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MENTOR GUIDELINES FOR TRANSITIONS READINESS ASSESSMENTS

The purpose of these guidelines is to support the mentor to guide their participant to fully understand and accurately complete scoring against each question presented on the ITER Platform Sessions 13

You are on a bridge sitting at traffic lights - are you at red amber or green - Instructions as follows –

Step 1 – Questionnaire below to be completed by YOUNG PERSON ie a self-analysis

Step 2 Questionnaire to be completed by MENTOR on behalf of the young person ie mentor's perceptions/views

Red means, stop, I am not ready to move forward

Amber means I can start to move forward but still need support

Green means I am ready to move forward



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KEY

How important is it that he/she can display this behaviour (score 1-6)?

How well do you/he/she demonstrate that behaviour compared to peers of a similar age/background (score 1-6)?

Are you at red, amber or green? This will be determined by the gap in these 2 scores

Scores for importance and demonstration within 1.0 are considered to be aligned.

Green – strengths – ready to move forward

Scores for importance and demonstration between 1.1 and 1.9 in difference are considered to be slightly misaligned.

Amber – in progress- start to move forward with some support

Scores for importance and demonstration that are 2.0 or greater in difference are considered to be significantly misaligned.

Red– priority areas for development – stop, I am not ready to move forward until I have addressed these priority gaps



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SELF-AWARENESS /AWARENESS OF OTHERS

Self-Awareness/ Awareness of others



Range

How important is it that he/she can display this
behaviour (score 1-6)? ____

How well do you/he/she demonstrate that
behavior compared to peers of a similar
age/background (score 1-6)? ____

Understands the impact their behaviour has on
others

How important is it that he/she can display this
behaviour (score 1-6)? ____

How well do you/he/she demonstrate that
behavior compared to peers of a similar
age/background (score 1-6)? ____

Red, amber or green?

Is aware of their strengths and limitations

How important is it that he/she can display this
behaviour (score 1-6)? ____

How well do you/he/she demonstrate that
behavior compared to peers of a similar
age/background (score 1-6)? ____

Red, amber or green?



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Makes others feel appreciated	How important is it that he/she can display this behaviour (score 1-6)? ____ How well do you/he/she demonstrate that behavior compared to peers of a similar age/background (score 1-6)? ____	Red, amber or green?
Is consistent in what they say and do	How important is it that he/she can display this behaviour (score 1-6)? ____ How well do you/he/she demonstrate that behavior compared to peers of a similar age/background (score 1-6)? ____	Red, amber or green?
Behaves in a way that is consistent with how they expect others to be	How important is it that he/she can display this behaviour (score 1-6)? ____ How well do you/he/she demonstrate that behavior compared to peers of a similar age/background (score 1-6)? ____	Red, amber or green?
Demonstrates awareness of their own mood and emotions	How important is it that he/she can display this behaviour (score 1-6)? ____	Red, amber or green?



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	How well do you/he/she demonstrate that behavior compared to peers of a similar age/background (score 1-6)? ____	
Accurately views situations from the perspective of others	How important is it that he/she can display this behaviour (score 1-6)? ____ How well do you/he/she demonstrate that behavior compared to peers of a similar age/background (score 1-6)? ____	Red, amber or green?
Acknowledges the views and opinions of others	How important is it that he/she can display this behaviour (score 1-6)? ____ How well do you/he/she demonstrate that behavior compared to peers of a similar age/background (score 1-6)? ____	Red, amber or green?
Notices when someone needs support and responds effectively	How important is it that he/she can display this behaviour (score 1-6)? ____ How well do you/he/she demonstrate that behavior compared to peers of a similar age/background (score 1-6)? ____	Red, amber or green?



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AUTHENTICITY /TRUST

Authenticity /Trust



Range

How important is it that he/she can display this
behaviour (score 1-6)? ____

How well do you/he/she demonstrate that
behavior compared to peers of a similar
age/background (score 1-6)? ____

Is open about their thoughts, feelings and
opinions

How important is it that he/she can display this
behaviour (score 1-6)? ____

How well do you/he/she demonstrate that
behavior compared to peers of a similar
age/background (score 1-5)? ____

Red, amber or green?

Expresses thoughts and feelings in a way that
is sensitive to those of others

How important is it that he/she can display this
behaviour (score 1-6)? ____

How well do you/he/she demonstrate that
behavior compared to peers of a similar
age/background (score 1-5)? ____

Red, amber or green?



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Is open and honest about mistakes	How important is it that he/she can display this behaviour (score 1-6)? ____ How well do you/he/she demonstrate that behavior compared to peers of a similar age/background (score 1-6)? ____	Red, amber or green?
Honours commitments and keeps promises	How important is it that he/she can display this behaviour (score 1-6)? ____ How well do you/he/she demonstrate that behavior compared to peers of a similar age/background (score 1-6)? ____	Red, amber or green?
Encourages others to put forward their thoughts, feelings and opinions	How important is it that he/she can display this behaviour (score 1-6)? ____ How well do you/he/she demonstrate that behavior compared to peers of a similar age/background (score 1-6)? ____	Red, amber or green?
Responds effectively when challenged	How important is it that he/she can display this behaviour (score 1-6)? ____ How well do you/he/she demonstrate that behavior compared to peers of a similar age/background (score 1-6)? ____	Red, amber or green?



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EMOTIONAL REASONING

Emotional Reasoning



Range

How important is it that he/she can display this
behaviour (score 1-6)? ____

How well do you/he/she demonstrate that
behavior compared to peers of a similar
age/background (score 1-6)? ____

Consults others in decision-making

How important is it that he/she can display this
behaviour (score 1-6)? ____

How well do you/he/she demonstrate that
behavior compared to peers of a similar
age/background (score 1-6)? ____

Red, amber or green?

Explains the rationale behind decisions made

How important is it that he/she can display this
behaviour (score 1-6)? ____

How well do you/he/she demonstrate that
behavior compared to peers of a similar
age/background (score 1-6)? ____

Red, amber or green?



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Accurately views situations from the perspective of others	How important is it that he/she can display this behaviour (score 1-6)? ____ How well do you/he/she demonstrate that behavior compared to peers of a similar age/background (score 1-6)? ____	Red, amber or green?
Involves others in decisions that affect them	How important is it that he/she can display this behaviour (score 1-6)? ____ How well do you/he/she demonstrate that behavior compared to peers of a similar age/background (score 1-6)? ____	Red, amber or green?
Takes the bigger picture into account when decision-making	How important is it that he/she can display this behaviour (score 1-7)? ____ How well do you/he/she demonstrate that behavior compared to peers of a similar age/background (score 1-6)? ____	Red, amber or green?
Reflects on feelings when decision-making	How important is it that he/she can display this behaviour (score 1-6)? ____ How well do you/he/she demonstrate that behavior compared to peers of a similar age/background (score 1-5)? ____	Red, amber or green?



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Is able to explain how they feel about making certain decisions	How important is it that he/she can display this behaviour (score 1-7)? ____ How well do you/he/she demonstrate that behavior compared to peers of a similar age/background (score 1-6)? ____	Red, amber or green?
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SELF-MANAGEMENT

Self-Management



Range

How important is it that he/she can display this behaviour (score 1-6)? ____

How well do you/he/she demonstrate that behavior compared to peers of a similar age/background (score 1-6)? ____

Manages their emotions effectively in difficult situations

How important is it that he/she can display this behaviour (score 1-6)? ____

How well do you/he/she demonstrate that behavior compared to peers of a similar age/background (score 1-6)? ____

Red, amber or green?

Demonstrates a positive, energizing demeanour

How important is it that he/she can display this behaviour (score 1-6)? ____

How well do you/he/she demonstrate that behavior compared to peers of a similar age/background (score 1-6)? ____

Red, amber or green?

Manages their time effectively

How important is it that he/she can display this behaviour (score 1-6)? ____

Red, amber or green?



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	How well do you/he/she demonstrate that behavior compared to peers of a similar age/background (score 1-6)? ____	
Learns from mistakes	How important is it that he/she can display this behaviour (score 1-6)? ____ How well do you/he/she demonstrate that behavior compared to peers of a similar age/background (score 1-6)? ____	Red, amber or green?
Preserves old and develops new relationships/friendships	How important is it that he/she can display this behaviour (score 1-6)? ____ How well do you/he/she demonstrate that behavior compared to peers of a similar age/background (score 1-6)? ____	Red, amber or green?
Quickly adapts to new circumstances	How important is it that he/she can display this behaviour (score 1-6)? ____ How well do you/he/she demonstrate that behavior compared to peers of a similar age/background (score 1-6)? ____	Red, amber or green?