

COMPLEX MENTORING PROGRAM METHODOLOGY

MENTORING OPENS DOORS

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1 Introduction

Dear users of the mentoring method,

This manual will provide you with the skill of being a successful mentor. It has been designed for people who wish to acquire competencies for being mentors.

This product is part of the Mentoring Opens Doors project no. CZ.1.04/5.1.01/77.00012 OP LZZ focused on assisting women over 50 in labour markets.

The Czech language is rich; if the readers are unknown, it tends to prefer the masculine gender. However, our experience shows that there are more women than men engaged in mentoring. With regard to this fact, the character of the target group of this manual, and our long-term experience, we prefer using the feminine grammatical gender (and we kindly ask all male users to pardon us).

Why mentoring and what is mentoring?

Mentoring is an idiosyncratic relation between two individuals whose goal is to assist the person that is less experienced compared to the other person or a group of people. We will discover the magic of this method later. The ability to use mentoring can enhance the efficiency of your work with the clients, in particular with women over 50 who are difficult to employ. You will provide them with the necessary skills and self-confidence so that they can improve their employability, the art of searching a job, and enter, or return to, the rapidly changing labour market either as employees or self-employed persons. You will be explained some concepts and its relations, and in the practical exercises you will acquire the skill of using various kinds of mentoring.

1.1 How to study with the methodology manual

The manual gives you the chance to educate yourself according to your own possibilities. You can choose from the following activities and use the text for revision, too:

- **Reading:** It provides theoretical background for self-education concerning various issues connected with employment from the applicants' point of view. In these chapters you will learn about the main possibilities of mentoring, its actors, efficient organization and the "dosage". You can use the exercises at the end of the manual.
- **Learning by doing:** You will have the chance to check your knowledge by questions and answers and various exercises. By answering the questions you will actively analyse the situation brought up by the questions and the exercises, and compare your answers with the correct ones. This will reinforce your active knowledge and understanding of various mentoring issues, and help you use it in an active manner. This part of self-education increases your motivation to continue in your studies. There are no clear-cut directions for mentoring. The mentor herself, by her own personality and understanding of the principles of mentoring, actively creates the way a certain person or group of people use it.

Stories about achieving goals: You will read several stories of unemployed women who were helped by mentoring. You will get inspired and see how in apparently insoluble situations it is possible to find a (more or less time demanding) solution for a particular person, how to re-engage her in the labour market in various ways suitable for an applicant who is disadvantaged in a certain manner. These stories are valuable for all 3 kinds of actors in the mentoring process (see chapter 3).

This manual boasts several advantages. Apart from the original purpose, i.e. to teach the art of mentoring, it will teach you to keep up with new things and methods, and to learn to maintain the acquired skills and knowledge by efficient repetition and by various recommended activities. We suggest starting with the **Reading** section and continue with the **Learning by doing** activities incorporated in the Reading part. Finally, you can read the **Stories about achieving goals**. However, you can choose the order of self-educational activities on your own, as all parts have been designed as independent units.

1.2 Results of study

After studying this manual, you should be able to understand:

- the principles of mentoring and the way this process is structured;
- the characteristics of the agents of mentoring, their roles and relations;
- the kinds of mentoring and their particularities and strengths;
- the pros and cons of e-mentoring;
- the manner of setting goals for yourself so that you have a better chance of employment;
- the manner of using mentoring tools and exercises related to employment and self-employment to facilitate the mentoring process.

2 Learning through experience

Most of human knowledge comes from our personal experience. Learning through experience is a natural way of teaching, which for instance children use when they learn to talk. The advantage of this method is that the mentee develops creativity and pro-active approach, gets better at building informal relationships and, above all, learns a lot through experience, instead of just collecting information.

This method is based on the experience that the mentee acquires in solving real or model tasks. Each experience is personal, emotional, and impossible to define and transfer. Despite of this fact or just because of it, learning by experience is an integral part of education through the mentoring.

Feedback, which applies the principles of learning through experience and is based on the mentee's activities, forms an important part of this way of learning. The mentee is able to use her experience in practice only after the experience has been processed in a

rational way. The principles of learning through experience can be applied in other fields of study as well.

- This method is widely used with various programs whose aim is to develop knowledge, skills and personal talents
- The contents is transferred in small chunks, trying to make the students see the connections
- For practical use the process of evaluating the acquired experience is important.

Within the learning through experience method the active roles of the lector/facilitator and the participants swap or blend. During the experience itself the lector assumes the role of an observer. The participant assumes responsibility for the outcome of the learning process; there is a balanced cooperation and partnership between the lector and the participant. Reflection, i.e. looking back, is important. Through reflection the mentee can summarize and evaluate the steps she took in solving the problem. The lector/facilitator creates space for sharing feelings and for an open discussion that makes the mentee understand the causes and effects of various problem situations, using theoretical tools that facilitate the whole process in order to reach its goal.

Learning by experience is a natural process; however, it does not used to be accepted from the very beginning of learning. It often leads both a mentor and a mentee to the position of „a child“ and this might be even unpleasant for somebody. Before using mentoring thought learning by experience it is important for both partners first to open mutually, learn and trust each other. This way of learning, especially in mentoring, requires a mutual acceptance – both a mentor and a mentee. Only in this moment the power of this method might be obvious and a way of a long-term and unforgettable learning might be open. As a child never put his hand to a glowing plate for the second time, learning by experience protects us in the same way from doing the same mistakes and wrong ways of behaviour which could limit both our personal and professional relations and our access to the life and work.

When working with learning by experience, you work with a game. Generally, games bring an entertainment and a relaxation. In this case, however, a game brings a deeper idea. Participants of learning – a game – take with them some pieces of experience which usually have not got too much common with a reality. Knowledge brought by a game, can, however, become a basis for a better, more mature and wiser solution of problems or a life-situation in future.

The pedagogy of learning by experience has got following basic principles:

- Learning by experience
- Keeping of relations and context – insight of mentees into a fictive situation
- Keeping of a comfortable space of stakeholders – learning without any stress from obligation
- The principle of voluntariness – mentees supports the created environment by their game. They choose freely a level of the brought challenge.

It is not possible to extract learning by experience to a separate chapter already because of the sense of this handbook. Individual chapters will be enriched by proposals how to deal with learning by experience in concrete situations and how to use it in the best way with all regards to the mentee and to the situation.

3 The purpose of mentoring and its use in the target group

3.1 The purpose of mentoring in helping the unemployed

Mentoring is an **important method**, because it helps the mentee in her development. With the assistance of the mentor the mentee can develop her skills for better employability. The mentee can learn how to set goals, her self-esteem grows and she can create new networks. Mentoring often enhances understanding between generations, cultures and people. Mentoring is also a good way of learning and development that encourages the mentees to face possible conflicts and bear potential risks.

Mentoring helps the mentees to get on top of things. Through mentoring, the mentees acquire the know-how in various subjects and develop general and detailed knowledge. Mentoring can also benefit the mentors, as they can develop during the mentoring process, too. It improves their interaction skills, their networks tend to grow, and they get new fresh ideas from the mentees.

Characteristic features of mentoring:

- long-term, time-limited process
- setting goals that shall be reached
- determining the number of sessions and the schedule
- regular sessions with each mentor
- working in accordance with pre-set procedure
- combining different kinds of mentoring

Exercise 3.1: Choose correct answers

The mentor that uses mentoring to assist the unemployed in entering the labour market and staying on the market (in this case, women over 50) tries to:

- teach women understand their own needs*
- enhance their self-confidence and presentation skills, including argumentation*
- equip them for long-term self-education to maintain their chance of employment*
- teach them how to be different from their competitors and succeed on the labour market¹*

¹ **Correct answer:** all answers are correct

Mentoring is a method that is beneficial mainly after all other methods have failed or have been inefficient, or are perceived as formal and toothless. Its downside is:

- the need to engage the mentee in your own affairs; and
- The need to share responsibility for the result of the entire process.

Suggestion for learning by experience:

Aim: Attitude to the life, getting off the own box and gaining of the top view

Applicable for smaller groups

Let women spontaneously divide into smaller groups or pairs. Let them imagine becoming men who met in a beer pub after the work. What are they talking about? Let them to speak and when they do not dare, pose them questions:

Men, are you talking about women?

Are you talking about cars?

What else are you talking about?

Are you searching a solution or are you only analysing the situation?

Now, imagine that you are women again.

Are you talking about men?

Are you talking about children?

Is the topic of your conversation different? Which one?

The task of a mentor is to reveal women the fact that we live in stereotypes which we do not try to understand. Having understood such essential differences and having been able to work with we can put over limits of our own perception and we are able to start developing our personality. To start for example to understand of the behaviour of our partner². Let's be more inquiring.

3.2 The grounds for using mentoring in the target group

Employers believe in stereotypes about the inaptitude of the target group – 50+ women.

Exercise 3.2: Write down the arguments that employers use to describe 50+ women. Make your own file with arguments and counter-arguments to be well- prepared for the discussions with the job applicants – 50+ women and the employers.

Argument	Counter-argument
inefficient	Experienced, they think things over, consider risks

² In 9 cases of 10 mentees always solve first a personal level and only then they move to a professional level even if the original intention of a process of mentoring was set in another way.

The choice of the right methods, conditions and external environment for working with women can change their way of thinking and make the complex mentoring program efficient.

Suggestion for learning by experience:

Aim: to understand requirement of the other side

Applicable for smaller groups

The group has got for its disposal about 20 CVs oriented to the application for a job as an assistant. Women have to choose 3 persons, who will be invited to the job interview. One of them plays the role of an employer and 3 selected women have to justify „their“ CV during the interview.

A common discussion about the decision of the „employer“ and his/her criteria follows. Why has he/she selected. Women can shift their role in the next case.

A modification: a change of a job position, a phone call, etc.

Do you identify yourselves with the following statements?

1. Women over 50 are usually unable to defend themselves against dismissals.
2. They are not confident enough to actively look for a job when unemployed.
3. Those women subconsciously know that they have no chance and so they get caught in a vicious circle of submission, passive attendance of the Labour Office and the attitudes of employers who refuse them or make excuses such as “This vacancy has already been filled”.
4. If they finally get to the selection procedure for the job, they have already lost a lot energy and mental strength. After long months of waiting for such a miracle they are not able to focus on the selection procedure and prepare for it, giving the impression of being unconfident and unconvincing.
5. This is a welcome argument of the potential employer who thus avoids telling them that they cannot be accepted because of their age, which he/she is not formally allowed to do. He/she therefore acts in line with the law, however, the woman over 50 feels even more depressed and helpless.

In these very cases mentoring is a good methodical aid for increasing the chance of employment, i.e. the process of building partnerships, in which one person shares the knowledge, skills and information with the other person, trying to facilitate her professional growth.

The main goal of mentoring, as regards employment, is:

- supporting and enhancing the mentee's professional and personal development
- Helping the mentee to get a job or start her own business.

Mentoring also helps to increase the knowledge, skills and self-esteem of the mentee.

The discussions that take place within the mentor-mentee relationship must be driven by this basic goal, and the mentee should focus on getting a job/setting up her own business and other related issues.

Exercise 3.3: Is the following statement correct?

*Is it possible to enter also into additional discussions which are not directly related to this basic goal but which can, despite this fact, influence the mentee's personal and professional development?*³

Suggestion for learning by experience:

Aim: a change of the own understanding, i.e. how perceive I, the others perceive me.

Applicable for individuals or groups

The way how we perceive ourselves is crucial for the perception of us by the others. Especially women (moreover, they do not need to be disadvantaged) suffer unnecessarily from a low level of their self-confidence. Let mentees present briefly their life experiences. Then let them read the article below. Let a short time for an evaluation and then try once again together present her life experience. When using a dictaphone, it will be interesting to compare together both versions, for sure.

PIKOVÁ SEDMA



Pavel Tomeš
editor

Supermanažerka

byl kromě mě také můj starší kolega a partner, s kterým jsme rozjeli ambiciózní projekt multiplikace lidských zdrojů. Tým se brzy rozrostl o velice mladého kolegu na pozici junior scream manažera, kterého jsme museli teprve vyprofilovat. Spala jsem jen několik hodin denně. Projekt byl totiž doslova v plenkách a první výsledky mojí práce, které jsem nacházela právě v nich, nebyly zrovna povzbudivé. Musela jsem navíc řešit nízké základní jmění, neustálé výkyvy v cash flow, druhotnou a hlavně prvotní platební neschopnost. I moje pozice v týmu byla komplikovaná. Snažila jsem se delegovat některé úkoly na svého kolegu, ale nevyjasněné kompetence nás občas stavěly proti sobě. Měl totiž zajímavý pocit, že je to právě on, kdo tým vede. Musela jsem odvrátit i situaci, kdy chtěl projekt opustit kvůli jinému, zdánlivě velice dobře nastavenému projektu. Přesto jsem ho dokázala dodatečně motivovat, aby se vrátil do týmu, a podařilo se mi konkurenční projekt včas zdiskreditovat.

Postupně se náš mladý kolega postavil na vlastní nohy a už jsem ho nemusela vodit za ručičku, což mi uvolnilo ruce k práci na rozšíření týmu. Jenže pak přibylí do našeho týmu nečekaně hned dva další nováčci a byli jsme zase na začátku. Dnes ale mohu říct, že se tým stabilizoval a chová se bez nadsázky jako jedna rodina...

Myslím si, že na takový životopis existuje jen jedna odpověď. „Jste přijata!“

Nerozumím tomu, proč ženy po rodičovské dovolené trpí při hledání nové práce nízkým sebevědomím. Na otázku, co jste dělala v posledních letech či jaká je vaše praxe, nemusí při pohovorech přece jen klopat oči.

Co třeba takhle: „Mám za sebou sedm let tvrdé manažerské práce na plný úvazek. Po celou dobu jsem vedla tým, v němž

Source: www.sedmicka.cz

³ Correct answer: Yes

4 3M – Mentoring agents

Mentoring has a clear set of rules. These include not only the clearly set time-limits, but also the participants and their roles. It is vital to know these roles, as they ensure the efficiency of the mentoring process.

Exercise 4.1: Put the following expressions in columns A or B.

Expressions: random talk, interrogation, sharing certain elements and thoughts that facilitate further development of thought and reaching of the goal, asking questions by means of a questionnaire.

A: Mentoring is not about	B: Mentoring is about

⁴

The main agents participating in the mentoring process are the “3M agents”:

- the **Mentor**
- the **Mentee**
- the **Manager**

Each agent plays a different role and has different duties in the mentoring process.

The basic pair is formed by mentor and the mentee who are sometimes complemented by the manager.

4.1 The mentor

Exercise 4.2: What is your opinion about the qualities of the mentor? Put the correct qualities in the table below.

*qualified, fast, experienced, extrovert, respectable, willing to support a less experienced person, willing to do the tasks on behalf the mentee, willing to provide sample situations similar to the problems of the mentee, self-confident, socially aware, unselfish, over 40.*⁵

Mentor's Profile

⁴ **Correct answer:** A: random talk, interrogation, asking questions by means of a questionnaire; B: sharing certain elements and thoughts that facilitate further development of thought and approximation of the goal.

⁵ **Correct answers:** experienced, extrovert, respected, willing to support a less experienced person, willing to provide sample situations similar to the problems of the mentee, socially aware, unselfish.

The personality of the mentor and her skill are the key factors of successful mentoring. It is not sufficient to master the mentoring “technology” and its application. It is vital to:

- win the mentee’s confidence;
- assess the possibilities of the mentee, in particular the chances of being an employee or an employer;
- Persuade the mentee of the need to cooperate.

The main reason for becoming a mentor is a genuine desire to help the mentees succeed in their lives.

It is the mentor’s experience and willingness that is important in mentoring, not her age.

Exercise 4.3: Is the following paragraph true?⁶

The mentor gives the mentee constructive feedback to help her create her development plan by asking appropriate questions, offering alternatives and solutions to solve problems and overcome obstacles.

The mentor helps to facilitate the assessment of the mentee’s decisions and gives appropriate feedback. The mentor tries to protect the mentee from making elementary mistakes.

Exercise 4.4: Choose correct answers and go over them before each mentoring session.⁷

The mentor

- helps to build or enhance self-confidence of the mentee
- stimulates professional behaviour
- offers solutions
- teaches through examples
- confronts negative behaviour and approaches
- assists in career advancement
- provides professional recommendations
- criticizes different opinions
- gives strength to the mentee
- Enables her to reach her goals.

⁶ **Correct answer:** Yes

⁷ **Correct answer:** helps to build or enhance self-confidence of the mentee, stimulates professional behaviour, teaches through examples, confronts negative behaviour and approaches, assists in career advancement, provides professional recommendations, gives strength to the mentee, enables her to reach her goals.

The most important task of the mentor is to:

- listen
- show the mentee the ways leading to self-realization
- Show the mentee the direction of her future career or business activities.

Exercise 4.5: Answer yes / no.⁸

1. *As regards mentoring, can the mentor's rich professional experience substitute the possibly lower level of education?*
2. *Can a business woman become a mentor?*
3. *Does the mentor provide the mentee also with her personal contacts and connections?*

Mentors often start with mentoring to develop their own interaction skills and extend their network of colleagues. When we choose our new mentors, we find appropriate the following arguments.

A brief summary of the key skills of a skilled mentor who can win the trust of 50+ women.

- She has natural charisma.
- She is able to identify with the role of the mentee.
- She can listen.
- She knows how to solve difficult situations and gives examples.

Exercise 4.6: Choose correct answers.⁹

The mentor is not

- a consultant
- a lecturer
- a discussion partner
- a critic

Exercise 4.7: Is the following paragraph true?¹⁰

The mentor needs to know all about the mentee so that she can direct her. However, she does not give a picture of herself at the beginning of her business or the start of her carrier, or about her everyday life because it all happened a long time ago.

The mentor does not have to understand the thoughts of the mentee. However, if the mentee is completely different than the mentor, it might get difficult.

⁸ **Correct answer:** all answers Yes

⁹ **Correct answer:** a consultant, a lecturer, a critic.

¹⁰ **Correct answer:** No, it is the other way round. Read the paragraph again, trying to clearly perceive the opposite.

The mentor guides the mentee in order to reach her goal. She is interested in her opinions, desires, problems and views, and asks questions that get to the core of the problem so that the mentee can break free from her way of thinking and make progress that she would not be able to make without the mentor's aid. The mentor then asks specific questions and offers different points of view. She gives encouragement and support and stimulates the mentee's thoughts and activities. The mentor knows that the mentee is **always** responsible for her decisions and success. The mentor's role in the group is also to ensure that all mentees get the same time dedicated to their issues.

Sometimes the mentee can get the impression that mentoring equals consulting. She can assume that the mentor will do things for her or present concrete proposals. This is not the way mentoring functions. Mentoring is usually carried out through projects, and forms part of a larger set of methods and activities, and it is not a paid activity.

A consultant gets paid for his work.

Consulting usually includes only dealing with words and numbers, while mentoring helps to develop the overall (inner, professional and business) personality of the mentee. The mentor can give advice, but the final decision and implementation depends only on the mentee.

*"Joy can give, joy can see, joy can listen, joy can feel,
joy can enjoy.*

Life is wonderful if we make it right.

*Give, accept – find new way of realizing your work
and yourself every day.*

The meaning of life is giving. "

At the end of Mrs Ritva Parikka's mentoring
session, Red Promote Oy, 17.3.2008

4.1.1 The mentor's role and tasks in the mentoring process

Being a mentor means that you have a strong desire to help the mentee(s) to trigger off positive changes in their lives by giving productive feedback.

Exercise 4.8: Choose correct answers.¹¹

The mentor

- *helps to design development plans*
- *asks the right questions*

¹¹ **Correct answer:** helps to design development plans, provides commercial consulting, shows different problem-solving alternatives, asks the mentees what they wish to develop during the mentoring process and how they want to achieve it, helps them find the answers themselves, evaluates the decisions of the mentees in a pleasant way, helps them avoid beginner's mistakes and build up or increase self-confidence stimulates professional behaviour, teaches through examples, helps in career advancement, supports the mentees in reaching their goals.

- *provides commercial consulting*
- *shows different problem-solving alternatives*
- *asks the mentees what they wish to develop during the mentoring process and how they want to achieve it*
- *helps them find the answers themselves*
- *let's the mentees determine any further steps*
- *corrects their wrong answers*
- *evaluates the decisions of the mentees in a pleasant way*
- *helps them avoid beginner's mistakes and build up or increase self-confidence*
- *stimulates professional behaviour*
- *teaches through examples*
- *helps in career advancement*
- *determines what the mentees should do*
- *Supports the mentees in reaching their goals.*

Now let us define the key factors of a pro-active mentor's approach and his ways of providing support.

Exercise 4.9: Fill in the gaps the expressions listed below the exercise.¹²

The mentor is (1).

She can (2) and indicates possible solutions owing to her excellent interaction skills.

She has got a lot of (3) that she can share.

She serves as a good and reliable (4).

*As she has excellent communication skills, she sees the mentee as a discussion partner. The mentor has the ability to (5); she creates **bridges** that lead to the networks and opens (6).*

She inspires, encourages and supports the mentees' self-esteem.

A good mentor is also capable of being self-critical, she has the ability of (6), and she is reliable in fulfilling her obligations.

She can accept and provide (7), she regards mentoring as part of her own development and she looks for new possibilities of studying and professional discussions.

She is interested in (8) in the management of individuals and teams, she uses a wide range of tools in a flexible and creative manner, and she can identify other people's needs.

Expressions: (a) a discussion partner, (b) feedback, (c) example, (d) listen, (e) self-reflection (f) the door, (g) current trends, h) time and energy, (i) provide the necessary information

The mentoring process is beneficial for the mentor, too. She gets increasingly aware of the problems faced by the target group. She has the chance to help the mentees succeed. Being a mentor provides the chance of getting a positive promotion, image and new contacts. The mentor's self-awareness often grows; she enjoys her own personal development, gets new ideas and learns new teaching methods.

¹² Correct answer: 1a, 2d, 3h, 4c, 5i, 6e, 7b, 8g

Suggestion for learning by experience:

Aim: Openness as a good way to the achievement of the common goal

Applicable for the individual mentoring

You have got as a mentor your task and role in the process of mentoring. It is, however, important that a mentee understands them, too, and she does not build any blocks which could complicate your role and tasks and consequently may cause a delay or even hinder the achievement of the common goal.

Put several very firmly closed bottles, boxes of other bins with an attractive content (for example with a coffee, honey, sweets, a bottle of wine...) in front of the mentee. Ask her to try to open the bottle or other vessels in front of her, without helping herself with anything. In the moment, when a mentee gives up her effort without any result or when she manages her task with huge troubles, open a discussion.

SHE is the bottle full of the good but without any opened collaboration it does not give any sense to go in in the process because the goal in will not be achieved or only with an enormous effort. Talk about how your future collaboration could look like.

4.1.2 The relationship between the mentor and the mentee(s)

During the mentoring process the relationship between the mentor and the mentee(s) is based on mutual inspiration and learning from one another.

Mentoring is voluntary; however, it has its own rules:

Exercise 4.10: Choose the correct rules.¹³

- *vertical relationship (superior vs. subordinate)*
- *mutual respect of time limits and duties*
- *a pro-active approach; the mentor presents challenges and provides support and the mentee tries to deal with the topics and develop them*
- *a clearly reactive approach; the mentee fulfils the tasks given by the mentor*
- *is always one-sided; the mentor manages the mentee and determines the tasks*
- *both the mentor and the mentee respect the mentoring process and do not abuse the relationship between them*

Group mentoring concerning the employment issues usually takes 6-12 months. During this period the mentor meets the mentees according to the agreed schedule.

¹³ **Correct answer:** mutual respect of time limits and duties; a pro-active approach when the mentor presents challenges and provides support and the mentee tries to deal with the topics that she further develops; both the mentor and the mentee respect the mentoring process and do not abuse the relationship between them.

The basic idea behind mentoring is that the mentee develops the goals that she wants to achieve.

Exercise 4.11: Is the following paragraph true?¹⁴

Each mentoring relationship (pair or group mentoring) is different. That is why the mentor plays such an important role in structuring the mentoring process. Especially at the beginning of the mentoring process the mentees usually have an urgent need of instructions for the mentoring process. The mentor's role is to create and communicate a clear set of rules regarding, for example, the interaction between her and the mentee(s). The mentor shall encourage the mentee(s) to accept responsibility for their actions and goals and point out that her task is to:

- *support*
- *guide*
- *encourage*
- *ask questions*
- *create and open the networks*

It is important that the mentor explains the mentee that it is of vital importance that, in case of group mentoring or e-mentoring, the mentee attends all sessions.

4.1.3 The mentor's role in setting the goals of the mentees

During the first mentoring sessions the mentees set their goals. In group mentoring, the mentees will first set their individual goals in the mentoring process and fill them in their forms.

The mentees will also formulate their intentions – the steps that they need to take to reach their goals. The group will then set their common goal that its members wish to reach as a group and fill them in the corresponding form.

The mentor facilitates the goal setting process, asking the mentees what they want to achieve during the mentoring process and what their deadline is.

A well-formulated goal is positive, realistic, achievable, and exactly measurable.

Exercise 4.12: Choose correctly formulated goals.¹⁵

- a) *"I want to get a job with X company until__ (exact date)"*
- b) *"I will improve my communication skills".*
- c) *"I will have set my own successful consulting business in the city centre until __ (exact date)".*
- d) *"As of __ (exact date) I will be earning __ CZK per month (exact sum)".*

¹⁴ **Correct answer:** Yes

¹⁵ **Correct answer:** a), c). The answer b) lacks exactness, measurability, and deadline; in d) the goal is unrealistic, as it does not state how it can be achieved. It is not entirely wrong, but it must be specified).

These goals must be formulated by the mentee herself, not by the mentor.

The issues concerning employment that can be reflected in the mentee's goals:

- self-assessment regarding the willingness or motivation to work,
- a job that is suitable for the mentee,
- the ability to actively look for a job,
- a successful job interview,
- a successful adaptation at the new workplace,
- Career and professional development.

If the mentee looks for a job with a company, the mentor can facilitate the goal setting process by offering the mentee the chance to develop her goals in accordance with the purposes and learning results of the above stated issues.

If the mentee wishes to start her own business, the mentor can suggest the possibility of linking the mentee's goals to the purposes of the following supporting topics connected with business activities:

- understanding the business
- input strategy and new business opportunities
- skills and qualifications for setting the mentee's own business

After setting the individual goals, the mentor assists in determining the group goals. The mentor should discuss all personal goals first. This will facilitate the group discussion. The aim of the discussion is to include most of the goals in the group goals list prepared in line with the "Group Goals and Targets" form, and fill in the personal goals. It is recommended to ask the group to reduce the number of the group goals to 4 or 5. It is also important to stress that the goals can be updated during the mentoring process.

Suggestion for learning by experience:

Aim: Importance of the precise goal formulation

Applicable: Group mentoring

Let women to divide into two or more groups. Give each group a piece of paper for its disposal. They should design a plan of a building of a paper tower. The tower has to be the tallest, the most beautiful and the most stable. Let women a limited time for the designing a plan and ask them afterwards for changing mutually their plans and for building the tower according to them with a limited amount of the paper, cellotape, glue and scissors.

Having finished this activity, assess not the tower and the document which was the basis for its building. Let groups to express their opinion concerning both items, too. Discuss together not only the necessity of setting of partial objectives in the common life but the necessity to formulate properly the intentions, too, to avoid mistakes both in and out of the mentoring process. You can end up the meeting with the mutual symbolic handover of in-situ written cooking recipes. The symbol of the main goal (a tasty meal), of the

partial objectives (a creative process), the writing of a recipe (how to transfer the information without to depreciate it). Topic are changeable (for example the instruction how to start my car, etc.)

4.2 The mentee

Exercise 4.13: Fill in the gaps the expressions listed below the exercise.¹⁶

In general, a mentee is an individual with a strong will to carry out (1) on the basis of setting her (2) and designing action plans to achieve them. This is achieved through the (3). A mentee can also be a person who wishes to improve her (4) and to find solutions and communication strategies with the guidance and support of a more experienced person.

Expressions: (a) goals, (b) cooperation with the mentor, (c) communication skills in particular situations, (d) personal and professional development

For the purposes of this manual, a mentee is an unemployed woman over 50 who wished to be employed or self-employed or to set up a private business. She longs for personal development and wishes to improve her own skills leading to the acquisition of a job or to setting up a successful business under the guidance of an experienced mentor. She participates in the mentoring process, she knows and follows its rules and she really appreciates that the expert mentor does not push her.

Exercise 4.14: Are the following paragraphs true?¹⁷

At the beginning of the mentoring process the mentee sets her own goal that she then tries to achieve under the guidance of her mentor. The goal is always set by the mentee; the mentor cannot set the mentee's goal. The mentor and the mentee form a pair and are bound by the duty of confidentiality; none of them can disclose the information acquired during their discussions.

The mentee will get most from the mentoring process if her mind is open and if she is prepared to get personally involved for a certain period of time. She does not expect ready answers from the mentor; the mentor guides her in her development and self-realization. It is an advantage if the mentee has a strong need of establishing social contacts; here the mentoring process offers excellent possibilities.

¹⁶ Correct answer: 1d, 2a, 3b, 4c.

¹⁷ Correct answer: Yes

„The magicians of change believe in Utopia, assuming the responsibility for happiness and sobering. They find examples and support their development. They often recur to the power of creation and use the changing landscape. If you are not afraid of taking risks (or if you still are), contact your mentor, the magician of change. But do not believe that you can press him for answers. He can help you fly, but he will not be your guru. Only when you start to fly by yourself, you can enjoy your own self and your ideas. Is this the underlying principle of the 'flying' business school? “

Marketing with Love, the Germs of Inspiration of Inner Business, Anja Kulovesi

4.3 The mentoring expert – the manager

If mentoring is provided to more persons, individuals or groups, it is advisable to invite a manager to the process. She will be the best one to assess the established mentor – mentee pairs in the individual mentoring and create a suitable group for the group mentoring. She knows the pros and cons of mentoring, the causes of failure and the problems that certain handicaps can cause during the mentoring process.

The manager is an experienced leader who organizes the entire mentoring process, from choosing the mentees and the mentors to providing feedback after the end of the process. She helps the mentors and the mentees during the mentoring process.

When a mentoring pair or group begins the mentoring process, the manager attends their first session. In a discussion the mentee learns about the principles of mentoring. In long-term mentoring projects, the manager follows two sets of initial instructions: one for the mentees, the other for the mentors. Apart from her interventions during the mentoring session, the manager gives attention to efficient monitoring and avoidance of possible problems that are individual and not always predictable.

It is an advantage if the manager has a positive approach to business activities and if she is always prepared to support the mentees and the mentors in the mentoring process. This is very important for women over 50, as they do not have many chances to get a perspective job (due to the reality on the Czech job market in 2013).

The mentoring manager is bound by the duty of confidentiality. She does not disclose any personal information or information about the mentees' or mentors' activities.

All information acquired during the mentoring process will be shared only among the mentor, the mentees, and the manager. The duty of confidentiality shall survive the termination of the mentoring process. The mentor and the manager are not allowed to disclose the identity of the mentee, as they respect the confidentiality of the relationship.

Exercise 4.15: Choose correct answers.¹⁸

In long-term mentoring projects the manager is also as the coordinator of the project who:

- *selects individuals suitable for mentoring*
- *meets them and analyses their inner setting (their will to actively cooperate)*
- *selects appropriate mentors for the mentees*
- *is responsible for the progress of the project*
- *supports and reinforces the creation and development of relationships*
- *is responsible for replacing the mentor or mentee in critical situations*
- *analyses the mentoring plan and the success of the pre-set steps for reaching the goal*
- *monitors the schedule and its fulfilment, and changes in the mentee's thinking patterns*
- *Interferes in the relations every time they seem disturbed or dysfunctional.*

All participants can contact her in case of further questions about mentoring. However, the continuation of the mentoring relationship depends on the particular pair/group.

If mentoring is to be successful, it must be seen as an entertaining and relaxing activity, never just as a learning activity.

A mix of several types of mentoring will increase the chance of success in this respect.

¹⁸ Correct answer: all of them

5 Types of mentoring and the mentoring process

Mentoring can be offered in various forms:

- **a classical individual mentoring** (face-to-face)

It is such a form of mentoring, where the mentor regularly meets personally mentees and communicates with them during individual meetings or in the group.

- **e-mentoring** (online)

Mentee communicates with a mentor online. We recommend organizing here at least 3 personal meetings during the process of mentoring, as well – the first one in the beginning, the second one in the middle and the last one in the end of the process.

E-mentoring is a form of mentoring, enriching the classical mentoring (face-to-face) with virtual meetings.

- **a mixed mentoring** (when personal and virtual meetings take turns)

In all cases mentoring can be:

- individual (in pairs) or
- group.

Each form has got its advantages and the combination of them enables to find a good solution for each mentee.

The sense of mentoring consists in the importance for older and more mature women – job seekers – to be supported by people who can bring them advice and a self-confidence.

Moreover, for the mentees who wish to become self-employed or set up a private business, the contact with more experienced entrepreneurs or the information about their path to success, is important. The interaction between the experienced and the beginning entrepreneurs is also reflected in the mentoring methods focused on the mentees' business activities.

Business mentoring is based on regular meetings of the mentor and the mentee, with an occasional presence of an entrepreneur. The meetings serve as a platform for developing thoughts that lead to the pre-set goals.

Exercise 5.1: Answer the following yes/no questions.¹⁹

1. Does mentoring use the mentor's intuition?
2. Is mentoring mostly a pre-defined process with a clearly set beginning and end?
3. Does it start when the mentor begins to guide the mentee or the group on her way to achieving a clearly set goal?
4. Does the mentor have to decide what type of mentoring would be the most suitable with regard to different kinds of problems of the job applicants?

5.1 Classical mentoring**5.1.1 Individual mentoring**

It is a kind of mentoring, in which the mentor communicates with one mentee. They get to know each other and start to build their relationship. Mentoring in pairs is suitable for people who prefer developing their skills by direct interaction with their mentor. She can fully concentrate on the issues connected with the problems of a single mentee.

The mentees selected for individual mentoring are women who can benefit from regular meetings with a particular mentor. In some countries (Lithuania, Finland) the mentor can be selected on the basis of the mentee's requirement. The mentees can meet the available mentors at the institution that provides mentoring. The mentee meets the mentor on a regular basis, usually once a month. So far, tens of individual mentoring projects based on the model used in this manual have been carried out in Finland, Lithuania, and in the whole Europe, and their success rate is high.

Group mentoring shows good results mainly with women who try to begin their business careers. They form groups and each group is assigned a mentor. Again, it is a common practice that the group will determine what skills and characteristics their mentor should have. At first, group mentoring was carried out as purely individual activity. In the last few years the knowledge of mentoring is also considered to be a part of business education and a tool for enhancing business knowledge and skills (owing to its highly efficient, personal, and clearly structured communication).

5.1.2 Group mentoring

It is the kind of mentoring where the mentor works with a group of 4 or 5 mentees. Sometimes the familiarization of the mentees with their mentor and the establishment of a strong work relationship can take a rather long time. However, in group mentoring

¹⁹ **Correct answer:** all answers - yes

the mentees usually get more new ideas, as they all share their knowledge. Besides, in group mentoring, the mentees often become mentors for each other. Within the group they also form networks for future purposes: they can find appropriate jobs more easily or acquire more clients via the mentoring network (if they set their own businesses).

For group mentoring it is good to gather more women who start their mentoring process at the same time. The participants then build a strong network and meet during their sessions. There are cases when group mentoring generated pairs for individual mentoring. Despite the fact that at the beginning the mentor might believe that a certain person is more suitable for group mentoring, it can come out that this person could benefit more from individual mentoring.

If a suitable pair is generated, it can continue on an individual basis.

Mentoring is reinforced by networking the mentees, mentors and the mentoring managers. The underlying principle is the strong determination to develop, to study, to help each other and to establish social contacts.

In group mentoring that focuses on setting up a business, an experienced mentor will guide and support a group of beginning entrepreneurs. The group meets approximately once a month. The participants also support and train one another. Group mentoring boasts excellent results if all group members accept the plan of mutual assistance.

If the mentor has a group of four or five mentees, the group manages to discuss the problems of all participants in their sessions. For achieving trouble-free cooperation, all participants should have similar values and background. There are no rules for forming groups; however, the groups should be formed with the assistance of an experienced manager. It is also possible for a certain number of beginning entrepreneurs to form a group and then find a suitable mentor.

The group actors can come from similar or different professions; there is no rule about this in forming the group. If the mentees come from different professions, usually the group achieves good results, as the mentees tend to contribute with different points of view regarding the business activities. However, the group can achieve good results even if the actors come from the same profession. They often build a dense network of contacts and assistance, without regarding their fellow mentees to be their competitors. At the beginning of group mentoring the manager always informs the mentees about the principles of mentoring. Then the group signs an Agreement on Acceptance of Mentoring Rules and the mentees define their group goal they will focus on.

The group often includes completely different types of people. The more different the people are, the more we can get annoyed by some of their qualities. It is good to realize this fact and adopt a curious and sensitive approach. It is a good opportunity to practice interaction and communication skills.

The group can include different personalities, with each of them playing a specific role. One of the actors can take the initiative, the other one can support the initiator, the third one can quietly follow, and the fourth one can oppose the other ones. The roles can swap according to the situation. In case your group includes all these roles, note that each person plays a unique part in the progress of group activities because

- there is no direction without an initiator
- there are no decisions without the initiator's supporter
- there is no perspective without the follower
- there is no correction without the opponent

Within a proper interaction the group is guided by the actor who has the best knowledge in each situation. According to the situation, it is the mentor or one of the mentees who can become the group “workhorse”. The responsibility for the activities then lies with both, the individual mentees and the group.

Suggestion for learning by experience:

Aim: to aware the role which we tend to usually play in the life.

Applicable for a group mentoring

A group of mentee is divided into 3 smaller groups (a group can be replaced by an individual person, too), which go and stand at defined places. A mentor designates one group as „creators“, another one as „implementators“ and the third one as „victims“ and asks participants to identify themselves with their roles as much as possible. They are given enough time for it. Then she asks mentees for assess other 2 groups and their relation to them from their actual point of view. Later, the roles are changed – mentees go to other standpoints. After they went through all roles, groups are cancelled and mentees are asked to discuss their feelings in all roles and their feeling towards other groups. It may happen that mentees will have some intensive feelings. It is important to lighten the situation in the end and draw the attention to the fact that the role which fits mostly in the actual moment does not need to fit always – it is possible to change it. It is useful to notice that people play various roles in the life (a child, parents, a partner, a colleague, etc.) and the individual person stands in the middle of these roles, enters them and can change some of them when feels that anything is not OK.

5.2 E-mentoring

It is a form of mentoring that uses ICT tools and e-learning. The main space where e-mentoring takes place is the Internet. e-mentoring requires the mentors and the mentees to log in the safe web interface where they can exchange information about various topics related to employment.

5.2.1 Pros and cons of e-mentoring

E-mentoring, as much as classical mentoring for enhanced employability is a development process with a beginning and an end. It is based on confidential personal meetings in pairs (pair e-mentoring) or groups (group e-mentoring), combined with e-mentoring sessions via a special Internet platform. It improves the mentees' opportunities to study and acquire new skills and qualifications for enhancing their change of employment or developing their ability to engage in business.

The advantage of e-mentoring is the fact that it can be carried out everywhere where there are ICT tools available. Its advantages are as follows:

- it is not necessary to arrange a meeting place (complicated for group mentoring)
- it saves time
- it features flexible time planning
- the distance is not a problem (it saves travel time); it is, thus, cheaper.

It is a modern, different and easy way of communication that combines various teaching methods; writing is more suitable for people who prefer writing; using a camera is more suitable for people who prefer direct communication.

The use of ICT tools improves the ability to use them.

Social networking of the mentors and the mentees can facilitate their work during e-mentoring.

For monitoring and evaluating the e-monitoring process we can use the technical statistics, which can distinguish between things that can be submitted by the e-platform and things that must be handed over in person.

As soon as the e-mentoring process manager collects enough statistical data about the on-going mentoring process, she has a clear idea of what is going on (quality control). e-mentoring is safe because it can be carried out at places where the participants do not feel threatened (good for people living in dangerous locations).

The disadvantage of e-mentoring is the isolation of the participants. A lot of people live in isolation and in some cases e-mentoring can even deepen this isolation. e-mentoring brings about a lack of face-to-face contact. Some things can be easily handed over via the e-learning platform; however, other things should be handed over in person.

- At the beginning it can be difficult to feel self-assured during the online communication due to the lack of tangible things: the people around and the state of mind of the participants
- Their voices
- Their personal space
- The "chemistry" amongst the participants, etc.

Not everyone is familiar with the ICT tools and people might think that using the Internet might be risky for security reasons. Some people fear that other people could read what they write during the mentoring process. People learn in different ways, they have their unique personalities and different writing skills. If the mentee is not motivated enough, it can be easier for her if she does not attend the mentoring sessions. In order to avoid problems, it is very important that the mentor and the mentees set clear and common rules of e-mentoring communication.

5.2.2 Types, rules and ethic of e-mentoring

The communication between the mentor and the mentees via the e-mentoring platform can be synchronous or asynchronous. Synchronous communication is used during the regular and previously agreed sessions of the mentor and the mentee(s). During these sessions communication is carried out via an ordinary chat. Between their regular meetings the mentee(s) and the mentor can use the asynchronous communication tools, i.e. forums, e-mails, etc.

It is very important that the mentor and the **group** agree on the rules of communication and facilitate smooth cooperation in order to achieve the individual or group goals.

As regards **individual mentoring**, the mentor and the mentee will agree on the rules of communication, i.e. the Ethical Code agreed at the first session that must be observed during the whole period of mentoring.

The “Ethical Code” drawn up at the first mentoring session is a valuable guide during the mentoring process. The mentor can invite the mentee(s) to suggest issues that could be included in the Code. She coordinates the creation of this document. Key points to be discussed and included in the Code:

The mentee

- to respect the time limits of all members of the group;
- to keep secret all information acquired during and after the mentoring process;
- to respect other people’s opinions;
- to think before you say / write something;
- to be honest;
- to be open;
- to attend all regular sessions included in the mentoring schedule;
- if the mentee is not able to attend a regular session, she must inform the manager or the mentor and find a way of keeping track with the mentoring process;
- if the mentor is not able to attend a regular session, she must inform all mentees at least two days in advance and find another date for the regular session that would fit the whole team.

The mentor

- should facilitate the discussions about topics related to the goals that the mentees wish to reach. She should plan the agenda of the sessions and ensure that each mentee has the same chance to speak or chat;
- can ask the mentee(s) to help her guide some of the e-mentoring sessions;
- must make sure that each mentee, one by one (based on the order they sit in the circle) will complete the “Journal of Mentoring for Enhanced Employability” about their regular mentoring sessions, which she will then upload to the e-mentoring platform or put in any other previously agreed place.

After each (classical or online) regular session the mentor will write a brief summary in the Journal.

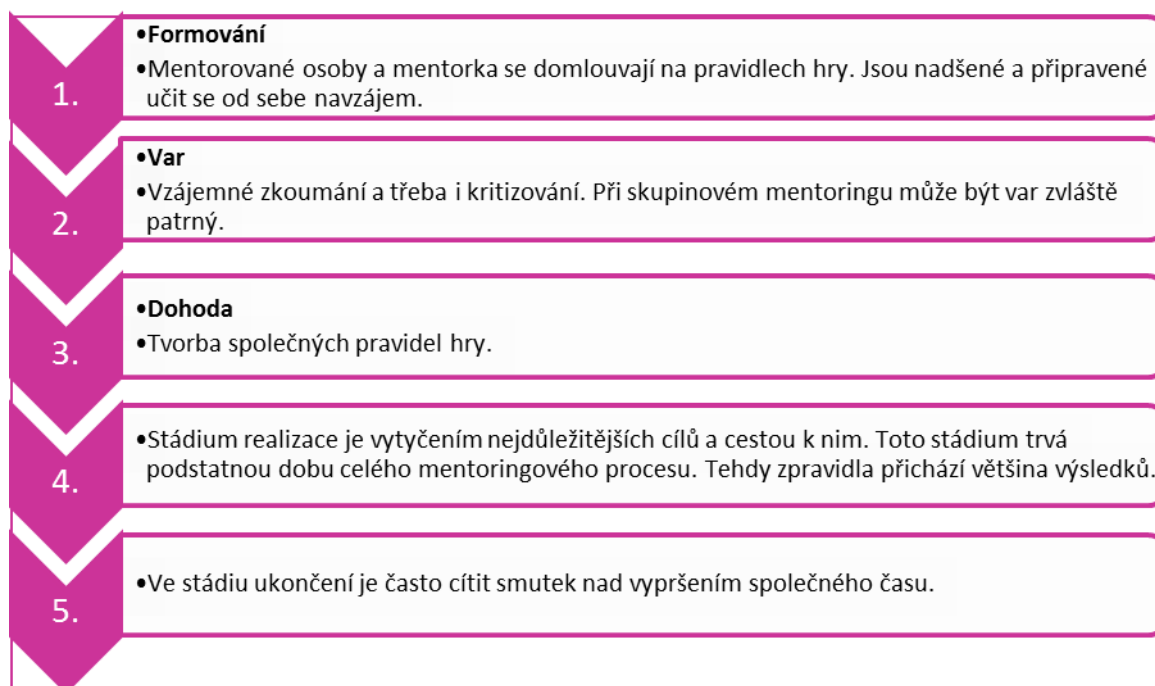
5.3 Mixed mentoring

This form of mentoring enriches the classical (face-to-face) mentoring with virtual meetings. The mentor communicates with mentees using a web space for e-mentoring and in personal meetings which are held several times during the mentoring process.

The same rules like for both classical (face-to-face) mentoring and e-mentoring are valid.

5.4 Main stages and steps of the mentoring process

Both individual and group mentoring go through various stages. The awareness of these stages can help the mentor work more efficiently and stay on top of things.



- The pre-stage of mentoring is the formulation stage when the mentees and the mentor discuss common rules. They are enthusiastic and ready to learn from each other.
- The next stage is often the “boiling” stage when the mentees and the mentor analyse, and sometimes criticize, each other. This “boiling” stage is often seen in group mentoring, as the group includes completely different personalities.
- The next stage is the agreement stage when the parties form common rules.

- The realization stage includes setting the most important goals and the way of reaching them. This stage takes most of the mentoring time. It is the stage that brings most results.
- The termination stage often brings sadness related to the time spent together.

During the mentoring sessions it is good to discuss how to reach the realization stage as soon as possible, as this is the stage that brings real results and develops the goal.

Exercise 5.2: Put individual activities into the right order.²⁰

monitoring sessions (they can be “mid-term” or “final”);; training of mentors and mentees; further meetings of the groups or pairs: task-based mentoring sessions; selection of mentors and mentees; final mentoring session – evaluation of results and ending the relationship; initial mentoring session: the beginning of the mentoring process; the creation of pairs or groups (group mentoring), and the selection of the best mentor for a particular group.

Phase	No.	Step
Formulation	1	
Boiling	2	
Agreement	3	
Realization	4	
Realization	5	
Realization	6	
Termination	7	

For e-mentoring, the mentoring process structure remains the same as in classical mentoring, however, the communication between the 3M-agents is carried out through online tools – Skype, e-mail, or special e-learning platforms.

The mentor must be aware that the person in charge of the first three steps and the monitoring sessions is the manager of the mentoring process. However, the manager can ask the mentor to support her work during the first tree steps.

²⁰ **Correct answer:** Step 1 – selection of mentors and mentees; 2 – training of mentors and mentees; 3 – the creation of pairs or groups (group mentoring), and the selection of the best mentor for a particular group; 4 – initial mentoring session: the beginning of the mentoring process; 5 – further meetings of the groups or pairs: task-based mentoring sessions; 6 – monitoring sessions (they can be “mid-term” or “final”);; 7 – final mentoring session – evaluation of results and ending the relationship.

For e-mentoring, the mentoring process structure remains the same as in classical mentoring, however, the communication between the 3M-agents is carried out through online tools – Skype, e-mail, or special e-learning platforms.

The mentor must be aware that the person in charge of the first three steps and the monitoring sessions is the manager of the mentoring process. However, the manager can ask the mentor to support her work during the first three steps.

Now we will deal with the following four steps which set tasks and responsibilities for the mentor.

5.4.1 Introductory mentoring session: opening the mentoring process

The process depends on the scope of mentoring, i.e. on the number of mentees entering the mentoring process at a time. If this number is high (over 10 persons), the below-stated rules will apply. If the number of mentees is lower, the whole process can be guided on a more individual basis. Sometimes the mentor's experience is sufficient and there is no need to engage a manager (if the mentor is experienced).

As for group mentoring, the newly formed groups meet for the first time and meet their mentor at the first 3M agents' session.

The main aim of this session is to get to know each other and find out whether the group and the mentor fit together.

During their first session the mentees learn about the other members of the group and possibly create a name for the group. The mentor presents herself to the group and the mentees present themselves to the mentor and talk about their origin, family, interests, values, education, profession, etc. The mentor listens, takes notes and, if necessary, asks questions.

During the first individual mentoring session, the mentor and the mentee get to know each other. The main aim of this session is to find out whether they can work together. The mentee presents herself to the mentor, talking about her origin, family, interests, values, education, profession, etc. The mentor's methods are the same as in group mentoring (see above).

Successful mentoring requires that the manager, the mentor and the mentee(s) clearly understand how to build and develop their relationships during the mentoring process.

At the first session, after the end of the warm-up stage, the mentor and her mentee(s) draw and conclude an Agreement on Mentoring for Enhanced Employability". All of them discuss the points (see examples below) to be included in the "Agreement on Mixed Mentoring on Employment Issues and accept them:

- the duration of the mentoring process (start/termination);
- the liability and responsibility of the mentee(s) for setting and reaching their goals;
- mutual aid of the mentees;

- the fact that the mentee(s) and the mentor are open to discussion;
- for all participants, the duty of confidentiality regarding their discussion even after the end of the mentoring process;
- accentuation of the fact that the recommendations of the mentor or fellow mentees are merely guidelines and that the mentees take responsibility for their own decisions;

The “Agreement” will specify the rules of the mentoring relationship and the ways of communication. Therefore we recommend that the mentor suggests and facilitates the creation of an “Ethical Code” that would include the “Agreement on Mentoring for Enhanced Employability”.

The manager will initiate the conclusion of this Agreement by all 3M agents. The manager can update it during the mentoring process with the consent of all parties. The manager is liable for uploading this instrument to the e-learning platform (applicable for e-mentoring).

At the group mentoring session the mentor will initiate a discussion on setting a common goal for the group and determining the first steps for reaching the goal. She will recommend the completion of the document “Group Aims and Goals in Mentoring for Enhanced Employability” that will clearly define the first steps in mentoring.

At the individual mentoring session the mentee will set her own goals and targets and complete the “The Mentee’s Personal Aims and Goals” form according to the above mentioned rules for group mentoring.

During the initial session the mentor and the mentee(s) will also agree a “Plan of Mentoring Sessions for Enhanced Employability”. The mentor is responsible for creating and updating the “Sessions Plan”. The dates and names of the mentoring sessions can be defined in advance for the whole mentoring period, or they can be completed after each mentoring session.

This document is the main management tool for communication during the mentoring process, as it clearly states the dates of the (classical or online) mentoring sessions. It also informs the mentee about all stages of the mentoring process.

During every classical group mentoring session a list of participants will be completed and signed by each participant.

Suggestion of learning by experience:

Aim: Setting of common “rules of the game” – a common realization

Applicable for group mentoring

Let participants of the group process to set themselves the rules of the behaviour which will be generally respected and the group will have good feelings. Prepare a piece of a big paper and markers. Rules specified at the paper must be respected by all, including mentors. Go regularly back to the document, improve it. Let it hang on the visible place. Evaluate regularly. Should any defiance of defined rules occur, advert to it.

Suggestion of learning by experience:

Aim: Mutual identification of participants

Applicable for group mentoring

Participants first introduce themselves in pairs in the form of an interview. One of pairs plays “a reporter” and its task is to gather as many pieces of information about her „colleague“ with a very short time (max. 2 - 3 min.). Then they exchange their roles and participants introduce their colleagues to the group. Persons who were introduced in this way are asked by a mentor if they would like to add anything to reportage” about them.

After all participants are introduced, it is possible to go on with the next activity where a group starts a closer collaboration:

A group is given a big paper, ideally from a flip-chart. Each participant should write first her individual features to a corner or into the middle of a paper. Such features should be unique for her; she thinks that they distinguish her from the others. Then a group should write together everything common for all participants into the middle of the paper. Eventually participants introduce everything what they wrote to the mentor.

Identified common features should unify the group.

Above mentioned examples will exercise skills to present of participants. They will dare and overcome a possible block to speak in front of a group.

5.4.2 Further group or pair sessions: task-based mentoring sessions

The initial mentoring session will be followed by the Mentoring for Enhanced Employability session that will be carried out according to the agreed “Sessions Plan”.

Recommendations for completing the “Sessions Plan”:

When defining the purpose of the session, you should make sure that it is coherent with the goals and aims of the group.

Task-based mentoring sessions must be interlinked with the goals defined by the mentee(s) and focused on reaching these goals. In order to facilitate the mentoring process, the mentor can suggest the mentee(s) that they use the Open Educational Resources (OER) for employability and entrepreneurship as a self-study material for improving their skills connected with their goals. She can also suggest that the mentee(s) do the OER exercises for homework.

The mentees’ answers can be analysed during the regular mentoring sessions and the mentor can lead discussions on various topics connected with the exercises.

Both, group and individual sessions will be carried out in accordance with the agenda set by the manager:

- How is everybody?
- Current problems

- Discussing the goal
- Suggesting a topic (issues) to be discussed at the following session
- Setting homework for the mentee(s) to be handed in during the next session

Each group or individual session must be recorded in the “Mentoring for Enhanced Employability Journal”. The mentoring journal will be completed according to the agenda and uploaded to the platform or placed in the mentees’ files (depending on the selected mentoring form).

At the beginning of each group mentoring session the group decides who will complete the Journal and in what way. It is recommended that the mentees take turns in completing the Journal, depending on their seating position within the circle. In individual mentoring, the Journal is always completed by the mentee. At the end of each session the mentor will add her comment at the end of the Journal.

5.4.3 Examples of suitable topics for mentoring sessions

a) Self-confidence

Exercise 5.3: Describe how a person should look like who would support and help us.

Aim: A mentee has to be aware of the fact that she can rely only on herself in every situation.

Exercise 5.4: Write on the paper A4 all you can and what are you good in (even some little things) – a mind map.

Aim: A mentee reveals gradually that she is not worthless or useless but that she has got skills which she can build on.

Exercise 5.5: Write 3 your things (features) you are proud of.

Aim: It is necessary for a mentee to think about what she has managed and which achievement she can value on herself. Notice: should has a mentee a problem with it, we can help her with the question: „What would people tell about you – what are you good in?“

Motivation expressions:

“If I want the others to communicate with me in another way, I have to change myself; I can’t change the others.”

“When I do something 3x and the result is always unsatisfactory, I should change this Way of doing.”

“Until change I, anything does not change.”

“It is necessary to transform the information into skills.”

b) Time management

Exercise 5.6: Write your activities and a concrete time when you carry them out during a day.

Aim: To be aware if a mentee plans and if she plans efficiently. When any problems during this exercise occur, a person is experience in the planning.

Exercise 5.7: Is the goal “I want to thin out” concrete?

Aim: To explain the characteristic of a concrete goal using the example “I want to thin out” (SMART).

- specific, concrete
- measurable
- acceptable
- realistic
- time-oriented

The aim “I want to thin out” will become realistic when we complete it with the information until when, how much and we assess if it is realistic and achievable in the given time.

Exercise 5.8: Write words coming to your mind when you hear a term “organizing and planning”. Then draw factors influencing organizing and planning (planners, technics/methods, goals and priorities, activities, time). Discuss then all aspects with mentees.

Aim: To be aware of factors which influence us and what can help us when planning. Experiences of others can be incentives for any possible change of us.

c) Stress management

Exercise 5.9: Write which situations cause a stress for you.

Aim: To be aware of concrete stress situations and therefore of a moment when it is necessary to work on oneself.

Exercise 5.10: A mentor introduces efficient technics of the stress management and mentees try to prove them.

Aim: Proving of reliable technics for the elimination of a stress for an easier usage in the everyday life.

d) How to efficiently use tools for job searching

Exercise 5.11: Which tools do you use for job searching?

Aim: To know if the job searching runs efficiently and if enough available tools are used.

Exercise 5.12: Describe a work which you would like to do.

Aim: To be absorbed in though if a dreamed work meets the real skills. This exercise can bring many people an awareness what kind of work they are able to carry out and which job they should look for.

Exercise 5.13: Observe work portals and website of the Ministry of Labour and Social Affairs. Create with them a work agent which will send them everyday work offers to e-mails.

Aim: A work agent is a very useful tool for a job searching and can save a lot of work those people who use it.

e) Self-presentation and CV

Exercise 5.14: Mentor can explain main principles of a proper elaboration of a CV and then can assist at some corrections later.

Aim: To bring theoretical information and principle of writing of CV; to bring women a complex advice how to write or correct CV.

Exercise 5.15: Show women wrongly written CVs. Then take their own CVs and look together for mistakes.

Aim: Being equipped to the topic theoretically, women are able to identify mistakes not only in others' but in their own CVs, too. They can improve consequently their own CVs to be perfect.

f) Preparation for a work interview

Exercise 5.16: Each person from a group prepares a presentation like for a real situation in a company she would like to work in. Then they evaluate themselves mutually.

Aim: To reveal the fact that what we say it is sometimes different from what we would like to say.

Exercise 5.17: Select 1-2 group members who will play a committee for work interviews. Other women then come to the committee and prove a rough interview in this way.

Aim: Women prove how difficult is to stay in front of a committee. They try to react promptly to questions and they will be aware of that it is possible to prepare some answers in advance.

g) Employment versus entrepreneurship

Exercise 5.18: A mentor talks with women about advantages and disadvantages of both possibilities. Then she elaborates a SWOT analysis with those who are going to start their own business.

Aim: To aware that everything has got its pros and cons and that anything is not for free. A SWOT analysis helps to get a realistic image if such a business can be successful.

h) Networking

Exercise 5.19: A mentor can speak about possibilities of a personal and professional networking which nowadays offers not only internet.

Aim: To become familiar with new possibilities of networking which can be beneficial not only for job searching.

It is possible, of course to bring many other topics, always with regard to needs and goals of the target group. For example, topics for future entrepreneurs will be very different from these above. Topics are afflicted by concrete experience of mentees but the mentor has to be well prepared and has to build not only on her own experience but to have a good theoretical background, too. Mentor should have to prepare sources for mentees and for their further study, some exercises, games, video, etc. The more different activities will be exploited the more interesting and more efficient will be mentoring meetings.

5.4.4 Follow-up monitoring session: an important check-point

It is advisable that the mentoring manager organizes a “mid-term” session, with the mentor, the mentee(s) and the manager taking part. This will reinforce team work and the participants will have the chance to evaluate the development of mentoring. We recommend using the following agenda:

- In what way did the goals of the mentees develop?

The mentees can, for example, indicate on a certain scale their position at the beginning of mentoring and their position at present.

- Each mentee will define further steps necessary for reaching her goal.

- The mentor and the mentees will specify the topics of the remaining mentoring sessions (if applicable).
- The comments of the mentees, the mentor and the manager (in this order).
Is there anything that could be improved?

The manager will lead the mid-term session and take down the minutes that will be later uploaded to the e-mentoring platform or stored in another place depending on the agreement of the participants.

5.4.5 Final mentoring session: terminating the relation

By the end of the mentoring process the manager will organize a final session/discussion between the mentor and her mentees. During this session, the mentor, together with the mentees, will evaluate the goals achieved during the mentoring process and analyse whether the mentees have reached their goals and in what way their lives have changed for the better. Each group or individual will prepare an assessment of the mentoring process that should include the following points:

- the individual point of departure at the beginning of mentoring,
- the quality of cooperation with regard to the achievement of goals,
- the fields we have succeeded in,
- the specific benefits and impacts of the mentoring process,
- the particular problems faced during the mentoring process,
- suggestions for improving the process,
- individual development during the mentoring process,
- further steps to be taken by the mentee.

5.4.6 The period after the end of mentoring: networking

After the end of mentoring the mentee will continue working on her goal. If the goal has not been achieved during the mentoring process, the mentee will continue by herself, because she already knows how. Sometimes the goal is achieved after a long period of time.

Mentoring for Enhanced Employability opens doors to new social contacts that are beneficial for all 3M agents.

The Small World Problem (Stanley Milgram, 1967) is a theory according to which all people in the world can be interconnected by means of six people. The person we know always knows someone who knows someone else. The wider our network, the easier it is to get to important people. A person on its own is a closed unit until his/her networks start to build-up. An open, humble and curious attitude helps to make the network work. In a stable and well-functioning network all seems to work smoothly. The network is formed mostly by the person's colleagues, supporters and co-workers. This is vital especially for starting entrepreneurs.

By helping the other members of the network you will also get some assistance at a certain point of time. Your business partner will tell his/her contacts about the excellent

services you provide within your business, and they will probably talk about you within their own networks. However, a network is not built overnight. It is a long-term process that bears fruit after a period of patient and intensive activity.

The world is changing fast and we cannot predict with certainty what the future holds for us. It is assumed that in the future the greatest success will wait for those who will be able to build networks and imagine what the future will bring. Networking and skilful interaction are things that can become the basis of success for any entrepreneur.

We recommend that during the final session you initiate a discussion about a set of questions that you have prepared in advance.

The answers to these questions for the mentee(s) during the final session help to assess to what extent their needs have been fulfilled during the mentoring process. The questions should complement the Initial Questionnaire. The mentor is aware that the manager will ask the mentee(s) to complete the Final Monitoring Questionnaire.

6 Mentoring process efficiency management

6.1 Mentoring management and monitoring tools

Due to the methodical peculiarities of mentoring we will deal with its management and monitoring tools in more detail. Monitoring tools enable the phase of selection of accesses, further meetings and ensure the liability of mentoring and the information of all participants about the process and how mentoring will be monitored how successfully it was carried out and how much it was efficient. All 3M actors develop them together.

The table below brings instruction to a mentor what documents she can use and who is responsible for their completion. Manager has to explain a mentor, too, how to use the tools, where to get a when to save them.

The choice of exploited tools depends only on a manager or on an agreement between a manager and a mentor.

No.	A tool	When	Filled in by	For
01	Profile of a mentee <i>Aim:</i> To get identification data about a mentee. A basic overview about her job history and needs for the labour market.	Initial meeting I, S	M1	M2, M3
02	Profile of a mentor <i>Aim:</i> To transfer information about a mentor to mentees.	Initial meeting I, S	M2	M1
03	Personal goals <i>Aim:</i> Settings of goals for mentoring, a specification of topics for a solution. A standpoint for planning of a thematic	Initial meeting I, S	M1	M2, M3

	content of sessions.			
04	Personal plan of competence assessment <i>Aim:</i> A construction of a transparent list of activities carried out by mentees and competence assessment by a mentor in the beginning and in the end of mentoring.	Initial meeting + ongoing I, S	M2	M2, M3, M1
05	Agreement about mentoring for a better employability <i>Aim:</i> To agree rules and role of participants of a mentoring process.	Initial meeting I, S	M1	M1, M2, M3
06	Mentee's diary <i>Aim:</i> To get a prompt feedback after individual meetings and possibilities to evaluate benefits of the given topic. A possibility to revise already discussed topic and procedures.	Ongoing I	M1, M2	M2
07	List of participants in an individual mentoring <i>Aim:</i> To have an evidence of a participation of a mentee in the individual meetings.	Ongoing I	M1	M3
08	List of participants in a group mentoring <i>Aim:</i> To have an evidence of a participation of a mentee in the group meetings.	Ongoing S	M1	M3
09	Ongoing monitoring of group activities	Ongoing S	M1	M2, M3

	<i>Aim:</i> To get a feedback after each group activity.			
10	Final monitoring of the mentoring process <i>Aim:</i> To get a final feedback	Final meeting S	M1	M2, M3

Notice: M1 = mentee, M2 = mentor, M3 = manager

I = individual mentoring; S = group mentoring

6.2 Efficient e-team work

The efficiency of the e-team work determines the success of e-mentoring throughout the whole process. The more efficient the work, the better results the mentee(s) acquire.

In pair e-mentoring, maintain efficiency is probably easier, as the mentor can fully concentrate on a single mentee. The recommended structural agenda of the e-mentoring session will help you maintain efficiency of the e-team work.

In group e-mentoring some mentees might be more active and curious than others. In order to maintain the group motivation, the mentor can give homework and ask the mentees to acquire certain information for the group. All homework must be in line with the goals that the mentees wish to achieve. All homework and other information will be checked during the next e-mentoring session.

During the e-mentoring session the mentor makes sure that

- all mentees have equal chance to talk or chat
- all mentees have equal chance to develop their goals.

The mentor guides the group; however, she is also a discussion partner and a person that keeps up motivation during the e-team work.

Even though the manager does not actively participate in the mentoring sessions, she is an important part of the team. Her responsibility does not end with the initial e-mentoring session. She is a contact person for the mentors and the mentees during the mentoring process. Her duty is to provide advice on request, solve problems and, of course, evaluate results. The manager can actively contact the mentor, especially at the beginning, to get feedback on the way the group or pair work.

Exercise 6.1: Match the roles and tasks of the respective e-mentoring agents.²¹

1	The manager	A	...maintains e-team work efficiency, prepares the agenda of the sessions and gives homework.
2	The mentor	B	... is active and cooperates in line with the agenda; takes part in the

²¹ Správná odpověď: 1C, 2A, 3B

			<i>discussion, presents her own views, and does homework focused on her own goals.</i>
3	The mentee	C	<i>...is a contact person, solves problems, and evaluates the process and the results of mentoring.</i>

6.3 Conflict and problem solving in e-mentoring

In e-mentoring, which is mostly carried out as distance mentoring, various problems can appear. The mentored group or pair can consist of very different people.

It is possible that

- some mentees in the group will not participate in the e-mentoring session on a regular basis, or that they will completely „disappear”
- someone might expect that the mentor will solve all of their problems
- some mentees might talk all the time, not leaving space for the others during the e-mentoring session
- in e-mentoring the relationship between the mentor and the mentee(s) might be more reserved than in classical mentoring
- their life situations will change, especially during the long-term mentoring process.

If the mentor discovers a conflict or a problem, we suggest that she first discusses it with the group or the mentee. If the situation does not improve, she should contact the manager. The manager is the mentor's primary contact in difficult or sensitive situations. Other experienced mentors within the given network can help her, too. However, the mentor must remember that she is obliged to protect the identity of the mentee on the basis of the Confidentiality Agreement.

Sometimes the life situation of the mentor can change, too. In this case she should inform the manager as soon as possible. They will then decide on a further course of action.

6.4 When problems come our way

Sometimes the mentoring relationship just does not work. Here are some of the reasons:

Exercise 6.2: Choose 6 correct answers.²²

1. *different expectations connected with the mentoring process*
2. *the failure to understand the principles of mentoring*
3. *totally different personalities*
4. *gender difference between the mentoring agents*
5. *the lack of time*
6. *a change in the mentee's life situation*

²² Correct answer: 1, 2, 5, 6, 8.

7. *the mentor's low age*
8. *difference or similarity of profession*

If you have problems in your relationship, do not hesitate to contact your manager who will help you solve the situation. It is definitely not a failure; however, it might be necessary to replace the mentor. If it is not possible for the mentor and the mentee(s) to carry on together, the manager will probably solve the problem by replacing the mentor. If this is the case, we recommend that the mentor and the mentee(s) terminate their relationship at their last session that will also be attended by the manager who will analyse the problems in the mentoring pair/group in order to be able to find a more suitable mentor. At that moment it might be necessary to encourage the mentee(s) to carry on with mentoring and assume responsibility for a more successful process with a new mentor. However, it is necessary that the “ex-mentor” ensures a smooth change of the mentor so that the mentoring process does not get disrupted.

6.5 Monitoring of the mentoring process

Monitoring, which starts as early as at the initial session, is one of the main tasks of the manager in ensuring an efficient mentoring process. Monitoring is facilitated by the use of various tools.

- **Introductory Monitoring Questionnaire for the Mentee** (compulsory)
- **Mid-Term Monitoring Plan** (optional)
- **Monitoring Questions for Mid-Term Interview with the Mentor and the Mentees** (optional)
- **Monitoring Questions for Final Discussion about the Mentoring Process** (optional)
- **Final Monitoring Questionnaire for the Mentee** (compulsory)
- **Final Monitoring Questionnaire for the Mentor** (optional)

Suggestion for learning by experience:

Aim: A process evaluation

Applicable for group mentoring

Let a big sheet of paper divided into 2 parts in the room where mentoring activities take place. In one part there will be a smiling or a neutral face and in the other part there will be a frowning face. Let women express their feelings during the mentoring process. In the end or in the mid-term time react at an amount of delineated faces. An immediate feedback helps correct a process more efficiently. Anonymous expressions with a form of „a smile face“ enables a more open expression for mentees. Start always an open group discussion afterwards.

6.6 Interaction in mentoring



Now we will get back to mentoring in all its forms. Mentoring is based on interaction, discussion, and the mentee's open approach supported by her trust in the mentor and the mentor's duty of confidentiality.

Mentoring underlines and develops interaction skills. This in itself is a significant outcome of mentoring, which can influence the mentee's success in her future career.

Exercise 6.3: Which statement is true?²³

1. The mentor and the mentee usually do not know each other; the behaviour of the other can therefore be surprising.
2. The mentor knows the mentee beforehand from the questionnaires or from her courses.
3. It is necessary to open people's eyes so that they get the right idea of the world and act accordingly.
4. Everyone has a unique picture of the world in his/her mind, on the basis of which he/she perceives the world and acts.
5. Everyone holds a different opinion of the world; he/she behaves accordingly and does not let anyone change his/her mind.

We can react to things that surround us in different ways. Our reactions are based on our experience; that is why they are so different. We often think that our behaviour is the only correct behaviour, and we are surprised by other ways of thinking and behaviour. We might instinctively try to change the other person and we wonder why he/she does not understand us and does not behave the way we do. The interesting thing is that the other might think the same about us.

Exercise 6.4: Discussion – Discuss the following paragraph with your mentees (suitable for individual and group mentoring).

We can react in different ways on things which become obvious. Our reactions are created by experience, and that is why they are so different. We often think that our behaviour is the only right and we astonish other ways of thinking and acting. We can instinctively try to change another person and we ask why he/she does not understand his/her own well and does not behave exactly like we do. It is interesting that another person thinks the same about us.

Exercise 6.5: Discussion – Discuss the following paragraph with your mentees (suitable for individual and group mentoring).

Points for discussion:

1. Reaction time: People behave in different ways. Some of us react immediately; others need time to think it all over.
2. The big picture – the detail: Some people focus on the big picture, others on details.
3. The number of available options: Some people wish that they could choose from a number of options in life, others feel safer when someone tells them how to act.

²³ Correct answer: 1, 4.

4. What matters is the journey or the destination: For some people the journey, which they enjoy, might be more important than the destination. Other people do not care about the journey, for them obstacles are something that must be overcome, what they focus on is the destination. They are enthusiastic about the outcomes.
5. Enthusiastic – on top of things: People who are on top of things are excellent in noting things that they should avoid. Few of them manage it, as it is very difficult at in real time. People who are strongly focused on their goal can be blind to the possible threats; that is why the comments of their counterparts are often valuable.
6. People's values also differ. While some people value work and diligence, others might value spare time. One can judge easily from the person's behaviour and communication.

Personality types:

- the big picture – details
- choices – instructions
- agent – a guided person
- enthusiastic – on top of things
- values

Task for the manager or the mentor:

If in group or e-mentoring you create a group that includes a lot of different personalities, it might improve the quality of the mentoring process. It is of a great value if the members of the group behave differently in different situations. As a result, each of them can contribute with new points of view.

Exercise 6.6: About interactions; food for thought for the mentor and the mentee

On a list of paper write as many qualities as possible that you have noticed about your mentoring partner. Try to classify the person according to the typology above. Then discuss the list of qualities focusing on each quality that you both perceive differently.



Qualities that I admire in others



Qualities that annoy me in others

Exercise 6.7: Choose the correct option.²⁴

1. *Mentoring*
 - a) *does not influence the person's innate interaction skills and his/her ability to react.*
 - b) *helps to develop interaction skills of young people, if managed correctly.*
 - c) *helps to develop interaction skills regardless of the mentee's age, provided that the mentoring rules are obeyed.*
2. *The mentor*
 - a) *is an excellent speaker and does not digress from her topic even if people ask questions.*
 - b) *is an excellent listener and guides the mentee in adopting a more responsive approach.*
 - c) *takes the initiative and has to ask the mentee a lot of questions.*
3. *Mentoring is based on discussion. What should it be like?*
 - a) *During the talks we recommend to discuss issues on which the two parties share their point of view. Then it is good to add new perspectives and broaden the mentee's way of thinking.*
 - b) *During the talks the mentor concentrates only on the issues about which the mentee has a different opinion. She explains her how to change it.*
 - c) *During the talks the mentor avoids issues about which the mentee has a different opinion. Otherwise she would lose her trust.*
4. *The relationship between the mentor and the mentee is*
 - a) *strong, because the stronger it is, the easier is their work.*
 - b) *free, as both are equal partners and respect the other person's opinions.*
 - c) *not important, as mentoring is carried out according to a plan which does not take the relationship into account.*

Clarification of the last option: it is true that agents are equal, mentoring is planned, but without a strong relationship based on mutual trust and sincerity mentoring would not be possible.

The mentor talks to the mentee and asks questions. If she wants to change the mentee's opinion about certain things, she can use the Socratic Method.

Exercise 6.8: Socratic Method

At first ask about things that can be answered only "yes". Gradually ask questions that are more ambiguous. A correctly chosen set of questions will make the mentee answer "yes" even in cases when she would normally say "no" if this question came first.

Socrates said: "If we ask the right questions, people will find the answers themselves".

However, the mentee must not get the feeling of being manipulated. The point is that she is surprised that she has agreed with something that she would have never agreed before. This attitude will be then analysed during the following meeting. The mentor

²⁴ **Correct answer:** 1C, 2B, 3A, 4A.

should be able to use of the mentee's trust, representing a wall against which the mentee can throw her own thoughts and receive valuable answers.

On a daily basis, mentoring works with tacit knowledge.

Tacit knowledge is subconscious knowledge often difficult to express in words. Both, the mentor and the mentee, have this knowledge. The better you know a thing, the bigger part of your knowledge is automated and transmitted in subconscious, tacit knowledge. Tacit knowledge spreads rapidly from one unconscious mind to another. One gets the feeling that he/she has learned something but does not know how. However, tacit knowledge, i.e. deep knowledge, of the other person can be described by words.

Exercise 6.9: Working with tacit knowledge (suitable for group mentoring)

In mentoring you can treat tacit knowledge by presenting suggestions for excellent ways of doing certain things. The group members realize their skills and discover skills that can be used elsewhere.

Do the below-stated or similar role-play with your group of mentees. Once the mentees have rehearsed these skills together, they will learn to use tacit knowledge.

Example: The mentor is a good salesperson. When she was asked by the group to explain how she did it, it came out that she was able to listen to her customers; she would use the same rhythm and tone as the customer. In fact, the mentor always appreciated the opinions of all of her customers. She also often sat on the same, or adjacent, side of the table as the customer.



7 Digital story-telling

7.1 What is digital story-telling? ²⁵

The process of mentoring can be improved by an active engagement of mentees to develop their digital stories. This activity helps them to work more efficiently on the improvement of their competences for the labour market – it improves their self-confidence, contributes to their ability to present themselves and to work with PCs and improves their orientation in available information.

Digital story-telling is a simple, but powerful tool that offers people the chance of telling their personal story as a two-minute movie. It is well usable just in mentoring, when a personal expression done in this way can be a basis for a transfer of experiences to other persons and it is the ground of mentoring. We call this form of mentoring a visual mentoring.

Impressive and personal digital stories give people the chance to be seen and heard.

Firstly, digital story-telling is an easy and efficient form of training in the field of information and communication technologies. The trainees acquire basic computer skills and learn to use simple programmes and processes, including picture work. These skills are required by the employer and necessary in everyday life.

Secondly, digital story-telling is encouraging. The people who participate in workshops have a chance of building their self-confidence that will help them fight their social exclusion and get new opportunities. This activity inspires self-esteem and increases people's self-confidence, which is vital for making progress in life.

Finally, digital story-telling is a powerful tool for personal and creative expression. People get the chance to use their own resources and tell their personal story, express their views and raise understanding.

It provides people with the chance of building their personal story about their own experience and offers people who are normally ignored the change of being seen, heard and accepted.

Why digital story-telling?

²⁵ Obsah kapitoly 7.1 Digitální vyprávění je inspirován Metodikou tvorby digitálních příběhů, která byla vytvořena v rámci projektu DigEm (Digital Empowerment) č. 505052 LLP-1-2009-1-GR-KA3- KA3MP, a financována z prostředků EU. Metodika je dostupná zde: http://www.digem.eu/images/guide/01_Methodology_cs.pdf.

- **APPEAL, ATTRACTIVENESS AND EFFICIENCY** – Digital stories can be used to facilitate and raise dialogue among various groups, or to solve and stress current problems.
- **SKILLS DEVELOPMENT** – The chance to acquire skills connected with the creation of a short movie. When looking for the elements of their stories, the participants can also acquire basic Internet skills.
- **MOTIVATION** – It is purely a motivation tool that enhances creativity of the participants.
- **SUPPORT OF SOCIAL INTEGRATION** – The usual training in the field of social integration focuses on the provision of knowledge. Digital story-telling has proved particularly efficient in providing knowledge, skills and attitudes necessary for complete integration in the society in both qualitative and quantitative aspects.
- **FLEXIBILITY** – This tool can be adopted to different target groups and their needs (see table)

Table:

Topic	Approach	Possible examples
Prejudices	Involvement of a concrete minority group for the denial of stereotypes and increasing of awareness	Work with groups which face prejudices for a long time, for example Gypsies or groups of new immigrants. Emphasize on the development of self-confidence and a rejection of wrong presentation.
Social problems	Workshop focused on a social exclusion due to prejudices or an economic situation	Thematical activity investigating an impact of the previous change and/or an expectation of a future change of concrete groups. Emphasize on the development of skills.
Increasing of awareness	Emphasize of a concrete issue or a problem	Study of questions relating to a race, gender, disability or health
Memory	Usage of archive materials as incentives	Mentees use artefacts and archive materials for the investigation of historical questions about the identity or a place
Future	Speculative questions focused on speculations about some questions concerning the development and the use of digital stories as a tool for a search for an answer in the form of a story	Questions posed mentees to estimate social trends with the aim to enable them to use storytelling to a presentation of an impact of a future change to their lives
New media	Exploitation of storytelling in the digital area	Development of the exploitation of storytelling in the virtual world
Employment	Exploitation of storytelling for an easier job	Presentation of a more direct way focused on encouragement of people to present themselves

	searching	at the labour market as good as possible (a digital CV)
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7.2 What is the workshop on digital story-telling like?

7.2.1 Organizing the workshop

7.2.1 Ensuring of the workshop

Environment

Creating the right ambience is important. Certain practical issues can make a difference for a successful organization:

- *Room Temperature:* is there adequate ventilation and/or heating
- *Noise:* Are there any factors likely to disturb the class? These could be internal and external
- *Group Size:* Is the room too large or too small?
- *Seating Arrangements:* Is there scope to rearrange desks and chairs so you can undertake all the activities? You need a large room
- *Lighting:* can you control the lighting so mentees can see projected images and write their own notes?
- *Mentees' line of visibility:* can mentees see the mentor, screens and other mentees easily? Can you see all the mentees?
- *Possible external distractions:* check to confirm whether there are likely to be any external distractions which may disrupt the session. For example, are fire drills planned?
- *Access to other facilities* including a Voiceover recording room and sound recording equipment (i.e. a good quality microphone + digital video camera, or a digital recorder, or a digital sound recording studio)

Technical Facilities

- A flexible classroom with enough space for at least 15 people, including a white board and/or flip chart for writing; a room/space which is large enough to enable work in groups where people move around the room
- An IT suite with a computer for each participant with headphones and editing software e.g. iMovie (Mac), Windows Movie Maker (PC).
- Ideally you also need a trainer's computer and projector at the front with loudspeakers and access to the internet. This makes demonstrating

techniques easier and allows the mentor/trainer to show sample stories.

- All these computers should, preferably, be networked with the same software. This makes it easier for trainer and mentees, and allows the trainer to access each person's folders.
- To make the most out of the pictures, by cropping (resizing) and manipulating the pictures, it is useful to have image manipulation software, such as Photoshop.
- 3-4 digital cameras (at least 5m megapixel) with cables to download the photos to the computers and a tripod, in case people need to take more photos.
- Materials for drawing or painting - for if people want to add to their images, draw additional material, handwrite captions, etc.
- Sound recording equipment - either a digital recorder with USB connection (then move the .WAV files onto your computer), a microphone plugged straight into the laptop/computer, a minidisc recorder, a mini DV camera (and then just use the sound track) or a more professional sound recording suite if you have access to one.
- A scanner for digital capture of paper photographs and drawings.
- A quiet room in which you can record sound. You need to be aware of external noise, internal noise (hum of machines, or echo, or other people).
- A means to save files and completed stories such as a 2gb USB Memory Storage Stick or on a free online storage service such as dropbox (www.dropbox.com)

Trainers

Teaching Digital Storytelling requires a range of different skills, knowledge and personal attributes. A successful digital storytelling workshop requires at least two trainers with the right blend of skills, knowledge and experience.

Skills needed for digital storytelling cover four areas:

- Pedagogy and teaching
- Qualitative and social research
- Creative filmmaking skills
- Technical expertise

Before the workshop, the trainer should:

- Explain the background to, and purpose, of digital storytelling

- Show some example films from a range of projects
- Make sure participants can commit all the necessary time - be clear about how much input will be required of them
- Tell them what they need to bring to the workshop, including:
 - a) A favourite object
 - b) 10-20 photographs of themselves relating to their object OR a transformational or important moment in their lives OR idea for a story that they might have thought of during the introductory session.
 - c) Identify any potential problems which may disrupt the schedule

7.2.2 Finding a story

Telling stories about your own life is an age-old human activity. Everyone has a story to tell and digital storytelling provides an enjoyable, accessible means for people to find value, meaning and significance in their own personal story.

Digital stories are shaped by different influences and each successful story starts with finding, defining and refining a strong and simple story question. The story question acts as a rudder for a story. Each element of the story should support and advance it to its conclusion. In digital storytelling workshops, this is usually something personal but it can be something focused more towards a particular goal.

The starting point for a digital story is a carefully selected event from the author's life which acts as a basis for a strong story question, which defines the story question and shapes narrative. The experiences of the author, or participant, form the raw material of the story question and the facilitator's task is to help to answer the story question in a personal story told within two to three minutes time.

The best personal stories are those which readily gain empathy from the viewers. Such emotional engagement requires the author to give and this makes demands on the trainer and the participant. Trainers need to be open-minded and aware that the essence of a personal story may change during an intensive workshop process. -Trainees may come with a clear idea of their preferred story but the workshop process may lead them elsewhere. Trainers need to be open to this possibility and focused on the need to make a simple, empathetic story.

When looking for the own story it is necessary:

- Enable the group to get to know one another and build trust
- Create a relaxed, trusting atmosphere through storytelling exercise to give people the confidence to tell their own story

- Give people the tools to turn their personal story into a script.

Useful games when searching for a story:

Some games, for example, those using memory of particular dates may be more suitable for some groups than others. Some games are more effective with younger people. For some target groups, such as elderly people, or groups who are attending a workshop with a direct 'employment' focus, for instance, it is better not to refer to games, but perhaps 'exercises' or 'activities'.

1. Introductory Story Games and Warm Ups

These activities are used to ensure that the group knows one another – names, something about each individual. They also aim to develop strong listening skills and develop team spirit and trust within the group.

2. Getting to the person and the story

These activities start to build the groups' storytelling capabilities and enable mentees to start to find their own stories.

3. Developing the personal stories

These activities build upon stories that mentees might be developing based on the object they have brought to the workshop, or an idea for a story they have developed in advance. They can help to focus mentees on getting to the heart of the story question and tell a story in a short space of time.

Story Structure

Trainers need to ensure that participants understand how stories are structured. A story map is a graphic representation of a story using imagery which helps individuals develop a structure for their own stories.

Each story should have

- **Beginning** – when We step out of ordinary life, we interrupt everyday life or We accept a 'call to adventure'

- **Middle** – when comes to conflict, challenge, change. Situations begging resolution, we learn the extent of problem, there is a change in central character, expectations & values turned in to their opposite
- **End** – the transformation is put into action

The simplest starting point is to show a digital story and then work with the group to identify how the story breaks down according to the structure. Use questioning to help the group - for instance, what is the situation at the beginning of the story, the 'status quo'? What is the moment/event/problem that begins to change that 'status quo'? How does the story progress to lead to a resolution, which may be a return to the situation at the beginning (return to 'status quo'), but with some learning having taken place.

Identifying key points in their own stories...

Ask the group to think about their own story ideas and use the story structure diagram to help to create a story structure. 'Post-it' notes are a useful tool – each person can simply bullet-point the key elements that fall at each point of the story structure and discuss with the group. Using different coloured post-it notes can help the group identify similarities and differences in their story structures and they can be easily moved around and changed.

Developing Storytelling Skills

A 'blank sheet of paper' can be daunting and a barrier to writing a script, especially for those who are developing literacy skills, for example. Trainers can work with participants to break down the writing process. For example:

- **Use Index cards** - give the person ten minutes to write the main points of their story using only two sides of an index card - less intimidating than a blank page or an empty Word document on a word processor....
- **Bullet points** - a simple list of key moments can be a great starting point for the essence of a story.
- **Mind map** - graphical way of taking notes or developing ideas around a central theme. You place the idea for the story in a 'bubble' or shape in the middle of a large sheet of paper. Use different coloured pens, words, shapes branching off the central idea to capture the elements of the story. Working in this way enables you to create a picture of the main features in your story.

- **Use Storyboards** – a storyboard shows a series of pictures to lay the foundations for a story. It is a simple means to help people plan out how to use the images that they have, and develop the narrative alongside the images. It can also help them to identify where there are gaps and decide how to fill those gaps, for instance, by taking additional photos, using graphics or drawings, using symbols. When you put ideas up on Story Boards, you begin to see interconnections, how one idea relates to another, and how all the pieces come together. Leonardo da Vinci used to put ideas up on the wall and examine the layout.

Use lists

Ask people to write a list in 3 minutes of one or two of the stimuli bellow:

- a. I love
- b. I hate
- c. I used to dream about
- d. I know I'm having a good day when
- e. List or remember all the scars on your body; choose the most interesting and write about how you got it. How do you feel about the scar now? Have your feelings changed? If you like, write about emotional scars.

Share the list, then go on to take one thing from the list and create a short story, for example 'I hate the colour red because when I was a child..... etc.

Examples of simple stories

Following topics can help mentees to find a way how to tell their stories.

- **A story about a person**
Ask members of a group to define persons who are important for them and then to explain why. It can be a member of their family (for example a granny or a grandfather) or even a family pet! Why is this person important? Did he/she influence the way you think about future?
- **Heroes**
Can the group define a person who has got characters of a hero? You have to be particular in not to give them an opportunity to use stereotypes – this person should be somebody whom they know rather than a person from literature or from media. Ask group members how they imagine a hero – it may be somebody who is able to overcome some proves and rescue operations.
- **Adventure stories**

Ask the group members to think about an episode from their lives which was an adventure. It can be a story from travelling or another kind of a challenge, for example learning of new skills or solving of an unknown and demanding situation.

- **Story about a success**

Ask all members of a group to think about their biggest success. It may be for example to manage playing a new music instrument, learning of a new language or the win in a race. Let them use the map of this story for the creation of their stories.

- **Favourite places**

Ask all members of a group to think about their favourite place – it can be their sleeping room, a forest, a shop or a town....

Joe Lambert in his book **Cookery book of storytelling** suggests using following questions so that the group starts discussing about their selected place.

- How would you describe this place?
- Do you share this place with anybody else – with whom?
- Which general experiences bind you together with this place?
- Did any crucial experience occur at this place?
- Which advice do you take from your relation to this place?
- If you came back to this place, how it had changed?

You can write these questions at a flip-chart and ask group members to use them for the creation of their stories but not only using some brief answers like in an interview or when filling it a questionnaire.

- **Stories about a passion**

Ask members of a group to think about something what caused a feeling of any extra emotion or passion, for example using following topics. You can ask everybody to choose one thing from the list below:

- injustice
- when you felt to be pretty terrified
- for the firm time
- the most embarrassing thing
-

- **Stories about feelings**

- When I felt anonymously
- When I felt to be mostly I MYSELF
- When I was proud

Development of a script

The first suggestion – let mentees 15 minutes

Read script to your partner and find his/her reaction. You can recommend suitable questions to find out reactions which may help to develop a story efficiently.

Trainers have to use their knowledge, skills and experience to pull out strengths from a story. They must exploit their understanding of needs of a target group, for example ensuring of literacy or a language support.

It is essential to keep the time limit: a final story will not have duration longer than 2 to 3 minutes. It is necessary to remember it.

The „golden rule“ is “KISS”

= **“Keep It Short and Simple”** – *if it can be cut out, then cut it out. Avoid repetition – unless it is deliberate. Remember – what you leave out is as important as what you leave in*

7.2.3 Story-telling and filmmaking

Trainers need to leave a space for reflection between finishing the story development work and the technical, recording elements of the workshop. This important time enables people to think about and improve their script. The technical elements of the workshop are orientated more towards individual work - some people will be recording their voice-overs, whilst others are still finalising their scripts and others are taking additional photographs, or scanning in their images. Different people will be doing different things at different times. Trainers need to manage this activity so each member of the group has sufficient time to complete the work to the highest possible standard. This may vary from one participant to the next.

Scan / import photos

- Re-size photos if you need to 720 x 576
- You'll need between 10 and 20 photos for a 2 minute story - some people may want to use more if they are, for example, using a series of still photographs cut together quickly to create a kind of stop-frame animation effect.
- You need to ensure everyone has enough images. If they need to take more pictures, you need to ensure that the camera is set to high resolution (1600 x 1200) so that they can be cropped without losing quality.

Finalise Scripts

Make sure that each member of the group has word-processed their script. Read out scripts in the group to gain some final feedback before each person prints out their final version. *If the participants have not used word processing software, this is another opportunity to introduce some ICT basic skills.*

Record Voice-overs

- Record one person at a time in a separate, sound proof room.
- Ensure that the room is as quiet as possible and does not create an echo (e.g. if a room is full of hard surfaces, with high ceilings, it is likely to produce too much echo).
- You need to ensure that the participant is relaxed.

It is a good idea to ask them if they want to practice before you record. Nervous trainees invariably rustle paper whilst they are reading their scripts.

Remember to check that you are recording at a high enough level – do not rely just on how ‘loud’ the recording sounds on headphones.

Export

When the films are finished, participants need to export them as FULL QUALITY .mov or .avi files. Participants could also export lower quality versions so that they can save them to USB stick or email them. You could also provide participants with a DVD of the films made by the whole group, or copy them onto a shared web resource such as Dropbox (www.dropbox.com).

COPYRIGHT! COPYRIGHT! COPYRIGHT!

You need to ensure that no copyrighted material is used. Material must either be the contributor's own, freely available on a Creative Commons License²⁶ or used with the permission of the rights holder. This includes pictures downloaded from the internet.

²⁶ See <http://creativecommons.org/>

7.2.4 Sharing a story

The Showcase Screening

The final screening is usually the highlight of any digital storytelling workshop and this is best arranged for the evening on the final day. It is best to hold this as a single event celebrating the achievements of the individual filmmakers. This screening is an opportunity to celebrate the group's achievement and is the moment when participants can share their story with colleagues, friends and family. Each filmmaker should be given the opportunity to introduce their film and contribute to discussion.

In the context of the visual mentoring it is important to gain in advance the agreement of participants with the further exploitation of their stories. Further, it is good to collect all stories for example at an web platform where they can be accessible for all mentors for further mentoring activities (a mentor can project stories to other mentees who for example solve a similar live situation or a problem, which exists in a concrete story).

8 The art of change

The aim of these materials is to facilitate new experience, get out of the rut, or “just” adapt to the changes that we are facing. If a tool proves efficient, why should we look for a new one?

Life is full of changes. We are changing, people around us are changing, and the society is changing. There is no need to always make radical and immediate changes, but we need to gradually adapt to new things and overcome our stereotypes. We have to work with the changes we are facing. For one person, this might mean a complete adaptation to the change, for another the mere acceptance of its existence. Change is a challenge. Men change, as much as the space and the society they live in. Change is not always welcome; sometimes its benefits might not be evident, or might be hard to incorporate in the world we know.

“Heavier-than-air flying machines are impossible.”

Lord Kelvin, a mathematician/physician, 1895

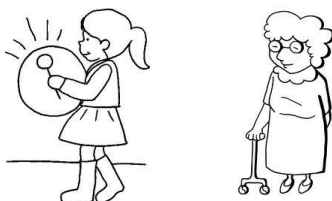
“Everything that can be invented has been invented.”

Charles Duell, US Patent Office Commissioner, 1899

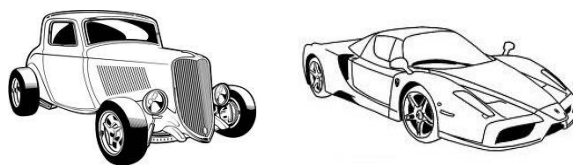
“Worldwide demand for cars will never exceed one million, primarily because of the limited number of available drivers.”

Predictive Research, Mercedes Benz, 1900

Some life changes must be accepted as they come.



Some changes we can influence by our actions and decisions.



Some information included in this methodology can be regarded as generally accepted; other will make you revise your own values and priorities.

Suggestion for learning by doing:

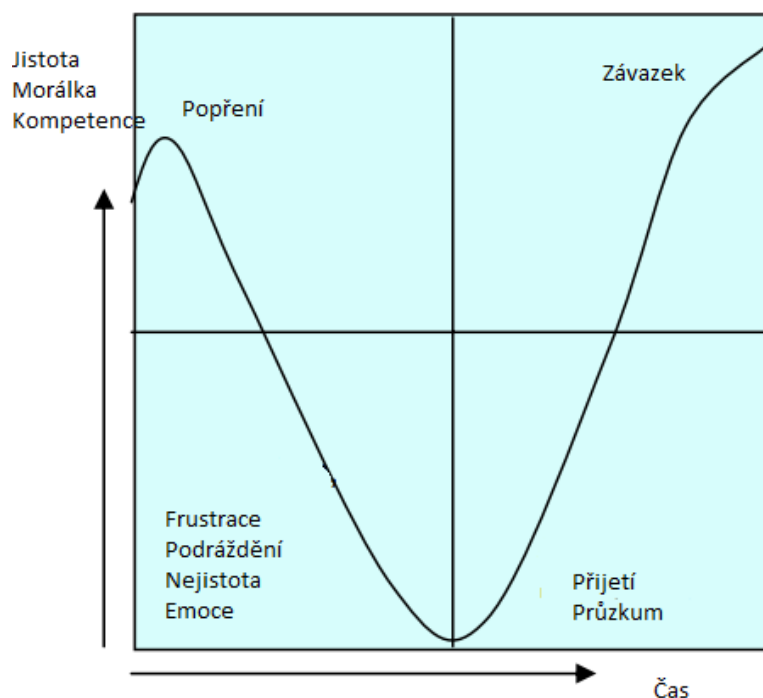
Aim: Introduction to the dilemma of a change

Applicable for group mentoring

Mentees stand and create a circle and get a small ball (for example a tennis ball). Their task is to transfer/throw a ball in any order which has to be however, remembered. Having finished the first round, a mentor calls them on the repeating of the process but faster. Mentor plays here a role for example an owner of a factory which requires from her employees to accelerate the production (an order of actions, i.e. the order of transfer of a ball must be kept). After each round, a mentor pushes mentees to increase a pace. They could be even frustrated and affirm that it is not possible to do it faster. Mentor, however, has to insist on the possibility to do it faster and she do it so long until mentees reveal a crucial change of a system (for example to diminish gaps in the first round, they stop throwing a ball but start to hand a ball on). But it is not enough – a mentor has to require a higher performance. In the end, mentees should come to such a solution that one holds a ball and she only touches the others by it or the others touch it – of course always in the given order). The result is the “aha-effect” – mentees understand that it is possible to do the same activity in another way and the change can move them to the goal.

8.1 You and the change

Whatever the change, positive, negative or unknown, the research shows that people react to changes in similar ways. Their reaction is illustrated in the diagram below that shows the scale of feelings and emotions that accompany the process of change.



The mentor should go through this process with her mentee, analysing all steps that they both have to take.

8.1.1 The process of change

The steps to take in the process of change:

Denial

The first part of the process is the reaction of “Denial”. People often deny that the change can change them (for instance, the lottery winners say: “These 20 million will not change me.”). However, as soon as the reality hits, the denial no longer makes sense and the change starts to take its toll. New behaviour patterns have not been settled yet (this can take some time) and our performance begins to decrease as we fall back to our old deep-rooted routine and formerly “safe” ways of behaviour. But the reality asks for more.

Exercise 8.1: Denial of a change – choose a correct a correct answer²⁷

²⁷ Správná odpověď: 1A

A change

- a) *Always afflicts people at least a little bit*
- b) *Does not let any trace on them (for example a winners in a lottery say „I won't be changed by these 20 millions“)*
- c) *Means a key impact at their life*

Although people often deny an influence of a change, as soon as the reality fully shows its face, a change starts picking out its tax. New ways of behaviour are not fixed yet (it may last some time) and the personal performance starts falling down because we tend to come back to deep-rooted routines and once „safe“ ways of behaviour. The reality, however, requires more.

Exercise 8.2: Complete the table with a list of changes that your mentee finds most difficult.

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Exercise 8.3: Let the mentee complete the table with ideas and suggestions for the best ways of overcoming the Denial Stage. Discuss the answers.

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Frustration

The downswing that follows the Denial Stage might be a very difficult period. At this point the person goes through a very emotional stage, losing contact with his/her usual stereotypes. Before the next adaptation stage, the resistance and reluctance can reduce his/her moral determination and further progress. There is a danger that the person gets stuck at the lowest point of the process of change without being able to change his/her behaviour. At this point the mentee needs a clear impulse for going ahead. The mentor must support and strongly encourage the mentee to go ahead.

Exercise 8.4: Complete the table with a brief description of the way you and the mentee will try to overcome the Frustration Stage.

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Acceptance

At this stage the mentee often finds her way. However, she often needs the support of her mentor who will encourage her in finding new paths and ways of behaviour. At this stage the mentee develops her own assuredness and starts to grow both morally and in the eyes of other people. However, it is necessary to be careful at this stage as this is a very delicate process that can get easily spoilt at its early stage.

Commitment

The last stage of the process is a full acceptance of the responsibility for oneself and one's behaviour. It is at this stage where we can see the potential benefits of a well-accepted change; the future behaviour and reaction to changes will be much easier than before.

It is necessary to accept the requirements arising from the particular stages of the process in order to go smoothly through the process of change. Depending on the mentor's life experience, she can help to speed up the process of change and to minimize the loss of self-confidence and self-esteem.

Do not forget to go back to the notes with the mentee at times. They will help you look back at your past attitudes and develop your future attitudes.

Exercise 8.5: Let the mentee complete the table with her feelings about the on-going or past change. Discuss the notes.

--

During or after the consultation, please note down the way these feelings could be guided.

Write down what the mentee will need most from you during the process of change.

Let the mentee put down the persons whose help and assistance she will need during the process of change and the persons who could benefit from her experience.

8.2 Team work and the art of change

Two are always better than one. The mentor's task in the process of change is to create a vision for the future and develop a strategy for processing the present reality and the new changes, which are in conflict. It is also necessary to create a set of future steps that will facilitate the acceptance of the changes. The fact is that people always chose the methods that are the most suitable in a given situation. An ideal way of facing changes is balancing between the structured and the human approach.

Structured approach to change management	Human approach to change management	Recommended approach – balance b/w the two
Coping with a change is a step-by-step process.	The outcomes cannot be predicted, our reactions	It is necessary to set partial goals and directions, and at the same time stay flexible

	depend on the situation.	in case of possible complications.
Changes are initiated “from the outside”, from the outer world.	Changes come “from the inside”, from us.	The support of others is necessary for changes coming from the outside.
The final goals have been set in advance.	The journey is the destination.	We need goals in order to know our direction, but the work on oneself never ends.
Things are going the wrong way because they have been planned and monitored the wrong way.	Things are going the wrong way because the human factor has failed.	Planning and monitoring of the process of change is important, but the interest of the particular person in reaching the set goal is what matters most.

No matter whether the mentor masters her role well or not, the reaction of the mentee is never entirely predictable. What obstacles can we face during the process of change?

- Strong emotions such as fear, worries, anger, despair and frustration.
- People become defensive and deny the existence of the problem, using the old established ways of behaviour.
- Permanent complaints, asking questions and scepticism.
- The absence and sickness rate can grow, people can abandon good habits, and they can face demoralization and a lack of enthusiasm for further work.
- Words are often empty, not supported by acts.
- A person can “get stuck”.

Together with your mentee describe in detail the obstacles you had to face in your process of change. Then discuss the answers.

8.3 Six steps for the implementation of change

A change in life should not be accidental and out of control. A person should be able to accept it consciously. The following 6 steps are vital for an efficient implementation of the change coordinated by the mentor:

1. Gaining support and interest of key persons that surround the mentee

It is important to advise the mentee to find people who would be able and willing to help her in her efforts and support her.

2. Making a good plan

If possible, together with the mentee create a simple plan for coping with the change. Let the mentee include people that surround her and set simple roles and responsibilities. The plan might be based on the above-stated stages of change.

"I have been registered with the Job Office for 2 years, taking care of the family all those years, always supporting them. Now it is their turn. I want to work and take care of myself. We discussed it with my husband and children and divided the tasks. I have no idea whether we will manage, especially my husband does not like the idea, but according to my mentor I have to start somewhere."

3. Supporting the plan by appropriate behaviour

It is necessary to support the mentee in his leisure time activities and hobbies, and look for way of using these joys in her professional life.

4. Developing social contacts

It is good to attend various events, workshops, round tables, meet people, and listen to their stories. Sharing can trigger off a smooth process of change and develop social life.

5. Celebrating the milestones

When you have achieved the set goals together, celebrate the progress. This will help to keep up the motivation and support the idea that it is possible to reach also the long-term goals.

6. Tireless and intensive communication

This activity is perhaps the most important of all. Efficient communication can be motivating and can help to overcome the initial reluctance and prepare the ground for the coming change.

Exercise 8.6: Communication Checklist

Define the meaning of the change

Do not rely on the mentee's affirmative answer. "Oh yes, I get it". Make sure that the mentee has really grasped the meaning of the change and the way it can affect her life.

Explain WHY

Explain the background of the emerging changes. This can be quite a challenge but if the mentee understands the background, she will accept the change more easily.

Explain the change – the good and the bad points

Some people can be affected by the change in a negative way. At this point it is important to support openness to the good and the bad points. This can help overcome the fear caused by the feeling of uncertainty and eliminate the speculations and lies that the change could bring.

Develop creativity in communication

Do not rely only on one way of communication with your mentee. Offer her more possibilities to contact you – sessions, e-mails, chat, Skype. Agree times when she can contact you. Develop creativity and richness in the mentee's discourse.

Process the emerging negative points

Within the meaning of the motto that "Every cloud has a silver lining" try to process the negative points. A glass can be half-full, rather than half-empty, depending on the way you look at it. (See picture below.)

Explain what success is like

If the mentee is working on her future, make sure that she has a clear idea of what success is and that she knows what things she can influence.

Explain the benefit of changes

Try to identify the benefits for both, professional and personal life.

Repeat yourself!

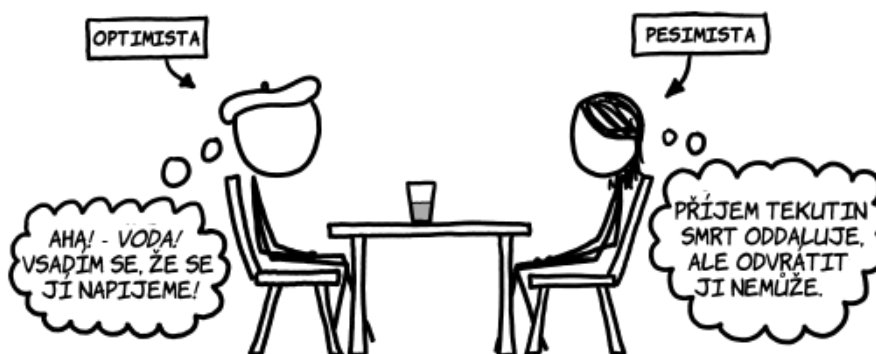
The ideas you tell the mentee at the beginning might not be accepted right away. It will do no harm if you repeat them later; the mentee will understand them better.

Support two-way communication

The key part of motivation is the feeling of being needed. Provide enough space for feedback, discussion and debate, even though you cannot answer all questions. The mentee will appreciate it.

Do not forget to act

Remember that you do not express yourself only by words, but also by acts. People also perceive your expression, attitudes, decisions and acts. Do not forget that you serve as a model for your mentee.



Exercise 8.7 Weekly checklist

What has been done?	Action plan
Define the essence of the change	YES/NO
Explain WHY	YES/NO
Explain the change – good and bad points	YES/NO
Develop creativity in communication	YES/NO
Rectify the incoming negative points	YES/NO

Explain what success is like	YES/NO
Explain the benefits of the changes	YES/NO
Repeat yourself!	YES/NO
Practice two-way communication	YES/NO
Don't forget about the impression you give	YES/NO

9 The methods for the identification of personal resources for coping with difficult situations

One of the key roles of the facilitator is to ensure that experience is shared. It is necessary to choose from the mentees' experience, as this is a chance to learn something, not a place where people just come to talk.

The time spent by creating an atmosphere of confidence among the members of the group plays a crucial role. People need to feel that the things they decide to share will be accepted with respect and appreciation. Some people might prefer that the information remains anonymous and/or inside the group; others may not wish to express their views in an open forum, they might prefer to share them with one or two other people.

Exercise 9.1: When trying to create intimate and efficient groups, please, take account of:

- the number of people involved – a large number can be threatening.
- the seating arrangement – sitting in rows does not facilitate communication.
- the first group session. Make sure that you have a lot of ice-breakers so that people can socialize and get to know each other.
- the way people cooperate. Try to encourage them to work in pairs or small groups from the very start. Try to find ways to make them change their partners and groups and get to know each other. As the leader of the group do not stand in front of the group but rather mix with them.
- try to gradually involve all members, use inoffensive impersonal topics first. Once you have reached the point when the participants feel self-confident and able to share their experience, introduce the time scale of life experience.

Exercise 9.2: Time scale – an exercise for mentees

The time scale below represents a period of twenty years divided in five-year sections. You are part of a group that has met to discuss difficult situations in life. You think of the ways that events in life can give rise to changes. Your goal is to find out successful ways of coping with these transitional stages.

Within the time scale, think of your own life. Complete the appropriate boxes with all important events that happened and the things you did to cope with them. Think about the events that you have noted down and decide whether you coped well or whether you should have done something else.

1990	1995	2000	2005	2010

The process of creating a time scale with life events is a way of arranging one's experience and choosing some of it for a certain purpose. This activity can be used by an individual or by a group. Through discussion and noting down the brainstormed life events you can create a collective bank of life events.

10 Conclusions

It is not possible for persons 50+ to find a new job. Already to be sincere to oneself and to admit that the person suffers from a big shock from a loss of my job or a disappointment of always unsuccessful attempts to find a new, suitable job hurts and is oppressive. Self-confidence falls dizzily down. It is necessary to denominate things with their true names in this situation and to define the standpoint for problem solution. Some things sound in a different way when somebody else expresses them and not only the concerned person thinks about them. Sharing of problems and the common looking for a solution is a big encouragement, increasing the diminished self-confidence and starting new ideas leading out of the vicious circle.

Moreover, it is necessary to take into account the decision if to start with one's own business or to be an employee. When this is clear, a further big step towards a better integration to the labour market has been done. An ongoing sharing and dissemination of contacts is a great support on the way which is revealed by the pair mentor – mentee.

The last phase is the achievement of a such level of activity, of the feeling of independence and of the internal power that a mentee does no more worry about each detail and thinks in this way „How it is possible?“ instead of the present „It is not possible in this way.“

We wish all future mentors and their mentees much success on their common way!

Team of authors



11 Resources

Electronic resources:

- [1] *National mentoring partnership*. How to build successful mentoring program [online]. [cit. 24. 4. 2013]. URL: <http://www.mentoring.org/downloads/mentoring_413.pdf>.
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List of images:

IMG 1 Source: http://janoch.borec.cz/omal/13_holka.gif

IMG. 2 Source: <http://wiki.rvp.cz/%40api/deki/files/17897/%3Dbabicka.jpg>

IMG. 3 Source: <http://pippicoloring.files.wordpress.com/2012/08/old-timer-coloring-page.jpg?w=590&h=417>

IMG. 4 Source: <http://www.kidcolorpages.com/wp-content/uploads/2013/11/cool-car-coloring-pages.gif>

IMG. 5 Source: the own elaboration

IMG. 6 Source: google.com

List of annexes of the Methodology in an e-form:

Available (after a reregistration) on the website: <http://www.athena-women.cz/projekty/narodni-projektu/mentoring-otevira-dvere/mentoring-nastroje-pro-uzivatele/>

01 Profile of a mentee

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09 Ongoing monitoring of group activities

10 Final monitoring of the process of mentoring

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