Talent Matching Europe

TALENT MATCHING – VOCATIONAL MENTORING FOR YOUNG PEOPLE
FOR I-VET IN EUROPE'S CREATIVE INDUSTRIES

Diagnostic Skills Check Tools

A toolkit and guidance for assessing initial needs of creative mentees

Contents

Acknowledgments and Disclaimer

This report has been produced by the Talent Matching Erasmus+ Key Action 2 Strategic Partnership, which consists of:

Further information about the project and the above partners is available at
www.talentmatchingeurope.com

Diagnostic Skills Check Tools

A toolkit and guidance for assessing initial
needs of creative mentees

1. Introduction

This document provides a toolkit of resources for Vocational Mentors who work with companies, employers and commissioners from the creative and cultural sector on the one side; and young talented people who would like to access work or careers in the sector on the other. It has been created as part of the Talent Matching Europe project, a partnership of vocational and educational training organizations across 6 European countries who specialise in the creative and cultural sector.

The Vocational Mentor is a newly emerging occupation, integral to supporting young people not in employment education or training (NEET) to access opportunities in the CCIs, one of Europe's most rapidly growing and successful employment sectors

The research study realized at the beginning of the project (Intellectual Output 1) shows that many practitioners working with young people in the roles of employment or careers adviser, mentor or youth worker are generalists. They frequently expressed that they did not fully understand the creative industries and, unless they had direct experience of a creative field, they felt that they were challenged to provide appropriate advice and guidance. This group would benefit from specialist training support and learning materials. The second group of creative practitioners with specific artform skills and expertise operate in the role of mentor, trainer or tutor in informal learning settings or within creative institutions and VET institutions. This group often see their role as being to support the human and creative development and learning. They would benefit from training support in skills to engage with employers and support young people into work.

The vocational mentor role related to this type of young people is specific in many aspects and requires different competencies. An occupational profile for the role and a set of competencies was defined in the document TME competency framework.(Intellectual Outputs 2 and 3). Following this, through a process of pilot action learning sets, a set of learning materials and curriculum (Intellectual Output 4) to support the professional development of the vocational mentor in the creative industries were developed, which are available online at www.talentmatchingeurope.com (Intellectual Output 7)

This document (Intellectual Output 5) concentrates on the first meeting of the vocational mentor with a young person and provides recommendations or examples of diagnostic skills check tools that might be useful in their work. At the first meeting/s, it is possible to use various tools for the assessment of knowledge, skills or attitudes if necessary, but it is also useful and important to work with the young person's interest in creativity and to build a relationship of trust between the vocational mentor and a young person.

2. Methodology

This document has been compiled by Prostor Plus, with the support of Rinova and Collage Arts and through a pooling of resources and experience amongst the project partners. Each partner was invited to contribute examples of how mentors in their organization assess needs of a mentee at the outset of the relationship and also to contribute examples of good practice in their country. We have also drawn upon the case studies in the initial research phase of the project and upon the experience of the action learning sets in the pilot phase. Finally, the document has been reviewed by the partners at a project workshop and revised in the light of feedback and comments.

We have found that the following aspects are important for work with this specific target group:

- The approach to the young people. We point to some elements of communication that might be useful in establishing the relationship between the mentor and the mentee.

- Understanding the background and interests of the young person. Here we highlight a young-person-centered approach using the shorter verbal and longer written tools.

- Assessing enterpreurial skills or potential.

- Understanding and assessing of creativity

3. Professional development for mentors

The occupational profile and competency standards for the Vocational Mentor provide a framework of the skills, knowledge and experience required for the role and outline four areas of activities in which the vocational mentor works. This document provides a range of guidance tools for working in each of these four areas.

In this type of work with young people, there is no prescriptive form that can be used in all situations and contexts, across different European countries. Mentors in informal learning contexts will need to improvise and respond to the context in which they are working. However, we have gathered examples of tools and guidance that will offer a framework to support the mentor in understanding the needs of the mentee at the outset of the relationship. Such a framework can also contribute to the professional development, recognition and validation of the role of the vocational mentor.

Talent Matching Europe emphasises the value of exchange of experience with other mentors, both from different or the same fields, and seeks to establish a community of practice for such exchange of learning. The online learning materials provide access to such experience, including interviews with mentors and mentees.

The mentor experience is driven both by the mentor and the mentee. It is important that a vocational mentor continues to draw on experience of being a mentee themselves as part of their professional development. Other sources of continuing professional development that can be valuable would include:

- to have key experts with whom to consult for regular support and advice

- to participate in mobility programmes

- to build familiarity with usable resources from other practices

- to use self-assessment tools to chart progress

- to be assessed by others and to validate the new skills and knowledge

- to gain useful knowledge and skills (for example psychotherapy as an additional useful tool in working with young people)

4. Diagnostic Skills Check Tools

4.1 Working with young people

The first contact interview and assessment is the beginning of the relationship between the mentor and the mentee and it is important to establish good communication. The project's research and experience of working with young people shows that the role of a mentor requires not only expertise in a vocational field , but also good communication skills and positive relationships with young people.

Young people participating in the TME pilots have all expressed the importance of the relationship between the support worker/mentor and themselves. Many young people have expressed that they need the flexibility of changing support workers if they do not feel connected to them.

The mentor should facilitate the young person to lead and be responsible for their own development and understand their own needs.

Those elements are visible in the communication pattern that is used by the mentor. *The motivational interviewing* tool (see references and links) has been used as a source for this guidance for establishing the communication that will allow the understanding the needs of young people:

- to have the style of approach that includes **effective questioning**
- Ask open questions and encourage the young person to think for themselves. It is important to show you are
- **actively listening**, asking good questions and giving good reflections and feedback.
- Interrogative words – using questions such as what, when who, and how **can encourage someone to open up**. Asking why can often feel more like a criticism and cause defensiveness
- Avoid Leading Questions – be careful not to lead people in a particular direction
- Areas of non-interest – it's good to make sure that the person owns the conversation but also important to make sure we address what is not been focussed on and reasons for this
- Be attentive to not just what is said but also tone and **body language**
- **Reflect back** what was said to clarify and ensure you have the right understanding
- **Self-awareness** – be aware of your own emotions, reactions, and prejudices to ensure you don't allow them

Diagnostic Tools

1. Talent Match London uses a series of tools in the process of understanding the needs of young people by reflecting on the young people's experience, context, and wishes. These comprise several **About Me** forms, which are used in the initial assessment that the support worker might have with a young person. The aim of this is for the young person and support worker to begin to look at what their life is like at present, what they would like to do, and look at overcoming any barriers they might have in taking part in the next stage of the programme. The young person and mentor will build a contract based on their mutual expectations of each other. The following forms - **The Wheel of life**, **Right here, right now** and **The future** – can be used during the process of initial assessment:

THE WHEEL OF LIFE

The aims are: For young people to learn about their own priorities, to facilitate goal setting and to open up conversation about the young persons life

Different people need to focus on different areas of their life more than others. The right balance of this is different for different people and the Wheel of Life looks at what the ideal balance of things are for the young person.

How:

1. First ask them what their main priorities in life are. What is most important to them? The number of priorities can be flexible but ideally between 5-8.

2. This could include roles they play or areas of their life.

3. Roles: community leader, friend, father

4. Areas of Life: spirituality, financial freedom, family, social life, career, religion

5. After, ask them how much attention they are paying towards this at the moment from 0-10 (0 = low, 10 = high). Ask them what they mean by each number they suggest, reminding them that they need to have a balance and that therefore there will always be a range.

6. Once completed, in a separate colour ask the young person how much attention they would like to spend on each of these things.

7. Together look at gaps and discuss what goals you could make around one, some or all of them. Look at what might be causing the gaps and if there are any barriers they are facing that might need extra support.

RIGHT HERE, RIGHT NOW

The aim is for the young person to look at how they actually spend their time and what diffiulties they might have.

How:

1. Go through each of the questions with the young person ensuring you reflect back on the priorities.

MY FUTURE

The aim is to understand what the young person is interested in, to begin discussions about the future and what they might want to do as well as to understand their attitudes to work. It also should provide direction for goal setting

How:

1. These questions should be asked sensitively and reflected on when reaching the goal setting section.

ABOUT ME:
WHEEL OF LIFE

This worksheet will help you to look at what is important to you in your life.

1 Think about eight parts of your life that are most important to you. These can be either linked to: roles you play (e.g. father, sister, community leader); areas of life that are important to you (e.g. artistic expression, career, family, friends); or a mixture of both. Then write these on each section of the wheel.

2 Mark from 0-10 how much energy or attention you are paying to each of these areas at the moment and join these up.

3 Mark from 0-10 how much energy or attention you want to pay to each of these areas and join these up.

4 Finally look at where there are gaps between each point. With your support worker see if there is anything you can do to change that.
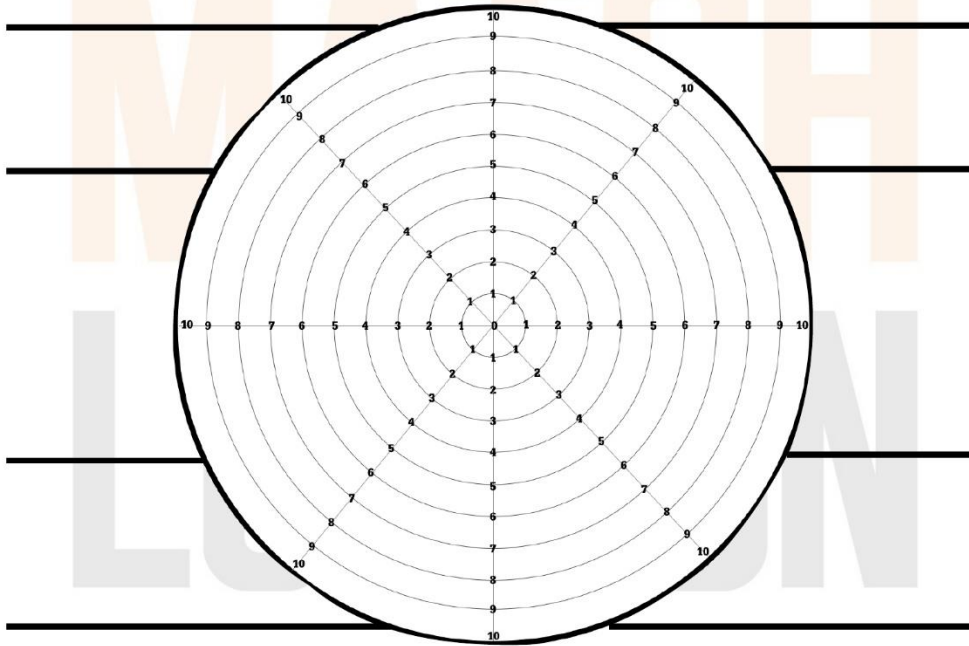
ABOUT ME:
RIGHT HERE, RIGHT NOW

This worksheet will look at how you currently spend your time, what you enjoy doing and if there are any difficulties you might have.

In the table below describe the activities you do each week and how much time you spend doing them:

ACTIVITY	TIME SPENT

How do these activities match your priorities in your Wheel of Life?

After speaking with your support worker about your current activities and priorities, is there anything you now plan to do differently?

TALENT MATCH
LONDON

London youth

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ABOUT ME:
MY FUTURE

Use this worksheet to look at what you enjoy doing and want in the future.

What do you enjoy doing?

How do you feel about the future?

On a scale of 1-10*, how important is getting a career to you?
*1 meaning 'it is least important to me', and 10 meaning ' it is the most important to me'

Do you have any ideas what direction you want to go in?

What do you need to get you there?

4.2 Establishing the mentoring relationship

1. Framing the present is a tool is used by organization Mulab, Italy. The aim is to get an idea of mentee's self-awareness for the first meeting.

Format mentoring interview
Questions list
Framing the present (to have an idea of mentee's self awareness for the first meeting)
- What do you do?
  - What experience do you have?
- What can you do?
  - What are your skills/competences?
  - What are things you do well/best?
- What are qualities other people recognize you?
  - For which qualities are you mostly appreciated by others?
- Is there an aspect that you feel wanting in your present time?
  - What is most critical aspect you feel in your professional life at this time?
- What makes you happy?
  - How do you feel when you …..?
  - What is your aspiration?
- On a scale from 1 to 10 how much are you satisfied about your situation?

Framing the present (following meetings)
- What has been happened since we met last time?
- Is there a specific aspect you want tell me?
- What went wrong for you?
- On your opinion, what was a force point of your actions?
- *the following questions should be not standard but formed according to the topic of the meeting

Format mentoring interview
Setting
Structure
1. WELCOME _ colloquial introducing phase (up to 10 min)
    - On the first meeting, the mentor introducing himself and his work on the first meeting
    - On the following meetings, the mentor start asking a report about the actions from the previous meeting

2) INTERVIEW_ stay around 6 questions: 3 open q., 3 specific q. (up to 10-15 min)
    - On the first meeting, the mentor should keep an introducing interview to have a frame of the mentee start point
    - On the following meetings, the interview can be more specific and customized on the mentee situation

3) INPUT_ actions and strategies phase (up to 5-10 min)

Format mentoring interview

Questions list

Framing the present (to have an idea of mentee's self awareness for the first meeting)
- What do you do?
  - What experience do you have?
- What can you do?
  - What are your skills/competences?
  - What are things you do well/best?
- What are qualities other people recognize you?
  - For which qualities are you mostly appreciated by others?
- Is there an aspect that you feel wanting in your present time?
  - What is most critical aspect you feel in your professional life at this time?
- What makes you happy?
  - How do you feel when you …..?
  - What is your aspiration?
- On a scale from 1 to 10 how much are you satisfied about your situation?

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3) INPUT_ actions and strategies phase (up to 5-10 min)

2. **Mind mapping** is a tool developed by EASP, Macedonia which uses the metaphore of the mind map as a way to start conversation with young people about their current life situation.

Biographical Collection as mind map

What are my special interests

Music, friends, sports….

What i do as freetime Activites

Sport, Draw, read, Movies….

What I strive for?

Personal development

What are my values?

Freedom, Openess, Persistance

Why am I today the way I am?

My pet My friend

Independence Perseverance

What values did I get from my parents?

What is specially important for me?

Cohesion in the classroom Self organising Try everything

Loosing one parent

What did I learn from my school?

What were The most decisive moments in my life?

Worksheet: My Biographical Collection

What was especially important for my parents?

What values are especially important to me?

What have I dreamed about in childhood and adolescence?

For which things have I especially been interested in my life?

What were the decisive experiences of my life?

What activities do I want to do in my free time, and what have I learned?

What are the important things I have learned through the school and the educational process?

What have I learned in my working practice (volunteering, mobility ... skills from my profession?

What can I learn from my friends?

What is important to me at this moment in my life?

What do I rely on when making decisions?

What do I stand for?

4.3 Entrepreneurial skills check

This tool Talent Match - Enterprise Pathway Programme Personal Statement has been used in the programme Talent Match London by Collage Arts, UK to initiate the discussion on enterpreneurial skills and mindset. It also includes several self assessment questions

TALENT MATCH
L O N D O N

Talent Match London – Enterprise Pathway

'Being Enterprising'

Your Personal Statement

Between 10:30am – 4:30pm on Thursday 16th October, 10 people will secure the opportunity to explore being enterprising. Make sure you're one of them by completing and submitting your personal statement!

On the statement form, please answer the following questions:

- *Why do you think it is important to be 'enterprising' in life, in work and in your business? What does 'being enterprising mean to you?'*

- *What is the enterprising idea that you want to take forward? If you have a business idea, "What's the Big Idea?" Please describe your idea and what you have done so far to make the idea a reality.*

- *Finally, how do you hope that the programme will help you? What do you want to achieve?*

Keep your answers short and simple.

We're looking forward to meeting you.

Personal Statement
Your name:

Finished! Now complete the self-assessment questionnaire below

TALENT MATCH

L O N D O N

Enterprising Skills Self-Assessment

How true are these statements of you?
Scale: 1 = not at all true, 2 = sometimes true, 3 = mostly true, 4 = very true.

You just need to remember that this is simply a tool. It is fun to take and fun to interpret, but you should keep it in perspective.

	1	2	3	4
1. I am persistent.	1	2	3	4
2. I believe my success will be dependent on me.	1	2	3	4
3. When there's something I want, I keep my goal clearly in mind.	1	2	3	4
4. I examine mistakes and I learn from them.	1	2	3	4
5. I keep New Year's resolutions.	1	2	3	4
6. I have a strong personal need to succeed.	1	2	3	4
7. I have new and different ideas.	1	2	3	4
8. I am adaptable.	1	2	3	4
9. I always give the best of myself.	1	2	3	4
10. I am intuitive.	1	2	3	4
11. If something can't be done, I find a way.	1	2	3	4
12. I see problems as challenges.	1	2	3	4
13. I take chances.	1	2	3	4
14. I'll gamble on a good idea even if it isn't a sure thing.	1	2	3	4
15. To learn something new, I explore unfamiliar subjects.	1	2	3	4
16. I can recover from emotional setbacks.	1	2	3	4
17. I feel sure of myself.	1	2	3	4
18. I'm a positive person.	1	2	3	4
19. I experiment with new ways to do things.	1	2	3	4

| 20. I'm willing to undergo sacrifices to gain possible long term rewards.	1	2	3	4
21. I usually do things my own way.	1	2	3	4
22. I tend to rebel against authority.	1	2	3	4
23. I often enjoy being alone.	1	2	3	4
24. I like to be in control.	1	2	3	4
25. I enjoy meeting new people and networking.	1	2	3	4
Column Total:				
Total Score:				

Name: Date: Signature:	Office Use Interview Date: Place offered:

2. Wheel of skills is a tool developed by Fundacja Arteria, Poland with the aim to help young people to understand what skills are useful in developing their financial satisfaction and to help them to think how they would rate themselves on their confidence level in this skills currently.

How: From the list of the desirable skills/attitudes one chooses 8 – most important in for running business in cultural and creative sector and rank them in the context of the level of their self-confident (from O to 5: "0" means "not confident" and "5" - extremely confident). After, one writes down these 8 chosen skills/attitudes at the end of the lines at the wheel. Then the young person should put an X on the score for each of the 8 skills/attitudes and then join up all the Xs.

List of desirable skills/attitudes:

2	Well organised
4	Flexible
	Disciplined
	Able to prioritise and set goals
	Able to motivate yourself
	Good networker
	Focused
	Good communication skills
	Creative thinking
	Perseverance
5	Problem Solving

Flexible

Well organised

Problem Solving
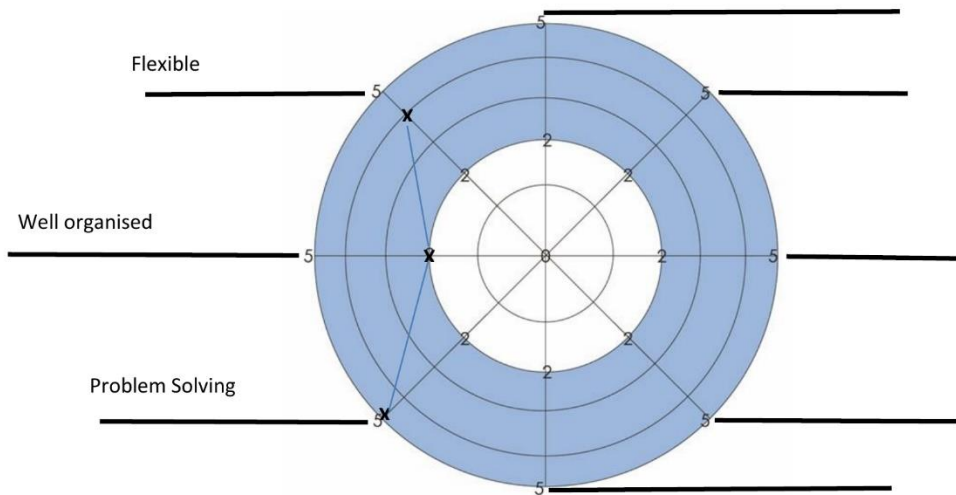
A general group discussion following the exercise helps participants to see ways they could increase confidence in their skills where necessary or to see what skills they have confidence in currently to use these to their best effect.

4.4 Understanding of creativity

The tool Being creative is used by Prostor Plus to approach people interested in arts and to make them feel comfortable to talk about their creative potential or process. It consists of a set of general questions that might be a good conversation starter on their creativity.

BEING CREATIVE

On the statement form, please answer the following questions:

- *Why do you think it is important to be 'creative' in life or work? What does 'being creative mean to you?'*
- *What is the creative idea that you want to take forward? If you have a creative idea, "What's the Big Idea?" Please describe your idea and what you have done so far to make the idea a reality.*
- *Finally, how do you hope that the programme/mentorship will help you? What do you want to achieve?*

Personal Statement
Your name:

The tool How am I creative developed by Prostor Plus is made with the aim to provide base for reflection and self-reflection on a young person's creative process and creativity.

How: The simple creative task is a format that can be used as an individual material for reflection and self-reflection on influences/ inspiration, motivation, creative process etc. This task can be very simple, as for example, to shortly present yourself choosing whatever motif or information about yourself, using any art format that suits the young person best. If a person is already creative invite the young person to share and reflect on the example/s of their own creative work. The elements stressed in the tool can be used for conversation also.

HOW AM I BEING CREATIVE

Write your thoughts and choices about those elements of your work.

IDEA

INFLUENCES
&
INSPIRATION

MEDIA

WORK
PROCESS

CHALLENGE

GREAT
SUCCESS

FAV PART
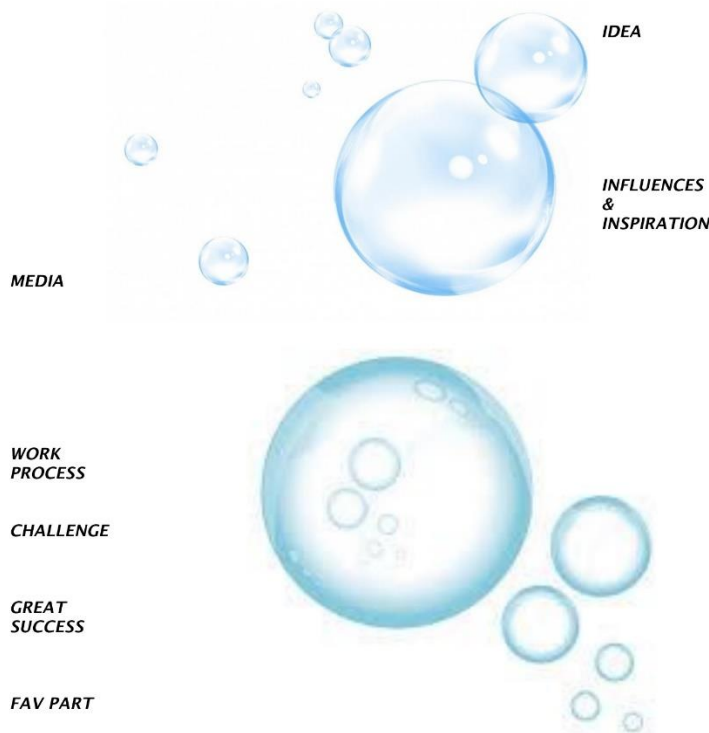
5. Conclusions

Summary of key points:

The approach to the young people at the first meeting can influence the flow of further communication and how the relationship is established. It is about what verbal and nonverbal communication elements a mentor should bear in mind in order to foment trust and honesty, an open mind, and responsibility.

Reflecting on the context of the mentee with questions about the life, activities, and wishes for the future will serve as starting point for reflection on further work both for the mentor and the mentee

Reflecting on entrepreneurship includes recognising the mentee's entrepreneurial potential combined with recognising and understanding the notion of entrepreneurship skills, simple diagnostics of entrepreneurial potential and recognizing and describing the mentee's entrepreneurial idea.

Reflecting on creativity and the creative process includes recognising the creative potential of the mentee through recognising and understanding of creativity, simple diagnostics of the creative process or potential and recognising and describing the mentee's creative ideas. This can be combined with a creative task that can be used as the material for further process diagnostics.

Mentors can find professional development support through various self-assessment tools or assessment provided by others (supervision), exchange of knowledge with other mentors, consulting with experts in fields related to all the areas of work (pedagogy, art, entrepreneurs) and additional education about specific knowledge that is useful (psychology etc.)

6. References and links

Self-assessment of entrepreneurial skills.

- https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/business-assessments/pages/self-assessment-test-your-entrepreneurial-potential.aspx
- http://centralpt.com/upload/482/sbdc/resourcesarticles/9951_8stepentrepreneurialselfassessment.pdf

Assessment of creativity

Simple test of creativity (http://www.testmycreativity.com/) that could be used for the getting the general idea of creativity. In case there is a need to do more testing there are some possibilities that might be considered.

- https://creativecorporateculture.com/useful-creativity-tests/)
- http://www.testmycreativity.com/
- https://thegreatdiscontent.com/100days

Motivational Interviewing. A useful tool and approach to young people that is used in assisting clients in resolving ambivalence and changing behaviour, that is based on collaboration and support instead of persuasion, evoking the talent in the mentee which is done by listening rather than talking and respecting autonomy of the mentee (that the responsibility for change is left with the mentee).

- https://www.hma.co.nz/resources/motivational-interviewing/

Action Learning. A tool useful in case of a problem, through reflection, one is gaining a deeper understanding of the issues one face. This enables one to manage change more effectively, and meet the challenges one face in the workplace. It is a structured method enabling small groups to address complicated issues by meeting regularly and working collectively. The following presentation of use of Action Learning is made by CEPS, Spain.

ACTION LEARNING WORKSHOP

Co-funded by the
Erasmus+ Programme
of the European Union

Action Learning Set - meeting process

Reporting in

Set members share:

- What has been going on for you since we last met?
- If you presented last time, what actions have you taken / what has been the outcome?
- Is there anything preoccupying you that you need to "leave outside the room"?

Bidding

Set agrees how many presentations and the order

- 'If I were to present today, I would present on…'

And / or

- 'On a scale of 1-10, the urgency with which I need to explore this issue is:'
- 'On a scale of 1-10, the importance of this issue to my work/organisation is:'

Formulating action

Presenter formulates <u>actions to take</u> (or conclusions)

Feedback / process review

- Set members share: anything that has been going on for you whilst listening and / or any learning for you
- Set members offer their personal feedback to the presenter
- Set members review how well we worked as a set – if appropriate

Presentation(s)

Presenter's space

- Presenter talks for as long as necessary

Questioning

- Set members ask questions <u>for clarification</u>
- Set members ask <u>open questions</u> – exploration, diagnosis, alternatives and consequences, general, action.

Presenter closes the space

- Presenter reviews their learning / offers feedback to the set

Date and location for next meeting