parent'r'us

Self-Assessment Tool for Mentors' Managers

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1. About PARENT'R'US project

School Parent Involvement to Increase Student Achievement (PARENT'R'US) project is a 3-year project funded by the Erasmus+ Programme of the European Union and establish a partnership of 8 non-profit organizations from across Europe. PARENT'R'US project aims to use a holistic model/approach in order to connect family, school and community related factors. The main target of the project are families and children in disadvantaged situations.

The project foresees the creation of a mentoring course targeting parents, teachers, key-community educators.

Within PARENT'R'US model there are three main roles:

- Mentors managers (that will be mainly teachers, social workers, psychologists, etc);

- Mentors (that will be parents more involved in their children's academic achievement and well-being at school, and key-community educators) and other figure of reference from the child's life);

- Mentees (disadvantaged parent not or less involved in their children's academic achievement and well-being at school).

The partnership will deliver the activities foreseen based on the concept of mentoring as a developmentally oriented relationship between a less experienced individual (mentee) and a more experienced individual - the mentor (Jacobi, 1991; Kram, 1985; Rhodes, 2005). It is a unique, idiosyncratic relationship marked by an emotional bond between mentor and mentee, where the mentor offers guidance and new learning opportunities to the mentee (DuBois & Karcher, 2005; Eby, Rhodes, & Allen, 2007). A mentoring relationship is also a form of providing a safe environment for self-exploration, reflection, and self-expression to all the actors on the process.

PARENT'R'US project goals are:

a. Develop innovative and multidisciplinary approaches to empower parental engagement building on lessons learned from MOMIE, MEGAN and MPATH projects in the field of mentoring and the Includ-ED, FamilyEduNet & ELICIT + projects in the field of parental engagement, student participation & their active citizenship aspects;

b. Identify the suitable profile & competences needed to support or perform mentoring programs within schools, parent associations &/or local associations;

c. Design a mentoring model to improve parental skills, namely with parents less or not engaged in their children's schooling life;

d. Design a mentoring model to improve teacher competences in parents' engagement & empowerment on their children's schooling life;

e. Deliver a parenthood mentoring awareness toolkit to parents, schools, supervisory/financing organization of the school & community organizations.

2. Introduction

The PARENT'R'US project focuses on:

I.   Empowerment of disadvantaged parents, in order to facilitate parental involvement in their children's schooling.

II.   To enhance the relationship between families from disadvantaged areas and school and community stakeholders.

For this reason, as for intellectual outputs, PARENT'R'US aims to develop:

IO1.   Systematic evidence review on Mentoring Models to engage disadvantaged parents' in their children schooling

IO2.   Self-Assessment Tool for Mentors' Managers

IO3.   Self-Assessment Tool for Mentors

IO4.   Mentoring to Parents Engagement: the course to train the Managers

IO5.   Mentoring to Parents Engagement: the course to train the Mentors

IO6.   Mentoring Model for parents' engagement at child schooling life

IO7.   School Parent Engagement Awareness Toolkit

The purpose of the Intellectual Output 2 (IO2) appraisal tool is to offer to the mentors' managers **a tool to help them assess themselves**. Is important to highlight that *a self-assessment is not a test*: it is a way they can learn about themselves as a mentor manager - their ability, knowledge and competences to manage a mentoring programme.

The Self-Assessment Tool for Mentors' Managers includes key skills, correspondent indicators and a tool suitable to manage the mentors' skills development, to adopt the training to the managers' gaps/needs and to guide the mentoring programme progression. This is in a form of a blueprint to recruit, match, train and self-improve the mentors' managers.

The self-improvement is achieved through an online tool which allows an ongoing self-assessment providing not only the opportunity for mentors' managers to compare their starting point, but also to understand the outcomes of training and experience in managing and supervising mentoring processes.

3. Methodology

According to MOMIE, MEGAN and MPATH findings, there are several competences that a mentors' manager should have to be a successful manager and achieve the desired goals, both for mentees and for the mentoring programme. Thus, we focused on the competences which are identified on these projects and which have been discovered throughout two different evaluation processes.

The competences identified are also based on the Report from IO1 which refers to the evidence review on Mentoring Models to engage disadvantaged parents in their children schooling. The aim of this paper is to set out the type of competences a mentor should have in order to facilitate the further development of the mentees.

The structure of the framework was built taking into consideration the recommendations from CEDEFOP, the European Centre for the Development of Vocational Training. In this sense, mentors' manager should build a body of competences to perform certain tasks successfully. We adopt the definition of "competence" as a set of knowledge, skills and attitudes needed for carrying out an activity: «ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development)» (CEDEFOP, 2008, p. 47).

Having this in consideration, we have identified **10 core competences for mentors' managers**:

Communication	Resilience	Group Management	Conflict Management
Child Development Awareness	Parental Engagement	Emotional Intelligence	Mentoring Delivery
	Ecological / Sistemic Awareness	Continuous Learning and Self-development	

Each competence is defined according to its scope and to what it embraces in a mentor managers' role. For each competence, and according to European framework, there is a «list of related 'essential knowledge, skills and attitudes'» (Halász & Michel, 2011, p. 293).

For the assessment of competences, we defined a self-assessment tool, which is four-choice item type and presents a list of pair sentences requiring for individuals to choose one of them, depending on how they think or act. Each pair of sentences translates different descriptors and can be scored reverse. The final score is shown on a radar graphic, showing the score in each competence. Thus, it is possible to identify which competences need further development. Please see Annex 1 for quotation information.

4. Profile of Mentors' Manager

The following pages present the list of competences, their definitions and the key behavioural descriptors (knowledge, skills and attitudes). In each descriptor, it is identified the respective question of the self-assessment, as the following example:

Key behavioural indicators	
	Connection between how we think and how we feel (33)
	Intern and extern locus of control (25, 29)
	Strategies to help others finding alternative/positive thoughts (44)
	Thought traps and how to overcome them (27, 33, 48)
Knowledge	Steps to solve a problem (43, 44, 48)

COMMUNICATION

Communication is a process of interaction between individuals in which an emitter exchange information with a receiver. The desire goal of any communication process is understanding. For this to happen there's a lot to have in consideration when communicating: 1) verbal and nonverbal communication (voice tone, face expressions, gestures, body language, eye contact, dressing); 2) oral and written communication; 3) communication barriers.

Therefore, as a Mentor Manager, individuals should have knowledge about and be able:

- to exchange ideas, feelings or experiences, both in verbal and non-verbal;
- to communicate clearly and assertively in order to have an efficient communication, in which the message is correctly understood;
- to use active listening skills and show empathy
- support mentee parents in their communication with school
- support managing conflict between parents and school

They need to be physically present and available for Mentors in the place of mentoring. They have to have previous experience in management and a strong local knowledge on both the community and physical environment.

Key behavioural descriptors	
Knowledge	How communication process works
	Understand the impact of cultural differences on communication
	Child rights and parents' rights
	School systems and existing regulations in them
	Regular and successful home-school communication tools
	Different communication styles
	Importance of verbal and nonverbal communication
	Barriers to communication and how to overcome them
Skills	Using different language registers
	Conflict management between mentor and mentee
	Mediation
	Communication with authorities and the school as an institution
	Organisational
	Leadership
	Matchmaking
	Supervisory
	Flexibility

	Conflict management
	Awareness of their own nonverbal communication
	Check if the message is understood
	Listens actively
	Shows empathy
	Understands nonverbal communication
	Helping others formulate their messages
	Change management
	Adapts the way he speaks to the person who is listening
Attitudes	Empathy

RESILIENCE

Resilience is the ability to develop positive mechanisms of adaptation, to deal with problems, overcome obstacles and resist the pressure, in the presence of adverse factors/situations. According to research, it involves dynamic processes fostering positive adaptation in the context of significant adversity (Masten, A., 2011; Meichenbaum, D., 2017; Ciccheti & Blender, 2006; Rutter, M., 2006) is an ability necessary for the development of healthy, adaptable young people and future adults. Rather than letting failure overcome them and drain their resolve, resilient find a way to rise from the hard times. Some of the factors that make someone resilient are a positive attitude, optimism, the ability to regulate emotions, and the ability to see failure as a form of helpful feedback (Cyrulnik,B., 2005) Being resilient does not mean that a person doesn't experience difficulty or distress. Emotional pain and sadness are common in people who have suffered major adversity or trauma in their lives. In fact, the road to resilience is likely to involve considerable emotional distress.

Educational resilience is the ability of children to succeed academically despite risk factors that hinder their success (Bryan, J 2005; Benard, 1991). within the Parent'R'Us framework, resilience is a crucial point in the fulfilment of the mentoring model, both for the coordinator, mentor's and the mentee. In this case the mentor' manager is aware of own potentialities and resources and tries to actively overcome a traumatic situation, being persistent, flexible and motivated, with high levels of self-esteem and self-assurance. Resilience is associated with Emotion Management, Empathy, Optimism, Causal Analysis, Self-Efficiency and Proximity to People.

Key behavioural descriptors	
Knowledge	Connection between how we think and how we feel
	Intern and extern locus of control
	Strategies to help others finding alternative/positive thoughts
	Awareness and understanding of verbal (tone of voice, choice and flow of words) and nonverbal (eye contact, body language) cues that show that change is possible
	Positive coping strategies
Skills	Anticipates problems or situations
	Looks at things objectively
	Accepts constructive criticism
	Recognises and self regulates his emotions
	Asks for help in the appropriate moments
	Able to work autonomously
	Directs the discussion from problem to solution
	Talks and shares about emotions and/or situations
Attitudes	Perseverance
	Optimism
	Proactiveness

	Critical thinking
	Self-efficiency

GROUP MANAGEMENT

The group is a social unity, an assembly of individuals, more or less structured, with common interests and goals, and whose elements interact and establish relationships between each other.

Mentor must be able to interact with a group of mentees (whenever is necessary) and use appropriate group dynamics, which allow observing behaviours, attitudes and knowledge, being a powerful tool to achieve goals.

Group dynamic works, above all, as a democratization process: it leads individuals to participate actively, to take responsibilities and to develop entrepreneurship. It also contributes for formation and, above all, to express logical, objective and coherent ideas.

Key behavioural descriptors	
Knowledge	Group dynamics: roles in the group (the aggressor, the joker, the negator, the withdrawer, recognition seeker)
	Different leadership styles
	Different strategies to keep the group motivated (dynamic sessions, individual/group tasks, etc)
	Benefits of working with a group as well as its challenges
	Understands his own role in the group
	Conditions/ rules necessary to make the group work effectively
Skills	Mediates communication pathways within the group
	Creates a comfortable environment where the group feels free to express opinions and feelings
	Manages different people, different attitudes and opinions
	Capable of keeping the group motivated
	Changes his style to adapt to the group dynamics
Attitudes	Leadership
	Creativity
	Dynamism
	Easiness dealing with people
	Confidence

CONFLICT MANAGEMENT

Conflict is a process between individuals or groups which generates tension caused by a difference of perspectives and/or a negative feeling. Conflict can be destructive, leading to development of negative feelings to spending energy on conflict that could be better spent elsewhere. It can also deepen differences, and lead groups to polarise into either/or positions. However, well-managed conflict can be constructive, releasing emotion and stress, resolving tension, especially if used as an opportunity to increase understanding and find a way forward together out of the conflict situation.

Mentor knows different strategies to resolve conflicts - from avoidance, accommodation and domination, to commitment and cooperation. Mentor must diagnose the origin of conflict as the first step to its resolution and apply a factual approach. Mentor should listen to the other and pay attention not only to the content of the message, but also to the feelings and emotions implicated in it. Actively listening is one of the most suitable ways in the negotiation of conflicts and always implicates empathy and a comprehension of the other point of view, pondering every possible solution. Mentor should also develop a good stress management.

As well, Mentor Manager should also apply the same strategies whenever a conflict situation occurs between mentor and mentee, between mentors or other stakeholders of the process.

Key behavioural descriptors	
Knowledge	Strategies to deal with conflicts
	Stress management techniques
	Different levels on which conflict may occur (intrapersonal, interpersonal, intragroup, intra-organisational, intergroup and inter-organisational).
	Different causes/sources of conflict (relationship, different perspectives of children learning, no clarification about the roles)
	Conflict as something positive to promote development
	Negotiation skills
Skills	Accepts different people, opinions and situations
	Attentively observes and listens
	Identifies feelings and emotions involved in a conflict
	Stays calm and neutral in a conflict situation
	Anticipates the conflict, be able to focus on factual information, instead of getting influence by emotions
	Helps other people to solve a conflict situation
	Self regulates emotions
Attitudes	Calmness
	Assertiveness
	Self-confidence
	Self-efficacy

	Impartiality
	Collaboration

CHILD DEVELOPMENT AWARENESS

For successful parental engagement aiming at children's learning adults must be aware of basics in child development.

Key behavioural descriptors	
Knowledge	Brain development
	Cognitive development
	Understanding the impact of stress and trauma on child development
	Socio-cultural development Learning methods
Skills	Planning learning support according to development needs
	Identifies the stages of change
Attitudes	Person centred
	Change sensitive

PARENTAL ENGAGEMENT

Parental engagement is a joint activity of school and home to create means, methods, tools and opportunities for parents, teachers, children, other family members and community players for communicating in an open and democratic way with learning in the centre. (Goodall 2018.) Mentor managers not only play a role in enhancing collaboration between parents and school, but also in facilitating the necessary changes in school and supporting the training, empowerment, mentoring and coaching of teachers and school leaders for this.

Key behavioural descriptors	
Knowledge	Participatory and democratic processes
	Understanding how schools work
	Understanding the difference between parental involvement and parental engagement
	Child rights and parents' rights
	Innovative home-school links that work
	Power dynamics within systems
Skills	Creativity
	Facilitating schools changing
	Trust-building
	Facilitation
	Problem-solving
	Motivating others
	Supporting empowerment
	Flexibility
	Facilitating inclusive communities
Attitudes	Inclusive
	Creative
	Open- minded
	Change-oriented
	Proactive
	Respectful

EMOTIONAL INTELLIGENCE

Emotional intelligence is defined as "the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (Mayer, Salovey, & Sluyter, 1997, p.7)

Parents are key factors in fostering the development of emotional intelligence in their children. Therefore, being aware of the parenting styles it is a crucial element for all mentors and coordinators.

Parenting style is most often used to broadly describe how parents interact with their children. There are four major parenting styles: Authoritarian, authoritative, permissive and neglectful (Baumrind, D., 1966; Maccoby & Martin, 1983) Parenting styles are defined by collections of attitudes and behaviours expressed to children by their parents (Darling & Steinberg, 1993). these styles are based on the degree of control and responsiveness demanded by the parent (based on his/her beliefs)

Emotional Intelligent Mentoring is "is an intense, mutually beneficial developmental relationship between a mentor and protégé that depends upon and expands emotional and social skills in ways that inform thought and action, benefit the self and others, and result in career learning and advancement" (Opengart & Bierema, 2015, p.243)

The concept of emotional intelligence emphasizes four dimensions: self-awareness, self-management, social awareness and social/relationship management (Goleman et al., 2013). These are all considered to be important dimensions in mentoring, supervision and leadership.

Key behavioural descriptors	
Knowledge	Mindfulness (reflect on the day, event, person)
	Self-management
	Aware of personal emotional triggers
	Social problem solving
	Peer-related social issues
	Positive emotions
	Ethnic and cultural differences
	Relationship management
Skills	Perceives and understands emotions
	Re-frames perceptions of self
	Empathetic
	Introspects
	Manages and regulates emotions (coping skills)
	Accepts emotional display
	Celebrates positive emotions
	Responds to child's needs
	Solves problems

Attitudes	Self- awareness
	Self-management
	Assertiveness
	Self-motivation
	Social awareness

MENTORING DELIVERY

Mentoring is a process in which an individual who has overcome a certain situation in his life trajectory (professionally, personally or socially) and has acquired skills and knowledge that have made it possible for him to obtain a recognized success path, seeks to share this knowledge and skills with another person who is in a vulnerable position.

Mentor's mission aims at helping mentees to build their confidence, giving encouragement and positively reinforcing progress. Mentor must boost mentees to take own decisions.

As so, mentor must be emotionally "ready" to support another person and be able to form an effective bond with the mentee, assuring confidentiality and providing authentic advice and nurturing.

Mentors' Manager must give adequate support for a mentoring scheme, assuring confidentiality and providing authentic advice to mentor. He/she must have clear knowledge on the scope and limitations of the mentor's role, helping establish clear boundaries and limits in the mentor-mentee relationship. For delivering a mentoring project, a Mentors' Manager should be recognized as a leader and be able to interact and cooperate with various organisations/ partners within the educational system/ setting.

Key behavioural descriptors	
Knowledge	Factors which helps creating a safe connection
	Concept of mentoring and the role of mentor mentors' manager
	Mentoring process, styles and tools
	Settle realistic and attainable goals (e.g. SMART goals)
	Motivational strategies
	Difference between supporting and directing someone
	Importance of the relationship in the mentoring process
	Awareness of cultural differences and how it can affect relationships
	Administration of mentoring programmes (eg recruitment, selection, initial training and ongoing support, …)
	Methods for exchanging experiences and building strategies (eg supervision, intervision, case studies, …)
	Evaluation and assessment methods and tools
Skills	Creates a comfortable environment for sharing information
	Establishes a positive and secure relationship
	Recognises progress
	Sets clear limits that allow a safe connection and relationship
	Challenges line of thought
	Respects fears and vulnerabilities
	Focus on achievements of others

	Uses initiative and sound judgement to problem solving
	Promotes autonomy and self-efficacy
	Contacts and develops close relationships with mentors for matching purposes
	Administrates mentors' activity and acts upon any hard situation
	Generates discussion and learning amongst mentors
	Sets indicators to assess the progress
	Contributes for the continuous monitoring and evaluation of the mentoring process
	Liaises with the Mentoring Team for the development and evaluation of the mentoring programme/ service
Attitudes	Attentiveness to questions and problems
	Acceptance
	Non-judgemental
	Confidentiality
	Reliability
	Customer-focused

ECOLOGICAL / SISTEMIC AWARENESS

The ecological/ systemic model defends that people live, interact and thus are influenced by different contexts of their lives, since they were babies (Bronfenbrenner, 1994).

A mentor should be aware of this interaction between people and different contexts, acknowledging the diversity of interrelated influences of the contexts in people lives and development on the person development. This awareness can sensitize the mentor to some reactions, ways of thinking and barriers of the mentee.

Mentoring is a powerful reintegration process. For this intervention, mentor deals with complex situations and must establish a safe environment in order to achieve goals, both in goal-oriented and open-ended mentoring styles.

Mentor must be able to mobilize inner skills to address mentee's emotional and practical needs and to provide support to mentee. Mentor should transmit learning and knowledge, sharing skills, techniques and experiences, making it suitable to the specific reality of each mentee. Also, mentor should be fully integrated in the community and have a profound knowledge about the cultural, values and goals of the community. Having basic knowledge about human resources and recruitment is useful, in the way that it can enable the mentor to make the integration in the school community easier for the mentee.

As mentoring is a hard-taking experience which brings personal factors into place, mentor should be able to deal properly with failure and tackle complex barriers.

Key behavioural descriptors	
Knowledge	Ecological / Systemic approach to individual's development
	Influence of different contexts in the individual
	Human resources, recruitment and welcoming new parents
	Concept of education
	Assessment techniques
	Setting priorities
	Organisational culture, values and goals
	Importance of the educational context in people's life
Skills	Assesses/ Analyses the contexts which influence the mentee the most
	Sees beyond what the mentee says
	Promotes a positive school environment
	Promotes education as a positive influence to mentee's life
	Respects mentee's perspective and experiences
	Recognises mentees' resources, strengths and weaknesses and work to develop them
	Recognises barriers to educational involvement and to school retention
	Able to set goals and to help the mentee set goals
	Copes with demanding situations

	Deals with failure
	Motivates and encourages the mentee
	Able to promote education related competences
	Sees the person as a whole, who exists and moves in several contexts which affect her life
Attitudes	Respectfulness
	Understanding
	Acceptance
	Motivation
	Availability
	Patience
	Attentiveness

CONTINUOUS LEARNING AND SELF-DEVELOPMENT

In order to be proficient, mentor must enrol in continuous skills development and engage in advanced training to develop specialized skills. Thus, mentor should be self-reflective and able to evaluate own practice and methods, being available and open to reformulate mentoring processes and strategies. Mentor must recognize when and in which situations he must search for support, endorsement or additional training. Also, it requires that mentor presents progress and results reports to the coordination team, being responsible for decision making and tasks.

Key behavioural descriptors	
Knowledge	Where to find and apply for training to develop his skills
	Awareness of his own strengths and weaknesses
	Awareness of the importance of self-development, life-long learning
Skills	Auto analyses himself
	Thinks critically about his own performance
	Recognizes and takes responsibility for his own decisions/mistakes
	Understands his own resources and weaknesses and works towards his development
	Solicits and acts on feedback
Attitudes	Self-awareness and self-reflection
	Motivation to learn and grow
	Proactiveness
	Curiosity

5. Self-Assessment Questionnaire

In this questionnaire we ask you to tell us with which sentence do you identify yourself more. So, for example, you should mark an *X* in the column "*I agree completely with the sentence in the left*" if you really identify with the sentence in the left side or mark an *X* the column "*I agree completely with the sentence in the right*" if you identify more with the sentence in the right side. ***The sentences that are marked with R use reverse logic***

COMMUNICATION (14 items)					
	I agree completely with the sentence in the left	I agree more with the sentence in the left	I agree more with the sentence in the right	I agree completely with the sentence in the right	
1. If we all speak the same language, we will surely understand each other					Our social and cultural background influences our communication, so we may not understand each other although we speak the same language
2. Frontal parent-teacher meetings work well, there is no need to reinvent them					If a parent doesn't feel comfortable to come to a parent-teacher meeting, they have to tell us what they want instead
3. For me, there are no barriers to communication.					If a person uses a lot of complex words or has some kind of prejudices, it can be difficult for me to understand. (R)
4. Parent-teacher communication should be about things that happen in the classroom or school					Teachers should support parents as educators in any aspect necessary.

COMMUNICATION (14 items)					
	I agree completely with the sentence in the left	I agree more with the sentence in the left	I agree more with the sentence in the right	I agree completely with the sentence in the right	
5. I often have the feeling that other people don't understand me.					I am confident that I can express my ideas and opinions to others in a clearway. (R)
6. It's easy for me to understand how and why people are feeling and thinking in a certain way.					I think people's feelings and thoughts are sometimes too complex to understand.

	I agree completely with the sentence in the left	I agree more with the sentence in the left	I agree more with the sentence in the right	I agree completely with the sentence in the right	
RESILIENCE (19 items)					
7. I'm the kind of person who stresses even before something has happened.					Usually I feel capable of overcoming the problems or challenges that happen in my life. (R)
8. I think when I ask for help it means that I failed.					Asking for help can be productive. (R)
9. I'm the kind of person that focuses on the present moment.					I tend to anticipate future situations. (R)
10. When something goes wrong I'm able to analyse it and understand what happened and how I can do better.					When something bad happens I always think that other people didn't provide me enough support.
11. Usually I give up when I face an obstacle.					Obstacles motivate me to work harder. (R)
12. I think I had some challenging situations in my life, from which I learned a lot.					When I think about challenging situations I've been through, I start feeling depressed and frustrated.
13. I believe how we think affects how we feel.					We have no control in how we feel.
14. I tend to make a big thing out of any little problem.					I can see situations really clearly, so I don't stress out. (R)
15. In a stressful situation, I'm the kind of person who is calm and can help others to calm down.					In a stressful situation, I usually turn to other people to help me calm down and focus.
16. In a difficult situation I would try to solve it first, but I would ask for help if I needed.					I always ask for help before I try to do anything.
17. Although I like to be autonomous, sometimes asking for help can be a good strategy.					I don't need anyone's help; I can do everything by myself.
18. The only way to know if someone has some motivation to change is if they tell you that.					The posture and the way people talk can suggest or not some motivation to change. (R)

RESILIENCE (19 items)					
	I agree completely with the sentence in the left	I agree more with the sentence in the left	I agree more with the sentence in the right	I agree completely with the sentence in the right	
19. I'm able to take and accept criticism and develop from there.					It's hard for me to take criticism, because it feels like I've failed.
20. A lot of times I compare myself to others and to what they accomplished and I feel frustrated.					I feel really good about how I am and what I accomplished in my life. (R)
21. To solve a problem, it's helpful to divide it in small problems and start solving one at the time.					To solve a problem, you have to give a quick solution to solve it all, so you don't have to think about it anymore.
22. It is OK if there are people who do not like me.					I feel upset and anxious when I sense that people do not like me.
23. Usually, I have enough energy to do what I have to do.					It is hard for me to muster the energy to do all the things I need to do.
24. I enjoy spending time with my family and friends.					I usually prefer to be by myself.
25. I believe that people are inherently good and capable.					I find it difficult to trust in people.

	GROUP MANAGEMENT (13 items)				
	I agree completely with the sentence in the left	I agree more with the sentence in the left	I agree more with the sentence in the right	I agree completely with the sentence in the right	
26. I feel comfortable leading a group.					I feel that group situations are very challenging and demanding.
27. Within groups you can always find different roles people adopt and the challenge is to manage them.					Within groups you have to go with the flow letting the participants do their role.
28. I believe my role as a group coordinator is to watch and listen and only do something if a conflict starts.					I believe my role as a group coordinator is to challenge and promote group's and individuals' development. (R)
29. Groups are always different but you always have to understand how to motivate them.					A group is a group, what works with one works with the other.
30. I'd rather collaborate with other people than to compete with them.					Competition is healthy and I always try to be better than other people.
31. When working with groups it's very important to promote group cohesion.					A group it's a sum of individuals, they don't need to have a relationship with one another.
32. Managing a group is easy, because I'm very good at motivating and inspiring others.					Managing a group means managing different personalities and intervene with all of them. (R)
33. One challenge you can face managing groups is to promote everyone's participation.					One challenge you can face in group managing is making yourself heard.
34. Sometimes I feel insecure when I'm with a group of people.					I like to meet and work with different people. (R)
35. I think if a strategy works with a group you should only use that one.					When facilitating a group, I always use different strategies. (R)
36. I think presentations are the best way to work with groups.					When working with groups I like to do debates, role plays, discuss about videos or real-life experiences. (R)
37. I like to lead people, but also let them be autonomous.					I like having people tell me what to do and I don't feel comfortable in management tasks.

GROUP MANAGEMENT (13 items)					
	I agree completely with the sentence in the left	I agree more with the sentence in the left	I agree more with the sentence in the right	I agree completely with the sentence in the right	
38. I like to meet different kind of people.					I only feel comfortable with certain types of people.

CONFLICT MANAGEMENT (12 items)					
	I agree completely with the sentence in the left	I agree more with the sentence in the left	I agree more with the sentence in the right	I agree completely with the sentence in the right	
39. In some occasions, the best way to manage a conflict is to bang fists on the table.					Talking to the people involved is one way to solve conflicts. (R)
40. I always end up in conflicts because I love to be right.					I tend to be rational and able to see both sides of the problem. (R)
41. When someone is facing a conflict, we should try to help him/her calm down and see things clearly.					When someone is facing a conflict, we should stand by him/her side, say he/she is right and show our support.
42. I can control myself pretty good in a crisis situation.					I don't feel that it's easy to control situations.
43. Knowing different strategies to deal with conflicts can be really helpful for life.					Knowing how to win conflicts can be really helpful for life.
44. I believe relationships can grow stronger after conflicts.					I believe conflicts are the end of relationships.
45. It's important to help others understand what triggers conflicts.					It's important to help others understand how to avoid conflicts.
46. In a conflict situation, I have difficulty seeing things clearly and focus on the solution.					In a conflict, I can see both sides impartially, help others' see it too and find a solution together. (R)
47. Helping others managing conflicts means that sometimes we have to solve it for them.					Helping others managing a conflict many times means working on new ways to deal and look at the conflicts. (R)
48. Conflicts can happen at many levels (e.g. person-person, person-organisation) and it's important to understand it so we can address the solution better.					A conflict is a conflict; no matter at what level it occurs, the way to solve it is always the same.
49. I may not have all the answers, but I feel confident to help people solve some problems.					I don't have all the answers, that's why I don't feel confident to help other people solve their problems.

CONFLICT MANAGEMENT (12 items)					
	I agree completely with the sentence in the left	I agree more with the sentence in the left	I agree more with the sentence in the right	I agree completely with the sentence in the right	
50. I'm a really tolerant person.					I'm kind of a reactive person usually.
51. The most common and the best way to deal with conflicts is to avoid them.					A good way to deal with a conflict is to collaborate and try to meet other people half way. (R)

CHILD DEVELOPMENT (16 items)				
	I agree completely with the sentence in the left	I agree more with the sentence in the left	I agree more with the sentence in the right	I agree completely with the sentence in the right	
52. Children should be grouped at school according to their individual developmental levels					Grouping children by age is the best solution, developmental diversity is easy to deal with within the group
53. A child's behaviour can be regulated by adults					There are factors in the lives of children that cannot be changed, but need to be considered in education
54. Some children are born to have bad behaviour					Disturbing behaviour always has deeper causes that can be tackled in all cases
55. All children have their own special education needs, so school needs to individualise education					Special education needs children should receive specialist support

PARENTAL EMPOWERMENT (11 items)					
	I agree completely with the sentence in the left	I agree more with the sentence in the left	I agree more with the sentence in the right	I agree completely with the sentence in the right	
56. It is the parents' responsibility to educate their children, school only supports them in this					It is the state's responsibility to provide education for all children, parents should support what happens at school
57. Parents and teachers should only meet in the school, they need to collaborate on supporting learning in the school					IF a parent doesn't feel comfortable in the school, teachers must find another place to meet and not ask the parent to come into school.
58. I believe that parents should become decision makers in schools and communities.					Decision in schools should be made by school personnel (school leader, teachers, psychologist), but parents should give their opinion.
59. Parents must be empowered to be able to help with their children's school work, eg. writing homework					School should understand that curricular learning is often confined to school, and teachers need to empower parents to educate their children in non-curricular topics and areas
60. All parents want the best for their children.					Some parents just exploit their children or have children for social benefits
61. School should use a language that everybody can easily understand					Parents should adjust to language used in schools as a way to improving their language skills.

EMOTIONAL INTELLIGENCE (15 items)					
	I agree completely with the sentence in the left	I agree more with the sentence in the left	I agree more with the sentence in the right	I agree completely with the sentence in the right	
62. I believe that my emotions have a strong impact on the way I behave					I believe that my emotions have little to no effect on the way I behave
63. I am able to identify and manage my emotions					Usually, I am not aware of my emotions until it is too late
64. I am aware of my strength and weak points					I have a hard time pinpointing my strengths and weaknesses
65. I am usually reflective and I do my best to learn from past experiences					I find myself in situations where I am repeating the same mistakes
66. I value people's feedback, perspective as a way for continuous learning and self-development					I don't let myself be influenced by another people opinion. I am confident in myself.
67. I am not sure about the decisions that I make in situation of stress and pressure					I am decisive and able to make sound decisions despite stress and uncertainty (R)
68. I work best in environment of stability and routines. Rapid changes and shifting priorities disrupt my work					I handle multiple demands, rapid changes and shifting priorities in an effective way. (R)
69. Adopting a structured, well defined model of problem solving is crucial for managing difficulties					I look for fresh ideas and original ideas from variety of sources in order to find solution in difficult situations (R)
70. I acknowledge and reward people's strengths, accomplishments, and development as a way to achieve the task and promote self-development					Everybody is responsible for their own development. My focus is on the task
71. I respect and relate well to people from various backgrounds					I find it hard to relate to people that are from a different background (ethnicity, language, race, sexual orientation, religion etc)

EMOTIONAL INTELLIGENCE (15 items)					
	I agree completely with the sentence in the left	I agree more with the sentence in the left	I agree more with the sentence in the right	I agree completely with the sentence in the right	
72. I cut through red tape and bend the rules when necessary to get the job done					I respect the rules even if it means not reaching the goal
73. I am persistent in seeking goals despite obstacles and setbacks					Obstacles and setbacks are illustrating and diminish my willingness to achieve my goal
74. I have a good understanding of the forces that shape the views and actions of my peers					I have a hard time understanding how people think and feel.
75. I am able to use complex strategies like indirect influence to build consensus and support					I have a hard time helping people build consensus and support
76. I listen well, seek mutual understanding, and fully welcome sharing of information					I believe that information should be shared on a need to know basis

MENTORING DELIVERY (19 items)					
	I agree completely with the sentence in the left	I agree more with the sentence in the left	I agree more with the sentence in the right	I agree completely with the sentence in the right	
77. It's important that the mentee feels we accept him/her as he/she is, while we believe he/she can always develop and grow.					It's important that the mentee feels we accept him/her as he/she his, and be realistic enough to accept he/she has achieved its limit on own development.
78. I believe it is very important to celebrate the little victories in order to keep going and feel motivated.					I believe it is very important to explain to people what they did wrong so they can do it better/differently next time.
79. Nowadays, things change rapidly, so I find hard for me to commit with something in long-term.					When I commit myself to something, you can always count on me as I'll pull the universe out of my soul.
80. It's really important to be aware and respect cultural differences in order to promote a positive relationship with the mentee.					You don't need to worry about cultural differences because it won't influence your work with the mentee.
81. Matching turns out to be an administrative task as we never know how mentor and mentee will react to each other.					Introducing some activities for informal matching can help the initial stages of mentoring. (R)
82. Mentor and mentee should stay with each other until the end of the process.					The pair mentor-mentee can be ended whenever it's needed. (R)
83. Mentoring competence is innate to human being so no need for a very specific training, 1 or 2 hours are enough.					We should dedicate time to train mentors as this role requires a lot of skills and commitment. (R)
84. I like to help people by asking them what they think they should do.					I like to help people by telling them what to do.

MENTORING DELIVERY (19 items)					
	I agree completely with the sentence in the left	I agree more with the sentence in the left	I agree more with the sentence in the right	I agree completely with the sentence in the right	
85. The best option to support a mentor in a challenging situation is to get him/her connected to other mentors and together find a solution.					The Mentor Manager is the one who must offer all the support and solutions that mentors need.
86. Each mentor and situation are unique and can't be taken as an example for others.					Exchanging experiences and practices between mentors is a powerful way for self-development. (R)
87. A Mentor Manager is a silent person in the mentoring process and appears in challenging situations.					A Mentor Manager should be present at all times, by making immediate check-ins and chase mentors for returning progress information.
88. I'm always changing my mind so it's hard for me to take firm decisions.					When I take a decision on something, I can stick to it and argue on it. (R)
89. In a mentoring process, the important part is to go straight to solving problems.					It's important to understand the different steps of mentoring in order to build a positive relationship with all stakeholders. (R)
90. It's important to evaluate the mentoring programme throughout the process so we can understand what is going on and what we can do better.					The evaluation of the mentoring programme is an administrative procedure at the end of the process to present to all stakeholders.
91. Showing evidence of the efficacy of mentoring is important.					Although evidence is important, we should not spend too much time on evaluation and assessment of the mentoring service.
92. Eventually the mentoring programme will have to finish.					The mentoring programme can go on, for as long as mentor and mentee want.

MENTORING DELIVERY (19 items)					
	I agree completely with the sentence in the left	I agree more with the sentence in the left	I agree more with the sentence in the right	I agree completely with the sentence in the right	
93. Mentor Manager must provide knowledge and support to mentors, and then evaluate them.					Mentor Manager must help mentors' dealing with the challenges they are facing.
94. Feedback is an important tool so mentors can learn and develop.					We should avoid feedback because it makes people think about their weaknesses.
95. Feedback needs to be aggressive showing all that the mentor did wrong, in order for him/her to change.					Feedback should be clear and focused on specific things that the mentor needs to work on and things that he/she is already good at. (R)

ECOLOGICAL / SISTEMIC APPROACH AWARENESS (10 items)					
	I agree completely with the sentence in the left	I agree more with the sentence in the left	I agree more with the sentence in the right	I agree completely with the sentence in the right	
96. I understand that people move between several contexts and all of them affect people in different ways.					People are who they are, independently of their context of life.
97. The more I know the mentee's environment and family, the more I am able to fulfil my role.					In the mentoring process, it is enough to only meet with my mentor, because the relationship between the two of us is decisive.
98. Helping the mentee socialize and know other parents is not important.					Help the mentee socialize and get to know other parents can be helpful. (R)
99. To fully understand a person, you have to look to his/her background.					People's background can be important, but it does not define them.
100. School is not one of the most important contexts because after a while people move on					School is one of the most important context in people's lives, because it's where they spent major part of their childhood and young adult life (R)
101. The mentee doesn't need to understand why things are done in a specific way, he/she just needs to know that's the way.					It is important to explain why some tasks are done in a certain way, so the mentee can understand it. (R)
102. It can be helpful to talk to the mentee and see what are his/her strengths and weaknesses, so he/she can develop from there.					If the mentee has some weaknesses, that's not good, because he/she will make a lot of mistakes.
103. I am aware that problems at home can influence people's relation to others and vice-versa.					Problems at home can't influence people's relation to others, because what happens at home stays at home.
104. The fact that my mentee is not able to move forward, often depends on a lot of external influences					I am sure that my mentor can go ahead if he/she wants to.

ECOLOGICAL / SISTEMIC APPROACH AWARENESS (10 items)					
	I agree completely with the sentence in the left	I agree more with the sentence in the left	I agree more with the sentence in the right	I agree completely with the sentence in the right	
105. I don't expect the mentee to make mistakes, because that means that we are both failing.					I expect the mentee to make mistakes, because he/she is new at this process and he/she doesn't know everything. (R)

CONTINUOUS LEARNING AND SELF-DEVELOPMENT (8 items)					
	I agree completely with the sentence in the left	I agree more with the sentence in the left	I agree more with the sentence in the right	I agree completely with the sentence in the right	
106. I'm regularly looking for different experiences or training to attend.					I only participate in training/experiences that are mandatory.
107. I understand I have some weaknesses, but I believe I can work on them.					I think I'm good at what I do, I don't feel the need to have more training.
108. I think it's good to simply do nothing in my free time.					I think it is interesting to learn and develop new hobbies or skills. (R)
109. I don't ask for feedback because I'm afraid I did something wrong.					I usually ask for feedback from my superiors and peers, so that I know in which areas I can develop. (R)
110. You learn all you need until you finish university, then your learning period it's over and you're ready to start working.					I believe people learn all their life. (R)
111. At the end of the day I like to reflect on what I've done during the day and understand what I did good and not so good.					At the end of the day I like to forget about work, because it stresses me out.
112. I love to learn about new subjects.					I learned enough during my degree.
113. I usually try to hide my mistakes, because I feel like it means that I failed.					Although it's not easy to do it, I'm able to understand and take responsibility for my mistakes. (R)

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7. Annex 1 - *Quotation information for self-assessment questionnaire*

A – Scoring

The self-assessment tool is based on a *Likert* scale from 1 to 4, in order to understand if the person agrees more with the sentence in one side or the sentence in the other side. As in the example:

	I agree completely with the sentence in the left	I agree more with the sentence in the left	I agree more with the sentence in the right	I agree completely with the sentence in the right	
Usually I give up when I face an obstacle	*1*	*2*	*3*	*4*	Obstacles motivate me to work harder

So if the person chooses "*I agree completely with the sentence in the left*" he/she will score 1 point in this item, and if the person chooses "I agree completely with the sentence in the right" he/she will score 4 points.

The self-assessment questionnaire is also built upon a reverse logic, like this example:

	I agree completely with the sentence in the left	I agree more with the sentence in the left	I agree more with the sentence in the right	I agree completely with the sentence in the right	
I know what the communicational process involves	*4*	*3*	*2*	*1*	I have no idea how the communicational process works

In this case, if the person chooses the column in the left, he/she will score 4 points.

All the reverse items are identified in the *Questionnaire, identified with "R"*.

B – Results

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