



Intellectual Output 3:

“How to become a good mentor for young people (18+) working as nurses, social workers and teachers”

Mentorship skills and career guidance learning materials and methodology for face to face youth blended-learning training course

ONLINE MENTOR

No. 2017-3-RO01-KA205-047183

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Under IO3 of the project ONLINE MENTOR the partners have developed a handbook with learning materials for face to face blended-learning training course on mentorship skills and career guidance. Trainers will be able to use this handbook to implement an in-depth training where the participants can consolidate and complement the knowledge, skills and experiences already achieved during the online course.

There are a variety of learning materials in this handbook: video material, presentations, case studies, role plays, work in pairs, individual exercises, self-reflection and reflection activities, discussions and games. The duration of each module is five hours.

In the table below, general information about every module is presented.

Module	Subjects for the face to face training	Duration	Partner responsible
Module 1: Introduction to mentorship and career guidance.	Differences in mentorship and educational leadership <i>The characteristics and effectiveness of mentorship</i> Career planning and implementation <i>The assessment of mentor's career changes</i>	5 hours	KAI, Lithuania
Module 2: Mentorship area. Benefits and positive effects of mentorship and career guidance	The mentoring effect – aspirations and outcomes <i>A mentor's benefits to mentoring</i> A hero's journey and the role of the mentor <i>Mutual learning or mutual mentoring – development and effects</i> Career guidance – tools and results	5 hours	Balkanplan, Bulgaria
Module 3: The components of mentoring process	Models and strategies of mentoring and coaching: GROW model and 4 steps model <i>Learning styles and the mentoring process</i> Offering and receiving feedback <i>Mentoring meetings and progress</i> Assessment of mentoring process	5 hours	SC Ludor Engineering SRL, Romania
Module 4: Competencies and qualities of a mentor	Communication and interpersonal skills: active listening, effective questioning, nonverbal communication, assertive communication <i>Leadership styles and values in mentoring</i> Basic entrepreneurship skills for career start	5 hours	Asociatia Everest, Romania
Module 5: Critical thinking, adaptation to the regular changes in professional area in mentoring process	The concept and characteristics of critical thinking <i>Critical thinking skills</i> The concept of change and change management <i>Developing skills to effectively manage changes</i>	5 hours	STEP Institut, Slovenija
Module 6: Empathy and non-discrimination of learners in mentoring process	Different forms of disadvantage in mentoring process <i>Gender stereotypes and gender sensitiveness</i> Gender stereotypes in helping professions – power, help and responsibility <i>Communication practices, language, systemic approaches, Rogerian approaches</i>	5 hours	Gender studies, o.p.s, Czech Republic

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LEARNING MATERIALS FOR FACE TO FACE TRAINING – OUTLINE

MODULE 1: INTRODUCTION TO MENTORSHIP AND CAREER GUIDANCE

SUBJECTS	Differences in mentorship and educational leadership. The characteristics and effectiveness of mentorship. Career planning and implementation. The assessment of mentor's career changes.
GENERAL GOAL(S) AND OBJECTIVES	To provide the necessary knowledge and skills for the characteristics of mentorship and to understand the peculiarities of career guidance, analyze and evaluate them critically. Also, to develop the ability to practice the main aspects of mentor's career planning and implementation. To indicate the differences between mentorship and educational leadership. To analyze the characteristics and effectiveness of mentorship. To present career planning and implementation. To explain the peculiarities of the assessment of mentor career changes.
METHODS	Formal methods: Lecture, Self-assessment tests. Informal methods: Practical tasks, Discussions in groups. Non-formal methods: Role playing games, Capacity-building practical tasks, Modeling situations, Self-reflection.
SHORT DESCRIPTION OF ALL THE ACTIVITIES	<p>SUBJECT 1: Online module (done in advance before the training)</p> <p>SUBJECT 2: Differences in mentorship and educational leadership (1 hr) The team leader briefly outlines the essential differences between mentorship and and educational leadership. Later, group work explores why it is important to know the above-mentioned differences, and what kind of activities are done by educators and mentors. (55 min) Self-reflection questions. (5 min)</p> <p>SUBJECT 3: The characteristics and effectiveness of mentorship (1 hr) The team leader presents 2 tasks during the session: The first task - "Key Characteristics of the Mentorship", discussions in groups method identifies the main characteristics of the mentoring and their features: mentor's attitudes and character qualities, interpersonal skills to be identified by the mentor, mentor-specific communication skills, professional competence and experience. (30 min) Task 2 is the theoretical material (lecture) "Effectiveness of Mentorship", the purpose of this task is to discuss the essential features of effective mentorship. Discussion on topics that answer the questions. (25 min) Self-reflection questions. (5 min)</p>

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	<p>SUBJECT 4: Career planning and implementation (2 hr)</p> <p>The group leader presents several different tasks during the session :</p> <p>At the beginning of the session, participants are presented with self-assessment questions related to career planning abilities: they must evaluate their abilities by scoring from 1 to 10 points. Thereafter, brief theoretical information about the career perspective and individual, creative task is given. Later, the structure of the career plan is analyzed and the table "What is your career plan and how do you plan (or planning) your career" is displayed in the groups. Duration - 55 min.</p> <p>Thereafter, the career implementation areas are covered by 6 different group tasks. (1 hr)</p> <p>Self-reflection questions. (5 min)</p> <p>SUBJECT 5: The assessment of mentor's career changes (1 hr)</p> <p>The team leader presents a 3-part task (1 hr)</p> <ol style="list-style-type: none"> 1. The team leader presents a task: <i>On a computer make a compilation of photos on a theme „Career today and tomorrow according to me:“.</i> After having completed the task, each participant presents themselves to the group. It is important for the participants to, with the help of photographs, think and reveal what is typical of today's career (e.g. communication skills, creativity, etc.) and what will be typical for the future. The performance of the task is based on individual experience and insights and prevailing trends. 2. Participants are divided into groups of 2 persons and they are asked to discuss the topic : <i>„How I understood the career before the start of the training“ (what I knew about the career, what I did not know, how I appreciate my personality during the career changes, etc.)</i> and creatively portray it all by drawing a scheme, each group presents its drawings to the whole audience 3. The group leader handles participants with leaflets about mentor's career changes assessments that are evaluated by everyone individually.
<p>EVALUATION QUESTIONS FOR THE TRAINING (pre-training and post-training short questionnaire)</p>	<ol style="list-style-type: none"> 1. Are mentorship and educational leadership different? 2. What makes the development of effective mentorship possible in the professional field? 3. Why is the career planning and implementation important in human's life? What influences the implementation of a career? 4. What can influence the mentor's career changes?

<p>QUESTIONS FOR SELF-EVALUATION OF THE KNOWLEDGE AND SKILLS RELATED TO THE MODULE</p>	<p>I realized how different mentorship and educational leadership are. Evaluation 1 2 3 4 5 6 7 8 9 10</p> <p>I understood the main characteristics of the mentorship and its effectiveness. Evaluation 1 2 3 4 5 6 7 8 9 10</p> <p>I understood how to plan and implement a career. Evaluation 1 2 3 4 5 6 7 8 9 10</p> <p>I understood the mentor's career changes. Evaluation 1 2 3 4 5 6 7 8 9 10</p>
<p>REFERENCES</p>	<p>Abbidin, N. Z. (2012). A Review of Effective Mentoring Practices for Mentees Development. <i>Journal of Studies in Education</i>, Vol. , No. 1, p. 72-89.</p> <p>Anderson, L. (2011). A learning resource for developing effective mentorship in practice. <i>Nursing Standard</i>, Vol. 25, No. 51, p. 48-56.</p> <p>Coaching and Mentoring Course. https://www.impactfactory.com/node/101.</p> <p>Kram K. E. <i>Phases of the Mentor Relationship</i>. <i>Academy of Management Journal</i>. 2017. Vol. 26, No. 4.</p> <p>Eller, L. S., Lev, E. L., Feurer, A. (2014). Key components of an ineffective mentoring relationship: A qualitative study. <i>Nurse Education Today</i>, No. 34, p. 815-820.</p> <p>Odell S. J. <i>Mentor Teacher Programs. What Research Says to the Teacher</i>. https://eric.ed.gov/?id=ED323185.</p> <p>Valickas, A., Chomentauskas, G., Dereškevičiūtė, E., Žukauskaitė, I., Navickienė, L. (2015). <i>Asmeninės karjeros valdymas studentui</i>. Vilnius: Vilniaus universitetas.</p>

MODULE 2: MENTORSHIP AREA. BENEFITS AND POSITIVE EFFECTS OF MENTORSHIP AND CAREER GUIDANCE

SUBJECTS	<p>The mentoring effect – aspirations and outcomes A mentor’s benefits to mentoring A hero’s journey and the role of the mentor Mutual learning or mutual mentoring – development and effects Career guidance – tools and results</p>
GENERAL GOAL(S) AND OBJECTIVES	<p>The main goal of the course is to give the participants a chance to explore exactly how mentoring affects not only the young learners, but also the mentors themselves. The module will concentrate on different benefits of career guidance, demonstrate the mutual learning process in the mentorship area and show how much of a difference it can make.</p>
METHODS	<p>Formal methods: PowerPoint presentations, Self-assessment tools, Lectures Informal methods: Debriefing and discussions, Group activities and practical tasks Non-formal methods: Videos, Self-reflection, Role play games and psychological games, Brainstorming, Capacity-building practical tasks.</p>
SHORT DESCRIPTION OF ALL THE ACTIVITIES INCLUDED IN THE LEARNING MATERIALS (add duration of each activity)	<p>SUBJECT 1: The Mentoring effect – Aspirations and outcomes</p> <p>Part 1: Theoretical part (30 minutes)</p> <p>Part 2: Activities Activity 1.1. The Mentoring effect (30 minutes) Group discussion activity in which each member of the group explains what they think the mentoring effect is. They discuss what they do and what aspires them. What they hope to gain. Then choose a presenter to explain what the group’s aspirations are and what the outcomes they are hoping to get are.</p> <p>Activity 1.2. Real life mentors (30 minutes) Think about the mentors in your life, not only from the perspective of your career but also people who you looked up to and guided you. Write down two personal characteristics and two skills that you think made him a good mentor. Explain to the group why.</p> <p>SUBJECT 2: A mentor’s benefits to mentoring</p> <p>Part 1: Theoretical part (10-15minutes)</p> <p>Part 2: Activities Activity 2.1 Examples of mentoring programs. (20 minutes) Read the different examples of mentoring programs used around the world and choose one or two that you like. Use the table below to write down the benefits you see for you as a mentor, for the mentee and for the school/hospital/organization you are working for.</p>

SUBJECT 3: A hero's journey and the role of the mentor

Part 1: Theoretical part (30 minutes)

Part 2: Activities

Activity 3.1 Watch this video (20 minutes)

<https://www.youtube.com/watch?v=Hhk4N9A0oCA>

Answer the questions:

Why do you think this pattern is noticeable in almost all movies and books?

Can you give an example of a favorite story of yours that follows this?

Can this model be applied in the real world?

Activity 3.2 Read about the Hero's journey. In a discussion answer the questions below. (20 minutes)

Have you seen this formula in your life or the life of another person's? If yes, please share it with the group.

Do you think that everyone has a mentor in their life or in the different areas of their life?

Activity 3.3 Watch the video below (20 minutes)

<https://www.youtube.com/watch?v=1i3GNripmZs>

What do you think is the essence of the message?

What is the food a metaphor for?

SUBJECT 4: Mutual learning or mutual mentoring – Development and effects (online training)

SUBJECT 5: Career guidance – tools and results

Part 1: Theoretical part (30 minutes)

Part 2: Activities

Activity 5.1 Career guidance (30 minutes)

[Do the 16 personalities test.](#) *This test can be done either during the training or before it. In this case participants bring the results with them to training.*

View your results and think about the following questions.

How do you think these questions relate to career guidance?

Would you use it and why?

Do you think it is accurate?

Some organizations use other personality tests or IQ tests etc. Do you think they are necessary? Why?

Activity 5.2. Career advices (30 minutes)

Print and cut out from the list of career advices. Let everyone pull 2 of them and then present them in front of the group by expression their opinion

	<p>about weather this advice is useful and for what reason.</p>
<p>EVALUATION QUESTIONS FOR THE TRAINING (pre-training and post-training short questionnaire to asses the knowledge before and after training)</p>	<ol style="list-style-type: none"> 1. My knowledge of the mentoring effect is I cannot determine – 1 Limited – 2 Average – 3 Good – 4 Excellent – 5 2. My knowledge on the benefits of the mentoring process for the mentor is I cannot determine – 1 Limited – 2 Average – 3 Good – 4 Excellent – 5 3. My knowledge on the benefits of the mentoring process for the mentee is I cannot determine – 1 Limited – 2 Average – 3 Good – 4 Excellent – 5 4. My knowledge on the benefits of the mentoring process for the hospital/organization/ school is I cannot determine – 1 Limited – 2 Average – 3 Good – 4 Excellent – 5 5. My experience career guidance is I cannot determine – 1 Limited – 2 Average – 3 Good – 4 Excellent – 5

<p>QUESTIONS FOR SELF-EVALUATION OF THE KNOWLEDGE AND SKILLS RELATED TO THE MODULE</p>	<ol style="list-style-type: none"> What is the mentor effect a/ the influence of a mentee b/ a report about young people's perspectives c/ the predispositions leading to mentoring Which of the following areas is not affected by the mentoring effect a/Leadership b/ Volunteering c/Connections d/ Self-confidence Which of the following is a benefit for the mentor a/ Increase in sport activities b/ Better health c/ Leadership b/Volunteering The stage of meeting the mentor in the hero's is equal to: a/ Crossing the threshold b/ Overcoming fear c/ accepting the consequences d/ resistance to change The Hero's journey is a metaphor for a/ a person's life b/ a mentor's life c/ overcoming challenges d/ how to be a hero The mentor in the hero's journey is there to a/ fight along the hero all the time b/ help him overcome his fears c/use his powers to help him with his challenges d/ provide him with gifts Career guidance cannot be used for a/ career development b/searching for a new job c/ having family issues d/ burnout
<p>REFERENCES</p>	<ol style="list-style-type: none"> Bruce, Mary and Bridgeland, John (2014). <i>The Mentoring Effect: Young People's Perspectives on the Outcomes and Availability of Mentoring</i>. Washington, D.C.: Civic Enterprises with Hart Research Associates for MENTOR: The National Mentoring Partnership. www.civicerprises.net/Education Campbell, Joseph, Cousineau, Phil. (1999) <i>The hero's journey :Joseph Campbell on his life and work ; collected works of Joseph Campbell</i> Shaftesbury : Element Marilyn Price-Mitchell Ph.D. (2013) Mentoring Youth Matters retrieved from https://www.psychologytoday.com/us/blog/the-moment-youth/201301/mentoring-youth-matters M. Dittmann (2003) Guidance by a research mentor strongly influences career direction. Retrieved from http://www.apa.org/gradpsych/2003/09/guidance.aspx# Rhodes, J. & DuBois, D.L. (2006) Understanding and facilitating youth mentoring. <i>Social Policy Report: Giving Child and Youth Development Knowledge Away</i>. Retrieved

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MODULE 3: THE COMPONENTS OF MENTORING PROCESS

SUBJECT	Models and strategies of mentoring and coaching: GROW model and 4 steps model Learning styles and the mentoring process Offering and receiving feedback Mentoring meetings and progress Assessment of mentoring process
GENERAL GOAL(S) AND OBJECTIVES	<p>The general goals of the activity module is to help participants to achieve models and strategies of mentoring, coaching and career guidance and to apply them during the mentoring meetings, as well as to indicate how to structure them and support the progress of mentees. To demonstrate that mentoring is a learning process and to point out the importance of learning styles. Also to provide information, knowledge and skills to correctly offer and receive feedback and to assess the mentoring process.</p> <p>By the end of this activity module, participants will be able:</p> <ul style="list-style-type: none"> • to explain two main models and strategies of mentoring and coaching. • to highlight the importance of learning styles in mentoring process. • to identify the features of offering and receiving feedback in an appropriate way. • to describe the main elements of mentoring meetings. • to point out aspects related to the assessment and crediting the mentoring process.
METHODS	Lecture, Self-assessment test, PowerPoint presentations, Practical tasks, Case studies, Group discussions, Interactive video, Self-reflection, Role play games, Brainstorming, Capacity-building practical tasks.
SHORT DESCRIPTION OF ALL THE ACTIVITIES INCLUDED IN THE LEARNING MATERIALS (add duration of each activity)	<p>SUBJECT 1: Building the mentoring relationship (online training)</p> <p>SUBJECT 2: Models and strategies of mentoring and coaching: GROW model and 4 steps model</p> <p>Activity 1 – Using GROW model in mentoring and coaching (1 hour and 5 min min) includes:</p> <ol style="list-style-type: none"> 1. Watching an educational video and questions for self-reflection and discussion (18 min). 2. Watching a role play video where is applied the GROW model of coaching, and questions for self-reflection and discussion (10 min). 3. Practical exercise on applying GROW model in specific situations for the targeted professional categories (nurses, social workers, teachers) (27 min). 4. Final discussions (10 min). <p>Activity 2 – 4 steps model in mentoring (10 min) includes:</p> <ol style="list-style-type: none"> 1. Watching an animated video and questions for self-reflection and discussion (10 min). <p>SUBJECT 3 – Learning styles and the mentoring process</p> <p>Activity 3 – Using learning styles for effective mentoring (1 hour and 15 min) includes:</p> <ol style="list-style-type: none"> 1. Group discussion on the link between the mentoring process and learning. (3 min). 2. Interactive lecture on mentoring as learning process (7 min).

	<ol style="list-style-type: none"> 3. Self-assessment test and interpretation: Learning Styles Questionnaire (LSQ), in order to identify the learning styles of participants (Activist, Pragmatist, Theorist, and Reflector) (20 min). 4. Practical exercise to identify strategies and methods of mentoring appropriate for each learning style (32 min) 5. Final discussions (13 min). <p>SUBJECT 4 – Offering and receiving feedback</p> <p>Activity 4 – Offering and receiving feedback effectively (1 hour) includes:</p> <ol style="list-style-type: none"> 1. Watching an animated video and questions for self-reflection and discussion (15 min). 2. Interactive PowerPoint presentation with suggestions and tips for offering and receiving feedback effectively (10 min). 3. Role play exercises on offering and receiving feedback (35 min). <p>SUBJECT 5 – Mentoring meetings and progress</p> <p>Activity 5 – First meeting in mentoring (25 min) includes:</p> <ol style="list-style-type: none"> 1. Interactive lecture concerning the first meeting in mentoring (10 min). 2. Role plays in pairs on setting expectations and defining boundaries (10 min). 3. Final discussions (5 min). <p>Activity 6 – Supporting the progress in mentoring (15 min) includes:</p> <ol style="list-style-type: none"> 1. Interactive PowerPoint presentation on the way the mentors can support the progress of their mentees (15 min). <p>Activity 7 – Ending the mentoring relationship (30 min) includes:</p> <ol style="list-style-type: none"> 1. Short introduction on the importance of ending the mentoring relationship in an appropriate way (2 min). 2. Discussion on the first case study on ending the mentoring relationship (12 min). 3. Discussion on the second case study on ending the mentoring relationship (13 min). 4. Summarizing and final conclusions (3 min) <p>Subject 6 – Assessment of mentoring process</p> <p>Activity 8 – Assessing the mentoring process (20 min) includes:</p> <ol style="list-style-type: none"> 1. Brainstorming exercise <i>What comes to your mind when you think to assessing the mentoring?</i>, and grouping ideas in categories (10 min). 2. Interactive presentation on assessing the mentoring process (10 min).
<p>EVALUATION QUESTIONS FOR THE TRAINING (pre-training and post-training short questionnaire to assess the knowledge before and after training)</p>	<ol style="list-style-type: none"> 1. Give two examples of questions you can use for exploring the reality, according to GROW model: 2. What is the third step from the 4 steps models of mentoring: 3. Please name three features of a constructive feedback : 4. What are the features of the reflector learning style: 5. Formulate a boundary in your mentoring relationship: 6. Shortly describe two ways of supporting the progress of your mentee: 7. Shortly mention the topics you would approach in the last meeting to end the mentoring relationship: 8. Please name two methods of assessment of mentoring process:

**QUESTIONS FOR
SELF-EVALUATION
OF THE
KNOWLEDGE AND
SKILLS RELATED
TO THE MODULE**

On a scale from 1 to 10, please indicate the degree to which you are able to use GROW model of coaching in your mentoring activity?

Very low confidence		Very high confidence
1	2 3 4 5 6 7 8 9	10
<input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/>

On a scale from 1 to 10, please indicate the degree to which you consider you have the knowledge to use the 4 steps model in mentoring?

Very low confidence		Very high confidence
1	2 3 4 5 6 7 8 9	10
<input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/>

On a scale from 1 to 10, please indicate the degree to which you are able to adapt your mentoring activity to a specific learning style of your mentee?

Very low confidence		Very high confidence
1	2 3 4 5 6 7 8 9	10
<input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/>

On a scale from 1 to 10, please indicate the degree to which you are able to offer and receive feedback effectively?

Very low confidence		Very high confidence
1	2 3 4 5 6 7 8 9	10
<input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/>

On a scale from 1 to 10, please indicate the degree to which you are able to set expectation and boundaries in the first mentoring meeting?

Very low confidence		Very high confidence
1	2 3 4 5 6 7 8 9	10
<input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/>

On a scale from 1 to 10, please indicate the degree to which you are able to support the progress of your mentee?

Very low confidence		Very high confidence
1	2 3 4 5 6 7 8 9	10
<input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/>

On a scale from 1 to 10, please indicate the degree to which you are able to end the mentoring relationship in a meaningful way?

Very low confidence		Very high confidence
1	2 3 4 5 6 7 8 9	10
<input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/>

On a scale from 1 to 10, please indicate the degree to which you consider you have the knowledge to assess the mentoring process?

Very low confidence		Very high confidence
1	2 3 4 5 6 7 8 9	10
<input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/>

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MODULE 4 – COMPETENCES AND QUALITIES OF A MENTOR

SUBJECT	Communication and interpersonal skills: active listening, effective questioning, nonverbal communication, assertive communication Leadership styles and values in mentoring Basic entrepreneurship skills for career start
GENERAL GOAL(S) AND OBJECTIVES	The general goal of module activity is to guide and supervise participants to develop mentorship key skills and competences, especially communication and interpersonal skills. In addition, this module aims to point out the importance of entrepreneurship for career start and to provide basic entrepreneurship knowledge, skills and competences for a successful career. By the end of this activity module, participants will be able to: <ul style="list-style-type: none"> • emphasize the most important communication and interpersonal skills in mentoring; • explain the importance of leadership styles and values in mentoring young people; • define ways of developing basic entrepreneurship skills for career start.
METHODS	Lecture, Self-assessment test, PowerPoint presentations, Practical tasks, Group discussions, Video presentations, Self-reflection, Role play, Brainstorming, Capacity-building practical tasks, Interactive games
SHORT DESCRIPTION OF ALL THE ACTIVITIES INCLUDED IN THE LEARNING MATERIALS (add duration of each activity)	<p>SUBJECT 1: Key competencies related to main roles and responsibilities of a mentor (online training)</p> <p>SUBJECT 2: Knowledge of a good mentor (online training)</p> <p>SUBJECT 3: Attitudes and behaviours of a mentor (online training)</p> <p>SUBJECT 4: Communication and interpersonal skills</p> <p>Activity 1 – Learning active listening (34 minutes) includes:</p> <ol style="list-style-type: none"> 1. Interactive PowerPoint presentation on active listening (7 minutes). 2. Watching an educational video and questions for self-reflection and discussion (7 minutes). 3. Practical exercise: role play in small groups of three participants, using active listening (15 minutes). 4. Final discussions (5 minutes). <p>Activity 2 – Effective questioning (45 minutes) includes:</p> <ol style="list-style-type: none"> 1. Interactive lecture on effective questioning (8 minutes). 2. Watching an animated video and questions for self-reflection and discussion (8 minutes). 3. Practical exercise on building capacity and developing skills of effective questioning (26 minutes). 4. Final discussions (3 minutes). <p>Activity 3 – Nonverbal communication (47 minutes) includes:</p> <ol style="list-style-type: none"> 1. Watching an animated video on nonverbal communication and questions for self-reflection and discussion (6 minutes).

	<ol style="list-style-type: none"> 2. Practical exercise adapted after <i>Activity game</i> to practice nonverbal communication skills and skills of recognising nonverbal cues (38 minutes). 3. Final discussions (3 minutes). <p>Activity 4 – Assertive communication (24 minutes) includes:</p> <ol style="list-style-type: none"> 1. Interactive lecture about assertive communication (10 minutes). 2. Role play exercise to practice assertive communication skills and to be aware of its effects and the distinctions from aggressive and passive behaviours (9 minutes). 3. Final discussions (5 minutes). <p>SUBJECT 5 – Leadership styles and values in mentoring</p> <p>Activity 5 – Identifying your leadership styles (50 minutes) includes:</p> <ol style="list-style-type: none"> 1. Brainstorming exercise <i>What comes to your mind when you think to leadership?</i>, and finding a definition (4 minutes). 2. Watch an educational video on “8 Qualities That Make an Exceptional Leader” and questions for self-reflection and discussion (6 minutes). 3. Interactive presentation on emotional intelligence as leadership skill (and questions for self-reflection and discussion (5 minutes). 5. Self-assessment test to identify their leadership style mix, interpretation and group discussions (35 minutes). <p>Activity 6 – Importance of leadership values in mentoring (20 minutes) includes:</p> <ol style="list-style-type: none"> 1. Group discussion on the way values shape the role of a leader, therefore of a mentor (see the next section) (5 minutes). 2. Self-assessment exercise to identify personal leadership values and define a group profile (10 minutes). 3. Final discussions (5 minutes). <p>SUBJECT 6: Basic entrepreneurship skills for career start</p> <p>Activity 7 – Identifying basic entrepreneurship skills for career start (1 hour and 20 minutes) includes:</p> <ol style="list-style-type: none"> 1. Watching an animated video about key qualities of an entrepreneur and questions for self-reflection and discussions (8 minutes). 2. Brainstorming exercise: <i>What other entrepreneurial skills, qualities, and traits do you think are needed for a career start and why?</i> (5 minutes). 3. Perfect entrepreneur game based on role plays (30 minutes). 4. Practical exercise on establishing entrepreneurship skills related to the targeted professional categories (nurses, social workers, and teachers) (27 minutes). 5. Final discussions (10 minutes).
<p>EVALUATION QUESTIONS FOR THE TRAINING (pre-training and post-training short questionnaire to assess the knowledge before</p>	<ol style="list-style-type: none"> 1. Please name three active listening skills: 2. Give examples of three questions that would help your mentee to find solutions: 3. Please name three nonverbal cues for anger: 4. Give examples of three assertive behaviours: 5. What are the features of the visionary leadership style? 6. Describe shortly how one of your leadership values influences your mentoring: 7. Please name four entrepreneurship skills you can develop for young people in

and after training]	your work field:
QUESTIONS FOR SELF-EVALUATION OF THE KNOWLEDGE AND SKILLS RELATED TO THE MODULE	<i>On a scale from 1 to 10, please indicate the degree to which you consider you have active listening skills?</i>
	<p style="text-align: center;"> <i>Very low confidence</i> <i>Very high confidence</i> 1 2 3 4 5 6 7 8 9 10 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </p>
	<i>On a scale from 1 to 10, please indicate the degree to which you consider you can use questions in an effective way for mentoring?</i>
	<p style="text-align: center;"> <i>Very low confidence</i> <i>Very high confidence</i> 1 2 3 4 5 6 7 8 9 10 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </p>
	<i>On a scale from 1 to 10, please indicate the degree to which you consider you can use effectively nonverbal communication and recognise correctly nonverbal signs of other people?</i>
	<p style="text-align: center;"> <i>Very low confidence</i> <i>Very high confidence</i> 1 2 3 4 5 6 7 8 9 10 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </p>
	<i>On a scale from 1 to 10, please indicate the degree to which you consider yourself an assertive person?</i>
<p style="text-align: center;"> <i>Very low confidence</i> <i>Very high confidence</i> 1 2 3 4 5 6 7 8 9 10 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </p>	
<i>On a scale from 1 to 10, please indicate the degree to which you are aware of your leadership styles and values and their influences on your mentoring activity?</i>	
<p style="text-align: center;"> <i>Very low confidence</i> <i>Very high confidence</i> 1 2 3 4 5 6 7 8 9 10 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </p>	
<i>On a scale from 1 to 10, please indicate the degree to which you consider you can contribute in developing entrepreneurship skills for career start of young people?</i>	
<p style="text-align: center;"> <i>Very low confidence</i> <i>Very high confidence</i> 1 2 3 4 5 6 7 8 9 10 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </p>	
REFERENCES	<ul style="list-style-type: none"> • Beggs, Katherine & Solheid, Lacey (2013). Leadership Games and Activities: https://www.slideshare.net/lsolheid/leadership-games-and-activities • Clutterbuck, David & Megginson, David. (2005). <i>Techniques for coaching and mentoring</i>. Oxford: Elsevier. • Goleman, David (1998). What makes a leader? <i>Harvard Business Review</i>, 90-103. • Goleman, David (2000). Leadership that Gets Results. <i>Harvard Business Review</i>, 77-90. • Pask, Roger & Joy, Barrie. (2007). <i>Mentoring-Coaching. A Guide for Education</i>

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MODULE 5: CRITICAL THINKING AND CHANGE MANAGEMENT IN PROFESSIONAL AREA IN MENTORING PROCESS

SUBJECT	The concept and characteristics of critical thinking Critical thinking skills The concept of change and change management. Developing skills to effectively manage changes
GENERAL GOAL(S) AND OBJECTIVES	This module is intended to prepare trainers to implement 5-hour training on critical thinking and change management. Module is highly practically oriented and it gives participants the opportunity to gain theoretical knowledge they can then apply practically through different exercises, role play, reflection and discussion. By the end of this module of the training, participants will be able: <ul style="list-style-type: none"> • To understand and explain the concept of critical thinking. • List and use the main critical thinking skills. • Reflect upon their critical thinking skills and situations where they can use critical thinking. • Reflect the benefits of critical thinking in their professional lives. Be able to link critical thinking to specific examples from their work and use the critical thinking skills to address different challenges, problems or to reflect and think about situations. • To understand and use critical thinking skills in mentoring or peer coaching process. • To understand and explain the concept basic premises related to change and change management. • To link the experience of change to theoretical concepts. • To understand and to use strategies of managing changes. • To understand and to use strategies of implementing changes. • To understand and use change management skills in mentoring or peer coaching process.
METHODS	Lecture, PPT presentation, practical activities and exercises, role plays, group discussions, work in pairs, reflection and self-reflection, video material, brainstorming,
SHORT DESCRIPTION OF ALL THE ACTIVITIES INCLUDED IN THE LEARNING MATERIALS (add duration of each activity)	SUBJECT 1: ABC OF CRITICAL THINKING AND CHANGE MANAGEMENT (ONLINE TRAINING) SUBJECT 2: THE CONCEPT OF CRITICAL THINKING Activity 1: Critical thinking word associations game <ol style="list-style-type: none"> 1. Brainstorming – associations to the phrase “critical thinking” (3 min) 2. Brainstorming – associations to the phrase “the benefits of critical thinking” (3 min) 3. Discussion and reflection (8 min) 4. Summarizing the benefits of critical thinking. Examples from practice (10 min)

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	<p>min)</p> <p>5. Discussion: application of critical thinking in the mentoring/ coaching process? (6 min)</p> <p>Activity 2: ABC of critical thinking</p> <ol style="list-style-type: none"> 1. Video: 6 thinking hats method. (3 min) 2. Definition of critical thinking. (1 min) 3. Discussion: connection between the 6 thinking hats method and critical thinking. (5 min) 4. Exercise: 6 thinking hats method – practical example from work (13 min) 5. Exercise reflection (7 min) 6. Discussion: which elements of critical thinking are most important in mentoring/coaching process? (6 min) <p>SUBJECT 3: DEVELOPING SKILLS OF CRITICAL THINKING.</p> <p>Activity 3: The elements of critical thinking</p> <ol style="list-style-type: none"> 1. Elements of critical thinking (2 + 15 min) 2. Practical exercise: using the elements to think about a problem/ challenge/situation at work (3 + 15 min) 3. Presentation of participants (20 min) 4. Discussion and reflection (10 min) <p>Activity 4: Avoiding jumping to conclusions</p> <ol style="list-style-type: none"> 1. Definition of “jumping to conclusions” (1 min) 2. Video: “bystander effect” (4 min) 3. Self-reflection (7 min) 4. Exercise in pairs: posing the questions (7 min) 5. Exercise evaluation (1 min) <p>SUBJECT 4: THE CONCEPT OF CHANGE MANAGEMENT & SUBJECT 5: DEVELOPING SKILLS TO EFFECTIVELY MANAGE AND ADAPT TO CHANGES.</p> <p>Activity 5: Thrones swap</p> <ol style="list-style-type: none"> 1. Short introduction to change 2. Presentation of basic rules. 3. Presentation for king, queen and assistant. 4. Presentation for knights. 5. Knights fight for their thrones. 6. King, queen and assistant meet the knights. 7. Debriefing. 8. Discussion and presentation of the concepts: change, fear of change, change management and change implementation <p>Activity 6: Role play: Dealing with changes</p> <ol style="list-style-type: none"> 1. Presentation of activity and individual reflection (5min) 2. Instructions for role play and role play (10 min) 3. Self-reflection and discussion (5 min)
EVALUATION QUESTIONS	According to PACIER model, critical thinking includes the following skills:

FOR THE TRAINING (pre-training and post-training short questionnaire to assess the knowledge before and after training)

- problem analysing, information and reflection
- communication, evaluation and reasoning
- **problem solving, interpretation and analysis**
- creative thinking, integrity and empathy

What does the white thinking hat represent:

- **facts, information, data**
- judgement, difficulties, problems
- control, process management
- creativity, alternatives, new ideas

Which elements are part of critical thinking:

- formulation of question, applying the emotions, considering the critical points
- **gathering information, considering the consequences, exploring different concepts**
- presenting the hypothesis, exploring arguments, formulation of solution
- creation of problem, applying the information, negating different interpretations

“A bystander effect” is:

- **a situation in which individuals are less likely to offer help to a victim when other people are present**
- a situation in which individuals are more likely to offer help to a victim when other people are present

Which questions are related to the situation in which somebody else tries to implement change?

- Why do we need a change? Which resources do I need? What is their real motive for the change?
- How will I convince people they need a change? What happens if I don't want to change? When will be over?
- What will we gain with this change? What do they expect from me? What is our first step?
- **How difficult will that change be? What will I gain from the change? When will they give up?**

Which stages are part of the change?

- creativity, motivation, information
- **clarity, empathy, capability**
- emotions, capability, knowledge
- empathy, motivation, skills

QUESTIONS FOR SELF-EVALUATION OF THE KNOWLEDGE AND SKILLS RELATED TO THE MODULE

On a scale from 1 to 10, please indicate the level knowledge you have about critical thinking and critical thinking skills?

	Very little									A lot
1	2	3	4	5	6	7	8	9	10	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<p>On a scale from 1 to 10, please indicate the degree you are able to use critical thinking skills in different situations?</p> <p>Not at all Completely</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>
	<p>On a scale from 1 to 10, please indicate the degree you are able to use critical thinking skills in mentoring/peer coaching process?</p> <p>Not at all Completely</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>
	<p>On a scale from 1 to 10, please indicate the level knowledge you have about change and change management?</p> <p>Very little A lot</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>
	<p>On a scale from 1 to 10, please indicate the degree you are able to use change management skills in different situations when changes occur?</p> <p>Not at all Completely</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>
	<p>On a scale from 1 to 10, please indicate the degree you are able to use change management skills in mentoring/peer coaching process?</p> <p>Not at all Completely</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>
LITERATURE/REFERENCES	<p>Bowers, B (2011). Managing change by empowering staff. <i>Nursing Times</i>, 107: 32/33. Available at: https://www.nursingtimes.net/roles/nurse-managers/managing-change-by-empowering-staff/5033731.article</p> <p>Brewer, A.M. (2016). <i>Mentoring from a Positive Psychology Perspective. Learning for Mentors and Mentees.</i> Springer International Publishing Switzerland</p> <p>Becoming Aware – Mentoring and Critical Thinking (2018). http://mentoring-works.com/becoming-aware-mentoring-and-critical-thinking/</p> <p>Change Management Coach (2018). Available at: https://www.change-management-coach.com</p> <p>Critical Thinking Skills (2018). Available at: https://www.skillsyouneed.com/learn/critical-thinking.html</p> <p>De Bono, E. (2017). <i>Six Thinking Hats.</i> UK: Penguin.</p> <p>De Bono, E. (2010). <i>Teach Yourself to Think.</i> UK: Penguin Books Limited.</p> <p>De Bono, E. (2006). <i>Thinking course.</i> UK: Pearson Education Limited.</p> <p>Education Change Management PPTA Toolkit 2016. New Zealand Post Primary Teacher's Association.</p> <p>Management 3.0 (2018). Available at: https://management30.com/</p> <p>Rose, M. and Best, D. (2005). <i>Transforming Practice through Clinical Education, Professional supervision and Mentoring.</i> UK: Elsevier.</p> <p>Rupnik Vec, T. (2011). <i>Izzivi poučevanja: spodbujanje razvoja kritičnega mišljenja.</i> Ljubljana: Zavod Republike Slovenije za šolstvo.</p> <p>Travaglia J., Debono D. et al. (2011). <i>Change management strategies and practice development in nursing: a review of the literature.</i> Sydney: Centre for Clinical</p>

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MODULE 6 – EMPATHY AND NON-DISCRIMINATION OF LEARNERS IN MENTORING PROCESS

SUBJECT	Different forms of disadvantage in mentoring process Gender stereotypes and gender sensitiveness Gender stereotypes in helping professions - power, help and responsibility Communication practices, language, systemic approaches, Rogerian approaches
GENERAL GOAL(S) AND OBJECTIVES	The module is focused on the elaborating of the sensitiveness to the various topic of disadvantage which could occur during the mentoring process. The main aim is to support the empathy approach in the mentoring and rise awareness of the interferences of the stereotypes and biases into the mentoring process. Therefore modul focuses on the question of power in the process of mentoring, power in the helping profession and inequalities in the relationship during the mentoring process. In addition, module aims to elaborate the sensitivity to the different forms of the disadvantages. Also to support individual self-reflectiveness and sensitivity to it. By the end of the module´s shema participants will be able to: <ul style="list-style-type: none"> - Be aware of own gender stereotypes and biases risen during mentoring - Name various forms of disadvantage and discrimination - Emphasize the areas which are seen as ethically problematic in regards of non-discrimination and biases - To critically analyze different approaches how overcoming of the biases in mentoring process
METHODS	Lecture, Self-assessment tests, Practical tasks, Discussions in groups, Role playing games, Capacity-building practical tasks, Modeling situations, Self-reflexion, Sociomapping and maps of gender inter-relationships
SHORT DESCRIPTION OF ALL THE ACTIVITIES INCLUDED IN THE LEARNING MATERIALS (add duration of each activity)	<p>SUBJECT 1 – Definitions, discrimination and anti-discriminatory approach (online training)</p> <p>SUBJECT 2 – Different forms of disadvantage in mentoring process</p> <p>Activity 1 – different forms of discrimination Warm-up activity to encounter the own experience with different forms of discrimination. The participants will get the papers indicating different experience of discrimination, disadvantage in the lifecourse of ordinary people. They will have to find somebody with similar experience. Later, the trainer will lead the discussion about the experiences, the various forms of discrimination and the impact on the people facing it. To summarize the flipchart and stick-up papers will be used. Duration: 45 minutes (20 minutes pair discussion, 15 minutes group discussion, 10 minutes summarization and theoretical pack-up)</p> <p>SUBJECT 3 – Gender stereotypes and gender sensitiveness</p> <p>Activity 2 - Stereotypes and biases How do they work and what are stereotypes and biases good for. Two activities will bring attention to the stereotypes in everyday life and the individualization and generalization of the experiences through the stereotypes. The question how to tackle the biases during the process of mentoring will be risen during theoretical framing the topic as well as in the discussion.</p>

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	<p>Duration: 65 minutes (35 minutes work with the worksheets “regular day”; 10 minutes work on the worksheet generalization; 10 minutes presentation; 10 minutes discussion).</p> <p>SUBJECT 4 – Gender stereotypes in helping professions Power, help and responsibility Activity 3 – Gender stereotypes in helping professions This parts reveal main theoretical concepts connected with gender stereotypes and helping professions. On the individual level participants will work with their knowledge about stratification of the labour market and the impact to everyday life of helping professionals. The concepts such as glass ceiling, glass elevator, sticking floor, power and help, will be revealed. Duration: 60 minutes (self-reflexion – 10 minutes, group discussion – 20 minutes and PPT presentations – 30 minutes).</p> <p>Activity 4 - Ethically problematic area The goal of this activity is to raise awareness about own stereotypes when interacting with the clients and to show this as ethically problematic area of helping professions (HIV, GLBT+, cultural background etc.). To reveal own limits there will be used the game – advocacy, which will bring together the different arguments and opinion on ethically problematic questions. The positive and negative stereotypes will be tackled. Duration: 65 minutes</p> <p>SUBJECT 5 – Communication practices, language, systemic approaches, Rogerian approach Activity 5 - Giving the voice The verbal, non-verbal communication and relation of the power, interaction analysis of the presented video https://www.youtube.com/watch?v=mGB83yxUB_U. The lecturer shows video and then guide the discussion on it: who is speaking and who is not speaking 35 minutes. Then lecturer continues with PPT presentation/lecture on giving the voice and the topic of speaking for the others in relation to the gender, power and minorities, gender and communication channels, using of the video https://www.youtube.com/watch?v=fSuN848LF4M (30 minutes) . Duration: 65 minutes</p>
<p>EVALUATION QUESTIONS FOR THE TRAINING (pre-training and post-training short questionnaire to asses the knowledge before and after training)</p>	<ol style="list-style-type: none"> 1. According to your experience, what are the biggest stereotypes and biases in our society? 2. How could you influence individual awareness of the stereotypes? 3. Do you question power-issues in your profession? If so, how and in what situations? 4. Why is non-discrimination important? 5. How could mentoring help in overcoming of the stereotypes and biases? 6. Give example of two positives of stereotypes in your profession 7. Give example of two negatives of stereotypes in your profession.
<p>QUESTIONS FOR SELF-EVALUATION OF THE KNOWLEDGE AND SKILLS RELATED TO THE MODULE</p>	<p>On a scale from 1 to 10, please indicate the degree to which you feel competent to share your own experience with discrimination with others.</p> <p>1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10</p> <p>On a scale from 1 to 10, please indicate the degree to which you understand the interference of the power and disadvantage in the mentoring process.</p> <p>1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10</p> <p>On a scale from 1 to 10, please indicate the degree to which you understand how biases and stereotypes works.</p>

	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
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MODULE 1: INTRODUCTION TO MENTORSHIP AND CAREER GUIDANCE

Title of the activity	Differences in mentorship and educational leadership (coaching)
Duration	1 hour
Materials/tools needed	Multimedia, Cards, prepared in advance, flipchart
Methods	Brainstorming, Discussion, Mind Map
Instructions for the trainers	The team leader briefly outlines the essential differences between mentorship and educational leadership. Later, group work explores why it is important to know the above-mentioned differences, and what kind of activities are done by educators and mentors
Instructions for the participants	Read or listen trainer theory about mentorship and coaching. Divide in to small groups. Discuss on mentorship and coaching differences and divide cards in to 2 groups: mentorship and coaching features.
Description of the activity	<p>Step 1 (10 min) The team leader briefly outlines the essential differences between mentorship and coaching.</p> <p>Step 2 (30 min) Group work explores why it is important to know the above-mentioned differences, and what kind of activities is done by educators and mentors. Trainer prepares in advance some suit of cards with differences between mentoring and coaching. Trainer asks participants divided into small groups (3-5 people) to discuss differences between mentoring and coaching. Then trainer gives 1 suite cards to each group. Participants must discuss on mentorship and coaching differences and divide cards in to 2 groups: mentorship and coaching features.</p> <p>Step 3 (15 min) Each group present their choice, find mistakes and discuss on them.</p>
Questions for reflection/discussion/debriefing	<p>Self-reflection questions (5 min)</p> <ol style="list-style-type: none"> 1. Are mentorship and coaching different? 2. What kind of personal development method is more suitable for your organization?
Key terms	Mentorship, coaching
Short theoretical background/basic information	<p>More information:</p> <p>https://www.management-mentors.com/resources/coaching-mentoring-differences</p> <p>https://www.youtube.com/watch?v=I0z-bVUk_CU</p>

Differences in mentorship and educational leadership (coaching)

In the field of employee development, an area that creates much confusion is the differences between business coaching and business mentoring. This confusion often causes companies to opt for mentoring or coaching without understanding that they serve a different purpose and follow different paths to employee development. A failure to understand these differences often leads to disappointing results and the (understandable) mistake of blaming coaching (or mentoring) rather than realizing that the company created the wrong system. At Management Mentors, we're often asked to explain the differences. This lecture aim - to provide you with a better understanding of coaching and mentoring and a process for determining which approach is best suited for your organization's specific needs. Before we begin, we'd like to offer one caveat. Though mentoring and coaching are distinct, they do share common elements. It is often a difference in emphasis and outcomes that creates the distinction. Also, there are some coaches who have the ability to act as mentors. Likewise, there are mentors who, in some instances, act more like coaches. What we're seeking to accomplish during this lecture is to articulate general differentiators that may not apply in all cases but that apply in most.

Mentoring systems are designed to promote professional development by linking an employee with a mentor who will focus on the overall development of that mentoree. *Mentoring is transformational* and involves much more than simply acquiring a specific skill or knowledge. Mentoring is about a relationship and involves both the professional and the personal. In many ways, mentoring is like counseling. Coaching systems are designed to provide an employee with a content expert who works with that individual in assuring that employee learns a particular skill or piece of knowledge. *Coaching is about skills and knowledge acquisition*. Although it may involve the personal, the primary focus is professional. In many ways, coaching is akin to teaching.

When to consider coaching:

- When a company is seeking to develop its employees in specific competencies using performance management tools and involving the immediate manager
- When a company has a number of talented employees who are not meeting expectations
- When a company is introducing a new system or program
- When a company has a small group of individuals (5-8) in need of increased competency in specific areas
- When a leader or executive needs assistance in acquiring a new skill as an additional responsibility

When to consider mentoring:

- When a company is seeking to develop its leaders or talent pool as part of succession planning
- When a company seeks to develop its diverse employees to remove barriers that hinder their success
- When a company seeks to more completely develop its employees in ways that are additional to the acquisition of specific skills/competencies
- When a company seeks to retain its internal expertise and experience residing in its baby boomer employees for future generations
- When a company wants to create a workforce that balances the professional and the personal

Differences between mentoring and coaching for cards [\(print each characteristic on different cards\)](#):

- 1.Task oriented
- 1.Relationship oriented
- 2.Short term
- 2.Long term
- 3.Performance driven
- 3.Development driven
- 4.Does not require design
4. Requires a design phase
5. Immediate manager is a critical partner
5. Immediate manager is indirectly involved
6. More easily evaluated as a return on investment (ROI)
6. More difficult to quantify
7. Relies on performance management systems, such as 360s and performance reviews
7. Does not have to use such performance management systems
8. Provides feedback to the manager
8. Prohibits this direct feedback loop to the immediate manager
9. Are paid for their services
9. Never receive compensation for their services
10. Operates independently
10. Acts as part of a system
11. Doesn't need to be trained on understanding the relationship
11. Requires training for both the mentor and mentoree so that they understand the dynamics of business mentoring
12. Primarily focus on business issues
12. Balance both the business and the personal
13. Involves a smaller monetary investment
13. Involves a larger monetary investment up front, but costs less over time
14. Often relies on software and online systems
14. Itself usually happens face-to-face, but some of the tasks involved in creating a program and setting up matches can benefit from online systems
15. Leave the organization once the task is done
15. Reside within the organization and are part of the company's ongoing talent pool
16. Are mostly "outside experts."
16. Are inside experts
17. Can be done for remedial purposes
17. Is never remedial
18. Aren't connected to the organization's upper echelons
18. Are part of the organization and often are from the managerial ranks
19. The focus is on the individual to develop greater expertise in his or her job
19. The interaction between the mentor and mentoree leads to mutual change and, thus, more directly affects the culture
20. May include a component on how to address issues of diversity

- 20. Always involves diversity because part of the dialogue that takes place between the mentor and mentoree is on their differences
- 21. Trainers are experts in specific areas
- 21. Trainer is a developmental facilitator
- 22. Trainer can also be the manager of the trainees
- 22. Trainer is always outside of the trainee's own direct supervisory line, and a trainer never formally trains one of his or her own employees.
- 23. Is one-directional
- 23. Is bi-directional
- 24. Involves content and expertise
- 24. Is concerned with both business and personal
- 25. Is concerned about behavioral transformation
- 25. Is concerned about personal transformation

Here's a helpful chart that summarizes the differentiators:

Coaching	Mentoring
Task Oriented	Relationship Oriented
Short Term	Long Term
Performance Driven	Development Driven
Can be done as needed; no design necessary	Program design needed to create effective program
Manager directly involved	Manager involved only indirectly
More easily evaluated and measured for ROI	Less easy to measure for ROI
Reliance on performance management systems, e.g. reviews, 360's etc	Not dependent upon performance management systems
Feedback by coach to manager about progress in development	No feedback by mentor to manager
Coach paid for services	Mentor receives no compensation
Coach operates independently	Mentors operate with assistance from the Mentoring Program Manager
No training of coachee needed	Mentors and mentorees trained
Focus is more on business issues than personal	Focus is on personal and professional development
Lower initial investment cost	Higher initial investment cost (lower over time)
Lends itself to online software	Management of the mentoring program lends itself to software but not the relationship itself
Coaches leave organization when done	Mentors and mentorees remain in the organization and can provide ongoing mentoring to others
Done by inside or outside content expert	Mentors are normally within the company
Can be done for remedial purposes	Never remedial
Internal politics not usually affected	Internal politics a consideration in program design
Cultural change may/may not occur	Mentoring is transformational and affects the culture
Diversity may or may not be included	Diversity is a component of mentoring
Coaching done 1-on-1	Mentoring most often is done 1-on-1 but other models may be used as well
Content expertise more important in coaching	Interpersonal skills more important in mentoring
Manager can be coach of own employee	Mentor is outside mentoree's direct supervisory line
Coaching is one-directional	Mentoring is bi-directional

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Coaching is focused on the business person	Mentoring involves the whole person				
Behavioral transformation	Personal transformation				
Title of the activity	The Characteristics and Effectiveness of Mentorship				
Duration	1 hour				
Materials/tools needed	Large white sheets of paper, colored pencils or felters, chalks, pencils, colored stickers, computer.				
Instructions for the trainers	The group leader presents the purpose of the activity: to reveal the characteristics and effectiveness of mentorship. The team leader will present 2 tasks during the session: The first task is "Key Characteristics of the Mentorship"; Task 2 - the theoretical material "The effectiveness of Mentorship" and Self-reflection questions (up to 3 min).				
Instructions for the participants	TASK 1 The goal - to develop the ability to refine the main characteristics of mentorship. Duration of the task – 30 min Task type. group, creative. TASK 2 The aim is to present the effectiveness of mentorship. Duration of the task – 25 min Task type: Lecture, self-control questions				
Description of the activity	TASK 1 Each one will draw a leaflet with a number from 1 to 4. Find the members of your group according to the number and sit in the circle. Each group will receive a white sheet of paper with a table titled "Key Characteristics of the Mentorship," which is divided into 4 parts: Attitudes and Characteristics, Interpersonal Skills, Communication Skills and Professional Skills and Experience. Each group will have to discuss the points outlined: what are the main attitudes of the mentor and the qualities of the character, what interpersonal skills should a mentor have, what skills of information transfer should the mentor have, what should be the mentor's professional competence and experience? The duration of the task is 15 minutes. When the time is over, all 4 groups present their prepared sheets to the audience, each group has up to 5 minutes. <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Attitudes and the character qualities of the MENTOR</td> <td style="width: 50%;">Interpersonal skills of the MENTOR</td> </tr> <tr> <td>The skills of information transfer of the MENTOR</td> <td>Professional competence and experience of the</td> </tr> </table>	Attitudes and the character qualities of the MENTOR	Interpersonal skills of the MENTOR	The skills of information transfer of the MENTOR	Professional competence and experience of the
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The skills of information transfer of the MENTOR	Professional competence and experience of the				

MENTOR

When all groups present their prepared projects, the team leader provides the information set, which is collected by researchers, called "Key Characteristics of the Mentoring" on a white large sheet of paper and gives such questions:

1. Do you see the differences between your [Key Characteristics of the Mentoring](#) and [collected by researchers](#)?
2. Do you think these characteristics [are the main for](#) mentorship?
3. Did you encounter any difficulties performing your task? Could you name them?
4. Summarizing, highlight the main characteristics of the mentorship.

TASK 2

The group leader presents the audience slides on "The Effectiveness of Mentorship" (duration up to 5 min.) (Slides prepared in Multi Media format).

SELF-CONTROL QUESTIONS

Self-control questions are presented by the group leader when the effectiveness of mentorship is shown:

1. Is mentorship a dynamic process taking place in different contexts, characterized by regular mentor and foster-child meetings?
 - Yes.**
 - No.
 - Do not know.
2. Is motivation the main personal characteristic of a mentor in effective mentorship?
 - Yes.**
 - No.
 - Do not know.
3. What makes it possible to develop effective mentorship in the professional field?
 - Personal characteristics.
 - Skills.
 - Higher mentoring experience and mentor's professionalism.**
 - Personal development.
4. Creating a favorable teaching / learning environment is important:
 - Positive mentor and foster-child relationships.**
 - Skills and motivation.
 - Process.

	<p><input type="radio"/> All answers are correct.</p> <p>5. Is the temperament of the mentor included in the characteristics of the mentor?</p> <p><input type="radio"/> Yes.</p> <p><input type="radio"/> No.</p> <p><input type="radio"/> Do not know.</p> <p>6. How many key characteristics of mentorship are there in general?</p> <p><input type="radio"/> 2.</p> <p><input type="radio"/> 3.</p> <p><input type="radio"/> 4.</p> <p><input type="radio"/> 5.</p> <p><input type="radio"/> Do not know.</p> <p>7. Is patience attributed to the mentor's interpersonal skills?</p> <p><input type="radio"/> Yes.</p> <p><input type="radio"/> No.</p> <p><input type="radio"/> Do not know.</p> <p>8. Is there a strong mutual connection between the feedback and effective mentoring process?</p> <p><input type="radio"/> Yes.</p> <p><input type="radio"/> No.</p> <p><input type="radio"/> Do not know.</p> <p>9. Do mentors need to plan mentorship activities to achieve more effective mentorship?</p> <p><input type="radio"/> Yes.</p> <p><input type="radio"/> No.</p> <p><input type="radio"/> Do not know.</p> <p>10. Is the mentor's professional competence more important than mentor's attitudes and character qualities?</p> <p><input type="radio"/> Yes.</p> <p><input type="radio"/> No.</p> <p><input type="radio"/> Do not know.</p>
<p>Questions for reflection/discussion</p>	<p>Each member of the group individually assesses themselves according to the scale given below:</p> <p>During this session I understood what are the key characteristics of the mentorship and its effectiveness!</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>Following an individual self-assessment, the team leader asks the group to answer the question: who would like to present their assessment and justify it? (duration up</p>

	to 3 min.)
Key terms	Gender/cultural sensitive mentoring
Short theoretical background/basic information	<p>Main terms: Participant – a person involved in the activity. Group – a group of participants attending training at the same place. Group leader – the most important person in the group who can organize the activities of the whole group. Activity – some kind of activity carried out in the group.</p> <p>Key Characteristics of the Mentorship (according to Eller, Lev, Feurer, 2014)</p> <p>Attitudes and the character qualities The desire to be a role model Commitment to the profession The belief that mentoring improves learning Desire to support colleagues' opinion Desire to learn and improve mentorship skills Recognition and assessment of continuing education Reflexivity and ability to learn from mistakes The desire to share information and ideas with colleagues Flexibility, fast recovery after failures, perseverance, openness Good sense of humor and ingenuity Seeking new challenges, willingness to solve problems</p> <p>Interpersonal skills Ability to maintain trust-based relationships Knowledge of how to express concern about the emotional and professional needs of a new employee Focus on sensitive political issues Ability to get on well with people of different cultures Friendship, easy establishment of relationships with others Patience</p> <p>Skills of information transfer Ability to properly convey instructions Attentive listening Providing questions that encourage reflection and understanding Constructive criticism Correct communication in writing Proper use of time Enthusiasm, willingness to teach Caution, ensuring of confidentiality</p>

	<p>Professional competence and experience</p> <p>According to colleagues, a professional in their field</p> <p>Great knowledge of your field</p> <p>Confidence in your ability to instruct others</p> <p>Group management skills</p> <p>Good feeling when watched by others</p> <p>The maintenance of contacts with other professionals</p> <p>Understanding organizational policies and procedures</p> <p>Good relationships with colleagues and administration</p> <p>The desire to learn new things from students.</p> <p>References:</p> <ol style="list-style-type: none"> 1. Abbidin, N. Z. (2012). A Review of Effective Mentoring Practices for Mentees Development. <i>Journal of Studies in Education</i>, Vol. , No. 1, p. 72-89. 2. Anderson, L. (2011). A learning resource for developing effective mentorship in practice. <i>Nursing Standard</i>, Vol. 25, No. 51, p. 48-56. 3. Eller, L. S., Lev, E. L., Feurer, A. (2014). Key components of an ineffective mentoring relationship: A qualitative study. <i>Nurse Education Today</i>, No. 34, p. 815-820. 4. Jokelainen, M., Tossavainen, K., Jamookeeah, D., Turunen, H. (2013). Seamless and committed collaboration as an essential factor in effective mentorship for nursing students: Conceptions of Finnish and British mentors. <i>Nurse Education Today</i>, No. 33, p. 437-443. <p>Appendix Power point slides</p>
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Title of the activity	Career planning and implementation
Duration	2 hours
Materials/tools needed	Colored and white sheets of paper, colored pencils or felters, chalks, clip art with pictures from magazines, newspapers, computer classroom.
Instructions for the trainers	Career planning 1 hour Career implementation 1 hour
Instructions for the participants	TASK 1 The goal - to develop the ability to formulate a career perspective. Duration of the task – 30 min. Task type. Individual, creative.

	<p>TASK 2</p> <p>The goal - to develop the ability to prepare a career plan and update it. Duration of the task – 15 min. Task type. Individual, creative.</p>																								
<p>Description of the activity</p>	<p>Self-analysis questions</p> <p>Participants are presented self-assessment questions at the beginning of the session: they must evaluate their skills by scoring from 1 to 10, when 1 point means "I am completely unable to"; 10 points - "I am completely able" (up to 3 min.).</p> <table border="1" data-bbox="379 712 1169 1227"> <thead> <tr> <th>Skills</th> <th>Scoring</th> </tr> </thead> <tbody> <tr> <td>I can understand what is career planning.</td> <td></td> </tr> <tr> <td>I can explain career planning components.</td> <td></td> </tr> <tr> <td>I can distinguish between concepts: mission and perspective</td> <td></td> </tr> <tr> <td>I can understand career goals.</td> <td></td> </tr> <tr> <td>I can describe what is a career perspective.</td> <td></td> </tr> <tr> <td>I can present examples of career perspective.</td> <td></td> </tr> <tr> <td>I can formulate a career goal (career perspective).</td> <td></td> </tr> <tr> <td>I can explain what a career plan is.</td> <td></td> </tr> <tr> <td>I can make a career plan.</td> <td></td> </tr> <tr> <td>I can properly apply the components of a career plan.</td> <td></td> </tr> <tr> <td>I can update my career plan.</td> <td></td> </tr> </tbody> </table> <p>The group leader, using the "Brainstorm" method, asks the group "What is career planning?" (up to 2 min.). After the "Brainstorm", the group leader presents the purpose of the activity (up to 1 min.)</p> <p>The purpose of this activity is to get acquainted with the career planning process. According to Valickas, Chomentauskas, Dereškevičiūtė, Žukauskaitė, Navickienė (2015) career planning is the creation and updating of career goals, strategies, decisions and career plans. Career planning is a series of steps that are implemented to achieve career goals in order to achieve a person's desired education and satisfying job. Career goal is defined as the desired, career-related outcome that a person intends to achieve. A person develops his career by constructing opportunities and looking for ways to use them.</p> <p>After the presentation of the goal, the topic "Career Perspective" is presented (up to 3 min.)</p> <p>One of the most important and complex things we have to do when planning the career is to define a career perspective.</p>	Skills	Scoring	I can understand what is career planning.		I can explain career planning components.		I can distinguish between concepts: mission and perspective		I can understand career goals.		I can describe what is a career perspective.		I can present examples of career perspective.		I can formulate a career goal (career perspective).		I can explain what a career plan is.		I can make a career plan.		I can properly apply the components of a career plan.		I can update my career plan.	
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Mission – the purpose of the person, the reason they live for.

Perspective – An attractive imaginative vision of the future, an ideal that a person undertakes to pursue, best described as "What do I want to achieve?".

Career perspective – an attractive vision of a career in the future, the ideal we aim for, the perspective we would like to achieve. A career perspective represents the main goal we want to achieve in the career path. This is also the final destination of the trip, where we would like to get. Career perspective helps to purposefully adopt work decisions, choose studies, professions, jobs.

The examples of career perspective:

- I will help the women, who experienced violence, to create a happy life, to overcome the negative physical and psychological consequences of violence through the implementation of a specialized psychological assistance program.
- To apply for a job in one of the best schools in the state and to become the best state teacher within 3 years.

TASK 1

Stage 1. Participants are asked to sit comfortably and close their eyes; When everyone is blindfolded, the teacher introduces the instruction: „Relax and let yourselves dream. You have unlimited resources (finance, time, etc.). You know, you will really succeed... Imagine your career as a journey where your main hero is you:

- Where do you travel, what is the final destination of your career journey - try to feel where (in the country, the environment) it is, what color, smells, sounds, people surround you (teacher takes 1-2 min. pause so that participants have enough time to imagine);
- What are you doing on this trip (teacher takes 1-2 min. pause so that participants have enough time to imagine);
- What are the results of your career journey, your achievements (teacher takes 1-2 min. pause so that participants have enough time to imagine)“ (up to 5 min.).

Stage 2. Participants are asked to portray their career perspectives, i.e. what they "saw" at the first stage of the task (draw or make a collage; if there is a computer classroom they can draw it on a computer); Required supplies for performing the task - colored and white paper sheets, etc. (up to 10 min.).

Stage 3. The task is discussed in a group, each participant presents their drawing - a career perspective (give 45 seconds – 1 minute for each participant's career perspective presentation).

TASK 2

The team leader introduces the concept and structure of the Career Plan (duration – up to 2 min.). The career planning in the process of career management is followed by self-knowledge and the stages of career perspectives exploration. The result of career planning is a career plan. The group is introduced with the structure of "My Career Plan": *Knowledge about yourself* (my values, my interests, my strengths, my personality traits, my career-related experience, other career-relevant information), *The mission of my life*, *The perspective of my career*, *The dreams of my career*, *goals*, *Career directions, in which I would be able to make my dreams come true*, *My goals in the chosen career direction*, *The goals of my other areas of life*.

Group members are given a task: **Complete the table and answer the question of what the career plan is for you and how are you going to plan (or planning) your career** (duration – up to 10 min.).

<i>What is the purpose of my career plan and for what I will use it?</i>	
<i>What parts of my career plan will there be?</i>	
<i>What place does my family have in my life?</i>	
<i>What kind of things give me the most joy?</i>	
<i>My main values</i>	
<i>My main strengths</i>	
<i>What people impost me and why? (Remember at least three people who are important to you and think what is fascinated in them).</i>	

After the individual work task, the team leader presents participants **SELF-CONTROL QUESTIONS**: (up to 5 min.)

1. What is a career plan for me?
2. What is a career planning for me? Do I need to plan the career? Why?
3. How far does it make sense to plan my career?
4. What could be a smart balance between rigorous planning and living without any plan?

Complete the table at the end of the session as at the beginning of the session: they must evaluate their skills by scoring from 1 to 10, when 1 point means "I am

completely unable to"; 10 points - "I am completely able" (up to 3 min.).	
Skills	Scoring
I can understand what is career planning.	
I can explain career planning components.	
I can distinguish between concepts: mission and perspective	
I can understand career goals.	
I can describe what is a career perspective.	
I can present examples of career perspective.	
I can formulate a career goal (career perspective).	
I can explain what a career plan is.	
I can make a career plan.	
I can properly apply the components of a career plan.	
I can update my career plan.	

The group leader presents the purpose of the activity to the participants: *to teach to apply and improve the key general competences for a career, to successfully transfer to another career (study or work) environment, to effectively look for a job.*

According to Valickas, Chomentauskas, Dereškevičiūtė, Žukauskaitė, Navickienė (2015), career implementation includes these fields:

- Personal finance management;
- Learning process management;
- Job search process management;
- Establishment in an organization;
- Career changes;
- Career combining with other life tasks (up to 2 min.)

The team leader presents a task instructions: *On your chairs there are green, red, blue, yellow, white and violet cards placed, find the members of your group and sit down in the group according to the color found. Each group will receive a task, which will be allocated for 20 minutes. When the task is completed, each group introduces the audience. Time duration for the presentation – up to 5 min.*

GROUP TASK 1
TOPIC: *Personal finance management.*
Career and income. Choose 6 of your planned career paths (directions, occupations) and calculate the expected annual income from each one.

Career direction or occupation	Expected average annual income (euro)

Questions:

1. Do the chosen career directions / occupations let me get the desired income?
2. Based on which sources, I estimated the expected income that I would receive after choosing one or another career direction / occupation?
3. What are the expected changes in my chosen career direction / occupation, how will they relate to earnings - will it grow or decrease?

GROUP TASK 2.

TOPIC: Learning process management.

My learning plan. On the table below, write at least 6 things you would like to learn. Write what action you should take to achieve it, and set the time you plan to do it.

Learning goals (What would I like to learn?)	Actions (what should I do to achieve the learning goal?)	Beginning	End

Questions:

1. Are the learning goals quite specific, motivated? Do we know exactly what we want to learn?
2. Are the actions logically distributed over time? Is the expected time enough to do that?
3. What difficulties did you encounter in developing a learning plan and how can we overcome them?

GROUP TASK 3.

TOPIC: Job search process management.

My job search obstacles. List the obstacles that, in your opinion, impede effective search for job and think strategies to overcome them.

What impedes (may impede) to search for a job?	Strategies to overcome job search obstacles

Questions:

1. What mostly impedes (may impede) to search for a job?
2. What strengths can help to fight job search obstacles?
3. How can the surrounding people help to overcome these obstacles?

GROUP TASK 4.

TOPIC: Establishment in an organization.

Criteria for successful establishment in an organization. Try to write individually what the successful establishment in a new job means to you, what criteria or attributes can be used to describe it (e. g. I will measure my success by the satisfaction my job gives me and opportunity to combine the job with other areas of life). Discuss your examples in the group.

Criteria for my successful establishment in a new job

Questions:

1. What should happen in my work to say one day: „From now on, I feel like being a full-fledged team member“?
2. What should I do to get that success faster?
3. What difficulties did you encounter doing this task?

GROUP TASK 5.

Career changes

What impedes or would impede for my career changes? Write what impedes or may impede future career changes, even if you understand that they are needed for a successful career. Think about how you could overcome potential obstacles.

Obstacles that impede career changes	Strategies to overcome the

	obstacles

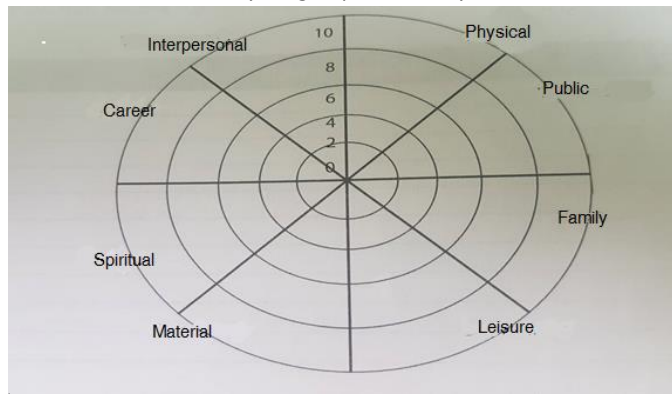
Questions:

1. Which obstacles appear to be more complex – inner (i.e. anxiety, anger, fear, disappointment, etc.) or external (influence of others, pressure, indifference, etc.)?
2. What could help and prevent from these obstacles?
3. Which obstacle is essential, the most complex? How would I overcome it?

GROUP TASK 6.

TOPIC: Career combining with other life tasks.

The balance of life areas. Everyone think about your current situation and color the level of achievement in the area of life in the picture. 10 means that you fully realize yourself in this area of life, 2 – you do not realize yourself fully, this area is abandoned. Present it in your group individually.



Questions:

1. Which areas of life did I abandon?
2. What are the reasons that some areas are poorly developed?
3. What should I do to make my areas of life more balanced?

SELF-CONTROL QUESTIONS: the members of the group sit in pairs and answer the questions to each other:

1. What is the career implementation?
2. Why is it so important in human's life?
3. What influences the career implementation?
4. What difficulties did you encounter performing these tasks?

Field Code Changed

	<i>After this, the group leader gives a question: Who would like to summarize today's training? What new did they learn: What advantages and disadvantages of this training would they distinguish personally?</i>
Questions for reflection/discussion	Ask participants to write down the words defining a career perspective at the bottom of the drawing (work) and answer questions: <ol style="list-style-type: none"> 1. How did you do the task? 2. Rate from 1 to 10 the reality of your vision (1 – unreal, will not implement, 10 – real, will implement) (up to 14 min.).
Key terms	Career planning, career implementation
Short theoretical background/basic information	<p>Main terms:</p> <p>Participant – a person involved in the activity. Group – a group of participants attending training at the same place. Group leader – the most important person in the group who can organize the activities of the whole group. Activity – some kind of activity carried out in the group.</p> <p>References:</p> <ol style="list-style-type: none"> 1. Chomentauskas, G., Balaiša, L., Dereškevičiūtė, E., Burokas, J., Platūkytė, E. ir kt. (2015). Studentų karjeros valdymo gebėjimų lavinimas dėstytojui. Vilnius: Vilniaus universitetas. 2. Korsakienė, R., Smaliukienė, R. (2014). Šiuolaikinė karjera individo požiūriu: karjeros modeliai, jų sąsajos ir reikšmė. Verslas: teorija ir praktika, 15-1, 89-92. 3. Valickas, A., Chomentauskas, G., Dereškevičiūtė, E., Žukauskaitė, I., Navickienė, L. (2015). Asmeninės karjeros valdymas studentui. Vilnius: Vilniaus universitetas.

Title of the	Mentorship career changes assessment
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activity/exercise	
Duration	1 hour
Materials/tools needed	Colored and white sheets of paper, colored pencils or felters, chalk, computer classroom.
Instructions for the trainers	<p>The group leader writes a maxim sentence on the board at the beginning of the activity: <i>My Career changes from the beginning of training.</i> Time for considering is given up to 2 minutes, then they are asked to speak (complete task duration 5 min.)</p> <p>The group leader presents the goal of the exercise: to evaluate the mentor's career changes.</p>
Instructions for the participants	<p>TASK</p> <p>Goal – to evaluate the mentor's career changes.</p> <p>Duration of the task – 50 min.</p> <p>Task type. Individual, group, creative.</p>
Description of the activity	<p>Stage 1 The team leader presents a task: <i>On a computer make a compilation of photos on a theme „Career today and tomorrow according to me:“.</i> The duration of this task is up to 8 min. After having completed the task, each participant presents themselves to the group (the entire duration of the task is up to 15 minutes).</p> <p>Stage2 The participants are divided into groups of 2 persons (e. g. according to the eye color, date of birth by seasons: spring, summer, autumn, winter) and they are asked to discuss the topic: <i>„How I understood the career before the start of the training“ (what I knew about the career, what I did not know, how I appreciate my personality during the career changes, etc.)</i> and draw the creatively creative portray it all by drawing a drawing picture and, each group presents its drawings to the whole audience (the entire duration of the task is up to 15 minutes).</p> <p>Stage 3 The group leader handles participants with leaflets containing mentor career change assessments, explaining that they have become acquainted with the concept of career, career planning and implementation aspects, and then each participant will read the statements and will have to choose one of the answer options for each statement. After that, the audience will be divided into zones according to the answers "Yes", "Neutral zone" and "No", then the group leader will read aloud one statement and participants will have to come to one of them. When the participants select their zones, the group leader will ask them to comment why they chose this and, then, after having discussed all the options, the group leader will ask: Would you like to change your mind and go to the other answer zone? If such participants appear, then the team leader will ask to justify why they hesitated and changed their opinion. (the entire duration of the task is up to 20 minutes).</p>

The Statements of Mentor Career Changes			
Statement	Yes	Neutral zone	No
I can explain what is mentorship and career management			
I can help others to plan a career			
I can highlight career implementation components			
I can describe the key characteristics of mentorship			
I can create the main thesis about the effectiveness of mentorship			
I can highlight the differences between mentorship and educational leadership			
Questions for reflection/discussion	<p>REFLECTION: On the white sheet of paper team leader writes the sentences that need to be completed: (the entire duration of the task is up to 5 minutes):</p> <p>„During the session today I learned“</p> <p>„Was/Were interesting:“</p> <p>„Today I did well with“</p> <p>Two minutes later the group leader asks the participants to share their thoughts.</p>		
Key terms	Mentorship, career changes		
Short theoretical background/basic information	<p>Main terms:</p> <p>Participant – a person involved in the activity.</p> <p>Group – a group of participants attending training at the same place.</p> <p>Group leader – the most important person in the group who can organize the activities of the whole group.</p> <p>Activity – some kind of activity carried out in the group.</p>		

MODULE 2: MENTORSHIP AREA. BENEFITS AND POSITIVE EFFECTS OF MENTORSHIP AND CAREER GUIDANCE

SUBJECT 1: The Mentoring Effect – Aspirations and outcomes

A lot of research has been conducted on the benefits of mentoring and many questions have been asked but one of the biggest reports made on the benefits of mentoring has been done by MENTOR: The National Mentoring Partnership. They are the unifying champion for expanding quality youth mentoring relationships in the United States. For more than 25 years, MENTOR has served the mentoring field by providing a public voice; developing and delivering resources to mentoring programs nationwide; and promoting quality for mentoring through evidence-based standards, innovative research and essential tools.

The mentoring effect in its core is a report of young people's perspectives on the outcomes and availability of mentoring. In this section we are going to take a look at a resume of the report and the most important outcomes. The report shows not only a representative survey of 18- to 21-year-olds, but also reflects discussions with key leaders in business, philanthropy, government, and education, and a literature and landscape review of the mentoring field.

Activity 1.1 The Mentoring effect

Group discussion activity in which each member of the group explains what they think the mentoring effect is. They discuss what they do and what inspires them. What they hope to gain. Then choose a presenter to explain what the group's aspirations are and what the outcomes they are hoping to get are.

Here are some important findings about how mentoring affects young adults and the way it can help.

A strong research base supports the efficacy of quality mentoring. Recent meta-analysis of more than 73 independent mentoring programs shows positive outcomes across social, emotional, behavioral, and academic areas of youth development. In short the survey shows evidence that youth with mentors are more likely to report engaging in positive behavior.

- **Goals and Aspirations**

Young people with mentors have reported a higher desire to attend college and have set higher educational goals for themselves compared to those without mentors. When we put it in numbers, according to the survey more than three quarters (76 percent) of at-risk young adults who had a mentor aspire to enroll in and graduate from college versus half (56 percent) of at-risk young adults who had no mentor.

- **Enrollment and Success**

The survey shows that at-risk young adults with mentors are also more likely to be enrolled in college than those without a mentor. The numbers show that 45 percent of all at-risk youth with a mentor

are enrolled in some type of postsecondary education as opposed to 29 percent of at-risk youth who are enrolled but never had a mentor.

- **Self-esteem and Self-confidence**

Young adults who had mentors, particularly those at-risk, are more likely to report engaging in productive and beneficial activities than youth without a mentor. These activities translate into the higher self-esteem and self-confidence that are necessary traits for youth to engage in teamwork and community work, and to be successful in life.

- **Sports and other activities**

67 percent of at-risk young adults with a mentor are more likely to report participating regularly in sports or extracurricular activities. Only 37 percent of those without mentors are participating in such activities.

- **Leadership**

Taking leadership action has been noticed in 51 percent of at-risk young adults with a mentor are more likely to hold a leadership position in a club, sports team, school council, or another group as opposed to 22 percent.

- **Volunteering**

At-risk young adults with a mentor are more likely to volunteer regularly in their communities (48 percent versus 27).

- **Long lasting relationships = Value**

The survey confirmed that the length of a mentoring relationship matters, both in structured and informal mentoring relationships. 67 percent of young adults found their structured mentoring relationship very helpful if it lasted for a year or more versus 33 percent when the relationship lasted less than a year.

- **Outcomes**

Young people with longer mentoring relationships report better outcomes than youth with shorter mentoring relationships in areas such as higher educational aspirations:

- 86 percent of young adults in relationships of more than a year versus 77 percent of those in relationships of a year or less always planned to enroll in and graduate from college,
- sports participation (77 percent versus 70 percent),
- leadership positions (61 percent versus 50 percent),
- A regular volunteering (61 percent versus 53 percent).

Activity 1. 2. Real life mentors

Think about the mentors in your life, not only from the perspective of your career but also people who you looked up to and guided you. Write down two personal characteristics and two skills that you think made him a good mentor. Explain to the group why.

Further readings:

https://www.mentoring.org/new-site/wp-content/uploads/2015/09/The_Mentoring_Effect_Full_Report.pdf

Title of the activity	Activity 1.1: The Mentoring effect
Duration	30 min
Materials/tools needed	Pen, piece of paper or a laptop, a white board or flipchart
Instructions for the trainers	The focus of this activity is to explore how much do the participants know about the Mentoring effect. It is also needed to introduce the course and introduce the group to each other. It is to be done in a small group of 2-4 people. The main points are to discuss: what they think the mentoring effect is; what they do and what aspires them to be here; what they hope to gain from this, what are their expectations. Then each group has to choose a presenter to explain what the group's aspirations are and what the outcomes they are hoping to get are.
Instructions for the participants	<ol style="list-style-type: none"> 1. Ask them to sit into small groups of 2-4 people. Help them with the group separation 2. Tell them just the name of the first section and present (either in a presentation or write them on a board) the questions that they need to answer within the group. 3. Tell them they have to appoint a presenter – one person to present their group to the other groups after the activity is over. 4. Let them know they have 10 minutes to answer all questions. 5. When presenting each group has about 3 minutes per presentation.
Description of the activity	<ol style="list-style-type: none"> 1. Firstly separate the participants into small groups of 2-4 people.(2-4 min) 2. Tell them just the name of the first section and present (either in a presentation or write them on a board) the questions that they need to answer within the group. (1 min) 3. Tell them they have to appoint a presenter – one person to present their group to the other groups after the activity is over. Make sure they have appointed a presenter, because he need to take notes. (3 min) 4. Let them have 10 minutes and check if they are ready and everyone in the group has expressed their opinion. (10 min) 5. When they are presenting write down (on a board for example) the aspirations and expectations that you have heard. (3 min per group)
Questions for reflection/discussion	<ol style="list-style-type: none"> 1. Have you ever heard of the mentoring effect? If yes share with the group. 2. If not, what do you think the mentoring effect can be? 3. How do you think the mentoring effect is connected to different aspirations? 4. What are your aspirations? What aspired you to be here? 5. What do you expect the mentoring effect is? 6. What are the benefit do you think it presents? 7. Is there any expectations you have about mentoring?
Key terms	Mentoring effect, aspirations, expectations, icbreaking

Short theoretical background/basic information	You can find more information on the mentoring effect here: https://www.mentoring.org/new-site/wp-content/uploads/2015/09/The_Mentoring_Effect_Full_Report.pdf
Title of the activity	Activity 1.2: Real life mentors
Duration	30 min
Materials/tools needed	Pen, piece of paper or a laptop, a white board or flipchart
Instructions for the trainers	The focus of this activity is to let the participants relate to the topic not only from the point of view of a professional who can help other, but also as a person who was once mentored.
Instructions for the participants	<ol style="list-style-type: none"> 1. Explain that the next activity includes some self-reflection. 2. Ask them to think about the people in their lives who were their mentors. 3. Provide them with questions to guide them. 4. Tell them they have about 5 minutes to think about it. 5. Ask them to present it in front of the others. 6. Make sure they know they do not need to give out specifics of how exactly this person has helped them, only what qualities he possessed that made him a role model or a mentor.
Description of the activity	<ol style="list-style-type: none"> 1. Explain what the activity includes (1 min) 2. Show them the support questions and explain they don't have to answer them but they are there to guide them. (2 min) 3. Let them have 10 minutes to think and then ask who wants to start. (10 mins) 4. Presentation. If they don't say make sure to ask them which personal qualities would they like to implement and be when mentoring someone else. (3 minutes per person)
Questions for reflection/discussion	<ol style="list-style-type: none"> 5. Questions from guidance: <ul style="list-style-type: none"> • Think of a person who supported you and helped you through a hard time. • What made you think of him as a mentor? • What personal qualities did he possess? • What skills did he have? • Do you still keep contact with that person?
Key terms	Mentors, self-reflection, personality, skills



SUBJECT 2: A mentor's benefits to mentoring

There are potentially many benefits of mentoring for both mentor and beginning teacher as well as benefits for the system and the profession. Here are some examples of the benefits a mentor can get:

(Take a look at all of the examples separately, discuss all of them with the participants ask them if they have ever seen this example – is it easy or hard to achieve, are those the benefits they are looking for?)

- **OPPORTUNITY** to offer deep, practical knowledge, both pedagogical, content and experience. *Sharing can be a very rewarding and mutually beneficial aspect of effective mentoring.*
- **INCREASE** in professional growth. A change of practicing to teaching can make a big difference and lead to professional growth.
- **SELF-UPGRADE.** The process of mentoring leads to a lot of self-reflection when it comes to explaining your own experiences in order to turn them into teaching. Ofcourse this includes problem solving skills that need to be transfered to the mentee as well. It also leads to an increase in confidence, self-esteem, morale and sense of identity
- **LEARNING** new skills, teaching strategies and communication techniques. The learning opportunities are endless and include how to engage in rigorous evidence-informed conversations.
- **COLLABORATION**, shared challenges and the sense of achievement that comes from successfully working through such challenges
- **INSIGHT.** Mentoring give out many opportunities to observe and analyse evidence of student learning which ususally bring along valueable professional insight.
- **BELONGING.** Developing a sense of belonging as a contributor to the school/hospital/ organisation and its community.
- **SELF-TEACHING.** Mentoring isn't necessarily a result of being completely confident in professional an personal skills, sosometimes what is thought turns into a good reminder and a form of self-teaching.
- **PERSPECTIVE.** In mentorship it is often that a mentee comes with a problematic question, one which needs an answer. Usually the mentor is a third party who is only observing and merely guiding the mentee. This is the way for a mentee to get a different perspective, however a mentor can also apply this to himself by stepping back and trying a different perspective.
- **BECOMING THE STUDENT.** Being a mentor doesn't make you all-knowing but it definitely give you an opportunity to gain more knowldge. In fact, mentees can also teach you many things. (The two-way street of mutual learning is covered in more details in the ICT materiasl)
- **LEADERSHIP.** Being a mentor develops critical skills that improve a person as a leader. Brinignd out the bet in others, finding out weakenses and strenghts etc. Being a mentor is not only being a role model but also a leader.

Additional reading:

- <https://www.education.vic.gov.au/Documents/school/teachers/profdev/Reflectiveguidetomentoringschools.pdf>
- <https://smallbusiness.chron.com/top-10-benefits-mentoring-25779.html>

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Title of the activity	Activitiy 2.1: Transforming examples of mentoring programs.
Duration	20min
Materials/tools needed	<p>Examples of mentoring programs used around the world to be printed and handed out to the participants.</p> <p>Partners in Education (PIE) is a project that works with "average" students in a tutoring or lecture environment in work development skills. It presents a site that has excellent examples of online forms to fill out. One is for mentors to fill out if they are interested in participating and another is for the individual student or teacher who is looking for a mentor.</p> <p>Volunteer Students Tutoring Association is a tutoring and mentor organization started by law students at the University of Michigan. Students in grades 1-12 are tutored one-on-one with school studies by University of Michigan students.</p> <p>Computer Clubhouse @ The Computer Museum in Boston. The Clubhouse is a community educational outreach program of the Computer Museum developed in collaboration with MIT Media Laboratory. The Clubhouse is a learning environment where young learners work with experienced learners. Mentors are coaches, catalysts, and consultants. The Clubhouse encourages youth to work on projects that interest them, creates a sense of community, and is dedicated to offering resources to the community.</p> <p>Electronic Emisarry Initiated by the University of Texas at Austin. Great place to find a mentor and has a huge searchable database of mentors. Volunteers can sign up there too.</p> <p>Teachers mentor Teachers Teachers with computer skills are asked to serve as summer mentors to teachers who are new to computers. Anyone can sign up to be a mentor or a mentee</p> <p>Information Technology Management Program at Ecole Phoenix Middle School, Campbell River, BC. It is a collaboration among school/community/business. This is a fine example of how a community caneducatesits children.</p> <p>Sanchez Elementary School Online Mentoring Program In cooperation with the Virtual Volunteering Project, this program brings together online mentors from all over the U.S. with fourth graders at this elementary school in Austin, Texas. Online activities focus primarily on reading and writing, and on establishing a positive, trusting relationship between online adult volunteers and the</p>

	<p>students. There is also an established communication between teachers and mentors regularly to suggest topics of discussion with the students, and incorporate the writing of e-mails to mentors into the student's class work and computer lab time.</p> <p>Stewart and Carpenter (2009) conducted an action research investigation into an e-mentoring approach for physical therapists working in isolated rural areas. Their key findings related to the effectiveness of e-mentoring as a means of overcoming professional isolation and improving staff retention.</p> <p>Thorndyke et al (2008) present the learning from a functional mentoring programme for continuing medical education. Functional mentoring is where the mentor is chosen because they possess specific skills and knowledge required by the mentors for the completion of a specific project. The evaluation of effectiveness involved an 18 month follow up and a longitudinal tracking of career progression for up to 5 years following the programme. High levels of satisfaction (90%) were reported for both mentors and mentees, who saw the results of their project as having both career benefits for them as individuals as well as organisational benefits for their institution.</p> <p>Mertz (2004) who developed a conceptual model which distinguished mentoring using the existing roles and functions available in the current literature. The framework is a pyramid to reflect the different purposes of the mentoring relationship as it moves from the base to the apex. The framework categorises three types of purpose which are all associated with mentoring as forms of support: psychosocial development, professional development and career advancement. These can be linked to the stage of development of the mentee i.e. formative practitioner, experienced practitioner and then management.</p>
<p>Instructions for the trainers</p>	<p>The focus of this activity is to let the participants see an example of a mentoring program in one setting, it can be a school it can be business or a hospital. Let them make a pro's and con's list of the programme. Then ask them to transform them in a way that they would like to use it. This activity's purpose is to encourage your participants to take out what can be useful from any kind of knowledge and adjust it for their line of work.</p>
<p>Instructions for the participants</p>	<ol style="list-style-type: none"> 1. Please separate in groups of two. 2. Pick on piece of paper on it you will see an example of a mentoring program that has been used. 3. Read it and share your opinion with your partner on the topic. 4. Together create a pros and cons list for the program. 5. Talk about the what makes this program functional and if there is

	<p>something you think is not going to be useful</p> <ol style="list-style-type: none"> 6. Can you use it in your line of work? Why and why not? 7. How would you transform this in a way that can help your peers? Is there a need for a transformation at all?
Description of the activity	<ol style="list-style-type: none"> 1. Separate the participants in pairs.(4 min) 2. Let them pick a random mentor program. (2 min) 3. Explain the rules and let them discuss. (10 minutes discussion) 4. Ask them to present the program and explain what are the program's advantages and disadvantages. (5 minutes per pair) 5. In the end ask them if they would use it themselves or not. And if yes, how would they transform it.(2 minutes per pair)
Questions for reflection/discussion	<ol style="list-style-type: none"> 1. What are the advantages of this examples 2. What are the disadvantages? 3. Can you implement it in your work? 4. How would you change it if you could? 5. Is this applicable to your social-economical context?
Key terms	Social-economical context, line of work, mentor programmes and examples
Short theoretical background/basic information	Source: http://www.tnellen.com/cybereng/mentor/exam.html



SUBJECT 3: A hero's journey and the Role of a Mentor

Before you start this section of the training follow Activity 3.

Watch the video and answer the questions. This video has subtitles in many languages.

Activity 3.1 Watch this video

<https://www.youtube.com/watch?v=Hhk4N9A0oCA>

Answer the questions:

- Why do you think this pattern is noticeable in almost all movies and books? Can you give an example of a favorite story of yours that follows this?
- Can this model be applied in the real world?

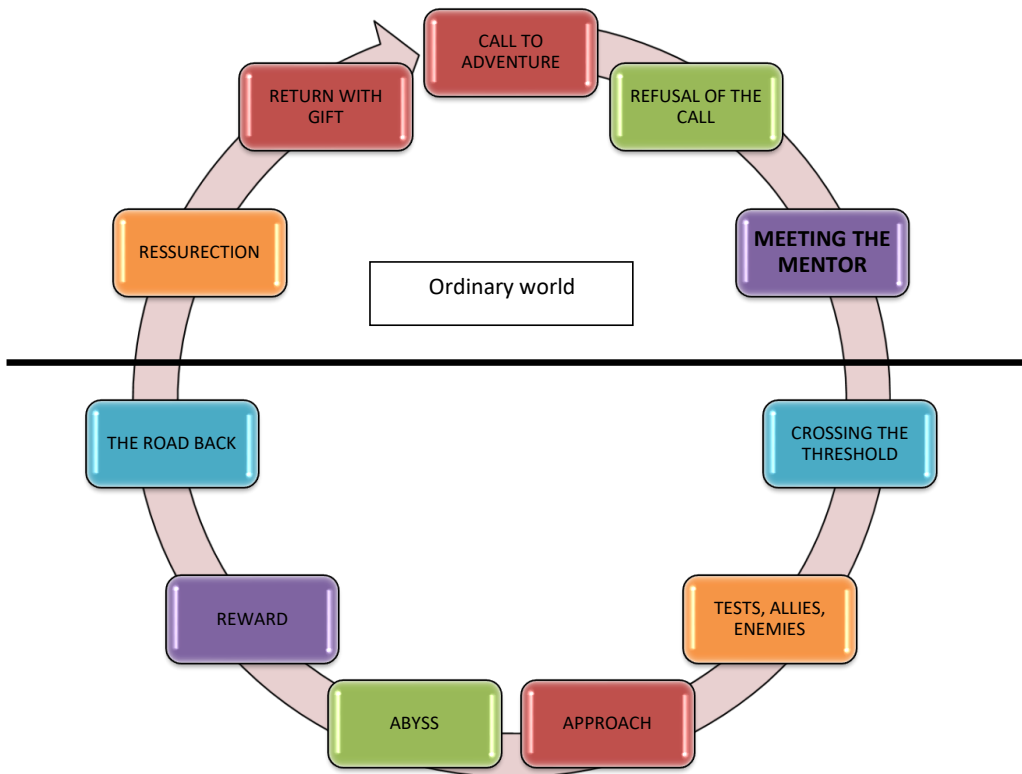
The whole idea of a hero's journey is that it is a metaphor for life experience. Life is a hero's journey. There are clear patterns in life to guide us such as birth, childhood, adolescence, adulthood and death. As an adult, we go through adventures. We struggle with inner conflicts, and finally we become a hero when we succeed in uncovering all the demons.

As if being a reflection of a person's life we can take a look at the greatest pieces of literature, we see how they all have the same pattern. Think about Star Wars, The Matrix, Harry Potter, The Wizard of Oz.

Joseph Campbell called it "The Hero's Journey". He was a writer, teacher, mythology scholar, and story teller. His favorite mythology was Native American, which he fell in love with as a kid. It became his passion. He was also a philosopher who studied the human experience. He closely follows the following phrase "Follow your bliss."

He studied and analyzed all the stories, movies, myths, literature, religion, novels and romances of our time. By dissecting them all, he discovered how these stories were a reflection of human experience. He began to realize that of all the stories, there was one that all humans can relate to no matter where they came from.

Here is visual of the circle that the hero goes through during a story.



Picture 1. The Hero's Journey

In short the stages of the hero's journey can be as accurate in movies and fantastic worlds as they are in our own reality. This approach and this overview is important so that we can see the big picture and find out exactly what is the role of the mentor and how does his actions benefit not only a person's career but his life. There are 12 steps. According to the Oracle Education Foundation Library, those steps are as follows:

1. **The Ordinary World:** This illustrates the normal life, the calm before the storm, the moment before a problem or a situation arises or simply the moment before the adventure starts.
2. **Call to Adventure:** The problem or the challenge is revealed and the hero is faced with something that makes him begin his adventure.
3. **Refusal of the Call:** Fear comes in to try to stop the hero from advancing, this is usually what stops him.
4. **Meeting with the Mentor:** This is the moment when someone like Gandalf appears in order to change the hero's mind to prepare him for the adventure and give him courage. According to Christopher Vogler, author of *The Writer's Journey: Mythic Structure*, the mentor gives the hero the supplies, knowledge, and confidence required to overcome his or her fear and face the adventure.

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5. **Crossing the First Threshold:** The hero leaves his ordinary world for the first time and crosses the threshold into adventure. While the Mentor leads the Hero to the threshold, the Hero has to cross it on his own.
6. **Tests, Allies, Enemies:** The Hero explores this new and unknown world and goes through tests and trials within this unfamiliar setting. During this time, he endures tests of strength of will, meets friends, and comes face to face with foes. He learns new things and skills that will prepare him for the Ordeal that's to come.
7. **Approach:** Setbacks occur, but this time together with his friends—by facing greater challenges and more difficult obstacles and guardians he prepares for the greater challenge to try a new approach or adopt new ideas.
8. **Ordeal:** The hero experiences a major hurdle or obstacle, such as a life or death crisis. And this is where he confronts death or his deepest fear.
9. **Reward:** After surviving death, the hero earns the reward. It is what he went to look for what he was aiming at.
10. **The Road Back:** This marks the way back to his ordinary life.
11. **Resurrection Hero:**—The hero faces a final test where everything is at stake and he must use everything he has learned.
12. **Return with Elixir:** The hero brings his knowledge or the "elixir" back to the ordinary world, where he applies it to help all who remain there.

Activity 3.2 Read about the Hero's journey. In a discussion answer the questions below.

Have you seen this formula in your life or the life of another person's? If yes, please share it with the group.

Do you think that everyone has a mentor in their life or in the different areas of their life?

Think about why the hero's relationship with the mentor or mentors is important to the story. One reason is usually that readers can relate to the experience. They enjoy being a part of an emotional relationship between hero and mentor. As you can see in the second picture the time of the meeting with the mentor fits with overcoming fear. And even though one may not pay attention to that it is one of the most important steps that are often not taken. Fear can be an extremely good motivator to do something, but it is also the biggest barrier we put in our lives. And especially when it comes to young people fears of failure, fears of the unknown and even fears of success can be a huge challenge to overcome.

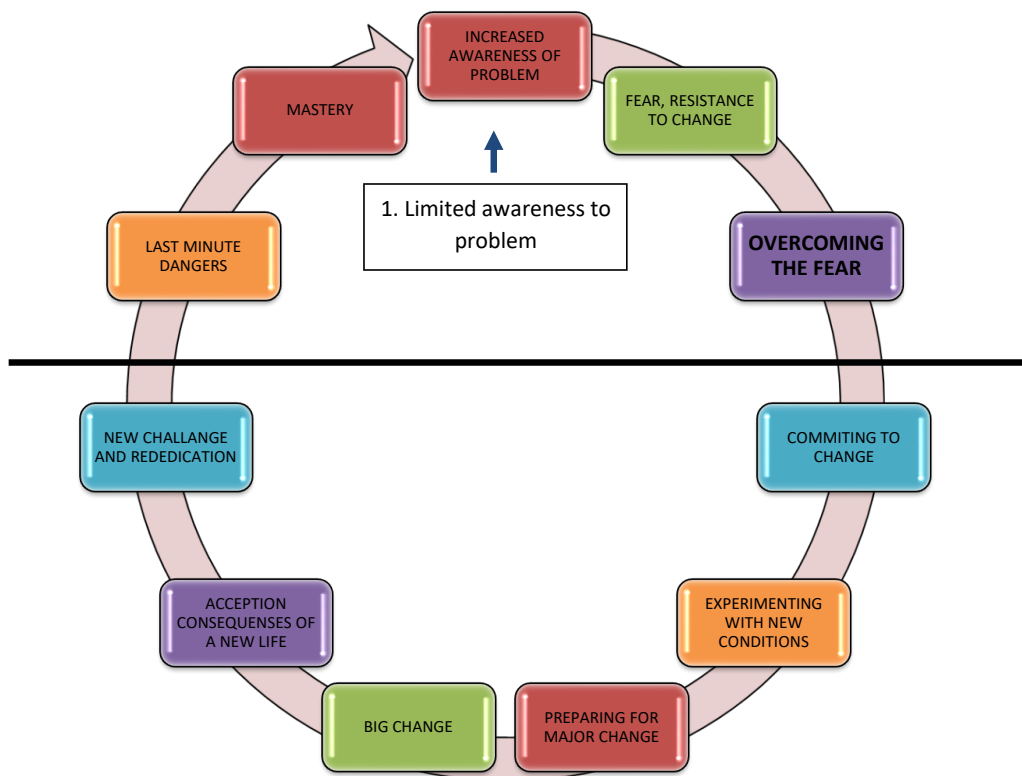
For mentors this is where the biggest challenge is. It is one thing to give out your knowledge and guide a person on the rocky way to their career, but if the person is afraid he will never go on that path and then all the knowledge and experience become useless.

This is where skills such as problem-solving, leadership, empathy, confidence in the other come at hand and are needed. And as it has been proven in mythology in movies and in everyday reflection humans create of their reality – a mentor can learn as much from the mutual relationship as can the mentee.

Activity 3.3 Watch the video below

<https://www.youtube.com/watch?v=1i3GNripmZs>

- What do you think is the essence of the message?
- What is the food a metaphor for?



Picture 2. Hero's journey Revealed

Additional reading:

- <http://therapyoflife.com/?p=459>
- <https://examples.yourdictionary.com/examples-of-each-stage-of-a-hero-s-journey.html>
- <http://www.tlu.ee/~rajaleid/montaazh/Hero%27s%20Journey%20Arch.pdf>
- <https://thewritingkylie.com/blog/the-heros-journey-explained-a-breakdown-of-its-different-stages>

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Title of the activity	Activity 3.1: Watch a video
Duration	20 min
Materials/tools needed	Internet connection, laptop, computer, multimedia. https://www.youtube.com/watch?v=Hhk4N9A0oCA
Instructions for the trainers	The focus of this activity is to provide an introduction to the next part of the course. It will also dive into a more mythical way of looking at things a provide a visual a perspective of the life cycle and the role mentoring has in it.
Instructions for the participants	<ol style="list-style-type: none"> 1. Play them the video or ask them to watch it before starting the activity. Ask them if they have ever heard about the hero's journey. 2. After that play them the video. 3. Ask them to answer the questions.
Description of the activity	<ol style="list-style-type: none"> 1. Ask them if they know what the hero's journey is. (2 min) 2. Play the video (5 min). 3. Ask them what they think about it (2 minutes) 4. Discuss with them the questions below (15 minutes)
Questions for reflection/discussion	<ol style="list-style-type: none"> 1. Why do you think this pattern is noticeable in almost all movies and books? Can you give an example of a favorite story of yours that follows this? 2. Can this model be applied in the real world? Why and why not? 3. What is the mentor's role in this? 4. Are the fantasy worlds that we create a reflection of our reality or not?
Key terms	Gaining perspective
Short theoretical background/basic information	<p>Additional reading:</p> <ul style="list-style-type: none"> • http://therapyoflife.com/?p=459 • https://examples.yourdictionary.com/examples-of-each-stage-of-a-heros-journey.html • http://www.tlu.ee/~rajaleid/montaazh/Hero%27s%20Journey%20Arch.pdf • https://thewritingkylie.com/blog/the-heros-journey-explained-a-breakdown-of-its-different-stages

Title of the activity	Activity 3.2: Read about the Hero's journey. Answer the questions.
Duration	20 min
Materials/tools needed	Materials for the course
Instructions for the trainers	The focus of this activity is to have some debriefing after presenting the theory of the Hero's journey and check how much the participants relate to it.
Instructions for the participants	Ask the questions below, let it flow and just be interested in their opinion on it.
Questions for reflection/discussion	<ul style="list-style-type: none"> • Have you seen this formula in your life or the life of another person's? If yes, please share it with the group. • Do you think that everyone has a mentor in their life or in the different areas of their life? • Do you have more than one mentor and how do they differ • Do you know in which stage of the journey you are? • Have you ever passed the whole cycle?
Key terms	Hero's journey, mentors, challenges, self-reflection
Short theoretical background/basic information	Additional reading: <ul style="list-style-type: none"> • http://therapyoflife.com/?p=459 • https://examples.yourdictionary.com/examples-of-each-stage-of-a-hero-s-journey.html • http://www.tlu.ee/~rajaleid/montaazh/Hero%27s%20Journey%20Arch.pdf • https://thewritingkylie.com/blog/the-heros-journey-explained-a-breakdown-of-its-different-stages

Title of the activity	Activity 3.3: Discussion
Duration	20 min
Materials/tools needed	Internet connection, multimedia, https://www.youtube.com/watch?v=1i3GNripmZs
Instructions for the trainers	A fun example of how fear affects us and how motivation can accept different forms. It also provides a point of view for the mentor that even though most people get motivated from the same things others have personal preferences and should be treated differently.
Instructions for the participants	Ask the questions below, let it flow and just be interested in their opinion on it.
Questions for reflection/discussion	<ul style="list-style-type: none"> • What do you think is the essence of the message? • What is the food a metaphor for? • What makes you overcome your fears? • Have you ever been in such situation? • Have you ever needed to find someone's personal motivator to help them? • Give examples from your experiences.

Key terms	Hero's journey, mentors, challenges, self-reflection
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SUBJECT 4: Mutual mentoring – Development and effects

Mentoring has traditionally been defined by a top-down, one-on-one relationship in which one with more experience guides and supports the career development of a new addition to the team or a person who is still early on in his career.

Mutual mentoring

“**Mutual Mentoring**” distinguishes itself from the traditional model by encouraging the development of a broader, more flexible network of support that mirrors the diversity of real-life mentoring in which no single person is required or expected to possess the expertise of many.

The Mutual Mentoring Model

Yun and Sorcinelli developed a flexible, network-based model in faculty context called “Mutual Mentoring” in which faculty work with multiple mentors who provide support in their respective areas of expertise, rather than a single mentor who is less likely to be able to address the wide variety of opportunities and challenges faced by diverse scholars in a modern academic career.

Five key characteristics have been described.

The first key characteristic in mentoring partnerships is **a wide variety of individuals** including peers, near peers, tenured faculty, chairs, administrators, professional staff and librarians, students, and off-campus mentoring partners.

There are also different mentoring **approaches** that accommodate the partners’ personal, disciplinary, and cultural preferences for contact:

- one-on-one,
- small group,
- large group,
- email, chat

Of course there are partnerships that focus on specific areas(s) of experience and expertise (e.g., teaching), rather than generalized, “one-size-fits-all” knowledge;

The model has benefits not only for the person traditionally known as the mentee but also the person traditionally known as the mentor.

Next up is Empowerment - early-career and underrepresented people in the team are not seen or treated solely as the recipients of mentoring, but as proactive, intentional agents of their own career development.

A Mentoring Network

A typical Mutual Mentoring network may include any or all of the mentoring partners illustrated, representing different roles in the academic community.

This is a short overview of the Mutual learning Section and you can find more information and exercises on our platform.

SUBJECT 5: Career guidance – tools and results

Career guidance consists of services that help people successfully manage their career **development**. Career development, an aspect of human development, is the process through which an individual's work identity emerges.

It is important to notice that career guidance does not provide its services only when someone has to choose a career for the first time or when one is going through a transition. It is also used in order to provide support during the career and even during their entire life. Here is how career guidance can be of use in cases that are not so often mentioned:

1. Mid-Career Advice

Providing career guidance services also include helping individuals advance their careers and deal with workplace issues. Answering questions about career advancement, what to do to be promoted or get a raise and in some cases even advise a person to quit their job. It is also useful when it comes to communication – relationship with your boss, co-workers and of course managing stress and burnout.

2. Job search

Sometimes choosing what your career will be is not enough, especially if one doesn't know how to find a job. Career guidance also consists of providing job search assistance when you are looking for your first job or any subsequent ones. It is important that a mentor keeps up-to-date on the best methods to use when job searching and be open to new opportunities. A mentor should have the resources to use to locate job announcements and provide help with writing an effective resume. Another important part of career guidance is teaching a mentee how to use their network and how to negotiate job offers.

3. Losing a Job

Losing a job can have some devastating consequences both financially and emotionally. It is often compared to losing a part of your identity. The most tangible result, however, is the loss of income. One of the components of career guidance is assisting newly unemployed people and help them cope with practical issues like applying for unemployment benefits and continuing health insurance. The mentors should be able to give encouragement and advice to the mentees in such situations.

4. Get Motivation

Some career guidance from a mentor and a professional can motivate a person when things aren't going the way they would like. A mentor should be able to give the mentee a realistic look at what to expect, tell them whether they are making a wise decision.

Activity 5.1 Career advices

- Print and cut out from the list of career advices below. Let everyone pull 1 of them and then present it in front of the group. Let them express their opinion about whether this advice is useful and for what reason.



- Would you give this advice to anyone? Why or why not?
- When it comes to this advice do you think it is enough? Does it need more context?

Beth Mattey is the president of the *National Association of School Nurses*. And she had some career advices that can help for any career:

1. Find your passion and enjoy what you do.
2. Step out of your comfort zone and be open to new opportunities.
3. Stay true to your word and accountable to others.
4. Join your professional organization and participate.
5. Create and share in a professional learning community on social media (Twitter & Blogging)
6. Actively listen and take an interest in the people in your life.
7. Don't judge others and don't gossip.
8. Value your team; others don't think exactly the way you think and will bring different lived experiences, views, ideas and thoughts. This will ultimately lead to the best teams and best decisions.
9. There is usually more than one way to do something.
10. Someone else will always be smarter, more articulate, older & wiser, more knowledgeable, more experienced, have more degrees, etc. Always value what you bring to the table. Your viewpoint is important and needed, but be sure to learn from those who cross your path! You have what other's don't have - you are the only you.
11. You can always improve and learn more.
12. Take time to re-center yourself and ask the question, "Why am I doing this?" Always start with why.
13. Spend meaningful time with your family and friends.
14. Take care of yourself. Exercise, eat a nutritionally sound diet and get enough sleep.

Source: <https://nurse.org/articles/career-advice/>

Tools

When it comes to career guidance you can always use some tools to help you. Here are some suggestions for tools that can be useful:

MyNextMove

As obvious as it can get from its name this tool helps determine a person's interests as they relate to work. It uses information from O*Net information, which is sponsored by the U.S. Department of Labor. There is 60 questions so it will take a while to do but they are mostly in the context of rating how much you'd **enjoy** performing tasks like "building kitchen cabinets," "laying brick" and "buying and selling stocks and bonds."

MAPP Test

This test is one of the most successful when it comes to people who have taken it - more than 8 million people around the world have taken MAPP at Assessment.com. The reason? It is easy and it tells you what you love to do and what you don't love to do.

You can always try it for free and you'll be matched with five potential careers.



However you'll have to fork over \$90 for their "starter package," in which you'll see your top 20 general career matches. Their "executive package" costs \$149.95 where you'll get a 30-page assessment and ranked matching to 900 careers.

[Myers-Briggs](#)

The Myers-Briggs Type Indicator is one of the most well-known assessments. The test is meant to identify basic preferences for each of four dichotomies (such as introvert and extrovert) and describes 16 distinctive personality traits. The test costs \$50, but the Internet does provide some imitations in case you want to see how it looks: <http://www.humanmetrics.com/cgi-win/jtypes2.asp>

[Keirsey Temperament Sorter](#)

This personality assessment is based on Keirsey Temperament Theory, which divides people into four "temperaments:" guardian, idealist, rational, and artisan. The assessment measures how people communicate and what their actions tend to be. Yes, the test is 71 questions long; no one said getting to your emotional center would be quick.

[MyPlan.com](#)

This assessment ranks different aspects of work, and can help you identify your motivations and what's really important to you in your career. It can also inspire a person to go into a completely new direction.

[Big Five](#)

There is a reason this personality test is called the Big Five it is the best accepted and most commonly used model of personality in academic psychology. The big five come from the statistical study of responses to personality items that divides it into five personality traits: openness, conscientiousness, extraversion, agreeableness, and neuroticism. The assessment identifies a preference out of the five and can help you identify learning styles as well as work preferences.

[iSeek "Clusters"](#)

A quick survey that lets you rate activities you enjoy school subjects you like and personal qualities. It then matches your interests with career clusters and all of that in less than 5 to 10 minutes.

[16personalities](#)

This is a mix of things and this is why it works so well. It starts with Myers-Briggs and adds archetypes from Jungian theory as well as some from the Big Five. It is well balanced and it only takes 12 minutes.

Activity 5.2 Career guidance

[Do the 16 personalities test.](#)

- This test can be done during the training if there are enough laptops or computers for each student. In case there isn't you should make sure to send them the test and ask them to do it before the training so that they can share their results later.
- View your results and think about the following question.
- How do you think these questions relate to career guidance?
- Would you use it and why?
- Do you think it is accurate?
- Some organizations use other personality tests or IQ tests etc. Do you think they are necessary? Why?

Additional reading:

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- <https://www.impactfactory.com/library/use-mentor-your-career-success>
- <https://www.entrepreneur.com/article/295654>
- <https://www.nexgoal.com/the-importance-of-mentorship-for-career-development/>

Title of the activity	Activity 5.1:Career guidance
Duration	20 minutes for the test + 10 -15 for discussion
Materials/tools needed	Internet connction, laptop or a smarthphone. Acces to the Do the 16 personalities test.
Instructions for the trainers	When using career guidance tools it is best that we try them first in order to be relatable and to be an actual role model. A mentor should also know themselves so it is also presented as a good self-reflection tool. If you haven't do the test yourself.
Instructions for the participants	<ol style="list-style-type: none"> 1. Make sure everyone has a device they work on. 2. If they don't make sure to ask all participants to do the test before they arrive for the training. 3. Give some information on the test, tell them what to explain and how long it will take 4. Let them do the test – *only if possible at the venue. 5. Ask for volunteers to share their result. It doesn't have to be all of them and they shouldn't be made to only if they want. 6. If they don't just continue with an overview of their opinion on the test and ask them the questions below.
Description of the activity	<p>Version 1:</p> <ol style="list-style-type: none"> 1. Introduction to the test (2 min) 2. Taking the test (15-20 minutes) 3. Ask is someone wants to share and give them around 3-4 minutes. 4. Continue with discussion with the questions below. <p>Version 2:</p> <ol style="list-style-type: none"> 1. Introduction to the test (2 min) 2. Ask who wants to share their results 3. Make sure at least 3-4 people share, or if not choose only some parts of the test to comment on. If you haven't do the test yourself.
Questions for reflection/discussion	<ol style="list-style-type: none"> 1. View your results and think about the following questions. 2. How do you think these questions relate to career guidance? 3. Would you use it and why? 4. Do you think it is accurate? 5. Some organizations use other personality tests or IQ tests etc. Do you think they are necessary? Why?
Key terms	self-reflection, personality, mentoring, personality types



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Title of the activity	Activity 5.2: Career advices
Duration	30 minutes
Materials/tools needed	<p>Advices from Beth Matthey, President of National Association of School Nurses:</p> <ol style="list-style-type: none"> 1. Find your passion and enjoy what you do. 2. Step out of your comfort zone and be open to new opportunities. 3. Stay true to your word and accountable to others. 4. Join your professional organization and participate. 5. Create and share in a professional learning community on social media (Twitter & Blogging) 6. Actively listen and take an interest in the people in your life. 7. Don't judge others and don't gossip. 8. Value your team; others don't think exactly the way you think and will bring different lived experiences, views, ideas and thoughts. This will ultimately lead to the best teams and best decisions. 9. There is usually more than one way to do something. 10. Someone else will always be smarter, more articulate, older & wiser, more knowledgeable, more experienced, have more degrees, etc. Always value what you bring to the table. Your viewpoint is important and needed, but be sure to learn from those who cross your path! You have what others don't have - you are the only you. 11. You can always improve and learn more. 12. Take time to re-center yourself and ask the question, "Why am I doing this?" Always start with why. 13. Spend meaningful time with your family and friends. 14. Take care of yourself. Exercise, eat a nutritionally sound diet and get enough sleep.
Instructions for the trainers	Print and cut out from the list of career advices. Let everyone pull 1 or 2 of them and then present them in front of the group by expression their opinion about whether this advice is useful and for what reason.
Instructions for the participants	<ol style="list-style-type: none"> 1. Ask them to randomly pull from the pile of advices 2. Let them read it 3. Ask them to rate how useful the advice is from one to ten. 4. Ask one by one to explain their answer and present the advice to the others. 5. Make sure they answer at least some of the questions below.
Description of the activity	<ol style="list-style-type: none"> 1. Explaining the rules (1 min) 2. Picking from the pile (1 min) 3. Reading and thinking about their answer (3 min) 4. Presenting and expression opinion (4 min per person) 5. Final discussion with all participants (10 min)

Questions for reflection/ discussion	<ol style="list-style-type: none"> 1. Is this advice something you wish someone once told you? Why? In which situation? 2. Have you ever heard this advice before? 3. Would you use it for someone else? 4. Do you need more context for this advice? 5. Can it be used for any situation or do you think it is strictly specific?
Key terms	self-reflection, personality, mentoring, personality types
Short theoretical background/basic information	<p>Additional reading: https://nurse.org/articles/career-advice/</p>

MODULE 3: THE COMPONENTS OF MENTORING PROCESS

Title of the activity	Using GROW model in mentoring and coaching
Duration	1 hour and 5 minutes
Materials/tools needed	Computer, internet connection, link to be used: https://www.youtube.com/watch?v=hskye-vDNzM , second link to be used: https://www.youtube.com/watch?v=6f3X2PEsV-Q , questions for self- reflection and discussions, projector, flipchart, paper, pencils.
Instructions for the trainers	The goal of this activity is to familiarize the participants with the GROW model of coaching and the way they can apply it in their mentoring activity. They will practice the use of this model during a group exercise, containing a role play component.
Instructions for the participants	<ol style="list-style-type: none"> 1. For the beginning, we will watch a video to familiarize yourselves with the GROW model, and then we will discuss the way you can apply it. 2. Now, we will see the GROW model in action and we discuss more about it. 3. We will play a practical exercise. I will divide you in 3 groups, so that in each of them to be at least one representative of the targeted professional categories (nurses, social workers, teachers). This first group is representing the professional category of nurses. This second group is representing the professional category of social workers. This third group is representing the professional category of teachers. The group representing nurses will have to work on the following situation: <i>Your mentee is work overloaded at the hospital.</i> The group representing social workers will have to work on the following situation: <i>Your mentee has a dilemma concerning a disorganised family.</i> The group representing teachers will have to work on the following situation: <i>Your mentee has a conflict with a student.</i> 4. You have 10 minutes to discuss in group and take some notes for outlining the way you can use the GROW model for the given situation and to design a role play. 5. Each group chooses now two representatives to play the roles of the mentor and mentee, applying GROW model for the given situation. 6. At the end, we will discuss more.
Description of the activity (preparation part, implementation part, debriefing part) - step by step implementation, process, apx. duration of each step ...	<ol style="list-style-type: none"> 1. Watch an educational video on how to use GROW model in mentoring and coaching: https://www.youtube.com/watch?v=hskye-vDNzM (11 minutes). 2. The trainer shortly summarize the details about GROW model and use flipchart paper whit theoretical background (see section theoretical background for details) (3 minutes). 3. Questions are being posed to participants (next section) for self-reflection and discussions (4 minutes). 4. Watch a role play video where is applied the GROW model of coaching: https://www.youtube.com/watch?v=6f3X2PEsV-Q (7 minutes). 5. Questions are being posed to participants (next section) for self-reflection and discussions (3 minutes).

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	<p>6. Practical exercise: The trainer divides the participants in 3 groups, so that in each of them to be at least one representative of the targeted professional categories (nurses, social workers, teachers). In addition, each group is representing a professional category. The trainer decides which group represents a certain professional category and makes the instructions (2 minutes).</p> <p>Each group will receive a specific work situation:</p> <ul style="list-style-type: none"> - for the group representing nurses category: <i>Your mentee is work overloaded at the hospital.</i> - for the group representing social workers category: <i>Your mentee has a dilemma concerning a disorganised family.</i> - for the group representing teachers category: <i>Your mentee has a conflict with a student.</i> <p>7. The participants have 10 minutes to discuss in group and take some notes for outlining the way they can use the GROW model for the given situation and to design a role play.</p> <p>8. Each group chooses two representatives to play the roles of the mentor and the mentee in the given situation. These representatives of each group will play their roles for (5 minutes).</p> <p>9. Final discussions (questions in next section) (10 minutes).</p>
<p>Questions for reflection/discussion</p>	<p>Questions after the first video and its summary:</p> <ol style="list-style-type: none"> 1. How does this model look like for you? 2. Do you find it difficult or easy to apply? Why? 3. Can you give examples of situation when you would apply it? <p>Questions after the second video:</p> <ol style="list-style-type: none"> 4. What did you observed in this video? 5. Would you change something in the way the mentor approached the problem? 6. What have you learned from the video? <p>Final discussions:</p> <ol style="list-style-type: none"> 7. How did you do it to outline the way of applying GROW model? Have you used a certain strategy? 8. How have you felt in the role of mentor? Have you learned anything? 9. How have you felt in the role of the mentee? Have you learned anything? 10. For those who noticed role-plays: could you identify all the steps in the three role-plays? 11. Is there anything you can change in any of the approaches to the three given situations? Give details.
<p>Key terms</p>	<p>model of coaching, dream goal, end goal, performance goal, reality, options, alternatives</p>

<p>Short theoretical background/basic information</p>	<p>Theoretical background is needed to summarize the first video information. You can have already written flipchart papers.</p> <p>Flipchart paper 1:</p> <p>G – setting the goals (goal of the session, dream goals, end goals, performance goals)</p> <p>R – checking the reality to explore the current situation</p> <p>O – determining options, alternatives, possible ways of actions</p> <p>W – establishing WHAT is to be done, WHEN, by WHOM and the WILL to do it.</p> <ul style="list-style-type: none"> • Dream goal – the desired long-term ideal (ex. to make a difference in the world). • End goal – what the mentee wants to achieve (ex. to become manager) • Performance goal – a step towards end goal (ex. to get a job promotion in two years). <p>Flipchart paper 2:</p> <p>G – setting the goals questions:</p> <ul style="list-style-type: none"> • What would you like to get out of this session? • What would you like to be different when we finish this session? • What is your Dream? • What is your end Goal? • What are you ultimately seeking to achieve? • What performance goal would support that end Goal? • What is something that is in your control and will help you move towards your end goal? <p>Flipchart paper 3:</p> <p>R – checking the reality questions:</p> <ul style="list-style-type: none"> • What results are you getting now? • What is the present level of performance? • How would you describe the present situation? • What is happening right now? / What is going on at the moment? • How do you know that this is accurate? • When you look at the situation what do you see? • How do you feel about the present situation? • What have you tried so far? • What is the impact of your results on others? Who is affected? • If nothing changes what will happen?
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Flipchart paper 4:

O – determining options questions:

- What options exist?
- What alternative options are there to solve this problem?
- What could you do to change the situation?
- What actions could be taken to give you a different result?
- What other ways could the results be achieved?
- In the perfect world, how would this be done?
- Who else could assist you with this?

Flipchart paper 5:

W – establishing WHAT is to be done, WHEN, by WHOM and the WILL to do it questions:

- What are you going to do?
- When are you going to do it?
- Will this action meet your goal?
- What obstacles might you meet along the way?
- Who needs to know?
- What support do you need?
- How and when are you going to get that support?
- What other considerations do you have?

You can find more information on GROW model in: Whitmore, J. (2002).

Coaching for performance: GROWing people, performance and purpose (3rd ed.). London; Naperville, USA: Nicholas Brealey.

Title of the activity	4 steps model in mentoring
Duration	10 minutes
Materials/tools needed	Computer, internet connection, link to be used: https://www.youtube.com/watch?v=3dD2VCsPrsg , questions for self- reflection and discussions, projector.
Instructions for the trainers	The aim of this activity is to present the 4 steps model in mentoring when the participants want to teach a specific task at their workplace. They will be able to identify the situations when this model is effective. Furthermore, the participants will discover the way of applying the 4 steps model by illustrating it with examples from their experience.
Instructions for the participants	1. First, we will watch a video where the 4 steps model of mentoring is presented. 2. Then, we will discuss more about when is appropriate to be applied and how can you do this.
Description of the activity	1. Watch an animated video on 4 steps model of mentoring (watch 2 minutes and 10 seconds and stop the video): https://www.youtube.com/watch?v=3dD2VCsPrsg (2 minutes). 2. Questions are being posed to participants (next section) for self-reflection and discussions (8 minutes).
Questions for reflection/discussion	<ol style="list-style-type: none"> 1. How does this model look like for you? 2. Do you find it difficult or easy to apply? Why? 3. Can you give examples of situation when you would apply it? 4. Do you think this model of mentoring is more effective for teaching skills or character? 5. What do you think it should include a growth plan for your mentee? 6. What do you think is easier to teach: skills or character? Why? 7. Can you give an example when you have taught skills? 1. 8. Can you give an example when you taught character?
Key terms	skills, character, learning by doing, growth plan

Title of the activity	Using learning styles for effective mentoring
Duration	1 hour and 15 minutes
Materials/tools needed	Computer, questions for self-reflection, projector, worksheets for Learning Styles Questionnaire, pencils, 4 small sheets of paper/ cards with learning styles, flipchart, markers, PowerPoint page with details of learning styles.
Instructions for the trainers	This activity is focused on understanding mentoring as a learning process. The participants will discover their dominant learning styles. They will also be aware of the importance of learning styles of their mentees in the process of mentoring and will be able to adopt appropriate methods of learning for them.
Instructions for the participants	<ol style="list-style-type: none"> 1. First, we will discuss about the link between mentoring and learning. 2. In the learning process, it is important what we will learn, but we will focus now on how we can learn. People have different preferences when learning something and these represent the learning styles. We can use various methods and the effectiveness of learning depends on them and on the degree they fit to our learning style. Therefore, you will fill a questionnaire, in order to identify your combination of learning styles. 3. Now we will do together the interpretation and discuss more. 2. 4. To continue we will do a practical exercise. I will divide you in 4 groups and you have to randomly choose one small piece of paper/ card with one of the four learning styles (Activist, Pragmatist, Theorist, and Reflector). You have 10 minutes to discuss in groups and to write down on a sheet of flipchart the strategies of mentoring for a mentee who has the selected learning style. Each group appoint a representative to present the results of discussions in 5 minutes (20 minutes in total). At the end, we will have final discussions.
Description of the activity	<ol style="list-style-type: none"> 1. Group discussion on relating the mentoring process with learning process (see next section for questions) (3 minutes). 2. Summarize the previous discussion and add some details on an interactive lecture on mentoring as learning process (7 minutes). 3. Explain what are learning styles and their importance (1 minute). 4. Self-assessment test: using the worksheet (please see below), consisting in a Learning Styles Questionnaire (LSQ), the participants will fill it individually, in order to identify their learning styles, based on the model developed by Peter Honey and Alan Mumford (Activist, Pragmatist, Theorist, Reflector; please see details in theoretical background section) (5 minutes). Before this, remind the participants that all of us use all of the four styles to a greater or lesser extent, but the higher scores on a certain learning style suggest an area of preference. Instruction to fill the LSQ: "Look at the following statements – if they are usually true for you tick the appropriate white box." (1 minute).

Comment [MOU1]: ?

Worksheet with Learning Styles Questionnaire (LSQ):

Question	A	P	T	R
I find it easy to meet new people and make new friends.				
I am cautious and thoughtful.				
I get bored easily.				
I am a practical, "hands on" kind of person.				
I like to try things out for myself.				
My friends consider me to be a good listener.				
I have clear ideas about the best way to do things.				
I enjoy being the centre of attention				
I am a bit of a daydreamer.				
I keep a list of things to do.				
I like to experiment to find the best way to do things.				
I prefer to think things out logically.				
I like to concentrate on one thing at a time.				
People sometimes think of me as shy and quiet.				
I am a bit of a perfectionist.				
I am enthusiastic about life.				
I would rather "get on with the job" than keep talking about it.				
I often notice things that other people miss.				
I act first then think about the consequences later.				
I like to have everything in its "proper place".				
I ask lots of questions.				
I like to think things through before getting involved.				
I enjoy trying out new things.				
I like the challenge of having a problem to solve.				
	Activist style	Pragmatist style	Theorist style	Reflector Style
Total number of "ticks"				

	<p>LSQ after: https://rapidbi.com/learning-styles-questionnaire-sample/</p> <ol style="list-style-type: none"> 5. Interpret together with the participants their results, by describing every learning style (please see details for interpretation in theoretical background section); you can also display characteristics on a PowerPoint page (13 minutes). 6. Practical exercise: The trainer divides the participants in 4 groups and each group randomly choose one small piece of paper/ card with one of the four learning styles (Activist, Pragmatist, Theorist, Reflector) (2 minutes). Participants have 10 minutes to discuss in groups and to write down on a sheet of flipchart the strategies of mentoring for a mentee who has the selected learning style. Each group chooses a representative to present the results of discussions in 5 minutes (20 minutes in total). 7. Final discussions (13 minutes).
<p>Questions for reflection/discussion</p>	<p>Questions for group discussion on relating mentoring with learning process:</p> <ol style="list-style-type: none"> 1. Do you consider mentoring as a learning process? Why? 2. Who learn from whom in the mentoring process? 3. What are the features of mentoring as learning process? <p>Questions for interactive lecture:</p> <ol style="list-style-type: none"> 4. Why is mentoring a learning experience for the mentor? 5. How can we evaluate the effectiveness in the first level of learning in Watkins model? 6. Can we evaluate the effectiveness in the second level of learning in Watkins model? 7. Can we evaluate the effectiveness in the third level of learning in Watkins model? 8. Considering the Carnell model, why do you think mentoring is linking especially with the third level of learning? <p>Questions after identifying learning styles and during their interpretation:</p> <ol style="list-style-type: none"> 9. What combination have you obtained? 10. Who has an Activist style? Let's see what this means (introduce the details). Are you usually effective and use methods of learning that are appropriate to this style? Can you give examples? 11. Who has a Pragmatist style? Let's see what this means (introduce the details). Are you usually effective and use methods of learning that are appropriate to this style? Can you give examples? 12. Who has a Theorist style? Let's see what this means (introduce the details). Are you usually effective and use methods of learning that are appropriate to this style? Can you give examples? 13. Who has a Reflector style? Let's see what this means (introduce the details). Are you usually effective and use methods of learning that are appropriate to this style? Can you give examples? 14. Do you recognise yourselves in the descriptions of your dominant learning styles? <p>Questions for final discussions:</p> <ol style="list-style-type: none"> 15. Can you add other strategies of mentoring that fits with a certain learning style? 16. How can you identify the learning style of your mentee? 17. What have you learned from this exercise?

Key terms	learning styles, activist, pragmatist, theorist, reflector, levels of learning
Short theoretical background/basic information	<p>The principles on which mentoring is based are common to those of the learning process. The mentee has the role of a learner, but mentoring is also a learning experience for the mentor.</p> <p><u>Models of learning:</u> Watkins model with 3 levels of learning:</p> <ul style="list-style-type: none"> • Level 1: learning by being thought – the learner is an empty vessel to be filled with ideas, knowledge, information, skills etc. from the outside; method of evaluation of effectiveness: the degree of performing the skills. • Level 2: understanding what is being thought or experienced, through critical thinking and analysis; there is no method of evaluation of effectiveness from outside because learning is happening more at personal level. • Level 3: learning is a social process and it results from sharing and creating things together with others; the review and reflection on effectiveness is collective and individual. <p><u>Carnell model based on the previous model:</u></p> <ul style="list-style-type: none"> • Level 1 is equivalent with Instruction. • Mentoring is seen as a learning process only at the level 2 (Construction) and level 3 (Co-Construction), but especially at the last one. • Mentoring is a process that implies a relation, well-defined roles, sharing knowledge and skills – so this is why it is on the level 3. <p>For further details, please see: Pask, Roger & Joy, Barrie. (2007). <i>Mentoring-Coaching. A Guide for Education Professionals</i>, Berkshire: Open University Press, 220-229.</p> <p><u>Learning styles, based on the model developed by Peter Honey and Alan Mumford:</u></p> <p>Activist style:</p> <ul style="list-style-type: none"> • is defined by learning by doing; • people with this style enjoy new experiences, are open minded, enthusiastic, and flexible; • they act first and consider the consequences later; • best learning methods: being involved in new experiences, problems and opportunities, leading a group, working with others in problem solving, games, role-playing exercises; • inappropriate learning methods: reading, writing, listening long explanations, thinking on their own.

Pragmatist style:

- is defined by learning through experience;
- people with this style are very practical and impatient with endless discussion;
- they love to put new ideas and theories in practice and to experiment new ways of solving problems;
- they get straight to the point and act confidently;
- best learning methods: trying things out with the feedback of an expert, finding a link between the topic and a need; observing techniques with practical advantages, copying an example or emulating a role model;
- inappropriate learning methods: when it's all theory, learning without seeing a practical benefit or having clear guidance on how to do something.

Theorist style:

- is defined by learning through studying;
- people with this style search to understand things in a rational way and need theories, concepts, models, principles;
- they love to analyse things and appreciate objectivity;
- they are disciplined persons;
- best learning methods: being involved in a structured situation with a clear purpose, activities that require to understand a complex situation, by questioning and probing the things, being involved in activities that imply ideas and concepts forming a model, system or theory;
- inappropriate learning methods: activities ambiguous with no structure, acting without knowing the concepts involved, being in situations that emphasise emotions and feelings.

Reflector style:

- is defined by learning by observing;
- people with this style are cautious and thoughtful, spending time listening and observing;
- they like to collect and analyse data from as many as possible angles and perspectives, and then, they could draw a conclusion;
- they have a big picture perspective, using the information from past, present and current observations;
- best learning methods: having the possibility to observe and review what has happened, investigating and thinking before acting, doing activities without the pressure of a deadline;
- inappropriate learning methods: being involved in activities without preparation or with a close deadline, activities that require to take the lead of a group.

For further details, please see: <https://rapidbi.com/learningstyles/>
https://www.open.edu/openlearn/ocw/pluginfile.php/629607/mod_resource/content/1/t175_4_3.pdf

Title of the activity	Offering and receiving feedback effectively
Duration	1 hour
Materials/tools needed	Computer, internet connection, link to be used: https://www.youtube.com/watch?v=gi5UfSif0BM , questions for self- reflection and discussions, projector, PowerPoint presentation with suggestions and tips for offering and receiving feedback effectively, paper, pencils.
Instructions for the trainers	This activity aims to develop the skills of the participants in offering and receiving feedback effectively. They will be able to distinguish the effects of offering and receiving feedback in appropriate and inappropriate manners, emphasized during two sessions of role plays.
Instructions for the participants	<p>1. Before talking about offering and receiving feedback, we will watch a video relevant for this topic. We will discuss then more.</p> <p>Now, we will practice offering and receiving feedback in role play exercises. I need two volunteers for this. Player 1 will be the mentor, and player 2 the mentee. For the first session, you have to play the following situation: <i>The mentor gives feedback in a very direct and insulting way, when the mentee did not finish on time an important task.</i> Please think for 1 minute how you will play it. Other participants from the audience can note important aspects they observe. You have 3 minutes for the role play and you can start now. After that, we will discuss more. Please play the second scene, including the alternative suggestions for an effective feedback that came from the audience. We will see, then, together what it has changed. For the second role play session, I want other two persons to play a different situation: <i>The mentor receives feedback inappropriately, when the mentee mention that he/ she feels the mentor is not sufficiently involved in the mentoring process</i> (please instruct the participants in a similar way).</p>
Description of the activity	<ol style="list-style-type: none"> 1. Watch an animated video on offering and receiving feedback effectively: https://www.youtube.com/watch?v=gi5UfSif0BM (5 minutes) 2. Questions are being posed to participants (next section) for self-reflection (10 minutes). 3. PowerPoint presentation: Summarize the answers of the participants and add other suggestions and tips for offering and receiving feedback effectively (see section theoretical background for details) Include questions (next section) (10 minutes). 4. Role play exercises on offering and receiving feedback (adapted after: https://www.youtube.com/watch?v=IW7vVB3XdCY) (35 minutes): The trainer announces the group that he/ she needs two volunteers for a role play exercise and selects two persons (1 minute). The trainer assigns the roles: player 1 will be the mentor, and player 2 the mentee. For the first session, they have to play the following situation: <i>The mentor gives feedback in a very direct and insulting way, when the mentee did not finish on time an important task.</i> The participants from the audience can note important aspects they observe (2 minutes for instructions). Players have 1 minute to think on their approach. Then, they play their roles, as established, for 3 minutes. After that, all the participants are encouraged to discuss and to give suggestions and alternatives for the behaviour of the

	<p>players that will change the outcome for the better: the mentee accepts the feedback and decides to change (3 minutes).</p> <p>5. The trainer asks the player to play the scene again, including the alternative suggestions for an effective feedback that came from the audience. The players act accordingly (3 minutes). The trainer discusses with the participants and emphasizes the positive outcome (see next section for questions) (5 minutes).</p> <p>6. For the second role play session, the trainer selects two other persons on a voluntary basis, for a different situation: <i>The mentor receives feedback inappropriately, when the mentee mention that he/ she feels the mentor is not sufficiently involved in the mentoring process</i> (3 minutes). From this point the exercise follows the same procedure (14 minutes).</p>
<p>Questions for reflection/discussion</p>	<p>Questions after the video:</p> <ol style="list-style-type: none"> 1. People become disengaged without feedback because they feel unimportant. Giving feedback to your mentee can be a way of engaging him/ her? Why? 2. What other benefits of giving and receiving feedback can you mention? 3. What other suggestions do you have for giving a constructive feedback? 4. What other suggestions do you have when you have to give a negative feedback? 5. What other suggestions do you have when receiving feedback? <p>Questions during the PowerPoint presentation:</p> <ol style="list-style-type: none"> 7. How would you give feedback to your mentee if he/ she do not get on time at work repeatedly? 8. How would you give feedback to your mentee if he/ she is not well organised and loses important documents? 9. How would you answer if your mentee is giving you the feedback that you are too direct and you put too much pressure on him/ her? <p>Questions during role plays:</p> <ol style="list-style-type: none"> 9. What are your observations on the scene? 10. Do you have objections on what you have seen? How do you think this affected the scene? 11. Do you have suggestions of alternative behaviours to result a better outcome? 12. What do you have seen go differently this time, and how this affected the situation? 13. Questions for the players: How it was this experience for you? How did you feel about these different ways of interacting with each other?
<p>Key terms</p>	<p>feedback, constructive, effective, behaviour, nonverbal reactions, comments, emotional state</p>
<p>Short theoretical background/basic information</p>	<p>Suggestions and tips for offering feedback:</p> <ol style="list-style-type: none"> 1. Make comments on the behaviour, not on the person, her values, beliefs or characteristics. 2. Give suggestions that the person can consider in order to do a change. 3. Be as specific as possible, by describing observable behaviours in a certain situation. Providing examples is useful for the person who receives feedback.

4. Share your comments and views, but do not impose or say to the person what she should feel or think.
5. Before saying what is wrong, try to honestly emphasize what is good and you appreciate.
6. Be aware of your emotional state when you give feedback. It is not a way to relieve your stress, frustrations or anger. Make comments that can help the person and respond to her needs and goals.
7. Give feedback when is requested, not when the person is already focused on something else. It is important to pick the moment when you give feedback, according to the emotional state and feelings of others.
8. Remind yourself that every person is unique and comparing her to others will affect her self-confidence and intrinsic motivation.
9. Give up abstracts words, fancy words or unnecessary details.
10. Be non-judgemental and describe how the behaviour of the person affected your reactions, thoughts or feelings.
11. Possible formulation: *When you said/ did/ made _____, I felt/ it made me think _____.*

Suggestions and tips for receiving feedback:

1. First, be open and listen the feedback, really listen. The feedback from someone can bring you useful information or suggestions to improve your behaviour, skills, performance etc.
2. Concentrate yourself on what the person wants you to know, not on what you would like to say or hear.
3. Be aware of your reactions, especially those of rejection. Note your verbal and nonverbal reactions.
4. Try to listen only without formulating in your mind a response or an excuse, in order to avoid hearing and admitting that something is not good.
5. Thank for the comments.
6. Be specific in what area you want a feedback.
7. Possible formulation after listening: *If I understand correctly, when I did _____, you felt _____.*

You can find more information on offering and receiving feedback:

<https://www.skillsyouneed.com/ips/feedback.html>

Title of the activity	First meeting in mentoring
Duration	25 minutes
Materials/tools needed	Flipchart, markers, questions for self-reflection and discussions
Instructions for the trainers	This activity is designed to emphasize the most important aspects to be approached at the first mentoring meeting, in order to create a trustful relationship that lead to successful outcomes. Participants will be involved in role plays to exercise their ability of setting expectations and boundaries.
Instructions for the participants	<ol style="list-style-type: none"> For the beginning, we will discuss about the first meeting and what is important to do for a successful mentoring relationship and outcomes. Now, you will play the roles of the mentor and mentee. Imagine that you are at the first mentoring meeting and you have to set expectations and define boundaries, including as many aspects as possible from those previously discussed. After 5 minutes, switch your roles for other 5 minutes. At the end we will discuss your experience.
Description of the activity	<ol style="list-style-type: none"> Interactive lecture on the important aspects concerning the first meeting in mentoring. Include questions (see the next section). Optional: you can write on the flipchart the most important aspects approached (10 minutes). Role plays in pairs on setting expectations and defining boundaries. Instruct the participants to play the role of the mentor and mentee and imagine that they are at the first mentoring meeting and they have to set expectations and define boundaries, including as many aspects as possible from those previously discussed. After 5 minutes, participants switch roles for other 5 minutes (10 minutes). Final discussions (5 minutes).
Questions for reflection/discussion	<p>Questions during the lecture:</p> <ol style="list-style-type: none"> What do you think it means to prepare the first meeting? What aspects can be discussed at the first meeting? Why getting to know your mentee is important? Can you give examples of expectations that your mentee might have? Can you give example of an unrealistic expectation? How would you respond? Can you think of a confidentiality limit? <p>Questions for final discussions:</p> <ol style="list-style-type: none"> How was it for you to set expectations and define boundaries? What have you observed? What have you learned from this exercise?
Key terms	expectations, boundaries, trust, relationship, confidentiality
Short theoretical background/basic information	<p>Preparing the first meeting is very important for the mentoring process, because you start to build your relationship. Inspiring confidence and ensuring a trustful and open environment will lead to successful outcomes.</p> <p>Preparing the first meeting means to think on the aspects you want to approach and set an agenda. However, be flexible and remain open on what your mentee might bring in discussion.</p>

1) Getting to know each other:

For an effective relationship, you need to build rapport with your mentee. You can do that by trying to know him/ her better and finding out aspects related to: education, family, work, career interests, values, dreams, successes, difficulties etc.

Give short information about you and how can you help him/ her, and eventually answer to questions.

2) Setting expectations and defining boundaries:

- Clarify the expectations of your mentee and what he/ she want to achieve and establish what you can and can't do.
- Clarify his/ her expectations from you as a mentor.
- Define the nature of your relationship, your roles and responsibilities.
- Give information and approach topics as frequency of meetings, ways he/ she can contact you outside the meetings, context for interaction, time frames, when will you decrease contact etc.
- Establish together what topics of discussions are relevant or not for you.
- Discuss the boundaries of your mentoring relationship in terms of:
 - ensuring the confidentiality and its limits;
 - possibility to talk by email or other online means of communication or by phone (work and home);
 - appropriate context for interaction and rules of socializing outside the workplace;
 - issues related to other work roles you might have;
 - limits related to the frequency of contact.

Other tips and suggestions:

- Establish together the goals and objectives of mentoring and create together a professional development plan for your mentee.
- Try to be positive, empathic and encouraging your mentee, but don't get involved personally.
- Don't make promises or give false hopes.
- Define and limit your role as a mentor for yourself.
- Establish together the goal of mentoring and possible objectives.

Title of the activity	Supporting the progress in mentoring
Duration	15 minutes
Materials/tools needed	Computer, PowerPoint presentation, questions for self-reflection and discussions
Instructions for the trainers	This activity will provide to participants some tips and suggestions on what should happen during the next mentoring meetings and what they can do to commit his/ her mentee to action and to support his/ her progress
Instructions for the participants	1. For the next minutes, we will talk about what should happen during the next mentoring meetings and what the mentor can do to commit his/ her mentee to action and to support his/ her progress.
Description of the activity	2. Interactive PowerPoint presentation on the way the mentors can support the progress of their mentees (see theoretical background section and next section for questions) (15 minutes).
Questions for reflection/discussion	<ol style="list-style-type: none"> 1. What are the topics that you would approach in next mentoring meetings? 2. How can you help your mentee to commit to action in order to achieve his/ her career goal? 3. What should include a professional development plan? 4. Do you think the feelings of your mentee have effects on taking actions? Can you give examples? 5. How can you support the progress of your mentee?
Key terms	support, progress, commitment, action, professional development plan, opportunities
Short theoretical background/basic information	<p>After setting together with your mentee his/ her goal, your role as a mentor is to help and guide him/ her to commit for action and to support the progress. Therefore, you need to establish regularly meetings to be able to offer appropriate support, advice and guidance.</p> <p>Help your mentee committing to action:</p> <ul style="list-style-type: none"> • Discuss with your mentee and create together his/ her professional development plan, including the end goal to be achieved, possible steps and actions, further practical experience, qualifications, skills and knowledge to be acquired, opportunities that might arise, obstacles etc. • Identify and explore what are the possible reservations of your mentee in applying the plan or reasons of anxiety, which could prevent him/ her for acting. • Note the emotional state and feelings of your mentee and emphasize their influence in encouraging or discouraging activities towards development and progress. • Help your mentee to practice new ways of feeling, thinking and reacting and to use new techniques to take actions.

	<p>Supporting the progress of your mentee:</p> <ul style="list-style-type: none"> • During the mentoring meetings check the progress of your mentee, encourage and support him/ her, share you knowledge, skills and advice, if appropriate. • Use strategies to challenge your mentee and raise his/ her enthusiasm. • Being an effective mentor means to create opportunities for insights that make the person to change her behaviour, thinking, feelings, actions etc. • When your mentee is stuck in an issue, use confrontation by making him/ her aware of him/ her responsibility for this, and for the decision to act for a change. • Plan the logistics and agenda of meetings. • Make sure you discuss any outstanding issues or problems that your mentee is dealing with. • Encourage the mentee to lead the discussions. • Help your mentee to develop his/ her professional network. <p>You can find more information on supporting the progress in mentoring in: Clutterbuck, David & Megginson, David. (2005). <i>Techniques for coaching and mentoring</i>. Oxford: Elsevier.</p>
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Title of the activity	Ending the mentoring relationship
Duration	30 minutes
Materials/tools needed	Worksheets with the two case studies, questions for self-reflection and discussions
Instructions for the trainers	This activity is meant to raise the awareness of the participants that knowing how to end the mentoring relationship is as important as other mentoring abilities and competencies. A healthy closure of the relationship is vital to consider the mentoring process as being successful.
Instructions for the participants	<ol style="list-style-type: none"> 1. Ending mentoring process is a very important phase in this process, and knowing how to do that will bring a meaningful closure and success for both, mentor and mentee. 2. We will discuss two case studies on this topic, in order to better understand what you need to do to finish this phase of the mentoring process in an appropriate way.
Description of the activity	<ol style="list-style-type: none"> 1. Short introduction: Explain that knowing how to end the mentoring relationship is as important as the other phases in the process, because it involves contradictory feelings, sadness or discomfort of loss (2 minutes). 2. Discussions on the first case study on ending a mentoring relationship: Ask a participant to read the case study for everyone, though all of them have the worksheets with it in front (2 minutes). Then discuss the case study (see the next section for questions); add aspects from the theoretical background section (10 minutes).

Case study 1:

“Myrna was sometimes humorously referred to as the “Czar” of the university’s chemistry department. As the department chair and faculty leader for nearly two decades, Myrna was a trove of wisdom and a force to be reckoned with when it came to policy and decision making. Myrna was particularly fond of mentoring some of her most promising young faculty. Over the years, she had become acquainted with the common seasons of mentorships and had learned, sometimes painfully, to anticipate and even welcome significant changes and transitions in the lives of these treasured relationships. Although Myrna had been most troubled by the separation phase of mentorships with students and faculty early in her career, she had learned—the hard way in some instances—that reluctance to let a protégé mature and become independent was a sure fire way to stifle growth or place protégés in a painful double-bind (either remain dependent and highly connected or break away from the mentor entirely). As a result, Myrna had become proactive in anticipating and openly acknowledging the separation and redefinition seasons of mentorships. She acknowledged the mixed experience of sadness and satisfaction at seeing skilled faculty move on in their careers and she found creative and meaningful rituals for marking these transitions”. (Source: Johnson, W. B., & Ridley, C. R. (2004). *The elements of mentoring*. New York: Palgrave Macmillan, 129).

3. Discussions on the second case study on ending a mentoring relationship:
Ask a participant to read the case study for everyone, though all of them have the worksheets with it in front (3 minutes). Then discuss the case study (see the next section for questions); add aspects from the theoretical background section (10 minutes).

Case study 2:

“After five years of mentoring Adriana, Sam had come to see her as part managerial superstar in the making, part creative colleague, and part beloved “daughter.” Sam had recognized Adriana’s unusual leadership talent during her first year with the company and had chosen her from a vast pool of junior managers to become the assistant vice president of human relations. In this role, Adriana had flourished—at least partly as a result of Sam’s strong advocacy, coaching, and protection. Adriana’s work had begun to attract the attention of other vice presidents and the board of directors. She was soon offered a major promotion and a vice presidency of a division. Though surprised by his own ambivalence at her success (delighted for her success yet deeply saddened by her departure), Sam recognized both the importance of this promotion for Adriana’s career and the difficulty she was having sharing her decision to move on with him. To give her permission to move on, and simultaneously, to recognize an important transition in the mentorship, Sam scheduled a lunch meeting with Adriana. During the meeting, he offered a retrospective of their mentorship, starting with his early perceptions of her unique talents, his delight in their synergistic and creative working relationship, and his pleasure and pride in her remarkable accomplishments. He emphasized the ways in which the mentorship had been helpful professionally and meaningful personally. Sam also acknowledged the ending of the active phase of their mentorship and described his mixture of sadness and gratitude at coming to this transition. This parting ritual proved profoundly meaningful to

	<p><i>Adriana who was freed to express her own ambivalence about leaving and her deep appreciation for Sam's graceful support. Their contact grew less frequent, but they continued to support each other for years". (Source: Johnson, W. B., & Ridley, C. R. (2004). <i>The elements of mentoring</i>. New York: Palgrave Macmillan, 130-131).</i></p> <p>4. Summarize the aspects discussed during the two case studies (3 minutes).</p>
<p>Questions for reflection/discussion</p>	<p>Questions for Case study 1:</p> <ol style="list-style-type: none"> 1. How did Myrna feel when anticipating the ending of the mentoring relationship? 2. Have you ever been in similar situations? How did you solve the issue? 3. What happened when she resisted letting her protégé/ mentee become independent? 4. Have you ever felt that you are in a relationship of dependence with someone at work or in other circumstances? 5. How did Myrna redefine mentorship to deal with her feelings when ending the relationship with her protégés/ mentees? 6. What kind of separation rituals would be meaningful for you? <p>Questions for Case study 2:</p> <ol style="list-style-type: none"> 7. What Sam felt in relation with Adriana's promotion? 8. What else could you feel if you were Sam? 9. Did Sam understand what Adriana feels about their mentoring relationship? 10. What else could feel a mentee when ending the mentoring relationship? 11. What was Sam's strategy to end the mentoring relationship in a meaningful way for both? 12. What did he do at the last mentoring meeting? 13. How did Adriana react to what Sam said? 14. Could you think on other strategies, rituals or forms of ending mentoring relationship?
<p>Key terms</p>	<p>ending, relationship, contradictory feelings, growth, rituals, acceptance, gratitude</p>
<p>Short theoretical background/basic information</p>	<p>Ending a closely and meaningful relationship with your mentee can be painful for both of you, because of the feeling of loss that usually happen when something is coming up to an end.</p> <p>When the mentee is leaving or disengaging, mentors can feel betrayal, threatening, sadness or even anger, if they don't know how to deal with ending relationships.</p> <p>For a meaningful closure of the mentoring relationship, you need to think and prepare the ending moment.</p> <p>How to end the mentoring relationship in a healthy way:</p> <ul style="list-style-type: none"> • Remind yourself that the essence of mentoring is growth and change of your mentee, thus, your relationship will change. • Understand that mentoring is a developmental relationship focused on the mentee transition from a junior professional to an experienced member of a profession.

	<ul style="list-style-type: none"> • Encourage the independence of your mentee by recognising that this can lead for both of you in feeling anxiety, sadness, disruption, separation, loss, but reinforce that this is what you want: his/ her growth and development. • To prepare and arrange this ending phase, it is helpful to remind yourselves the mentoring goal established together at the beginning, and to review regularly the status of progress and the changes in your relationship. • Celebrate, mark and honour the transitions and independence of your mentee, using creative methods or rituals. • Arrange and schedule the last mentoring meeting (lunch, dinner or just a cup of tea or coffee) to celebrate your mentee moving on and to explicitly acknowledge the end of your mentoring relationship. • In this last mentoring meeting, discuss openly the experience of ending the relationship, expressing your gratitude for the opportunity of being a mentor, sadness that your mentee is leaving, but satisfaction at his/ her professional development, confidence and competence. This is a blessing for the mentee to move forward, reaffirming the value of the mentorship for the long term. Offer your mentee a narrative of your mentoring relationship, including your thoughts and feelings about him/ her, lessons that you have learn from him/ her, his/ her developmental milestones and any aspects that you consider important. • This will free your mentee to do the same and a meaningful closure of the relationship will occur.
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Title of the activity	Assessing the mentoring process
Duration	20 minutes
Materials/tools needed	Flipchart, markers, questions for self-reflection and discussion
Instructions for the trainers	The goal of this activity is to present aspects related to the assessment of mentoring process. Participants will learn methods of assessing skills, knowledge and attitude of their mentees.
Instructions for the participants	<ol style="list-style-type: none"> 1. We will start with a brainstorming exercise and I will ask you a question: <i>What comes to your mind when you think to assessing the mentoring?</i> Please feel free to give any answers that come to your minds. Now, let's group what you said in categories. 1. Now, we will look more closely and discuss on the aspects related to the assessment of the mentoring process.
Description of the activity	<ol style="list-style-type: none"> 1. Start with a brainstorming exercise <i>What comes to your mind when you think to assessing the mentoring?</i>, and write the answers of participants on the flipchart (5 minutes). Together with the participants try to group their ideas in categories (5 minutes). 2. Summarize the answers of the participants and make an interactive presentation on assessing the mentoring process (see theoretical background section) and include questions (next section) (10 minutes).

<p>Questions for reflection/discussion</p>	<ol style="list-style-type: none"> 1. What purposes can have the assessment of mentoring process? 2. How could you assess if a nurse mentee is proficient in taking a pulse of a patient? 3. Besides self-assessment and observation of practical skills, what other assessment methods do you know? 4. Which are the most effective assessment methods of mentoring for you? Why?
<p>Key terms</p>	<p>assessment, crediting, assessment methods, self-assessment, evaluation, accountability</p>
<p>Short theoretical background/basic information</p>	<p>The assessment of mentoring process can refer to a formal mentoring program designed by the organization, or to an informal mentoring relationship. In the first case, the assessment system is well designed and with clear purposes: to make decisions about future participants, to change aspects of the program, to share the results with managers etc. Here, the goal can be also to credit the mentoring program.</p> <p>Purposes of the assessment of mentoring process:</p> <ul style="list-style-type: none"> • to give feedback; • to motivate mentees; • to discover their learning needs; • to evaluate their level of competence; • to check their knowledge, skills and attitude; • to monitor their progress. <p>Assessment methods of mentoring process:</p> <ul style="list-style-type: none"> • Self-assessment: the mentee can evaluate his/ her own progress in achieving what he/ she wants, discussing with the mentor or filling a questionnaire designed for this. • Observation of practical skills: the mentor can observe the mentee at the workplace, and get the information needed. • Assessment of colleagues and peers: discussing with the colleagues of your mentee, you may get useful information about his/ her knowledge, skills and attitude. • Questioning: is a form of assessing the knowledge of your mentees. It can be oral or written. • Reflective discussions: the role of a mentor is to help their mentees to explore the issues in depth, therefore, to reflect on certain topics and aspects of their work, performance, goals etc. Usually, reflections imply self-awareness, achievement of knowledge, ability to apply theories in practice etc. • Group work: the mentor can give a task to be done by working in groups and then, to assess the role of the mentee and the results; the mentor can also assess his/ her ability to work in team.

MODULE 4 – COMPETENCES AND QUALITIES OF A MENTOR

Title of the activity	Learning active listening
Duration	34 min
Materials/tools needed	Computer, internet connection, link to be used: https://www.youtube.com/watch?v=ZAARJoC0Fnc , questions for self-reflection, PowerPoint presentation, projector.
Instructions for the trainers	The activity aims to clarify and explore the concept of active listening, and the importance for the mentor to have this ability of being a good listener. The participants have to understand how they can do that, in terms of active listening skills and steps. They will also improve these skills in a practical exercise with role play.
Instructions for the participants	<ol style="list-style-type: none"> 1. First, we will clarify what is active listening and its importance in mentoring process. (see also questions 1-4 from the section below). 2. Then we will watch a video with a role play relevant for active listening. 3. After watching a video, we will discuss the situation from the video and understand how you can actively listen to someone. We will also identify the steps and behaviours specific for active listening. 4. Now you will exercise your active listening skills, based on the information received and the illustrations from the video. In small groups of three participants, you will use active listening. Each participant has to play three roles: mentor, mentee and observer (you have 5 min for each role play – 15 min in total). When a person plays the role of mentee, he/ she will describe a problem/ difficult situation/ challenge he/ she faces at the workplace. The person in mentor's role has to use her active listening skills. The third person (observer role) has to observe the two persons playing mentor and mentee roles and to emphasize details related to active listening.
Description of the activity	<ol style="list-style-type: none"> 1. Use a PowerPoint presentation to define and clarify what is "active listening" (see section theoretical background for details). Include some questions (next section) (7 min). 2. Watch an educational video representing an active listening role play: 5. https://www.youtube.com/watch?v=ZAARJoC0Fnc (4 min). 3. Questions are being posed to participants (next section) for self-reflection (3 min). 4. Practical exercise: role play in small groups of three participants, using active listening. Each participant has to play three roles: mentor, mentee and observer (3 role plays are needed – 5 min each). When a person plays the role of mentee, he/ she will describe a problem/ difficult situation/ challenge he/ she faces at the workplace. The person in mentor's role has to use her active listening skills. The third person (observer role) has to observe the two persons playing mentor and mentee roles and to emphasize details related to active listening (15 min). 5. Discussions (questions in next section) (5 min).

<p>Questions for reflection/discussion</p>	<p>Questions during the presentation:</p> <ol style="list-style-type: none"> 1. Are you familiar with the concept of “active listening”? 2. Do you think you have active listening skills? 3. Have you ever been actively listening to someone? 4. Why do you think active listening is important in mentoring process? 6. Questions after watching the video: 7. 5. Have you identified the active listening skills in the video (listening for intention, paraphrasing, clarifying, reflecting back and summarizing)? 5. What have you noticed related to body language? 6. Are the possible 5 steps of active listening clear for you? 8. Final discussions: 7. How did you feel in the role of the mentor? Mentee? 8. How hard it has been to you to be a mentor? Mentee? Observer? 9. What have you notices in the position of observer?
<p>Key terms</p>	<p>listening for intention, paraphrasing, clarifying, reflecting back, summarizing, eye contact, nonverbal behaviour</p>
<p>Short theoretical background/basic information</p>	<p>Active listening is a very important communication skill, consisting in being engaged in conversation and paying attention to the other person very carefully, in order to actually understand what she is saying and the meaning of her story.</p> <p>Active listening skills are: listening for intention, paraphrasing, clarifying, reflecting back and summarizing.</p> <p>a) Listening for intention – listening by paying attention also to non-verbal (body language, facial expressions) and paraverbal aspects (tone of voice, rhythm of speech, inflections, particular words, pauses etc.) It is also mean to mirror the behaviour, by adopting gestures, words or expression of the mentee.</p> <p>b) Paraphrasing – the mentor is putting in his own words what he/ she has understood from the mentee; thus, it the mentor is checking if he/ she has understood correctly the message and the meaning of the mentee. (“Do you mean...?”)</p> <p>c) Clarifying – the mentor wants to clarify the meaning of what the mentee has said, by asking him/ her to say more about an aspect, to give examples or to develop the sense of a word or phrase he/ she has used. (“Say something more about that.”; “Can you give me an example?”, “From what you are saying, I am getting that...”; “You used the word/ phrase...”)</p>

d) Reflecting back –represents a form of feedback; the aim is to help the mentee to understand his/ her situation and especially his/ her feelings about it, by repeating a word or several words he/ she used and clarifying the context. (“What I think I am hearing you say is...”)

e) Summarizing – the mentor can restore the story to the mentee in a coherent and more detached way. This helps the mentor to remember the story, to set the important details and to understand the sense of what the mentee has said. At the end, the mentor has to ask confirmation of accuracy.

Nonverbal behaviour of active listening:

1. the posture of the body slightly straight ahead denoting openness, attention and interest;
2. to encourage the mentee to speak, you can nod sometimes and smile;
3. maintaining eye contact shows your attention, empathy, understanding to your mentee; on the other hand, you can see the feedback and feelings of your mentee depending on his/ her eye movements.

Active listening steps:

1. Feedback on what the mentee is saying it has happened/ on his/ her situation etc.;
2. Feedback on how the mentee is seeing what it has happened/ or his/ her situation (his/ her interpretation);
3. Feedback on how the mentee feels about this;
4. Feedback on what the mentee want or his/ her commitment to solve the problem/ situation;
5. Asking for feedback: “Did I get that right?”

Benefits of active listening at the workplace:

- improvement of job effectiveness and quality of relations;
- avoidance of conflicts and misunderstandings;
- better negotiation and persuasion skills;
- better skills of providing feedback;
- rising of work productivity.

Comment [MOU2]: ?

Title of the activity	Effective questioning
Duration	45 min
Materials/tools needed	Sheets of flipchart paper with notes from theoretical background, computer, internet connection, link to be used: https://www.youtube.com/watch?v=ZAARJoCOFnc , questions for self-reflection, projector, 4 small sheets of paper with the situations, markers, flipchart paper.
Instructions for the trainers	The participants have to understand the importance of questioning skills as communication and interpersonal skills in mentoring. They will be able to select what type of questions is relevant in different situations. The activity also aims to help the participants to choose the questions that will empower their mentee and/ or to use them to help him/ her find solutions. The participants will also improve their questioning skills through practical exercise.
Instructions for the participants	<ol style="list-style-type: none"> 1. One of the most important mentoring skills is putting the effective questions in order to help the mentee achieve what he/ she wants. Let's see first a few details about effective questioning (interactive lecture). 2. We will watch a video about other 3 types of questions: open, probing and closed questions and how to use them. After watching the video, we can identify several questions and discuss some situations you can use them. 3. Now, we will exercise these skills of questioning. First, I will split you in 4 groups. Each group randomly receives one situation their mentee faces at the workplace. Please choose one of these sheets of paper. You have 10 min to find 6 questions you would ask your mentee in order to help him/ her, and to write them down on a flipchart sheet of paper. Then, you will have to choose a representative to present, in 4 min, the situation you worked on, the questions you find and to motivate shortly your choice. Participants from the other groups are invited to come with interventions and/ or other possible questions (26 min in total) (please find questions in next section).
Description of the activity	<ol style="list-style-type: none"> 1. Interactive lecture on effective questioning, using notes written on flipchart paper (see section theoretical background for details). Include some questions (next section) (8 min). 2. Watch an animated video on 3 types of questions (open, probing and closed): https://www.youtube.com/watch?v=2QVxg-QgmOU (5 min) <ol style="list-style-type: none"> 1. Questions are being posed to participants (next section) for self-reflection (3 min) 2. Practical exercise: The trainer divides the participants in 4 groups. Each group randomly receives one of the following situations their mentee faces at the workplace: <ol style="list-style-type: none"> a) The mentee does not feel confident in performing the job tasks. b) The mentee wants more opportunities in developing his/ her career. c) The mentee feels unappreciated from his/ her superior. d) The mentee did a mistake in his/ her work.

Comment [J3]: Wrong link

	<p>The participants have 10 min to find 6 questions they would ask the mentee in order to help him/ her, and to write them down on a flipchart sheet of paper. Then, each group chooses a representative to present, in 4 min, the situation they worked on, the questions they find and to motivate shortly their choice. Participants from the other groups are encouraged to come with interventions and/ or other possible questions (26 min in total) (please find questions in next section).</p> <p>5. Final discussions (questions in next section) (3 min).</p>
<p>Questions for reflection/discussion</p>	<p>Questions during the presentation:</p> <ol style="list-style-type: none"> 1. Why do you think it is so important to know how to put questions? 2. Do you think you have these skills? 3. Do you have other tips for an effective questioning? <p>Questions after watching the video:</p> <ol style="list-style-type: none"> 1. Questions after watching the video: 4. Can you give examples of open questions? 5. Can you give examples of probing questions? 6. Can you give examples of closed questions? <p>Questions during the practical exercise:</p> <ol style="list-style-type: none"> 7. Can you bring other examples of questions that fit in this situation? 8. What do you think were the most effective questions and why? <p>Final discussions:</p> <ol style="list-style-type: none"> 9. Did you find it difficult or easy to formulate this questions and why? 10. What have you learned from this exercise?
<p>Key terms</p>	<p>open questions, probing questions, closed questions, informative questions, relational questions, hypothetical questions, behavioural questions, paradoxical, metaphorical questions</p>
<p>Short theoretical background/basic information</p>	<p>One of the most important mentoring skills is putting the effective questions in order to help the mentee achieve what he/ she wants.</p> <p>Flipchart paper 1:</p> <p>The aims of the questions in mentoring:</p> <ul style="list-style-type: none"> • to help your mentee find his/ her own solutions, by focusing more on them than on the problem; • to empower your mentee to think for himself/ herself and achieve what he/ she wants; • to encourage your mentee to move forward and take the responsibility for an action, by being aware of his/ her own perspective and model of the world and identifying possibilities and alternatives; • to understand the model of the world of your mentee and use it in working with him/ her; • to help your mentee to explore his/ her situation, to reflect on it and to understand it better; • to help your mentee to be aware of his/ her resources.

Flipchart paper 2 and 3:

Types of questions and examples:

- a. Informative questions are used to find out more information:
What is your goal? What happened next? Which opportunities do you see now? What do you want to do now?
- b) Relational questions are used to find out more about the persons involved:
Who is affected by this situation? Who can support you? How did your colleague react? Who will notice the change?
- c) Hypothetical questions are used to help your mentee to see the situation from a new perspective:
How would the situation look like if you woke up one morning and the problem no longer existed? If your best friend should give you an advice right now, what would that advice be?
- d) Behavioural questions are used to identify what your mentee is doing or will do:
What did you do? What will you do now? How can you do this differently? What is your first step? What is the most difficult step?
- e) Paradoxical questions are used to dissociate the mentee from the problem and help him/ her to take actions:
What are the benefits of this problem since you have chosen to hold on to it? What are you thinking about the problem since it has become a problem?
- f) Metaphorical questions are used to help your mentee to see the problem in a more objective way:
If your problem would be an animal, what would that animal be and why? If your opportunity was a landscape, how would it look like?
- g) Questions for a deeper reflection:
What is a success for you? What does this mean to you? What motivates you most? What are your values?
- h) Other useful questions:
What else? Can you say more? How can I support you?

Flipchart paper 4:

Tips for questioning:

- be curious on how your mentee is thinking;
- be open minded and do not judge your mentee;
- use questions relevant for the goals of your mentee;
- use more open questions;
- use the words of your mentee in questions;
- use short and clear questions;
- do not impose your solution or vision, let your mentee to find his/ her own.

You can find more information about effective questioning:

https://www.youtube.com/watch?v=XGTISD-ux_M

Title of the activity	Nonverbal communication
Duration	47 min
Materials/tools needed	Computer, internet connection, link to be used: https://www.youtube.com/watch?v=SKhsavlvuaog , questions for self-reflection, projector, 26 sheets of paper/ cards with work situations, flipchart, markers, chronometer to measure 1 minute.
Instructions for the trainers	The goal of this activity is to emphasize the role of nonverbal communication skills in mentoring. Participants will learn how to use their nonverbal behaviours to convey the desired message or information. Furthermore, they will improve these skills by playing a specific game.
Instructions for the participants	<ol style="list-style-type: none"> 1. The way someone conveys implicit messages through body language, facial expressions, characteristics of voice and physical distance represents important communication and interpersonal skills, namely nonverbal communication. 2. For the beginning, we will watch a video about nonverbal communication and then we will discuss more about the importance of nonverbal behaviours and the way to react appropriately to communicate the information and message we want. 3. Now, you will improve your nonverbal communication skills by playing a game (Please give the instructions from next section).
Description of the activity	<ol style="list-style-type: none"> 1. Clarify what nonverbal communication means (1 minute) 2. Watch an animated video about nonverbal communication: https://www.youtube.com/watch?v=SKhsavlvuaog (3 min) 3. Questions are being posed to participants (next section) for self-reflection (2 min). 4. Practical exercise adapted after <i>Activity game</i>: The trainer divides the participants in 4 groups and gives them the following instructions (2 min): 5. <i>On these sheets of paper/ cards are written 26 work situations. Each of you will randomly choose, at a run, a situation. You will read the situation in your mind and then you can give the sheet of paper to members of the other 3 groups to see this work situation. Your group members are not allowed to see it. Meanwhile, you have to choose what you will do: drawing the work situation on the flipchart or miming it, so that your group can guess it (You have 30 seconds to think what to do). If you are drawing it and your group is guessing it, you will receive 1 point. If you are miming it and your group is guessing it, you will receive 3 points. You have 1 minute to draw or to mime the work situation and your group to guess it. You are not allowed to speak or to write words. The group that has the most points wins the game.</i> <p>The situations written on sheets of paper/ cards:</p> <ol style="list-style-type: none"> 1. Your superior is furious on you. 2. You deal with work overload.

	<ol style="list-style-type: none"> 3. You have received a promotion. 4. You are too stressed and you want a day off. 5. You like to work in team. 6. Your superior has praised you at a meeting. 7. You are afraid because you made a mistake. 8. You have fight with a colleague. 9. A colleague has the annoying habit of obsessively clicking pens and you can't stand it anymore. 10. Your colleague shares every detail of her life and this is annoying you. 11. You are sad because one of your colleagues resigned. 12. You are disgusted by the office gossips. 13. You are confident in your professional development. 14. You attend a job interview. 15. You are a speaker at a conference. 16. Your client/ patient/ student is asking you for help. 17. You need to finish your tasks because the deadline is very close. 18. When you were little, you were dreaming to become nurse/ social worker/ teacher. 19. You are not sure how to solve a problem. 20. You are not getting enough sleep and you are tired at work. 21. You are writing a report with a tight deadline. 22. You are doing more tasks at the same time. 23. You meet new people. 24. Your colleague steals your idea. 25. You are asked to stay late when you are about to leave the office. 26. You enjoy a party with your colleagues. <p>The duration of the game: 36 min Final discussions (questions in next section) (3 min)</p>
<p>Questions for reflection/discussion</p>	<ol style="list-style-type: none"> 1. Have you ever thought how important it is what you communicate through nonverbal cues? 2. Can you give examples of situations where nonverbal cues contradict the verbal message? 3. Can you give examples of situations where you needed to control your nonverbal reactions to convey the desired message, contrary to your state or emotions? Questions for final discussions: 4. How hard it was not to talk and send the message you want? 5. Was it easier to understand the mimicked or drawn message? Why? 6. Are miming and drawing types of nonverbal communication? 7. When you have been miming, what you think it has been helpful for others to guess the message? 8. Why is nonverbal communication important in mentoring?
<p>Key terms</p>	<p>nonverbal communication, body language, message, aesthetic communication, physical communication, signs, symbols</p>
<p>Short theoretical</p>	<p>You can find more information on nonverbal communication:</p>

background/basic information	https://www.skillsyouneed.com/ips/nonverbal-communication.html
Title of the activity	Assertive communication
Duration	24 min
Materials/tools needed	Questions for self-reflection, flipchart and markers if the trainer wants to do some notes during the interactive lecture, or to draw the triangle of behaviours (see theoretical background for details)
Instructions for the trainers	This activity is designed to stress the role of an assertive style of communication in mentoring. Participants will find out what are the features of assertive communication and its specific behaviours in contrast with aggressive and passive reactions. They will be more aware on these aspects after a role play in 3 versions.
Instructions for the participants	<ol style="list-style-type: none"> 1. First, we will talk about assertive communication and its features. 2. Now that you know more about assertive communication, we will exercise these skills and deepen the awareness and understanding on its effects and the distinctions from aggressive and passive behaviours. 3. (Please give the instructions from next section).
Description of the activity	<ol style="list-style-type: none"> 1. Interactive lecture about assertive communication (see section theoretical background for details). Include questions (next section) (10 min) 2. Role-play exercise to practice assertive communication skills and to be aware of its effects and the distinctions from aggressive and passive behaviours. The trainer selects 2 participants (2 volunteers for example) to come in front: the first will play the role of the mentor, the second will be the mentee. The trainer gives the instructions to the participants: <i>We have the following situation: It is the fourth week in which the mentee is getting late to work. The mentor has to talk with the mentee and find a solution. You have to play 3 versions of reactions: a) the mentor is aggressive, b) the mentor is passive, and c) the mentor is assertive. The person in the role of mentee has freedom in choosing her reactions, based on how she feels it would answer in the given case. You have 3 min for each version. The other participants will observe the role play and we will discuss the details at the end of the exercise. (9 min)</i> 3. Final discussions (questions in next section) (5 min)
Questions for reflection/discussion	<p>Questions during the interactive lecture:</p> <ol style="list-style-type: none"> 1. Are you familiar with what means to be assertive? 2. Can you give examples of situations where you have been assertive? How did you do it? 3. Can you identify the differences between being aggressive and being assertive? What about being passive and being assertive? 4. Can you exemplify assertive behaviour? 5. How often have you used "I" statements until now?

	<p>6. What effects do you think it has the use of “I” statements?</p> <p>Questions for final discussions:</p> <p>7. How did you feel when the aggressive behaviour was used? What about when the passive behaviour was used? Did the assertive behaviour made a difference?</p> <p>8. What have you observed in the three situations?</p> <p>9. For those who did not play the roles, how would you respond in an assertive way?</p> <p>10. How can you improve your assertive communication skills?</p> <p>11. Is it important for a mentor to be assertive? Why?</p>
Key terms	passive, assertive, aggressive, thoughts, feelings, rights
Short theoretical background/basic information	<p>Assertive communication is also an important interpersonal skill, which consists in expressing appropriately your thoughts, beliefs, feelings, wishes, needs, desires and acting in your best interest, but considering as well those of others.</p> <p>You can see assertive behaviour on top of a triangle, where at the base are aggressive and passive behaviours.</p> <p>Being aggressive means to ignore the needs, feelings or views of others, affirming only your rights. An aggressive person is often pushy, demanding and not asking, and can become bullying.</p> <p>On the other hand, passive behaviour is defined by embracing the ideas, views, thoughts and feelings of others, ignoring your own rights and needs. Usually, this is a sign of low self-confidence. These persons please others, trying to be liked by them. Sometimes, others take responsibility and make decisions for them.</p> <p>Assertiveness represents a balance between affirming your rights openly and fairly and considering the needs of others. It means searching a win-win solution, so that everyone to be pleased.</p> <p>An assertive person is characterised by the following behaviours:</p> <ul style="list-style-type: none"> • considering others as equals; • understanding their feelings and being empathic; • expressing own feeling, thoughts and ideas in an open and honest way and encouraging other to do the same thing; • saying “no” when is needed and in an appropriate way; • admitting mistakes and apologising; • expressing regularly appreciations of others when is appropriate; • adopting opinions/ ideas/ views of others after listening them and deciding they are right for them; • being open to criticism and compliments;

	<ul style="list-style-type: none"> valuing herself and others. <p>“I” statements:</p> <p>Using “I” statements is an assertive communication technique to express feelings, thoughts, desires, needs etc.: “I need”, “I feel”, “I choose to”, “I would like” etc.</p> <p>The use of “I” statements makes others to be more open and less defensive, because the speaker expresses his opinion without accusations. The focus is on the speaker not on the receiver.</p> <p>Example:</p> <p>Situation: Your superior is overloading you with work. Common answer: <i>Yes, I will do that.</i> Assertive way of answering: <i>I feel stressed and tired, when I have so many tasks to do in such a short time, because it’s overwhelming. I really appreciate it if I can get some help.</i> <i>Or: I cannot take any other project or task right now, because it will be overwhelming for me and I will not be able to finish them on time.</i></p> <p>You can find more information on assertive communication: https://www.skillsyouneed.com/ps/assertiveness.html</p>
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Title of the activity	Identifying your leadership styles
Duration	50 min
Materials/tools needed	Flipchart, markers, computer, internet connection, link to be used for the video “8 Qualities That Make an Exceptional Leader” in the article: https://www.thebalancecareers.com/leadership-skills-list-2063757 , questions for self-reflection, projector, PowerPoint page (Emotional Intelligence), link for self-assessment test: https://www.skillsyouneed.com/ls/index.php/325444 , smartphones, PowerPoint page (the table: http://www.montana.edu/engagement/organizations/solc/The%20Six%20Leadership%20Styles.pdf), questions for self-reflection and discussions.
Instructions for the trainers	This activity aims to present the leadership skills and styles and to connect them with mentoring. The participants will also gain the awareness on the importance of emotional intelligence in leadership and mentoring. Through a self-assessment test, they will identify their leadership styles.
Instructions for the participants	<ol style="list-style-type: none"> We will start with a brainstorming exercise and I will ask you a question: <i>What comes to your mind when you think to leadership?</i> Please feel free to give any answers that come to your minds. Now we will watch a video to see what are the qualities and skills of a good leader and discuss the connection with mentoring.

	<ol style="list-style-type: none"> 3. Furthermore, we will talk about emotional intelligence as leadership skill. 4. We will do now a self-assessment test, in order to identify your mix of leadership styles. For this, you need your smartphones. Please access this link and fill the questionnaire. You have 5 min to fill it. When you are ready, please read shortly the interpretation. In short time, we will discuss more.
<p>Description of the activity</p>	<ol style="list-style-type: none"> 1. Start with a brainstorming exercise <i>What comes to your mind when you think to leadership?</i>, and write answers of participants on flipchart (3 min) 2. Define <i>leadership</i> based on their answers and theoretical background (1min) 3. Watch an educational video on “8 Qualities That Make an Exceptional Leader” in the article: https://www.thebalancecareers.com/leadership-skills-list-2063757 (2 min) 4. Questions are being posed to participants (next section) for self-reflection (4 min) 5. Interactive presentation on emotional intelligence as leadership skill (see theoretical background and questions for self-reflection) (5 min) 6. Self-assessment test: using their smartphones, the participants will fill the following test, by accessing the link: https://www.skillsyouneed.com/ls/index.php/325444, in order to identify their leadership style mix, based on the leadership styles developed by David Goleman (Coercive/ Commanding, Visionary, Affiliate, Democratic, Pacesetter, Coaching; please see details in theoretical background section) (5 min) 7. The participants will see an automatic interpretation of the test, identifying: <ul style="list-style-type: none"> • the well-developed styles; • the styles that need some further development ; • the styles that need a lot of further development. <p>Let the participants to explore the results for 2 min.</p> <ol style="list-style-type: none"> 8. Interpret together with the participants their results, by describing every style, using the given details from the automatic interpretation (please see details in theoretical background section); you can also display on a PowerPoint page the table from here: http://www.montana.edu/engagement/organizations/solc/The%20Six%20Leadership%20Styles.pdf <p>At the same time use the questions for self-reflection and discussions (see the next section) (28 min)</p>
<p>Questions for reflection/ discussion</p>	<p>Questions after watching the video:</p> <ol style="list-style-type: none"> 1. Are you recognising these skills in leaders you have known? 2. Do these leadership skills relate with mentoring? How? 3. Can you add other leadership skills? 4. Do you have leadership skills? With regard to these, what are your strengths? What do you need to improve? <p>Questions for presentation about emotional intelligence as a leadership skill:</p> <ol style="list-style-type: none"> 5. Have you thought of the importance of emotional intelligence as a leadership skill? 6. On a scale from 1 to 10, where do you place yourselves in having emotional

	<p>intelligence?</p> <p>7. At what components do you have something to improve?</p> <p>Questions for test interpretation, self-reflection and discussions:</p> <p>8. Do you recognise yourselves in the results?</p> <p>9. Who has a well-developed commanding/ coercive style? Let's see what this means (introduce the details). Can you give examples of situations when you have used this style at the workplace, with your colleagues, or in any other circumstance? For those of you who need an improvement of this style, how can you do that?</p> <p>10. Who has a well-developed visionary style? Let's see what this means (introduce the details). Can you give examples of situations when you have used this style at the workplace, with your colleagues, or in any other circumstance? For those of you who need an improvement of this style, how can you do that?</p> <p>11. Who has a well-developed affiliate style? Let's see what this means (introduce the details). Can you give examples of situations when you have used this style at the workplace, with your colleagues, or in any other circumstance? For those of you who need an improvement of this style, how can you do that?</p> <p>12. Who has a well-developed democratic style? Let's see what this means (introduce the details). Can you give examples of situations when you have used this style at the workplace, with your colleagues, or in any other circumstance? For those of you who need an improvement of this style, how can you do that?</p> <p>13. Who has a well-developed pacesetting style? Let's see what this means (introduce the details). Can you give examples of situations when you have used this style at the workplace, with your colleagues, or in any other circumstance? For those of you who need an improvement of this style, how can you do that?</p> <p>14. Who has a well-developed coaching style? Let's see what this means (introduce the details). Can you give examples of situations when you have used this style at the workplace, with your colleagues, or in any other circumstance? For those of you who need an improvement of this style, how can you do that?</p> <p>15. How can you use leadership styles in mentoring? Give examples.</p>
<p>Key terms</p>	<p>leadership skills, leadership styles, commanding, visionary, affiliate, democratic, pacesetting, coaching</p>
<p>Short theoretical background/ basic information</p>	<p>Definition of leadership: Leadership represents a combination of skills oriented to inspire and motivate others to achieve a common goal.</p> <p>You can find more information on leadership skills here:</p> <ul style="list-style-type: none"> • https://www.thebalance.com/leadership-skills-list-2063757, • https://www.skillsyouneed.com/leadership-skills.html

- Goleman, David (1998). What makes a leader?. *Harvard Business Review*, 90-103.

Emotional intelligence as a leadership skill (the five components). Please use the table below on a PowerPoint page:

	Definition	Hallmark
Self-Awareness	the ability to recognize and understand your moods, emotions, and drives, as well as their effect on others	self-confidence realistic self-assessment self-deprecating sense of humour
Self-Regulation	the ability to control or redirect disruptive impulses and moods the propensity to suspend judgment – to think before acting	trustworthiness and integrity comfort with ambiguity openness to change
Motivation	a passion to work for reasons that go beyond money or status a propensity to pursue goals with energy and persistence	strong drive to achieve optimism, even in the face of failure organizational commitment
Empathy	the ability to understand the emotional makeup of other people skill in treating people according to their emotional reactions	expertise in building and retaining talent cross-cultural sensitivity service to clients and customers
Social Skill	proficiency in managing relationships and building networks an ability to find common ground and build rapport	effectiveness in leading change persuasiveness expertise in building and leading teams

Source: The five components of emotional intelligence at work (Goleman, David (1998). What makes a leader? *Harvard Business Review*, 95).

Different combinations of leadership skills result in leadership styles. According to D. Goleman, there are six leadership styles:

“Coercive”/Commanding

Coercive leaders demand immediate obedience. In a single phrase, this style is ‘Do what I tell you’. These leaders show initiative, self-control, and drive to succeed. There is, of course, a time and a place for such leadership: a battlefield is the classic example, but any crisis will need clear, calm, commanding leadership. This style does not, however, encourage anyone else to take the

initiative, and often has a negative effect on how people feel.

Visionary

Authoritative leaders move people towards a vision, so are often described as 'Visionary'. This style is probably best summed up as 'Come with me'. It is the most useful style when a new vision or clear direction is needed, and is most strongly positive. Authoritative leaders are high in self-confidence and empathy, acting as a change catalyst by drawing people into the vision and engaging them with the future.

Affiliate

An affiliate leader values and creates emotional bonds and harmony, believing that 'People come first'. Such leaders demonstrate empathy, and strong communication skills, and are very good at building relationships. This style is most useful when a team has been through a difficult experience, and needs to heal rifts, or develop motivation. It is not a very goal-oriented style, so anyone using it will need to make sure others understand that the goal is team harmony, and not specific tasks. It is probably obvious from this that it cannot be used on its own for any length of time if you need to 'get the job done'.

Democratic

The democratic leader builds consensus through participation, constantly asking 'What do you think?', and showing high levels of collaboration, team leadership and strong communication skills. This style of leadership works well in developing ownership for a project, but it can make for slow progress towards goals, until a certain amount of momentum has built up. Anyone wishing to use this style will need to make sure that senior managers are signed up to the process, and understand that it may take time to develop the consensus.

Pace-Setter

Pace-setting leaders expect excellence and self-direction, and can be summed up as 'Do as I do, now'. The Pace-setter very much leads by example, but this type of leadership only works with a highly-competent and well-motivated team. It can only be sustained for a while without team members flagging. Like the Coercive leader, Pace-setters also show drive to succeed and initiative, but instead of self-control, these are coupled with conscientiousness.

Coaching

A coaching leader will develop people, allowing them to try different approaches in an open way. The phrase that sums up this style is 'Try it', and this leader shows high levels of empathy, self-awareness and skills in developing others. A coaching style is especially useful when an organisation values long-term staff development".

Source: <https://www.skillsyouneed.com/ls/index.php/325444>

A short description at <http://www.montana.edu/engagement/organizations/solc/The%20Six%20Leadership%20Styles.pdf>

For further details, see: Goleman, David (2000). Leadership that Gets Results.

Harvard Business Review, 77-90 .

Title of the activity	Importance of leadership values in mentoring														
Duration	20 min														
Materials/tools needed	Sheet of paper with a list of leadership values, questions for self-reflection, flipchart, markers														
Instructions for the trainers	The activity is dedicated to raise the awareness of participants on the way their leadership values shape their role as mentors. Participants will identify their core leadership values and to compare them with those most frequent in the group.														
Instructions for the participants	<ol style="list-style-type: none"> 1. Our core values and beliefs influence our behaviours, roles, activities, decisions etc. Therefore, our work and profession are led by these values. In the same way, mentors and leaders act according to their values. 2. For the beginning, we will discuss how values shape the role of a leader, therefore of a mentor. 3. To really be aware of your leadership values we will do an exercise. You will receive a sheet of paper with a list of leadership values. Please read individually the list and circle the first five values that are important for you in their mentoring activity. You have 5 min for this, and then we will discuss more. 4. Now, based on the leadership values you have selected, maybe we can outline the profile of the group. 														
Description of the activity	<ol style="list-style-type: none"> 1. Explain that the style of a leader and its behaviour is usually influenced by his/ her values (1 minute). 2. Group discussion on the way values shape the role of a leader, therefore of a mentor (see the next section) (4 min). 3. Self-assessment exercise to identify personal values. The participants receive a sheet of paper with a list of leadership values. Ask the participants to read individually the list and to circle the first five values that are important for them in their mentoring activity (5 min). 4. Ask the participants what values they have selected and see the frequency in the group. Write them on a flipchart to result a group profile of leadership values (5 min). <p>List of values:</p> <table> <tr> <td>Achievement</td> <td>Helpfulness</td> </tr> <tr> <td>Adventure</td> <td>Independence</td> </tr> <tr> <td>Challenge</td> <td>Integrity</td> </tr> <tr> <td>Control</td> <td>Leadership</td> </tr> <tr> <td>Creativity</td> <td>Morality/ Ethics</td> </tr> <tr> <td>Economic balance</td> <td>Loyalty</td> </tr> <tr> <td>Fairness</td> <td>Predictability</td> </tr> </table>	Achievement	Helpfulness	Adventure	Independence	Challenge	Integrity	Control	Leadership	Creativity	Morality/ Ethics	Economic balance	Loyalty	Fairness	Predictability
Achievement	Helpfulness														
Adventure	Independence														
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Control	Leadership														
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The content of the present material represents the exclusive responsibility of the authors and the National Agency or the European Commission will not be held responsible for the manner in which the content of the information is used.

	<p>Freedom Happiness Hard work Honesty Harmony Involvement Order Affection Comfort Conformity Cooperation Directness Expertness Flexibility Friendship</p> <p>Responsibility -Responsiveness Power Recognition Risk Self-respect Variety Security Tradition Trust Wisdom Service Awareness Personal development</p> <p>Game adapted after Beggs, Katherine & Solheid, Lacey (2013). Leadership Games and Activities: https://www.slideshare.net/Isolheid/leadership-games-and-activities</p> <p>5. Final group discussions (see the next section) (5 min).</p>
<p>Questions for reflection/discussion</p>	<p>Group discussion:</p> <ol style="list-style-type: none"> 1. Why values can influence the role and behaviour of a leader? Can you give examples? 2. This applies also in mentoring? 3. Can you give example of values you think that define your mentoring activity and role? <p>Final discussions:</p> <ol style="list-style-type: none"> 5. How your leadership values would influence your role as a mentor? Can you give an example? 6. How far are you from the group profile of leadership values? What it does not fit for you? 7. What would you do if your mentee has totally different values?
<p>Key terms</p>	<p>leadership values</p>
<p>Short theoretical background/basic information</p>	<p>You can find more information on leadership values: https://www.thebalancecareers.com/leadership-values-and-workplace-ethics-1918615</p>

Title of the activity	Identifying basic entrepreneurship skills for career start
Duration	1 hour and 20 min
Materials/tools needed	Computer, internet connection, link to be used: https://www.youtube.com/watch?v=s6cPmBSL-OQ , questions for self-reflection, projector, flipchart, markers, pieces of paper, pens, 21 sheets of paper/ cards with entrepreneurship skills, flipchart sheets of paper.
Instructions for the trainers	The objectives of this activity consist in have the participants describe, discover and discuss a variety of entrepreneurship skills and qualities of a good entrepreneur. In addition, they need to relate these skills with those needed for a career start. Participants will also be able to give examples on the way they can contribute as mentors to the development of these skills for their younger colleagues at the beginning of their career.
Instructions for the participants	<ol style="list-style-type: none"> 1. For the beginning, we will watch a video on qualities of an entrepreneur and then we will discuss about the way these skills are important to a career start. 2. Now, I will ask you a question and I want you to feel free to give any answers that come to your minds; we will do a brainstorming exercise: <i>What other entrepreneurial skills, qualities, and traits do you think are needed for a career start and why?</i> 3. For the next min we will play the perfect entrepreneur game. I will divide you in pairs. Please decide for each pairs, who is player 1 and who is player 2. For the first role play session, player 1 in each pair gives reasons why he/ she think he/ she would be a not so perfect entrepreneur. Player 2 writes down on piece of paper all the reasons provided by player 1. After 3 min, you change the roles for other 3 min. In the second role play session, you follow the same procedure, but now you have to give reasons why you would be perfect entrepreneurs. After that, we will discuss about what you have identified as characteristics of not so perfect entrepreneur and perfect entrepreneur and respond to other relevant questions. 4. We will play another practical exercise. I will divide you in 3 groups, so that in each of them to be at least one representative of the targeted professional categories (nurses, social workers, teachers). This first group is representing the professional category of nurses. This second group is representing the professional category of social workers. This third group is representing the professional category of teachers. You have to choose randomly 6 small pieces of paper/ cards with entrepreneurship skills. You have 10 min to discuss and answer the following questions and to write down on the flipchart your answers. <ol style="list-style-type: none"> 1. Then, each group chooses a representative to present its work in 5 min,

	and at the end we will draw the conclusions.																						
Description of the activity	<ol style="list-style-type: none"> 1. Watch an animated video about key qualities of an entrepreneur: https://www.youtube.com/watch?v=s6cPmBSL-OQ (3 min). 2. Questions are being posed to participants (next section) for self-reflection (5 min). 3. Brainstorming exercise: <i>What other entrepreneurial skills, qualities, and traits do you think are needed for a career start and why?</i> Write the answers of participants on the flipchart (5 min). 4. Perfect entrepreneur game based on role play (Source: https://www.youtube.com/watch?v=GOcHzKv-a5U): The trainer divides the learners in pairs and explain the instructions. In each pair, the participants decide who is player 1 and who is player 2 (2 min). First role play session: player 1 in each pair gives reasons why he/ she think he/ she would be a not so perfect entrepreneur. Player 2 writes down on piece of paper all the reasons provided by player 1. After 3 min, the players change the roles for other 3 min. The second role play session: the procedure is the same, but now the players have to give reasons why they would be perfect entrepreneurs (2 role plays of 3 min each). 5. Group discussions on the characteristics of not so perfect entrepreneur and perfect entrepreneur. The trainer writes the answer on the flipchart (for questions see the next section) (6 min). 6. The trainer summarizes the two lists of characteristics and facilitates the final discussion (for questions see the next section) (10 min). 7. Practical exercise: The trainer divides the participants in 3 groups, so that in each of them to be at least one representative of the targeted professional categories (nurses, social workers, teachers). In addition, each group is representing a professional category and the trainer decides this. Members of each group choose randomly 6 small pieces of paper/ cards with entrepreneurship skills (2 min). <p>Entrepreneurship skills to be written on small pieces of paper/ cards:</p> <table border="0"> <tr> <td>Networking skills</td> <td>-The ability to deal with failure</td> </tr> <tr> <td>Optimism</td> <td>-Initiative</td> </tr> <tr> <td>The desire to improve the world</td> <td>Persistence</td> </tr> <tr> <td>Resilience</td> <td>Negotiation skills</td> </tr> <tr> <td>Vision</td> <td>-Interpersonal skills</td> </tr> <tr> <td>Communication skills</td> <td>Creativity</td> </tr> <tr> <td>Motivation</td> <td>Problem solving skills</td> </tr> <tr> <td>Critical thinking</td> <td>Decision making</td> </tr> <tr> <td>Planning skills</td> <td>Setting goals</td> </tr> <tr> <td>Empathy</td> <td>-Active listening skills</td> </tr> <tr> <td>Leadership</td> <td></td> </tr> </table>	Networking skills	-The ability to deal with failure	Optimism	-Initiative	The desire to improve the world	Persistence	Resilience	Negotiation skills	Vision	-Interpersonal skills	Communication skills	Creativity	Motivation	Problem solving skills	Critical thinking	Decision making	Planning skills	Setting goals	Empathy	-Active listening skills	Leadership	
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Leadership																							

	<p>Participants have 10 min to discuss in groups, to respond the following questions and to write the answer on a sheet of flipchart paper:</p> <ul style="list-style-type: none"> • If your mentee come to you and ask you some advice on how to develop these 6 skills, what would you say to him/ her? Consider the domain of work which you are representing. How can you help him/ her? • Would you encourage him/ her to develop a business in the field? Why? • Then, each group chooses a representative to present its work in 5 min (15 min in total). <p>8. Final group discussions (10 min).</p>
<p>Questions for reflection/discussion</p>	<p>Questions after watching the animated video:</p> <ol style="list-style-type: none"> 1. Did you see these entrepreneurship skills at your younger colleagues at the beginning of their career? What are their strengths and weaknesses? 2. Do you have these skills? Where do you need improvements? 3. How can you contribute to develop these skills for your mentee? <p>Questions for the perfect entrepreneur game:</p> <ol style="list-style-type: none"> 5. What characteristics of not so perfect entrepreneur have you identified? 6. What characteristics of perfect entrepreneur have you identified? 7. Do all your young colleagues have the potential to become entrepreneurs? 8. Is it a negative if some of your young colleagues do not possess the characteristics of an entrepreneur? How this will affect their career start? 9. What have you learned from this exercise? <p>Questions for final group discussions:</p> <ol style="list-style-type: none"> 9. Can you add solutions or suggestions? 10. How difficult or easy it was that some of you to represent a professional category to which you do not belong? Why? 11. The 6 selected entrepreneurship skills were the most relevant to the professional category you represented? 12. Name 3 other entrepreneurship core skills that a mentee needs to develop for building a career in your professional field. 13. What are the skills you believe that a mentee can develop the hardest? Why?
<p>Key terms</p>	<p>entrepreneurship, career development, skills</p>
<p>Short theoretical background/basic information</p>	<ul style="list-style-type: none"> • You can find more information on entrepreneurship skills: https://www.mindtools.com/pages/article/newCDV_76.htm • https://www.entrepreneur.com/article/242327

MODULE 5: CRITICAL THINKING AND CHANGE MANAGEMENT IN PROFESSIONAL AREA IN MENTORING PROCESS

Title of the exercise	Critical thinking word associations game
Duration	30 minutes
Materials/tools needed	Flipchart paper or white board, markers, PPT presentation
Instructions for the trainers	The aim of the exercise is to introduce the term critical thinking to participants. In the first part of the exercise, participants share their associations to the phrase “critical thinking”. In the second part, they give associations/answers to the phrase: “the benefits of critical thinking in mentoring/coaching process”. Trainer writes down the associations. Encourage participants to share as many different associations as possible. After both exercises trainer leads short discussion and reflection with participants. At the end of this activity, trainer presents the benefits of critical thinking. If participants have already mentioned all of them, only a short summary is needed. If any of the benefits hasn’t been mentioned, trainer presents them.
Instructions for the participants	<ol style="list-style-type: none"> 1. We will start this part of the training with a short brainstorming exercise. When we say a word or a phrase, you share with us your first thoughts - associations that come to your mind. There are no right or wrong answers, all associations are relevant and good. 2. The first phrase to give associations is “critical thinking”. 3. Thank you. We will continue with another brainstorming exercise. Now you will share associations for the following phrase: “the benefits of critical thinking”. 4. Now I am curious: which exercise was more challenging? In which case was it more difficult to find associations? Why is it important to think also about benefits of critical thinking? Why and how can critical thinking be useful? 5. Now we will now shortly summarize the characteristics and the benefits of the critical thinking (see below). Please give examples from your life when you experienced a specific benefit of critical thinking. 6. How can these benefits be applied to the mentoring/coaching process?
Description of the activity	<ol style="list-style-type: none"> 1. Prepare markers and flipchart paper/white board. 2. Introduce and implement the first part of exercise (associations to the phrase “critical thinking”. (3 min) 3. Introduce and implement the second part of exercise (associations to the phrase “the benefits of critical thinking. (3 min) 4. Ask questions for discussion and reflection – see questions 1 to 5 below. (8 min) 5. Summarize the benefits of critical thinking. Encourage participants to give examples from their lives (10 min) 6. Ask and discuss how can the benefits of critical thinking be applied, useful in the mentoring/coaching process? (6 min)

<p>Questions for reflection and discussion</p>	<ol style="list-style-type: none"> 1. Which exercise was more challenging? 2. In which case was it more difficult to find associations? 3. Why is it important to think also about benefits of critical thinking? 4. Why and how can critical thinking be useful? Can you give specific examples? 5. Was there a situation when you lacked critical thinking skills? What happened? 6. How can these benefits be applied useful in the mentoring/coaching process?
<p>Key terms</p>	<p>Critical thinking, associations, characteristics and elements of critical thinking, PACIER model, benefits of critical thinking, critical thinking and mentoring/coaching</p>
<p>Short theoretical background/basic information</p>	<p>Brainstorming principles: Avoid evaluation. Encourage wild ideas. Feed off the ideas of others. Stay focused on the subject. Visualise. Write down ideas. One person speaks, everyone else listens. Work on the quantity or number of ideas.</p> <p>The characteristics of critical thinking Critical thinking encompasses the following characteristics and elements: <i>rational thought, logical inquiry, integrity, credibility, sense of justice, fairness, accuracy, relevance, confidence in reason and reasonable arguments, depth, breadth, reflection, communication and empathy.</i> <i>According to PACIER model, developed by The University of Cambridge and MACAT, critical thinking can be defined in six interlocking skills: problem solving, analysis, creative thinking, interpretation, evaluation, and reasoning.</i></p> <p>The benefits of critical thinking Critical thinking allows us to:</p> <ul style="list-style-type: none"> • Spot the most relevant and useful details among a mass of information. • Find creative, workable solutions where others see only problems. To be more creative in the process of evaluating new ideas, selecting the best ones and modifying them if necessary. • Spot flaws in arguments that others accept without question. • Articulate opinions, problems, and solutions clearly and effectively. • Make quicker, more informed decisions, relying on evidence and facts rather than “gut feel” and opinions. • Formulate authoritative arguments, becoming a powerful and confident persuader. • Be aware of and to asses different approaches to a situation, problem. • Put ourselves in other people’s shoes, and learn from different perspectives. • Take a stand for ourselves and avoid being swayed by the uninformed views of other people.







- Save and prioritize our time and resources by analysing what is essential to the process, situation.
- Improve communication and be more effective communicator.
- Self-reflect, to justify and reflect on our values and decisions.
- Become more independent, self-directed learner. It enables us to assess our learning styles, strengths and weaknesses, and allows us to take ownership of our private and professional lives.

Read more:

- <https://www.mecat.com/what-is-critical-thinking>
- <https://learn.filtered.com/blog/6-benefits-of-critical-thinking>
- <https://www.careermetis.com/benefits-critical-thinking-workplace/>
- <https://www.linkedin.com/pulse/what-importance-benefits-critical-thinking-skills-islam>
- <https://www.thebalancecareers.com/critical-thinking-definition-with-examples-2063745>
- <https://www.edutopia.org/blog/critical-thinking-pathways-todd-finley>
- <https://www.youtube.com/watch?v=GzV1pNQX5s&list=RDFlvM13uLPw&index=9>

Title of the activity	ABC of critical thinking
Duration	35 min
Materials/tools needed	Computer, internet connection, flipchart or whiteboard, markers, PPT presentation, link to be used: https://www.youtube.com/watch?v=UZ8vF8HRWE4
Instructions for the trainers	The focus of this activity is to present the concept of critical thinking. Firstly, participants watch a short video about Edward de Bono's 6 thinking hats method. Participants then think about the idea if this method (different thinking hats) can relate to the concept of critical thinking and how. Afterwards, the trainer presents the definition of critical thinking and asks participants to brainstorm about key characteristics and element of critical thinking. Then, the trainer ads upon the ideas of participants and presents those characteristics. In the last part of this activity, participants think about specific examples of critical thinking in action at their workplace. Each participant gives at least one example.
Instructions for the participants	<ol style="list-style-type: none"> 1. We will discuss critical thinking. Firstly we will watch a video about a method called 6 thinking hats. Have you ever heard about it or do you know it? 2. If we take a closer look at the concept of critical thinking, it can be defined as <i>the ability to think clearly and rationally, understanding the logical connection between ideas. It is using experience, observation, questioning and reasoning to guide our decisions and beliefs. It is a self-guided and self-disciplined way of thinking in which the thinker clearly and objectively analyses, assesses and evaluates specific subject, content, issue or a problem in order to form a judgement or take an informed decision.</i> Now, let's discuss which hats relate to the critical thinking, why and how? 3. Our next step is to use the 6 thinking hats method on a practical example from our lives. You will get a worksheet. Think about a situation, a challenge or problem from your work (if you cannot think about a situation from work, you can find an example from your personal life). Shortly describe this situation at the top of the worksheet. Now, try to see, think about and understand the situation from the perspective of each hat. 4. We kindly ask 6 participants to share how they would approach the situation, problem or challenge from the perspective of each hat. One participant presents one hat. If anyone would like to add anything or ask, you are of course welcome to share your ideas. 5. In which of the past situations would the use of this method or critical thinking in general lead to a better, more favourable outcome? <i>(In every situation it is good and useful to employ critical thinking skills).</i> 6. Which hats and characteristics of critical thinking are most important in mentoring/coaching process? How can we use them? Can you give examples?

<p>Description of the activity</p>	<ol style="list-style-type: none"> 1. Prepare definition of critical thinking (PPT presentation). Prepare markers, flipchart paper/white board. Prepare worksheet “6 thinking hats”. 2. Introduce and watch a video about 6 thinking hats method. (3 min) 3. Present the definition of critical thinking. (1 min) 4. Discuss the connection between the 6 thinking hats method and critical thinking. (5 min) 5. Give instructions and implement the exercise: participants use the 6 thinking hats method on a practical example from their workplace (13 min) 6. Discuss with participants how they approached their situations from the perspective of each hat and how can the use of this method bring better results. (7 min) 7. Discuss which elements of critical thinking are most important in mentoring/coaching process and encourage participants to give examples. (6 min)
<p>Questions for discussion and reflection</p>	<ol style="list-style-type: none"> 1. Which hats relate to the critical thinking, why and how? 2. How can you think about a situation, a challenge or problem at work from the perspective of each hat? 3. In which of the past situations would the use of this method or critical thinking in general lead to a better, more favourable outcome? 4. Which hats and characteristics of critical thinking are most important in mentoring/coaching process? How can we use them? Can you give examples? 5. (evaluation): What did you learn during this exercise?
<p>Key terms</p>	<p>Critical thinking definition, 6 thinking hats method, practical examples from work, critical thinking and 6 thinking hats in mentoring/coaching process</p>
<p>Short theoretical background/basic information</p>	<p>More information on critical thinking:</p> <ul style="list-style-type: none"> • http://www.criticalthinking.org/pages/about-critical-thinking/1019 • https://www.makat.com/what-is-critical-thinking • https://www.thebalancecareers.com/critical-thinking-definition-with-examples-2063745 • https://www.thebalancecareers.com/critical-thinking-definition-with-examples-2063745 • https://www.edutopia.org/blog/critical-thinking-pathways-todd-finley <p>More information on 6 thinking hats:</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=UZ8vF8HRWE4 • http://www.debonogroup.com/six_thinking_hats.php • https://www.mindtools.com/pages/article/newTED_07.htm • https://scottjeffrey.com/six-thinking-hats/ • https://www.youtube.com/watch?v=UZ8vF8HRWE4

		<p>The White Hat calls for information known or needed. "The facts, just the facts."</p>
		<p>The Yellow Hat symbolizes brightness and optimism. Under this hat you explore the positives and probe for value and benefit.</p>
		<p>The Black Hat is judgment - the devil's advocate or why something may not work. Spot the difficulties and dangers; where things might go wrong. Probably the most powerful and useful of the Hats but a problem if overused.</p>
		<p>The Red Hat signifies feelings, hunches and intuition. When using this hat you can express emotions and feelings and share fears, likes, dislikes, loves, and hates.</p>
		<p>The Green Hat focuses on creativity; the possibilities, alternatives, and new ideas. It's an opportunity to express new concepts and new perceptions.</p>
		<p>The Blue Hat is used to manage the thinking process. It's the control mechanism that ensures the Six Thinking Hats® guidelines are observed.</p>

Title of the activity	The elements of critical thinking
Duration	65 minutes
Materials/tools needed	Computer, PPT presentation, templates with questions for each element of critical thinking
Instructions for the trainers	<p>The focus of this activity is to explore critical thinking elements: purpose, question at issue, information, interpretation, concepts, assumptions, implications and points of view. The activity is aimed at exploring different elements with relevant questions that encourage critical thinking. Moreover, the aim is to apply these elements to a specific situation, decision, challenge or a problem that participants face at their work. Questions to explore the elements enable participants to develop or strengthen their critical thinking skills.</p> <p>The trainer can decide how will the participants work – individually, in pairs or in triads. It depends on the size of the group and also on their experiences with using critical thinking in a structured manner. Also, the trainer can decide which element will be given to each individual/pair/triad: participants can either choose the element they want to try and work on or they can randomly be given the element. It's important that each of the 6 elements is used in this activity.</p>
Instructions for the participants	<ol style="list-style-type: none"> 1. Critical thinking encompasses different elements. There are different models that present these elements, but more or less the elements are always related to the formulation of question/problem, gathering information, applying the information, considering the consequences and implications and exploring different concepts, assumptions and points of view. 2. We can use or explore all of the elements or just those that are most relevant in a specific situation or to deal with a certain issue, challenge, or problem. Let's take a closer look at each element [<i>present the elements with PPT presentation – see the text below</i>]. 3. Now you will practice your critical thinking skills and use these elements on a specific example from your work. You can work individually, in pairs or in triads. Each individual/pair/triad will work on one element. 4. You can use the template with questions in order to approach your situation, challenge, or problem. Try to answer as many questions as possible in order to thoroughly examine, test each element. 5. Let's discuss and reflect this activity and the model. [<i>Ask questions for discussion and reflection – see below</i>].
Description of the activity	<ol style="list-style-type: none"> 1. Shortly present the elements of critical thinking. (2 min) 2. Present each element in more detail. (15 min) 3. Present the activity for individuals/pairs/triads. Give them templates with questions (see last section below). (3 min) 4. Participants implement the activity individually, in pairs or in triads. (15 min) 5. Participants shortly present their examples, the process of working with

	<p>questions and conclusions. (20 min)</p> <p>6. Ask questions for discussion and reflection. (10 min)</p>
Questions for reflection and discussion	<p>8. What's your opinion about this activity, model, and these elements?</p> <p>9. What did you find useful?</p> <p>10. How could these elements and questions benefit you in specific situations at work?</p> <p>11. Did you encounter any difficulties, problems? Which ones?</p> <p>12. Which element do you find the most relevant, beneficial?</p> <p>13. Is there anything missing in the model maybe?</p> <p>14. Who at work can help me to use these elements to strengthen my critical thinking skills?</p> <p>15. Can anyone think critically 100 % of the time? [<i>Critical thinking of any kind is never universal in any individual; everyone is subject to episodes of undisciplined or irrational thought.</i> Michael Scriven and Richard Paul]</p>
Key terms	<p>Critical thinking skills, elements of critical thinking, purpose, the question, information, interpretation, concepts, assumptions, implications and consequences, points of view</p>
Short theoretical background/basic information	<p>TEMPLATE – STATE THE QUESTION</p> <p><i>The question points out the problem or issue and guides our thinking. When the question is vague, our thinking will lack clarity and distinctness.</i></p> <p><i>The question should be clear and precise enough to productively guide our thinking.</i></p> <ul style="list-style-type: none"> • What is the question I am trying to answer? • What important questions are part of the issue? • What do we want to prove, disprove, demonstrate, argue? • Is there a better way to put the question? • Is this question clear? Is it complex? • Could you explain the question in more detail? • How do you see the question? • What kind of question is this? Scientific? Ethical? Process oriented? Political? Economic? Personal? Or ...? • Is the question maybe missing something? • What would we have to do to get an answer to this question? <p>TEMPLATE – GATHER INFORMATION</p> <p><i>Information includes the facts, data, evidence, or experiences we use to figure things out. It does not necessarily imply accuracy or correctness.</i></p> <p><i>The information you use should be accurate and relevant to the question or issue you are addressing.</i></p> <ul style="list-style-type: none"> • What do we already know? • What information do we need to answer this question? • What data are relevant to this problem? • Do we need to gather more information?

- Is this information relevant to our purpose or goal?
- On what information are you basing that comment?
- Where can we gather necessary information?
- What experience do you have with this information? Could your experience be distorted?
- How do we know this information (data, testimony) is accurate?
- Have we left out any important information that we need to consider?
- How did we gather this information?
- Who or what is the source of the information? What do I know about this source? Can I trust it? How did they gather the information?

TEMPLATE – INTERPRETATION & WATCH YOUR INFERENCES

Inferences are interpretations or conclusions you come to. Inferring is what the mind does in figuring something out.

Inferences should logically follow from the evidence. Infer no more or less than what is implied in the situation.

- What conclusions am I coming to?
- Is my inference logical?
- Are there other conclusions I should consider?
- Does this interpretation make sense?
- Does our solution necessarily follow from our data and information?
- How did we reach that conclusion?
- What are we basing our reasoning, arguments on?
- Is there an alternative possible conclusion?
- Given all the facts what is the best possible conclusion?
- How shall we interpret these data?
- Who or what can help us with the interpretation process?
- Who or what does my interpretation affect? What are possible consequences of my inference?

TEMPLATE – CLARIFY YOUR CONCEPTS

Concepts are ideas, theories, laws, principles, or hypotheses we use in thinking to make sense of things.

Be clear about the concepts you are using and use them justifiably.

- What idea, principle am I using in my thinking? Is this idea causing problems for me or for others?
- Could you explain this concept, idea more fully?
- What is the main hypothesis you are using in your reasoning?
- Are you using this term, model, theory as you usually do? Is it possible to use it differently?
- Which main principles should we use when thinking about and reasoning through this problem?
- What are ideas, principles and hypotheses of other people included in

	<p>this issue, problem? How do they affect my concepts?</p> <ul style="list-style-type: none"> • How can ideas and concepts of others benefit my thinking process, decision making? How can they maybe negatively affect my decision making, problem solving process? <p>TEMPLATE – CHECK YOUR ASSUMPTIONS</p> <p><i>Assumptions are beliefs you take for granted. They usually operate at the subconscious or unconscious level of thought. Make sure that you are clear about your assumptions and they are justified by sound evidence.</i></p> <ul style="list-style-type: none"> • What am I assuming or taking for granted? • Am I assuming something I shouldn't? • What assumption is leading me to this conclusion? • What are my prejudices? • Which stereotypes are affecting my thinking, decision making, or this situation? • Which errors in judgement do we make? Which intuitive judgments affect this situation? What conclusions do we jump to? • What is ... (this policy, strategy, explanation, rule, process) assuming? • What is this person (co-worker, mentee, boss ...) assuming? How do their beliefs and opinions affect this situation, problem, my thinking? • What exactly do people included in this situation take for granted? • What exactly do experts (social workers, sociologists, teachers, headmasters, doctors, health care experts etc.) take for granted? What are their beliefs and assumptions? • What is being assumed, presupposed in this theory, model? • What are some important assumptions I make about my co-workers, mentees, boss, colleagues in my team, mentor, director, patients, users, students, or parents? <p>TEMPLATE – THINK THROUGH THE IMPLICATIONS AND CONSEQUENCES</p> <p><i>Implications are claims or truths that logically follow from other claims or truths. Implications follow from thoughts. Consequences follow from actions. Implications are inherent in your thoughts, whether you see them or not. The best thinkers think through the logical implications in a situation before acting.</i></p> <ul style="list-style-type: none"> • If I decide to do "X", what things might happen? • If I decide not to do "X", what things might happen? • What are you implying when you say that? • What is likely to happen if we do this versus that? • What are all possible consequences of this action, decision, solution? • Are you implying that ...? • How significant are the implications of this decision? • What, if anything, is implied by the fact that a much higher percentage
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of students from poor families drop out of school?

- What, if anything, is implied by the statement that nurses do also the tasks of the doctors?
- What, if anything, is implied by the idea that poor people don't want to work and prefer to receive only social support?

TEMPLATE – UNDERSTAND YOUR POINT OF VIEW

Point of view is literally “the place” from which you view something. It includes what you are looking at and the way you are seeing it.

Make sure you understand the limitations of your point of view and that you fully consider other relevant viewpoints.

- How am I looking at this situation? Is there another way to look at it that I should consider?
- What exactly am I focused on? And how am I seeing it?
- Is my view the only reasonable view? What does my point of view ignore?
- Have you ever considered the way _____ (doctors, students, parents, patients, social support recipients, Math teachers, unemployed people) would view this?
- Which of these possible viewpoints makes the most sense given the situation?
- Am I having difficulty looking at this situation from a viewpoint with which I disagree? Why? How can I overcome that?
- How can I think about something in a more creative way?
- What is the point of view of every person involved in this situation?
- Do I study, consider, check viewpoints that challenge my personal beliefs and opinions?

More information on the elements of critical thinking:

- Brewer, A.M. (2016). Mentoring from a Positive Psychology Perspective. Learning for Mentors and Mentees. Springer International Publishing Switzerland
- Becoming Aware – Mentoring and Critical Thinking (2018). <http://mentoring-works.com/becoming-aware-mentoring-and-critical-thinking/>
- Critical Thinking Skills (2018). Available at: <https://www.skillsyouneed.com/learn/critical-thinking.html>
- De Bono, E. (2017). Six Thinking Hats. UK: Penguin.
- De Bono, E. (2010). Teach Yourself to Think. UK: Penguin Books Limited.
- De Bono, E. (2006). Thinking course. UK: Pearson Education Limited.
- Rose, M. and Best, D. (2005). Transforming Practice through Clinical Education, Professional supervision and Mentoring. UK: Elsevier.
- Rupnik Vec, T. (2011). Izzivi poučevanja: spodbujanje razvoja kritičnega mišljenja. Ljubljana: Zavod Republike Slovenije za šolstvo.
- <http://www.criticalthinking.org/pages/elements-and-standards->

	<p>learning-tool/783</p> <ul style="list-style-type: none"> • http://www.criticalthinking.org/ctmodel/logic-model1.htm • https://www.youtube.com/watch?v=dItUGF8GdTw • https://www.designorate.com/critical-thinking-paul-elder-framework/ • https://collegeinfo geek.com/improve-critical-thinking-skills/
Title of the exercise	Avoiding jumping to conclusions
Duration	20 min
Materials/tools needed	Computer, internet connection, link to be used: https://www.youtube.com/watch?v=OSsPfbup0ac , questions for (self-) analysis
Instructions for the trainers	The focus of this activity is to explore critical thinking skills, namely jumping to conclusions. Exercise is aimed at exploring instances where participants might jump to conclusions at their workplace. Furthermore, aim is to learn how to pose questions in order to avoid making false conclusions about other people at work. Thirdly, questions to explore other person false conclusions are posed in order to exercise critical thinking skills.
Instructions for the participants	<ol style="list-style-type: none"> 1. Jumping to conclusions means making judgements/decisions without having all the necessary information/ knowing facts about the situation or a person. 2. Firstly we will watch a video. 3. After watching a video, we will discuss the situation from the video and connect it to “jumping to conclusions”. At the end of this exercise, you will learn which questions, related to critical thinking you have to pose in order to avoid making unfair decisions about other people. 4. Now you will practice these questions in pairs when one of you will have a role of a mentor and the other one a role of a colleague. Use an example of jumping to conclusions from your workplace.
Description of the activity	<ol style="list-style-type: none"> 1. Define “jumping to conclusions” (1 min) 2. Watch a video about a “bystander effect”: https://www.youtube.com/watch?v=OSsPfbup0ac (4 min) 3. Questions are being posed to participants (next section) for self-reflection (7 min) 4. Exercise in pairs in order to pose these questions to other person in case s/he is jumping to conclusions (7 min) 5. Exercise evaluation (1 min)
Questions for reflection and discussion	<ol style="list-style-type: none"> 1. In what way do you think this phenomenon is connected to jumping to conclusions? 2. In which situations at work are you (might be) confronted with people of different origin, social status, education history, age, ethnicity etc. and how this could influence your judgement (about them as patients, students, clients)? 3. How is your way of thinking (and acting) connected to actions of other people at your workplace? 4. Can you find your own example of jumping to conclusions when dealing with people?

	<ol style="list-style-type: none"> 5. In order to avoid jumping to conclusions, you might ask yourself: 6. Do I have all the necessary information about making conclusions about this person? 7. Where can I find all the relevant information about this person? 8. What arguments I have to prove my conclusion? 9. What arguments I have to disprove my conclusion? 10. What further information I need to make a better conclusion? 11. Are there inconsistencies in my reasoning? 12. Are there any values, attitudes, beliefs that might affect my conclusion? Which ones? 13. What is an impact on other person in case I make decision, based on shaky facts? 14. Am I motivated to disprove my conclusions? 15. The same questions are used in order to identify co-worker's critical thinking skills. 16. (evaluation): What did you learn during this exercise?
Key terms	Critical thinking, jumping to conclusions, bystander effect, empathy
Short theoretical background/basic information	<p>More information on jumping to conclusions:</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=BBtBeVdjYHA • https://www.verywellmind.com/jumping-to-conclusions-2584181

Title of the game	Thrones swap
Duration	apx. 130 min
Materials/tools needed	Computer, PPT presentation, flip chart or white board, papers and pens, cards with numbers, paper money, questions for debriefing reflection and discussion
Instructions for the trainers	This activity starts with a game called Thrones swap. Two trainers are needed to implement this activity. The focus of this activity is that participants experience change personally. Trainer has to prepare materials and instructions in advance. After giving instructions to the participants, the game itself follows. Debriefing is the first thing after the game (reflection about the game and what was happening). Then, structured discussion follows. It is made in different parts, each part is related to specific content about change and change management (what is change, fear of change, how to implement change, how to manage change).
Instructions for the participants	<ol style="list-style-type: none"> 1. In this part of the training, we will talk about changes. Changes are more or less inevitable, sometimes also necessary. Changes can bring positive effects, improve the quality of our lives (private and professional) and enable us to survive, make progress and thrive. On the other hand, changes can have negative effects and we are often afraid, terrified of change, we feel uncomfortable, disappointed or anxious. This is especially relevant when changes are imposed on us or when they push us out of comfort zone. Since change is everywhere around us, it is important that

we learn how to overcome fear, tackle the challenges and embrace and manage changes. Knowing how to cope with change at work is vital to our career and lifestyle. It is important to focus on the opportunities that it brings and mobilise our resources (internal and external) to successfully cope with change at work.

2. We won't spend time talking theoretically about change. We will play a game related to changes. And later on we will discuss different aspects of changes.
3. In this game, we will pretend that we live in a great kingdom. We need one king, one queen and one assistant of theirs. Who volunteers for these roles? We also need 3 (or 4) observers who will pay special attention to the game. Volunteers? The rest will be the brave knights.
4. Let's take a look at the basic rules of the game. The main part of the game lasts 20 minutes. Knights will fight for their thrones with special task. The most successful knight will get victorious throne nr. 1. King, queen and assistant will go out of the room and receive additional information. When they come back, they will present a specific project. You will trade € in the game.
5. Additionally, all necessary guidelines and goals are written on your individual papers. After 30 minutes we will count the money and evaluate goals.
6. King, queen and the assistant can leave the place now. *Once outside they receive additional instructions:* Read these instructions and prepare well. Here is the money – 800 € for each knight. You will get additional information right before you start building the castle. Extra money will be given after the game is finished, if the castle is built on time and in the right way.
7. Knights will now fight for their thrones. You have to come up with the longest knight name that represents a famous character from the past. Only serious names count (Otorhinolaryngologist is not a name, neither is blajughrtlcpoyar). You will get your seats based on the length of your name. Knight with the longest name will get the best seat (nr. 1), knight with the second longest name will get seat nr. 2 and so on. If 2 knights have the name of the same length, the name who has more consonants wins. If also this is the same, then the name that starts with the letter from the beginning of the alphabet wins. In case everything is the same, then real names of the persons count – we use the same criteria as we do for the knights' names. The group of knights decide if the name makes sense or not. If not, that knight gets the last seat. Let's start. You have 2 minutes to come up with your name. Then you will check all names yourself and distribute yourself in correct order.
8. Now, please sit on the chairs according to your numbers. After heavy

	<p>competition you became proud owner of your throne. Congratulations! Your throne will play important role in the following minutes. King and queen want to build new, more luxurious castle. To accomplish that, they'll try to convince you in throne swap. We expect king and queen will be very persistent. They will use different ways to convince you to leave your throne. Be cautious! As you know, you can't always trust the kings and queens! No matter what happens next, keep in mind the following: If you remain on your throne when time runs out, you'll get 1.000 (fictional) € from the trainers.</p> <p>9. Observers pay attention to every detail, interaction and processes in the game. You can make notes.</p> <p>10. Now the king, queen and assistant are ready and let the game begin. <i>[After 20 minutes trainer needs to stop the game, no matter how far in the game are participants].</i></p> <p>11. BUILDING: Now that all knights are in the right places, you can start building a castle. Here you have LEGO – you have to use all the bricks and everyone can help with building. The game is finished when the castle is build or when the time is over (20 minutes). King or queen can proclaim the castle is finished before the time passes. We will check the castle and in case it is not finished, you will have to continue building it.</p> <p>12. IF THE CASTLE IS BUILT: Congratulations! You have built your castle and you get additional 800 € for each knight.</p> <p>13. Now the game is finished. Let's start with some debriefing questions <i>[see questions below].</i></p> <p>14. We will now connect the game to theory and some basic concepts about change, fear of change, managing changes and implementing changes. We will do this step by step through discussion and presentation <i>[see questions below].</i></p>
<p>Description of the activity</p>	<ol style="list-style-type: none"> 1. Prepare instructions for the king, queen and their assistant – with new arrangement of knights' seating order. It is important that the seating order is completely different from the seating order that the knights will know about (e.g. if for the knights seats are arranged in order from 1 to 15, then the king and queen get an order 4, 7, 12, 1, 9, 15, 6, 3 ...). Prepare also paper money – 800 € for each knight. This money goes to the king and queen. The rest of the money goes to the knights in accordance with the rules after the game is finished. 2. Present the rules of the game with PPT presentation: <ul style="list-style-type: none"> • You will choose one king, one queen and one assistant. <i>(If the group is smaller than 12 persons, there can only be one king or queen. If the group is bigger than 20, you can have 3 or 4 observers).</i> • Majority will be knights. 2 or 3 persons will be observers.

- Knights will fight for their thrones with special task. The most successful knight will get victorious throne nr. 1.
 - King, queen and assistant will go out of the room and receive additional information. When they come back, they will present a specific project.
 - You will trade € in the game . We will count € after the task.
3. Present the goals of the game with PPT presentation:
- All necessary guidelines and goals are written on your paper. After 30 minutes we will count the money and evaluate goals.
 - King, queen and the assistant can leave the place now. Knights will get additional task that will determine their throne number.
 - The main part of the game lasts 20 minutes.
4. First trainer goes out of the room with the king, queen and the assistant, second trainer stays in the room with the knights. Both trainers are observers during the game. The time starts running when the king and queen leave the room.
5. KING, QUEEN AND ASSISTANT: First trainer takes paper with instructions and new seating order of knights with him. He asks the king, queen and assistant to read these instructions:
Your task is to build the new castle. Previous castle is very old and uncomfortable, and it was heavily damaged by strong storm. You and knights have no shelter now.
Before you start building, you need to accomplish one simple task. You have to convince the knights that new castle is necessary. Knights have occupied thrones (each is marked with number). This sitting order is not appropriate for building project, so we prepared the new one. After all knights seat in their new places, you can start constructing new castle.
Maybe it will be easier to convince knights with money. You will get amount that equals 800 € for one knight. If you build the castle in deadline, you'll get additional 800 € for each knight.
Good luck and long live the king and queen!
- In the mean time you can count the money – 800 € for each knight (if there are 15 knights, that means the budget is 12.000 €). When they read the instructions, the trainer tells them that at the end they will build a castle. They will get additional information right before they build a castle. And extra money will be given after the game is finished, if the castle is built on time and in the right way. Trainer encourages them to prepare well and to be convincing.
6. KNIGHTS: Second trainer gives the knight only one instruction. They have to come up with the longest knight name that represents a famous character from the past. Only serious names count (Otorhinolaryngologist is not a name, neither is blajughrtclcpoyar).
- Knights will get their seats based on the length of their name. Knight with

the longest name will get the best seat (nr. 1), knight with the second longest name will get seat nr. 2 and so on. If 2 knights have the name of the same length, the name who has more consonants wins. If also this is the same, then the name that starts with the letter from the beginning of the alphabet wins. In case everything is the same, then real names of the persons count – we use the same criteria as we do for the knights' names. The group of knights decide if the name makes sense or not. If not, that knight gets the last seat.

Knights are the ones that count the letter and consonants and then arrange themselves in the right order. Trainer only checks if everything is OK and gives them cards with their numbers. On the back of each there are additional instructions. Knights sit on their chairs that are also marked with numbers.

Now the trainer tells them:

After heavy competition you became proud owner of your throne. Congratulations! Your throne will play important role in the following minutes.

King and queen want to build new, more luxurious castle. To accomplish that, they'll try to convince you in throne swap. We expect king and queen will be very persistent. They will use different ways to convince you to leave your throne. Be cautious! As you know, you can't always trust the kings and queens!

No matter what happens next, keep in mind the following: If you remain on your throne when time runs out, you'll get 1.000 (fictional) € from the trainers.

When the king, queen and assistant are ready and when all knights sit in their places, the interaction can begin. King, queen and assistant enter the room. Trainers observe interpersonal dynamic. They point out if any of the rules is broken. They also watch and keep the time. They remind knights they need to change chairs, not only cards with numbers that they have to keep with them all the time.

Trainers give attention to the preparation of king, queen and assistant and how they enter the room, how knights wait, how king or queen talk to participant, how they react to the resistance of knights, the negotiation process, and communication between knights. If behaviour of any participant becomes too aggressive, trainers calm down the situation.

BUILDING: When all knights are in the right places, trainers check if everything is indeed as it should be. Then they give LEGO bricks to the group and tell them they need to build a castle, any kind they want. They need to use all the bricks and everyone can help with building. The game is finished when the castle is build or when the time is over (20 minutes). King or queen can proclaim the castle is finished before the time passes. Trainers check the castle and if it is not finished, they invite participants to continue building it.

At the end of the game trainers gives out rewards. If the castle is built, they get additional 800 € for each knight.



	<p>7. After the game, trainers start the debriefing (see questions below).</p> <p>8. Later on, trainers continue reflection and discussion – they introduce different contents related to change and change management (see below).</p>
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**Questions for
debriefing/ reflection/
discussion**

DEBRIEFING

1. How do you feel?
2. What was happening during the game?
3. What did you think about the king, queen, assistant or the knights?
4. What was the goal of the game? *If participants say to get the money, we tell them that was not the goal, it was not written anywhere that it is necessary to gather the money. The only real instruction and goal was that king, queen and assistant build the castle. To get the money was an individual goal of every knight. Building castle was the only common goal.*
5. Can you find any similarities between the game and real life?

DISCUSSION

CHANGE

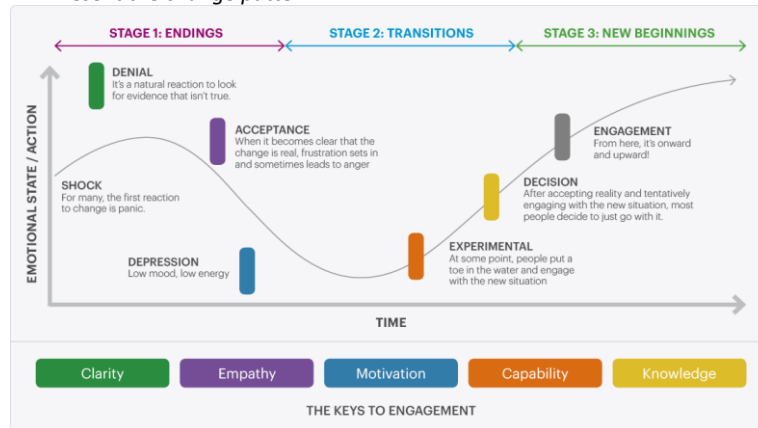
1. What was the change in the game?
2. What are some of the changes in real life?
3. How do we feel about those changes? What can we think about them?
4. Which changes are usually easier to implement or manage? *The ones we are motivated to do, more of them in private than personal life.*
5. Which changes last longer? *Lasting personal changes usually come from repeating many small steps. Break big goal into many small goals (and many small victories). Integrate your desired activities into daily routine. Connect them with something pleasant.*
6. What are the main differences between changes in private life and changes at the workplace?

Present differences through the questions:

WHEN YOU TRY TO IMPLEMENT CHANGE	WHEN THEY TRY TO IMPLEMENT CHANGE
<i>What will we gain with this change?</i>	<i>Why do we need a change?</i>
<i>How will I monitor results?</i>	<i>How difficult will that change be?</i>
<i>How will management react?</i>	<i>With whom will I work?</i>
<i>Which processes need to change?</i>	<i>How will change affect coworkers?</i>
<i>Which resources do I need?</i>	<i>What do they expect from me?</i>
<i>How will I convince people they need a change?</i>	<i>What will I gain from the change?</i>
<i>Will I have enough time to implement a change?</i>	<i>What happens if I don't want to change?</i>
<i>What is our first step?</i>	<i>What is their real motive for the change?</i>
<i>When will be over?</i>	<i>When will they give up?</i>

7. What happens during the change? Which stages are part of the change?

Present the change pattern:



- Big changes trigger strong emotions in almost any team member.
- Change process can be described by Kubler-Ross model.

FEAR OF CHANGE

1. What is usually behind every change? *Fear, uncertainty.*
2. How can we tackle our fears? *Firstly, we need to know what we are afraid about.*
3. Have you ever tried any of the techniques to deal with your fears? *Face your fear, keep a "fear" diary, understand defence mechanisms, relaxation or breathing techniques, visualisation, yoga, meditation, counselling, cognitive behavioural therapy, support groups etc.*

MANAGING CHANGES

1. What do you think people need in order to manage change better, more effectively, with less pain and more gain?
Information: what change, who is implementing the change, how does it affect me and people around me, which things, processes, relationships are going to be affected by the change and how, when and how it will be implemented ...
Sense and purpose: what will the change bring, why is it necessary, what is the added value of the change, what does the change mean to me and those I care about, how can I use it to grow, learn, create opportunities ...
Strategies and resources for managing changes: what do I need to be able to deal with the change, who can help me, which resources are necessary.
2. What do you think people need in different stages of the change curve?
People need different things and different kind of support in different stage of the change curve.

- *CLARITY: communicate frequently. Be persistent with core message.*
- *EMPATHY: prepare for finger pointing. Show empathy towards hurt feelings.*
- *MOTIVATION: offer emotional support. Use positive words. Try to motivate for experimentation.*
- *CAPABILITY: guide towards key activities. Implement trainings. Involve people.*
- *KNOWLEDGE: integrate change into routines. Praise strong effort.*

3. What else is important in the change management process?

- *Focus on the process when you try something new. What kind of thoughts, emotions, sensations are there while learning something new?*
- *There's no prescribed way to learning and development. Find the path that suits you the best.*
- *Don't push yourself into panic zone. Don't stay in the comfort zone either. You will make more progress in learning zone.*
- *If you meet strong objections search for the answers inside. What do you gain if you don't change?*

IMPLEMENTING CHANGES

1. How about when we want to implement a change? For example, what would you do differently if you were the king, queen in our exercise? Which strategy would you choose? What would enable you to achieve the goal? Which actions would make change easier?

Major changes that could bring a better outcome are:

- *To ask knights what kind of information they have received.*
- *To check the interests and beliefs of the knights.*
- *To try to gain credibility at the beginning through honest information.*
- *Once the resistances of the knights are discovered, the king, queen and assistant could stop and rethink the whole situation.*
- *To present the vision of the castle (the former was destroyed by the floods). To add an attractive reason why the change is good, useful, helpful.*
- *To emphasize the common interest, in fact, everyone gains if they accept and implement the change).*
- *The knights that were already convinced could be used as assistants to convince the remaining knights.*
- *To emphasize the importance of being the kingdom with the best castle in the whole land.*
- *To clearly divide the tasks in building process of the castle.*
- *NECESSITY OF CHANGES: knights must understand clearly, why the change is necessary. The king and queen had convincing reasons for building the castle, but the knights did not.*
- *CLEAR VISION: It's not enough for the king and queen to tell what they expect from their knights. It is also important that this final*

	<p><i>state (a great castle) is attractively described. Knights must see the certain benefits that come with the chair rearrangement.</i></p> <ul style="list-style-type: none"> • <i>GOOD PLAN OF CHANGE: The king and queen must prepare well before returning to the room.</i> • <i>TWO-WAY COMMUNICATION: The king and queen will not persuade the knights if they don't explore where their resistances come from. Until open communication and flow of information is established between king, queen, and knights, most knights will not move.</i> • <i>TRUST: The credibility of the leader is crucial for the successful implementation of change. All the knights received critical instructions, so they will not trust the king and queen at first. If the knights feel that the king and queen are concealing something, they will not be bound by their promises.</i> • <i>MOTIVATION: Money is not the ultimate motivation to change chairs, but the king and queen might at first use this. When dealing with changes, communication and quick, visible successes are those that motivate. Money does not eliminate fear and mistrust (sometimes it even increases them).</i> • <i>INCLUSION: The kings and queen will be more successful if they use the already convinced knights as co-workers in persuading those knights who have not changed their throne. The involvement of knights is also very important in the construction of the castle itself.</i> • <i>FAIRNESS: Changes make people very sensitive to unequal treatment of different persons. If the knights see that some knights have received a higher prize, they will lose confidence in the king and queen. When people explain that certain behaviour is in place because someone is popular with the leader, the changes will fall into the water.</i> • <i>EMOTIONS: Rational explanation of plans is not enough. The knights will need to be convinced on the emotional level that the seat rearrangement is meaningful. In doing so, the king and queen will rely on group belonging, individual promises, competition among groups (if there would be more groups).</i> <p>2. What is also important when implementing changes?</p> <ul style="list-style-type: none"> • <i>Start with convincing message: why is change absolutely necessary?</i> • <i>Show the big attractive final goal but leave some freedom for its implementation.</i> • <i>Listen first, talk second. Use complaints to improve your solutions.</i> • <i>Rumours are your enemy. Communicate often and consistently.</i> • <i>Develop easy solutions. Your final user matters the most!</i> • <i>Make first steps easier. Offer trials, help and support.</i> • <i>Use group power. Colleagues can be powerful convincers!</i> • <i>Celebrate every small accomplished goal. People need evidence that their effort is worthwhile.</i> • <i>Use every opportunity to integrate change into everyday routines.</i>
Key terms	Change, fear of change, defence mechanisms, change management, throne swap exercise, implementing change, change and power.

<p>Short theoretical background / basic information the trainer needs to successfully implement the activity</p>	<p>You can find more information on change and change management:</p> <ul style="list-style-type: none"> • Bowers, B (2011). Managing change by empowering staff. Nursing Times, 107: 32/33. Available at: https://www.nursingtimes.net/roles/nurse-managers/managing-change-by-empowering-staff/5033731.article • Change Management Coach (2018). Available at: https://www.change-management-coach.com • Education Change Management PPTA Toolkit 2016. New Zealand Post Primary Teacher's Association. • Management 3.0 (2018). Available at: https://management30.com/ • Openness to change. (2018). Internal material for in-service training. • Travaglia J., Debono D. et al. (2011). Change management strategies and practice development in nursing: a review of the literature. Sydney: Centre for Clinical Governance Research, Australian Institute of Health Innovation, Faculty of Medicine, University of New South Wales. • VIA Institute on Character: Character Strengths (2018). Available at: http://www.viacharacter.org/www • https://www.youtube.com/watch?v=7SbijToh4to • https://www.youtube.com/watch?v=K2SqP-sAns4&t=27s • https://www.mentalhealth.org.uk/publications/overcome-fear-anxiety • https://www.nhs.uk/conditions/stress-anxiety-depression/overcoming-fears/ • https://www.youtube.com/watch?v=vPhM8lxibSU
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Title of the exercise	Role play: Dealing with changes
Duration	20 min
Materials/ tools needed	Paper, questions for reflection and discussion
Instructions for the trainers	The focus of this activity is to give participants the opportunity to practice peer coaching/mentoring skills in relation to change and change management. Participants will talk to each other about a specific change in their lives. They will use knowledge and skills they gained so far in this training (especially knowledge about change and change management and also about critical thinking).
Instructions for the participants	1. We invite you to think about a specific change you are dealing with at work recently. If there are currently no changes at work, you can think about a past change that has occurred at work. If you don't have personal experience with changes at work, we invite you to think about 5 possible changes that could occur at work. Choose one that you find most

	<p>challenging. (5 min)</p> <p>2. Now you will work in pairs. You will do a role play: one person in a pair will present a change that challenges him/her. The other person will be a peer coach who will discuss this change with the first person. You will use the knowledge and skills you acquired so far in the training. The goal is to assist the first person with thinking about change, encourage your colleague to reflect, find explanations, options, answers, possibilities to manage change successfully. You are invited to use critical thinking skills and knowledge you gained about changes. You will have 5 minutes for the conversation. Then you will change roles and the first person will be peer coach and the second person will present the change. (10 min)</p> <p>3. Let's reflect shortly. How was this exercise for you? What was happening during the conversations? What worked well? What could maybe be improved? (5 min)</p>
Description of the activity	<p>1. Invite participants to think about current (or past) changes at work. If they cannot remember any, they can think about 5 possible changes that could occur at your workplace. They choose one change that affects or challenges them the most.</p> <p>2. Present the instructions for role play and give them time to do the exercise. Monitor their conversations and assist if necessary.</p> <p>3. Reflect and discuss the exercise.</p>
Questions for reflection/discussion/debriefing	<p>1. How was this exercise? Was it useful and why?</p> <p>2. What was happening during the conversations?</p> <p>3. When you were in the role of a person dealing with change what worked well? Was there anything you missed, maybe something could be improved?</p> <p>4. When you were in the role of a peer coach what are you proud of? Was there maybe something you would change?</p> <p>5. How and when could you do such exercises at work? Who could assist you? Who can you help in this way?</p>
Key terms	Role play, changes, change management, peer coaching, active listening, critical thinking
Short theoretical background / basic information	<p>More information:</p> <ul style="list-style-type: none"> • https://www.skillsyouneed.com/ips/active-listening.html • https://www.mindtools.com/CommSkll/ActiveListening.htm • http://www.pi.ac.cy/pi/files/epimorfosi/Pestalozzi_2013/Text_1_Peer_Coaching.pdf • https://boagworld.com/digital-strategy/5-helpful-tips-inspiring-colleagues-embrace-change/ • https://hbr.org/2015/09/helping-a-coworker-whos-stressed-out

MODULE 6 – EMPATHY AND NON-DISCRIMINATION OF LEARNERS IN MENTORING PROCESS

Title of the activity	Activity 1: Forms of discrimination
Duration	45 min (20 min pair discussion, 15 min group discussion, 10 min summarization and theoretical pack-up)
Materials/tools needed	Prepared cards with status, flipchart and stick-up papers, presentation or lecture, projector.
Instructions for the trainers	Warm-up activity to encounter the own experience with different forms of disadvantage and to make the participants aware about the concept of the discrimination, inequality, queer situations and impact on the personal behaviour and feelings. The goal is to show that this topic is common, everybody could encounter it and it could happen to everyone.
Instructions for the participants	Every participant will be given the prepared status card – which state the situation of the disadvantage. The goal of the activity is to find somebody who has similar experience. Then the discussion between two should be lead: ask your partner about his/her own experience? How did s/he encounter the situation? How did s/he felt? Did s/he realize already the disadvantage or it was reflection afterwards? Did s/he realize it could be discrimination?
Description of the activity	<p>Preparation:</p> <ul style="list-style-type: none"> Prepare the status cards with respect to knowledge of the group (the status could be adjusted to the situation of the participants: “I was the only one of my sex/men/women in the group. I felt inappropriate...” “I felt my opinion was dehonested because I was too young/old....” “the experience of mother/handicapped were not taken seriously....” “Everyone was suspicious towards me when seeing my skin colour...” “As a foreigner I was not expected to have something to say into the topic...” “I was denied an access to it and I believe it’s because of my race...” “I felt omitted in the discussion because I have not children yet.....” <p>Implementation:</p> <ul style="list-style-type: none"> Explain the game: everybody will get a status card and should look for somebody in the group who has the similar experience or has encounter the similar feeling in their life. Then the experience in the pairs should be discussed. (20 min). Open the discussion to the group. Have a look on the areas where the experience lies: in the public sphere, in the privat sphere, in the job situation, in the access to goods and services. (15 min) Group the status cards (stick-up papers) of the people accordingly their experience and the topic of disadvantage on the flipchart (handicap, age, religion, sexual orientation, gender etc.). Frame it with the theoretical background – non-discrimination, legislative, stereotypes. We are not the same, everybody is different. Bring the attention to the reflexion of the disadvantage and necessity to approach the mentee individually - in the mentoring process and how to tackle it (10 min).

<p>Questions for reflection/discussion</p>	<ul style="list-style-type: none"> • How to reflect the individuality of mentee? • Where could be disadvantage the opportunity and where it is a challenge? • How the disadvantage work in your case? What helped you/what would help you in your case? What was your own expectancies from the others? • How to remember your experience but do not project it into the mentor-mentee relationship? • How could you become open for the different experience of somebody else? • When feeling bad how to create the open environment to share the feelings? • What is the position of people with any form of disadvantage within your own organization? Who do take care of it? And who should? • Who are your clients? And who are the clients of your mentee? Which disadvantage they could face? • How could be the phenomenon of the disadvantage tackled throughout the mentoring process?
<p>Key terms</p>	<p>Discrimination, area of disadvantage, gender/cultural sensitive mentoring</p>
<p>Short theoretical background/basic information</p>	<p>In the coach-coachee (mentor/mentee) relationship, special attention should be given to cultural differences in the workplace. In every organization that employs black women, one encounters discrimination, in the form of racism and sexism. The main thing is to recognize these underlying mechanisms; this is the first step in learning how to deal with them. ¹</p> <p>Dilemmas in regards of the disadvantage – It is important to realize that workers within an organization are not always accustomed to dealing with co-workers who have an alternative approach to management issues, or behave differently....²</p> <ul style="list-style-type: none"> • When the support for individuals with disadvantage, it is necessary to build the support not only from bottom-up, but also from the management (top-down). Organization must learn to deal with cultural differences, become aware of racism, sexism, and the predominance of white culture. <p>Special possibilities how to create support for women in the mentor-mentees relationship:</p> <ul style="list-style-type: none"> • <i>Developing and manage the mentoring relationship.</i> Initially, this involves assessing your own readiness and interest with regards to the topic of disadvantage, selecting someone to mentor and getting to know each other. Over time, it means working to build trust, set goals and keep the mentoring relationship on track – with special attention to various disadvantage which could play a role in it.

¹ Coaching and mentoring. A tool for equal opportunities. International Expert Meeting Mixed 8-9 December 2003. Amsterdam. P. 14.

² Coaching and mentoring. A tool for equal opportunities. International Expert Meeting Mixed 8-9 December 2003. Amsterdam. P. 15.

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- *Sponsor.* Opening doors and advocating for your mentee can allow her to develop new skills and gain meaningful visibility. You can create and seek new opportunities for her and connect her with people in your network.
- *Survey the environment.* Mentors keep a watchful eye on the horizon, looking for both threatening organizational forces and positive opportunities. You want to be on the lookout for include rumors, people taking an adversarial position relative to the mentee, shortcuts through the system, low-visibility or no-win assignments and high-visibility or win-win assignments.
- *Guide and counsel.* You may serve as a confidant, sounding-board and personal advisor to your mentee, especially as the relationship grows deeper over time. You may help your mentee understand conflict or explore ways to deal with problems, for example. You also can warn your mentee about behavior that is a poor fit with organizational culture.³

Gender sensitive coach must be familiar with all these specific gender barriers.⁴ “**Gender sensitive coaching/mentoring** implies to me that the coach or mentor is aware of the differences in career and development issues for men and women. And this also implies that the coach is aware of his own prejudices and opinions concerning this area....and gender sensitive coaching means acting implicitly from awareness, but sometimes also explicitly by bringing up the gender aspect where it is necessary.”⁵

How to respond?

- Change own behaviour to match the mental model of the other person
- Confrontation
- Dialogue

Mentor can play a strong role here in helping the mentee plan which strategy to adopt, how and when.”⁶

Each mentoring situation is different, and there is a need to shift the mentor’s role depending on the person and their goals.⁷

³ E. Wayne Hart. 2010. Seven Ways to Be An Effective Mentor. Forbes, online. <https://www.forbes.com/2010/06/30/mentor-coach-executive-training-leadership-managing-ccl.html#78626d673fd3>

⁴ Coaching and mentoring. A tool for equal opportunities. International Expert Meeting Mixed 8-9 December 2003. Amsterdam. P. 15.

⁵ Coaching and mentoring. A tool for equal opportunities. International Expert Meeting Mixed 8-9 December 2003. Amsterdam. P. 41.

⁶ David Clutterbuck. 2002. What every diversity mentor should know about stereotyping. P. 114-120. In: David Clutterbuck and Belle Rose Ragins (eds.). 2002. Mentoring and Diversity. An international perspective. Butterworth Heinemann: Oxford. ISBN 0-7506-4836-8. P. 120

⁷ E. Wayne Hart. 2010. Seven Ways to Be An Effective Mentor. Forbes, online. <https://www.forbes.com/2010/06/30/mentor-coach-executive-training-leadership-managing-ccl.html#78626d673fd3>

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However, it is possible to state:

- Role of gender and race and likelihood of person becoming in mentor-mentee relationship
- Type of mentoring received based on gender and race
- How gender and race influences the outcomes of mentoring
- Gender and race composition of mentoring relationship
 - According to Prime (2005): more women than men were effective at “take care” behaviours such as supporting and rewarding;
 - More men than women were effective at “take charge” behaviours such as delegating and influencing upward.
 - Female managers tend to be perceived as more consultative and inclusive, whereas male managers are more directive and task-oriented.⁸
 - In mentoring: Women may look for socioemotional support in a mentor while men look for instrumental help.⁹
 - Many working Swedish women have children. With women, the home and job situation are always intertwined. That means that both situations should be discussed during the mentoring program.¹⁰

However there are noting average differences between men and women, rather than making statements that all men or all women have these particular characteristics.”¹¹

⁸ Kate Ludeman. 2009. Coaching with women. P. 237-254. In: Jonathan Passmore (ed.). 2009. Diversity in coaching. Working with gender, culture, race and age. Kogan Page Limited, UK. ISBN 978-0-7494-5079-3. P. 240

⁹ Regina M. O’Neill. 2002. Gender and race in mentoring relationships: a review of the literature. P. 1-22. In: David Clutterbuck and Belle Rose Ragins (eds.). 2002. Mentoring and Diversity. An international perspective. Butterworth Heinemann: Oxford. ISBN 0-7506-4836-8. P. 5.

¹⁰ Coaching and mentoring. A tool for equal opportunities. International Expert Meeting Mixed 8-9 December 2003. Amsterdam. P. 19.

¹¹ Kate Ludeman. 2009. Coaching with women. P. 237-254. In: Jonathan Passmore (ed.). 2009. Diversity in coaching. Working with gender, culture, race and age. Kogan Page Limited, UK. ISBN 978-0-7494-5079-3. P. 240

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Title of the activity	Activity 2: Stereotypes and biases
Duration	65 min
Materials/tools needed	PPT presentation, projector, papers, pens with different colours (at least 4 colour per participant), flipchart, working sheets.
Instructions for the trainers	<p>This part is focused on the topic of rising awareness on the biases and gender stereotypes. To make aware the trainees their gender matter – in their everyday life, public as well as private sphere. It is inherent in everybody of us and the stereotypes connected with it are culturally determined. The biases and stereotypes itself are normal and usefull for brain, however when using generalization for individual cases it could have the negative effect.</p> <p>-Different colours for work/family/hobbies, friends – to indicate by colours – group discussion: how much colours do we expect from our lives? How to reach most colourful life? Work-life balance topic?</p>
Instructions for the participants	<ol style="list-style-type: none"> 1. Imagine how will look like your regular day in a horizon 10 years? Write down, what will you do and how you will live - what do you expect to feel. (5 min) 2. Write down how should your day look like, if you are different sex. Imagine you are not women/men but a men/women. How would your regular day look like? In which aspect do you expect it to be different? (10 min). 3. Group discussion of the topic, identification of the areas where the “regular day” take place. (10 min) 4. For each phenomenon use one colour: work-red; family-blue; friends – orange; leisure time activities – yellow. Use appropriate colour to highlight the phenomenon in your notes. (5 min). How much colourful life would you like to have? 5. Use the working sheet and think on the common values and characteristics. Discuss it in a group. (10 min) 6. Now the topic will be framed by trainer – stereotypes and biases, how they work, their pro and cons. (15 min) 7. Group discussion – generalization and individualization, how they work together in mentoring and how to overcome the biases. (10 min)
Description of the activity	<p>Preparation: Prepare a working sheet where you make the statement for men/women/ people:</p> <p>All people/women/men are All people/women/men tend to be Most people/women/men are Most people/women/men tend to be Many people/women/men are Many people/women/men tend to be Some people/women/men are Some people/women/men tend to be A minority of people/women/men is A minority of people/women/men tend to be</p> <p>Prepare similarly 3 separate flipcharts – one for men, other for case of women and people.</p>

	<p>Implementation:</p> <ol style="list-style-type: none"> 1. Ask participants to work separately. Let them imagine, how their regular day will look like in a horizon of 10 years? Ask them to write it down. (5 minutes) 2. Add the second task: Now please write down, how would look like your regular day in 10 years if you are not women but a men (and vice versa not men but a women). (10 minutes) 3. Now have a look on it in a group and let's discuss it. What do you have in common? What area have you identified would change if you were opposite sex? (10 minutes) 4. Now use a colour for the areas where the situation gets changed for men and women: work-red; family-blue; friends – orange; leisure time activities – yellow. Use appropriate colour to highlight the phenomenon in your notes. (5 minutes) 5. Use the working sheet – make 3 groups, where one get the working sheet for men, other the working sheet for women and the last working sheet of people. Let the participants think on the common values and characteristics. Let the discussion in the small group, than ask the one from each group to summarize the group discussion and then to fill in the working sheet in the flipchart. (10 minutes) <p>1. Now the topic will be framed by trainer's presentation – stereotypes and biases, how they work, their pro and cons. (15 minutes)</p> <p>Debriefing: Group discussion – generalization and individualization, how they work together in mentoring and how to overcome the biases. (10 minutes)</p>
<p>Questions for reflection/discussion</p>	<ul style="list-style-type: none"> • What do we have in common? What are the gender and sex differences and what are the common bases? • What area have you identified would change if you were opposite sex? • work-red; family-blue; friends – orange; leisure time activities – yellow. How much colourful life would you like to have? And how much colourfull life do you have – which areas are predominant for you? Will it change in a horizon of 10 years? • How to tackle the stereotypes in one-self? • How to tackle the stereotypes in mentoring? What is the approach – could we tackle the phenomenon even that the mentee is not verbalizing it? • What is the role of the mentor in making awareness of the biases and stereotypes inherent in the mentee? Or inherent in the organization?
<p>Key terms</p>	<p>Stereotypes and biases, gender division of work</p>
<p>Short theoretical background / basic information</p>	<p>"The reality of human existence is that, to make sense of the world around us, we need to classify objects, people and any other phenomena our senses detect. ... the generalized assumptions we make about a category usually operate at an unconscious level, so unless we meet with something or someone who does not quite fit with those assumptions, they tend to be unquestioned –</p>

especially if they are reinforced by continuing stimuli that fit the assumptions.”¹²

How to work with biases?

Recognizing one’s own stereotypes is not easy. When we see a behaviour that is contrary to our stereotypes we often rationalize it away as “the exception that proves the rule”¹³.

4 stages to work with biases:

1. Recognizing our stereotypes, where they come from, and what useful functions they perform.
2. Recognizing that a stereotype does not apply universally and may have negative functions too.
3. Attempting to understand the thinking, behaviour and motives of the person the stereotype applies to
4. Learning the value both differences and similarities.

“...make categorization process from the subconscious to the conscious, where it can be reflexed upon, analysed and discussed with others. Mentoring across the boundaries of difference provides a valuable opportunity to explore our understanding of other people’s perceptions and beliefs, and to modify our own stereotypes and behaviour.”¹⁴

Working with stereotypes and biases in mentoring process:

“Move from stereotyping, through stereo-vision to stereo-action. By stereo-vision, we mean:

- Seeing things from multiple perspectives
- Tolerating ambiguity
- Extrapolating between cultures, values and perspectives
- Listening to and seeking out different perspectives
- Multiperspective, multicultural networking.

By stereo-action, we mean:

- Win-win resolution of cultural and gender conflict
- Inclusive thinking and behaviour

¹² David Clutterbuck.2002. What every diversity mentor should know about stereotyping. P. 114-120. In: David Clutterbuck and Belle Rose Ragins (eds.). 2002. Mentoring and Diversity. An international perspective. Butterworth Heinemann: Oxford. ISBN 0-7506-4836-8. P. 114.

¹³ David Clutterbuck.2002. What every diversity mentor should know about stereotyping. P. 114-120. In: David Clutterbuck and Belle Rose Ragins (eds.). 2002. Mentoring and Diversity. An international perspective. Butterworth Heinemann: Oxford. ISBN 0-7506-4836-8. P. 115.

¹⁴ David Clutterbuck.2002. What every diversity mentor should know about stereotyping. P. 114-120. In: David Clutterbuck and Belle Rose Ragins (eds.). 2002. Mentoring and Diversity. An international perspective. Butterworth Heinemann: Oxford. ISBN 0-7506-4836-8. P. 118.

Valuing differences in interpretation of shared values.”¹⁵

- But “...people generally seek out and maintain mentoring relationships with people who are like them in terms of race, gender and interests. It is easier and more comfortable dealing with people who are “more like us” – whatever “like us” happens to be. Productive relationships, in fact, depend to some degree of identification, affinity, and trust between the parties.”¹⁶
On the top “developing relationship across chasms of personal differences requires a willingness to take risks – for both mentor and protégé.”¹⁷

Challenges of mentoring to cross the disadvantagement

1. Mentor opens the door to challenging assignments that build the protégé’s competence.
2. The mentor places the protégé in a position of trust, that helps build self-confidence and credibility for the individual within the organization.
3. The mentor’s advice keeps the protégé on the right track; he or she will not take aimless detours into assignments that will not produce career benefits.
4. In later years, the mentor sponsors the protégé for important new positions.
5. The mentor confronts those who are hostile to the protégé on racial, gender, or ethnic grounds.”¹⁸

Gender and society, gender division of the work

“As a minority, women often encounter subtle inequities that may or may not be reinforced by their behaviour but that can alter how they are seen by colleagues. Women must take responsibility for working with these indirect behaviours to become stronger leaders, whether or not the inequities seem accurate or simply the result of a stereotype.”¹⁹

“Women tend to place more value on relationships, teamwork and consensus-building. Given these differences, coaches must work with the individual and how they are. Instead of trying to become more like men, which is often what organizations expect, women are most successful being themselves and strengthening any underdeveloped skills necessary to meet their goals.”²⁰

For more see Curran, Renzetti: *Women, Men and Society (2003)*.

¹⁵ David Clutterbuck. 2002. What every diversity mentor should know about stereotyping. P. 114-120. In: David Clutterbuck and Belle Rose Ragins (eds.). 2002. *Mentoring and Diversity. An international perspective*. Butterworth Heinemann: Oxford. ISBN 0-7506-4836-8. P. 119

¹⁶ Richard Luecke. 2004. *Coaching and mentoring. How to develop top talent and achieve stronger performance*. Harvard business essentials. Boston, Mass. : Harvard Business School Press. ISBN: 978-1-59139-435-8. P. 114.

¹⁷ Richard Luecke. 2004. *Coaching and mentoring. How to develop top talent and achieve stronger performance*. Harvard business essentials. Boston, Mass. : Harvard Business School Press. ISBN: 978-1-59139-435-8. P. 115.

¹⁸ Richard Luecke. 2004. *Coaching and mentoring. How to develop top talent and achieve stronger performance*. Harvard business essentials. Boston, Mass. : Harvard Business School Press. ISBN: 978-1-59139-435-8. P. 119.

¹⁹ Kate Ludeman. 2009. *Coaching with women*. P. 237-254. In: Jonathan Passmore (ed.). 2009. *Diversity in coaching. Working with gender, culture, race and age*. Kogan Page Limited, UK. ISBN 978-0-7494-5079-3. P. 238

²⁰ Kate Ludeman. 2009. *Coaching with women*. P. 237-254. In: Jonathan Passmore (ed.). 2009. *Diversity in coaching. Working with gender, culture, race and age*. Kogan Page Limited, UK. ISBN 978-0-7494-5079-3. P. (238)

Title of the activity	Activity 3: Gender stereotypes in helping professions
Duration	60 min
Materials/tools needed	Prepared working cards, PPT presentation, PC, projector, flipchart, pen.
Instructions for the trainers	This parts reveal main theoretical concepts connected with gender stereotypes and helping professions. On the individual level participants will work with their knowledge about stratification of the labour market and the impact to everyday life of helping professionals. The concepts such as glass ceiling, glass elevator, sticking floor, power and help, will be revealed.
Instructions for the participants	<ol style="list-style-type: none"> 1. You are given the cards with basic concepts. Have a look on it and write down what do you think they do mean. 2. If you are unsure - discuss the given concepts with your colleagues. 3. We will now reveal those concepts altogether. We will go through the concepts and we will find out, how it works in helping professions, in your case. 4. Short PPT presentation will be given to frame the topic. 5. Brainstorm where you can meet the power in your professional life.
Description of the activity	<p>Preparation:</p> <ol style="list-style-type: none"> 1. Prepare working cards with basic concepts, every card prepare twice to have a card for everybody: feminization of the occupation; horizontal gender segregation; vertical gender segregation; glass ceiling; glass elevator; sticking floor; gender pay gap; leaking pipeline. 2. Prepare basic presentation which explain such a concepts and frame it by the theory. Prepare the presentation on the topic of gender and labour market. Show gender segregation namely in the social work, nursing, teaching. 3. Focus on vertical gender segregation. Pay attention to the power and helping profession: who are workers, who are clients – and how does work the power there. When we encounter the help and when it is about to control? <p>Implementation:</p> <ol style="list-style-type: none"> 1. Give one working card to every participant. Let them think about the concept. (5 min) 2. Let the participants with the same concept written on the card to consult what do they understand under the concept. (10 min) 3. Lead a group discussion on the concepts, use prepared PPT presentation which frame the concepts with the theories. (20 min) 4. Continue with the PPT on the question of power and helping professions. (10 min) 5. Rise the group discussion on the topic of power and helping profession, how it is perceived in their everyday life. (15 min).
Questions for reflection/discussion	<ul style="list-style-type: none"> • Who and when have a power in your professional life? Think about clients, professionals, wider public. • Do you intentionally reflect the power in your professional work? • Do you have impression you pose the power?

	<ul style="list-style-type: none"> • When we encounter the help and when it is about to control? • Does the gender segregation of the labour market have impact on possibility to retain a power in the working relationship with clients? Do you have any experience when it matter that the client was male and you were female (or vice versa)? • What is your experience with different styles of tackling the power in professional work? Do you have some ideas?
<p>Key terms</p>	<p>Feminization; horizontal gender segregation; vertical gender segregation; glass ceiling; glass elevator; sticking floor; gender pay gap; leaking pipeline.</p>
<p>Short theoretical background/basic information</p>	<p>Gender and labour market – read: Curran, Renzetti: <i>Women, Men and Society (2003)</i></p> <p>Empowering perspectives:</p> <ul style="list-style-type: none"> - “Anti-discriminatory and anti-oppressive practice has been a core feature of social work in the United Kingdom for the past three decades in particular - From an integrative point of view, an anti-discriminatory approach does not deny or prevent gender discrimination being addressed, but it does imply that it should not gain any more precedence than other forms. Indeed, it is further argued that it is not so much the form of oppression or discrimination but rather its impact that is of import. - Bringing in theories on identity, individualisation and critical social policy to supplement teaching on anti-discriminatory and anti-oppressive practice, students are encouraged to find a comfort in the less certain but arguably more realistic context that the nature, form and experience of discrimination are influenced at so many different levels; and impact on individuals and groups in such diverse ways, that any generalised thinking – including an over-emphasis on gender to the detriment of other aspects of identity and experience – can potentially be discriminatory.”²¹ <p>Power in helping professions:</p>

²¹ Caroline Skehill. 2009. An integrative Approach to Teaching Gender and Social Work. In: Vesna Leskošek (ed.). Teaching Gender and Social Work. Athena3, Stockholm. P. 30

Social workers use their claim to an exclusive and evidence-based body of knowledge as justification for their professional and at the same time, the code of ethics of the profession aims to ensure that such power will not be abused.²² Some models of power, by focusing upon two central actors in a relationship of power, e.g. client and social worker, fail to understand the importance of a broader social context to the creation of a relationship of power.²³ The gendered nature of the society reveals the question of the power. For Burke and Harrison (2002) is a key theme of discrimination as long as long as discrimination is seen as a result of power-imbalance. It is thus important for social workers to recognise that oppression linked with discrimination can either be intentional or unintentional abuse of power with intention to act against service users. However, note that in order to exercise their professional power, social workers need to forge alliances with stakeholders who share their values and have the power to influence social policy and programs that promote the interest and well-being of vulnerable clients who are powerless within organizations²⁴. It means that sometimes even those who pose the power in relationship are in other ways also powerless.

You can also read:

- Hasenfeld, Yeheskel. (1987). Power in Social Work Practice. *Social Service Review - SOC SERV REV.* 61. 469-483. 10.1086/644463.
- Reiff, R. (1974). The Control of Knowledge: The Power of the Helping Professions. *The Journal of Applied Behavioral Science*, 10(3), 451–461. <https://doi.org/10.1177/002188637401000316>

²² Code of ethics of social workers.

²³ Stephen A. Webb. 2000. The politics of social work: Power and Subjectivity. *Critical Social Work*, Volume 1, No. 2.

Available: <http://www1.uwindsor.ca/criticalsocialwork/the-politics-of-social-work-power-and-subjectivity#top>

²⁴ Stan Paul. 2017. Power and Powerlessness in Social Work. Available at: <https://luskin.ucla.edu/power-powerlessness-social-work/>

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Title of the activity	Activity 4: Ethically problematic area
Duration	65 minutes
Materials/tools needed	Working sheets, PPT presentation, PC, projector.
Instructions for the trainers	<p>The goal of this activity is to rise awareness about own stereotypes when interacting with the clients and to show this as ethically problematic area of helping professions (HIV, GLBT+, cultural background etc.). Everybody has somewhere the borders of their acceptance of the difference, for helping professions it is essential to know own borders and limits – and in the sake of client – to be able to provide effective help.</p> <p>To reveal own limits there will be used the game – advocacy, which will bring together the different arguments and opinion on ethically problematic questions.</p>
Instructions for the participants	<p>Imagine you are at the court, part of your group are advocats: part prosecutor, part barrister. There will be judge and jury too.</p> <ol style="list-style-type: none"> 1. You are given a cases written on the cards, prepare the case and use the argument to support your case. Doesn't matter you are actually not believing in it, just use everything which could be used to support your case. 2. Prepare the argumentation, you will have 5 minutes for it. Than the voice will be given to other side. Afterwards the judge and jury will have 3 minutes to decide which argumentation was better. 3. The discussion of the case and part of the game will be lead. 4. Than next case will be similarly prepared and played. Discussion will be inherent part of the process. 5. In the end we will split the person who were not speaking during the game and they will form the audience with the task to watch the scene and look up for all stereotypes – positives and negatives used during the speech.
Description of the activity	<p>Preparation: Prepare the scenario for the game: prepare the cards with scenario for barrister and prosecutor sides:</p> <ol style="list-style-type: none"> 1. Men should not work in the kindergarten/Men should work in the kindergarten 2. Women can effectively manage the team, she is not good leader/ Women can't effectively manage the team, she is a good leader 3. The GLBT+ people should have all the rights/ The GLBT+ people should not have all the rights 4. The HIV client is a threat for the professional/ The HIV client is not a threat for the professional 5. The mentoring relationship between men and women is sexualized/The mentoring relationship between men and women is not sexualized

	Prepare a table to the observers, to mark the biases in the last case.			
	Conscious stereotyping		Unconscious stereotyping	
	Positive	Negative	Positive	Negative
Barrister perception				
Prosecutor perception				
Judge perception				
	Implementation:			
	<ol style="list-style-type: none"> 1. Make 3 groups of the participants: one of the barristers, one of the prosecutors and one of the jury and a judge. The jury should be an even number, so with the judge they form an odd number to be able to vote. Then distribute the first prepared scenario to the respective parts. Explain to them the game: <ul style="list-style-type: none"> • Imagine you are at the court, part of you are advocats: prosecutors and barristers. There is a jury too. You are given a cases written on the cards, prepare the case and use the argument to support your case. Doesn't matter you are actually not believing the argument is valid or true, just use everything which could be used to support your case. Prepare the argumentation, you will have 10 minutes for it. Than you should present it in 5 minutes, afterwards the voice will be given to other side for their 5 minutes argumentation. The judge and jury will have 3 minutes to decide which argumentation was better. (5 minutes) 2. Run 1st case (10 minutes preparation, 5 minutes each side, 3 minutes judge and final decision) – (20 minutes the case) 3. Watch who is not speaking during the game and give him/her additional task: to watch the game and mark the negative/positive stereotypes used in the argumentation during the run of 2nd case. 4. Run 2nd case -(20 minutes) 			
Questions for reflection/discussion	Debriefing			
	<p>—Lead a discussion. How was the game? How did the participants felt? How difficult/easy was to use the argumentation? Use a feedback from the repporteurs – what they have marked about the stereotypes into their sheets. (20 minutes)</p> <ul style="list-style-type: none"> • How easy or difficult is to use the positive stereotypes? • Is it different to use negative stereotypes willingly? • How difficult is to build and argument on the individual level? • In what cases the generalization help you? 			

Key terms	Ethical areas, rights of the minorities, ethical code in social work
Short theoretical background/ basic information	<p>Don't forget:</p> <ul style="list-style-type: none"> - <i>The mentor role is to be a Model.</i> Just while observing you mentees pick up many things: ethics, values and standards; style, beliefs and attitudes; methods and procedures. They are likely to follow your lead, adapt your approach to their own style, and build confidence through their affiliation with you. As a mentor, you need to be keenly aware of your own behavior.²⁵ <p><i>As already stated:</i> Social workers use their claim to an exclusive and evidence-based body of knowledge as justification for their professional and at the same time, the code of ethics of the profession aims to ensure that such power will not be abused.²⁶</p> <p>TIP: Have a look on it and show the approach to ethical problematic area in the field of social work.</p>

²⁵ E. Wayne Hart. 2010. Seven Ways to Be An Effective Mentor. Forbes, online.

<https://www.forbes.com/2010/06/30/mentor-coach-executive-training-leadership-managing-ccl.html#78626d673fd3>

²⁶ Code of ethics of social workers.

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Title of the activity	Activity 5: Giving the voice
Duration	65 min
Materials/tools needed	PC with wifi connection, projector, paper, pencil.
Instructions for the trainers	<p>Lecturer should make small intro into the topic of verbal, non-verbal communication and relation of the power. It should be supported the critical thinking of own attitudes and inherent stereotypes and biases in it.</p> <p>To support the imagination of the participants, the video screening is useful. https://www.youtube.com/watch?v=mGB83yxUB_U They should be instructed to watch it carefully and to focus on the topic of power, giving the voice – and not giving the voice, nonverbal communication etc. During the screening they can take notes and after the discussion should be facilitated by the lecturer.</p> <p>To frame the topic, it is usefull to prepare short presentation/ theoretical background and clarify the misunderstanding in the communications between sexes/between people as a such. Who is speaking? From which standpoint are you speaking? Who can speak for the others? Those are basic questions which should be inherent in the theoretical background.</p> <p>The short video which pay attention to gender and power in the communication could be used. https://www.youtube.com/watch?v=fSuN848LF4M</p>
Instructions for the participants	<ol style="list-style-type: none"> 1. Watch the first video https://www.youtube.com/watch?v=mGB83yxUB_U and have a look on the interaction between students and teacher (as well between students themselves). When watching it, think on the following questions: What do you see? Who is interacting and why? And who is not interacting and why? Where is given priority in the communication and what is omitted? Take notes, we will discuss your comments later in the group. 2. The question of power is essential for this analysis. You are given a short overview of the topic connected with it: gender, power and communication intersect and you can watch it on the following video. https://www.youtube.com/watch?v=fSuN848LF4M 3. Let´s discuss about it. What is said and what is not? How are the expectancies gendered? – review the last part of the video. 4. This brings us to the topic of Standpoint theories: we can speak only from our own standpoint – with respect to our experience. Short theoretical background will be given by trainer. 5. Discuss the topic of speaking for the others in helping professions, speaking from own standpoint in mentoring and how to understand each other standpoints.

<p>Description of the activity</p>	<p>Preparation: Prepare presentation for topic of verbal, non-verbal communication and relation of the power. Focus on the topic of micro-inequities.</p> <ul style="list-style-type: none"> • Show how the power could be misused – intentionally or unintentionally. • Prepare short theoretical background for topic of standpoint theories (G. Spivak, S. Harding), the experience of the minorities and their insight into the relationship of the power and society. Prepare for basic questions risen by those theoretists. <p>Implementation:</p> <ul style="list-style-type: none"> • Small intro PPT (5 min) • Comment the task for the video and video screening, time to complete the notes (10 min) • Group discussion on the video and the analysis of the interaction (10 min) • Theoretical background – communication and the power, gender and biases (5 min) • Watch video (5 min) • Discussion of the video – where are the biases and stereotypes, how are the expectancies of men and women gendered (10min) • Theoretical background to frame it – standpoint theories and speaking for the others (5 min) <p>Debriefing:</p> <ul style="list-style-type: none"> • Final discussion on the interferences of the power and standpoint to mentoring (15 min)
<p>Questions for reflection/discussion</p>	<ul style="list-style-type: none"> • How could you transmit your experience to the other with the respect to the different standpoints? How it is in mentoring process? • How to avoid the power relationship in the communication? • What do you think about gender power relationship in the communication? • Are you aware about the micro-inequities and non-verbal communication? How to tackle the problem of micro-inequities? • Think on your own situation. Think on the situation of your mentees – your clients. • Think what do you experience in your professional life when interacting with others? Who is interacting and why? And who is not interacting and why? Where is given priority in the communication and what is omitted? • How are the expectancies gendered? • How could you transmit your experience to the other? How avoid the power relationship in the communication?
<p>Key terms</p>	<p>Standpoint theories, speaking for the other, non-verbal communication, gender, power and communication</p>
<p>Short theoretical background/basic information</p>	<p>Non verbal communication – see the part of other moduls For further reading please read: Curran, Renzetti: <i>Women, Men and Society (2003)</i></p>

	<p>Standpoint theories See short intro into the topic of standpoint theories, get know basic concepts https://www.youtube.com/watch?v=hsZ1ZxcKvmg https://www.youtube.com/watch?v=BSwbkQ5lwNs and it's authors (S. Harding, G. Spivak, etc.), for example see: https://www.youtube.com/watch?v=w_qa87-54yQ Be aware: It is also hard to be selected as the representative of a minority group, because after all, you can never represent the entire minority group.²⁷</p> <p>Empowerment and how to support the voice of the other 'Stop: Now we are speaking!' project shows ideas how to improve the situation of disadvantaged young people by strengthening their capabilities to manage their own lives and raise awareness for the necessary policy changes. Applying extended participatory theatre methods and a collective process of developing policy recommendations.²⁸</p> <p>Micro-inequities "The term Micro-inequities (Rowe, 1973) explains many of the subtle differences in how men and women are treated in the workplace. These subtle cues can be conscious or unconscious behaviours like someone rolling their eyes, interrupting a speaker, crossing their arms during a conversation, sharing information with one person but not another, or publicly congratulating only one of the two people who just go promoted. Micro-inequities are not as much one-time events as they are cumulative, repeated behaviours, which communicate that certain people are valued more than others."²⁹</p> <p>Working with gender differences in coaching:</p> <ol style="list-style-type: none"> 1. Addressing micro-inequities: "to take ownership of that change. She can do this by embracing the reality that as much as she may want others to change, she has no control over whether that will happen. What she can do is be proactive and take responsibility for overcoming the inequity, regardless of its origin."³⁰ <table border="1" data-bbox="459 1435 1161 1579"> <thead> <tr> <th style="background-color: yellow;">Things I can not control</th> <th style="background-color: yellow;">Things possible to control</th> </tr> </thead> <tbody> <tr> <td>Whether I am recognized for my contributions</td> <td>My commitment to develop strong influencing skills, contribute and perform at my best</td> </tr> </tbody> </table>	Things I can not control	Things possible to control	Whether I am recognized for my contributions	My commitment to develop strong influencing skills, contribute and perform at my best
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²⁷ Coaching and mentoring. A tool for equal opportunities. International Expert Meeting Mixed 8-9 December 2003. Amsterdam. P. 15.

²⁸ Michael Wrentschur, Michaela Moser. 2014. „Stop: Now we are speakin!“ A creative and dissident approach of empowering disadvantaged young people. In: International Social Work. Vol. 57 (4), p. 398-410.

²⁹ Kate Ludeman. 2009. Coaching with women. P. 237-254. In: Jonathan Passmore (ed.). 2009. Diversity in coaching. Working with gender, culture, race and age. Kogan Page Limited, UK. ISBN 978-0-7494-5079-3. P. 243

³⁰ Kate Ludeman. 2009. Coaching with women. P. 237-254. In: Jonathan Passmore (ed.). 2009. Diversity in coaching. Working with gender, culture, race and age. Kogan Page Limited, UK. ISBN 978-0-7494-5079-3. P. 244.

	Whether my male colleagues are given /passes/, when female leaders must work harder for the same success	How well I develop and apply the leadership competencies I know are the key to success in my organization												
	Whether someone respects me	How I perform; whether I deliver on my agreements												
	Other people's behaviours that seem unfair or unjust	How I respond to unfair behaviours, focusing on my own effectiveness and influence												
	Emotions I feel in the moment	How I act (or withhold action) on my emotions ³¹												
	<p>What are the possibilities how to cope with the topic? To undergo the change or to make the part of yourself different? It is possible to get inspired by the following shifts of the asking:</p> <table border="1"> <thead> <tr> <th style="background-color: yellow;">If you find yourself...</th> <th style="background-color: yellow;">Shift by asking:</th> </tr> </thead> <tbody> <tr> <td>Feeling angry resentful or fearful</td> <td>How can I choose ease and confidence instead? How best can I support the results I want?</td> </tr> <tr> <td>Repeatedly having your buttons pushed, or having a familiar feeling when a problem arises</td> <td>How do I keep making choices that sustain this pattern?</td> </tr> <tr> <td>Feeling bottled up and stressed, with flat energy</td> <td>What emotions haven't I let myself feel?</td> </tr> <tr> <td>Repeatedly having bad luck or negative results you don't want</td> <td>Do I have an unconscious intention for things to turn out this way?</td> </tr> <tr> <td>Wishing someone else would change, do something or stop doing something so that you get the credit you deserve</td> <td>How can I take responsibility for making this change myself?³²</td> </tr> </tbody> </table> <p>2. Identifying auto-pilot styles of your own behavior "understanding auto-pilot styles has a liberating effect on coaches, because it helps them see their behaviours as a collection of habits that were formed early in their lives rather than as an unchangeable genetic trait or a reflex hardwired into their brains. An effective coach can easily spot these problematic styles by asking a few simple questions."³³</p>		If you find yourself...	Shift by asking:	Feeling angry resentful or fearful	How can I choose ease and confidence instead? How best can I support the results I want?	Repeatedly having your buttons pushed, or having a familiar feeling when a problem arises	How do I keep making choices that sustain this pattern?	Feeling bottled up and stressed, with flat energy	What emotions haven't I let myself feel?	Repeatedly having bad luck or negative results you don't want	Do I have an unconscious intention for things to turn out this way?	Wishing someone else would change, do something or stop doing something so that you get the credit you deserve	How can I take responsibility for making this change myself? ³²
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