

Fostering Resilience Through Quality Feedback in One-on-One Mentoring

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Abstract

La Vall is a girls' school located in Bellaterra (near Barcelona) with approximately 1,500 students between 0 and 18 years old, and belonging to *Institució Familiar d'Educació*, an educational institution with 13 schools in Catalonia and the Balearic Islands. The school's main objective is to offer a personalized education model, based on the five dimensions of the person (physical, affective, social, rational, transcendental) that are described in the Integral Human Development theory. This study aimed to explore through surveys, interviews, and self-reflection how feedback in one-on-one mentoring is beneficial to secondary female students' (13-16 years old) personal and academic progress, considering the five dimensions of the person mentioned above, and how appropriate feedback may enhance self-confidence and growth, and thus resilience. The outcomes of this action research suggest mentoring is an effective tool in resilience development when there is a trusting relationship between student and mentor, and when goals and action plans are student-initiated. Adequate training and time allocation seem necessary tools to ensure effective mentoring that promotes the development of protective factors that result in resilience and balanced growth.

Introduction

La Vall is a girls' school near Barcelona with about 1,500 students between 0 and 18 years old. Our school's motto is based on integral human development, considering five dimensions in each person: physical, rational, moral and affective, spiritual, and social. One approach to foster this holistic development in students is one-on-one mentoring between faculty and students. This study aimed at understanding how to improve the effectiveness of one-on-one mentoring in our school.

Literature Review

Integral Development

The concept of Integral Human Development has its origin in Pope Paul VI's *Populorum Progressio* (1967), an encyclical on the development of people, which focuses on the economy as means to serve mankind and not only the privileged (Larrú, 2019). In this sense, education cannot be limited to just covering basic human needs (physical or material survival) but should serve as means of integral development of each person as a complete physical, rational, moral and affective, spiritual, and social being (Keleher, 2017; Larrú, 2019). To this end, several authors (Miguélez, 2009; Kass, 2018) propose a model of Integral Development considering **five dimensions**:

- **Physical** (personal image, healthy lifestyle, personal order)
- **Affective** (self-control, self-esteem, empathy, happiness, thankfulness)
- **Social** (sociability, belonging to the group, assertiveness, communication ability)
- **Rational** (spirit of achievement, cooperative work, learning attitude, academic results)
- **Transcendental** (character, values and personality, search for sense, attitude towards religious education, return to received talents)

By developing each of the dimensions in a balanced way through youth development programs, especially in school contexts and through long-term holistic mentoring, students synergistically learn intra- and interpersonal skills that include patterns of stress-reactivity, self-regulation, self-reflection, and meditation that help them develop a resilient worldview (Furness, et al., 2017; Kass, 2018; Lyons & Mc Quillin, 2019; Miller, 2016; Simões & Alarcão, 2013). Thus, education should have integral development as a priority, fostering resilience and a sense of self-responsibility that will make the student aware of the results of their own behaviors on others (Miguélez, 2009).

One-on-One Mentoring

We can find the first “mentor” in Greek mythology, in Homer’s *Odyssey*. Telemachus, Odysseus’ son, is entrusted to Mentor, who became responsible for guiding the boy in all aspects of his development (Espot & Nubiola, 2014; Miller, 2016, p. 16; Merriam-Webster Dictionary).

This guiding role in the integral development of a person has continued to the present and we can now define mentoring as the “relationship between an older, more experienced adult and an unrelated, younger protégé—a relationship in which the adult provides ongoing guidance, instruction, and encouragement aimed at developing the competence and character of the protégé” (Rhodes, 2004, p. 3). Mentoring can take place in different contexts, with school standing out among them as being the place where children and youth spend most of their time – except for their own homes – and where non-familiar education mostly takes place.

Mentors, usually experienced teachers (Espot & Nubiola, 2014; Randolph & Johnson, 2008; Simões, & Alarcão, 2013), become models and confidants who help students develop self-confidence and offer their support in various aspects: academic, behavioral, and social-emotional (Day, 2006; Furness et al., 2017; Lipnevich et al., 2017; Lyons & Mc Quillin, 2019; Miller, 2016; Rhodes, 2004; Simões, & Alarcão, 2013). Students find stress relief, motivation, and emotional self-awareness in one-on-one mentoring and they can learn to “balance life with school life” (Harrison et al., 2018, p. 152).

Mentoring is generally more effective in especially sensitive periods of a person’s development, such as adolescence in girls (Harrison et al., 2018). As the mentor becomes a role model for the student, most programs have same-gender matching as a priority (Miller, 2016). Miller notes that, with girls, mentoring is very often focused on coping with pressure and strengthening self-confidence and personal aspirations. Female mentor-student relationships are reported to offer greater emotional support, as backed by behavioral and neurological studies on emotional differentiation and interpersonal skills (Harrison et al., 2018).

Feedback

In mentoring, giving appropriate feedback is essential (Allen et al., 2010; Day, 2006; Korver & Tillema, 2014); however, its effects depend on how, when, and how often feedback is delivered (Allen et al.; Beek et al., 2019; Harvard Business Review, 2015; Korver & Tillema. Students often feel anxious when receiving feedback (Daljeet, 2015; Wheeler et al., 2009), especially those with fixed mindsets, who mostly care about how they will be judged (smart or not) (Dweck, 2007).

“Communicating in the right way with others about their actions can reinforce positive behavior and move toward productive courses of action – outcomes that benefit everyone” (Harvard Business Review, p.3). The key is offering balanced feedback: validating success, criticizing failure, and

praising effort (Dweck; Wheeler et al.). It is also helpful to provide feedback frequently, especially positive feedback (Beek et al.; Harvard Business Review), then negative feedback “will seem more credible and less threatening” (Harvard Business Review, p. 16). Sometimes, however, the student may be reluctant to receive it. In such cases, patience is the key, giving them time and space to respond (Harvard Business Review). It is also essential that feedback is implemented, and progress supervised (Harvard Business Review).

Resilience

Mentoring programs for an integral development for adolescents at school can help them develop elements that promote resilience, such as empathy, stability, sense of belonging and care, and a positive self-image (Day, 2006). Resilience is often defined by psychologists as the ability to “bounce back,” recovering from difficult experiences, but also as a process of personal growth (Barger et al., 2017; Palmiter et al., 2020; Prince-Embury, 2013). Being resilient does not mean that emotional distresses will not be experienced but being able to face them (Palmiter et al.). Nowadays, developing resilience in adolescence should be a major goal in education, as it is a key ability in the development and socialization of any child (Brooks, 2014; Lipnevich et al., 2017). According to research (Barger et al.; Bluth et al., 2018; Brooks; Lipnevich et al.; Price-Embury), some of the elements that foster resilience in students are:

- Empathy
- Confidence and self-confidence
- Positive classroom climate
- Positive relationships with teachers
- Motivating learning environment, which focuses not only on student’s difficulties, but also in their “islands of competence”
- Facing failure as learning opportunities
- Teaching children problem-solving and decision-making strategies
- Promoting self-discipline, self-control and self-worth

Gender differences are relevant in developing resilience strategies (Brooks, 2014; Dweck, 2006). Girls develop more relational coping styles (Brooks, 2014), which are probably reinforced by stereotypes (Lipnevich et al., 2017). Girls tend to be more pessimistic, their expectations often depending more on past failures – which they tend to attribute to internal factors rather than successes – and are generally attributed to external factors. In other words, they are more self-critical and blame themselves more than boys (Brooks). This is even more critical in adolescence, when girls feel they are losing their voice and their self-esteem collapses (Brooks). It seems clear, then, that any program intended to develop resilience in youth will be more effective if gender is

considered. In the case of girls, mutual, caring relationships, fostering connections, and empathy should be the basis for them (Brooks, 2014).

Mentoring programs for integral development can foster understanding and connection between mentor and mentee and offer the time and opportunities needed to help students develop their resilience through goal-oriented counseling, focusing on core elements of resilience –related to the five dimensions of integral human development as defined by the American Psychological Association (Palmiter et al. 2020):

- Connection: developing empathy and prioritizing relationships with trustworthy people (social dimension).
- Wellness: taking care of body and mind (physical and affective dimensions).
- Purpose: being proactive, helping others, developing selflessness (transcendental dimension).
- Healthy thinking: learning from past successes and failures, accepting change with an optimistic perspective (rational dimension).

Research Context

Institució Familiar d'Educació (Institute for Family Education) is an educational institution established in 1969 that currently has thirteen schools in Catalonia and the Balearic Islands, attending over 5,000 families. One of them is *La Vall*, a single-sex girls' schools located in Bellaterra – about 30 km from Barcelona – with about 1,500 students between 0 and 18 years old. Integral development of the person, integrating academic excellence and personal growth are the core of the school's mission, vision and values,¹ and our one-on-one mentoring program is the pillar and main tool in their development.

At the beginning of the school year, each student is appointed to a mentor, usually their class tutor or one of their teachers. This mentor will accompany the student throughout the school year offering guidance and advice in five areas or dimensions: physical, affective, social, rational, transcendental. They meet at least once a month, and, together, they set goals and the mentor tracks the student's progress in each area, in a trusting environment. Parents are advised to meet the mentor every term and share their views on the student's progress and growth and set common goals. One-on-one mentoring aims to foster a holistic development in every student.

This research focused on the development of resilience through one-on-one mentoring in adolescent girls (12 to 16 years old). "Adolescence is a developmental period characterized by rapid physical, cognitive, and socio-emotional growth, bringing both challenges and opportunities" (Bluth et al., 2018, p. 3037), from the academical challenge of transition from primary to secondary school

¹ see Appendix B "Mission, Vision and Values"

(Hart, 2016; Furness et al., 2017), to “physical changes, shifts in identity, cognitive changes, social/emotional changes, and others” (Furness et al., p. 14). Facing all these changes can be challenging and many adolescents face decisions for which they often do not feel ready (Brooks, 2014; Espot & Nubiola, 2016). Technological developments and social media have also influenced the number of young people facing adversities, which older members of their environment (family, teachers, etc.) had not faced before (Brooks; Prince-Embury, 2013). As Carol Dweck (2007) states, “maybe we have produced a generation of students who are more dependent, fragile, and entitled than previous generations” (p. 38). In response, we are seeing more girls demonstrate internalizing behaviors, such as depression and anxiety, while boys are prone to conduct disorders (Bluth et al.). However, this period should be viewed as a “window of opportunity” (Bluth, et al., p. 3038), which is more important now than ever to develop their potential in every aspect of their personality.

The Action

Feedback in one-on-one mentoring can help improve academic results through a close follow-up of study methods. It can also promote better decision-taking, problem-solving, personal and social development. (Simões & Alarcão, 2013). Feedback reaches beyond purely academic purposes and promotes personal growth. Mentoring is not only a matter of giving advice, but also a means of monitoring and providing ongoing one-on-one support, fostering the development of resilience. This process can especially be beneficial for girls, who see the adult as their model and may share with her similar concerns (Miller, 2016). In short, appropriate feedback in one-on-one mentoring may enhance self-confidence and growth, and thus resilience (Day, 2006, p. 197), while learning how to offer feedback in mentoring can help students and fellow teachers.

This research explored how providing feedback in mentoring is beneficial to secondary education female students’ (12-16 years old) personal and academic progress, considering the five dimensions of the person described in the integral development model (physical, affective, social, rational and transcendental). It also aimed to look into the school’s teachers’ performance as mentors, to better understand the variables that influence effective mentoring, and ultimately to help other faculty implement effective strategies.

Main Research Question

How can one-on-one mentoring be an effective tool to foster and enhance resilience in our female students considering the five dimensions of the person (physical, affective, social, rational, transcendental)?

Subquestions:

- *Considering the one-on-one mentoring process in our school, how is feedback given?*
- *How do teachers monitor that students have correctly understood feedback and its application?*
- *How do students perceive feedback in mentoring? (is it a guideline? A suggestion? An order?)*
- *How do students provide their mentor with feedback about their mentoring / counseling?*
- *Which situations can be described that show how feedback is fostering resilience in students?*
- *How can it be “shown” that feedback fostered a resilient response?*
- *Can protective factors development be observed? Which?*

Data Collection

A mixed methods approach was used in this research to view the subject from different perspectives. **Quantitative** methods were used to observe frequency of meetings, level of trust between mentor and student, and general satisfaction with one-on-one mentoring from students and mentors. **Qualitative** methods were implemented to gain insight into the effects of mentoring and feedback on students’ resilience development.

I used two surveys aimed to obtain general information on the mentoring procedure from the students’ and mentors’ perspectives and their global satisfaction with it. The surveys were addressed to all Secondary students and mentors (480 students and 33 mentors) who could voluntarily answer; that is, incidental convenience non-probabilistic sampling. A total number of 121 students (25.2%), and 21 mentors (63.6%) answered the survey. This information was gathered in October and thoroughly analyzed during the Fall Term².

Additionally, I conducted a series of interviews and maintained a journal of my observations throughout the data collection period. I met with an administrator to understand the process of one-on-one mentoring³ and completed semi-structured interviews³ with five mentors and five students (based on the results of the surveys⁴). I also conducted a document analysis of the

² See Appendices C and D

³ The questions that guided my semi-structured interview and complete answers can be found in Appendix E

⁴ See Appendices F and G

document "*Tutoria Personal*,"⁵ which is used to prepare mentoring sessions and monitor mentored students, and thus to guide feedback. I posed myself the following questions for its analysis:

- *Is the tool effective (i.e., is it useful to collect data regarding the impact of feedback in their academic results, personal development, social relationships, etc.)?*
- *Does it promote quality feedback? How can be feedback monitored in each dimension?*

With some of the questions in the surveys (questions 11 and 12 in the mentors' survey, questions 15 and 16 in the students' survey), I tried to find out more about the topics related to the five dimensions of the person covered in mentoring conversations and aiming at the development of protective factors.

To complete my research, I assumed that participants were fully truthful and that my sample was representative of the mentors and students at my school. Prior to conducting surveys and interviews, informed consent was given by the participants and the parents of students. Subjects were always protected from harm, and anonymity and confidentiality were guaranteed.

Data Analysis

Data were analyzed considering the research questions.

How is Feedback Given?

A random sample of five teachers was interviewed in November, based on their availability. All of them had been mentors for over five years to students between 12 and 18 years old. Four of them were class tutors and taught different subjects.

Interviews with the mentors and the administrator offered a detailed description of the mentoring process:

Mentors, generally class tutors, had been selected by administrators based on their professional aptitude and were trained by the school over several sessions throughout the school year, as well as through one-on-one sessions with the school's Vice-Principal and / or the Head of Personal Development. They are usually appointed 10 to 30 students, depending on their availability and the students' age (the older, the fewer) and they get 2 or 3 hours a week for their mentoring meetings. As the students grow, in later school years (*Bachillerato* – 11th and 12th Year), students can ask for a specific mentor. Mentors register the most relevant data from their conversations in *Tutoria Personal*, which is a private and confidential document, to help them provide appropriate feedback to each student. This document includes guidelines for global conversations where the five dimensions of integral human development can be attended: physical, affective, social, rational, transcendental. There is also an on-line register to record the number of times each mentor has talked to a student and her family.

⁵ see Appendix H

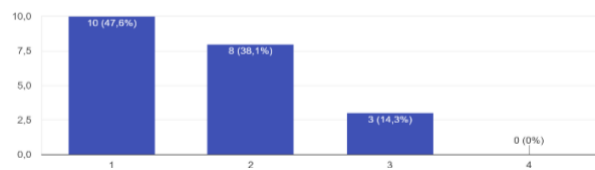
As for the mentors' views, according to the survey answers (see Fig. 1), despite having 2 or 3 weekly hours to devote to mentoring, there was a general agreement on insufficient time (85.7%) – or too many mentored students (61,9%). Despite that, mentors devoted some time to prepare all (38.1%) or most (52.4%) of their sessions with their students and recap after them, agreeing with their students on an improvement plan with specific goals, which they will monitor (85.7%).

Figure 1

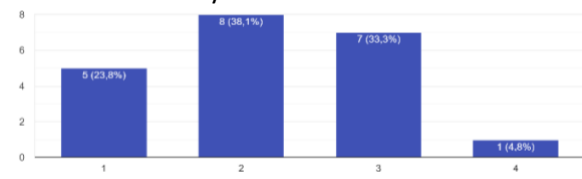
Mentors' Perception of Their Availability

Key: 1 – little or no; 2 – normal; 3 – quite; 4 – a lot

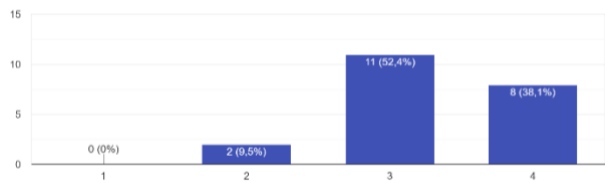
1. You have enough time to devote to mentoring.



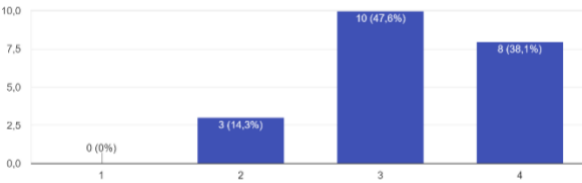
21. The number of students you have to mentor is appropriate to be able to attend them all correctly.



13. You devote some time before and after each interview to sort my ideas and think ways to help parents or pupils



17. You help students in each interview to make a small improvement plan with specific goals and then monitor them.

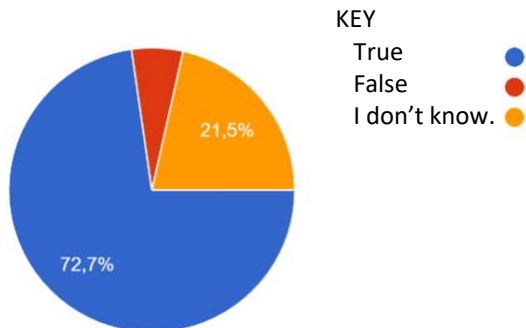


Mentors expressed that they know their students well, their strengths and weaknesses, and talk about them in their sessions and feel that their students trust them enough to turn to them when they need advice. 71.4% of the enquired mentors wanted to have the same students for more than one year, to get to know them better and thus improve their mentoring.

Generally, students trusted their mentors (72.7%) and felt their mentors know them well and can help them (76%), but they would like to talk more often with them (66.9%). This aspect is consistent with the mentors' responses. However, only half of them of them (50.4%) wanted the same mentor for more than one year. Students felt their mentors listen and understand them and are also concerned about their problems and worries and encourage them to find a solution.

Figure 2

Students' Trust on Mentors



How do Mentors Monitor That Students Have Correctly Understood Feedback and its Application?

According to the survey responses and subsequent interviews, mentors monitor their feedback to students by carefully listening to them and avoiding prejudice and rushed answers, agreeing on improvement plans with students, and monitoring its fulfillment in subsequent sessions.

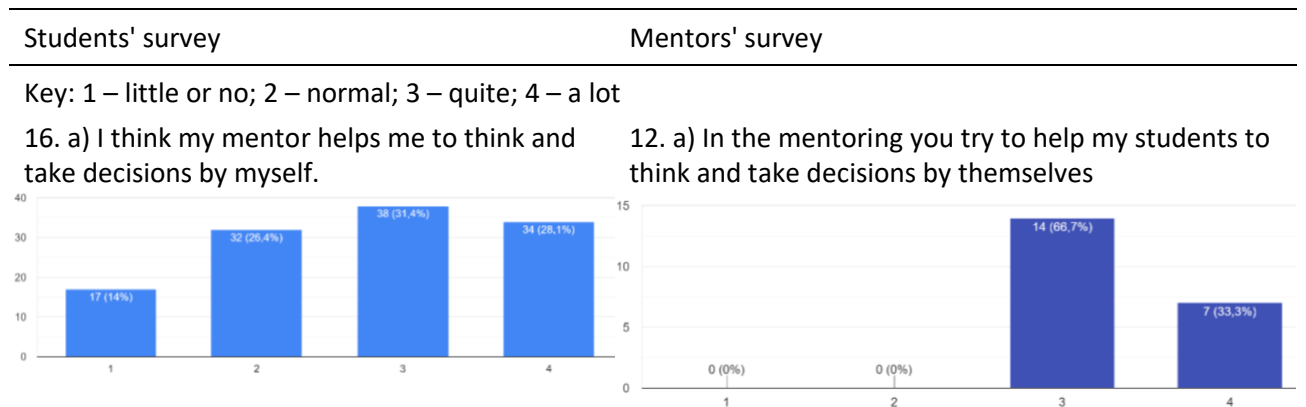
Most mentors agreed that gathering relevant information about their students (for example, from other teachers and friends) also helps monitoring if the offered feedback is followed by the students. For example, if a student has difficulties completing homework, they will prepare an after-school schedule and working plan so that the student can organize her time better and thus complete all the expected assignments. The mentor will later talk with the rest of teachers to monitor homework completion. In the following session with the student, they will check if the plan was followed, will review it and continue if necessary. In a similar way, if there was a social issue, the mentor may talk with her mentee's friends and / or parents (always with the mentee's permission).

How Do Students Perceive Feedback in Mentoring? How do Students Provide Their Mentor With Feedback About Their Mentoring / Counseling?

As previously exposed, students trust their mentors and their advice (see Fig. 2), and feel encouraged to set their own goals, which the mentor monitors (63.7%). However only 28.1% of the enquired students felt completely encouraged by their mentors to think by themselves and take their own decisions, having in mind that their actions have consequences on themselves.

Figure 3

Students' and Mentors' Perception of Feedback



Which Situations Can Be Described That Show How Feedback is Fostering Resilience in Students?

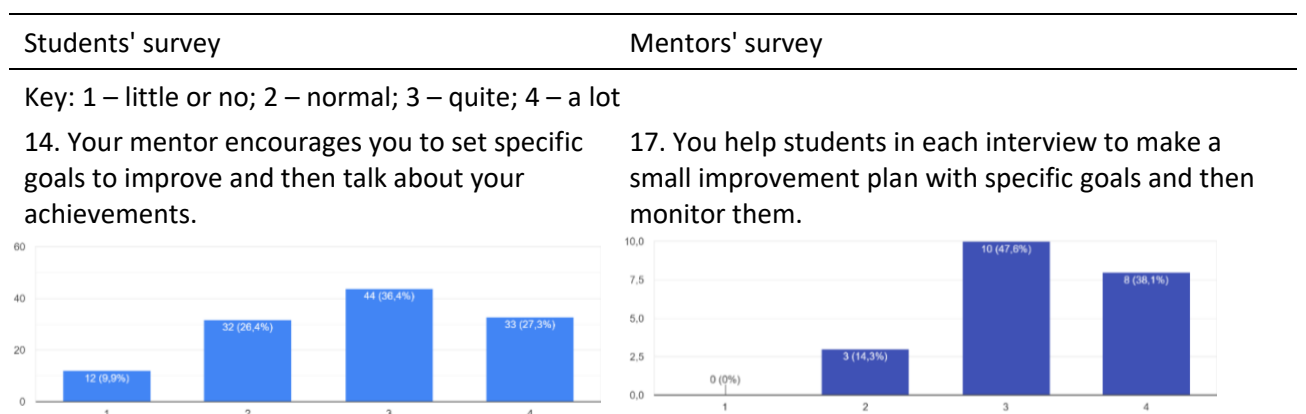
In one-on-one mentoring, mentors and students talk about different aspects of the student's life covering the five dimensions of the person. The document "*Tutoria Personal*" offers a guideline of topics covering them. Considering the answers in the mentors' and students' surveys, mentoring sessions seemed to offer occasions for feedback which could foster resilience development in students (see Fig. 3)¹².

How Can it be "Shown" That Feedback Fostered a Resilient Response?

Question 14 on the students' survey and question 17 on the mentors' survey enquired about action plans and monitoring feedback (see Fig. 4).

Figure 4

Students' and Mentors' Perception on Goal Setting



When specifically asked in interviews about how mentoring helped deal with failure in interviews, students agreed that it is precisely when they feel in trouble (related to any of the five dimensions) when mentoring is the most useful for them. Explaining what troubles them seems to

¹² See questions 11, 12 and 13 in Mentor's survey – Appendix C and questions 8-16 in Students' survey – Appendix D

be the most difficult step (some say they feel awkward, others ashamed), but then, just the fact of being listened to makes them feel somehow relieved. However, students admitted they do not always follow the mentor's advice.

In their interviews, mentors claimed that they usually tell students to go back to them for further assistance when they have a concrete difficulty which they have dealt with in a mentoring session, but not all students return to their mentor; sometimes they wait for their mentor to ask them about it in subsequent sessions. Students admitted they lack initiative in that sense or they "do not want to bother their mentor."

Can Protective Factors Development be Observed? Which?

Several protective factors related to resilience development can be fostered in one-on-one mentoring. In one-on-one mentoring, conversations cover a variety of topics (also related to the five dimensions of the person), which at the same time seek the development of protective factors. A guideline to cover these topics is offered in the document "*Tutoria Personal*." This document includes places where mentors comment on students likes/dislikes, goals, and guidelines for the five dimensions of persons. Data from interviews indicated that mentors would like clearer guidelines for their sessions with parents and students and a more manageable format.

Discussion of Results

Considering the data obtained, I set out to explore *How one-on-one mentoring can be an effective tool to foster and enhance resilience in our female students considering the five dimensions of the person (physical, affective, social, rational, transcendental)*. Following the research subquestions:

How is Feedback Given?

Interview data show that feedback is an essential part of the mentoring process, as it is what will lead our students to their personal development. Taking this into consideration, all the aspects related to the mentoring process are taken special care of – from the selection and training of mentors to the follow-up of the process.

Survey results show that the training received is positively valued by 61.9% of the enquired mentors, but diverse answers are obtained when focus is put on self-initiative¹⁶ (see Fig. 5). Despite that, mentors claimed in their responses to surveys and interviews to have deep knowledge of present interests of teenagers and admitted the importance of active listening prior to giving any advice or feedback, and a positive and optimistic view during their conversations. In the interviews, I learned that as training courses are mostly offered at the end of the school year, mentors do not take as much benefit as they could from them, as they often feel tired and they cannot put what

¹⁶ see question 4 in mentors' survey, Appendix C

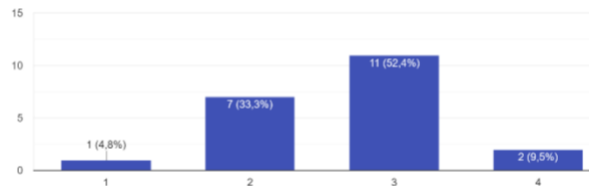
they have learned in those courses into practice straight away with their students, as the holiday lies ahead, and not much can be done until September.

Figure 5

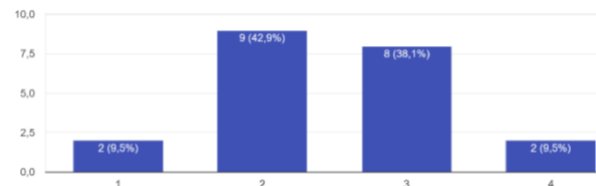
Mentors' Perception of Their Training

Key: 1 – little or no; 2 – normal; 3 – quite; 4 – a lot

3. You have received enough training to mentor your students



4. You have enough time to read about issues that will help you improve as a mentor



The data suggest that the key to quality feedback lies in a deep knowledge of adolescents in general and of each individual student, and in the mutual trust between student and mentor. A major concern, however, is the lack of time to have longer conversations.

Surveys and interviews show that a trusting relationship developed among students and mentors, however only half of the students (50.4%) wanted the same mentor for more than one year. This probably depended on the mentor, as the data showed no correlation between the age of the students and their answers.

How do Mentors Monitor That Students Have Correctly Understood Feedback and its Application?

As previously explained, there is a careful monitoring of mentoring agreements, again a trusting relationship without prejudices seems to be the key to success.

How do Students Perceive Feedback in Mentoring? How Do Students Provide Their Mentor With Feedback About Their Mentoring / Counseling?

According to the mentors, in one-on-one mentoring, students are encouraged to think by themselves and take their own decisions, considering that their actions have consequences on themselves and others. However, not all students agreed on that: in fact, only 28.1% of the enquired students fully agreed and 31.4% mostly agreed. This suggests that feedback is often perceived as given advice and not as a self-decision.

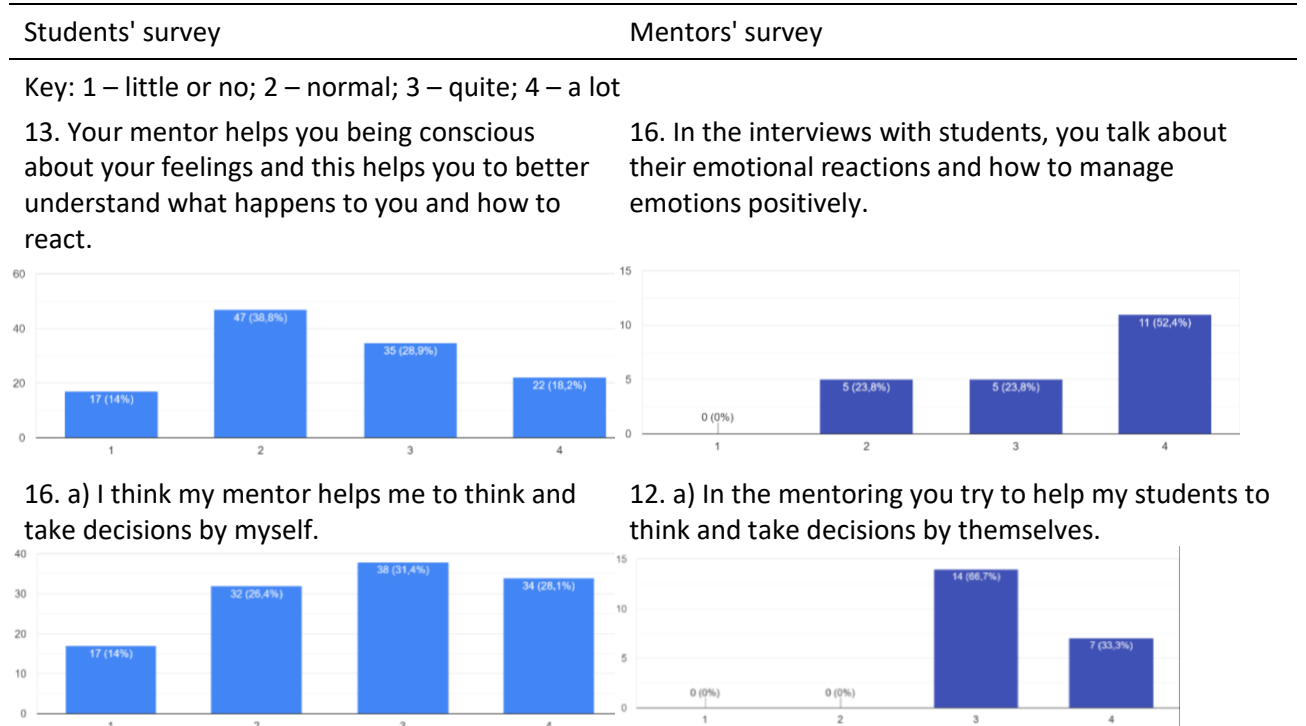
Student and mentor interviews suggested that for growth goals to be effective, they should be chosen by students, and as students do not have this perception, the way goals are set should be improved. Some mentors have taken coaching training and consider it useful in goal setting, even though they did not all agree on the effectiveness of these techniques in general mentoring.

Which Situations can be Described That Show How Feedback is Fostering Resilience in Students?

Looking at the students' replies in detail, as compared to the mentors'¹⁸, the difference in the answers in two of the questions stands out (see Fig. 6):

Figure 6

Students' and Mentors' Perception on Self-Reflection



Positive responses to the questions suggested a higher tendency to lead students to develop self-reflection and thus to develop more resilient responses. Mentors felt they are working in this sense, but students did not seem to perceive so. This is consistent with my findings described before, which suggest that the way goals and action plans are addressed is not perceived by students as their own decision. In interviews, students expressed their gratitude towards their mentors in trying to help them but admitted that they do not always follow their advice (some forget it, others feel unable to put it into practice or lack of self-confidence to do so). This highlights the importance for students to perceive goals and action plans as their own.

How can it Be “Shown” That Feedback Fostered a Resilient Response?

The students' and mentors' answers to questions about action plans and monitoring feedback²¹ do not show a remarkable difference; however, to provide appropriate feedback, and to help develop resilience, it is necessary to have such action plans. Monitoring those goals and action plans would show possible resilient responses to feedback.

¹⁸ See questions 13 and 16 a) in the students' survey (Appendix D), which correspond to questions 16 and 12 a) in the mentors' survey (Appendix C)

²¹ See question 14 on students' survey (Appendix D) and 17 on mentors' survey (Appendix C)

According to the mentors' responses in interviews, they feel that more open students, those who resort to mentoring more often or who seem more open to their mentors develop resilience faster and better. In mentoring sessions, those students do not only talk about their problems or difficulties, but also about how they are facing them: mentors become their support more than their guide then. The more often the students feel helped in specific difficulties by their mentors, the easier it becomes for them to turn to them again.

Can Protective Factors Development be Observed? Which?

The document *"Tutoria Personal"* offers a guideline to promote the development of protective factors. However, mentors admitted that the distribution of this document is not helpful. In fact, the last section of the document (*"Passport"*) is ignored, or little used by most of the interviewed mentors, even though they consider it is a good guideline that would be helpful to cover the five dimensions of the person both in their mentoring sessions and in their interviews with parents. I have recently found out that some later versions of the document do not include this section. Some mentors suggested this part would be useful and used further if it appeared at the beginning of the document or even given out as a separate document. Some of the mentors also suggested that the size and format of the document make it uncomfortable to use, as it is too big (DIN A-4) and suggest a smaller and more manageable size.

Even though the guideline in *"Tutoria Personal"* can be useful, the results shown in Table 1 suggest a difference in perception. Mentors may stick to the guideline too closely, causing the students to feel interviewed, rather than having a conversation. In later interviews, I learnt that conversations are probably more mentor-guided than mentors admit. This shows the importance of active listening and offering a comfortable atmosphere in mentoring conversations, reducing pressure on students.

Table 1

Students' vs Mentors' Views on Protective Factors

Students' survey	%	%	Mentors' survey	Protective factors
15. In conversations with your mentor, you talk about how to improve:			11. In conversations with students, you talk about how to improve:	
a) In your subjects, duties, and personal study.	81.80 %	95.20 %	a) In their subjects, duties and personal study	academic
b) Your family life and your relationship with your parents and siblings.	62.80 %	95.30 %	b) In their family life and their relationship with their parents and siblings	social development

		95.20 %	c) their spirit of achievement and sacrifice when necessary	all
c) Your school life and your relationship with classmates and teachers.	81%	100%	d) Their school life and their relationships with classmates and teachers	academic, social development
d) Your friendship relationships so you learn to be a good friend.	55.40 %	85.80 %	e) Their friendship	problem-solving, social development
e) Your solidarity with others, at school, with your family, etc.	61.20 %	76.20 %	f) Their solidarity towards others, at school within their family, etc.	social development, growth
f) Your spiritual life.	53.70 %	61.90 %	g) Their spiritual life	growth
		28.50 %	h) The subjects dealt with in the Tutorial Plan	growth
g) Your hobbies, interests, and leisure time (TV, magazines, books, Internet, etc.), to make sure they are for your education.	53.70 %	76.20 %	i) Their hobbies and interests (TV, magazines, books, Internet, etc.) to make sure they are appropriate and positive for their education	decision-taking, personal development, growth
		90.50 %	j) Their leisure time, so it becomes profitable: extracurricular activities, youth clubs, etc.	decision-taking, personal development, growth
16. I think my mentor helps me to:			12. In the mentoring you try to help my students to:	
a) think and take decisions by myself.	59.50 %	100%	a) Think and take decisions by themselves	decision-taking, personal development, growth
		95.30 %	b) Understand that actions have consequences and that they are responsible for their behavior	decision-taking, personal development, growth
b) understand the dangers of some friendships and conversations, aspects such as alcohol, drugs or sex, and also the risks of the Internet.	37.2 %	90.50 %	c) Understand the dangers of some friendships, conversations, drugs, the Internet, etc.	decision-taking, personal development, growth
c) find the right person to ask for help when there is something I do not understand, such as an expert or a priest.	47.90 %	95.20 %	d) Ask what they do not understand to someone who can help, such as an expert or priest.	decision-taking, personal development, growth

d) speak to my parents about things I do not understand well, when I am feeling lost.	47.10 %	95.20 %	e) Speak to their parents about things they do not understand well when they seem to be feeling lost.	decision-taking, personal development, growth
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Conclusions

This study suggests that the key to building resilience lies in the trusting relationship between mentor and student. Trust builds self-confidence and growth in students, and thus resilience. Trust is built through quality feedback in mentoring sessions, based on a deep knowledge of adolescents in general and of each individual student. This requires frequent and / or longer conversations; however, there was a major concern among mentors and students regarding the lack of time for that. Little can be done about time, except through higher investment and funds. Short “corridor conversations,” showing interest and concern towards students, could be helpful to gain students’ confidence.

If time is short, quality conversations are a must. From the surveys, I learnt that there is a remarkable difference in the perception of topics dealt with in the mentoring sessions. Those topics are related to the five dimensions of the person and aim to develop protective factors which promote resilience. The divergence in students’ and mentors’ views suggests that conversations are more mentor-guided than mentors think. They agreed on the importance of active listening; however, according to the students’ interviews, there seemed to be too much questioning, especially at the beginning of the mentoring relationship. Considering this, it is suggested that without a comfortable atmosphere and reducing the pressure on students, mentoring conversations will not be profitable, as students may get blocked and respond briefly and impersonally.

As explained above, for growth goals to be effective, they should be chosen by students, and as students do not have this perception, the way goals are set needs to be improved. If students perceive goals as their own choice, they would likely take action and follow their mentor’s advice. Mentors should make sure goals and action plans are decided by students, otherwise they may seem unattainable.

Considering some of the mentors’ experience in using coaching techniques, training in those could be useful for goal setting. As for effective feedback, specific training focused on communication and feedback-giving could be a good option. A combination of both could improve the effectiveness of mentoring sessions. Training courses are offered to mentors but being at the end of the school year (July), mentors do not take as much profit as they could from them. On the one hand, they often feel tired and on the other, they cannot put what they learned into practice straight away with their students, as the holiday lies ahead. The simple solution could be rearranging

calendars and offering training courses in September, before the beginning of lessons. Lesson planning for the following school year could be advanced to the summer period when courses were offered (at that time, the balance of the recently finished school year is still fresh in our minds, which could be an advantage when planning).

I would also suggest that the document offered to monitor mentoring needs to be redesigned, offering easy-to-follow guidelines and a more manageable format. Other changes could also help improve mentoring; for example, the student – mentor assignment process or maintaining the same mentor for longer periods.

Based on everything we know about girls, integral development, mentoring, and feedback, it is clear that mentoring relationships can play a key role in resilience building. Adjustments in the one-on-one mentoring process as suggested could contribute to increased trust between student and mentor and lead to student-initiated goals and action plans considering the five dimensions of the person through improved feedback so as to more effectively cultivate resilience and integral development.

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Appendix A: Terminology

Key terms definitions

- *One-on-one mentoring*: “relationship between an older, more experienced adult and an unrelated, younger protégé—a relationship in which the adult provides ongoing guidance, instruction, and encouragement aimed at developing the competence and character of the protégé” (Rhodes, 2004, p. 3).
- *Mentor*: teacher, usually class tutor, who takes a mentoring role in our school towards a group of students, to individually accompany them in their global development, considering the five dimensions of integral human development: physical, affective, social, rational, transcendental.
- *Feedback*: “Communicating in the right way with others about their actions to reinforce positive behavior and move toward productive courses of action” (Harvard Business Review, 2015, p.3)
- *Resilience*: “an ability to recover from or adjust easily to misfortune or change” (Merriam – Webster Dictionary). Ability of “bouncing back”, recovering from difficult experiences, but also a process of personal growth (Barger, Vitale, Gaughan & Feldman-Winter, 2017; Palmiter et al., 2020; Prince-Embury, 2013).
- *five dimensions of person (physical, affective, social, rational, transcendental)*: human beings are not only an addition of biological systems, but they are made of a perfectly coordinated set of systems, together and as an integral set, they conform personality. Each of these systems, or dimensions, plays its role in personality, and Humanist Psychology maintains the need of the development of each of them for a balanced integral growth of the person (Miguélez, 2009).

Appendix B: Mission, Vision and Values

***Mission:** we have been working since 1969 to share our educational knowledge and experience with the families, the real protagonists of their children's education, to help them develop themselves fully and become caring citizens and competent professionals. We do this by providing personalized attention to each student and family, encouraging academic excellence through diversity and promoting the quest for truth and the practice of Christian values as a basis for their personal, family and social life.*

***Vision:** to become an educational institution, humanist and innovative which contribute to the improvement of society through the formation of families and education professionals.*

***Values:** based on Christian Humanism:*

- *Interest for each person and for their training through affection, respect and solidarity.*
- *Personal integrity with autonomy, responsible use of freedom and the will for continuous improvement.*
- *The work well done with initiative, effort, openness to others and spirit of service thanks to sincerity, loyalty, humility.*
- *A climate of optimism, trust and collaboration. Thanks to sincerity, loyalty and humility.”²⁵*

²⁵From: <https://www.institucio.org/en/about-us-institucio> (retrieved 20/03/2020)

Appendix C: Survey (Mentors)

Read these questions and choose the answer you most agree with (little or not / normal / quite / a lot):

17. You have enough time to devote to mentoring sessions.
18. The place where your mentoring sessions with students takes place is appropriate.
19. You have received enough training to mentor your students.
20. You have enough time to read about issues that will help you improve as a mentor.
21. You listen to your students trying to understand their situation while avoiding making prior judgements and giving hasted answers.
22. You know present girls' tastes and understand how they are nowadays.
23. You use a positive tone in interviews with parents and students that help offering an optimistic and hopeful vision of any situation.
24. When students have a (personal or family) problem they come to you hoping they will receive adequate support.
25. Normally the students open to you naturally and they explain things even though they are quite personal.
26. Conversations with students have a tone of comprehension, trust and sincerity.
27. In conversations with students, you talk about how to improve.
 - a. In their subjects, duties and personal study
 - b. In their family life and their relationship with their parents and siblings
 - c. their spirit of achievement sacrifice when necessary
 - d. Their school life and their relationships with classmates and teachers
 - e. Their friendship
 - f. Their solidarity towards others, at school within their family, etc.
 - g. Their spiritual life
 - h. The subjects dealt with in the Tutorial Plan
 - i. Their hobbies and interests (TV, magazines, books, Internet, etc.) to make sure they are appropriate and positive for their education
 - j. Their leisure time, so it becomes profitable: extracurricular activities, youth clubs, etc.
28. In the mentoring you try to help my students to:
 - a. Think and take decisions by themselves
 - b. Understand that actions have consequences and that they are responsible for their behavior
 - c. Understand the dangers of some friendships, conversations, drugs, the Internet, etc.
 - d. Ask what they do not understand to someone who can help, such as an expert or priest.
 - e. Speak to their parents about things they do not understand well, when they seem to be feeling lost.
29. You devote some time before and after each interview to sort my ideas and think ways to help parents or pupils.

30. You know your students well, their achievements and failures, defects and qualities.
31. In the interviews with students, you talk about their achievements and qualities, and their weak points and difficulties.
32. In the interviews with students, you talk about their emotional reactions and how to manage emotions positively.
33. You help students in each interview to make a small improvement plan with specific goals and then monitor them.
34. When you are worried about a student the situation requires so, I call her parents to have an interview.
35. You strive to be well informed about everything related to your mentees in order to be able to track their improvement.
36. You can generally organize yourself to devote to mentoring of students all the hours I have been assigned.
37. The number of students you have to mentor is appropriate to be able to attend them all correctly.
38. The document "*Tutoria Personal*" is useful to prepare interviews with your students.
39. The document "*Tutoria Personal*" is useful to offer good feedback to the student about topics discussed in previous interviews.
40. You would prefer being a mentor to each student over a year.
41. Write any suggestions you think are appropriate for the improvement of one-on-one mentoring at school.

Complete answers available here:

<https://docs.google.com/forms/d/1y6yTxDnISJvTbIQbTV2ROcicoE6c6r1nojL6PZE3c/edit?usp=sharing>

Appendix D: Survey (Students)

Mark T or F as agree or disagree.

1. I wish I could talk to my mentor about any personal issues, but I do not have enough confidence.
2. I would like to talk more often with my mentor.
3. It is important for me that my mentor teaches me at least one subject.
4. I wish I had the same preceptor more than a year.
5. I trust my mentor because she cares for me and wants to help me.
6. I would like to have my mentoring sessions in a discreet place.
7. I like mentoring, I think it helps me.
8. I like it when my parents to come to school to talk to my mentor.
9. It is important for me that my mentor is my class mentor.

Read these questions and choose the answer you most agree with (little or not / normal / quite / a lot):

1. Your mentor attends you when you need it.
 2. You like the place where you meet you mentor, and you feel at ease there.
 3. Mentoring sessions are long enough: you do not need more or less time.
 4. Your mentor knows today's girls' tastes and understands the way you are nowadays.
 5. Your mentor will listen to you and understand what you explain.
 6. In mentoring you are encouraged you to strive to improve and this encourages you.
 7. Your mentor cares about you and about the things that are important to you.
 8. When you have any problems, you can explain it your mentor and she will help you finding a solution.
 9. You trust your mentor and you can explain anything to her even if it is fairly personal.
 10. You are sincere in mentoring, to let your mentor get to know so she can help you.
 11. Your mentor helps realizing your achievements and difficulties in your studies.
 12. Your mentor helps you seeing your flaws, qualities, and virtues.
 13. Your mentor helps you being conscious about your feelings and this helps you to better understand what happens to you and how to react.
 14. Your mentor encourages you to set specific goals to improve and then talk about your achievements.
 15. In conversations with your mentor, you talk about how to improve:
 - a. In your subjects, duties, and personal study.
 - b. Your family life and your relationship with your parents and siblings.
-

c. Your school life and your relationship with classmates and teachers.

d. Your friendship relationships so you learn to be a good friend.

e. Your solidarity with others, at school, with your family, etc.

f. Your spiritual life.

g. Your hobbies, interests, and leisure time (TV, magazines, books, Internet, etc.), to make sure they are for your education.

16. I think my mentor helps me to:

a. think and take decisions by myself.

b. understand the dangers of some friendships and conversations, aspects such as alcohol, drugs or sex, and also the risks of the Internet.

c. find the right person to ask for help when there is something I do not understand, such as an expert or a priest.

d. speak to my parents about things I do not understand well, when I am feeling lost.

17. Add any comments that you would like to share about mentoring and mentors.

Complete answers available here:

<https://docs.google.com/forms/d/11muVf0Pixi-tNopklG6hg1e0JsEHhyBDZHNzw-EpHFg/edit?usp=sharing>

Appendix E: Interview

- *How are mentor teachers appointed? What is considered when they are chosen as mentors?*

The mentor role is a very important one in our school. It is of prime importance that she is someone aligned to the school's Comprehensive Education Plan and educational philosophy. They need to have training in spiritual and personal development and be willing to grow in those areas.

- *How are mentors trained?*

The school offers an initial training course with biweekly sessions to all new teachers. Further training programs are offered in July to all the teachers. Those courses vary every year to adapt to educational and social needs, and cover topics such as mentoring, basic psychology of children and / or teenagers, teaching strategies, etc. There are also one-on-one sessions with the school's Vice-Principal and / or the Head of Personal Development, 2 or 3 times a year.

- *How are mentors assigned to students?*

Generally, mentors are the class tutors. Depending on the number of students and the availability of the mentor, there may be a second mentor in the class, usually one of their teachers. Not all the years and classes are the same, and each class is considered separately.

- *How many students is each mentor assigned to?*

It depends on the availability of the mentor and the student's age: the older the students, the fewer the students, usually between 10 and 20, but not more than 30.

- *How much time do they have for mentoring? Are there other benefits?*

Depending on the number of students they are appointed, the mentor has 2 to 3 hours a week for mentoring. Those hours should not be occupied with other tasks, because they are particularly important. The school also avoids overloading mentors with extra activities or tasks, like substitutions.

- *What are the parents' and students' role in this process? Do they have a choice? Why / why not?*

As the students grow, in later school years, students can ask for a specific mentor. The school considers the petition and if the mentor agrees to, they are assigned to that mentor.

The school tries to attend to each family and student on a personal basis and understand their needs, as long as their petitions do not affect the school's collegial duties.

- *How is the one-on-one mentoring program supervised?*

Mentors have follow-up documents where they register the most relevant data of their conversation. That is a private and confidential document, to help them provide appropriate feedback to each student. There is also an on-line register to record the number of times each mentor has talked to a student and her family. The level Head of Studies and the Vice-Principal accompany the mentors on that process.

- *What is the mentoring process like? (meetings, guidelines for sessions?)*

Mentors have a document to help them record the relevant information they need to guide their students. There are guidelines for global conversations where the five dimensions of integral human development can be attended: physical, affective, social, rational, transcendental.

Appendix F: Interviews with Mentors

The questions guiding the **interviews with mentors** were:

- *How do you feel about mentoring?*
- *How do you gain your mentees' confidence when you meet them for the first time?*
- *What are your meetings with your students like?*
- *Do you follow the document "Tutoria Personal"? Why or why not? How would you change it?*
- *What do you talk about?*
- *How is failure faced?*
- *Do you set goals in your sessions? Who sets them?*
- *How do you give them advice?*
- *Do you think that they usually follow that advice? How do you monitor it?*
- *What are the main difficulties you find when mentoring? (time? lack of experience / training? lack of students' confidence? large number of mentored students?)*
- *What are the most fulfilling aspects for you about mentoring?*
- *What would you change and why?*

Appendix G: Interviews with Mentors

The questions guiding the **interviews with students** were:

- *How do you feel about having a mentor?*
- *How can mentoring help you?*
- *Do you trust your mentor? Why? How would your confidence in the mentor improve?*
- *How do you feel when you are called to mentoring?*
- *What do you talk about?*
- *How is failure faced?*
- *Who guides the conversation?*
- *Do you set goals in your sessions? Who sets them?*
- *Do you follow your mentor's advice? Why or why not? Do you explain your progress truthfully to your mentor? If not, what could be done to change that?*

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A CLASSE EN CLASE							
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 PREPARACIÓN DE LA ENTREVISTA

COMPROMISOS DE L'ENTREVISTA
 COMPROMISOS DE LA ENTREVISTA

Passaport

DIMENSIÓ FÍSICA		de 0 a 3		total, de 0 a 9	
IMATGE PERSONAL	correcció, uniforme, neteja personal				
	respecte normativa				
	to humà postures, gestos, llenguatge				
VIDA SALUDABLE	descans				
	alimentació				
	exercici físic				
ORDRE PERSONAL	taula, armari				
	objectes personals				
ORDRE PERSONAL	temps				
	cura de l'entorn i encàrrecs				
	respecta al que és propi i dels altres				
PUNTUACIÓ TOTAL	pulcritud				

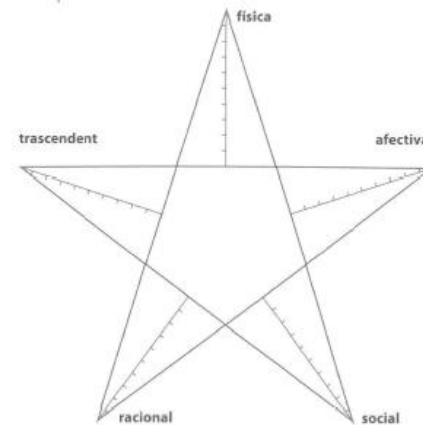
DIMENSIÓ AFECTIVA		de 0 a 3		total, de 0 a 9	
AUTODOMINI	emocional				
	discreció en els comentaris				
	respecte				
AUTOESTIMA	autònoma, supera la pressió del grup				
	sap demanar consell i ajuda				
	senzilla, receptiva i serena				
EMPATIA	compassiva				
	acollidora				
	comprensiva				
ALEGRIA I AGRAÏMENT	agraïda				
	positiva				
	harmonia, alegre				
PUNTUACIÓ TOTAL					

DIMENSIO SOCIAL		de 0 a 3		total de 0 a 9	
SOCIABILITAT	es relaciona amb totes				
	habilitats socials				
	mentalitat oberta				
SENTIT DE GRU	participa en la presa de decisions				
	procura la integració de totes				
	s'implica en la resolució de conflictes				
ASSERTIVITAT	sap escoltar, respecta les opinions dels altres				
	diu les coses amb delicades				
	no té respectes humans				
COMUNICABILITAT	natural				
	autèntica				
	expansiva				
PUNTUACIO TOTAL					

DIMENSIO RACIONAL		de 0 a 3		total de 0 a 9	
ESPERIT DE SUPERACIO	treballadora				
	perseverant				
	optimista				
TREBALL COOPERATIU	responsable				
	diàleg				
	compromís				
ACTITUD APRENENT	esforç				
	interès per saber, autonomia				
	implicada, busca aprendre				
NIVELL ACADÈMIC	mitjana de notes de 6,5				
PUNTUACIO TOTAL					

DIMENSIO TRASCENDENT		de 0 a 3		total de 0 a 9	
CARÀCTER, VALORS I PERSONALITAT	fortalesa, lleialtat				
	amistat, honestat				
	solidarietat, família				
CERCA DE SENTIT	lluitadora, valenta				
	testimoni				
	ideals elevats				
ACTITUD DAVANT LA FORMACIO	positiva, reflexiva, participativa				
	exemplaritat				
	aprofita la preceptuació				
CORRESPON ALS TALENTS REBUTS	generosa				
	consciència del que és valuable				
	sentit de missió				
PUNTUACIO TOTAL					

L'estrella del passaport



In_PAT ESO



CURS	ACTIVITAT	1r TRIMESTRE	2n TRIMESTRE	3er TRIMESTRE
1r d'ESO	VIRTUT	AUTOEFIGA	SOBRIETAT	SOCIABILITAT
	Cinema	Los chicos del coro (2009) de Chris Kocher Samstet ACP: Los chicos del coro "Institud" Libro 1 (Pág 90)	City of Ember (2008) Gí Aevon ACP: Computadora compulsiva "Templanza, superar la adicción" Libro 3 (Pág 30)	Fliped (2010) de Rob Breen ACP: Los increíbles "Cooperación la familia, tu mejor equipo" Libro 4 (Pág 90)
2n d'ESO	VIRTUT	INTIMITAT	RESPECTE	AMISTAT
	Cinema	Un passo para recordar (2007) de Adjen Bunkmas ACP: Un passo para recordar "Independencia, tu personalidad en el grupo" Libro 1 (Pág 60)	El señor de las moscas (1963) de Peter Brook El juego de Ender (2013) Gavin Hood ACP: El señor de las moscas ACP (V1) (Pág 36)	Cielo de Octubre (1999) de Joe Johnston ACP: Cielo de Octubre "Luchar por los sueños" Libro 2 (Pág 30) ACP: Master and Commander "La práctica de la amosad" Educades Carácter (Pág 40)
3r d'ESO	VIRTUT	TRANSPARENCIA	AUTOCOMPI	SOLEDARITAT
	Cinema	El jibar de Truman (1998) de Peter Weir ACP: El show de Truman "Autenticidad frente al riesgo" Libro 3 (Pág 38)	El mundo en sus manos (2009) de Taroni Carter ACP: Código Fuente "Han pasado 3 segundos y no me has contestado" Vol 2 (Pág 42)	Más allá de la pizza (2014) Jeff Beckner ACP: El chico de la bicicleta "Solidaridad" Libro 2 (Pág 92)
4t d'ESO	VIRTUT	LIBERTAT	ALIEDAÇA	COMPENGI
	Cinema	Sophie Scholl (2006) de Marc Rothemund ACP: Sophie Scholl "Actuar en conciencia" Libro 2 (Pág 112)	Gravity (2013) Alfonso Cuarón ACP: Gravity "Parálisis cognitiva al miedo" Libro 4 (Pág 30)	The ultimate gift (2009) de Michael O'Sajid ACP: La vida es Bella "Generosidad, hacer agradable la vida a los demás" Libro 2 (Pág 80) ACP: Orgullo y Prejuicio Fidu, Ciberedades (Pág 62)