



## “REVERSE MENTORING FOR IMPROVING E-SKILLS ADULTS FOR DIGITAL COMPETENCES”

### MENTORING CHANGE

Erasmus+ Programme KA210-ADU Small –scale partnerships in adult education

### ACTIVITY: 3

### ADULT-SHORT-TERM STAFF TRAINING EVENTS

### TEMPLATES

**This template is part as deliverable of activity 3**





**AS PART OF ACTIVITY 3, TEMPLATES HAVE BEEN DEVELOPED TO ASSIST IN THE PERFORMANCE OF THE ACTIVITY AND ITS EVALUATION WITH FEEDBACK.**

**1. SELECTION POTENTIAL CANDIDATES**

**POTENTIAL CANDIDATES TO PARTICIPATE IN FOCUSED MENTORING**

**Name & Surname:**

**Date:** \_\_\_ / \_\_\_ / \_\_\_\_\_

Please, answer the following questions.

**What is your email?**

**What is your LinkedIn URL?**

**Would you like to be a mentor/mentee?**

**What is your current role at work?**

**What are your greatest strengths?**



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In what areas would you like to develop?

What is the first thing you would like to gather from this mentorship?

How would you describe yourself?

What are some of the challenges you are currently experiencing and trying to overcome in your job?

What does mentoring mean to you?

**Instructions: Mark with an X your level of knowledge and skills in the following areas:**  
(1-none, 2-basic, 3-medium, 4-advanced, 5-expert)

DIGITAL COMPETENCES	1	2	3	4	5
Digital Competence 1:					
Digital Competence 2:					
Digital Competence 3:					



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DIGITAL TOOLS	1	2	3	4	5
Digital tool 1:					
Digital tool 2:					
Digital tool 3:					
Digital tool 4:					

## 2. ESTABLISHING THE OBJECTIVES OF THE MENTORING

FRAMEWORK FOR ESTABLISHING MENTORING OBJECTIVES	
Session number:	Date: ___/___/_____
Name of the mentee:	
GENERAL OBJECTIVE OF THE FOCUSED MENTORING PROCESS:	
1. DEFINE YOUR GOALS:	
a) In 5 minutes write your objectives (in coordination with the general objectives of the institution where you work):	

b) Examine, select and prioritize the objectives that you want to formalize:

## 2. SMART objectives (Specific, Measurable, Achievable, Relevant and Temporary)

(in case of doubt, the objectives can be contrasted with the coordinator of the activity)

S	
M	
A	
R	
T	

## 3. CREATE THREE PHASES FOR EACH OBJECTIVE

a) **Phase 1:** The goal here is simply to take a step. Make it very easy to achieve.

Examples: Register for two networking events; download a smartphone app.

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**b) Phase 2:** Provide the "development" of the goal. The main action phase.  
Examples: A meeting with the two executives; use the app for 10 minutes every day.

**c) Phase 3:** Make it familiar. Make it a habit.  
Examples: Email people you met and get feedback from networking events; keep a new app usage habit.



### 3. MENTORING CONTROL

MENTORING WORKSHEET <sup>1</sup>	
Session number:	Date: ___ / ___ / ____
Mentee's name:	
Mentor's name:	
Has the welcome been made at the beginning of the session? Yes / No	
Has the relationship been reviewed? Yes / No	
Define the SMART Goal <sup>2</sup> of the session:	
S	
M	
A	

<sup>1</sup> Based on: CVETNET (2021). *Reverse Mentoring Guide for Trainers*. (pp. 14-16). Online resource available at: <https://www.cvetnet.com/sites/default/files/inline-files/CVETNET%20Reverse%20mentoring%20Guide%20for%20Trainers.pdf>

<sup>2</sup> SMART (Specific, Measurable, Achievable, Relevant and Temporary)

R	
T	
What activities has the mentor proposed to the mentee?	
What recommendations has the mentor given to the mentee?	





List of mentee's learning outcomes:

Commitments of the mentee before the start of the next session:

What aspects of the relationship maintained during the session would you like to emphasize?



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Elements of improvement in the process:

Other comments:

<sup>1</sup> Based on: CVETNET (2021). *Reverse Mentoring Guide for Trainers*. (pp. 14-16). Online resource available at: <https://www.cvetnet.com/sites/default/files/inline-files/CVETNET%20Reverse%20mentoring%20Guide%20for%20Trainers.pdf>

<sup>1</sup> SMART (Specific, Measurable, Achievable, Relevant and Temporary)



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The web project is: <https://mentoringchange.eu/>

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Type: Small scale adult Strategic Partnerships  
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