Design the alliance and building trust
2. Active Phase: Learning, Sharing and redesigning
3. Ending phase: Renegotiate if necessary, Celebrate and Evaluate

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1 There are many definitions of mentoring, and an extensive literature is available (please see annexed bibliography for further reading).
THE MENTOR’S ROLE

In any mentoring programme, the primary role of the mentor is to support the development of the mentee by promoting a caring and genuine interest in developing their abilities and talents. Therefore, generally speaking, a mentor is expected to learn the strengths and weaknesses of the mentee and help them find its learning outcomes and enhance their potentialities.

In the CREA.M mentoring programme mentors will help mentee to encourage a more entrepreneurial mind-set by starting to develop their competency profile, to bridge skills gaps, to guide in career options, to encourage networking, risk taking, creative thinking and help to create their own project, if needed.

Therefore mentors should:

- listen actively and give appropriate non judgmental feedback;
- ensure confidentiality;
- be committed and feel the joint ownership of the process;
- share knowledge and insight about the cultural sector when relevant;
- offer advice on career development;
- offer different perspectives;
- offer support and encouragement;
- adapt to the mentee’s needs and if necessary renegotiate, redesign the relationship;
- draw on their own experience or inspiring stories when appropriate;
- confront and discuss current issues;
- ensure a clear ending of the relationship.

And to encourage the mentee to:

- listen and reflect;
- clarify understanding;
- share thinking;
- review and reflect on their competences;
- ensure confidentiality;
- challenge assumptions and develop a researched view;
- consider different perspectives;
- develop and manage their career plan;
- take responsibility for their own development;
- encourage to develop and manage their own networks;
- make decisions to maximise the outcomes of the mentoring relationship;
- negotiate and redesigning the one to one relationship;
- ensure a clear ending of the relationship.
Benefits

Mentoring, based on a personal trustworthy relationship, is generally recognised as a mutual learning process that benefits both the mentor and the mentee. Hence, it is expected to have a clear and positive effect on the personal and professional development of both. Therefore the mentoring process will benefit mentors too, by improving:

- active listening skills;
- emotional intelligence skills;
- storytelling skills;
- action planning skills;
- guidance and counselling skills;
- enlarging networks by being part of a community of mentors and experienced cultural managers at European level.

“Would you tell me, please, which way I ought to go from here?”
“That depends a good deal on where you want to get to,” said the Cat.
“I don’t much care where—” said Alice.
“Then it doesn’t matter which way you go,” said the Cat.
“...so long as I get SOMEWHERE,” Alice added as an explanation.
Lewis Carroll
Mentoring Tools and Practices
To manage the relationship with the mentee

This paragraph will introduce the mentors enrolled in the CREA.M programme to a series of tools and practices to be used during the one to one mentoring process. The order in which they are described intends to reflect the progress of the mentoring relationship and its main stages.

Starting Phase: Designing the Alliance

On the first meeting mentors should design and agree on establishing some basic rules to foster their relation with their mentee. In order to do this, mentors should feel comfortable enough to be open about their own character, background and how they would like to work with people. More importantly, they should be aware to what extent of flexibility they want to stretch the relation with their mentee, as well as, encouraging their mentee to do the same. Therefore, mentors must agree with their mentee on a shared style and on defining the boundaries of the relationship, clarifying:
- the level of availability of mentors (the contacts can happen only during the 6 face-to-face and 5 online meetings VS. the contacts can happen randomly whenever the mentee needs or the mentor wants);
- the aspects of mentee’s life that will be faced during the mentoring (just the working life and career growth VS. mentee’s whole life);
- the after mentoring time (the closure of the relationship after 6 months VS. the openness to continuing a mentoring relationship).

Thus, it is important for the mentor and mentee to:

- agree on the agenda and a contact programme (when, how many times, where, how to be contacted);
- agree and establish the boundaries of the relationship;
- agree on commitments and confidentiality;
- foresee a possibility to renegotiate and redesign;
- check the knowledge based, profile and background of the mentee;

2 These modelling techniques have been developed by Nesta and ICCE, Goldsmiths. They were shared and tested amongst the CREA.M partners during the third project’s meeting.
• comprehend what are the ambitions and expectations of the mentee;

For the CREA.M mentoring programme mentors are expected to organise at least 6 face-to-face meetings and at least 5 online meetings with their mentee. During the mentoring relationship, mentors may agree together with their mentee to meet more than scheduled. However it is advisable to meet face-to-face no more than 10 times during the CREA.M mentoring programme. Also the use of the platform should be appropriate to the couples’ necessities.

To help this step during the first meeting mentors and mentees have to sign a mentoring agreement, which is a non-formal contract where they declare to agree on the learning expectations, confidentiality, commitments and responsibilities towards each other. It’s a good practice to sign it at the end of the first meeting and going back to it during the final meeting. Please see template Appendix II.

1. Skills Mapping Modelling

Mentors may find useful to use the Skills Mapping Modelling technique during the first meeting. This modelling tool will assist mentors to help their mentee in identifying their skills, attributes and competencies. This process helps mentees visualise and map out what they are good at. It is based on the idea that many of the skills people have are often latent and taken for granted. By designing their skills map, the mentee has the opportunity to highlight their actual full potential, reflect on their ambitions and uncover what they are lacking in terms of their development. By articulating and mapping what they have done so far, the mentee will become more aware of their skills and learn to prioritise them.

HOW:
• Take a large size paper sheet and coloured pencils
• Encourage your mentee to write and/or draw all the skills competencies, attributes starting from what they think they have and not what they are lacking
• Make your mentee deconstruct key words such as “creative” or “networking” (bear in mind: networking is something you do, therefore you should encourage your mentee to think what skills are needed to network)
• Once your mentee writes or draws down an average of at least 30/40 skills/attributes/competencies ask what they think they are lacking in their skills base
• Now encourage your mentee to design an action plan to gain those skills. To help them ask them to look at job descriptions and person specifications for work they would ideally like to do-how will they map their skills to reach it?
2. The SWOT analysis

The SWOT analysis is helpful to reflect on, highlight and evaluate Strengths, Weaknesses, Opportunities and Threats related to a specific project of the mentee or to the mentoring programme itself.

HOW:
• Take a paper sheet and write down in 4 blocks Strengths, Weaknesses, Opportunities and Threats
• Ask your mentee to write down strengths and how would they compensate their weaknesses and than how they would turn them into strengths
• Ask how can they maximise opportunities (coming from the external context) and how they can protect themselves against possible threats by turning them into opportunities.

3. Money/meaning priority modelling

Mentors may also use this interesting and practical tool to help their mentee understand where they position and want to position themselves in their sector.

HOW:
You will need some space to do it:
• Take some sticky tape and design two perpendicular lines on the floor, like x and y axis
• Explain to the mentee that one line represents Money and the other one represents Meaning/values
• First ask your mentee to physically take a position on that model where they feel they stand now
• Then ask: in what direction they would move to and to what extent, where they would like to position themselves and why and how to reach that new position
• Move them around the grid. You may wish to position your mentee in a different space. Ask them how they feel in that different space – more money – or more meaning, is this a good place/or a possible place for them to be? How does it make them feel?

4. The Diaries

During the mentoring relationship mentors and mentees are asked to use two different types of diaries. The aim of the diaries is to keep track of the activities undertaken and to note down observations.

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3 This technique has been developed by Erich Pöetschacher and ICCE at Goldsmiths.
One diary will be an online space on the mentoring platform, to fill in jointly at the end of each face-to-face session. It will have some questions that mentors and mentees will answer together to monitor and evaluate the progress. Another diary will be a “traditional” paper diary, a notebook all the mentors and mentees will be given as a totally confidential space where they can take note of their experience.

**ACTIVE PHASE: LEARNING, SHARING AND REDESIGNING**

**5. INDUSTRY MAPPING**

Mentors can you use this tool to understand how well their mentee know their industry and relate to their ambitions. It will help mentees to visualise and answer questions like: “What are the gaps in my knowledge? Where do my skills/competencies/attributes lead me currently?”

**HOW:**

- Take a large size paper sheet and coloured pencils
- Tell your mentee to draw themselves at the centre of the map and to create visual connections with the main actors of their sector mapping out the way it works, by designing a whole system around them
- Ask your mentee to show you and comment on the map: where have they started? Why? Where? Who?
- Encourage them to map out their ambitions asking them what are the skills required to improve in their position? Do they possess them? What other skills and attributes should they develop
- Encourage your mentee to map out their network: ask them how they got to know their contacts, what other connections they need to have and how they can reach them

**6. DESIGNERS BLOCK’S PRIORITISATION TOOL**

This modelling tool helps the monitoring and tracking of the mentee’s use of time against their Skills/Profile/Networks/Financial aspects. It will help mentors encourage their mentee to set achievable deadlines and goals, and to think about balancing activities to reach those goals.

**HOW:**

- Take a large size paper sheet and coloured pencils and/or different coloured sticky post-its
- Draw a scheme like this one below

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4 Thanks to Designers Block for their input to the Prioritisation tool.
• Ask your mentee to map out their weekly activity, breaking it down in those 4 blocks
• Ask your mentee: what are they really doing to reach their goals in terms of improving skills, finance, profile and networks? Off this map what is really leading them?
• Encourage your mentee to think about achievable and accountable goals and possible necessary changes in their daily activities.

7. Blueprint Modelling
A planning tool for the Mentoring process

The Blueprint modelling is an effective tool to monitor progress and goals during the mentoring relation, even though the goals set by the mentee could take over the estimated time of the programme. Mentors will support their mentee identify 4 support strands, which are People, Resources, Time, Finance on a timeline that will bring the mentee to where “they stand today” to the “new them”.

HOW:
• Take a large size paper sheet and different coloured sticky post-its
• Ask your mentee to draw on the top left of the paper sheet a figure of themselves representing how “their now” and in the opposite side on the right “their new self”, connecting them through 4 horizontal lines representing:

<table>
<thead>
<tr>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
</tr>
<tr>
<td>People</td>
</tr>
<tr>
<td>Finance</td>
</tr>
</tbody>
</table>
• Ask your mentee to write down on some sticky notes to be attached on each line what are the steps they need to accomplish to connect the present self to the new one and ask them how they are going to do it
• Revise this scheme during the mentoring relationship; those sticky notes may change position. You may celebrate achievements when post-its are removed meaning that a step is fulfilled.

8. Line of Risk Exercise

Mentors may want to test mentees’ risk taking in connection to some specific aspects of their life (financial, for instance) or more in general.

HOW:
• In the location you are with your mentee visualize together an imaginative line: On one end it is the position of an extremely risk adverse person and at the opposite end that one of a highly risk taking person
• Ask your mentee to take a position along that imaginative line and ask to reflect on the reason of the choice
• You may also apply this exercise thinking on how much your mentee feels structured, enquiring after their working methods.

Extremely risk adverse

Highly risk taking

9. “Extracting mentees’ Values/Skills” through an In Flow moment

Reference to Mihaly Csikszentimihaly “In Flow”

In a very simplified way, the In Flow moment can be described as a moment when someone feels at its best, when skills and happiness reach a meeting point and one feels totally absorbed by what they are doing. A mentoring meeting can be managed to explore the In Flow(s) of the mentee.

HOW:
• Ask your mentee to describe at least one moment where they felt a state of In Flow
• Help your mentee recognise what needed to be around them to feel In Flow; guide them in reflecting on what was really important to them in connection to their values. Would it be possible to recreate that moment? How?
• This will help, if your mentee lose confidence. Remind them what they need around them to be in “in flow” again.

10. MULTIPLE INTELLIGENCES THEORY
MAIN REFERENCE TO HOWARD GARDNER

This exercise is based on the multiple intelligences theory, which explains how people are most inclined to learn things, and that one intelligence does not exclude the others. There are many studies and theories on the subject, however for the aim of the CREA.M mentoring programme and for more practical reasons, the theory of the four intelligences has been chosen.

We are a mix of all these intelligences, however for the purpose of this exercise, the four intelligences theory assumes that individuals have a predominant or leading intelligence that instinctively guides their learning and/ or decision making.

People with a predominant Physical or Practical Intelligence (PQ) base decisions or see things from a more practical, constructional or making perspective (they want to immediately “do”, “make” or “try it” first, to see if the idea works).

People with a predominant Intellectual Intelligence (IQ) see things or base decisions through processes, data, results and are mostly evidence-based (they want proof, or evidence that an idea will work).

People with a predominant Spiritual (Instinct) intelligence (SQ) see things or take decisions totally on instinct and intuition (they just feel that the idea is going to be good, with no evidence to support this).

Finally people with a predominant Emotional intelligence (EQ) based decisions on feelings, emotions and outcomes for others (they know that the idea is going to be good for people, no matter what).

In a mentoring session mentors may want to encourage their mentee to reflect on which kind of intelligence they predominantly possess, and how this reflects their decision making process. It will help mentees to reflect on their approach to other people, to their work, to time management issues and motivation.

HOW:

• Write down on some sticky notes PQ, IQ, SQ, and EQ. In a room or space place the four sticky notes on four different corners of the room

• Ask your mentee to take a place in the corner that is their predominant intelligence. They might have some resistance to choosing one, and mentors should encourage them to make a decision. A conversation should be developed about how this intelligence can affect decision-making, and problem solving. Does this have an impact on their professional career so far? The mentee should be asked to stand in a different corner and reflect on how having a perspective from a different intelligence could change these actions.
CROSSCUTTING TOOLS

11. PROBLEM SOLVING - THINKING OF THE THIRD WAY

Mentors may simply ask their mentee to think differently by looking at a problem from a different angle.

12. STORYTELLING

In any moment of the process, mentors can decide to tell engaging and powerful stories drawn from their own experiences, from literature or any other resource. The aim is to illustrate concepts and ideas through exemplary stories.

13. BEHAVIOURAL EXERCISES: BEX

The Behavioural Exercises (BEX, for short) are recommended exercises to lead a change in the mentees’ behaviours and habits. According to the nature and aims of each face-to-face activity, mentors will assign their mentee a series of tasks (at least one at the end of each face to face meeting) the BEX, which will consist of concrete behaviours and result in immediate and measurable feedbacks for the mentors to monitor and evaluate during the online meetings.

In this kit mentors will find a list of possible BEX related to probable predictable situations arising in the mentoring relationship:

1. If mentors feel that their mentee are weak in building their own networks, they could suggest to their mentee to collect 5 visiting cards in a conference or meeting and maintain contacts or update online profiles (LinkedIn, etc.), or start to build a personal database.

2. If the mentee is lacking and wants to improve presentation skills, mentors could suggest realising a video CV and then watching it and commenting upon it together.

3. To improve the mentees’ management of time, mentors could suggest them to use the Eisenhower or Covey Matrix, which is a simple tool that helps to prioritise tasks. The matrix is based on a quadrant in which the importance of determined tasks is represented on the horizontal axis and urgency on the vertical axis:
Mentors can use this matrix to guide the mentee in answering questions like: “First, is the task important? Second, is it urgent?” The mentee’s tasks end up in one of the four categories of the matrix helping the mentee to write down their priority to-do list.

As BEX mentors can also suggest to their mentee to:
- Watch an inspiring film
- Read an interesting book, article or a specific magazine
- Go and see an exhibition, theatre play, etc. suggesting a different perspective

TIP:
Mentors could use the online platform to exchange and suggest BEX with other mentors in the mentors’ forum.

**Ending The Mentoring Relationship**

It is generally acknowledged, that compared to other learning processes mentoring, by its very nature, could imply a considerable degree of emotional and personal investment. This is why it is very important to provide a closure and share a strategy to officially end the mentoring relationship. In the CREA.M programme mentors and mentees should be clear from the beginning about how they intend to manage the end of the relation. Of course depending on many factors, mentors may want or need to decide to change the dynamic
of the relationship in three possible ways:

1. An amicable conclusion of the mentoring relationship by celebrating the end: they could think and agree on possible events or practices to close the relationship.

2. Continue with informal mentoring outside the CREA.M programme: they can agree on what contact there might have in the future, for how long and renegotiate a new relationship on other terms.

3. Agree to have a professional relationship as equals.

Since the mentoring relationship is a win-win relationship, any subsequent decision to continue the collaboration should be agreed together and must take into consideration other commitments on both sides that might have an impact on that arrangement. It’s up to the couple on how they would like to develop together. However, tutors are recommended to follow the suggested steps on closure, or ending the relationship, to provide support and future success. Either if the relationship is concluded or continues in a new form, it’s recommended that some form of reflection of the process could be recorded, as a way to celebrate the end of, or start of a new relationship. Either way the creation of a VIDEO CV by the mentees might be a good output to celebrate the end or to restart a new relationship.

**Always remember:**
**Mentors should just Listen,**
**Make Simple Questions,**
**Be Themselves!**
THE EVALUATION PROCESS: WHY AND HOW

WHY

Evaluation is a very important aspect of the programme. The aim is to collect evidence materials on the impact of mentoring on both the mentees and the mentors from the point of view of the CREA.M competency model and research on mentoring.

HOW

Mentors and mentees are asked to fill in a series of questionnaires after every face-to-face meeting: the couple is invited to jointly reply to the questions that will be uploaded in the mentoring diary space on the online platform.

In each country a tutor will be assigned to guarantee constant support to the pairs and to collect evaluation materials to validate the CREA.M creative blended mentoring programme. The tutor will collect and analyse the online diaries by compiling an evaluation grid in English that is shared with all the other institutions participating in the pilot testing. This will allow the partnership to compare all the results of the mentoring processes held at national levels. Tutors will get in contact with mentors and mentees on a regular basis to assist them and to collect evidence of the process; they will facilitate the forums on the platform and help mentors and mentees during the mentoring journey. They will participate and exchange ideas and issues through their online forum.
APPENDIX I
CREA.M LEARNING OUTCOMES APPROACH

The CREA.M mentoring programme has been developed on the basis of the European Qualifications Framework\(^5\) (EQF) in order to help comparability of results at European level among the countries involved in the programme. The identified learning outcomes in the table below, have been drawn on the basis of the results of the CREA.M research phase undertaken by the partnership at the beginning of the project, which identified a map of competency cultural mangers should posses nowadays to be more competitive and to improve their employability. These are based on the EQF approach structured in: knowledge, skills and attributes.

The learning outcome approach obeys to a scale degree of complexity from the first meeting till the last one. Each meeting has a specific learning outcome to be achieved by the mentee, associated to suggested tools. The learning outcomes described make reference to the 8 Key Competences of the European Lifelong learning Framework, in particular the Key Competence Entrepreneurship. In theory at the end of the programme the mentee will have to prove and self evaluate that they have acquired the knowledge, skills and attributes connected to that learning outcome.

The mentor should take this table as a supporting tool to investigate if the mentee is aware of this competency model in the cultural sector. Mentor may want to discuss and share with the mentee this table when they feel is appropriate.

<table>
<thead>
<tr>
<th><strong>MENTEE’S Learning Outcomes</strong></th>
<th><strong>Meeting I</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to understand importance of self-awareness about acquired competencies in the past (perceived feasibility). Ability to identify measurable past experience to help them enhance areas they intend to apply for in the future. Ability to understand the mentoring process.</td>
<td></td>
</tr>
</tbody>
</table>

| **Knowledge** | Mentoring process (setting own learning goals): Role of the mentor and mentee and importance of lifelong learning. Importance of recognising formal and informal learning. |
| **Skills** | Strategic planning skills, Learning to learn, Auto-presentation skills |
| **Attributes** | Dynamism, Independence/autonomy, Proactivity Open to learn new things, Open Minded. |

| **Timeline** | March 2013 |
| **Mentee** | I |
| **How** | Face to face From 1h to 2.hrs |
| **Aims** | Designing the alliance Building trust |

<table>
<thead>
<tr>
<th><strong>Tools to handle meetings</strong></th>
<th>Techniques to handle meetings and help them raise the issue they want to address</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Skills Mapping Modelling tool Money / Meaning Priority modelling The SWOT analysis</td>
<td><strong>BEX (for the mentee to do for the following meeting)</strong></td>
</tr>
<tr>
<td>The Eisenhower or Covey matrix</td>
<td><strong>TOOLS /Templates</strong></td>
</tr>
<tr>
<td>Mentoring agreement</td>
<td>Diaries</td>
</tr>
</tbody>
</table>

**Online meeting through the platform**
At the end of each meeting mentor will assign one or a series of BEX to the mentee During the online meeting the mentor monitors and support the mentee or revises the BEX assigned
<table>
<thead>
<tr>
<th>Mentee’s Learning Outcomes</th>
<th>Ability to identify available opportunities for personal or professional development and/or business activities. Increased awareness and understanding of the specific cultural sector they would like to work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Understanding of the cultural sector of the specific skills of mentees' work. Professional development.</td>
</tr>
<tr>
<td>Skills</td>
<td>Analysing skills, evaluation skills, planning skills ad team working skills</td>
</tr>
<tr>
<td>Attributes</td>
<td>Humility, Determination, Motivation Coherency between interests and professional career</td>
</tr>
<tr>
<td>Timeline</td>
<td>April 2013</td>
</tr>
<tr>
<td>Mentee</td>
<td>II</td>
</tr>
<tr>
<td>How</td>
<td>Face to face From 1h to 2.hrs</td>
</tr>
<tr>
<td>Aims</td>
<td>Map out the culture sector putting the mentee at the centre</td>
</tr>
<tr>
<td>Tools to handle meetings</td>
<td>Techniques to handle meetings and help them raise the issue they want to address</td>
</tr>
<tr>
<td></td>
<td>Industry mapping</td>
</tr>
<tr>
<td></td>
<td><strong>BEX (for the mentee to do for the following meeting)</strong></td>
</tr>
<tr>
<td></td>
<td>Suggest a book</td>
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<tr>
<td></td>
<td>Film</td>
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<td></td>
<td>Visit an Exhibition</td>
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<tr>
<td></td>
<td><strong>TOOLS /Templates</strong></td>
</tr>
<tr>
<td></td>
<td>Diaries</td>
</tr>
</tbody>
</table>

II Online meeting through the platform
<table>
<thead>
<tr>
<th>Mentee</th>
<th>Meeting III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td>Ability to design their creative idea, Ability to be innovative and disruptive</td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
<td>Cultural general knowledge, Understanding contexts and cultural participation and consumption</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>Appreciation and Relational skills: one’s own creative and expressive points of view to the opinions of others and to identify and realise social and economic opportunities in cultural activity</td>
</tr>
<tr>
<td><strong>Attributes</strong></td>
<td>Curious, Open minded, proactive, Respect, Sensibility, Perseverance, resilience, dynamism, courage; spirit of initiative, positive attitude</td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
<td>May 2013</td>
</tr>
<tr>
<td><strong>Mentee</strong></td>
<td>III</td>
</tr>
<tr>
<td><strong>How</strong></td>
<td>Face to face, From 1h to 2.hrs</td>
</tr>
<tr>
<td><strong>Aims</strong></td>
<td>Explore creative thinking</td>
</tr>
<tr>
<td><strong>Tools to handle meetings</strong></td>
<td>Techniques to handle meetings and help them raise the issue they want to address, Depicting in Flow Moment, Storytelling, Blueprint Modelling, <strong>BEX (for the mentee to do for the following meeting)</strong>, Suggest a book, Film, Visit an Exhibition, <strong>TOOLS / Templates</strong>, Diaries</td>
</tr>
</tbody>
</table>

III Online meeting through the platform
<table>
<thead>
<tr>
<th>Mentee</th>
<th>Meeting IV</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td>Ability to develop and manage their internal and external networks.</td>
</tr>
</tbody>
</table>
| **Knowledge** | Knowledge of key people in the organisation; Understanding how they work; organisations’ communication strategy.  
Internal Organisation’s dynamic and external dynamic |
| **Skills** | Communication skills, participation and community skills (Social skills)  
Decision making skills |
| **Attributes** | Spirit of initiative, flexibility  
Diplomacy, responsibility, relate well with others, respect  
Constructive participation |
| **Timeline** | June 2013 |
| **Mentee** | IV |
| **How** | Face to face  
From 1h to 2 hrs |
| **Aims** | Improve social skills  
Develop and manage own network |
| **Tools to handle meetings** | Techniques to handle meetings and help them raise the issue they want to address  
Designers Block Prioritisation Tool  
Revise the Blueprint Modelling  
**BEX** (for the mentee to do for the following meeting)  
Collect 5 visiting cards, attending events and recalling on what happened  
Improve social networking profiles LinkedIn, Facebook  
Database people and Institutions (how to organise it)  
TOOLS /Templates  
Diaries |

**IV Online meeting through the platform**

| Mentee | Meeting V |
| Learning Outcomes | Ability to measure personal strengths in relation to risk-taking  
|                  | Ability to find innovative, original disruptive solutions  
|                  | Ability to turn ideas into action  
| Knowledge        | Understanding of the cultural sector (The bigger Picture)  
|                  | Professional development  
| Skills           | Leadership and delegating skills  
|                  | Self-marketing, self assessing skills  
| Attributes       | Proactivity, innovativity  
|                  | Resilience, Independence / Autonomy  
|                  | Dynamism  
| Timeline         | July 2013  
| Mentee           | V  
| How              | Face to face  
|                  | From 1h to 2.hrs  
| Aims             | Stimulate innovative and entrepreneurial approach: risk taking  
|                  | Revise Blueprint Modelling  
|                  | A planning tool for the Mentoring process  
| Tools to handle meetings | Techniques to handle meetings and help them raise the issue they want to address  
|                  | Line of risk Exercise  
|                  | **BEX (for the mentee to do for the following meeting)**  
|                  | Biographies; Films  
|                  | Video CV  
|                  | **TOOLS /Templates**  
|                  | Diaries  

V Online meeting through the platform

| Mentee | Mentee Meeting VI | Learning Outcomes | Ability to self-evaluate enabling to plan actions for the future.  
|        |                  | Knowledge         | General understanding of the emotional relationship cognitive process  
|        |                  | Skills            | Self-evaluation skills  
|        |                  |                  | Self management skills, judging skills  

CREATIVE BLENDED MENTORING KIT FOR MENTORS  
CREA.M PROJECT 518533-LLP-1-2011-1-IT-LEONARDO-LMP
| Attributes                          | Collaborative, honesty, humility, independence, autonomy |
|                                   | Determination, motivation                                |
| **Timeline**                      | September 2013                                          |
| **Mentee**                        | VI                                                      |
| **How**                           | Face to face                                            |
|                                   | From 1h to 2.hrs                                        |
| **Aims**                          | ENDING THE RELATION:                                    |
|                                   | Celebrate, renegotiate and evaluate                     |
| **Tools to handle meetings**      | Techniques to handle meetings and help them             |
|                                   | raise the issue they want to address                    |
|                                   | Revised what done so far:                               |
|                                   | - Skills mapping                                        |
|                                   | - Industry mapping                                      |
|                                   | - Blueprint modelling                                   |
|                                   | Diaries                                                 |
Mentoring Agreement Template

Date:.........................

This mentoring agreement supports the mentoring relationship between

(Mentor)....................................................and (Mentee)..........................................................

Mentor and mentee have agreed that the main aim(s) of the relationship/partnership are:

Mentor and Mentee agree on confidentiality, to be committed and responsible,…have agreed on the following agenda:

Means to contact ….

Renegotiate …

Signature (mentee)............................................................

Signature (mentor)............................................................

Copy of the mentoring agreement is kept by all parties and the organising institution concerned
Definition of entrepreneurial competence from 8 Key Competences Framework for Lifelong Learning

Sense of initiative and entrepreneurship

Definition:
Sense of initiative and entrepreneurship refers to an individual’s ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

Essential knowledge, skills and attitudes related to this competence:
Necessary knowledge includes the ability to identify available opportunities for personal, professional and/or business activities, including ‘bigger picture’ issues that provide the context in which people live and work, such as a broad understanding of the workings of the economy, and the opportunities and challenges facing an employer or organisation. Individuals should also be aware of the ethical position of enterprises, and how they can be a force for good, for example through fair trade or through social enterprise.

Skills relate to proactive project management (involving, for example the ability to plan, organise, manage, lead and delegate, analyse, communicate, de-brief, evaluate and record), effective representation and negotiation, and the ability to work both as an individual and collaboratively in teams. The ability to judge and identify one’s strengths and weaknesses, and to assess and take risks as and when warranted, is essential.

An entrepreneurial attitude is characterised by initiative, pro-activity, independence and innovation in personal and social life, as much as at work. It also includes motivation and determination to meet objectives, whether personal goals, or aims held in common with others, including at work.

References and useful links on mentoring:
Please note that this is not an exhaustive list of references and links on mentoring, together with the CREA.M research, these were some inspiring tools.

References:

Clutterbuck, D (2004), Everyone needs a mentor. Fostering talent in your organization, Fourth edition, Cidp (Chartered Institute of personnel and Development)

Useful links:

The Lifelong Learning Programme 2007-2013 - Glossary

Italy:
The Italian school of mentoring advised on the how to set up the mentoring programme for CREA.M
http://www.scuoladimentoring.it/

United Kingdom:
NESTA Creative Enterprise Toolkit
http://www.nesta.org.uk/publications/toolkits/assets/features/creative_enterprise_toolkit

Creative Business Mentor Network
http://www.nesta.org.uk/areas_of_work/creative_economy/creative_business_mentor_network

Arts Marketing Association Mentoring Scheme
http://www.a-m-a.co.uk/page.aspx?id=144

Creative Choices, Developing your career in the creative and cultural industries
http://www.creative-choices.co.uk/develop-your-career/article/10-myths-about-mentoring
http://www.creative-choices.co.uk/tools-resources/article/mentoring-resources

The coaching and mentoring network
http://www.coachingnetwork.org.uk

Clutterbuck Associates
www.clutterbuckassociates.com

Get Mentoring
http://getmentoring.org/

European projects:

“E.M.E.R.G.E. European Mobility to Reduce the Ground of Exclusion” funded under the “Europe for citizens” Programme
http://emerge.sturzo.it/project/

People’s Empowerment through blended mentoring: the EMPIRE project experimentation in Spain and Italy
http://www.filprato.it/10/ing/download/index.html
European project MAITRE (Mentoring: trAlning maTerials and REsources)
http://www.amitie.it/maitre/en/conta.htm

“Mentoring as vocational trainiNg methoD for Third Sector organisations”.
http://mindts.wordpress.com/about/

Sample examples of Mentoring programmes in CZ

Odyssey is the first program in the Czech Republic which provides a cross-company and cross-functional mentorship program for future female leaders. It is a non-commercial mentoring project supported by female and male leaders, which creates an ideal platform to match aspiring Czech talented female professionals with experienced mentors

http://mentoring.cvut.cz/

In addition to that, very inspiring programmes where modelling techniques are used is:
The Synapse Workshop of ICCE, Goldsmiths University, London, UK, partner and advisor in the CREA.M project
http://www.gold.ac.uk/icce/

The SYNAPSE Programme
- Training for people who are developing businesses around a creative practice or area of expertise
- Training for local or national policy makers who want to understand how to create the infrastructure needed to support an environment of creative entrepreneurship
- Engagement activities which enable students and academics to work with industry partners to develop and explore new enterprises
- Events to encourage debate and networking between all involved in the sector

The Coaching programme of the Business School of Deusto University, Bilbao, ES, partner in CREA.M project

Coaching definition used in the programme: Helping a person to identify their skills and capabilities that are within the person, and enabling them to use them to the best of their ability. We consider coaching as a tool, based on continuous reflection and action, and based on conversations between a coach and a coachee (the student), that helps to improve the coachee’s efficiency and satisfaction.