

A photograph of children looking at a large, colorful map of Europe. One child's hand is pointing to a location on the map. The map is made of paper and has a textured, slightly raised appearance.

Self-Assessment Tool for Mentors

Project Number: 2018-1-RO01-KA201-049200

Partners

Asociația Centrul de Cercetare și Formare a Universității de Nord Baia Mare – CCF

Universitatea Tehnică din Cluj-Napoca

Scoala Gimnaziala Simion Barnutiu

International Parents Association

BAGázs

Amadora Inova

Aproximar, CRL

Igaxes

Authors

Joana Portugal

Tiago Leitão

APROXIMAR, Cooperativa de Solidariedade Social, CRL

Bela Szuroka

Mihaela Pinte Traian

Asociația Centrul de Cercetare și Formare a Universității de Nord Baia Mare (CCF)

Project's coordinator

Asociația Centrul de Cercetare și Formare a Universității de Nord Baia Mare – CCF Contact person: Mihaela Pinte-Traian (Project Manager)

E-mail: accfunbm@yahoo.com

Adress: str. Dr. Victor Babeș, nr.1, Maramureș

Publication date

November 2019

www.parentrus.eu

This project has been funded with support from the European Commission, under the E+ Programme. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Index

1. About PARENT’R’US project.....	5
2. Introduction	6
3. Methodology.....	7
4. Profile of Mentors.....	9
Communication.....	10
Resilience	12
Conflict Management	14
Child Development Awareness.....	15
Parental Engagement.....	16
Emotional Intelligence	17
Mentoring Delivery	19
Ecological / Sistemic Awareness	21
Continuous Learning and Self-Development.....	23
5. Self-Assessment Questionnaire	24
6. References	38
7. Annex 1 - Quotation information for self-assessment questionnaire.....	40

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 learning;
- 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 3 (IO3) appraisal tool is to offer to mentors 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 - their ability, knowledge and competences to deliver a mentoring process.

The Self-Assessment Tool for Mentors includes key skills, correspondent indicators and a tool suitable to manage the mentors' skills development, to adopt the training to their gaps/needs and to guide the mentoring programme progression. This is in a form of a blueprint to organise and deliver the mentors' training, do the matching with the mentees, to conduct the mentoring programme and to evaluate the competences development during and after the mentoring processes.

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

3. Methodology

According to MOMIE, MEGAN and MPATH findings, there are several competences that a mentor should have to be a successful mentor 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 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 **9 core competences for mentors**¹:



Each competence is defined according to its scope and to what it embraces in a mentor's 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.

¹ The body of competences for Mentors are equal to that for Mentors' Managers (IO2), with differences in the specific descriptors and the questionnaire itself.

4. Profile of Mentors

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	
Knowledge	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)
	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, 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.

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	Asks open and close questions
	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

COMMUNICATION	
Attitudes	Empathy
	Inclusiveness
	Open-mindedness
	Assertiveness
	Respect

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; Cicchetti & 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

RESILIENCE	
	Critical thinking
	Self-efficiency

CONFLICT MANAGEMENT	
<p>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.</p> <p>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.</p>	
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

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
Skills	Planning learning support according to development needs
	Identifies the stages of change
Attitudes	Person centred
	Change sensitive

PARENTAL ENGAGEMENT	
<p>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.)</p>	
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
	Trust-building
	Facilitation
	Problem-solving
	Motivating others
	Supporting empowerment
	Flexibility
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.

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

EMOTIONAL INTELLIGENCE	
	Self-motivation
	Social awareness

MENTORING DELIVERY	
<p>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.</p> <p>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.</p> <p>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.</p>	
Key behavioural descriptors	
Knowledge	Factors which helps creating a safe connection
	Concept of mentoring and the role of mentor and 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
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
Attitudes	Attentiveness to questions and problems
	Acceptance
	Non-judgemental
	Confidentiality
	Reliability
	Customer-focused



School Parent Involvement to Increase Student Achievement

Project Number: 2018-1-RO01-KA201-049200

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
Skills	Importance of the educational context in people's life
	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	

ECOLOGICAL / SISTEMIC AWARENESS	
	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	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 marked with R use reverse logic.

COMMUNICATION (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	
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.
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.

RESILIENCE (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	
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. 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.
9. 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.
10. I believe how we think affects how we feel.					We have no control in how we feel.
11. 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)
12. 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.
13. 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.
14. 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)
15. 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.
16. 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.
17. I enjoy spending time with my family and friends.					I usually prefer to be by myself.



School Parent Involvement to Increase Student Achievement

Project Number: 2018-1-RO01-KA201-049200

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	
18. 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)
19. 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)
20. 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.
21. I can control myself pretty good in a crisis situation.					I don't feel that it's easy to control situations.
22. I believe relationships can grow stronger after conflicts.					I believe conflicts are the end of relationships.
23. It's important to help others understand what triggers conflicts.					It's important to help others understand how to avoid conflicts.
24. 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)
25. 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)
26. 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.
27. 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.
28. I am a really tolerant person					Usually, I am kind of a reactive person

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	
29. The most common and 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 (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	
30. 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
31. 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
32. Some children are born to have bad behaviour					Disturbing behaviour always has deeper causes that can be tackled in all cases
33. All children have their own special education needs, so school needs to individualise education					Special education needs children should receive specialist support

PARENTAL ENGAGEMENT (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	
34. 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
35. 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.
36. 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
37. 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
38. All parents want the best for their children.					Some parents just exploit their children or have children for social benefits
39. 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 (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	
40. 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
41. I am able to identify and manage my emotions					Usually, I am not aware of my emotions until it is too late
42. I am aware of my strong and weak points					I have a hard time pinpointing my strengths and weaknesses
43. 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
44. I value people's feedback, perspective as a way for continuous learning and self-development					I don't let myself be influenced by other people opinion. I am confident in myself.
45. 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)
46. 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)
47. 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
48. 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.
49. 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 (22 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. The mentor's goal is to evaluate the mentee, making him/her progress.					The mentor's goal is to help mentees dealing with the challenges they are facing. (R)
51. 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 is, and be realistic enough to accept he/she has achieved its limit on own development.
52. In order to accomplish mentoring goals, the mentor can simply talk to the mentee.					In order to accomplish the mentoring goals, everything I work with mentee has to have a purpose.
53. In a mentoring relationship, mentor can be informal, helping the mentee feel comfortable.					In a mentoring relationship, formality is a factor of success.
54. I like to help people by explaining how they should do things.					I like to help people by listen to them and support them finding strategies by their own. (R)
55. People usually feel safe having someone telling them what to do.					People feel safe when they find someone who accepts their own way of thinking. (R)
56. 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.
57. Although a mentor is usually a role model, he/she must assume a position as an authority figure to make mentee follow him/her.					Mentor should act as a role model to raise mentees' behaviour.
58. Sometimes, for motivation purposes, it can be helpful to create or to set easy, simple, small steps to achieve something.					Sometimes, to motivate someone you have to take away some things they like, so they have to work for it.

MENTORING DELIVERY (22 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	
59. A positive relationship between mentor and mentee is really important for mentoring process.					The most important thing is to teach the mentee, and not focus on the relationship.
60. Setting boundaries of the mentoring process can make the mentor-mentee relationship really artificial.					Setting boundaries for the mentoring process can be helpful so that mentor and mentee know what to expect from this relationship. (R)
61. I think in order for the mentee to feel safe, he/she needs to know that I'm not going to share what he/she told me with other people.					In order to help the mentee, I will need to share some information (dangerous information, topics which are out of the scope, ...) he/she told to other people, such the Mentoring Team or Mentor Manager.
62. Once the mentoring process starts, the mentee will become one of my friends.					I understand I'll probably feel a great connection with the mentee, but I'll have to separate it from my personal life. (R)
63. Timing is important, but it's more important to show results.					Respecting people's timing (to share) it's important to help them feel comfortable. (R)
64. 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.
65. The mentor should support the mentee, promoting his/her autonomy at the same time.					Promoting autonomy is not a goal in the mentoring process, because the mentor will always be there for the mentee.
66. I think being a mentor is like a hobby and doesn't demand a big effort of time.					Being a mentor is a responsibility, especially because you're dealing directly with people. (R)
67. In a mentoring programme it's important to set realistic goals with the mentee.					In a mentoring programme the mentor is in charge to define the goals.

MENTORING DELIVERY (22 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	
68. I understand that the mentee had different experiences from me, and in that way he/she can have different perspectives of life.					I understand that the mentee had different experiences from me, but I must make him/her see life the same way I do.
69. Feedback is an important tool so people can learn and develop.					We should avoid feedback because it makes people think about their weaknesses and get frustrated.
70. When the other people are sharing a concern, we should listen and try to direct the conversation towards what we can do about it.					When other people are sharing a concern, we should listen and show our support. (R)
71. You should respect and accept what the mentee is saying, but also be aware of how he/she is saying it.					As a mentor you have to believe in the mentee completely.

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	
72. 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.
73. The more I know the mentee's environment and family, the more I can fulfil my role as a mentor.					In the mentoring process, it is enough to only meet with my mentor, because the relationship between the two of us is decisive.
74. 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)
75. 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.
76. 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)
77. 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)
78. 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.
79. 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.
80. The fact that my mentee is not able to move forward often depends on a lot of external influences.					I am sure that my mentee can go ahead, if he 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	
81. 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 (6 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	
82. 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.
83. 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)
84. 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)
85. 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)
86. I love to learn about new subjects.					I learned enough during my degree.
87. 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)

6. References

Aldwin, C. M. (2015). How can Developmental Systems Theories Cope with Free Will? The importance of stress-related growth and mindfulness. *Research in human development*, 12(3-4), 189-195.

Ball, A. (2014). The parent/guardian empowerment in schools scale. *Families in Society*, 95(2), 92-99

Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *The Journal of Early Adolescence*, 11(1), 56-95.

Baumrind, D. (1966). Effects of authoritative parental control on child behavior. *Child development*, 887-907.

Benard, B. (1991). Fostering resiliency in kids: Protective factors in the family, school, and community.

Benson, P. L., & C. Scales, P. (2009). The definition and preliminary measurement of thriving in adolescence. *The Journal of Positive Psychology*, 4(1), 85-104.

Bryan, J. (2005). Fostering educational resilience and achievement in urban schools through school-family-community partnerships. *Professional School Counseling*, 219-227.

Bryan, J., & Holcomb-McCoy, C. (2004). School counselors' perceptions of their involvement in school-family-community partnerships. *Professional School Counseling*, 162-171.

Cicchetti, D., & Blender, J. A. (2006). A multiple-levels-of-analysis perspective on resilience: implications for the developing brain, neural plasticity, and preventive interventions. *Annals of the New York Academy of Sciences*, 1094(1), 248-258.

Cyrulnik, B. (2005). *The whispering of ghosts: Trauma and resilience*. Other Press.

Darling, N., & Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological bulletin*, 113(3), 487.

Ellis, A. (1962). *Reason and emotion in psychotherapy: A new and comprehensive method of treating human disturbance*. Secaucus, NJ: Citadel.

Fisher, C. B., Busch-Rossnagel, N. A., Jopp, D. S., & Brown, J. L. (2012). Applied developmental science, social justice, and socio-political well-being. *Applied Developmental Science*, 16(1), 54-64.

Goleman, D., Boyatzis, R. E., & McKee, A. (2013). *Primal leadership: Unleashing the power of emotional intelligence*. HGriffin, D., & Farris, A. (2010). School counselors and collaboration: Finding resources through community asset mapping. *Professional School Counseling*, 13(5).

Kim, J., Fletcher, K., & Bryan, J. (2017). Empowering marginalized parents: An emerging parent empowerment model for school counselors. *Professional School Counseling, 21*(1b)

Lerner, R. M., Lerner, J. V., P. Bowers, E., & John Geldhof, G. (2015). Positive youth development and relational-developmental-systems. *Handbook of child psychology and developmental science, 1-45.*

Maccoby, E. E., & Martin, J. (1983). Socialization in the context of the family: Parent-child interaction. In ph mussen (series ed.) & em hetherington (vol. ed.), *Handbook of child psychology: Socialization, personality and social development (Vol. 4, pp. 1-101).*

Masten, A. S. (2011). Resilience in children threatened by extreme adversity: Frameworks for research, practice, and translational synergy. *Development and psychopathology, 23*(2), 493-506.

Mayer, J. D., Salovey, P., Salovey, P., & Sluyter, D. (1997). Emotional development and emotional intelligence: Implications for educators. *What is emotional intelligence, 3-31.*

Meichenbaum, D. (2017). Bolstering resilience. *The Evolution of Cognitive Behavior Therapy: A Personal and Professional Journey with Don Meichenbaum, 172.*

MPATH project (2016). Mentoring coordinators and Mentors' profile and competencies tool. Available from: http://www.mpath-mentoring.org/uploads/4/3/4/4/43445821/mpath_o2_coordprofile_final.pdf

Opengart, R., & Bierema, L. (2015). Emotionally intelligent mentoring: Reconceptualizing effective mentoring relationships. *Human Resource Development Review, 14*(3), 234-258.

Patterson, J. M. (2002). Integrating family resilience and family stress theory. *Journal of marriage and family, 64*(2), 349-360.

Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development, 44*(1), 28-48.

Rutter, M. (2006). Implications of Resilience Concepts for Scientific Understanding. *Annals of the New York Academy of Science, 1094*(1), 1-12.

Scott, K. L., & Copping, V. E. (2008). Promising directions for the treatment of complex childhood trauma: The Intergenerational Trauma Treatment Model. *The Journal of Behavior Analysis of Offender and Victim Treatment and Prevention, 1*(3), 273.

Seligman, M. E. P., Berkowitz, M. W., Catalano, R. F., Damon, W., Eccles, J. S., Gillham, J., ... & Peterson, C. (2005). The positive perspective on youth development.

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



School Parent Involvement to Increase Student Achievement

www.parentrus.eu

This project has been funded with support from the European Commission, under the E+ Programme. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.