1. Introduction

Mentoring is gaining attention in many European companies. Not only in countries where the system of VET is weak or hardly existent. Also in countries with an elaborated VET system and apprenticeships, like Germany it is becoming popular. One reason must be seen in the fact that mentoring integrates various functions, which are crucial for qualification and career advancement within companies but also can have a strong interface to the national VET Systems and occupational profiles. This is depending on the attempts to accredit those types of knowledge which are gained at the work place.

With this paper we want to address some key issues of mentoring processes and synthesize them to an integrated mentoring concept which allows a stronger harmonization with formal VET accreditation systems. The core issue of the proposed concept is the integration of competence assessment and self-assessment, work and learning tasks, and career road maps. Major insights for the development of our mentoring concept have been derived from international experiences in sectors of medium-low qualified work (see endnote i). After discussing the core elements of mentoring we will conclude with some prospects for mentoring in the future.

2. On Mentoring – Definitions, Goals, and Actors

Mentoring, provisionally defined as a combined guidance, counselling and coaching process with the purpose of improving career opportunities of mentees, can thrive on different types of interaction between the actors in the mentoring process. Two types of mentoring relationships can be determined: formal and informal ones.

Informal relationships develop on their own between partners (as a grassroots phenomenon). Formal mentoring, on the other hand, refers to assigned relationships, often associated with organizational mentoring programs designed to promote employee development. These programmes combine work place experiences with structured opportunities for personal development, which are facilitated by mentors or other more experienced persons in the organization.

In this paper we are concentrating onto the formal mentoring in which informal learning activities of the mentee are covered in order to sustain all the work place oriented learning processes described in the following chapters. In this respect we can understand the mentoring relationship between mentee and mentor also as a process of intended employee’s career development. Employees’ career development is the strategic investment, by an organization, in the personal development of its organizational members. This covers the career interests of the mentees, and the mentoring plan of the mentors. Additionally, this mentoring plan covers also the intention of the organization to make better use of the human potentials of its employees.

In general, we can state that ideally, the mentoring process contributes to the creation of win-win situations (see Figure 1). For the company mentoring is a means to better cope with competitiveness and to deal with possible shortages in skilled labour. On the mentees’ side mentoring is on the first hand a means to ward off unemployment, and furthermore it offers opportunities for improving the job security and getting better jobs or occupational task enlargement within the company and, in the long run, an improved employability. In brief, the competencies of the mentee are intended to be enhanced including his professional skills. The companies’ benefits lie in the favourable opportunities to develop internal human resources better in order to increase the flexibility towards changed qualification demands at lower cost.
Figure 1: Advantages of mentoring and qualification processes

Mentoring is commonly defined as a process that aims at supporting a mentee in his career advancement by providing

- guidance,
- counselling,
- coaching/ training and
- empowering.

These functions are the central pillars of a successful mentoring process. They have to be considered as interlocking constituents of mentoring, thus they are depending upon each other. They cannot be separated – neither in the sequence of a mentoring process, nor in substance.

If, only for analytical purposes, we separate the interplaying functions, we can characterize the guiding function as a motivational task. Furthermore it also covers the assistance and support of career choices, and the provision of role models. The counselling function deals with offering information and guidance on career development strategies and supporting the development of career road maps. The coaching and training function focuses on the enhancement of the mentee’s knowledge, skills and competences through enabling and supporting of learning. Finally, the empowering function aims at raising the self-awareness, building up the personal responsibility, and strengthening the evaluative competence and reflective capabilities.

These functions are interacting in the mentoring process, they are building on each other and they do influences each other mutually. Details of this complex interplay will be described in the following chapters. First, some words on the actors and goals of the mentoring processes.
Evidently, the goals of mentoring are context depending and case specific. The contexts can be shaped by certain sector characteristics, the peculiarities of the work force, special expectations of the stakeholders (e.g. management, business associations) and the like. If fading out the peculiarities of the context, we can portray supporting the career advancements of mentees as a primary and general goal of mentoring through improving their competence level (which can be achieved through appropriate learning and training modules).

As stated above, mentoring processes are implemented in various contexts: It is, for example, widespread in academia (especially for encouraging and supporting women in technical fields of study), but also in the very special field of mentoring young people with deviant behaviour. A comparatively new field is mentoring for low-skilled workers on the shop floor or in direct operation (like switchboard operation). These different circumstances give rise to different actor types: The mentees can either be university students or chambermaids or else; their commonality is the need for support in career advancement. At the mentors’ side, the bottom line is: holding managerial, social, pedagogical, leadership and psychological competences. Beside this, a mentor must be very experienced and a good facilitator.

Following Hunt (1986) mentoring can be understood as a form of learning in the workplace. Mentoring was first identified as a largely informal process, conducted mainly by male managers sponsoring their protégés (also usually male mentees). In many communities of practice sophisticated learning takes place without formal learning provision (Lave and Wenger, 1991).

Attempts had been made to formalize these processes and, in order to better understand those attempts, Hunt (1986) categorized the differences in style between formal and informal mentoring, as shown below.

<table>
<thead>
<tr>
<th>Informal mentoring styles</th>
<th>Formal mentoring styles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unplanned</td>
<td>Planned</td>
</tr>
<tr>
<td>Individual goals</td>
<td>Organisational goals</td>
</tr>
<tr>
<td>High social intensity</td>
<td>Medium social intensity</td>
</tr>
<tr>
<td>Voluntary friendship</td>
<td>Relationship mediated by matching process</td>
</tr>
<tr>
<td>Indefinite time-span</td>
<td>Limited time-span</td>
</tr>
<tr>
<td>Less directive</td>
<td>More directive</td>
</tr>
<tr>
<td>Difficult to track, perceptions biased</td>
<td>Monitored according to specified criteria</td>
</tr>
<tr>
<td>Paternalistic</td>
<td>Organisationally structured</td>
</tr>
</tbody>
</table>

Table 1: Differences in style between informal and formal mentoring (derived from Hunt 1986)

The central argument encountered from these discussions on the advance of formal versus informal learning is, that blended forms of formal and informal learning come much stronger into play in European further training practice. The European Union has therefore developed policies for lifelong learning which focus strongly on the need to identify, assess and certificate informal learning, particularly in the workplace (Bjørnavold, 2000; EC, 2001). Thus, it is claimed, many things are learned more effectively through informal processes. One clear example of this is language learning. But beside this we have to consider that formal and informal learning are quite distinct from
each other – that they have the **character of different paradigms, each with its own inherent logic, theoretical foundations and modes of practice** (Hodginson 2006).

Departing from our research experience in Germany (cf. Spöttl, Gerds 2002, Reinhold et. al. 2002, Rauner et. al. 2001, Rauner 2005,) we like to suggest that it is high time to step outside the frames of this contest between formal and informal learning and to follow tracks, which might be to the advantage of each of the learning forms and re-synthesize it into a **blended form of formal and informal learning in form of work and learning task**. These tasks take workplace learning for the mentee as a first step, which is activity-based and distinguishes from the more formal structured learning processes. These learning processes get evaluated through another instrument we bring into play, the **competence assessment sheet**, which makes clear what the mentee has learned so far.

### 3. Mentoring – Essentials of the Process

Well-planned and properly carried out mentoring processes are characterized by a given starting point and an open-ended outcome of the process. Through proceeding in iterative and reflective steps of self-assessment, definition and re-definition of goals, career plans and road maps for competence building etc. the mentoring process becomes increasingly focused to mentee-specific goals, which generally are attainable, because the ongoing re-adjustments do ensure this. Therefore, the communication between mentors and mentees is an indispensable precondition for success. Thus the mentioned matching between mentor and mentee is of outstanding importance. The following describes the core elements (or tools) of a successful mentoring process in general, and furthermore gives some indications, which are specific to the cases at issue.

The first and most important element of the initial stage of the mentoring process is the **competence assessment sheet**, which is used to identify the competence and qualification level of the mentees. An additional not less important function of this tool is the creation of visibility, i.e. making visible the competences of the mentee to others. In the case of female mentees who are returning to work, the focus lies particularly on the competences acquired elsewhere. “Elsewhere” denotes particularly a context of competence acquisition, which is not the work place but rather a different sphere like family life, running a household, raising up and taking care of children etc. These are competences acquired during an absence of working life which can be accredited or at least be recognized on the return to working life at whatever working place. **Creating visibility** can be achieved by describing and naming the competences. This is realized through the dual usage of the competence assessment sheet: First, this tool supplies a self-assessment of the competences by the mentees; second, the competence assessment sheet is used for an external assessment or peer evaluation which complements the mentees’ self assessment. Both functions of the competence assessment sheet will allow to determine the mentee’s initial competence level (when entering the mentoring process), and through designating and classifying the competences, they are objectified and thus made visible. Once made visible and, especially at the mentee’s side, once an awareness of the own competences and qualification is created, a process of reflection and self-reflection about the own competences as well as on the desired competences to be acquired during the mentoring process can begin. During these process steps, it is essential to find ways of generalizing and classifying the competences gained in a specific domain (or working or living context) held by the mentees (e.g. by separating the domain-specific and the components being capable to generalize). Evidently, this requires a broad knowledge of domain specific and domain independent competences at the mentor’s side, which is yet another hint on the necessity to employ company-internal mentors, who have a good knowledge of the work processes and the specific subject fields.

As a result of the first competence assessment sheet a sketch of the mentee’s competence profile is completed and – either with this initial competence assessment or after one of the following competence assessments, a target competence profile is developed. This target profile shall balance the
wishes and potentials of the mentee and the necessities (and requirements) of the company’s work places. The challenge to be dealt with is how to match the wishes with the needs (of the company) and how the balance of individual wishes and institutionalized needs can constitute a career advancement track to the benefit of all actors involved?

Beside the repeated application of the competence assessment the further stages of the mentoring process comprise of developing a career plan or road map of necessary steps to be taken. It is essential that the mentees are the major source of developing the career plan – it shall not be passed by the mentor to the mentee, but rather be the combined result of the competence assessment (self-assessment and external assessment) and the supported self-reflection of the mentee. The career road map particularly covers the collaborative decision on necessary qualification and training modules to be done by the mentee.

As a means of control and self-assessment after each passed qualification and training unit, a competence assessment procedure shall be conducted, which will lead to a re-consideration of the career plan with the option of adjusting the road map according to the reached level. By consecutively running through these loops involving competence assessment, career plan development (and revision), reflection, passing training modules etc. the goal of career advancement will at least be approximated. Similarly the competence level will be raised.

Two important conditions need to be amended here: First, the mentoring process must not be intermittent, but rather a continuous process of communication between mentors and mentees. Second, an essential prerequisite for the success of the mentees’ competence improvement is that the work tasks include learning potentials, i.e. learning opportunities at and during the work done by the mentee. The latter is essential, because passing through off-work (stand alone) training modules is not sufficient for gaining better insights into the broader business processes of the company, which are essential for career advancements (e.g. into supervisor jobs).

4. Mentoring: The Cornerstones of the Process

This section describes the cornerstones of the mentoring activities. A successful mentoring process requires – besides others – two essential interacting components:

Firstly, a suitable means for recognizing, thus to investigate and measure, the prior leaning experiences of the mentee by a competence assessment sheet, and secondly, to collect information and data for an in-house training plan, a mentee’s career road map. This road map identifies personal wishes (i.e. the mentee perspective) and organisational requirements (i.e. the business or company perspective) in order to synthesize an in-house mentees development programme. To come along with this goal, efficient tools need to be put in place. This helps the mentor and mentee to jointly develop an in-company training plan (as a part of the mentees career road map) based on key work and learning task. Generally spoken, the focuses of these activities are the career needs of the mentees. The activities enrolled here should allow him an expansion of his skills and capabilities. The learning concept is based on the principle that learning takes place in a „community of practice“ (Lave, Wenger 1991) and that learning develops on the basis of the novice-expert paradigm (Dreyfus, Dreyfus 1987).

In the following sections we will explain what we mean with work and learning task (WLT) and will give a sketch of how they can be identified within an organization. But before we will explain the competence assessment sheet (CAS).

The competence assessment sheet

With the competence assessment sheet (CAS) we propose a tool that serves various purposes during a mentoring process. First, it is a tool for an initial assessment of the mentees’ competence and qualification level. It furthermore is used to “measure” the advances made during the whole process. It thus delivers hints for deficiencies in the competence and skill portfolio of the mentee. The
The general idea for the usage of the tool is that it both, shall be used as a tool for self-assessment of the mentee’s competences; and that an additional external evaluation through persons other than the mentor shall complement the self-assessment. As already mentioned above, the idea is to find out the strengths and weaknesses of the mentee, in order to use the CAS for initiating a dialogue between the mentor and the mentee on the competences held by the mentee and on possible steps to improve the competence level. The CAS is thus also the basis for a process of the mentee’s self-reflection, which shall flow into a discursive development of a career road map that covers the qualification modules required to improve the competence level. Before giving some details of the interaction between the mentioned tools of CAS and career road maps, the procedure of itemizing some relevant personal competences shall be demonstrated. Table 2 gives a list of relevant competencies, which have been developed by analyzing the standards made on high-performance work systems in industrial production (Appelbaum et al. 2000), but which can also be found in responsible and skilled work environments of the service industries. These theoretically and empirically derived competence spheres are subsequently differentiated into items. In the next step, these items can be transformed into questions or statements that are addressed to the mentees. The answers are given in the frame of a five-point scale, which eventually can be transformed into a profile like in Figure 2 where the self-assessment profile and the external assessment profile are shown. If these profiles do differ considerably, an additional assessment can be necessary. In any case, this visualization is the basis for developing a training and qualification plan as well as a career road map.

<table>
<thead>
<tr>
<th>Competence spheres</th>
<th>Itemization</th>
</tr>
</thead>
<tbody>
<tr>
<td>self-organization/self-management</td>
<td>- developing work procedures</td>
</tr>
<tr>
<td></td>
<td>- developing a task sequence (steps)</td>
</tr>
<tr>
<td></td>
<td>- organizing tools independently</td>
</tr>
<tr>
<td>sense of responsibility</td>
<td>- responsibility for work tasks</td>
</tr>
<tr>
<td></td>
<td>- responsibility for colleagues/team</td>
</tr>
<tr>
<td></td>
<td>- responsibility for efficiency in work</td>
</tr>
<tr>
<td></td>
<td>- responsibility for quality</td>
</tr>
<tr>
<td>ability to cope with pressure/stress</td>
<td>- keeping overview under time pressure</td>
</tr>
<tr>
<td></td>
<td>- cooperate and delegate</td>
</tr>
<tr>
<td>ability to communicate</td>
<td>- clarity and precision in formulating</td>
</tr>
<tr>
<td></td>
<td>- ability to listen</td>
</tr>
<tr>
<td>ability to cooperate/readiness to work in teams</td>
<td>- willingness to share knowledge &amp; responsibility</td>
</tr>
<tr>
<td>flexibility</td>
<td>- ability to follow new paths in work</td>
</tr>
<tr>
<td>ability to organize work tasks</td>
<td>- ability to analyze task contents</td>
</tr>
<tr>
<td></td>
<td>- ability to recognize task dependencies</td>
</tr>
<tr>
<td>leadership</td>
<td>- ability to delegate</td>
</tr>
<tr>
<td></td>
<td>- ability to motivate others</td>
</tr>
<tr>
<td>knowledge of the subject field</td>
<td></td>
</tr>
<tr>
<td>learn to learn</td>
<td>- ability to detect deficiencies</td>
</tr>
<tr>
<td></td>
<td>- ability to open up learning sources</td>
</tr>
<tr>
<td></td>
<td>- self-organize learning processes</td>
</tr>
<tr>
<td></td>
<td>- self-controlling learning progress</td>
</tr>
<tr>
<td>language capabilities</td>
<td></td>
</tr>
<tr>
<td>cultural competence (mainly for foreigners)</td>
<td>- understanding values and norms</td>
</tr>
<tr>
<td></td>
<td>- streamlining own action according to values and norms</td>
</tr>
</tbody>
</table>

Table 2: Competence fields: Examples for itemization
Figure 2: Competence assessment sheet: Example for a competence profile

The instrument is used several times during the whole process, because this allows assessing the general progress being made by the mentees. But also very detailed advances achieved in very specific competence fields can be detected. Every CAS profile serves as a basis for self-reflection, and reconsidering and re-aligning the career road map including the selection of training and qualification modules.

The CAS serves as the basis for developing career goals. The company might offer some career advancement paths with certain job profiles. It is on the mentor and mentee’s side to develop appropriate action that allow for reaching the goal. Thus the selection of suitable training modules depends on a concise analysis of the mentee’s competence level and profile, and simultaneously on an adequate description of the requirements of the targeted job profile (and responsibility level). The following section will develop the contents of the qualification and training modules and give some hints on the interaction between the CAS, the career road map and the qualification and training modules.

**Work and learning tasks**

A collection of **work and learning tasks** (WLT) set up in learning modules expresses the learning potential of the organization where the mentee is working. WLTs deliver the core elements and the content basis of an in-house training plan for the company. This plan may also be understood as a career roadmap. The mentee has better learning chances with this roadmap, as competencies are developed in an organic and contextualized way.

With rising complex work tasks the mentees career chances are increased considerably as well as his prospects in the organization. This learning is stimulated through the work to be done in an or-
ganization and has to be distinguished from formal learning. The EC defines formal learning as typically provided by a vocational education or training institution and structured in terms of learning objectives, time and learning arrangements. However, as we can see later on, this informal learning is also structured intentionally from the learner’s perspective. Its great difference is the relation to the work process and its clear activity basis (Beckett, Hager 2002; Coley et. al., 2006; Hodkinson, Unwin 2002).

Mentees learning with WLT – formal versus informal learning
Work and Learning Tasks (WLT) are activities off to the side of the work place in which the mentee experiences certain work situations. Completed work and learning tasks by the mentee can be regarded as a form of practice based work place learning. This kind of learning resides very much in informal learning situations. This type of learning passes on information from others who have already attained the specified knowledge. It can be regarded as a socialisation into an existing community of practice. By performing certain procedures at the workplace the mentee learns about new occupational work tasks. By repeating it several times he increasingly understands how the business processes or certain tasks in the company’s work places works and who is involved in the process. This kind of activity-based and experience-based approach can be understood as systemized, informal learning. But as shown here it also systemic-workplace oriented learning and thus certain criteria for mentees learning with WLTs have to be fulfilled. Criteria considered are individual and organizational requirements as well as the tools and methods used for the work to be completed.

In this work we want to concentrate on informal training which occurs ‘when mentors take responsibility for instructing others with sustained reference to an intentionally-organised body of knowledge in more incidental and spontaneous learning situations, such as guiding them in acquiring job skills’ (Livingstone 2001). Still, the definition is not really precise in our model, since what is offered here shows that the mentor is not always instructing. He might introduce the mentee into the work tasks at the beginning. After that he leaves him back under the auspices of the other colleagues surrounding him. They might help him if necessary, if he has difficulties coping with the work task. By coping and doing these activities himself, he will learn effectively. Still, this is not an unplanned or unintentional process and therefore involves the work of a mentor. With the work set out in front of him, the mentor can clearly see the progress of the mentee and can identify the important and relevant tasks to be learned.

Features of work and learning tasks
In detail, the work and learning tasks can be described by the following features:
- Combination of work task exercises and learning processes.
- Linking amongst the business processes, work orders and learning possibilities.
- By learning that which is new at the workplace, the mentee is better motivated
- By mastering certain new work activities and enriching mentees abilities, career chances are enhanced.
- They are profitable for both the mentees personal career as well as the organization’s business goals.

A good systemization of the WLTs in an in-house training plan decreases the work load for the mentor. This is especially important under conditions when the mentor works part-time for the organization.

Step by step approach to verify work tasks for the mentees learning purposes
The following picture (Figure 3) describes the step by step approach of the overall process. Relevant work tasks might exist throughout the company at different locations and settings, which are not yet identified. They exist and are well known in terms of the business process and the order flow, but not in terms of a mentee’s training plan. This usually is the case when a mentor is starting to look for work and learning tasks to use as modules for a company’s internal training plan. The crucial questions for the mentor at the beginning of the plan development process are:
How can we find work tasks suitable for the learning process of the mentee?
- When we have identified certain tasks, how do we know that they are crucial learning tools for our mentee?

This means that Work and Learning tasks (WLT) should represent typical elements of the intended occupational profile for the mentee. The work and learning tasks are the basis of a developed in-house training plan for the mentee. Work and learning tasks can be structured based on a step-by-step approach.

The importance of learning and work tasks

The context of learning in the form of work and learning tasks triggers the problem of sequencing. Basically, the order of the work and learning tasks (WLT) should be envisaged in a way so that the mentees and their occupational careers are supported on the path from novice to expert. The task must enable the mentee to enlarge these competencies, to make new experiences, etc. By taking these demands into consideration, learning and work tasks must be arranged in a systematic order, and not arbitrarily. It is to be considered which learning and work tasks are adequate for the current status of the learners, who can only tackle procedures at their present level.

Following this method, the mentor has to check whether the identified work tasks are useful for a mentee and his individual learning career in the company. This should offer a good chance to enrich the mentee’s competencies. These new experiences also offer new learning opportunities. Suitability is the leading criterion needed to assess the usability of the learning situations identified. The initial qualifications of the mentee are also taken into account because every mentee starts with different competencies. The competence assessment sheet tells us which skills are missing and where the mentee should pick up more experience in order to enrich his or her technical and social skills, to become an experienced professional in the company and sector. Based on the given competencies, these work and learning situations are selected. Thus, the mentee is granted both a leg-up and a good foundation in which to begin his professional development.

Based on this assessment, the mentor has to choose how to organize and formulate the learning programme, or roadmap, for the mentee. This roadmap has to be followed by the mentee. The work and learning tasks have to be placed in a certain order. This means that the most difficult task should not be at the beginning. The principle for ordering the road map stations and set up of the

Figure 3: Main steps in developing work and learning task in a company

[Diagram showing the main steps in developing work and learning tasks in a company, including identification, verification, implementation, and selection, organisation, preparation, formulation.]

The diagram illustrates the sequence of steps involved in designing a training plan for a mentee, emphasizing the importance of carefully selecting and structuring work and learning tasks to support the mentee’s progression from novice to expert.
programme is built on the prior knowledge and competencies of the mentee. The collections of WLTs in a training plan undergo rising complexity according to the mentees initial qualifications (orientation, relations, detailed and experienced based knowledge).

But before the programme is ready, the work and learning tasks have to be prepared. This should happen so that the mentee is clear about what he will be learning. Therefore the written outlines of the work and learning tasks have to take place as a final step.

This process is within the responsibility of the mentor. As we said, the mentor can be seen as an in-company expert, in terms of knowledge processes. Mentors need to be well-qualified to define these tasks and bring them into a certain sequence.1 It is crucial for the mentor to be transparent about his work and the outcomes achieved. It might then be quite useful to inform company staff and managers about the outcome of this development process at an early stage.

5. Conclusions and Prospects of Mentoring systems

The proposed mentoring concept allows for integrated career advancement, competence assessment, and learning and training process within companies. The concept is suitable to many sectors (industrial and service), to companies of various sizes, and it can be adjusted to different kinds of VET systems, like public-private or private systems or work-based and school-based systems. Thus it can be implemented in the phases of continuing training in systems with a strong initial but weak continuous VET. Similarly, it can be implemented throughout all stages of vocational learning in systems with a weak VET system.

The practical experiences with the proposed concept indicate that it is extremely valuable to develop career opportunities and better jobs for low-qualified employees, and for those lacking formal qualifications, but who hold valuable yet not accredited informally acquired competences. Therefore the accreditation of the competences acquired through a mentoring process by relevant accreditation boards is still the missing link to complete the proposed mentoring concept, to improve the transferability of qualifications and to increase the attractiveness of holistic mentoring.

Besides this, we like to point out that a very important condition for effective learning in the company is to become socialised into and finally belong to a community of practice (Lave and Wenger 1991). A community of practice is shaped through specific organisational factors, but also through work and vocational aspects as well as through general societal and cultural values. Learning, they argue, is the process of becoming a full member of a community of practice (or peer group), which they label with 'legitimate peripheral participation'. Thus, we cannot learn without belonging to a community and we cannot belong to a community of practice without learning their practices, norms, values and understandings of the community. The process of learning and getting accustomed to the requirements and expectations of the community of practice is not at all easy and free of conflicts. But since participation in a community of practice is also a condition for career advancements within this community, an important mentoring goal must be the mentor's support of the mentees to better overcome institutional and societal barriers.

Literature:


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1 If not, a minimum of mentor’s training is advisable. This is usually the case in many European countries; like Scandinavia, Germany, France etc. Still the quantity and quality of these training methods are very different; they range from a few hours introduction up to 200 hrs. Some are more informal and others end up with a certificate. See Bös, Neß 2000.
Bremer, Rainer: A Portrait of GAB; A Pilot Project between Schools, an Enterprise and the ITB; in: Strategies for Reforming Initial Vocational Education and Training in Europe; Stenström, Marja-Leena; Lasonen, Johanna (eds.), Jyväskylä 2000


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Deitmer, L., Ruth, K. (2006) Evaluation of mentoring programmes and projects-based on German and European experiences; Second deliverable to the IMPLEMENT project, ITB


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1 This paper arises from assisting the development of the regional pilot project, IMPLEMENT for mentoring processes of companies in two sectors (ICT and Tourism) in the region of Attica, Greece. The project developed and integrated methods of guided learning for mentoring that can facilitate a specific target group - here women. Know how on mentoring by 17 partners, like chambers, VET Centres, consulting companies and transnational partners was shared. Over 300 mentoring schemes in and out the companies were undertaken. As one of the transnational partners, ITB, University of Bremen, Klaus Ruth and Ludger Deitmer, participated in this project. Their role was to synthesize experiences from German and other European countries heading for the support of the Mentoring activities.

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