



D3.3 Mentoring Programme Guidance and Mentoring Program Plan

Issue Date 29 August 2023

Version: V3



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101033740. The contents of this report reflect only the author's view and the Agency and the Commission are not responsible for any use that may be made of the information it contains.

D3.3 Mentoring Programme Guidance and Mentoring Program Plan

Lead partner	ISSO
Issue Date	29 August 2023
Produced by	IVE
Main authors	María José Esparza Arbona (IVE), Joan Romero Clausell (IVE)
Co-authors	Jan Cromwijk (ISSO), Helena O'Rourke-Potocki (ICLEI), Daniela Blažejová (INCIEN), Gloria Callinan (TUS), Laura Reus Losa (FEVEC), Larissa De Rosso (ACE)
Version	V3
Reviewed by	ACE
Approved by	-
Dissemination level	Public

Revision and history chart

Version	Date	Editors	Comment Description
V0	-	IVE	First draft
V1	-	ACE, ICLEI	Review of first draft
V1	-	FEVEC	Review of first draft
V1	-	Carmen Poort (ISSO)	Review of first draft
V1	-	BC	Review of first draft
V1	19-8-2022	Jan Cromwijk (ISSO)	Review of first draft
V2	02-9-2022	IVE	Report consolidated
V2	05-9-2022	ACE	Report review
V2	05-09-2022	IVE	D3.3 v02 submitted
V3	29-08-2023	IVE	In section 3, indicative timeline added presenting the mentoring programme stages.
V3	29-08-2023	IVE	D3.3 v03 submitted

Table of Contents

1. Summary	1
2. Objectives and scope	2
3. Mentoring programme stages	4
3.1. Design and plan	6
3.1.1. Agents involved	7
3.1.2. MP target groups	9
3.1.3. MP modalities	10
3.2. Attract mentors-mentees	12
3.3. Match mentor-mentee	14
3.4. Follow up	16
3.5. Evaluating a mentoring programme	17
4. Best practices	20
4.1. Pioneers into Practice (PiP), Climate -Kic	20
4.2. Engaging Dynamics	21
4.3. ICLEI: Circular Public Procurement	22
4.4. Women in BIM Mentor Scheme	22
5. Bibliography	25
6. ANNEXES	26
ANNEX I: Enrolment form	27
ANNEX II: Mentoring agreement	30
ANNEX III: Follow-up & Checkpoint sheet	31
ANNEX IV: Satisfaction survey	33
ANNEX V: Code of Conduct	34



D3.3 Mentoring Programme Guidance and Mentoring Program Plan

1. Summary

An effective tool for improving skills within design and construction companies are offering mentoring programs. Since the guild era, the most effective mechanism of knowledge transfer has always been the intimate relationship between the master (mentor) and the apprentice (mentee), where the roles are always clear between the two agents, and the common thread has always been complete trust and the motivation to learn and the upskill of the future professional. Basically, Mentoring consists of creating a supportive relationship and ambiance between a mentor (who transfers her/his experience and knowledge) and a mentee (who wants to learn and develop).

There are many challenges and different situations along the process of a mentoring programme. This guide is focused to deliver a successful design of a mentoring programme frame.

This mentoring programme guidance is designed to establish a successful mentoring relationship to transfer experience and best practices from experienced professionals to selected mentees and work through potential challenges in a **local context**. Through this programme, the mentees (a person, a team or an organisation) will reflect on the challenges and solutions found by their mentors in their local settings and their own experience to have complete and deep learning in a pragmatic way.

One of the main quantitative goals for the BUS-GoCircular project is the improvement of the reputation of the construction sector and attracting women and youth to circular skills professions. Hence, the mentoring programme will be addressed, designed and built trying to approach this goal. The mentoring programme like other educational tools such as the train the trainer will serve to expand and implement the BUS-GoCircular circular construction skills qualification framework.

This Guide has been outlined in a general way considering the wide range of possible actions, goals, topics, participants, modalities, duration, etc. and is intended to be descriptive and inspirational. It will therefore be up to the partners to implement specific mentoring actions according to their national plans and the opportunities identified in their local context, adapting the contents of this guide in a flexible manner. As a result, this Guide is the basis for Task 5.3 and Task 5.2 where specific instructions will be given to partners to implement their mentoring or training actions.

2. Objectives and scope

The BUS-GoCircular Mentoring Programme's (henceforth MP) objective is to **transfer experience and best practices from experienced professionals to specific groups**, such as **women, young people and people from underprivileged backgrounds**, as well as **less experienced colleagues**. The areas of knowledge will be aligned with the BUS-GoCircular Qualification Framework including:

- Green roofs.
- Multifunctional facades and interior partitions.
- Sustainable materials strategies: low impact, renewable, recycled, local.
- Measures that optimise material use to strive for material efficacy.
- Material creation and innovation.
- Non toxic materials.
- Prefabrication, modular.
- Life Cycle Analysis methodology and practice (LCA).
- Waste management: sorting and recovering (reuse, recycling, energy use).
- Circular economy regulations and possibilities.
- Design for deconstruction and adaptability.
- Repair, maintenance, rehabilitation.
- Renewable thermal energy systems.
- Renewable electricity energy systems.
- Water efficiency systems.
- Grey water systems.
- Rainwater harvesting systems.
- Rethinking the business model: Creating joint value between companies.
- Incorporating digital technology for sustainability.
- 3D printing for material impact reduction.
- Energy efficiency with passive strategies.
- Energy efficiency with active strategies.
- Smart solutions to installations.
- Second hand sale of products through marketplaces or services.

Next to the transfer of experience and therefore accelerated learning experience for inexperienced professionals, the MP has a twofold purpose. On the one hand, **it can give an additional sense of purpose to the experienced professionals**, increasing professional pride, personal fulfilment, and social value for their jobs. On the other hand, **it can make the sector more attractive to work in**, and as such help attract young talent and address skills shortages.

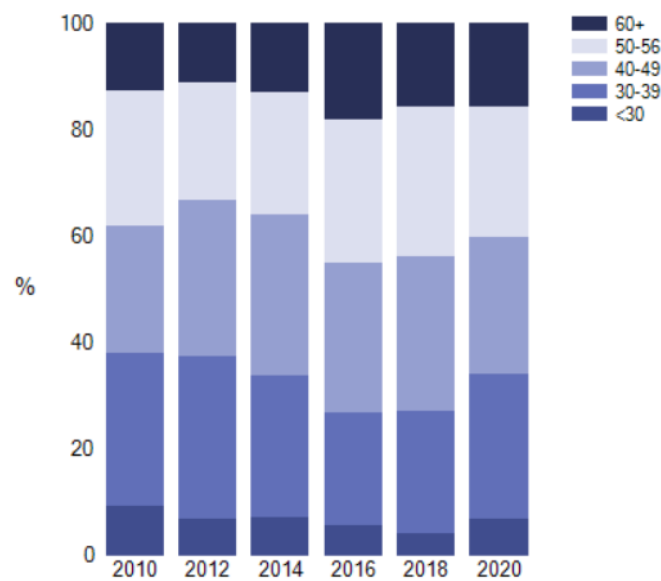


Fig. 1: Architects in Europe. Source: [ACE Observatory](#)

A proper MP can serve to mentees in multiple ways, enhancing their profile and career, or helping to realise if their capacities and motivations fits their aspirations. It can also help mentees discover the various career pathways available to them.

Successful MP's have advantages such as:

- Enhance mentees' talents and capacities.
- Improve productivity and performance throughout motivation of the mentees.
- Accelerate the professional and personal development of the mentees.
- Increase the resilience capacity of the mentees.
- Enhance cooperative and corporate culture of the mentees.
- Enhance and empower communication capacities of the mentees.
- Enhance and empower the adaptive capacity of the mentees.

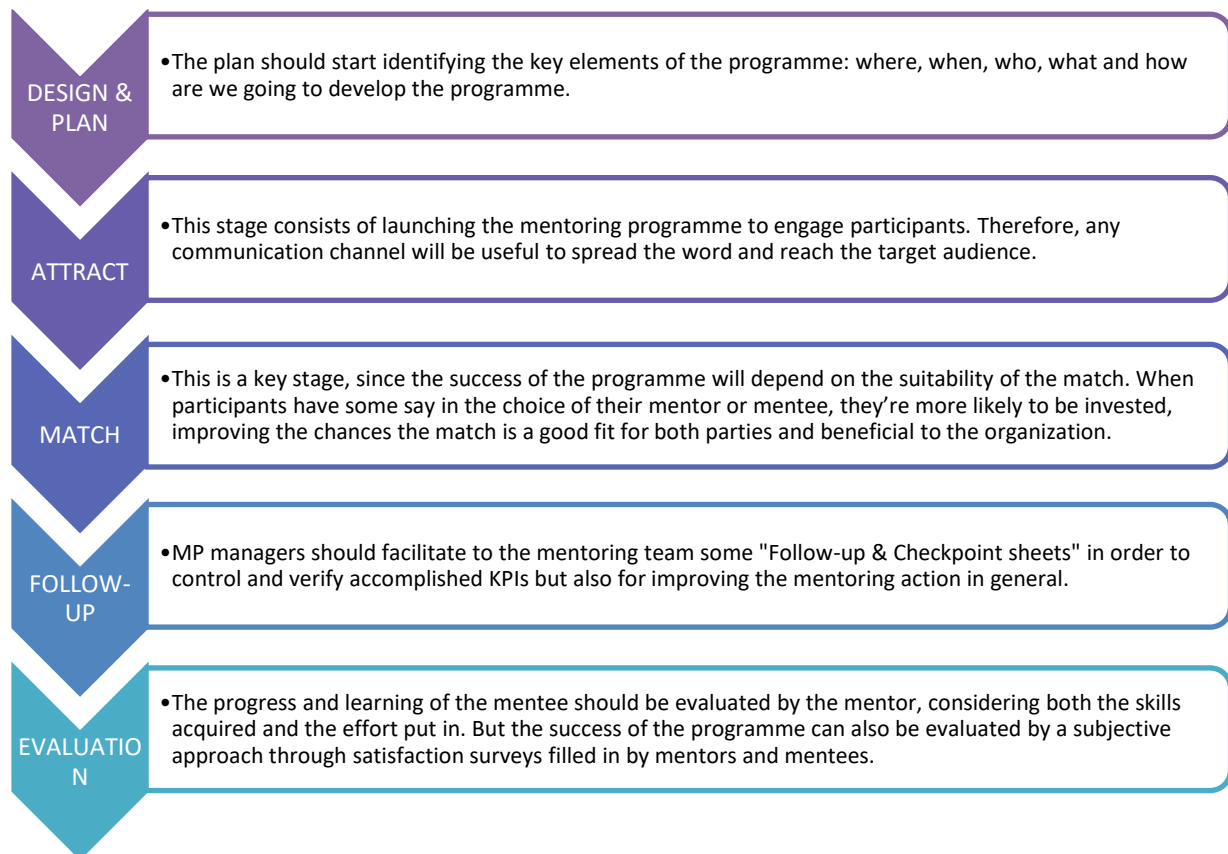
Mentoring is about a reciprocal relationship from which the mentor also gets benefits such as:

- Personal satisfaction
- Recognition as an expert in an area.
- Exposure to new perspectives and ideas.
- Broadening their professional experience.
- Opportunity to reflect on their own goals and practices.
- Development of your leadership and coaching style.

This mentoring programme guidance will serve to the BUS-GoCircular partners to have a common structure and language adapting it to their own location, conditions, and participants.

3. Mentoring programme stages

A mentoring programme can be structured in the following stages:



STAGE A: Design and plan

In order to build a MP from scratch, the plan should start identifying the key elements of the programme: where, when, who, what and how are we going to develop the programme.

Detecting these key elements from the beginning will help us to create a keyline to build up a proper plan. This plan must be useful for management and future evaluation of success, helping coordinators to manage the mentoring process by minimising mishaps and surprises during the different stages.

STAGE B: Attract

This stage is the launch of the programme. At this point, marketing, social media, articles... all tools and dissemination channels are valid and useful to ATTRACT PARTICIPANTS to the programme. At this stage, data will be collected from interested participants through forms or similar tools, linking applications to specific topics and objectives.

STAGE C: Match

At this stage, the mentor-mentee match will be sought, according to the collected profiles: needs, capacities, willingness or expectations.

This is a key stage, since the success of the programme will depend on the suitability of the match and the proper development and future success of the relation of the participants engaged will last if this match has a good foundation.

The managers will be responsible for the data compilation, organisation, and coordination until the match stage. Once this match is done, teams will start the work plan scheduling with a first session meeting to settle down the objectives and the scope of the relationship, keeping in mind the good practices in the relationship of the team.

STAGE D: Follow-Up

At this point, MP managers will deliver to the mentoring team the ANNEX III: Follow-up & Checkpoint sheet that will serve to facilitate the control during the MP and verify accomplished KPIs. It is also

useful to include in the follow-up sheet a checkpoints chart for mentor-mentee reflection time, this will help to sum up and make conclusions, and discuss the following steps.

This document is required to finish the programme and will serve not just to measure the success of the programme but also for improving it.

STAGE E: Evaluation

As a conclusion of the mentoring action, the progress and learning of the mentee should be evaluated by the mentor, considering both the circular and soft skills acquired, as well as the effort put in. But the success of the programme can also be evaluated by a subjective approach through satisfaction surveys filled in by mentors and mentees, as well as by asking about the relationship established between them.

3.1. Design and plan

In order to prepare a MP design, it is necessary to reflect on the key elements: who, what, how, when and where. By answering these questions, the programme will be built with a proper foundation to be able to bear the possible different scenarios that a MP manager team can face during the mentoring process.

The MP managers must understand the available context conditions to configure their MP. Depending on the resources available, it may be better to choose one or another MP modality, for example an informal or an express modality.

Some specific points will conditionate the design, for instance:

- What space or spaces are available for the MP process?
- What is the focus mentee profile?
- What will be the selection process?
- How long will our MP last?
- How will you match the mentor-mentee?
- How will we attract the participants?

- How will we monitor the progress of the MP?
- etc

3.1.1. Agents involved

In the mentoring programme ecosystem, there are some agents with a specific role that must be known, however, these roles may be exchanged positions:

MP manager:

The MP manager will design, develop and build the skeleton of the programme, setting out the rhythm, procedures and administering the documentation needed to lead the programme successfully.

All the paperwork and scheduling must be delivered according to the plan design at the very beginning of the MP, adjusting the scope of the programme presented to fit the objectives of the mentor and mentees. Also, It is important that the MP managers get involved in the evaluation stage of the programme on a regular basis, and provide support to the mentor or mentors if needed.

A MP manager will not just organise the programme but will have a strong and wide knowledge of the disciplines developed in the programme to be able to identify lacks or misuses of the results, having always bearing in mind the responsibility and role undertaken.

In BUS-GoCircular the “MP managers” are supposed to be the project partners themselves, although other options will be considered if necessary. In each national implementation plan, a MP manager may be appointed.

Mentor:

It is the person in charge of the mentee's progress and learning. Mentors must be able to guide, help and professionally motivate the mentee. Mentor must be a professional with enough experience in the field, with the capacity to transfer proper knowledge to the mentee. The mentor figure also can be a trained trainer from the TtT programme.

The mentor must:

- Sincerely want to help and fulfil the mentee's objectives.
- Be able to have an appropriate aptitude, attitude, and means of communication, avoiding thoughts of competition, prejudice, or superiority.
- Help the mentee to create a good and own networking.
- Respond to the learning needs, without imposing her/his/their own needs or being intrusive with her/his/their criteria.
- Be honest and generous enough to offer comments, suggestions, and useful help to relate the mentee's learning directly to her/his/their own experience.
- Be open to learning in new areas related to circularity where the mentor has less skills and knowledge.
- Respond to the agenda subscribed by both mentor-mentee.
- Be flexible regarding the mentee work rhythm.
- Conduct the relationship in a strictly professional manner, avoiding misinterpretations.
- Mentors should keep in mind not to exceed her/his experience and capabilities limits not to lose mentees confidence. In these cases, other mentors may be used as support, or the mentor can drift the mentee's attention to another spot.
- Respect the confidentiality of the MP process and results.
- Mentors must be aware of the current and local regulations related to the undertaken activities.
- Clearly inform the mentee about the procedures and forms available.
- Be passionate about her/his/their area of interest, to transfer this motivation to the mentee.
- Best mentor's skill is active listening. The mentor should be able to help the mentee to identify his/her goal and/or issue and assist them to resolve the issue or achieve the goal. Also, Learning process can go both ways, the mentor can also learn something from her/his mentee(s).

To sum up, a good mentor profile has 3 main functions in order to accomplish her/his/their role: 1º Listen > 2º Ask > 3º Opine.

Mentee:

It is the person responsible for establishing the objectives and areas to deal with in the mentoring program. The following specific groups have been appointed as preferent: women, young people, inexperienced colleagues. Mentee must:

- Be engaged and enthusiastic about the opportunity.
- Make the most of the evolution and work sessions, preparing in advance the meetings.
- Be honest and clear about the expected achievements, being realistic about the learning capacity within the timeframe of the MP.
- Implement the advice of mentors as much as possible.
- Fill the mentoring program follow up according to the guide.

3.1.2. MP target groups

It is important to clearly define to whom the MP is directed (specific groups). MP managers have to ask themselves and reflect why they need to create and build a MP to focus and settle down the main goals. The programme objectives must be realistic and measurable to be able to monitor progress and improve it if necessary later on. These objectives will depend on the agents enrolled in the project.

According to the mentees:

Identifying the main reasons why interested people could join the programme. This could be different from the organising interests, but these motivating reasons are the core of attracting mentors and mentees. For instance:

- Students or young people looking for experience.
- Unemployed or professionals returning to work after a pause in their career.
- Professionals seeking to scale up their careers.

- Women.
- Ethnic minorities.
- Professionals from underprivileged backgrounds.
- Professionals with a disability.
- Etc.

According to the mentors:

The mentee profile will help the MP managers to seek for mentors that suit properly with the mentees profile and objectives. It is not mandatory that the profile of a mentee totally matches that of the mentor, but experience or similar professions often create a well bonded mentor-mentee relationship.

Once the MP managers have compiled the list of mentors and mentees, they can prepare the registration form (ANNEX I). These targets and their corresponding objectives will be directly bonded to metrics and KPIs, and will serve eventually to identify the success of the programme.

3.1.3. MP modalities

Some participant requirements will condition the matching preferences, such as location, specific interests, or development goals, but also the target groups to which the manager addresses the programme, for instance, young people, women, or unemployed. Also, the infrastructure possibilities or mentor profile will configure MP schedule and structure. All these and other conditions and preferences, will eventually determine a MP format like the ones as follows:

Formal/informal mentoring

In the case of universities, this structure is common in adapting periods for new students. In the formal mode, the MP managers define objectives, period, and evaluation methods. In the informal mode, the mentee defines objectives and period, without any formal solicitation or evaluation method.

Peer to peer mentoring

This MP mode is common in companies configured as a cooperative, where all the members have a common range, role profession or even similar age. The basic objective is to share knowledge with the new member, in a horizontal relationship, in order to complement their skills.

Express mentoring

In this MP mode, the following-up is really short or doesn't exist. Normally is framed in symposiums, network events or master classes where the learning is bonded to the expertise of very prestigious persons. In some cases, it is common to create a round table to create conversations useful for the mentees, trying to assimilate as much information as possible. This modality is often used as a recruitment and promotion tool for the programme itself.

Reverse mentoring

In some cases, unlike the peer-to-peer configuration, it is useful to prioritise big differences between the agents, in terms of age, professions, or expertise. For instance, the younger member can provide a new point of view or technologies to the senior members.

Group mentoring

In this configuration, the relationship is not individual and exclusive between the mentor and mentee agent. A mentor shares her/his experience with a group of mentees, trying if possible, to generate discussion and debate to motivate the reflection of the mentees. Although, the assessment will be individual and will count as a single MP.

Cross mentoring

In some cases, it is useful for the mentees to have contact with mentors from other organisations or companies. This could serve to have a wider knowledge and understanding of an issue, creating a richer content of the MP.

E-mentoring

In this modality, mentoring takes place online. Lately, this modality is taking advantage of the new meeting platforms that have been appearing in the market. The session setting is the same as in a formal mentoring, with their practices and individual sessions, but with the advantages of scheduling the interventions without geographical distance barriers. This configuration is common in exchange programmes for students and universities.

The MP modalities are not exclusive and rigid, therefore MP managers can create a hybrid modality or even use several of them sequentially.

3.2. Attract mentors-mentees

Even the best MP can be unsuccessful if no participants apply for it. It usually happens when the attracting methods or the promotion of the MP managers is not effective, or it is not focused in the proper way.

Managers should keep in mind that the programme participation is voluntary, so the marketing design should be focused to motivate and attract participants, always considering their will, so benefits and stimulating conditions should be clearly communicated from the beginning.

The first step is to reflect about what are the benefits of enrolling in the MP, and why the participating agents should invest the time and effort. If managers achieve to convince participants, key leaders, or stakeholders that the programme is worthy, the following match will have a foundation to grow strong.

A key tool to ensure a successful recruitment depends on information gathering from mentors and mentees to create good matches, aligning the teams to the project aims and objectives.

The effectiveness of a MP depends on the mentor's real commitment. Analysing the mentor's possibilities and facilitating their participation as much as possible will contribute to a better implication and, ultimately, in a more attended MP. Therefore, recognition, rewards, or wages (in case

any remuneration is possible) must be established beforehand to have the full interest of the mentor agent, moreover, the same mentor can be an attractive tool for the MP.

Sometimes, the programme applicants do not fit the scope or profile sought. Managers can check that is not the proper profile by interviewing applicants, their motivation and persistence should serve as an indicator of the willingness to participate in the MP.

Also, some key points should give some clues about the suitability of the applicant:

- Applicant that shows lack of time or commitment
- Economic interests of the applicant from the beginning
- Arrogant behaviour, not flexible or not open to learn
- Applicant looking for help to their own interests
- People with no skill related to the programme subject

In addition, it is important to share with mentors and mentees the goals of the programme, showing best practices and results of a good result scenario. If mentors and mentees have the objectives and possible results clear, it will also help to have the agents on track to make the most of the MP. So, depending on the MP modality that the managers want to run, the application form will provide enough information to the applicants, such as a clear description of the MP, time and commitment level of the participants, objectives and scope of the programme and other details of the mentoring programme.

Informing templates for easing the communication with the applicant should be prepared in advance to start the recruitment, a misuse of the gathered information or bad timing with answering rhythm could affect the reputation of the MP and create a negative perception to new applicants.

Once, the MP managers consider that they have accomplished the recruitment process, they should send a welcome letter and give instructions for the following steps. Again, the templates will be useful to homogenise the process and better control of the applications.

A good way to start is to train mentors and briefing mentees, encouraging both to get involved in the programme through informal meetings or workshops.

In the case of mentor training, the mentor will be able to better understand their role in the programme, gain in awareness of the programme scope and aims or create bridges with other mentors or managers.

In the case of the mentee briefing, mentees could solve any concern they may have, discuss their needs and willingness and better understand what they can be asked or not to do in regard to the programme limits and expectations.

Another interesting tool for attracting mentees to the programme is to create the figure of a MP star. This star can be a senior member of the project, that once was a mentee and has a good experience of growing in mentoring programmes, even better if she/he/they has experienced the offered MP. Sometimes can be a good support for the current mentors, or even can be part of the project as a manager or coordinator.

Mentoring programmes normally fits properly on educational institutions and learning centres that already have staff to cover this role. The best way to build up a new MP is to try it in an existing structure, test it and depending on the success, export it to new projects.

3.3. Match mentor-mentee

The relationship between mentor and mentee serves as analysis, reflection, and action in specific areas selected between mentor and mentee, and it is managed by both all along the MP.

The correct match between mentor-mentee must be verified, check that the match is a good fit and that there can be an interesting and profitable exchange of knowledge for all.

The “Enrolment form” (ANNEX I) must be clear and easy to read enough for the MP manager to create the best mentor-mentee matches.

The following points must be detected and evaluated to double-check the match at the beginning and all along the relationship of the mentoring team:

- Field of interest: with regards to the program content, both should agree on the issue to be approached.
- Scope and purposes: both should agree on the areas to be worked on and the duration.

- Clarity on the program: from the beginning program must be clear, to have an appropriate scope and time investment from both parts.
- Confidentiality: to have a fluent relation between mentor and mentee during their work sessions.
- Communication: Work plan and communications channels must be clear from the beginning to facilitate the follow-up of the mentoring.

Three steps of mentor-mentee matches have been proposed, and it will depend on the organisation that design the MP and their available database and their HR management how they implement them:

1- User profiles via online:

Each MP manager can create their own “Enrolment form” (ANNEX I) to filter user profiles by: gender, age, interest, employment situation, etc.

2- Self-matching or manager-matching:

Depending on the objectives of the MP, users can self-match and create their own teams, or managers are responsible to connect the profiles in terms of effectiveness or areas of interest. These options also depend on the MP design, if we propose a formal or an informal model.

3- Match based on profiles using software to track & improve

If the number of participants is high, it is sometimes useful to have the help of a computer programme to improve matchmaking and ensure the quality of the programme. For instance, areas of interest that should serve a manager to match mentor and mentees could be:

- Skills and professional development
- Location
- Goals and aspirations
- Qualification and educational level
- Field of expertise
- Etc.

The MP should arrange a first meeting after the match to measure the team affinity, giving the possibility to decline the proposal to work together depending on the meeting sensations. If the match is suitable, the manager will arrange another meeting to start the programme according to the MP design. If not, the manager should have an appointment with both parties to extract conclusions about

the arrangement failure, trying to sort out the differences without forcing or obliging the parts to work together.

If the match is successful, mentees and mentors will be asked to sign the ANNEX II: “Mentoring agreement” and the ANNEX VI “Code of conduct” and confirm their willingness to enrol in the programme.

According to the MP design, mentees and mentors will be asked to schedule the kick off meeting, the regularity and the place to the following working sessions.

3.4. Follow up

Each mentoring team will manage the ANNEX III: Follow-up & Checkpoint sheet, and it will be unique and different to the rest, having the following chapters:

- Agents: will collect a description of the mentoring team, personal details, and information to identify the members.
- Objectives: will collect information about the schedule of the meetings, frequency and type of actions. Also will collect information about the incipient objectives of the programme.
- Follow-up: will cover information about the objectives and the KPIs to achieve. A useful format can be a gantt chart with a temporal indicator to assess the evolution of the MP. This document must be updated to be useful, and it must be fulfilled by the mentor. It is recommended to have this document online, not as a physical paper, so that it is always available.

For the relationship and a healthy mentor-mentee match, some ethical tips must be taken in consideration:

Mentors may try to:

- Invite to collaborate with the decision making.
- Foster the mentee motivation.
- Encourage the mentee self-reflection.

Foster the positive reinforcement.

Be patient and listen the problems and difficulties of the mentee.

Be flexible with the work plan scheduled, adapting it to the mentee's capacities.

Offer new points of view based on their experience.

Mentors may avoid to

Bring the programme issues or difficulties to a personal level.

Fake or pretend an expertise.

Bring their own problems to the MP.

Direct MP activities to a personal interest

If the mentoring flows properly, it can be stimulating for both parties. Sometimes, the mentor-mentee match and the structure of the programme are correct, but the evolution of the programme doesn't work because of some situations developed such as lack of confidence, decrease of interest in the programme, incompatibility in the agent's nature, etc. Probably, the programme can be fit in another mentor-mentee match and be successful.

3.5. Evaluating a mentoring programme

What to evaluate?

In order to improve the MP design and understanding of the effectiveness of the programme in relation with the goals set, its success must be evaluated. Whenever possible, evaluations should be quantified and translated into numbers or "scores" to allow for a comparative analysis between the 30 expected mentoring actions in the BUS-GoCircular project. Therefore, it is suggested to consider the following evaluations:

Satisfaction of participants

Participants' reaction to the MP should be measured. Feedback can be understood as how satisfied participants are with the mentoring and how useful they think it is. Although there are many indicators

of satisfaction and perception of utility, we recommend assessing at least the following (So & Brush, 2008, slightly adapted to better match the target group):

- I was able to learn from discussions with the mentor.
- I was stimulated to do additional readings or research on topics discussed.
- Discussions assisted me in understanding other points of view.
- As a result of my experience with this mentoring, I would like to take another mentoring in the future.
- This mentoring was a useful learning experience.
- The diversity of topics in this mentoring prompted me to participate in the discussions.
- My level of learning that took place in this mentoring was of the highest quality.
- Overall, the activities and assignments of this mentoring met my expectations.
- Overall, the mentor for this mentoring met my expectations.
- Overall, this mentoring met my expectations.

Other indicators to assess the mentor's competences:

- Maintaining Effective Communication
- Aligning Expectations
- Assessing Understanding
- Addressing Equity and Inclusion
- Fostering Independence
- Promoting Professional Development

This information can be collected through satisfaction surveys addressed to both mentees and mentors (see annex 4). Their feedback will be useful to improve future mentoring actions.

Mentoring Programmes infographics

Basic information and data sheet for each mentoring action to generate an overall picture and conclusions, checking whether goals have been reached. Information can be provided on:

- Skills covered and interests of participants.
- Demographics: age, gender, employment status

- Gender inclusion
- Other (to be determined)

Mentee's evaluation of their progress

The mentee's progress throughout the action will also be evaluated. The questions to explore in the evaluation should relate directly back to the original objectives. It is advisable to collect qualitative information provided by the mentee where he/she self-analyses his/her progress detailing pros and cons of the action experienced. The format for the feedback could include:

- a simple questionnaire where the participants answer specific questions about the programme.
- a written report from each participant.
- an interview with each of the participants.

This perception of the mentee will help the mentor to conclude the process and provide a numerical score (0-10) with which to evaluate the mentee numerically. This final score can be based on three relevant aspects of learning:

- Their capacity for effort, interest, availability and dedication to the MP.
- Acquisition of knowledge and skills in circularity.
- Acquisition of soft skills such as: communication, personal and professional courtesy, flexibility, integrity, interpersonal skills, positive attitude, professionalism, responsibility, teamwork skills, work ethic, etc.

4. Best practices

Examples and best practices have been detailed below, which can serve as models to inspire PM managers to build similar MP adapted to their conditions.

4.1. Pioneers into Practice (PiP), Climate -Kic

Note: IVE has been involved in "Pioneers" for several years both as a host (or mentor, hosting the placement of a professional) and as a pioneer (or mentee, several IVE employees have undertaken international placements in related organisations).

Climate-Kic [Pioneers programme](#) is about building an internationally connected community of experts who are integrated into the local low-carbon innovation ecosystems. Equipping participants with the skills, connections, and experience to lead multidisciplinary innovation initiatives in their local ecosystems and to link their own ecosystems to those of different cities/regions/countries.

Organisations (Hosts) and professionals (Pioneers) from across Europe connect and develop systems innovation understanding and skills through an innovative blended learning approach of eLearning, workshops, groups projects, coaching and a practical 4-6 week placement.

In BUS-GoCircular consider the following as possible mentoring actions:

- **Placements** (one mentor and one mentee)

The placement component of the programme enables the creation of new working relationships and best practice exchange an opportunity to experiment, to step outside the comfort zone.

- **Group projects** (one mentor and several mentees)

Group projects are where Pioneers (mentees) apply system innovation tools, techniques, and concepts to locally led, real life climate challenges.

Pioneers get to experience challenges of a systemic approach and work in multi-disciplinary teams to identify barriers for transition challenges and identify solutions to address them.

Group projects are an opportunity to experiment, learn and adapt whereby Pioneers develop skills to accelerate transitions and transfer the learning from this to their everyday work.

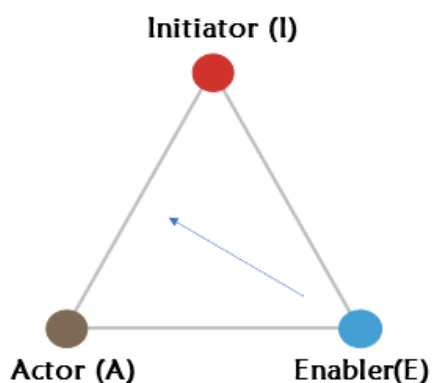
The full "Pioneers Programme Guide" can be found in the annexes.

4.2. Engaging Dynamics

In our approach of the mentoring process we use the method of Engaging Dynamics. We consider the concept of engagement like a perspective on interaction. It answers to dynamic principles as the spreading of leadership, mutual connection and the necessity of support. And in the light of these principles we consider the mentoring process as a process of enabling: enabling the realisation of the potentials of the coachee.

Engaging Dynamics is based on the most essential system at the core of every organisation, which is the triangle between someone who wants something (the Initiator), someone who does something (the Actor), and someone who helps the two (the Enabler). Thus analyzed, the dynamics between humans should be understood in terms of triangular structures (like rosettes), as opposed to linear chains of command.

Engaging Dynamics



- I:** who wants something and initiates on that
- A:** who takes ownership and realises the initiative
- E:** who enables this creative relationship between wanting and acting so that ownership can be truly realised

As mentor, Building Changes takes on the role of a temporary Enabler in this system, but mostly helps people understand their role(s) and how to take them on. This is guided by a set of four guiding questions:

- 1- What is most important and essential
- 2- What would you like to see happen

3- Whom and what do you need?

4- What are you going to do?

4.3. ICLEI: Circular Public Procurement

The Circular PP project, which ran between 2018 and 2020, studied the current state of knowledge on circular public procurement in the Baltic sea region, building capacity on circular procurement among relevant stakeholders, and delivered and implemented pilot procurement programs. ICLEI provided mentoring services to the city of Aalborg in the implementation of two circular procurement pilots, as well as project management and communication support.

The project provided a variety of capacity building activities. Workshops for project partners and associated organisations, sharing the latest insight on circular procurement. It also provide mentoring programs for partner cities delivering call for tenders, receiving one-on-one guidance. In every city delivering a call for tender, awareness workshops were held with the aim to get all involved people on the same level of understanding, and design a circular procurement plan. For procurers of partner cities involved in pilot tenders, circular procurement training giving them guidance and examples of their daily work. Circular procurement seminars were held to show and explain the procurer's role in circular procurement based on the practical experiences of the project. Circular procurement lectures helped to increase knowledge and awareness to the importance of public procurement in the transition to a circular economy. The target group were students at relevant universities in the consortium. And market building activities were provided to companies operating in a more circular manner, focusing on SMEs to improve the market uptake of circular products.

As a result of these activities, the city of Aalborg, along with the other public authorities that were part of the project, piloted a circular tender process, showcasing how public authorities can leverage their purchasing power to push the economy towards more circularity.

For more information: <https://www.circularpp.eu/>

4.4. Women in BIM Mentor Scheme

The Women in BIM (WIB) network embraces female professionals from different backgrounds in the Architecture, Engineering and Construction Industry working in BIM related positions. The network

aims to empower women and people from minority genders to strive in their career development in the BIM built environment.

The Women in BIM network offers annually a one-to-one mentorship scheme. The objective of this scheme is to value the talents in the group, encourage sharing of experiences and expertise and support the professional and personal development of the WIB members.

The mentorship scheme is divided in three stages.

- 1) Application process (December to January)
- 2) Selection and Matching (February to April)
- 3) Mentoring (May to December)

At the first stage, two application forms are available, one for the mentors and the other for the mentees, to all members and supporters of the network. Invitations are issued in the social media and WIB newsletter.

At the second stage, interviews are done with mentors and mentees. The matches are made considering the mentor professional experience and background and the mentees objectives and motivation discussed in the interviews. The mentoring contracts are issued for both parts once the matches are agreed between the participants.

The third stage is conducted between the mentor and mentee through one-to-one sessions. It is recommended six sessions during a period of six to nine months, but mentors and mentees can discuss and agree different arrangements to match their needs and availabilities. Mentors, as experienced professionals, are required to lead and facilitate the sessions by listening to the mentee, identify their issues and/or goals and assist them to achieve a solution or their objectives. The mentees are required to be proactive and self-motivate in the course of the sessions. All topics discussed between mentors and mentees during the sessions are confidential. Mentors and mentees are required to follow the guidelines set in the mentoring scheme handbook. (https://womeninbim.org/wp-content/uploads/2022/06/Women-in-BIM_Mentor-Handbook.pdf)

4.5. Business practices, Erasmus +

Note: FEVEC has been involved in "Erasmus + programmes" for several years only as a host (or mentor, hosting the placement of a professional).

The objective is learning professional skills by the students that are almost finishing their studies and have to be able to manage professional and transversal competences individually. The main skill area that they learn at FEVEC is the area of Administration and social media marketing by doing and having real Business Practices.

The duration varies according to the internship contract, usually ranging from 15 days to 3 months. The evaluation is continuous and by all participants, both are evaluated. It is a quantitative and qualitative evaluation. Evaluation is by means of questionnaires. One for the tutor evaluating the student and one for the student evaluating the tutor. This greatly enriches and improves all parties. The main objective of the evaluation is to be constructive.

The mentor is usually company personnel and the mentor is a student. The mentor acts as a guide and accompanier of the student's internship. On the part of both parties, specific competencies are necessary for the internships to be dealt with, but also transversal competencies such as: the ability to diagnose, to relate, to solve problems, to make decisions, to communicate, to organise their work, to manage time, to adapt to different cultural environments, to handle stress, and to have a good attitude towards teamwork. It is often the first time the student faces the world of work. The tutor spends time teaching the student specific tasks but the student is becoming more and more autonomous in carrying out the work. It is an enriching experience for both parties because the student grows professionally and personally and the tutor empathises with him or her.

5. Bibliography

Women in BIM. (2022, July 20). Mentor Scheme. Retrieved from Women in BIM:
<https://womeninbim.org/mentor-scheme/>

Accompagnement individualisé de jeunes en filière professionnelle (2009, Septembre). RAPPORT D'ÉVALUATION. Ministère des Sports, de la Jeunesse, de l'Éducation populaire et de la Vie associative, Fonds d'Expérimentation pour la Jeunesse

Indicators examples for mentoring and coaching measures. www.cedefop.europa.eu

6. ANNEXES

Note that the forms provided in these annexes are drafts that will be consolidated during task 5.3 and digitised as much as possible (through Microsoft/Google forms or similar). Other forms may be added if necessary for the correct follow-up of the 30 expected actions and to facilitate the homogeneity of results in the D5.5 report.

ANNEX I: Enrolment form

ANNEX II: Mentoring agreement

ANNEX III: Follow-up & Checkpoint sheet

ANNEX IV: Evaluation

ANNEX V: Code of Conduct

ANNEX I: Enrolment form

Manager:	Spain: FEVEC & IVE Netherlands: Building Changes & ISSO & Circle Economy etc.
Role:	<<Mentor or mentee>>
Name:	<<text>>
Email address:	<<text>>
Telephone number	<<text>>
Age:	<input type="checkbox"/> <26 <input type="checkbox"/> 26-65 <input type="checkbox"/> >65
Gender:	<<text>>
Country of current residence/ Nationality:	<<text>>
City of residence:	<<text>>
Career / Profession:	<<text>>
Employment situation	<input type="checkbox"/> Unemployed <input type="checkbox"/> Working in university, secondary school or another teaching institution <input type="checkbox"/> Private sector (not in education sector) <input type="checkbox"/> Public sector (not in education sector) <input type="checkbox"/> Other, specify:
*If working, indicate organisation and position. If studying, indicate the training you are receiving.	
Professional Experience	<input type="checkbox"/> No professional experience <input type="checkbox"/> No professional experience, currently studying <input type="checkbox"/> 1 - 3 years <input type="checkbox"/> 4 - 10 years <input type="checkbox"/> More than 10 years
Skills you have the experience in (mentor) / topics you are most interested in (mentée) (max. 5)	<input type="checkbox"/> Prioritise regenerative and efficient use of resources <input type="checkbox"/> Design for the future <input type="checkbox"/> Assemble / construct for the future <input type="checkbox"/> Rethink the business model <input type="checkbox"/> Stretch the lifetime <input type="checkbox"/> Use secondary resources <input type="checkbox"/> Incorporate digital technology <input type="checkbox"/> Collaborate to create joint value <input type="checkbox"/> Strengthen and advance knowledge <input type="checkbox"/> Other (specify only one)
Type of knowledge (related to the skills marked before):	<input type="checkbox"/> Technical <input type="checkbox"/> Theoric <input type="checkbox"/> In Consultancy to others <input type="checkbox"/> On site implementation (construction, workshop, etc.) <input type="checkbox"/> As trainer

	<input checked="" type="checkbox"/> Other <<text>>
Soft skills (for mentée)	<input checked="" type="checkbox"/> Creativity and innovation <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration (teamwork) <input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Problem solving <input checked="" type="checkbox"/> Environmental sensitivity <input checked="" type="checkbox"/> Global vision <input checked="" type="checkbox"/> Discipline and Determination <input checked="" type="checkbox"/> Initiative - Decision making <input checked="" type="checkbox"/> Digital skills <input checked="" type="checkbox"/> Adaptability - flexibility <input checked="" type="checkbox"/> Listen actively <input checked="" type="checkbox"/> Other (specify only one)
Soft skills (for mentor)	<input checked="" type="checkbox"/> Stimulation to mentée <input checked="" type="checkbox"/> Effective communication <input checked="" type="checkbox"/> High level of specific knowledge <input checked="" type="checkbox"/> Global and diversity of knowledge <input checked="" type="checkbox"/> Diversity of learning methodologies <input checked="" type="checkbox"/> Listen actively and understanding <input checked="" type="checkbox"/> Discipline and Determination <input checked="" type="checkbox"/> Adaptability - flexibility <input checked="" type="checkbox"/> Equity and Inclusion <input checked="" type="checkbox"/> Promoting independence and development <input checked="" type="checkbox"/> Other (specify only one)
Time of dedication during the week	<input checked="" type="checkbox"/> 1 hour per week <input checked="" type="checkbox"/> 2 hours per week <input checked="" type="checkbox"/> More than 2 hours per week <input checked="" type="checkbox"/> 2 hours per month <input checked="" type="checkbox"/> Other: <<text>>
Available days/ time of the day	<<text>> <i>(Monday mornings, Wednesday evenings, Friday all day, etc.)</i>
Channel (you would like to communicate through)	<input checked="" type="checkbox"/> In person <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid
Past experiences related to a mentoring programme:	<<text>>
Motivation to enrol	<<text>>
Newsletter subscription (biannual)	<<Indicate: Yes / No>>

The controller is the Valencian Institute of Building (IVE) and the purpose of the processing is to mail to you electronic communications from the BUS-GoCircular project. You can object to the processing and other rights pursuant we explain in our [Privacy Policy](#).

The data and answers to this form will be treated confidentially and will not be made public under any circumstances. The controller is the <<BGC partner>> and the purpose of the processing is to manage mentoring actions in the framework of the BUS-GoCircular project. You can access, rectify and other rights pursuant we explain in our [Privacy Notice \(Link to the partner's privacy notice\)](#).

ANNEX II: Mentoring agreement

The mentoring programme agents listed below agree to follow the managers instructions and recommendations during the evolution of the programme and follow the code of conduct conditions (ANNEX VI) delivered:

Mentee name:	<<text>>
Signature and Date:	<<text>>
Mentor name:	<<text>>
Signature and Date:	<<text>>
Scope and objectives agreed:	<<text>>
Evaluation agreed:	<<text>>
Time/frequency agreed:	<<text>>

ANNEX III: Follow-up & Checkpoint sheet

The following chart should be adapted by the MP managers according to mentor and mentee agreement:

Mentee name: <<text>>

Mentor name: <<text>>

TASK	DESCRIPTION	SCHEDULED DATE	COMMENTS
Kick off	The formal opening of the MP workflow. Managers will moderate these sessions to facilitate the different agents' connections.	<<date>>	<<text>>
1 st Activity	Arrangement of the initial activities to evaluate and review the relationship.	<<date>>	<<text>>
Mentor/Mentee feedback	Managers should receive the first impressions to adjust the team if necessary	<<date>>	<<text>>
1 st Tutorial session	Periodic mentor support meetings	<<date>>	<<text>>
Mentor feedback	The manager will assist mentor in reviewing the MP progress	<<date>>	<<text>>
Periodic evaluation	Mentor and mentee will have an evaluation meeting to reflect on the evolution and process of the MP	<<date>>	<<text>>
Mentee feedback	The manager will assist the mentee in reviewing the MP progress and evaluating the mentee's impressions	<<date>>	<<text>>
Recognition	Recognize the achievement of the	<<date>>	<<text>>

	objective according to the mentor/mentee agreement		
Closure	Mentor/mentee team will finalize and close the program to determine their outcomes	<<date>>	<<text>>
Final Evaluation	Reflection phase and conclusions. KPI report fulfillment.	<<date>>	<<text>>
Satisfaction survey	Satisfaction survey for mentee	<<date>>	<<text>>
Graphic support:			

ANNEX IV: Satisfaction survey

<<This survey is to be filled in by the mentees>>

Mentee name: <<text>>

Mentoring programme involved <<text>>

QUESTION	YES	NO	WHY?
Did your mentor meet your expectations?	<input type="checkbox"/>	<input type="checkbox"/>	
Did your mentor provide you with useful information and material?	<input type="checkbox"/>	<input type="checkbox"/>	
Did your mentor help you to merge into the programme?	<input type="checkbox"/>	<input type="checkbox"/>	
Do you think the timing and schedule were properly adjusted to your needs?	<input type="checkbox"/>	<input type="checkbox"/>	
Did you feel covered by the MP managers?	<input type="checkbox"/>	<input type="checkbox"/>	
Did you ever feel at any time your privacy was infringed?	<input type="checkbox"/>	<input type="checkbox"/>	
Do you feel that the programme helped you to improve your abilities and professional perspectives?	<input type="checkbox"/>	<input type="checkbox"/>	
Overall, I am satisfied with the programme	<input type="checkbox"/>	<input type="checkbox"/>	
What changes would you recommend to the MP managers to do in the next editions?:			

ANNEX V: Code of Conduct

Liability:

- The exact content, format, frequency, and methodology of the meetings will be as between the mentor and mentee.
- The mentee must not be forced to participate in the programme under any circumstance
- The Mentors will attend to the mentoring programme introduction sessions to measure their capabilities and adjust their goals and objectives to the programme scope.
- If either party wishes to leave the programme before the scheduled timing, they must report it to the managers as soon as possible to try to readjust it.
- Mentor should keep in mind not to exceed her/his/their experience and capabilities limits for not to lose mentees confidence. In these cases, other mentors may be used as support, or the mentor can drift the mentee's attention to another spot.

Behaviour:

_Mentor should:

- Be able to have an appropriate aptitude, attitude, and means of communication, avoiding thoughts of competition, prejudice, or superiority.
- Sincerely want to help and fulfil the mentee's objectives.
- Help the mentee to create a good and own networking.
- Respond to the learning needs, without imposing her/his/their own needs or being intrusive with her/his/their criteria.
- Be honest and generous enough to offer comments, suggestions, and useful help to relate the mentee's learning directly to her/his/their own experience.
- Respond to the agenda subscribed by both mentor-mentee.
- Be flexible regarding the mentee work rhythm.
- Conduct the relationship in a strictly professional manner, avoiding misinterpretations.


- Not lose the mentee's trust by exceeding her/his/their experience and capabilities.
- Mentors must be aware of the current and local regulations related to the undertaken activities.
- Clearly inform the mentee about the procedures and forms available.
- Be passionate about her/his/their area of interest, to transfer this motivation to the mentee.

_Mentee:

- Be engaged and enthusiastic about the opportunity.
- Make the most of the evolution and work sessions, preparing in advance the meetings.
- Be honest and clear about the expected achievements.
- Fill the mentoring program follow up according to the guide.

Confidentiality:

- All agents agree to protect each other's privacy.
- All agents will respect the confidentiality of the MP process and results.



More information about the project

<http://www.busgocircular.eu/>

Follow us

<https://twitter.com/BusGoCircular>

<https://www.linkedin.com/company/busgocircular>

Colophon

Copyright © 2021 by BUSGoCircular consortium

Use of any knowledge, information or data contained in this document shall be at the user's sole risk. Neither the BUSGoCircular Consortium nor any of its members, their officers, employees or agents shall be liable or responsible, in negligence or otherwise, for any loss, damage or expense whatever sustained by any person as a result of the use, in any manner or form, of any knowledge, information or data contained in this document, or due to any inaccuracy, omission or error therein contained. If you notice information in this publication that you believe should be corrected or updated, please get in contact with the project coordinator.

The authors intended not to use any copyrighted material for the publication or, if not possible, to indicate the copyright of the respective object. The copyright for any material created by the authors is reserved. Any duplication or use of objects such as diagrams, sounds or texts in other electronic or printed publications is not permitted without the author's agreement.

