

# Quality criteria for digital student mentoring from the working life point of view 1

The quality criteria for digital student mentoring from the working life point of view were prepared to support the reform of mentoring in the digital working life operating environment. The quality criteria can be utilised in the planning, implementation, assessment and development of mentoring. They can be used as a tool for self and peer evaluation and as food for thought in strategic work. The aim is to help different mentoring actors (e.g. providers and developers of mentoring services and programmes and companies and organisations that utilise mentoring in the continuous learning and competence development of their personnel) to develop high-quality and diverse digital mentoring that responds to working-life needs in their own context.



Mentoring training/programme/process being assessed: \_\_\_\_\_

1. OBJECTIVES	Assessment	Notes
<p><b>Select the most suitable option: Is not realised at all 0, Is realised very poorly 1, Is realised poorly 2, Is realised moderately 3, Is realised well 4, Is realised very well 5, Can't say CS.</b></p>		
a) The significance and added value of digital mentoring in continuous learning and competence development is recognised in working life.	0 1 2 3 4 5 CS └──────────┘	
b) Working-life actors learn new ways of mentoring on an unprejudiced basis.	0 1 2 3 4 5 CS └──────────┘	
c) Organisations allow each employee to have equal access to digital mentoring.	0 1 2 3 4 5 CS └──────────┘	
d) Personnel development programmes make systematic use of goal-oriented peer mentoring.	0 1 2 3 4 5 CS └──────────┘	
e) The organisations' mentoring programs are accredited to ensure their quality.	0 1 2 3 4 5 CS └──────────┘	
f) Working life uses the latest research result as a basis of the continuous development of digital mentoring.	0 1 2 3 4 5 CS └──────────┘	
g) Digital mentoring is also utilised and developed in network-based, global competence development.	0 1 2 3 4 5 CS └──────────┘	
2. OPERATING MODELS	Assessment	Notes
<p><b>Select the most suitable option: Is not realised at all 0, Is realised very poorly 1, Is realised poorly 2, Is realised moderately 3, Is realised well 4, Is realised very well 5, Can't say CS.</b></p>		
a) Mentoring is recognised as one of the methods of continuous competence development in working life.	0 1 2 3 4 5 CS └──────────┘	

b) Digital mentoring is developed in a customer-driven way to serve the customers' needs.	0 1 2 3 4 5 CS  -----	
c) The orientation and coaching of, and continuous support for, the actors and mentors is taken care of in the working-life mentoring programmes of varying kinds.	0 1 2 3 4 5 CS  -----	
d) Operating models for mentoring that are flexible in terms of time and place are created in working life.	0 1 2 3 4 5 CS  -----	
e) Flash mentoring is adopted as one of the operating models to make it possible to quickly utilise the competence of one or more experts according to the actor's current needs.	0 1 2 3 4 5 CS  -----	
f) Group mentoring is systematically and purposefully utilised in personnel development programs.	0 1 2 3 4 5 CS  -----	
g) The mentoring process is consistently carried out by setting clear objectives that are supported by its content, methods and tools, and the parties' commitment to the mentoring process is supported.	0 1 2 3 4 5 CS  -----	
<b>3. CO-CREATION</b>	<b>Assessment</b>	<b>Notes</b>
<p>Select the most suitable option: Is not realised at all 0, Is realised very poorly 1, Is realised poorly 2, Is realised moderately 3, Is realised well 4, Is realised very well 5, Can't say CS.</p>		
a) One's own competence is boldly and openly shared in mentoring activities.	0 1 2 3 4 5 CS  -----	
b) Organisations share information about effective mentoring practices and easy-to-use tools.	0 1 2 3 4 5 CS  -----	
c) Working-life actors engage in cooperation with UAS actors to develop digital mentoring.	0 1 2 3 4 5 CS  -----	

d) Enhance dialogue and cooperation between coaching and mentoring actors so that the strengths of both can be combined.	0 1 2 3 4 5 CS  -----	
e) Create cross-disciplinary mentoring pools for different professional fields on the national level.	0 1 2 3 4 5 CS  -----	
f) Working life engages in cooperation with e-learning companies in the development of digital mentoring.	0 1 2 3 4 5 CS  -----	
<b>4. DIGITALISATION</b>	<b>Assessment</b>	<b>Notes</b>
<b>Select the most suitable option: Is not realised at all 0, Is realised very poorly 1, Is realised poorly 2, Is realised moderately 3, Is realised well 4, Is realised very well 5, Can't say CS.</b>		
a) Digital tools make the geographical location of those participating in the mentoring process irrelevant.	0 1 2 3 4 5 CS  -----	
b) Effective and easy-to-use mentoring platforms and applications are used as applicable, and orientation and in-process user support are taken care of.	0 1 2 3 4 5 CS  -----	
c) Mentoring involves the use of digital tools that enable a feeling of trusting interactions and presence.	0 1 2 3 4 5 CS  -----	
d) Digital tools and platforms are used in working life for mentoring purposes when they serve the objectives of mentoring.	0 1 2 3 4 5 CS  -----	
e) Digitalisation matches the demand and supply of mentoring and provides an opportunity to find a common solution on a timely basis.	0 1 2 3 4 5 CS  -----	

The quality criteria for digital student mentoring from the working life point of view were prepared as part of the eAMK project in the spring of 2019. The criteria were compiled by Irja Leppisaari from the Centria University of Applied Sciences. Other contributors included Sirpa Laitinen-Väänänen (JAMK), Rauni Leinonen (KAMK) and Tuula Rajander (KAMK).

The quality criteria are based on the research results provided by the digital student mentoring initiative of the eAMK project and the eMentoring training jointly provided by KAMK, Centria UAS and Xamk.

The quality criteria were co-created with the help of an open Innoduel survey directed at digital working life representatives between 4 February and 25 March 2019 under the theme "Which aspects constitute high-quality digital mentoring from the working life point of view?". The total number of respondents was 37. The participants voted for the seed ideas collected based on digital mentoring studies and gave a total of 412 comparative votes. The participants also added their own responses to the theme. The order of sub-topics under each main theme was determined based on the Innoduel responses. The method made it possible to engage the working life to contribute to the development of quality criteria, to test the appropriateness of the content items, and to give the target group's expert voice an opportunity to be heard.

In addition to the working life point of view, the eAMK project has produced quality criteria for digital mentoring from the student and UAS points of view.