

**SCOTTISH ENTERPRISE  
FINANCIAL SERVICES TEAM**

**E-MENTORING STUDY**

**Cademuir Consultancy**

**January 2003**

# **CONTENTS**

## **1) Executive Summary**

## **2) Background and History**

## **3) E-Mentoring within the Financial Services Sector**

### **4) Project:**

E- Mentoring with schools

The SE E-mentoring model

First steps

Programme objectives

Feedback

## **5) E-mentoring - the future**

### **6) Appendices:**

E-Mentoring 'prompt notes'

Best practice in e-mentoring

Company evaluation form

Schools evaluation form

## EXECUTIVE SUMMARY

The Scottish Enterprise e-mentoring programme is an effective way of connecting secondary school pupils with adult mentors working in Scotland's key economic sectors. The objectives of this programme which is suitable for S3 - S6 pupils of all abilities are to:

- link learning at school with skills for the world of work
- motivate pupils to succeed in school and life
- help develop pupils' ICT skills and encourage the use of computer technology in situations other than the computing class
- improve companies' understanding of schools and allow input into education from industry
- offer companies an effective and satisfying corporate citizenship project and provide a personal development opportunity for employees
- increase understanding of a key sector

The success of the SE project is due to the structure of the e-mentoring programme which complements the curriculum and supports the teaching of transferable skills in schools.

Pupils are linked electronically to individual mentors and correspondence is restricted to a weekly email in supervised class time. Company mentors have a week in which to respond to their mentee. A named coordinator in the school and company assist with communications.

The project fulfils the requirements of companies through the opportunity to carry out strategic corporate social responsibility projects and professional development of staff. For a modest time commitment employees are able to greatly benefit young people and help prepare them for success in life after school. The opportunity for pupils to visit the company and meet their mentors at the end of the project gives them an insight into the workplace and increases company profile.

Topics covered by the project include: using ICT skills; understanding current events; managing time; attendance and punctuality; getting along with others; teamwork; positive attitude and motivation; selling skills; problem solving; being creative, learning to do new things and coping with failure.

Feedback from education and industry on the project has led to ongoing development of the original model. Following positive evaluation from teachers, pupils and e-mentors, this structured e-mentoring programme has been widely adopted by the Financial Services Sector with over 200 pupils being mentored in Scottish Enterprise projects in 2002 alone. Since the pilot in 2000, a further 350 pupils have benefited from the same Scottish Enterprise model in projects with e-mentors from local industry and the Software Sector.

## **BACKGROUND AND HISTORY**

Scottish schools need to equip pupils to operate in an information economy – to cope with the fast changing global landscape. Tomorrow's workforce needs to develop communication, creativity and technology skills through interactive learning. Many companies are keen to work with the education system to increase understanding of skills required for success in the workplace and assist in improving motivation and attainment among pupils but find access to schools problematical and face to face mentoring generally too time consuming. The e-mentoring project developed by Scottish Enterprise is a structured e-learning opportunity which meets the needs of companies and schools by providing a positive ICT learning experience.

The model for the SE E-Mentoring project for pupils is based on an American programme which was introduced to Minnesota public schools to address strong job growth, declining labour reserves, changing skills needs and lack of youth career readiness.

A pilot project was run for the technology sector in West Lothian in 2000 to assess whether this type of formally structured e-mentoring project was suitable for the Scottish education system. Scottish Enterprise chose to run the pilot in West Lothian because there were existing strong links with schools and companies through successful education for work projects. Companies were very keen to become involved in projects which would have maximum impact in attracting and developing the potential workforce of the future with minimum time input from their employees.

The aims of the West Lothian e-mentoring project were to:

- Create long term learning partnerships between employers, schools and school pupils through pro-active working relationships.
- Improve employers' understanding of local schools, education and young people and allow them to influence the quality of their future employees.
- Improve the employability of school pupils by helping them to understand the skills and attitudes necessary for success in the workplace.
- Improve pupils' skills in communication and encourage e-learning for the future.
- Familiarise students with a key sector.

The course was offered to a mixed ability S3 group of thirty pupils at St Kentigern's Academy, Blackburn as an after school study support class for ten weeks. The two companies involved were Jabil Circuit and WisdomIT.

Feedback from the pilot was excellent. All participating pupils felt they had benefited greatly from the contact with an adult in the workplace who was not a parent or a teacher. Teachers running the pilot reported an improvement in pupil confidence levels, communication skills and an understanding of what is required for success in the workplace as well as an increased understanding of careers in the technology sector. Companies saw e-mentoring as e-learning – an opportunity for staff development in leadership, coaching and communication skills. They felt the project promoted good PR in the company and in the community and improved their understanding of the education sector.

Following the success of the West Lothian pilot a second phase project was run in the second term with the same two companies working with S4 and S5 pupils from St Kentigern's Academy. Both high – flyers and disaffected underachievers were involved in the project. One company had highlighted that it was difficult to find new recruits with good sales techniques, so a section on selling skills was added to the e-mentoring prompt notes. Whilst the school felt the second phase project was a success and helped to increase pupil confidence levels across the board, the timing was inappropriate. The continuity of communications suffered due to pupils' exam timetables and study leave.

Following the two pilot phases it was concluded by the school and companies that more mature students gained maximum benefit from the project. S4 and S5 were identified as the optimum age group. The best timing for this cohort was term one (September to December). The project could motivate and inform pupils whilst supporting teachers in stressing the importance of time management before the start of the exams.

The project needed to run for ten weeks in order to cover most of the topics and overcome shyness barriers. The face to face meetings at the end including the pupil presentation to the company were regarded as an important part of the project since everyone was able to discuss what they had gained or what could have been improved.

Between August 2001 and January 2003, the SE Software Sector, West Lothian Business Support Group and Midlothian Council adopted this e-mentoring model for a variety of projects. Facilitated by Scottish Enterprise E-Business Group, pupils from North Berwick High School have linked with Oracle using the company's website, Think.com, which allows pupils to develop their own individual (protected) website and participate in the e-mentoring project in a way which gives them further insight in ICT skills for success in the workplace.

## **E-MENTORING WITHIN THE FINANCIAL SERVICES SECTOR**

The most important development of the Scottish Enterprise e-mentoring project, which has involved most the greatest number of companies and pupils, was funded by the Scottish Enterprise Financial Services Team. This, together with a variety of other successful Education for Work (EfW) initiatives such as FSC4U, the financial services careers website, was their response to a call from industry to address the skills needs of this important sector. In January 2002 six projects were set up through the central belt of Scotland, matching staff from key financial companies with over 150 pupils from a variety of school groups ranging from accounting and finance classes, business management classes to groups of under-achievers who needed encouragement to develop skills and attitudes for success in the workplace.

Although the projects were funded by the SE Financial Services Team, the e-mentoring prompt notes were not sector specific, concentrating on transferable skills. However, during the correspondence with pupils, companies were able to highlight the wide range of career opportunities available at all levels within the industry and increase awareness of financial services among school pupils.

After running the project initially as an after school study support group, many teachers decided to adopt the SE e-mentoring programme as part of the curriculum and dedicated a part of the Business Management class to the project. This eliminated any problems of pupils not attending classes outside school hours. The content of the project strongly supports the Business Management curriculum and the contact with an adult in the workplace gives pupils a practical example of a business environment.

A wide range of company employees took part in the e-mentoring programme. Initially companies offered the project as professional development to HR staff. However, since Financial Services Sector companies generally have a serious approach to corporate responsibility and support for education, the project has gradually extended to employees in different areas of the business such as customer services and systems which offers pupils a better understanding of the wide range of opportunities available in the sector.

The following Financial Service Sector companies have been actively involved with up to four individual Scottish Enterprise schools' e-mentoring projects involving over 250 pupils: Standard Life, State Street Bank, Royal Bank of Scotland, Bank of Scotland, Lloyds TSB (Edinburgh and Glasgow), Mellon Newton, Chase JP Morgan, Student Loans Company.

Already Standard Life has adopted the project as one of its EfW initiatives and is using the model independently with several schools within Business Management classes.

# PROJECT

## E-Mentoring with schools

E-mentoring offers benefits to everyone involved:

- Pupils develop higher levels of real-world skills (including ICT skills) and improved motivation through contact with an adult in work.
- Employers influence the quality of their future employees and raise awareness of their industry.
- Employees develop leadership, coaching and communications skills.
- Teachers learn how their subject matters relate to a wide range of careers.

E-mentoring should be viewed in the wider context of the overall purpose of communications. Mentoring occurs when there is a need to support and pass on information and experience to those being mentored.

Traditional mentoring can be problematical and time consuming because it requires company representatives to travel to schools. E-mentoring is not restricted to when a visit or other face- to- face is possible.

The Scottish Enterprise e-mentoring model requires that:

- One pupil is matched with one mentor.
- Pupil and mentor exchange weekly e-mail correspondence.
- A face-to-face meeting provides a personal connection.

Successful e-mentoring in schools depends upon:

- personal input by those being mentored
- professional input and supervision by the class teacher
- time being set aside for the mentoring process
- effective three way communications between teacher (where appropriate), mentor and those being mentored
- known and shared goals and ground rules discussed with teaching staff and company coordinator
- some face to face contact between the mentors, teachers and pupils

The use of electronic systems to facilitate the mentoring process needs to recognise and assist in:

- Maintaining trust and openness so that pupils will share the need for professional support and ask questions freely.
- Enabling safe, appropriate, reliable, regular communications to occur. This requires ground rules to be agreed.

The three essential elements that make e-mentoring successful are:

- Pupils and mentors have access to appropriate technology to send weekly e-mail.
- There are committed school and corporate partners to create, manage and troubleshoot the programme.
- There are ground rules in place regarding content, time and place for correspondence to ensure pupils safety and protect e-mentoring volunteers.

The principal objectives for the Scottish Enterprise e-mentoring programme are:

- To encourage the use of information technology among pupils to perform specific tasks and to enhance their communication skills.
- For information technology to be used to encourage personal development and lifelong learning.
- To help pupils to understand the workplace and gain skills necessary for success.
- To help pupils to see the relationship between their life at school and how these same skills are applied in the workplace.
- To increase awareness of a specific sector.

The programme focuses on skills that:

- Emphasise using resources e.g. attendance and punctuality, managing time.
- Emphasise interpersonal skills e.g. positive attitude, teamwork, getting along with others, selling skills.
- Emphasise using information e.g. problem solving, being creative and learning to do new things.
- Emphasise using systems e.g. understanding current events.
- Emphasise using technology e.g. using computer skills.

## **The Scottish Enterprise e-mentoring model**

The Scottish Enterprise E-Mentoring model enables significant numbers of students and corporate employees to work together in mentoring relationships.

- A sectoral strategy is agreed.
- Companies and schools are identified.
- Project manager delivers information to agreed key contacts within schools and companies.
- Guidelines are issued to ensure correspondence only takes place in class time and from company email addresses.
- Suitable group of pupils in school and suitable e-mentors in companies are identified.
- Teacher matches one student with one mentor.
- Student and mentor exchange weekly e-mail correspondence following the Scottish Enterprise e-mentoring guidelines issued. The pupils will read and compose their emails under teacher supervision at an after school study support group or within class time.
- Pupils keep a folder of all their correspondence and correspondence is discussed with the teacher and other pupils during the class.
- Any communication problems are dealt with through the teacher, company coordinator or project manager.
- A presentation evening or company visit at the end of the project provides a personal connection.

In the Scottish Enterprise e-mentoring project, company volunteers are asked to take the lead through email correspondence. They are required to ask questions, share ideas and discuss the skills, attitudes and behaviours identified in the Scottish Enterprise e-mentoring notes which are delivered electronically to each individual mentor through their company coordinator. The idea is to try to help the pupils to see the relationship between their life in school and how these same skills are applied in the workplace. Mentors are asked to talk about real life situations at work and ask the pupils their opinions, when introducing this concept.

### **First steps**

Pupils are asked to send the first email to their individual mentor so the mentor immediately gets an idea of the sort of young person they are dealing with. Hopefully this means they can pitch their responses at the right level, which is particularly useful when dealing with younger pupils.

In the initial email, the pupil should say a bit about their school, the subjects they study and talk about their interests and ambitions. Some groups of pupils benefit from the teacher suggesting a template to help them overcome shyness when making their introductions.

When the e-mentor receives the email they have a week in which to respond (before the pupil's next e-mentoring class). The first email from the e-mentor should also be an introduction. The mentor should talk about their company, how they got into the job, what they like about it and possibly something about their own interests and ambitions. The mentors should also refer to something the pupil has told them and introduce some questions from the first topic in this initial email.

Mentors should then attempt to cover at least one question from the five categories in the suggested order over the ten weeks period. If all mentors are addressing similar topics each week, pupils can 'compare notes' in their class discussions. It is also more effective for the teacher to deal with one topic at a time. The order of the notes reflects what teachers believed was the best order for pupils to cope with, starting with the more factual topics like use of technology and moving on to discussion on 'softer skills' as the mentoring relationship strengthened.

However, if a pupil has a specific problem or question relating to studies, careers advice or work this should also be included in the correspondence.

### **Programme objectives**

The Scottish Enterprise e-mentoring programme is an exciting way to connect secondary school pupils with caring adult mentors. The objectives of this programme are to:

- link learning at school with skills for the world of work
- motivate pupils to succeed in school and life
- help develop pupils' ICT skills and encourage the use of computer technology in situations other than the computing class
- improve companies' understanding of schools and allow input into education from industry
- to offer companies an effective and satisfying corporate citizenship project and provide a personal development opportunity for employees.
- increase understanding of a key sector

### **Feedback**

The Scottish Enterprise e-mentoring project produced some positive evaluation from **teachers** including:

- The e-mentoring project benefited the whole group which included some high – flyers and disaffected pupils.
- For some pupils this is the only working adult role model they have, apart from their teachers.

- It helps the teachers' case when other adults are reinforcing lessons on time management.
- The networking opportunities have been excellent and we have a better idea of company recruiting processes.
- The pupils' confidence and motivation have soared.
- Their communication skills have improved and they have a better understanding of how email works in business.
- They have definitely been able to relate some school issues to the world of work and are more aware of what it takes to be in a job.

Positive **company** feedback included:

- All our volunteers found e-mentoring unexpectedly challenging and thought provoking. Volunteers needed to work hard to capture and communicate in a few brief emails the essence of their working environments and experiences whilst simultaneously meeting their pupil's aspirations and expectations for the scheme. At the end of the ten weeks all volunteers stated that they had found the experience to have been very enjoyable, worthwhile and personally rewarding.
- E-mentoring gives us an important reason to think about what our company does and how to present it in the context of an email.
- This is a worthwhile, but not too time-consuming, way for our company to contribute to the local community.
- Would definitely recommend it to others as it is a challenge and very different to what happens normally day-to-day.
- Gained a better appreciation as to how busy school life can be and the range of subjects pupils study.
- This project gave us a shared interest outside the workplace and improved relations within our department.
- E-mentors give positive messages about their company and gain the confidence to promote themselves outside the industry.
- E-mentors improved their communication skills through better focused emails.
- E-mentoring = E-Learning – we gained as much as the pupils!
- SE are to be complimented for developing such innovative and rewarding opportunities for the business community and the wider world to interface and in future e-mentoring should be very attractive to many more companies.
- Found the face-to-face meetings very beneficial as you could get more opportunity for proper dialogue.

Recommendations from **teachers** and **e-mentors**

- This project requires reliable systems and accurate email addresses
- The pupils get very disappointed if they have no email and no explanation from their mentor and it is difficult for teachers to keep them motivated.

- Company and school coordinator need to forewarn each other of absences, holidays etc.
- There should be a more enforced structure around the programme eg week one will cover time management, week two teamworking etc.
- Pupils spelling and grammar could be markedly improved by using the correct software.
- In the future we would recommend face to face briefing sessions with e-mentors prior to their participation.
- There would be more involvement from the pupils if this was during class time.
- E-mentors should be taking the lead – not waiting for the pupils to ask all the questions.
- There needs to be intervention from teaching staff to ensure that pupils put effort into their responses.
- E-mentors should remember not to get too technical about their work.

### **Pupils' evaluation**

Pupils completing the evaluation form (see appendix) listed their reasons for joining the e-mentoring programme as:

- to understand and develop appropriate skills for business
- to learn more about life in the workplace
- to improve ICT skills
- to know about other peoples' careers

Evaluation indicated that the project largely achieved its objectives:

- 92% of pupils said the project had helped with ICT skills.
- 94% said it had helped them understand more about skills for success in the workplace.
- 85% said they had learned more about working in a specific sector.

Positive feedback from pupils about e-mentoring included:

- It was a good opportunity to ask questions about different areas of a business.
- You could get advice from your mentor because they had first hand experience of choosing a job.
- I learned more about Human Resource Management.
- I learned a lot about what my mentor's job entails.
- My e-mentor was very helpful and encouraged me in my studies.
- It made me think about my future.
- I learned ICT skills and how they are used in business.

- Learning about things like leadership skills from someone directly involved.
- I learned how to write CVs and the importance of time management.
- It made me realize you should focus on doing the very best you can.
- I learned how to write formal emails.
- Reliability is very important in this project and at work.
- I learned about all the different departments in my mentor's workplace.
- Now we have more confidence to promote ourselves.
- I would like to work for this company.
- We have learned about the IT industry.
- We have learned how a Scottish company promotes itself around the world.
- My e-mentor is an enthusiastic learner – he has never stopped studying since he left school. He has a great job and travels to exciting places.
- I have learned the importance of self-confidence, planning and punctuality.

### **E-MENTORING –Recommendations for the Future**

The Scottish Enterprise E-mentoring model is an ideal way for companies to support education, influence the workforce of the future, carry out corporate citizenship projects and develop their own employees.

Scottish Enterprise should further raise awareness of their e-mentoring project among schools and companies by:

- Submitting it for publication to the Careers Scotland portfolio of recommended EfW projects.
- Submitting it to Learning and Teaching Scotland and suggesting it appears on the National Grid for Learning Website.
- Continuing to highlight the project to companies in key industries (through SE executives, marketing materials and Financial Education conferences) as a means of increasing sector profile, influencing the skills base and developing company staff.

To develop the project to address skills development for Financial Services at a more advanced level, Scottish Enterprise should consider:

- Working with industry to develop e-mentoring projects designed to address skills and recruitment issues regarding the Higher Education Sector.

Projects with higher education could offer e-mentoring and mentoring in soft skills coupled with a programme of company visits and work placements within industry where appropriate. Whilst e-mentoring relationships would be with a mentor from an individual company, a complementary programme of company visits could offer an overview of the financial services industry to include fund managers, banks, insurance companies etc.

## **Appendices**

**1) E-Mentoring 'prompt notes'**

**2) Best practice in e-mentoring**

**3) Company evaluation form**

**4) Schools evaluation form**

**Scottish Enterprise**  
**E-MENTORING PARTNERSHIP PROGRAMME**  
**INFORMATION FOR COMPANIES AND COURSE LEADERS**

**The E-Mentoring Programme – A Brief Overview**

E-Mentoring is a convenient way to get significant numbers of students and corporate employees matched in mentoring relationships. The model is simple:

- One student is matched with one mentor.
- Student and mentor exchange weekly e-mail correspondence. The pupils will read and compose their emails at a supervised after school study support group or within class time.
- A presentation evening or company visit at the end of the programme provides a personal connection.

**Programme Objectives**

The e-mentoring programme is an exciting way to connect secondary school pupils with caring adult mentors. The objectives of this programme are to:

- link learning at school with skills for the world of work
- motivate pupils to succeed in school and life
- help develop pupils' ICT skills and encourage the use of computer technology in situations other than the computing class
- improve companies' understanding of schools and to provide a personal development opportunity for employees
- increase understanding of a key sector

**Suggested Outline Questions**

Mentors should take the lead through email correspondence in asking questions, sharing ideas and discussing the skills, attitudes and behaviours identified below. The idea is to try to help the pupils to see the relationship between their life in school and how these same skills are applied in the workplace. When introducing this concept it may be helpful to talk about real life situations at work and ask the pupils their opinions etc.

In the initial email, the pupil will say a bit about their school, the subjects they study and a bit about their interests and ambitions. The e-mentor will respond with a similar email of introduction talking about their company, how they got into the job, what they like about it and possibly something about their own interests and ambitions. The mentors should also introduce the first topic in their first email.

Mentors should try to cover at least one question from the five categories in the suggested order over the ten weeks period, starting with their first email. If all mentors are addressing similar topics each week, pupils can 'compare notes' in their class discussions. It is also more effective for the teacher to deal with a topic at a time. However, if a pupil has a specific problem or question, this should also be included in the correspondence. On the next page are the suggested categories for your email communications with sample questions.

## **1) Skills that emphasise using technology**

### Using computer skills

Ask students to tell you about all the different ways they use computers for school for fun etc. Share how you use a computer at work. Let them know how you started using a computer and how your use of technology is different now from when you started your job. How did you learn the new skills or learn to do things differently? See if your student can share some examples of their computer skills such as a spell check, sending an attachment, finding information, giving a presentation etc.

## **2) Skills that emphasise using systems**

### Understanding current events

Discuss with your student how something that happens in another part of the country or world affects you or your business. Pick a current event and explore how this event may impact you, your business, schools or the pupil. Why is it important to know about current events? Are there ways in which you can change a situation or at least be prepared to deal with issues arising from events outside your control?

## **3) Skills that emphasise using resources**

### Managing Time

Talk about how the day is split up and how much time is spent on different activities such as time spent with friends, homework, lessons, outside interests, work, leisure etc. Discuss the importance of managing time, using calendars, setting priorities. Ask pupils if they have to work to any deadlines. How do they organise their time to meet deadlines? Explain the importance of deadlines in the workplace and what happens if you don't meet them. Talk about your strategies for meeting deadlines at work.

### Attendance and punctuality

Talk about the importance of coming to work/school every day. Discuss what happens when you are absent. What do you miss? What happens when you get behind? How could missing school/work affect your grades /pay? Ask the pupil to tell you about the school's attendance rules and tell them about work rules. Why is it important to inform people if you are absent?

## **4) Skills that emphasise interpersonal skills**

### Getting along with others

Ask students if they can make a list of reasons why it is important to get along with others at work or at school. Ask them for a definition of respect. Why is it important and how do you show respect to your friends, other people at school, to teachers, to the Headteacher...to your co-workers, to your boss? What happens if you don't show respect at school/at work? Try creating a list of ways to show respect and get along with others.

### Team Work

Ask about teams your student is or may have been on. Help them see how working with others in an assigned project is like a team. Emphasise how even if you don't like someone in your team, you can still respect them and find ways to work together to get a task done. Discuss how your job often requires working in a team of people with many different skills. Talk about the skills that are important to the way you do your job. What skills does your student think he/she could bring to a team?

### Positive Attitude and Motivation

Ask the pupil what motivates them and makes them want to do well. Discuss how teachers motivate their pupils. Talk about motivation in the workplace. Ask the pupil to identify someone with a positive attitude. Are those similar to positive attitudes in the workplace? What happens if your boss, co-workers and customers think you have a bad attitude? What happens to students when teachers and other pupils think a pupil has a bad attitude? How do you show a good attitude?

### Selling Skills

Ask the pupil to think about a teacher who makes their subject particularly interesting. How do they achieve this?  
Why are good selling skills important at an interview to enter college, university or a job?  
Ask pupils to tell you what they do well and what their greatest achievements are.  
Discuss the importance of selling skills and marketing products or services in your job.  
Why is it important to consider what customers want to buy?

## **5) Skills that emphasise using information**

### Problem-solving

How do you solve a problem? Identify some problems you have to solve at work and how you go about it. Do you solve a big problem by breaking it down into parts? Do you work out what you do know about the problem to identify the knowledge gaps? Where do you go for advice or information? To obtain more information do you use the library, the Internet, ask other people? Why do we sometimes find it hard to ask for advice from other people? What are the consequences of different decisions?  
Ask the pupil to identify some school problems. See if you and your student can come up with a good solution and look at the steps you took to solve the problem.

### Being creative/Learning to do new things

Why is it important to keep improving the way you perform tasks at work and at school? Why is it important to be flexible about learning new skills? How does that relate to the workplace? Where can you find information to get new skills and new ideas? Discuss with the student how they might present information for homework and assignments in a new or different way. Ask your student how you might complete a work task differently from the way you currently work. Have fun brainstorming a list. How can you learn different and new things without feeling embarrassed by making mistakes? The Mentor can give examples of how they ask questions, read etc to learn something at work they didn't know how to do?

## BEST PRACTICE FOR SUCCESSFUL E-MENTORING

- 1) The pupils or coordinating teacher should let the mentors know in advance if there are going to be any school holidays, periods of study leave etc which will mean that emails cannot be sent during the week.
- 2) The mentor should let the pupil know in advance if they are going to be away on business or holiday and therefore will not be able to receive or send an email. In that case they could give the pupil some extra topics to think about and ask them to send another email addressing these issues. (If a company volunteer knows they are taking two weeks holiday during the e-mentoring project, please could they highlight this before the start of the programme.)
- 3) Where possible, the company coordinator should let the school coordinator know if an e-mentor is off sick for the full week and therefore cannot send an email before the next e-mentoring class in the school.
- 4) The coordinating teacher should send a brief email to the e-mentors where the pupil is off sick and is unable to send an email for a week.
- 5) Pupils should **only** email mentors in the class situation and **never from home**. Pupils should keep a folder with all correspondence from their mentor.
- 6) Company mentors should **only** send emails to pupils from their **work email address**. Company mentors should keep a copy of correspondence from pupils.
- 7) Company mentors should take the lead in introducing topics. In some cases the school may prefer you to follow a specific order so these topics can be discussed in class.
- 8) Pupils should try to write their email as far as possible in 'English' and not text messaging type language!
- 9) Mentors should try to include as much advice as possible on personal organisation and time management as well as the other general skills for the workplace outlined in the e-mentoring prompt notes.
- 10) E-mentors need to keep technical/company information reasonably simple and be understanding about the content and structure of the pupils' emails - some pupils will be more able communicators than others!
- 11) The coordinating teacher should let the company know the day and time of the class so the e-mentors know the deadline for their email responses.

**SCOTTISH ENTERPRISE  
E-MENTORING PROGRAMME  
Company feedback form**

**Thank you for completing this form.  
Your feedback will help us improve the project and offer future initiatives.  
The evaluation can either be completed by individual e-mentors or by the company coordinator.**

- 1. What were your reasons for joining the e-mentoring programme?**
  
- 2. What were the positive things about e-mentoring?**
  
- 3. What skills, if any, have you gained from this programme?**
  
- 4. What do you feel your pupil mentee gained most from the e-mentoring programme?**
  
- 5. In your opinion are there any changes that should be made to the e-mentoring programme?**
  
- 6. Do you feel you have been able to help your pupil to understand more about skills for success in the workplace?**
  
- 7. Have you learned more about the education system/schools from this e-mentoring programme?**
  
- 8. Would you be interested in becoming involved in a similar programme in the future?**
  
- 9. Please write any other comments on the back of this sheet**

**SCOTTISH ENTERPRISE  
E-MENTORING PROGRAMME  
Schools feedback form**

**Thank you for completing this form.  
Your feedback will help us improve the project and offer future initiatives.  
The evaluation can either be completed by individual pupils and teachers or by the group.**

**Year Group**

**Name**

- M**
- F**

**School**

- 10. What were your reasons for joining the e-mentoring programme?**
- 11. What were the positive things about e-mentoring?**
- 12. What are the most important things you have learned from the programme?**
- 13. In your opinion are there any changes that should be made to the e-mentoring programme?**
- 14. Has this project improved your ICT skills?**
- 15. Do you feel this project has helped you to understand more about skills for success in the workplace?**
- 16. Have you learned more about the workplace from this e-mentoring programme?**
- 17. Please write any other comments on the back of this sheet.**



