The State of Art review report
on educational needs for e-Mentoring
on employment-related issues

I part
(e-)Mentoring on employment-related issues as an educational process

The definitions of the mentoring process

The mentoring from educational point of view is a developmental partnership through which one person shares knowledge, skills, information and perspective to foster the personal and professional growth of someone else. We all have a need for insight that is outside of our normal life and educational experience. The power of mentoring is that it creates a one-of-a-kind opportunity for collaboration, goal achievement and problem-solving.

The word "Mentor" has its roots in Greek mythology. The story tells that when Odysseus went off to the Troyan war he asked his friend **Mentor** to bring up his son Telemakhos as his friend and advisor. The word **mentee** is used generally to mean the less experienced person, the one who is receiving the "guiding". **Mentor** is a skilled**,** experienced and esteemed person who is willing to support and advise a less experienced person without financial compensation. **Mentee i**s a less experienced person who is willing and able to develop both as a person and in her profession.

How can we define the ***mentoring process*** on employment-related issues (ERI)? It is:
- a development process which has a start and an end
- based on **confidential** meetings
    - in pair meetings (pair mentoring) or
    - group (group mentoring)
- connects the fresh ideas of the mentee to the mentor´s experience, wisdom and networks
- enhances learning opportunities of mentees to get new skills and competences for increasing their employability.
- the age is not crucial, the experience is.

The **basic aim** of mentoring is to promote and support the mentee`s professional and personal life

- by raising trust in his/her knowledge and capability;
- by raising self esteem;
- by conveying the mentor`s tacit knowledge, experience and contacts to the mentee;
- by discovering new ways of promoting career.

Mentoring is **important,** because it:

- Guarantees the development
- Raises self-esteem and belief in oneself
- Creates networks
- Raises motivation
- Learns to set goals
- Gives support and help
- Raises understanding between generations, cultures and different kinds of people
- Gives information
- Good method of learning and developing
- Gives satisfaction
- Gives courage to meet conflicts
- Gives courage to take risks
- Learns a "helicopter perspective" to life

The motto of the mentoring process could be the following

THE BEST WE CAN DO FOR OTHERS IS NOT TO SHARE OUR FORTUNE WITH THEM BUT TO SHOW WHERE THEIR OWN FORTUNE LIES.

The theoretical background of e-Mentoring process on ERI

The methodology of the e-Mentoring as a learning process could be built on **Transformative Learning Theory** and on **Constructivist approach.**

According to Mezirow (2000)[1] learning occurs in one of four ways:

- by elaborating existing frames of reference,

- by learning new frames of reference,

- by transforming points of view, or

- by transforming habits of mind.

"Transformation theory's focus is on how we learn to negotiate and act on our own purposes, values, feelings, and meanings rather than those we have uncritically assimilated from others -- to gain greater control over our lives as socially responsible, clear thinking decision makers." (Ref. Mezirow, 2000)

Transformative Learning Theory is an adult education based theory that suggests ways in which adults make meaning of their lives. It looks at "deep learning".

Transformative learning is learning that changes how people think, which often produces changes in how they act. It can be a single dramatic event or the culmination of a more gradual process. It can involve a small insight or a collection of smaller insights that leads to a much larger change in thinking and behavior.

- It looks at what mechanisms are required for adults to identify, assess and evaluate alternative sources of information, often sources that may look at how adults can identify, assess and evaluate new information, and in some cases, reframe their world-view through the incorporation of new knowledge or information into their world-view or belief system.

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[1] Mezirow, Jack et al. (2000) Learning as Transformation

- The teacher's role in establishing an environment that builds trust and care and facilitates the development of sensitive relationships among learners is a fundamental principle of fostering transformative learning

- Although it is difficult for transformative learning to occur without the teacher playing a key role, participants also have a responsibility for creating the learning environment. As a part of a community of knowers, learners share the responsibility for constructing and creating the conditions under which transformative learning can occur.

- Transformative learning is basically the kind of learning we do as we make meaning of our lives. It's become a very popular topic in adult education because it doesn't just involve classroom learning--it involves learning about our lives. This is important because as adults, the meaning making process can change everything about how we look at work, family, and the world.

Concerning the group e-Mentoring, the **Constructivist approach** is important, then students are responsible for their learning and teachers and peer mentors serve **as facilitators**. The social constructivist perspective emphasizes the importance of ***collaborative learning***. In collaborative learning students work together to achieve a shared learning goal; they form learning communities that encourage the development of ideas, and a supportive environment that encourages scholarship. Collaborative learning is vital to a social constructivist approach because it allows for "distributed cognition", permitting thinking clarification. As one of features of group mentoring is cooperation, the social constructivist perspective remains important from theoretical perspective[2].

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[2] Kim, B. (2001). Social constructivism. In M. Orey (Ed.), Emerging perspectives on learning, teaching, and technology. Available Website: http://www.coe.uga.edu/epltt/SocialConstructivism.htm

The features of communication strategies during the e-mentoring and face-to-face mentoring process

No matter how the communication occurs, it is important to remember that e-mentoring has the same **purposes** as traditional mentoring except that **technology** is used to facilitate mentoring relationships. However, one should not be closed to the idea that e-mentoring is qualitatively different and might provide as yet undetermined contexts and exchanges that may not be possible to replicate in traditional mentoring relationships. The explosion of mentoring projects in education, industry and recreation is something we are all coming to appreciate. In the early days, mentoring was generally conducted in a face-to-face environment when mentors and mentees have meeting once a month, once a week or to an agreed schedule. This is no longer the case. The growth of technology and the availability of computing to all levels in society has seen a constant uptake in demand for e-mentoring. Whilst it is true to say the initial programmes have been largely in the education sector we see no reason why this could not be expanded to help bridge the so-called intergenerational divide?

However, it is important to stress that many of the most successful programs use a blended-learning educational approach, then the combination of face-to-face and e-mentoring sessions are planned. This is where e-mentoring is used to confirm what has been discussed in face-to-face and to agree what needs to be done before the next face-to-face meeting and how the communication via ICT tools is organized. Given time to think, mentors can research websites and sources of information and then communicate with mentor when it suits, knowing that they are communicating and operating in a secure environment.

In today's technologically advanced era, the Internet has made distances disappear virtually and E-mentoring has become the buzzword. **E-mentoring is a form of technology-based learning**. The Internet is the main factor on which E-mentoring depends. E-mentoring requires the mentors and the mentees to logon to a **secure web environment** where they can communicate with each other on a variety of work-related or personal issues.

E-mentoring allows pair mentoring and group mentoring, and for both process the quality of formation is critical to the effectiveness of the mentoring relationship. Cognitive matching is used

in many cases where the pair or group mentoring is based on cognitive levels of the mentor and the mentee(s). Apart from cognitive levels, matches are created using race, gender and personality aspects, the effectiveness of the different styles is a highly debated issue in E-mentoring.

E-mentoring is being used to mentor disadvantaged youth or youth with disabilities, who may not be able to make it to face-to-face mentoring sessions. E-mentoring is also used by seasoned professionals (mentors) in helping amateurs (mentees) make a smooth transition into the work world.

Common learning needs for students in High Education (HE) and Vocational Education and training (VET) and adults on e-Mentoring on employment-related issues (ERIs)

Mentoring has emerged as a key policy intervention in responding to the needs of a diverse range of individuals and social groups across a wide range of policy contexts.

Mentoring provided by mentors (employers/employees) has proved itself in all three educational sectors as an effective learning process of integrating/preparing students and adults for employment/starting businesses. These three groups of learners are traditionally not merged in relation to their learning/training needs on employability and entrepreneurship, which are very similar or even overlapping. The e-Mentoring on ERIs suggests new pathways to improve skills and competencies of students of High education, Vocational and educational training and adults on employability and entrepreneurship, which will stimulate and encourage personal achievements to re-/enter labour market. This innovative learning approach is based on collaborative learning in groups, on creative problem solving, experimental learning, critical thinking and creativity. The e-Mentoring on ERIs supports remote, autonomous, independent learning supported by mentors and creates a possibility for learners to apply their knowledge immediately to practice. The e-Mentoring on ERIs is very important for the last year students of universities, VET institutions as well as for unemployed people registered in labour market to prepare themselves to re-/enter labour market by getting employment or starting their own business. Thus, the common learning needs for these three groups on learning via mentoring on

employement-related issues (employability and enterprenership) are evident. This common approach have to be supported by transferring of best solutions from three educational sectors on implementing mentoring on. Envisaged impact of this common method is increasing capacities of HE, VET students and adults to (re-)enter labour market.

The practical resources which could be used to work with mentees for organising e-Mentoring on ERIs

- CV writing,
- Business Plan Template,
- Job Searching,
- Presentation Skills,
- SWOT Analysis,
- Individual Leadership Plan,
- Personal Attribute/Skills Assessment Tool,
- Mentoring Agreement,
- Pursuing your Dream and How to Get There,
- Learning Styles,
- Mentor Log,
- Mentee Journal.
- Web Resources.

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II part

Main features of (e-)Mentoring on ERI

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(e-)Mentoring is one methodology of enhancing and speeding up the learning process of HE, VET and AE students on employment related issues.

An e-Mentoring co-ordinator (Moderator) is responsible for the whole mentoring process. He/she oversees the process, selects or qualifies mentees, and matches them with mentors. Matching mentees and mentors is a challenging process since much of the relationship is built on the personal chemistry between them. Therefore, successful co-ordinators must be personable, have good people skills, and be a good problem solvers. Problems might occur for example if mentees or mentors notice that they do not have time for e-Mentoring, they might have different expectations of the process, or they do not know how to proceed with e-Mentoring.

The first step to establishing an e-Mentoring program is to select and qualify mentees. They must be self-motivated, eager to learn, willing to accept advice and suggestions, follow through on commitments, and understand the benefits of e-Mentoring before the process starts. The more familiar they are with ICT, the easier the e-Mentoring tools will be for them to use. Mentees must realize that a mentor will not immediately have all the answers to their questions. In addition, they should understand that the role of a mentor is to encourage, guide, open networks, and provide accurate and realistic stories or scenarios about entrepreneurship or employment.

There are distinct differences between **pair** and **group** mentoring.

Pair mentoring is where a mentee and a mentor become acquainted and begin to build a relationship. Consequently, they usually get to know each other more quickly and begin to develop deeper discussions at the beginning. Pair mentoring is suitable for people who feel more comfortable developing his/her abilities by directly interacting with his/her own mentor. The matching process between the mentee and the mentor is critical to a successful mentoring relationship.

Group mentoring takes more time for the mentees and the mentor to get acquainted with each other and begin to build strong working relationships. Mentees must understand the importance of having good interpersonal skills. One of the most important aspects of the group mentoring process is for the mentor to understand that each mentee has his/her own individual opinions and everybody in the group has right to express himself/herself. Mentees must also realize that each member in the group must work together collaboratively to reach the group's goals. In addition, mentees in group mentoring often become peer mentors to each other.

The ideal number of mentees in a group mentoring is four mentees to one mentor. A mentoring group is established by first selecting mentees with similar goals. For example, one mentoring group may have mentees who are seeking employment in the same field. Another mentoring group might consist of mentees considering entrepreneurial opportunities.

The mentors in both group and pair mentoring will be selected by the co-ordinator who asks mentees to define the features of an ideal mentor. The mentee will e.g. define the following:

- what kind of person would be an ideal mentor for him/her;

- what kind of background and education a mentor should have;

- what kind of support he/she expects to receive from a mentor;

- does he/she have a preference to work with a male or female mentor; and

- would he/she be more comfortable working with an older or a younger mentor, or no preference?

Together as a group, the mentees discuss and define the characteristics of their ideal mentor and communicate this information to the mentor co-ordinator.

Requirements for entrepreneurial mentors are different from requirements for employment mentors. Entrepreneurial mentors must have experience in either starting a new enterprise or working for at least one start up enterprise. It is highly recommended that experienced, successful entrepreneurs or managing directors of entrepreneurial enterprises are mentors for entrepreneurial mentees, and experienced employees and/or managers are mentors for those seeking employment.

In general, mentors must have:

- good interpersonal skills;

- a genuine desire to help and promote their mentees;

- excellent working experience in their field;

- time available to commit for e-Mentoring; and

- a positive attitude towards ICT tools and e-Mentoring in general.

It's recommended that the e-Mentoring process begins with a face-to-face meeting between the mentor and the mentee(s). This enables them to get to know each other better, build confidence, develop their e-mentoring contract, and agree upon the frequency and the method of communication during the mentoring relationship.

In order to succeed in e-Mentoring, there must be a clear understanding between a mentor and a mentee of how to establish and build their mentoring relationship. The mentor and his/her mentee(s) must develop and agree on a mentoring contract. The contract specifies the rules of their mentoring relationship and how they will continue to communicate. It is developed during the first mentoring session which should be a face-to-face meeting or video conferencing.

A mentor and his/her mentee(s) should discuss and agreed upon the following items for the mentoring contract:

- the duration of the e-Mentoring process including starting and ending dates;
- how often they will communicate;
- the length of each e-Mentoring session;
- the e-Mentoring tools that will be used;
- whether online e-Mentoring will be enhanced with other offline methods;
- the rules of communication outside e-Mentoring sessions;
- common rules (*e.g.* structure of e-Mentoring sessions, follow-up of action items, how to brief an absent mentee in group mentoring, etc.)
- the employment goals the mentee wants to achieve or the common goals that mentees in group mentoring want to achieve during the mentoring process;

- common understanding how to work to reach each goal;
- the roles of a mentor and mentee (*e.g.* the mentee will commit to work in order to achieve his/her goals and the mentor will commit to support and guide the mentee);
- mentor will not receive financial or other compensation for e-mentoring;
- all discussions will be held in confidence – advice and guidance are strictly confidential. The confidentiality will continue after the mentoring process concludes;
- the advice, guidance and instructions given by a mentor are normative where the mentee is responsible for all his/her decisions and actions; and
- both the mentor and the mentee follow the progress of the e-Mentoring relationship and are both committed to work with each other.

Once the mentor and the mentee(s) clearly understand and agree on the rules and commitments of e-Mentoring, the relationship will begin. An ideal duration of an online e-Mentoring session is one hour. Mentoring sessions should take place once or twice a month. The recommended time for a successful mentoring relationship is between 6 and 12 months.

One of the most important steps for every mentee is to set up clear and specific goal(s); what they want to achieve during this e-Mentoring process. The goal of a mentee/group of mentees will be the basis for e-Mentoring sessions.

It is recommended to regularly schedule face-to-face networking events between people involved in e-Mentoring process thereby strengthening their involvement and commitment to the process. These events are excellent venues to share and collect e-Mentoring experiences.

In addition, mentors should have their own online meetings where they can discuss and reflect on the process receiving valuable advice and support from each other.

Some groups might have difficulties with e-Mentoring. For example, groups of immigrants, minorities, and those unemployed. Some might not have internet connection at home and may have to participate in e-Mentoring process in public places. Some immigrants may have difficulties in speaking national languages while some minorities may be unable to communicate on certain levels. The organization responsible for e-Mentoring of the above mentioned groups must take their special needs into account. More face-to-face meetings in the beginning of the e-Mentoring process should help these groups benefit from e-mentoring in the long run.

It is recommended to collect feedback (benefits, changes, improvements, etc.) from both mentors and mentees during the middle and end of the e-Mentoring relationship. The co-ordinator should interview both the mentee and the mentor documenting their accomplishments, results, comments, and concerns. At the end each mentee is asked to define did she/he achieve the goal.

In order to continuously find experienced mentors, it is recommended that the organization responsible for the e-Mentoring process establish a network of potential mentors (Mentor Bank). The best mentors will join the network when they feel that the voluntary work they are doing is respected, and they have a real possibility of helping mentees succeed.

The following (e-)Mentoring process is recommended to follow:

1. Selection of an e-Mentoring co-ordinator
2. The co-ordinator interviews and selects mentees
3. The co-ordinator allocates mentees in groups (in group mentoring only)
4. Each mentee will define what kind of mentor he/she would like to have; in group mentoring this will be defined by the group of mentees
5. The co-ordinator selects mentors
6. Training of mentees and mentors for e-Mentoring
7. First meeting of mentees and mentors, e-Mentoring agreement will be made
8. Mentees set goals they want to achieve
9. E-Mentoring process ongoing (1 hour at a time, once or twice a month, total duration 6-12 months)
10. The co-ordinator collects feedback and supports mentees and mentors during the whole e-Mentoring process
11. At the end of the process: future plans and actions of mentees
12. Feedback, evaluation of the e-Mentoring process

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III part

Training of the 3-M Actors (Moderator, Mentor, Mentee) prior to the e-Mentoring starting

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A dynamic mentoring programme recognises the benefits of shared experience and knowledge. Training is an important part of a mentoring programme.

Training for Mentor Moderators (co-ordinators)

Mentor programmes should be supported by an objective co-ordinator, such as a human resources practitioner, dedicated support officer or line manager.

A mentoring programme should be managed by trained co-ordinators.

Training programmes for mentoring co-ordinators should include the following topics:

- Define your project's (or your organisation's) aims and specific client outcomes
- Identify which model of mentoring or befriending is appropriate for your client group
- Identify key roles and responsibilities for effective management of your project
- Establish appropriate referral procedures for your clients
- Put into place rigorous screening, selection and recruitment procedures for volunteers
- Determine what is required to prepare participants for their roles
- Identify the appropriate policies and procedures to safeguard mentors and mentees
- Determine your criteria and processes for matching clients with mentors
- Identify how you will manage relationships that are unsuccessful
- Determine what support is required for mentors and Specify what is meant by supervision and what is involved
- Identify ways to monitor the progress of the relationships and determine if the outcomes are being achieved
- Determine what is meant by evaluation and how it can help to improve your project
- How to assess the suitability of a mentee

Other topics to take into consideration (for ongoing training) are:

- Supervision sessions – types – face-to-face/virtual/group (for mentors/mentees)
- Informal support
- Maintaining the commitment of unmatched mentors
- Formal and informal learning
- Assessment of relationships
- Opportunities for further training for mentors and mentees
- How to conduct a three way supervision

This training is normally carried out through a formal training course with opportunities for online support and self development once training has been undertaken. It would normally follow a set curriculum (course outline), which can be broken down into different modules – e.g. recruitment, training, management.

Training for Mentors

Strong mentor training has many benefits:
- Mentor training should provide mentors with a comprehensive understanding of mentoring.
- It should give volunteers information about the specific mentoring programme including goals, requirements, and guidelines.
- It should provide mentors with information about the mentees they will be working with including their backgrounds, strengths, vulnerabilities, and needs.
- It should cover an introduction to the common issues confronting mentors.
- It should inspire mentors and help them to commit to the process of mentoring and to the mentees.
- It can be used as a screening process to assess suitability of mentors.

Training should begin to form the relationship of guidance and support. It should aim to instil confidence, trust and assurance for the trainee that the program can support him/

her in the mentoring experience.

Robust mentor training helps to set the foundations on which all of these elements can be built. It should prepare, educate, and familiarise mentors with the project (or organisation) and the mentees. It is the first step in the relationship between co-ordinator (moderator) and the mentors. It should establish the source of knowledge, support and guidance. Ongoing support is essential.

Mentor training should focus on the skills and qualities needed to act as a mentor, primarily in the specific context of the project or organisation but also in the community and in a variety of other situations. Training should encourage participants to use mentoring as a learning, development and performance-raising tool and to use a range of techniques to get the best out of the people they mentor. Training can include role playing opportunities, group discussions and exercises are provided to ensure participants are confident in using mentoring skills, tools and techniques by the time they complete the training.

Topics that should be covered by a mentoring programme include :

- What is mentoring? The difference between mentoring and coaching, counselling and training.
- What a mentor is, what a mentor does
- The mentor's role and key interventions. - includes the mentor-participant relationship: getting started how to's and activities, building trust, setting goals, terminating the relationship; enhancing self-esteem, teaching life skills; mentor as resource and role model; appropriate and inappropriate roles for mentors, action planning.
- Communication skills - includes listening skills: active listening, reflective listening; roadblocks to communication.
- Self-assessment
- Learning in a mentoring relationship and different learning styles
- Understanding ethical and cross-cultural issues in mentoring
- Skills and attributes required to be a competent mentor:

- Understanding the relationship and its phases
- Setting and managing expectations: the mentoring agreement
- What happens if the relationship does not work out
- Problem-solving skills
- Values - includes understanding values; values clarification; values differences.
- Boundaries of the mentoring relationship
- Monitoring and reporting mechanisms
- Confidentiality
- The role of the moderator/co-ordinator

Throughout the stages of recruitment and training, a self-selection process will take place, with mentors who feel unable or unwilling to meet the challenges of mentoring deciding to drop out. However, programme staff will also need to carefully assess the suitability of the volunteer mentors at different stages.

Following training a one to one post course interview should be conducted in order to feedback any issues from the training and as a final assessment of suitability.

Training For Mentees

Being a good mentee is critical in order to make the most out of the relationship; to be focused on the objectives and to have realistic expectations. Training of mentees should bridge the gap and to provide useful guidelines for anyone preparing for a mentoring relationship, whether formal or informal.

The dynamic of every mentoring relationship is different as each operates in a different context, influencing the behaviour of mentor / mentee, the process and ultimately the outcome. However, the relationship is about mutual learning and sharing and the responsibility for learning rests firmly with the mentee.

Topics that should be covered in mentee training are:

- What is mentoring
- When/why is mentoring needed?
- What is a mentoring relationship all about? What is a mentor? <u>Why people become mentors</u>?
- <u>what is a mentee?</u> <u>What can you get out of mentoring?</u> What does it take to be a good mentee?
- Your mentors roles and responsibilities - <u>what your mentor will do, what your mentor won't do</u>.
- <u>Your responsibilities as a mentee</u> - <u>things you should do,</u> things you shouldn't do, <u>setting goals</u> , <u>who are you today?</u> <u>Who do you want to be in the future?</u>
- Skills and values
- The mentoring relationship - who is in control? How to get ready to communicate for the first time, how to build a great relationship, how to correspond.
- The first mentoring session
- The mentoring agreement
- Ending the mentoring relationship

Training for mentees can be done in a variety of ways via group sessions one to one inductions and also via on- line training tools – the duration is normally half to one day initially with ongoing support and online information and help facilities. Training on specific topics according to individual mentees needs can also be introduced to enhance the mentoring programme.

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IV part

Supporting of e-Mentoring process by additional self-directed learning materials on employability and entrepreneurship

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To ensure the successful e-Mentoring learning process on employment-related issues (ERIs) it is important to provide the mentee with additional opportunities for self-directed learning on employability and entrepreneurship using different kinds of exercises. It is also very important to ensure that access to these self-directed learning sources are open and free of charge. Thus, the development of the Open Educational Resources (OERs) based on Web 2.0 to enhance mentees' (students and adults) skills and competencies as well as satisfy their learning needs is so critical so they become successfully employed or start new business. OERs are "digitised materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research"[3].

OERs include many different types of digital assets. The content of the OERs should fullfil the mentees' learning needs and will most likely differ among countries since it is closely related to the country's national employment and business legislation. However, there are some common practical exercises available which cover common basic learning outcomes. Each partner's country has extensive expertise using different kinds of practical exercises to enhance learners' employability and entrepreneurial skills and competencies. It is important to share best practices and to select the best exercises for a digital environment which are most appropriate for self-directed learning. The pool of exercises should be comprehensive and consist of a combination of open-ended and closed questions. Open-ended questions allow for self reflection while the closed questions allow immediate evaluation. Additional learning materials will include videos

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[3] Hylén, Jan (2007). Giving Knowledge for Free: The Emergence of Open Educational Resources. Paris, France: OECD Publishing. p. 30. doi:10.1787/9789264032125-en. Retrieved 2010-12-03.

introducing best practices, current results of research, quick tips for finding employment and starting new businesses, etc. could also be included.

Analysis of current mentoring practices in the partner countries shows that mentors use of variety of supplemental training materials to support and enhance the mentoring process and improving the mentees' competencies. Some problems have been identified with collecting these materials and providing them to mentees. Since mentors are usually not professional employability or entrepreneurship consultants, they sometimes have to rely on the support and/or permission from professionals and experts to use supplemental training materials. This process is usally time-consuming for mentors. The use of OERs will support the mentoring process and will increase its effectiveness. Mentors will need to become familiar with the OERs so they can direct their mentees to these resources. Therefore, training the mentors on how to use the OERs on ERI is necessary and ,needs to be included to the mentoring process.

Learning outcomes and learning content for OER on employability:

Learning outcome	Learning content
Ability to self-evaluate my motivation to work	Self-evaluation of my willingness and motivation to work
Ability to understand what kind of job is suitable for me	What I would like to achieve: my career goals. What is the next step?
Ability for active, effective job seeking	Seeking a job and job search skills; Application process; how to write a CV
Ability to properly present myself to a potential employer	Tips for a successful interview
Ability to adapt to new workplace	Successful adaptation into a new workplace
Ability to plan my career development	Planning my career and professional development

Learning outcomes and learning content for OER on entrepreneurship:

Learning outcome	Learning content
Understanding what entrepreneurship is	Entrepreneurship – what is it? Entrepreneurship – is it for me?
Capability and motivation for starting a business	Motivation and capability to develop the entrepreneurship skills
Ability to search for ideas	Learning entry strategies (generating new ideas)
Ability to evaluate the new business opportunities	Analyzing new business opportunities
Ability to effectively lead a new enterprise	Leadership skills and competencies
Ability to access necessary resources	Accessing resources (networks, financial advisors, business advisors, consultants, etc.)

The content of the learning tools library to support mentees on finding employment (for example, how to write a good CV, how to prepare the cover letter, how to prepare for the interview, how to behave during the interview, how to dress for interview etc); content of the learning tools library of the to support mentees who want to start a new business, etc.

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V Part

Advantages and challenges of the e-Mentoring process

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There are both advantages and challenges in e-Mentoring.

E-Mentoring can be done at any place and anywhere where there are ICT tools available. It´s quicker and more flexible compared to traditional face-to-face mentoring. In some cases you can be more open when you´re not so familiar with the other person (mentor or mentee). It can be time management tool as well. E-Mentoring is a great tool for e.g. busy business women and men who have difficulties in time management and it´s easy to make in spite of the distance. It´s easy and natural way of mentoring for youngsters and all those who are used to use ICT. When writing will be used as a communication tool one of the advantages is that mentees can go back in texts and read them again. It´s also a great tool in monitoring a mentee. E-Mentoring might help persons who are not so involved in social life.

Advantages briefly:

1. No need for the meeting place (advantage especially for group mentoring);
2. Time saving method;
3. Flexible time scheduling;
4. Distance is not a problem (time for travelling will be saved);
5. E-mentoring is cheaper;
6. Different and easy way for communicating;
7. Different learning methods are in use: when using writing it´s better for persons who prefer to write; when using net camera it´s better for persons who want to communicate directly;
8. The use of ICT tools enhance one´s skills in them;
9. Social networking of mentors can facilitate their work in e-Mentoring;

10. Technical statistics can be used for monitoring and evaluating the e-Mentoring process;

11. In case a co-ordinator of an e-Mentoring process has enough statistical data of the ongoing mentoring process she/he will have a clear idea what is going on (quality control);

12. Safe: mentoring can be made in places where you are not threatened (in case someone is e.g. living in a dangerous area)

13. Distinguish what things can be delivered in platform and what should be delivered face-to-face.

There are, however, some issues that have to be taken into consideration in e-Mentoring. Many people are isolated already and in some cases e-Mentoring may increase that. E-Mentoring creates a lack of personal contacts (local and international contacts). It may be difficult to be confident at the beginning. Body language, vocal tunes and state of mood might be missing. All people are not so familiar with ICT and they may think it´s dangerous to write on the internet for security reasons. Some people may be afraid of the fact that other persons see his/her writings in the mentoring process. People have different learning methods, different personalities. People have different communications skills also in writing. Clear rules for e-mentoring between a mentor and mentee are extremely important.

Disadvantages briefly:

1. Required equipment for a mentee and a mentor (pc with camera etc.) may be missing.

2. Technical problems with computers may occur.

3. Necessity to agree on communication tools in advance.

4. For some persons it might be easier to speak than write.

5. In some cases e-Mentoring can also be as expensive as face-to-face mentoring.

6. The common language is essential and culture differences may vary, especially in e-mentoring.

7. New type of ethic learning in communication (danger that someone may finish an e-Mentoring session quite quickly if she/he wants to do so).

8. Chance for misunderstanding (you don't see the reaction).

9. Difficult to implement role play.

10. Mentor and mentee might not have good skills in ICT.

11. Special training for mentors to be e-facilitators might be missing.

12. Problems in e-Mentoring may be faced by immigrants (language barriers, culture issues, low ICT skills); for others it could be an advantage (students).

13. For international students who have just arrived to a new country e-mentoring can be used as a supportive action only (HE business mentor at Laurea university of Applied Sciences Finland).

14. Losing the skills to communicate face-to-face (behavior, body language etc.) especially for young people.

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VI Part

Overview of the potential ICT-enhanced learning surroundings for implementing of e-Mentoring

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There are a lot of different tools in internet which were taken in to account while preparing proposal for tools' usage in e-Mentoring project.

Virtual learning environments are quite spread around the world. There are more than 20 different tools for development of self-training e-learning courses. Among others Black board, Atutor, Dokeos could be mentioned, but we would like to recommend Moodle, for several reasons. First of all Moodle is free of charge. That is quite big advantage, but not the only one. Moodle is wide spread and it has very good support which is provided by Moodle users. Worldwide forums can answer a lot of questions and online users can help solve problems.

It is also modular system. It means, this system can be personalised according to user needs. Administrators just have to find and install needed plugin or extension. And the most valuable feature is, that Moodle includes a constructivist and social constructionist approach to education, emphasizing that learners (and not just teachers) can contribute to the educational experience. Moodle supports an outcomes-oriented learning environment.

Communication is also proposed to be organised using this VLE, because it has the main tools that everyone needs. It has chat, forums and video conferencing possibilities.

When thinking about storage of learning outcomes, portfolio idea was backed by many scientists (Tereseviciene, Barrett, Niguidul, other). Therefore it was decided to propose a electronic portfolio tool. Moodle also has electronic portfolio possibility, but this time external tool was decided to propose for better functionality and better accessibility for external users.

When learning process is backed up by technologies especially if there are several different tools are used, students and teachers get lost and not use one or another tool. To solve this problem we propose to use personal learning environment where everyone could organise their tools and

open education resources. According to Harmelen (2006)[4] it helps learners to take control of and manage their own learning. This includes managing both content and process, communicate with others in the process of learning, and thereby achieve learning goals. PLE's are made using blogs, wiki spaces etc. But it should be very convenient and easy to set up. Therefore we suggest quite user friendly tool which is also free of charge.

For development of self training e-learning courses, which could be used as open education recourses, virtual learning environment "Moodle" can be used. Moodle is a software package for producing Internet-based courses and web sites. It promotes social constructionist pedagogy (collaboration, activities, critical reflection, etc). For Moodle the following features are characteristic:

- Simple, lightweight, efficient, compatible, low-tech browser interface

- Typically, a teacher has full control over all settings for a course.

- Flexible array of course activities - Forums, Quizzes, Glossaries, Resources, Choices, Surveys, Assignments, Chats, Workshops.

- Teacher(s) and learners can be placed in one or more groups

- Recent changes to the course since the last login can be displayed on the course home page

- Copies of forum posts, teacher feedback etc can be mailed in HTML or plain text. Users can set a preference for daily emails in their profile.

Moodle has many features that help teacher to activate student and student to be active in learning process. One of the newest features tested by Vytautas Magnus University, Moodle integration with video conferencing system Big Blue Button could be mentioned.

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[4] van Harmelen, M. 2006. Personal Learning Environments, Sixth International Conference on Advanced Learning Technologies // Conference Proceedings of the Sixth International Conference on Advanced Learning Technologies (ICALT'06).
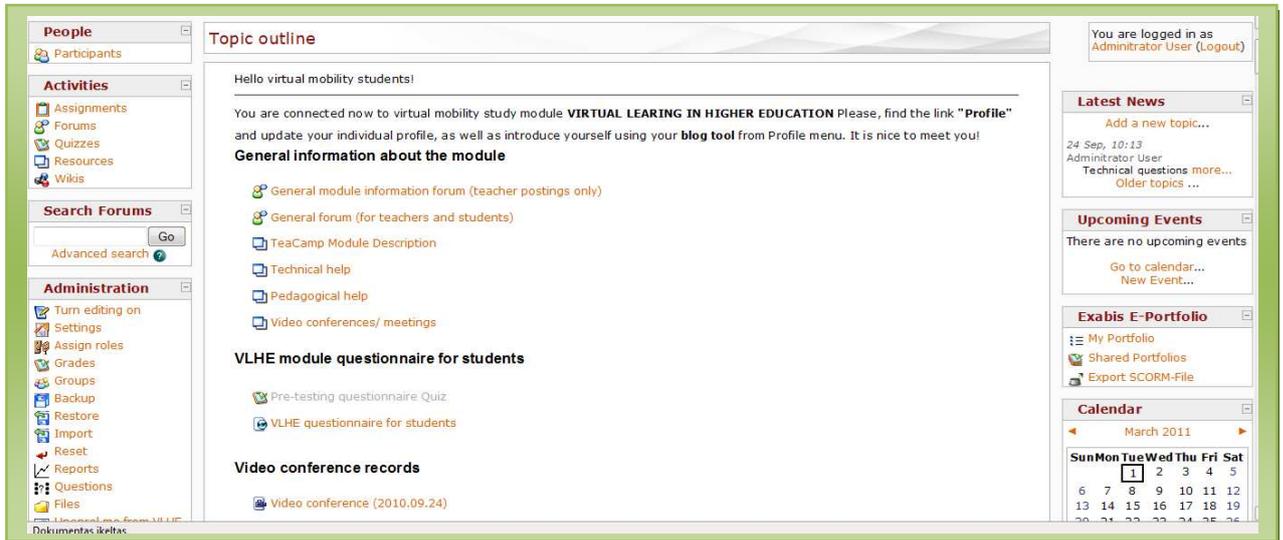
Fig. 1. Example of working *Moodle*

Moodle use without password for developing the self-directed learning materials for 3-M actors is not recommended, because of possible unethical actions by other internet users. Password gives the possibility to develop learning content safely and at the end, when learning materials are developed, it could be opened to public use. Moodle gives this possibility; therefore there is no need for new tool.

Collection of study results during menoring process is very important. Therefore study result, competency proof, increases employability of students. For this purpose teachers can use electronic portfolio "Mahara".

E.portfolio gives the possibilities to:

- Accumulate study result, competency proof,
- have personal résumé,
- to write a personal blog and publish it or leave it not accessible in public,
- create one or multiple groups,
- share documents with friends, teachers, lecturers,
- stay in touch and communicate with your friends,
- if employer needs, students can direct him to your portfolio.

Fig. 2. Example of working *e.portfolio*

Moodle is very good for development of self training e-learning courses and management of study process. But to keep track on mentoring documents, discuss and share it among mentors another tool could be suggested. It is a collaboration environment called "ELGG".

If you need to collaborate, communicate, share and comment on files, links or articles, this tool this tool can be used.

It is very useful tool that gives possibilities for teachers and learners to:

- Create groups,
- Invite others to join your group,
- To discuss files or links or bookmarks in groups,
- Attach documents to your discussions in the groups,
- To write feedback on your documents,
- Bookmark your favourite links,
- Add your publications to this environment. Make it personal or public,
- Share photos.

Fig. 3. Example of working *ELGG*

This tool is also a social networking tool which could be used in this project if there is a necessity for collaborative discussion.

More and more tools are used during learning process and in everyday life. Learners are more and more responsible for their learning which becomes more self-directed. So learner (and teacher) could accumulate all learning resources and tools in one place, space for self directed learning where teacher and students could accumulate their open education resources could be used. Such a space is called personal learning environment. Open personal learning environment which could be suggested to use in this project is called "Symbaloo".

It is a space where:

- Every learner (or mentee in the project) can put his/her favourite links to web2.0 tools and learning recourses.

- It gives the possibility to change links at any time.
- Learners can have as many tabs in the same environment as they want. For example some tools and links for university, another for extracurricular work.
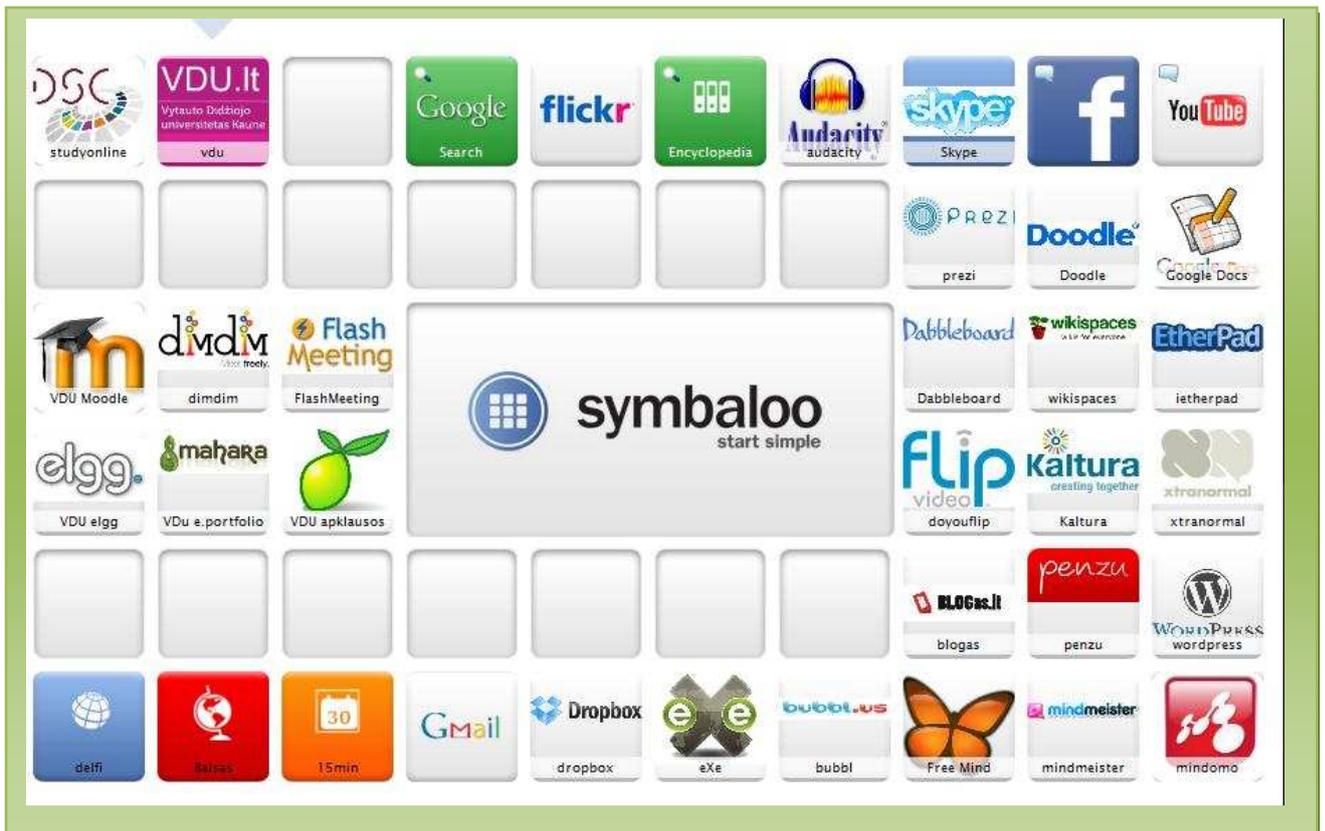

Fig. 4. Example of working PLE

For development of common project's web-site www.e-mentoring.eu Drupal content management system (http://www.drupal.com/) could be suggest. Drupal can be used to build everything from personal blogs to enterprise applications. A lot of add-on modules and designs give possibility to build quite convenient web-pages.

Another good thing is, that Drupal is flexible, robust and constantly being improved by hundreds of thousands of people from all over the world. So, the answer of nearly every issue concerning Drupal usage can be found on Internet.

For communication there are several tools that could be used. One of them is widely spread Skype tool. This tool enables to work in chat, video, phone modes.

On the other hand If this project will use Moodle VLE no outside tool is required, because Moodle gives the possibility to use chat (asynchronous communication), Forums (synchronous communication) and Big blue button for video conferencing (Fig. 5).
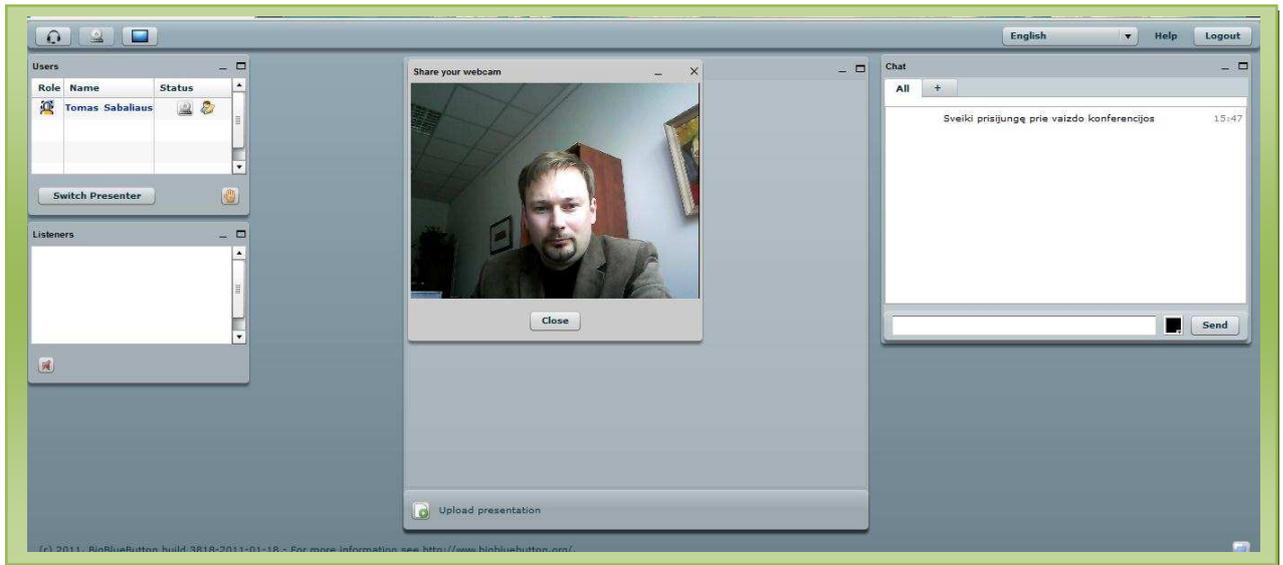

Fig. 5. Video conferencing using *Big blue button* tool

This tool has a number of possibilities:

- Chat window
- Video screen
- Presentation mode where teacher can upload PowerPoint slides and show them to students.
- PC screen sharing possibility where teacher can share his PC screen with students and show them picture, table etc.

This tool is not in default Moodle configuration, therefore it needs to be installed separately upon project partners request.

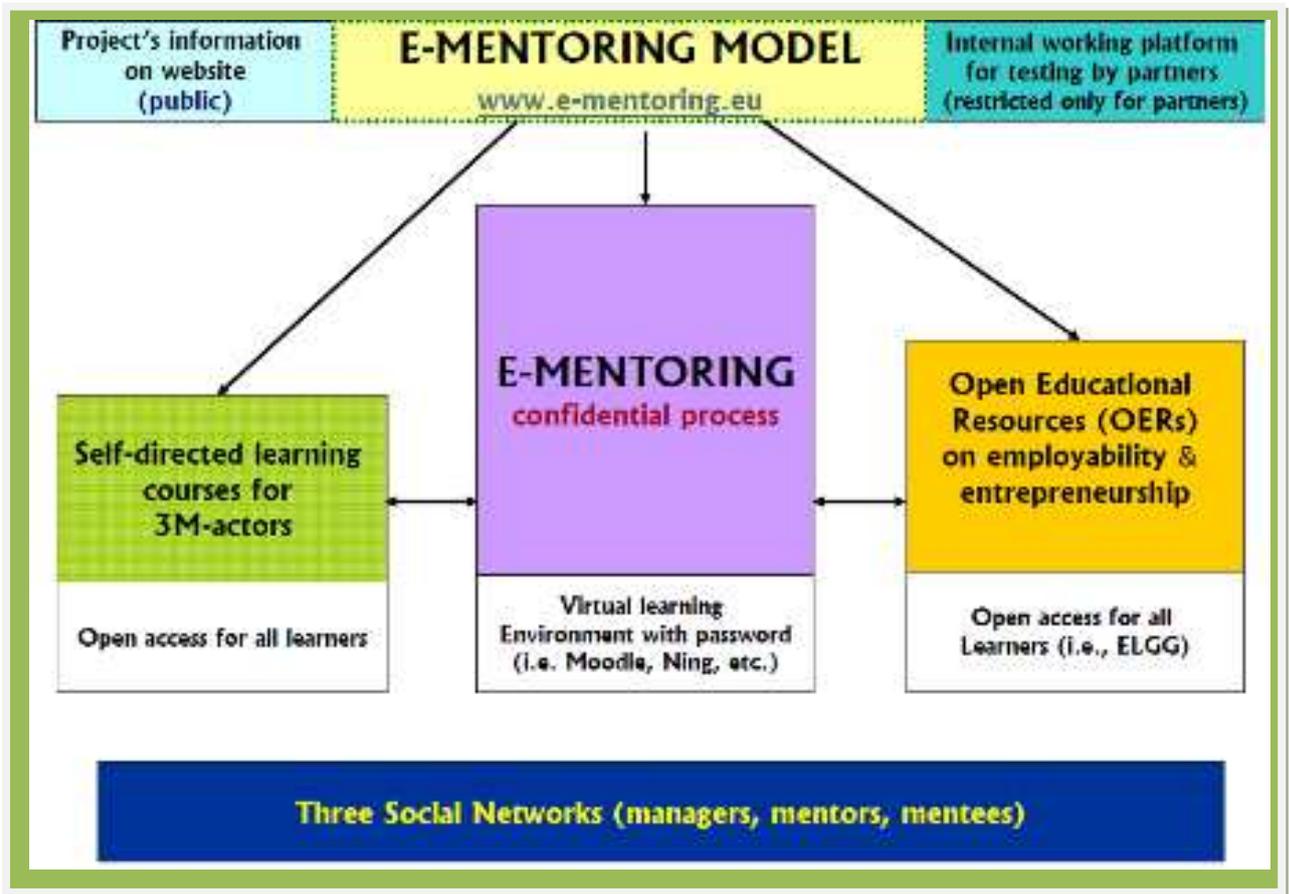The partnership has developed the model of e-Mentoring process as following (Fig. 6).

Fig. 6. The shemme of e-Mentoring process

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VII Part

Recommendation for the developing of the e-Mentoring model on ERI for the students in HE, VET and adults

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The partnership has developed the following Recommendations for e-Mentoring process

- It is suggested to use the blended learning approach to ensure the combination of face-to-face meeting and e-mentoring via e-Platform.
- E-Platform has to ensure the secure communication between mentor and mentees.
- Both group mentoring and pair mentoring have to be ensured via e-platform.
- The role of the mentor as an e-facilitators has to be clearly defined and ensured by the ICT tools.
- The OERs on employability and entrepreneurship have to be adapted to the national context. Thus, the OERs content in each national library will be slightly different.
- To ensure the effective use of the developed OERs on ERI, mentor training has to be included in the mentoring process.
- Training on using ICT tools for e-Mentoring should be organized prior the mentoring process. Special attention has to be paid for the disadvantaged group of mentees and adults who are not used to use ICT tools (not to 'stress' them with the e-mentoring process).
- Training has to include a theme how to behave in e-mentoring process (how to write, how to speak) as well to encourage mentees and mentors to have right attitudes in e-mentoring (the more open you´re the more you´ll get in the process).
- It is necessary to equip disadvantaged mentees with special technical equipment for e-mentoring process (with the possibility to organize the SKYPE conferences, to give them the possibility to use the body language, paintings, express their minds in oral type-not to much writing in the language which they probably do not know well);
- A special training for mentors to become the e-mentors-facilitators is essential in the beginning of the mentoring process.
- It is suggested to support both mentors and mentees the whole time of e-Mentoring.
- It would be very useful instructions for using ICT tools for starting e-Mentoring process in paper version.