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HEIBus Project

WORK PACKAGE 5: Flexible Student Mentoring by Companies (Flex Mentoring)

Deliverable 5.1

Info material for Flex Mentoring program

September 2017



WP5.1	D5.1. Info material for Flex Mentoring program
Authors	Anneli Kakko Ciprian Lapusan Gabriella Bogнар Anton Haberken Rubén Dorado Vicente
Short Description	The info material describes advantages and duties for companies who will take part in this program and also possible levels of mentoring.
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1. Introduction

Document 2.2 describes the activities completed in order to achieve T2.2 goals:

- State of the art about HEI expert - company cooperation models.
- Pre selection of at least 10 good models.
- Selection and description of 5 models.

The document is structured in 5 Sections. Different classifications and cooperation models are presented in Section 2. According to the review and our project objectives, we pre-select, in Section 3, several models and propose a list of indicators to assess them. In order to accomplish the next step, we prepared and distributed among our partner experts, and their contacts, an opinion survey about the pre-selected models. The results of this survey were used to conduct a ranking procedure by means of the Analytical Hierarchy Process. This procedure, described in Section 4, identifies the best 5 cooperation models, which are described in Section 5.

2. Review of the cooperation models

TUCLUJ (P2):

Didatec Project

the idea was that mentors from our university (professor with experience) help young PhD students and young lecturers to develop their competences/ increase experience in teaching to students.

Career Counseling Center

that aim to help students in personal and professional development. This department is quite young it started in 2016 and at the moment it manly focus on the soft skills of the students. Mrs. Simona Noveanu is the coordinator at our Faculty as part of this department.

Collaboration/agreement with a company from Cluj (Ekerle) – a few years ago

The idea was that a group of students from university (4th year) was selected and offered the possibility to participate in the company activities. The company offered the possibility to make their summer practice training, to work part time during the semester in their free time (flexible program during the week) and to develop their bachelor thesis at the company. These activities were coordinated from our part by a professor and also by a representative from the company.”

UJA (P5):

Supervised internship course

Our degree students can enrol to this elective course of 6 ECTS. Students have two mentors: a professor responsible of the course and a company engineer. Each company mentor helps one or two students to improve their engineer skills, while the professor supervises the students learning progress.

ICARO grants

It is an internship program, where students have one academic mentor and one company mentor. The main differences with the aforementioned "Internship course" are its longest duration and an economic grant for the students.

Tutorial action plan mentoring program

Students in their final year mentor new students making full integration into university life much easier. It will start next year in the Engineering school and other Faculties has a similar program.

Buddy program

It is for foreign-exchange students who apply for it. During the first weeks in Jaén a student (tutor) help and guidance the other students (a maximum of three) on how to access to the different services offered by the University of Jaén.

Further information: <http://www.ujaen.es/serv/vicint/home/page/11/25>

HE (P4):

CrossMentES

This is a program where students can apply for and company persons can apply for (ore rather are asked to join). Then it is tried to find as many matches as possible. It is always one student and one personal mentor from a company. Most students apply for that at the end of their studies. At the moment there are existing about 20 mentor-mentee-pairs of that type.

Students-for-Students

Here the mentors are older students and it is also a one-to-one-partnership. Most students apply for that in the beginning of their studies.

FemTec

This program addresses female students. It is also a student-company person-pair. It is not run by the university, but on a national level. Some large companies support this program.

ME (P3):

Student mentor program

Student at advanced level help a group of students, who show less progress in the education in different subjects during one or more semesters.

Tutor program

Students help in the integration of the university life for foreign exchange students and for students arriving with scholarship Stipendium Hungarian.

Final thesis with industrial topic



Company is mentoring students studying in bachelor or master level writing final thesis with giving industrial problem to work out and the company gives the possibility to work during the summer practice training.

JAMK (P1):

Tutor Teacher system

From the beginning of studies every student group has its own tutor teacher. Tutor teacher has every semester info sessions. In some info sessions there are present company representatives, e.g. alumni, who tell about their studies and career.

Tutor teacher conducts "Development as an Expert" course for four years and she/he helps all the time with general study issues. Content of "Development as an Expert" course you find as next chapter.

From the beginning till the end of the studies every student meets her/his tutor teacher individually at least once per academic year, discuss about progress and possible difficulties of studies, need for special help, e.g. dyslexia, to survey of his/her studies. During these individual discussions, also personal life issues are handled.

Development as an Expert course conducted by Tutor Teacher

Here under the content of Development as an Expert course from the first year till the end of the studies of the students:

First year

FAMILIARISATION WITH JAMK'S LEARNING AND OPERATING ENVIRONMENT

The student completes a pre-assignment.

The student participates in orientation days and joint information sessions as well as the library's information seeking training.

The student participates in small group work (peer tutor activities).

The student is aware of his/her position and rights in the learning and operating environment and follows the ethical principles.

OWN COMPETENCE – STARTING A PORTFOLIO

- The student recognizes his/her starting points: What am I like? What can I do? Which networks do I operate in?
- The student describes the current situation based on the starting points and analyses his/her professional interests and development needs.
- The student defines a structure and implementation method for his/her portfolio and submits a preliminary version of the contents, taking the above into consideration.

CAREER PLANNING

- The student knows his/her job and educational opportunities, analyses his/her professional goals and plans choices that support them.



- The student answers the questions of Career Plan I before the personal PLP discussion with the career tutor.

STUDY PLANNING (PLP)

- The student prepares a Personal Learning Plan (PLP), taking into consideration his/her career plans and portfolio, and participates in the personal PLP discussion organised by the career tutor. The student enrolls for courses (ASIO) and, if needed, applies for recognition of prior learning.

Second year

OWN COMPETENCE – MID-TERM PORTFOLIO

- The student works on his/her portfolio of the competence, outputs and feedback acquired during studies. The student is able to reflect on and describe his/her competence and the development of his/her professional identity in the portfolio.
- The student develops the portfolio's visual and content structure towards a sample portfolio.

CAREER PLANNING

- The student updates and analyses his/her professional goals and their progress as a part of studies and makes further decisions connected to studies that support those goals.
- The student answers the questions of Career Plan II before the personal PLP discussion with the career tutor.

STUDY PLANNING (PLP)

- The student updates his/her PLP and reflects on the degree as a whole, such as the opportunities brought by entrepreneurship or internationalization as a part of his/her studies.
- The student participates in the personal PLP discussion organized by the career tutor.

Third and fourth year

OWN COMPETENCE – SAMPLE PORTFOLIO

- The student prepares a sample portfolio required for applying for a job or place for further studies that also records the competence gained in work, extra-curricular activities and other studies.

CAREER PLANNING

- The student prepares to apply for a job or post-degree study place and recruitment situations by taking advantage of the events and information sessions offered as well as the material compiled in the Optima workspace.
- The student answers the questions of Career Plan III before the last personal PLP discussion with the teacher tutor.



STUDY PLANNING (PLP)

- The student prepares a plan for completing his/her studies within the target time.
- The student gives an overall assessment of the studies by filling in the AVOP - Graduand feedback.
- The student participates in the personal PLP discussion organized by the career tutor.

Supervisor of Practical Training

One part of Engineering studies at JAMK is practical training, 30 ECTS, the minimum last of it is 5 months. All students do it in companies in Finland or abroad. They can do it in one, two or three parts.

Here under the Learning Outcomes of practical training:

The student understands the company as a work community, is able to act as its member, work in networks and creates work community connections. The student knows the stages of the job search process and can benefit work experience in carrier and study planning. The student knows the tools, methods, equipment and in the field of the degree programme. The student understands the significance of theory in practical tasks and master oral and written reporting.

Supervisor of Bachelor's/Master's Thesis

Every student has two JAMK supervisors and at least one company supervisor in his/her Bachelor's/Master's Thesis. Almost all students do Bachelor's/Master's Thesis in companies in Finland or abroad. Here under you find as example learning outcomes of Bachelor's Thesis

1st part of Bachelor's Thesis, 5 ECTS

The student is able to identify development needs and problem areas in his/her own field of study and work and knows how to design a research & development project and implement it as a thesis. He/she knows how to use reliable information from various sources in establishing the foundation and parameters of the thesis. The student is able to apply professional knowledge in and choose appropriate research & development methods and practices for his/her thesis.

2nd part of the Bachelor's Thesis, 10 ECTS

The student is able to implement a research or development project that benefits working life, his/her own field of study or professional development independently, responsibly and within a cooperative network. He/she knows how to communicate his/her work at different stages clearly, correctly and graphically to a peer and other audiences. He/she knows how to report the results of his/her work, evaluate them and bring forth suggestions for development in an appropriate manner in writing, orally and visually.

Maturity test, 0 ECTS

When the Bachelor's Thesis report is almost ready or ready student writes Maturity test, which is like a press release of his/her work.

Tutor Student system



From the beginning of studies there are two-three tutor students for every student group. Tutor students are older students who help new students in all general issues of studies, organize different kind of free time activities, etc.

International Tutor Student system (= buddy system)

In every degree program, which offers professional courses conducted in English, there are two-three International Tutor Students, who help foreign exchange and double degree students in the integration of the university life and in a new country and city. International tutor students welcome and help foreign students in all general issues of studies and living in a new country. They organize different kind of free time activities, etc.

International Coordinator taking care of outgoing students

In every department, there is International Coordinator, who keeps info sessions of internationalization possibilities for every 1st, 2nd and 3rd academic year study group, has individual meetings with students, who are interested in doing semester(s), practical training and/or Final Thesis abroad. International Coordinator meets new students already on the first day of their studies.

Academic advisor taking care of incoming students

In every department, there is Academic Advisor, who supervises foreign students who want to come to study at JAMK with their study plans and schedules, etc. already before their will arrive in Jyväskylä and start their studies. Academic Advisor has info sessions and organizes company visits for foreign students during their exchange periods. Academic Advisor meets new students already on the first day of their studies at JAMK.

3. Info materials

Task 5.1 Planning of Flex Mentoring program

Plans are made with the companies and professors/teachers/lecturers (and students) involved on how the Flex Mentoring program is implemented.

The best suited involvement methods are selected and detailed plans for the execution are made for each study year. The plans are reviewed after every study year and modified if needed. Info materials of the Flex Mentoring are created by partners. The materials are introduced to selected companies and student groups in every partner country.

The following information materials have been created:

Task 5.1	Planning of Flex Mentoring program
D5.1	Info material for Flex Mentoring program
Authors	P4 Anton Haberkern, Kathrin Dotter
Short Description	This Sheet is to inform students in the Program of WP5 Flexible Student Mentoring by Companies (Flex Mentoring)
Status	First Draft
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Date of delivery	01/08/2017
Project web site	www.heibus.eu



For students:

Flexible Student Mentoring by Companies for International Worklife (**Flex Mentoring**)

Smart HEI-Business collaboration for skills and competitiveness (**HEIBus**)



Your advantages:

- You will have a **godparent** from a company who will be at your side during your whole study path. The involvement of the company can be at any level (more or less involving), depending on your needs and possibilities at any given time.
- You will improve your **language skills** because the company acts internationally.
- You will get a **Certificate of Participation**.
- You get **practical internships** and have the possibility of writing your **final thesis** for "your" company.

Application requirements:

- Letter of motivation
- Curriculum vitae
- Transcript of records (only for advanced students)

Who is the contact person at your university?

Hochschule Esslingen, Kanalstraße 33, 73728 Esslingen
Prof. Dr.-Ing. Anton Haberkern, anton.haberkern@hs-esslingen.de
Dipl.-Ing. (FH) Kathrin Dotter, kathrin.dotter@hs-esslingen.de

HEIBus is about cooperation of Higher Education Institutions (**HEI**) and Business Companies (**Bus**). One of the Workpackages (WPs) in this project is the **Flex Mentoring**: One or more companies will be involved in the education of one student or student groups throughout their studies. The method for that can be chosen individually and can be changed by time.

Bus Partners:

Stoebich/Germany; Wieland/Germany; Komet/Germany; Festool/Germany;
Pikval Oy/Finland; SC PRO Tehnic/Romania; SC AutoMates ACM SRL/ Romania;
Electrolux/Hungary; Bosch/Hungary; Valeo Iluminacion Espana S.A.U./Spain

HEI Partners:

Esslingen University of Applied Sciences/Germany; JAMK University of Applied Sciences/Finland;
Technical University of Cluj-Napoca/Romania; University of Miskolc/Hungary;
University of Jaen/Spain; Vorarlberg University of Applied Sciences/Austria;



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For companies:



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Smart HEI-Business collaboration for skills and competitiveness (HEIBus)
Flexible Student Mentoring by Companies (Flex Mentoring)

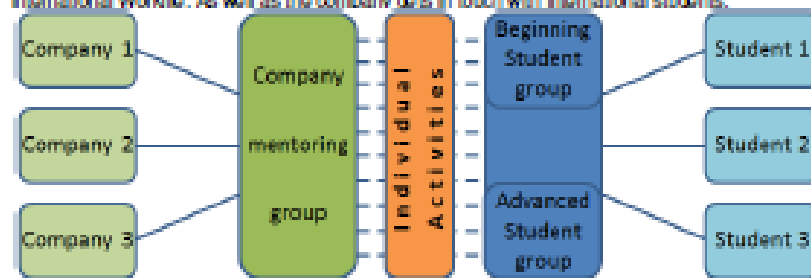
INFORMATION SHEET FOR COMPANIES

Who is conducting the research in your home country?

Hochschule Esslingen, Kanalarstraße 33, 73728 Esslingen
Prof. Dr.-Ing. Anton Haberkm, anton.haberkm@hs-esslingen.de
Dipl.-Ing. (FH) Kathrin Dotter, kathrin.dotter@hs-esslingen.de

What are we doing in this project?

HEIBus is about cooperation of Higher Education Institutions (HEI) and Business Companies (Bus). One of the Workpackages (WPS) in this project is the Flex Mentoring. Your company has the chance to be involved in the education of student groups throughout their studies. The method for that can be chosen by your own and can be changed by time. The idea is to offer the students a Mentoring for their future International Worklife. As well as the company gets in touch with International students.



Why are we doing it?

The project is part of the Erasmus+ Program "Cooperation and Innovation for Good Practices", which means HEIBus wants to create a strong partner network across European countries. The project aims to develop new innovative education and cooperation models between HEIs and companies. www.heibus.eu

What would be your role in the project?

Your company will work hand-in-hand with one study group or one student from the beginning till the end of the studies. Your involvement can be at any level (more or less involving), depending on your needs and possibilities at any given time.

How much of your time will the participation involve?

The intensity of your involvement can change by time. The flexibility comes from different cooperation levels.

Will your participation in the project remain confidential?

The results of the project will be used for the purpose of this project only.

What are the advantages of taking part?

Your company will gain valuable information of skills and studies of students which will help you in your student and graduate recruiting process. Cooperation will improve the competitiveness of your company. Through the HEIBus-project new international markets and new connections can be created for your company.

Are there any disadvantages of taking part?

A contact person of your company needs to have time to act as a godparent for a certain study group.

Do you have to take part in the EU-project HEIBus?

No, your participation in the Flex Mentoring is entirely voluntary. You are not obliged to become a full partner of HEIBus.

What happens now?

If you are interested in taking part, just get in touch with us and you will receive further information.

HEI Partners: Esslingen University of Applied Sciences/Germany; JAMK University of Applied Sciences/Finland; Technical University of Cluj-Napoca/Romania; University of Miskolc/Hungary; University of Jaen/Spain;
Bus Partners: Stoebich/Germany; Pival Oy/Finland; SC PRO Tehnic/Romania; SC AutoMata ACM SRL/ Romania; ElectroLux/Hungary; Bosch/Hungary; Valeo Iluminacion Espana S.A.U./Spain

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Task 5.1	Planning of Flex Mentoring program
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Authors	P2 Ciprian Lapusan, Simona Noveanu
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Task 5.1	Planning of Flex Mentoring program
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Authors	P5 Silvia Satorres, Rubén Dorado, Eloisa Torres
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Flex Mentoring Program (Flexible mentoring of students by companies)

The University of Jaén, in particular the Polytechnic School of Jaén (EPSJ), is a partner in the European project HEIBus ("Smart HEI-Business Collaboration for Skills and Competitiveness"), together with 4 universities and 7 companies from different countries of the European Union. HEIBus project's main objective is to strengthen the collaboration between universities and companies by creating new structures of cooperation. One of the work packages of this project is the development and implementation of a mentoring program: Flex Mentoring Program.

The aim of the Flex Mentoring Program is to find and test flexible ways to encourage companies to involve in education within the High Education Institutions (HEIs). Flex Mentoring considers a set of methods to involve companies in the education of groups of students. Each HEI and company can choose the most suitable method for them. It is "flexible" because there are different ways and degrees of cooperation, so that the involvement of the company can be adapted to its activity degree.

In this way, HEIs and companies are able to select different levels of activities for the company to take part of this program. Some examples are:

- different types of tailored mentoring systems,
- informative sessions of the company,
- visits to the company,
- conferences by experts,
- joint projects,

- summer jobs, internships or jobs after graduation.

During the performance of this program, different models, in which one or more companies work with a group of students from the beginning to the end of their studies, will be created and tested. The companies may be involved in the education of the student group along the entire career of these students. Participation can be set at any level of involvement, depending on the needs and possibilities of the company and students at any given moment.

Types of activities

HEIs will perform activities of cooperation between companies and students. The proposed activities differ regarding to the type of students involved:

1. First-courses students (e.g. Tutorial Program at the EPSJ)
2. Senior students (more specific activities, such as job fairs or professional guidance sessions).

The representative of the company will act as the sponsor of a particular study group. The chosen participation activities will be analyzed and modified during the project performance and actions will be taken to implement them into the companies and HEIs routines.

Virtual reality will be present in many activities, for example, expert conferences and information sessions, in order to reach a wider audience.

A comparative study between groups of students participating in the flexible tutoring program and students groups in the regular study program will be performed to follow the success of the program. This could offer solutions to help students who lack of skills or are at risk of dropping out of their studies.

Obligations and advantages for the companies participating in this experience

- a) **Obligations:** *the company must comply one of the following requirements for each one of the aforementioned types of students:*

Regarding to first-courses students:

1. Participate in a workshop to guide students on the type of activity that plays an engineer in your company. This workshop can be taught in a room of the University of Jaén.
2. Mentor students. This implies the resolution of possible generic questions from students about the business world, the role they would play in the company and/or the particular tasks that they would carry out in the company. The company must appoint a mentor and facilitate his/her contact details to the University of Jaén.

Regarding to senior students:

1. Participate in guidance sessions, where the representative of the company can explain, among other things, how the selection processes of his human resources department consists of.
2. Participate in the annual job fair of the University of Jaén, which is usually held in May or October. This Job Fair is an opportunity for students to learn about the diversity of the productive environment in which they



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- may develop their future work, allowing them to participate in direct processes of recruitment, or submit their curriculum vitae to the companies and institutions involved in that fair, both in person and virtually.
3. Guided tours to the companies, where the production process is explained and specific questions from the students can be solved.

Advantages:

1. Companies may have the opportunity to participate in the orientation of the contents that are taught in different degree courses related to engineering activities of the company, thus helping to bring the interests of the company to academia.
2. Companies can advertise their participation in a project of international significance (HEIBus) and their collaboration with the University of Jaén, with the prestige that it entails.
3. This collaboration allows companies having direct access to future workers, which improves their process of recruitment, as it facilitates them to come into direct contact with students and decide which ones are the best suited to the requirements that are demanded.
4. This project facilitates the company members to meet researchers of the UJA, which may let them gain access to public financing through joint research projects of different scope (regional, national, international). This type of cooperation will allow companies to boost their research & development department. Moreover, undergraduate projects, master thesis and even doctoral theses may be carried out in university/companies cooperation, supporting the research and development activity of both the company and university.
5. If the activity that promotes the company has associated costs, funds from the European project HEIBus and/or the University of Jaén will cover expenses. For example: travel and subsistence expenses.





Task 5.1	Planning of Flex Mentoring program
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Project web site	www.heibus.eu



Flexible Student Mentoring by Companies for International Worklife (Flex Mentoring)

Advantages for companies:

- Companies may have the opportunity to **participate** in the orientation of the contents that are taught in **different degree courses** related to engineering activities of the company.
- Companies can advertise their **participation in a project of international significance** (HEIBus) and their collaboration with the HEI.
- This collaboration allows companies having **direct access to future workers** and decide which ones are the best suited to the requirements that are demanded.
- This project facilitates the **company members to meet researchers of the HEI**, which may let them gain access to public financing through joint research projects of different scope (regional, national, international). This type of cooperation will allow companies to boost their research & development department.



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- If the activity that promotes the company has associated costs, **funds from the European project HEIBus** and/or the HEI will cover expenses. For example: travel and subsistence expenses.

Advantages for students

- Students will have a **godparent** from a company who will be at their side during your whole study path. The involvement of the company can be at any level (more or less involving), depending on your needs and possibilities at any given time.
- Students will improve your **language skills** because the company acts internationally.
- Students will get a **Certificate of Participation**.
- Students get **practical internships** and have the possibility of writing their **final thesis** for the “company”.

Application at contact persons:

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