



ERASMUS+

Strategic Partnerships for
School

Education

GE-STEAM

Gender Equality in Science,
Technology, Engineering,
Art and Mathematics

GE-STEAM

IO4 – Mentee Portfolio



Project Identification

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Project's Partners





Contents

CHAPTER ONE	4
CHAPTER TWO	6
CHAPTER THREE	7
CHAPTER FOUR	9



CHAPTER ONE

Guidance on targets and action plans

A mentee is a person who receives advice, training, or guidance from a more experienced or skilled mentor. A mentee will often have specific skills or competencies they want to learn from their mentor, and the mentor may spend a designated amount of time tutoring or teaching them. Typically, a mentor and mentee will establish goals together and meet regularly to practice or learn new skills throughout the mentoring program.

It is essential for the mentee to:

- set himself or herself some objectives to work on during the mentoring relationship
- discuss these objectives with the business mentor and obtain their agreement
- write the objectives down and give the mentor a copy
- review these objectives regularly with the mentor.

The mentee's responsibilities are:

- to be proactive, ensuring that the terms of the business mentoring contract are adhered to and that scheduled meetings take place.
- to ensure that the objectives jointly agreed at the first meeting are being worked on and the outcomes tracked thereafter
- to aim to move towards closure on the business mentoring relationship
- to think about what they can do to make a contribution back to their mentor.

What makes a good mentee?



A mentee must, of course, be prepared to take feedback. But to get the greatest possible benefit from a business mentoring relationship, there are several other things a mentee must do:

- Negotiate a commitment for ongoing communication
- Have an agenda of discussion topics for meetings
- Explore own strengths and development needs
- Reviewing their experiences
- Discussing and developing their life careers goals
- Be willing to share their hopes, needs and expectations
- Having an open frame of mind
- Commit to be mentoring
- Seek constructive feedback
- Be open to new responsibilities and challenge



CHAPTER TWO

Self-evaluation and Review

Self-evaluation is the ability to examine yourself to find out how much progress you have made. The purpose of a self-assessment is to help an individual know the extent of their abilities and to improve upon them. The kind of questions included in a self-evaluation could be:

- Do you enjoy spending time with your mentor?
- What do you enjoy most about having a mentor?
- What do you enjoy least?
- Do you like talking to your mentor?
- Have you observed any positive or negative changes?

Another way of self-evaluate the mentoring relationship could be to grade from 1 to 5 (being 1 not at all, 3 moderately and 5 extremely) some question such as:

- This mentoring relationship is a high priority for me.
- Finding my mentor was an important step for me.
- Being a responsible mentee is key to the success of this partnership.
- I feel good about the focus of this relationship and what I'm doing in it.
- This relationship is a good use of my time.
- 'm an effective listener and remember what my mentor tells me.
- I ask appropriate questions.
- I share adequate information about myself.
- I receive the right amount of positive feedback from my mentor.
- When I receive corrective feedback, I'm usually non-defensive.
- When I receive corrective feedback, I take immediate steps to apply it



CHAPTER THREE

Sessions

In order to sustain the mentoring relationship, take the initiative to ask your mentor a question, to let him or her know your educational and professional interests and objectives, and to ask about his/her own experiences.

- Initiate contact with your mentor if you have questions or would like to discuss something. Identify your needs and communicate them as clearly as possible to your mentor. It may be helpful to put some focused energy into organizing your thoughts and concerns before talking to your mentor, so that the time is spent wisely.
- Be willing to learn new things, obtain another perspective, and be responsive to suggestions and constructive criticism.
- It is your mentor's job to give you honest feedback and advice, some of which will be positive and some of which will be constructive. Rather than ignoring your mentor's criticism or constructive feedback, or letting it make you feel bad, listen to what your mentor has to say and consider how you can use that information to improve yourself. Regardless of whether you choose to take your mentor's advice, listening to what your mentor has to share with you is important.

EXAMPLE OF QUESTIONS TO BE ASKED TO YOUR MENTOR

- What did you like to study?
- How did you get to the job you have now?
- Why did you choose this course of study?
- What did you like about it?



- What aspects do you use today?
- If you failed at something, how did you choose another path?
- What do you do on a daily basis?
- Who are you in contact with during the day?
- Who works with you?
- How would you describe a typical day? (Role model can bring pictures of the work environment, of he/she working)
- Do you have a social life?
- Who controls/checks what you do? Who is your boss?
- Do you have one?
- How is your work evaluated?
- Why did you choose that career?
- What do you like in this field?
- What is more specifically the content of your job?
- Is it innovative? Why is it interesting?
- Also, what is boring about it? What is - challenging?
- What is your role in civil society?
- Do you have any doubts or concerns about your job and your role?
- Does your job match your previous expectations?
- What are the basic qualities of a science specialist (may be the name of the job)?



CHAPTER FOUR

Evaluation

ISSUES TO BE EVALUATED	AGREE	PERHAPS	DISAGREE
Changing the mentality requires time and repetitions			
A mentor guides, supports "a less experienced person by building trust", " modeling them with positive behaviors or attitudes"			
"The mentor's role is "to help mentee grow his or her own self-awareness, being an effective role model"			
"A mentee gain more experience, "build their confidence and knowledge, expand their network of support and learn new skills"			



Creating a link between school and the labor market is positive for the meaningful involvement of girls			
Through STEAM education reduces gene segregation and will lead to long-term jobs.			