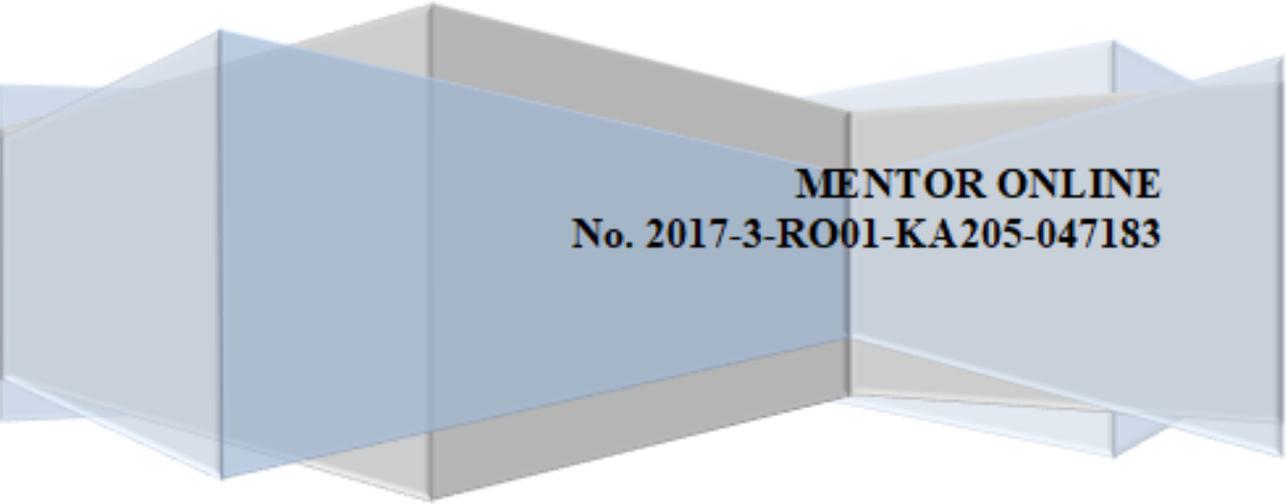


“How to become a good mentor for young people (18+) working as nurses, social workers and teachers”

Curricula of the blended-learning mentorship and career guidance training course



MENTOR ONLINE
No. 2017-3-RO01-KA205-047183

ICT materials for the online blended-learning mentorship and career guidance skills training course “How to become a good mentor for young people working as nurses, social workers and teachers”

Partners:

1. Asociația Everest, Romania
2. STEP Institut, Slovenija
3. Gender studies, o.p.s, Czech Republic
4. Balkanplan, Bulgaria
5. SC Ludor Engineering SRL, Romania
6. KAI, Lithuania

ONLINE MENTOR partners have developed ICT materials for the online modules of the training course according to the Curricula prepared in the first activity in the project. The materials consist of video and audio presentations, case studies, role plays, presentations, podcasts, images and other resources. The duration of each online module is 50 minutes.

The subjects for the online training of each module are as follows:

Module	Subject for the online training	Duration	Partner responsible
Module 1: Introduction to mentorship and career guidance	The concept of mentorship and career guidance.	50 min	KAI, Lithuania
Module 2: Mentorship area. Benefits and positive effects of mentorship and career guidance	Mutual learning or mutual mentoring – Development and effects	50 min	Balkanplan, Bulgaria
Module 3: The components of mentoring process	Building the mentoring relationship	50 min	SC Ludor Engineering SRL, Romania
Module 4: Competencies and qualities of a mentor	Key competencies related to main roles and responsibilities of a mentor	50 min	Asociația Everest, Romania
Module 5: Critical thinking, adaptation to the regular changes in professional area in mentoring process	ABC of critical thinking and change management	50 min	STEP Institute, Slovenija
Module 6: Empathy and non-discrimination of learners in mentoring process	Definitions, discrimination and anti-discriminators approach	50 min	Gender studies, o.p.s, Czech Republic

SHORT OUTLINE OF THE ICT MATERIALS

MODULE 1 Introduction to mentorship and career guidance

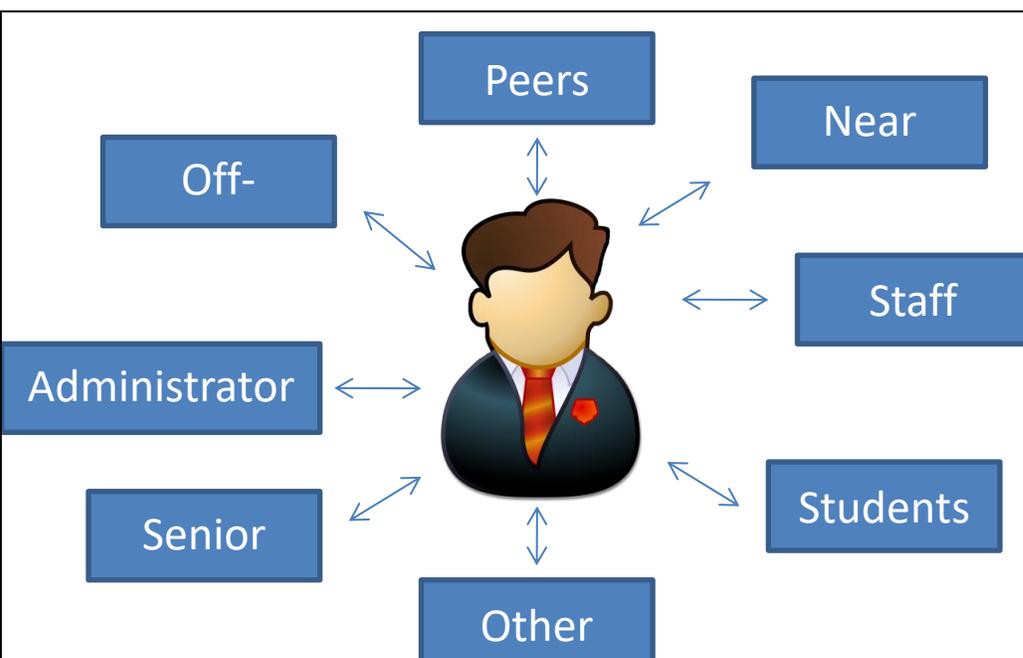
SUBJECT for the ONLINE TRAINING:	The concept of mentorship and career guidance
GENERAL GOAL(S):	To provide the necessary knowledge to define mentorship concept and to understand, analyze and critically evaluate the peculiarities of career management.
OBJECTIVES:	By the end of this activity module, participants will be able to: <ul style="list-style-type: none"> • Define the concept, purpose and main types of mentorship. • Explain the main aspects of the mentor's responsibility. • Identify the complex components of career guidance.
METHODS	Formal methods: E-slides, Self-assessment tests. Non-formal methods: Self-reflexion.
DURATION:	50 minutes. (Online training)
RESOURCES NEEDED:	Computer (Wi-Fi network).
ORDER OF ACTIVITIES:	Step 1: (duration) Read the presentation and further information on the internet. (15 minutes)
	Step 2: (duration) Answer given questions. (10 minutes)
	Step 3: (duration) Watch movies about career and mentorship. Write an essay on "Relations between career and mentorship." (15 minutes)
EVALUATION OF THE MODULE:	<ol style="list-style-type: none"> 1. What is mentorship and what is its purpose? 2. What are the main types of mentorship and which are best for you? 3. Why is career important in human life? 4. What is career management and what are the elements of a successful career management?

REFERENCES	<ol style="list-style-type: none"> 1. Barnes, Ch. (2014). Education and training: what's the difference? /https://elearningindustry.com/education-and-training-what-is-the-difference/. 2. Butler, B. M., Cuenca, A. (2012). Conceptualizing the Roles of Mentor Teachers During Student Teaching. <i>Action in Teacher Education</i> 34(4): 296-308 3. George, M. P., Mampilly, R. (2012). A Model for Student Mentoring in Business Schools. <i>International Journal of Mentoring and Coaching in Education</i> 1(2): 136–154. 4. Ginkel, G., Verloop, N., Denessen, E. (2015). Why mentors? Linking teachers' motivations to their mentoring conceptions. <i>Teachers and Teaching: theory and practice</i> 21(8): 1–16. 5. Hodgson, A. K., Scanlan, J. M. (2013). A concept analysis of mentoring in nursing leadership. <i>Open Journal in Nursing</i> 3: 389–394. 6. Jaspers, W. M., Meijer, P. C., Wubbels, T. (2014). Mentor teachers: their perceived possibilities and challenges as mentor and teacher. <i>Teaching and Teacher Education</i> 44: 106–116. 7. Korsakienė, R., Smaliukienė, R. (2014). Šiuolaikinė karjerai individuali požiūriu: karjeros modeliai, jų sąsajos ir reikšmė. <i>Verslas: teorija ir praktika</i>, 15-1, 89-92. 8. Valickas, A., Chomentauskas, G., Dereškevičiūtė, E., Žukauskaitė, I., Navickienė, L. (2015). <i>Asmeninės karjeros valdymas studentui</i>. Vilnius: Vilniaus universitetas.
-------------------	--

MODULE 2 Mentorship area. Benefits and positive effects of mentorship and career guidance

SUBJECT for the ONLINE TRAINING:	Mutual learning or mutual mentoring – Development and effects
GENERAL GOAL(S):	To provide theoretical and practical knowledge regarding the role of mutual learning in the process of developing mentorship relationship.
OBJECTIVES:	<p>By the end of the module, participants will be able to:</p> <ul style="list-style-type: none"> • Point out the core values needed for mutual learning • Explain the effectiveness of mutual learning • Present the importance of developing a strong relationship between a mentor and a mentee • Use and apply mutual mentoring in different settings
METHODS	<p>Formal methods: E-slides, Self-assessment tests.</p> <p>Non-formal methods: Self-reflexion.</p>
DURATION:	<p>50 minutes (Online training)</p> <p>Section 1: 10 minutes</p> <p>Section 2: 10 minutes</p> <p>Section 3: 20 minutes</p>

	Section 4: 10 minutes
RESOURCES NEEDED:	Computer, smartphone, internet
ORDER OF ACTIVITIES:	<p>Section 1: The process of mutual learning in Mentorship</p> <p>Task 1. Read the text and think about the following questions regarding mutual learning:</p> <ul style="list-style-type: none"> • What are the aims of mutual learning? • How it works? • Why it is important? <p>Task 2. Take a look at the video (https://www.youtube.com/watch?v=OIYozCR_z5c) of a teacher talking about the importance of Reciprocity in a Mentoring relationship. Listen to the example that he gives and then answer the questions:</p> <ul style="list-style-type: none"> • Do you think reciprocity is also needed in the line of work of nurses and social workers? • Give an example of a situation where mutual learning and reciprocity would be useful. <p>(20 minutes)</p>
	<p>Section 2: Mutual learning – development and core values</p> <p>Task 1. Read the text and think about the following questions regarding mutual learning:</p> <ul style="list-style-type: none"> • What are the core values of mutual learning? • What is needed to develop a good relationship that is open for an exchange of knowledge? <p>(10 mins)</p>
	<p>Section 3: The Mutual Mentoring model</p> <p>Task 1. Read the text and think about the following questions regarding mutual learning:</p> <ul style="list-style-type: none"> • What is the difference between the traditional definition of Mentoring and the Mutual Mentoring model? • How the Mutual Mentoring model can be used in different contexts? Please, write your ideas below. • Which Priority Mentoring Area do you think is most important and why? <p>Task 2. Take a look at the example of Mentorship network below.</p>

	 <ul style="list-style-type: none"> • Use the Mutual Mentorship model in your own context (school/hospital/social help). • Think about which people/experts/ representatives/ social groups would you include in your own Mentoring Network and why? Write them down below. <p>(10 mins)</p>
	<p>Section 4: Tips for mutual learning</p> <p>Task 1. Read the text and use the tips to develop a plan to establish a culture of mutual learning in your working environment. Write it down below. (10 min)</p>
<p>EVALUATION OF THE MODULE:</p>	<ul style="list-style-type: none"> • Self-assessment questionnaire: <ol style="list-style-type: none"> 1. My knowledge of Mutual Learning is I cannot determine – 1 Limited - 2 Average – 3 Good – 4 Excellent – 5 2. My knowledge on the core values for creating a Mutual Learning environment is I cannot determine – 1 Limited - 2 Average – 3 Good – 4 Excellent – 5 3. My knowledge on the priority Mentoring areas is I cannot determine – 1 Limited - 2 Average – 3 Good – 4 Excellent – 5

	<p>4. My knowledge on how to create a Mutual Mentoring culture in my working place is</p> <p>I cannot determine – 1 Limited - 2 Average – 3 Good – 4 Excellent – 5</p> <p>5. My experience with developing a Mutual Learning plan is</p> <p>I cannot determine – 1 Limited - 2 Average – 3 Good – 4 Excellent – 5</p>
<p>REFERENCES</p>	<ol style="list-style-type: none"> 1. Jone Rymer "Only Connect": Transforming Ourselves and Our Discipline through Co-Mentoring 2. International Journal of Business Communication Vol 39, Issue 3, pp. 342 - 363 First Published July 1, 2002 Extracted August 2018 from: http://journals.sagepub.com/doi/abs/10.1177/002194360203900304#articleCitationDownloadContainer 3. How Mentorship Goes Both Ways –Management and Employees Should Learn from Each Other By Carol Roth February 6, 2018 extracted from https://www.nextiva.com/blog/how-mentorship-goes-both-ways-management-and-employees-should-learn-from-each-other.html 4. Schwiebert, V. (2000). Mentoring: Creating connected, empowered relationships. Alexandria, VA: American Counseling Association. 5. 5 Core Values of Mutual Learning Teams By Roger Schwarz Tuesday, July, 2013 extracted from https://www.td.org/insights/5-core-values-of-mutual-learning-teams 6. Being a mentee –how to get the most from mentoring –Imperial college of Science technology and Medicine exctrated from https://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/staff-development/public/docs/menteebook2015.pdf 7. Yun, J. H., Baldi, B., & Sorcinelli, M. D. (2016). Mutual mentoring for early-career and underrepresented faculty: Model, research, and practice. Innovative Higher Education, 41(1), 1–11. 8. Yun, J. H., Baldi, B., & Sorcinelli, M. D. (2016). Mutual Mentoring Guide. University of Massachusetts, Innovative Higher Education 9. Yun, J. H., & Sorcinelli, M. D. (2008). When mentoring is the medium: Lessons learned from mutual mentoring as a faculty development initiative. To Improve the Academy, 27, 365–384.

MODULE 3 The components of mentoring process

SUBJECT for the ONLINE TRAINING:	Building the mentoring relationship
GENERAL GOAL(S):	To reveal types of mentoring relationship and their characteristics and the way the participants can build a trusting mentoring relationship, and to outline the possible factors of influence.
OBJECTIVES:	By the end of this activity module, participants will be able to: <ul style="list-style-type: none"> • Describe the characteristics of each type of mentoring relationship. • Explain the role of the mentor in each stage of mentoring relationship. • Describe how to create rapport and maintain it during the mentoring sessions. • Identify how to build trust in mentoring relationship. • Point out the most important factors in building a successful mentoring relationship.
METHODS	Interactive video, Self-reflection, Case study, Interactive exercise, Research results
DURATION:	Step 1: 7 minutes Step 2: 15 minutes Step 3: 8 minutes Step 4: 12 minutes Step 5: 8 minutes
RESOURCES NEEDED:	Computer (Wi-Fi network)
ORDER OF ACTIVITIES:	<p>Step 1: Types of mentoring relationship (7 minutes)</p> <p>Activity 1 – Please watch the video bellow and answer the following questions (3 minutes)</p> <p>Activity 2 – Please observe the tables bellow concerning the differences between formal and informal mentoring, and between developmental and sponsoring mentoring and answer the following questions (4 minutes)</p> <hr/> <p>Step 2: Stages of mentoring relationship (15 minutes)</p> <p>Activity 1 – Please observe the images bellow and read the following guidelines for interventions as mentor in each stage of mentoring relationship (3 minutes)</p> <p>Activity 2 – Please watch the video bellow on setting expectations and professional boundaries in mentoring relationship. In the blank space bellow, please formulate a</p>

	<p>professional boundary that may apply in your case and you want your mentee to respect it (7 minutes)</p> <p>Activity 3 – Please read the testimonial bellow, identify the stages of mentoring relationship and write them in the blank spaces (the case study/ situation is different for each category of target groups: nursing, social work, teaching) (5 minutes)</p> <hr/> <p>Step 3: First steps in mentoring relationship: creating rapport (8 minutes)</p> <p>Activity 1 – Please observe the image bellow and read the following tips to establish rapport with your mentee (3 minutes)</p> <p>Activity 2 – Please read the following situation, and based on Activity 1 shortly explain how the mentor is building rapport with mentee (the case study/ situation is different for each category of target groups: nursing, social work, teaching) (5 minutes)</p> <hr/> <p>Step 4: First steps in mentoring relationship: gaining trust (12 minutes)</p> <p>Activity 1 – Please watch this video and read the following tips to gain your mentee’s trust (9 minutes)</p> <p>Activity 2 – Answer the questions bellow, considering the way you usually react, feel and think (3 minutes)</p>
	<p>Step 5: Factors of influence in mentoring relationship (8 minutes)</p> <p>Activity 1 – Please read the list of factors on the left (list 1), and drag and drop on the right those you think are the most relevant to influence significantly the mentoring relationship (list 2) (3 minutes)</p> <p>Activity 2 – Please see the graphic and read the research results bellow to discover the most relevant factors that contribute to a successful mentoring relationship and answer the following questions (5 minutes)</p>
<p>EVALUATION OF THE MODULE:</p>	<ul style="list-style-type: none"> • Evaluation questionnaire: <ol style="list-style-type: none"> 1. Name at least three characteristics of developmental mentoring: 2. Explain what is happening in the stage two of mentoring relationship: 3. Describe how would you create rapport with your mentee in terms of body language, by giving at least two examples: 4. Write down at least three behaviors to gain trust of your mentee:

	<p>5. Please name the five main characteristics of a successful mentoring relationship, according to Sharon E. Straus:</p>
<p>REFERENCES</p>	<ol style="list-style-type: none"> 1. Clutterbuck, David. (2004). Everyone Needs a Mentor: Fostering Talent in Your Organisation. London: CIPD Enterprises. 2. Clutterbuck, David & Megginson, David. (2005). Techniques for coaching and mentoring. Oxford: Elsevier. 3. Johnson, W. B., & Ridley, C. R. (2004). The elements of mentoring. New York: Palgrave Macmillan. 4. Kay, David & Hinds, Roger. (2009). A Practical Guide to Mentoring: How to Help Others Achieve Their Goals. Oxford: Howtobooks. 5. McKimm, Juddy, Jollie, Calril & Hatter, Mark (2003, revised 2007). Mentoring: Theory and Practice: https://faculty.londondeanery.ac.uk/e-learning/feedback/files/Mentoring_Theory_and_Practice.pdf 6. Pask, Roger & Joy, Barrie. (2007). Mentoring-Coaching. A Guide for Education Professionals, Berkshire: Open University Press. 7. Straus, S. E., Johnson, M. O., Marquez, C., & Feldman, M. D. (2013). Characteristics of Successful and Failed Mentoring Relationships: A Qualitative Study Across Two Academic Health Centers. <i>Academic Medicine: Journal of the Association of American Medical Colleges</i>, 88(1), 82–89. 8. Walsh, Danny. (2010). <i>The Nurse Mentor’s Handbook: Supporting Students in Clinical Practice</i>. Berkshire: Open University Press. 9. Whitmore, J. (2002). <i>Coaching for performance: GROWing people, performance and purpose</i> (3rd ed.). London; Naperville, USA: Nicholas Brealey. 10. HSCB (2014). <i>Coaching and Mentoring in Social Work – A Review of the Evidence</i>: http://www.hscboard.hscni.net/download/PUBLICATIONS/SOCIAL-WORK-STRATEGY/Coaching_and_Mentoring_in_Social_Work-Review_of_the_Evidence.pdf. 11. The National Center for Women & Information Technology. <i>Evaluating a Mentoring Program Guide</i>: https://www.ncwit.org/sites/default/files/resources/evaluatingmentoringprogramguide_web.pdf 12. The Center for Health Leadership & Practice Public Health Institute. (2003). <i>Mentoring Guide: A Guide for Mentors</i>: http://www.rackham.umich.edu/downloads/more-mentoring-guide-for-mentors.pdf

MODULE 4 Competencies and qualities of a mentor

SUBJECT for the ONLINE TRAINING:	<p>SECTION 1: Key competencies related to main roles and responsibilities of a mentor</p> <p>SECTION 2: Knowledge of a good mentor</p> <p>SECTION 3: Attitudes and behaviours of a good mentor</p>
GENERAL GOAL(S):	To partially illustrate the profile of a good mentor, in terms of key competencies related to mentoring main role and responsibilities, knowledge, attitudes and behaviours and to guide the participants to develop these characteristics.
OBJECTIVES:	<p>By the end of this activity module, participants will be able to:</p> <ul style="list-style-type: none"> • to analyse the main roles and responsibilities of a good mentor and the key competencies related to them. • to identify the knowledge required for a good mentor. • to describe the qualities of a good mentor as attitudes and behaviours.
METHODS	Video presentations, Case study, Self-reflection, Interactive exercise, Research result
DURATION:	<p>SECTION 1: 27 minutes</p> <p>SECTION 2: 5 minutes</p> <p>SECTION 3: 18 minutes</p>
RESOURCES NEEDED:	Computer (Wi-Fi network)
ORDER OF ACTIVITIES:	<p>SECTION 1: Key competencies related to main roles and responsibilities of a mentor (27 minutes)</p> <p>Step 1: Providing professional guidance, advice and directions (10 minutes)</p> <p>Activity 1 - Please watch this video and read the tips for providing professional guidance and directions (3 minutes)</p> <p>Activity 2 - Please read the following case study / situation and shortly answer the questions, by using the platform (the case study/ situation is different for each category of target groups: nursing, social work, teaching) (7 minutes)</p> <p>Step 2: Helping your mentees to establish career goals (10 minutes)</p> <p>Activity 1 - Please watch this video and read the following guidelines for establishing career goals (5 minutes)</p> <p>Activity 2 – Based on the information from Activity 1, please respond the following questions (5 minutes)</p>

	<p>Step 3: Offering support, encouragements and motivation (7 minutes)</p> <p>Activity 1 - Please read the following guidelines for offering support, encouragements and motivation for your mentees (3 minutes)</p> <p>Activity 2 - Please read the following case study / situation and shortly answer the questions, by using the platform (the case study/ situation is different for each category of target groups: nursing, social work, teaching) (4 minutes)</p>
	<p>SECTION 2: Knowledge of a good mentor (5 minutes)</p> <p>Step 4: Key categories of knowledge of a good mentor (5 minutes)</p> <p>Activity 1 - Please read the information bellow and answer the following questions (graphic different for each category of target groups: nursing, social work, teaching) (3 minutes)</p> <p>Activity 2 – Please read the list of knowledge on the left (list 1), and drag and drop all the relevant knowledge for a good mentor in your work domain on the right (list 2) (2 minutes)</p>
	<p>SECTION 3: Attitudes and behaviours of a good mentor (18 minutes)</p> <p>Step 5: Short preview on attitudes and behaviours of a good mentor (2 minutes)</p> <p>Activity 1 – Please read the research results regarding the main attitudes and behaviours of a good mentor (second table different for each category of target groups: nursing, social work, teaching) (2 minutes)</p>
	<p>Step 6: Willingness to share skills, knowledge, and expertise (3 minutes)</p> <p>Activity 1 – Please read the description bellow and answer the questions, considering the way you usually react, feel and think (3 minutes)</p>
	<p>Step 7: Positive attitude and desire to help others (2 minutes)</p> <p>Activity 1 – Please read the description bellow and answer the questions, considering the way you usually react, feel and think (2 minutes)</p>
	<p>Step 8: Being a role model (3 minutes)</p> <p>Activity 1 – Please read the description bellow and answer the questions, considering the way you usually react, feel and think (3 minutes)</p>
	<p>Step 9: Approachability and availability (2 minutes)</p> <p>Activity 1 – Please read the description bellow and answer the questions, considering the way you usually react, feel and think (2 minutes)</p>
	<p>Step 10: Flexibility and open minded (non-judgmental) (2 minutes)</p>

	<p>Activity 1 – Please read the description bellow and answer the questions, considering the way you usually react, feel and think (2 minutes)</p> <p>Step 11: Empathy (4 minutes)</p> <p>Activity 1 – Please watch this video and answer the questions bellow, considering the way you usually react, feel and think (4 minutes)</p>
<p>EVALUATION OF THE MODULE:</p>	<ul style="list-style-type: none"> • Evaluation questionnaire: <ol style="list-style-type: none"> 1. Please name the three key competencies related to main roles and responsibilities of a mentor: 2. What are the characteristics of a goal, according to SMART model: 3. Your mentee might be confronted with roadblocks as (name three of them): 4. What are the categories of knowledge of a good mentor: 5. Explain shortly what it means to be empathic:
<p>REFERENCES</p>	<ol style="list-style-type: none"> 1. Beggs, Katherine & Solheid, Lacey (2013). Leadership Games and Activities: https://www.slideshare.net/lisolheid/leadership-games-and-activities 2. Jennifer Boddy, Kylie Agllias & Mel Gray (2012) Mentoring in social work: key findings from a women's community-based mentoring program, <i>Journal of Social Work Practice</i>, 26:3, 385-405. 3. Cho, Christine S. et al.(2011). Defining the Ideal Qualities of Mentorship: A Qualitative Analysis of the Characteristics of Outstanding Mentors. <i>The American Journal of Medicine</i>, Volume 124 , Issue 5 , 453 – 458. 4. Clutterbuck, David & Megginson, David. (2005). <i>Techniques for coaching and mentoring</i>. Oxford: Elsevier. 5. Goleman, David (1998). What makes a leader?. <i>Harvard Business Review</i>, 90-103. 6. Goleman, David (2000). Leadership that Gets Results. <i>Harvard Business Review</i>, 77-90. 7. P. J. H. Heeralal (2017) Student Teachers’ Perspectives of Qualities of Good Mentor Teachers, <i>The Anthropologist</i>, 17:1, 243-249 8. McKimm, Juddy, Jollie, Calril & and Hatter, Mark (2003, revised 2007). <i>Mentoring: Theory and Practice</i>: https://faculty.londondeanery.ac.uk/e-learning/feedback/files/Mentoring_Theory_and_Practice.pdf 9. Pask, Roger & Joy, Barrie. (2007). <i>Mentoring-Coaching. A Guide for Education Professionals</i>, Berkshire: Open University Press. 10. Phillips-Jones, Linda (2003). <i>75 Things To Do with Your Mentee: Practical and Effective Development Ideas You can Try</i>: https://my.lerner.udel.edu/wp-content/uploads/75-Things-To-Do-With-Your-Mentees.pdf 11. Walsh, Danny. (2010). <i>The Nurse Mentor’s Handbook: Supporting Students in Clinical Practice</i>. Berkshire: Open University Press.

MODULE 5 Critical thinking, adaptation to the regular changes in professional area in mentoring process

SUBJECT for the ONLINE TRAINING:	ABC of critical thinking and change management
GENERAL GOAL(S):	To familiarise the learners with the concept of critical thinking and enable them to understand and learn about the core critical thinking skills. Furthermore, the goal is to introduce the topic of changes and change management and to encourage the learner to think about changes in his own life and how to start dealing with them successfully.
OBJECTIVES:	By the end of this online module, users will be able to: <ul style="list-style-type: none"> • Understand the idea of critical thinking. • List main critical thinking skills. • Gain the idea of how can teachers, nurses and social workers use critical thinking skills in specific situations. • Reflect upon their critical thinking skills and situations where they can use critical thinking. • Understand basic premises of change and change management. • Reflect upon the changes occurring in his life (at work or in personal life).
METHODS	Reading, video materials, self-reflection
DURATION:	50 minutes (30 minutes for critical thinking and 20 minutes for change management)
RESOURCES NEEDED:	Computer, access to the internet
ORDER OF ACTIVITIES:	<p>Step 1 (10 minutes) – Critical thinking concept</p> <p>Activity 1.1: Write your own definition of critical thinking.</p> <p>Activity 1.2: Read about the concept of critical thinking.</p> <p>Activity 1.3: Watch the video about critical thinking.</p>
	<p>Step 2: (10 minutes) – Examples of critical thinking</p> <p>Activity 2.1: Read examples of critical thinking skills relevant for your profession.</p>

	<p>Activity 2.2: Think about 1 specific situation at your work in which critical thinking is important or necessary. Write down specific critical thinking skills you need in these situations.</p>
	<p>Step 3: (10 minutes) – Critical thinking skills</p> <p>Activity 3.1: Think about examples from your life when you lacked critical thinking skills.</p> <p>Activity 3.2: Read about the critical thinking skills.</p> <p>Activity 3.3: What are in your opinion the benefits of critical thinking?</p>
	<p>Step 4: (10 minutes) – Changes and change management</p> <p>Activity 4.1: Read the statements and think whether you agree with them. Why or why not?</p> <p>Activity 4.2: Read about changes.</p> <p>Activity 4.3: Watch the video about fear of change.</p> <p>Activity 4.4: Read about fear of change.</p> <p>Activity 4.5: Think about a situation at work when you had to deal with change and answer questions.</p>
	<p>Step 5: (8 minutes) – First step in managing changes</p> <p>Activity 5.1: Read about change management.</p> <p>Activity 5.2: Think about changes and answer the questions.</p> <p>Activity 5.3: Read about changes at work.</p> <p>Activity 5.4: Watch video about dealing with change.</p>
	<p>EVALUATION OF THE MODULE:</p> <p>Evaluation questionnaire</p> <ol style="list-style-type: none"> What does it mean to think critically? <ul style="list-style-type: none"> To criticize things for their shortcomings. To think actively and objectively, with an awareness of potential problems in the information you encounter. To consider things in a logical manner. To imagine what it would be like to be criticized. Which of the following are key elements of critical thinking? <ul style="list-style-type: none"> Rational thought, accuracy, and confidence in emotions Integrity, irrational thought, and sense of justice Fairness, relevance, and confidence in the most powerful argument Logical inquiry, credibility and confidence in reasonable arguments

3. Which questions encourages critical thinking?

- What are the arguments for and against?
- Do I need to ask questions about the source of the information?
- How can I solve this problem?
- All of the above.

4. What is not the characteristic of a critical thinker?

- He examines things consistently and from all sides.
- He refuses to recognize the limitations of his mind and consistently pursues excellence.
- He thinks independently and does not always succumb to peer pressure.
- He always considers the rights and needs of relevant others.

5. Who or what do changes at work affect?

- People.
- Processes and systems.
- Roles of employees.
- All of the above.

6. Which of the following statements best describes the change management at an organisational level?

- An approach to moving individual from the current state to a desired future state in an organized manner, with different organisational tools and resources available.
- A process of successfully mobilising knowledge, skills, tools and other resources to manage the fear and insecurities related to the change.

7. Which of the question is not one of the important questions we need to answer when dealing with change?

- Do I have all necessary information?
- Which information do I need to be more afraid?
- Who can I ask for help?
- When and how have I successfully dealt with the fear in the past?

REFERENCES

1. Bowers, B (2011). Managing change by empowering staff. *Nursing Times*, 107: 32/33. Available at: <https://www.nursingtimes.net/roles/nurse-managers/managing-change-by-empowering-staff/5033731.article>
2. Brewer, A.M. (2016). *Mentoring from a Positive Psychology Perspective. Learning for Mentors and Mentees.* Springer International Publishing Switzerland
3. *Becoming Aware – Mentoring and Critical Thinking* (2018). <http://mentoring-works.com/becoming-aware-mentoring-and-critical-thinking/>
4. *Change Management Coach* (2018). Available at: <https://www.change-management-coach.com>
5. *Critical Thinking Skills* (2018). Available at: <https://ww.skillsyouneed.com/learn/critical-thinking.html>
6. De Bono, E. (2017). *Six Thinking Hats.* UK: Penguin.
7. De Bono, E. (2010). *Teach Yourself to Think.* UK: Penguin Books Limited.
8. De Bono, E. (2006). *Thinking course.* UK: Pearson Education Limited.
9. *Education Change Management PPTA Toolkit 2016.* New Zealand Post Primary Teacher's Association.
10. *Management 3.0* (2018). Available at: <https://management30.com/>.
11. *Openness to change.* (2018). Internal material for in-service training.
12. Rose, M. and Best, D. (2005). *Transforming Practice through Clinical Education, Professional supervision and Mentoring.* UK: Elsevier.
13. Rupnik Vec, T. (2011). *Izzivi poučevanja: spodbujanje razvoja kritičnega mišljenja.* Ljubljana: Zavod Republike Slovenije za šolstvo.
14. Travaglia J., Debono D. et al. (2011). *Change management strategies and practice development in nursing: a review of the literature.* Sydney: Centre for Clinical Governance Research, Australian Institute of Health Innovation, Faculty of Medicine, University of New South Wales.
15. *VIA Institute on Character: Character Strengths* (2018). Available at: <http://www.viacharacter.org/www>

MODULE 6 Empathy and non-discrimination of learners in mentoring process

SUBJECT for the ONLINE TRAINING:	Definitions, discrimination and anti-discriminatory approach
GENERAL GOAL(S):	To understand the main concepts connected with equal opportunities and antidiscrimination. In this way to elaborate the sensitivity to the different forms of the disadvantage. And those to rise the awareness about internal stereotypes of the mentor and biases which could be inherent also in the mentees.
OBJECTIVES:	By the end of this activity module, participants will be able to: <ul style="list-style-type: none"> • Understand what is and what is not discrimination according the law • Explain different approach to reach equality • Define discrimination grounds and discrimination areas. • Explain the basic stereotypes encountered in the mentoring • Be self-reflective: will be aware about own biases and stereotypes.
METHODS	Formal methods: E-material, researching results, self-assessment tests. Non-formal methods:Self-reflection.
DURATION:	50 minutes. (Online training)
RESOURCES NEEDED:	Computer (Wi-Fi network).
ORDER OF ACTIVITIES:	<p>Step 1: Read the basic presentation on discrimination concepts (5 min)</p> <p>Step 2: Look up for national legislative definition of discrimination grounds and areas and read it carefully (5 min)</p> <p>Step 3: Read the basic presentation on intersection of discrimination and how it is embedded in EU law (5 min)</p> <p>Step 4: Find an example of direct and indirect discrimination as it can be present in their occupation. (5 min)</p> <p>Step 5: Read the presentation of antidiscrimination and equality (5 min)</p> <p>Step 6: Read the topic of gender sensitive antidiscrimination approach (5 min)</p> <p>Step 7: Test your own biases and reflect upon it. Write an essay: „Biases and discrimination in the mentorship of teachers/social workers/nurses” (20 min)</p>
EVALUATION OF THE MODULE:	<ul style="list-style-type: none"> • Evaluation questionnaire: <ol style="list-style-type: none"> 1. What are the discrimination areas? 2. What are discrimination grounds? 3. What are different approaches to reach equality?

REFERENCES

1. European Commission Report. 2013. Largest and smallest pay gaps in the EU by country.
2. FRA. 2010. Handbook of European non discrimination law. Luxembourg: Publications Office of the European Union. ISBN 987-92-871-9995-9
3. Fredman, Sandra. 2007. Antidiskriminační právo. MKC: Praha.
4. Fredman, Sandra. 2011. Discrimination Law. OUP: Oxford. 2nd edition.
5. Freire, Paulo. 1974. Pedagogy of the Opressed. Ney York: The Seabury Press.
6. Janebová, Radka. 2014. Kritická sociální práce. Univerzita Hradec Králové, Ústav sociální práce: Hradec Králové. Gaudeamus.
7. Merilainen, A. 2014. Kids Around the World Weigh in on Gender and Advertising. <https://ameril.coetail.com/2014/04/21/kids-from-around-the-world-weigh-in-on-gender-and-advertising/>

COMPLETE TEXT OF THE ICT MATERIALS

Module 1:	Subject for the online training:	Duration	Partner responsible
Module 1: Introduction to mentorship and career guidance	The concept of mentorship and career guidance.	50 min	KAI, Lithuania

Main terms:

Training - a process in which learners under the guidance of an educator acquire knowledge, skills and competences (Barnes, 2014).

Learning – an active development process, the linking of knowledge and acquired skills, the cooperation related to the context and circumstances (Barnes, 2014).

Mentorship – the activity of an experienced person (mentor) in advising and supporting the professional adaptation of young or less experienced people in an organization / educational institution and assuming the necessary roles, knowledge and abilities (George, Mampilly, 2012).

Mentor – a person who helps to discover the self-confidence, helps us to understand that, in spite of the dark night, success comes in the morning, helps to discover our own side, which we often do not know (Butler, Cuenca, 2012).

Learner – a less experienced person who is determined to improve both as a personality and as a knowledgeable person in his field (Hodgson, Scanlan, 2013).

Career – a lifelong learning and workflow sequence that includes job positions and achievements, career planning and implementation, and coordination with other areas of life. (Korsakienė, Smaliukienė, 2014).

Career management – a process that involves knowledge of self and career opportunities, career decision-making, career planning, and coordination with other areas of life (Valickas, Chomentauskas, Dereškevičiūtė, Žukauskaitė, Navickienė, 2015).



Mentorship – long-term cooperation, without financial remuneration, based on a pre-defined plan with specific content that satisfies the personality's growth needs, helps to fully disclose potential and has benefits for all partners, mentors and students (George, Mampilly, 2012).

Jaspers, Meijer, Wubbels (2014), defines mentoring as a supportive, educational relationship between a more experienced person who shares knowledge, experience and wisdom, and another person who is ready and willing to improve and make these changes by improving his professional journey. Mentorship can be described in many ways: training, counseling, advising, education, care, support,

leadership of an experienced person. However, to summarize, this means the method by which a less experienced person can learn from a more experienced person.

Hodgson, Scanlan (2013), traditional model of mentorship – a beginner's learning from an experienced one, mentorship - the interaction between mentor and learner in pursuit of a common goal. **Goal of the mentorship** – to encourage the learner to successfully solve problems by:

- 1) Increasing trust in their knowledge;
- 2) Encouraging personal respect;
- 3) Promoting professionalism;
- 4) Transferring mentor knowledge, personal experience and possible contacts to learner;
- 5) Finding new ways, promoting career.

Mentorship consists of three parts:

- Presence with the learner - there is a strong link between two employees, in which a worker (mentor) with a higher level of experience in a given field provides skills and knowledge for his or her learner. It encourages the professional and personal growth of a less experienced employee.
- Expedient effect - the person grows up as a person: develops, learns, changes, observing the surrounding environment and compares what they see and perceive.
- Continuous analysis of the activity – constantly analyzes their presence with the learner, distinguishes the advantages and disadvantages of their activities and opportunities for improvement (George, Mampilly, 2012).

Types of mentorship:

- 1) *Social mentorship – the person who has had the same problem and has successfully solved the problem and who is able to show his learner where his success lies is the most helpful in solving the problems of a person;*
- 2) Professional mentorship – a long-term, unpaid cooperation between employees in one professional area, based on a pre-planned plan that meets the specific needs of the specialist's growth and helps to fully disclose the available potential.
- 3) Organizational mentorship - a long-term unpaid cooperation between organization employees, based on a pre-planned plan that meets the specific needs of personality development and helps to fully disclose the potential of employees. Such mutual cooperation benefits everyone - the organization, the mentor, the learner (Jaspers, Meijer, Wubbels, 2014).

According to Butler, Cuenca (2012), **mentor** is a serving leader who helps to fully disclose potential.



Ginkel, Verloop, Denessen, (2015) state that the **mentor's responsibility:**

- Helps the learner to identify and review goals and achieve them;
 - Discuss the learner and their expectations;
 - Selects and uses listening, counseling, coaching and other appropriate techniques;
 - Uses all possible resources to achieve the goal;
- Creates the environment of self-respect and confidence;
 - Initiates the first meeting, selects the right place;
 - Agree on communication (when and how often they will meet, but at least once a month, when they will contact by telephone, etc.);
 - Prepares a curriculum (for 6 months);
 - Evaluates each meeting and the accomplishment of the learner's progress;
 - Describes the progress of the learner during the entire program (what works, what does not work, what to change, etc.).

One of the goals of the mentorship is to find new ways to promote a career, therefore, according to Korsakienė, Smaliukienė (2014), a **career** is a series of various socially significant human roles associated with self-expression and individual professional development. Such sequence reflects a person's life's vision and style.

According to authors, **Career** can be considered as:

- Career as a professional activity;
- Career as a high position in the organization;
- Career as a lifelong learning and work path;
- Career as a lifelong job, learning and leisure.



Learning and career decisions are not easy, routine, everyday solutions. Their making is aggravated by massive information flows associated with the opportunities of choices, often lacking self-awareness, stress of the importance of solutions, and other factors. Therefore, career management is very important.

Valickas, Chomentauskas, Dereškevičiūtė, Žukauskaitė, Navickienė (2015) distinguish successful **elements of career management:**

- 1) **Self-knowledge** (first of all you need to know yourself - to find out your interests (recognition of interests reveals hobbies), values (it reveals which orientations in life to follow when deciding what to do in professional activities), talents, competencies and other personal peculiarities that are important to the career (Understanding your talents and competences helps you to assess your strengths and improvements, the advantages and disadvantages of achieving your career goals), desires to engage in certain activities);
- 2) **Exploration of the possibilities** – it is a knowledge of the specifics of the existing career trends, occupations and positions, economic sectors and organizations, etc. A good understanding of economic trends, technological changes, important social phenomena such as emigration, demography, life style, etc., may help to more accurately assess the long-term labor market prospects – what skills and professions will be appreciated in the future around the world or in specific regions. Good knowledge of the self and the outside world helps to make **career decisions** that maximally match interests, values, talents, strongest sides of personality. Career decision making – is a particularly critical moment in the career management process, as choosing one of many opportunities, you prevent yourself from choosing others, at least for some time. The choices make up a career, and thus a way of life, so it is crucial to prepare them properly, to acquire the necessary competencies.
- 3) **Career planning** (it is important to realize career decisions by turning them into specific **career plans**. Of course, it is necessary to realize that the vision of career and its goals are not achieved in one night or several days, sometimes it takes decades. It is therefore necessary to be able to properly plan your activities, resources, life priorities in the long run so that you can systematically pursue your desired career without stress and distraction).
- 4) **Career realization** (planning alone is not enough - you need to **realize it in practice**. Therefore, it is very important to acquire the competencies required for the desired changes and to develop update them. Lifelong learning is an integral part of a successful career. On the other hand, career is just one of the areas of life, therefore, in order to have a happy life, you will have **to reconcile career aspirations with other areas of life**. – family, leisure time, friends, social activities, etc.).

Read more...

1. Qualities of Successful Mentors www.mentoring.org
2. Mentoring partnership <http://www.mentoringpittsburgh.org>



TASK 1:

Please watch the movie about a mentor. "2-minute" feedback post-movie watching:

Questions for the self-control:

1. In two, three sentences explain who is the mentor.
2. Ask a question that would encourage mutual discussion.



<https://www.youtube.com/watch?v=2qocylXCzBY>

TASK 2. Do you know your interests, values and strengths well? Does it suit your career choices? Read the statements below and check. Answer **Yes** or **No** to each statement.

I can explain how good self-knowledge contributes to a successful career.

1. *I know what kind of activity I like, I can name at least two areas of my work interests.*
2. *I know the values that matter to me when choosing a job, I can point them out.*
3. *I can name at least five strong traits of my personality.*
4. *I know at least three ways of knowing myself.*

If you answered **Yes** to 2nd, 3rd and 4th statements, you have enough knowledge about yourself so that you could make career decisions that would suit your personality. If you answered **Yes** to 5th statement – you have not got enough knowledge about yourself, but you are able to constantly update and deepen it. If you answered **Yes** to all five statements - great, you know yourself well enough, you can constantly update this knowledge and clearly understand how to use it for your career.

Questions for the self-control:

1. What is mentorship and what is its purpose?



2. What are the types of mentorship and which is the most appropriate for you?
3. Why is career so important in human life?
4. What is career management and what are the elements of a successful career management?
5. How do you build your career?

Reference:

9. Barnes, Ch. (2014). Education and training: what's the difference? <https://elearningindustry.com/education-and-training-what-is-the-difference/>.
10. Butler, B. M., Cuenca, A. (2012). Conceptualizing the Roles of Mentor Teachers During Student Teaching. *Action in Teacher Education* 34(4): 296-308
11. George, M. P., Mampilly, R. (2012). A Model for Student Mentoring in Business Schools. *International Journal of Mentoring and Coaching in Education* 1(2): 136–154.
12. Ginkel, G., Verloop, N., Denessen, E. (2015). Why mentors? Linking teachers' motivations to their mentoring conceptions. *Teachers and Teaching: theory and practice* 21(8): 1–16.
13. Hodgson, A. K., Scanlan, J. M. (2013). A conceptual analysis of mentoring in nursing leadership. *Open Journal in Nursing* 3: 389–394.
14. Jaspers, W. M., Meijer, P. C., Wubbels, T. (2014). Mentor teachers: their perceived possibilities and challenges as mentor and teacher. *Teaching and Teacher Education* 44: 106–116.
15. Korsakienė, R., Smaliukienė, R. (2014). Šiuolaikinė karjera individo požiūriu: karjeros modeliai, jų sąsajos ir reikšmė. *Verslas: teorija ir praktika*, 15-1, 89-92.
16. Valickas, A., Chomentauskas, G., Dereškevičiūtė, E., Žukauskaitė, I., Navickienė, L. (2015). *Asmeninės karjeros valdymas studentui*. Vilnius: Vilniaus universitetas.

Module 2:	Subject for the online training:	Duration	Partner responsible
Mentorship area. Benefits and positive effects of mentorship and career guidance	Mutual learning or mutual mentoring – Development and effects	50 min	Balkanplan, Bulgaria

Section 1: Mutual learning or mutual mentoring – Development and effects

Task 1. Read the text and answer the questions below.

The term mentorship began taking shape around the early 1970s when the first systematic studies of mentoring were conducted.

- The activity of mentoring is the development of a relationship that occurs between two or more persons interested in advancing their knowledge, skills or position.

A mentoring relationship is one in which a more skilled or knowledgeable person assists another who possesses less knowledge and/or skill in a particular area. The relationship can be:

- formal,
- informal,
- combination of the two



Hierarchical relationship is a relationship in which the mentor and mentee engage in a variety of roles and functions to *support the mentee's learning and development*.

However, the support can also be mutual!

It is quite common for teachers to say that that they learn as much from their students as the students learn from them.

This scenario is also applicable in **other contexts**. As long as a person is prepared to catch the words of wisdom that unexpectedly emanate from one's employees/colleagues.

- In reality your team/ your employees or colleagues are at the front line of your business. They have a different perspective on the issues that you don't see.
- Sometimes a natural response you might have to an issue, could have a **better solution** in the eyes of your employees.

Formality

- A formal approach to learning usually works well in a classroom, but businesses offer a contextual opportunity for everyone to learn more quickly.
- The term **mentorship** brings to mind a formal relationship that requires a significant dedicated time commitment and effort from both parties.

Mutual learning is rarely formal. In a business setting a team exchanges information at any time or place, whether in project meetings or sharing insights informally in the company kitchen. In fact, more relaxed atmospheres often induce the best learning opportunities.

The wisest people recognize that there's always more to learn and new knowledge comes from many unexpected sources. Knowing what you **do not know** and when you have more to learn than to give is a vital part of creating a **mutual learning relationship**.

Or in short:

Smart people know what they don't know.

Please answer the questions below:

1. What are the aims of mutual learning?

2. How it works?

3. Why it is important?

Task 2. Take a look at the video (https://www.youtube.com/watch?v=OIYozCR_z5c) of a teacher talking about the importance of Reciprocity in a Mentoring relationship. Listen to the example that he gives and then answer the questions:

Do you think reciprocity is also needed in the line of work of nurses and social workers and why?

Give an

example of a situation where mutual learning and reciprocity would be useful.

Section 2: Development and core values

Read the text and answer the questions below.

Development

At the heart of mentoring is a relationship based on trust and mutual regard where one colleague uses their expertise and knowledge to support the development of another colleague. It could happen between:

- senior and junior colleagues
- peers
- the team

What is needed to develop a good relationship that is open for an exchange of knowledge? Such a relationship can be encouraged not only between a mentor and his mentee but also can be encouraged in a team setting.

Curiosity

Curiosity can give birth to many new ideas when it comes to making decisions. Sometimes when in challenging situations, one may believe he understands people and has the right ideas to solve an issue.

But what happens if other disagrees with the idea?

Either they don't see what you see or you don't know what they know.



Curiosity tips

- Ask questions that you don't already know the answers to.
- Do not feel threatened by new information or ideas.
- Engage others and allow them to question your ideas
- Take an interest in what others feel, think, and say.

Transparency

Transparency's main aim is to create the appropriate setting to share all relevant information, including thoughts, feelings, and strategies with the appropriate people at the appropriate time. Transparency means explaining why you are saying what you're saying, why you're asking what you're asking, and why you're doing what you're doing.

Everyone needs to be on the same page to move forward.

Informed choice

The Informed choice is built on information that you generate through transparency and curiosity. Informed choice means making decisions and maximizing others' abilities to make decisions based on relevant information in a way that builds commitment.



Having all the needed information for an informed choice means that not only are you informed, but so are those you are working with.

When a team/person makes informed choices they become more committed to the decisions.

Compassion

Compassion is the emotional glue that *holds all the core values together*. When someone operates from compassion he is aware of the pain that people you work with face, can internally connect to their pain, **cognitively and emotionally**; and can respond to the pain.

Without compassion, the mutual learning approach feels hollow and robotic

Accountability

The organization depends on you to make good decisions and to be held accountable for the short- and long-term consequences of such decisions. Accountability means that you are expected to **explain your reasoning, decisions, and actions by others**.

Help others understand your thinking you reduce the chance that people will make up inaccurate stories about your intent.

It is not sufficient to simply tell others what you said, what you did, or what you decided. It is necessary to explain what led you to say, do, or decide what you did.

Answer the questions:

1. What are the core values of mutual learning? And why are they important?

2. What is needed to develop a good relationship that is open for an exchange of knowledge?

Section 3: The Mutual Mentoring model

Task 1. Read the text and answer the questions below.

Mentoring

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

Mutual mentoring

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

The Mutual Mentoring Model

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



Key characteristics of the model

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

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

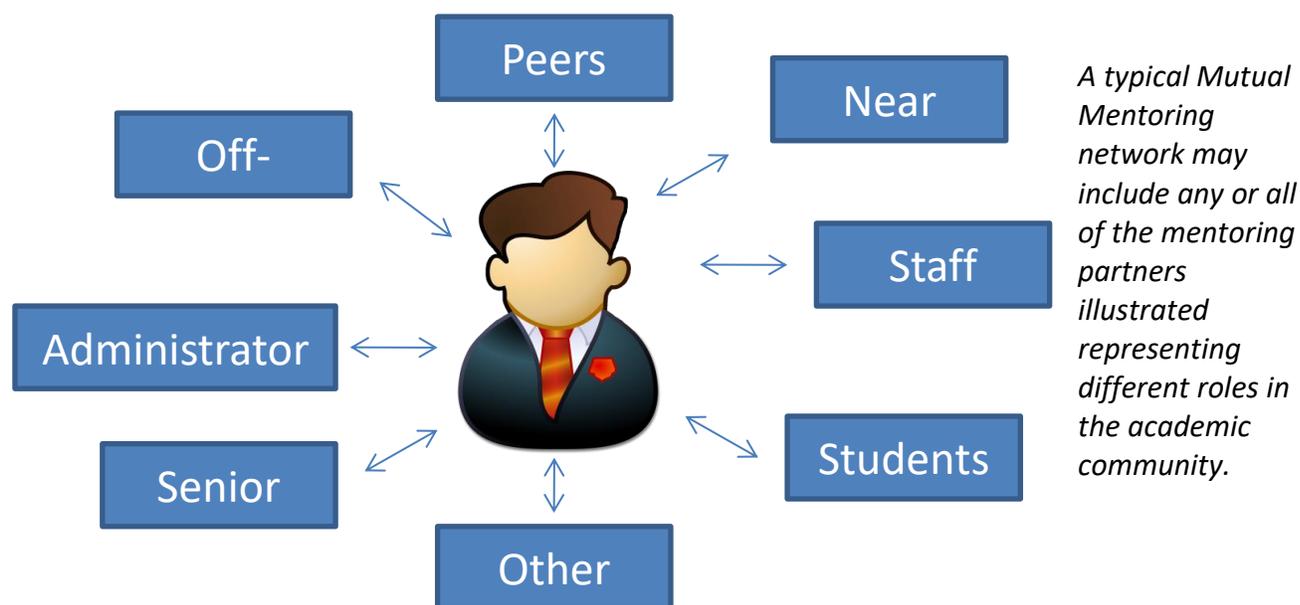
- one-on-one,
- small group,
- large group,
- email, chat

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

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

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

A Mentoring Network



Priority Mentoring Areas

According to Yun and Sorcinelli's model there are 5 Priority areas.

Area 1. Getting to know the institution

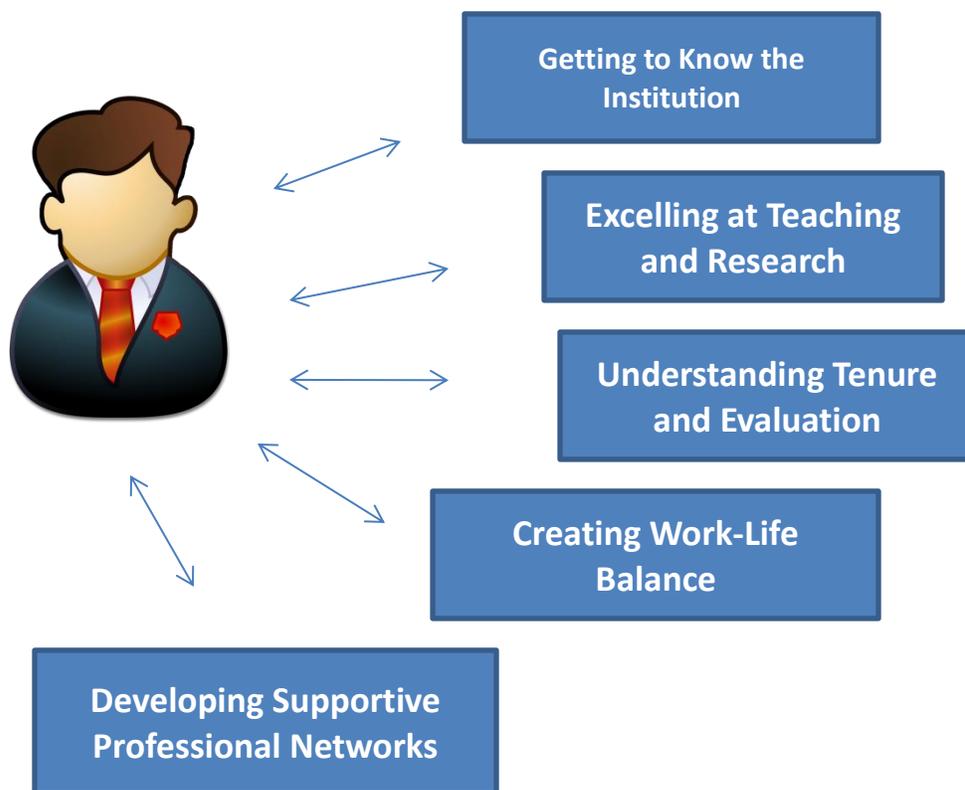
- Understanding the culture of departments, schools/colleges/business/hospitals / municipality etc.
- Identifying resources that will support research and teaching
- Creating a trusted network of junior and senior colleagues

Area 2. Excelling at Teaching and Research

- Finding support for research such as developing a research/writing plan,
- Identifying sources of internal and external funding, soliciting feedback on manuscripts and grant proposals
- Finding support for teaching such as developing new courses, pedagogical methods, technologies, and interdisciplinary curricula.

Area 3. Understanding Tenure and Evaluation

- finding support in developing the pre-tenure/ pre-appointment team
- Accepting feedback on the quality and quantity of work through the annual faculty review
- Better understanding the specific steps of the tenure process
- Learning more about the criteria for evaluating research and teaching performance



Area 4. Creating Work-Life Balance

- Attending to quality of life issues such as dual careers, childcare, and affordable housing.
- Balancing teaching, research, and service;
- Finding support for goal setting;
- Development of time management skills

Area 5. Developing Supportive Professional Networks

- Establishing career-enhancing relationships with those who share similar interests, challenges, and/or opportunities
- Networks designed to support under-represented faculty, female faculty, full-time lecturers, mid-career and senior faculty

Answer the questions:

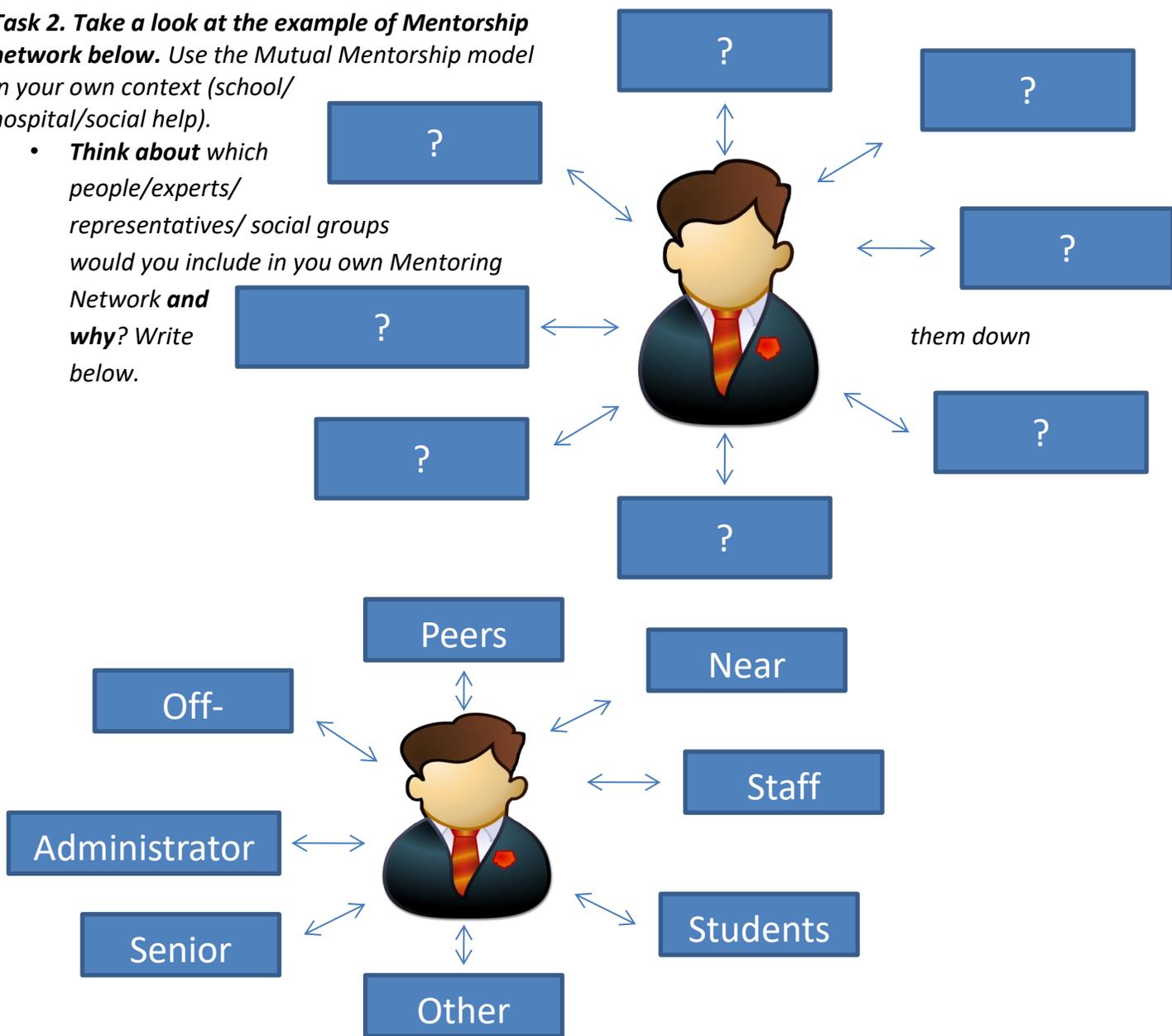
1. What is the difference between the traditional definition of Mentoring and the Mutual Mentoring model?

2. How the Mutual Mentoring model can be used in different contexts? Please, write your ideas below.

3. Which Priority Mentoring Area do you think is most important and why?

Task 2. Take a look at the example of Mentorship network below. Use the Mutual Mentorship model in your own context (school/hospital/social help).

- **Think about** which people/experts/representatives/ social groups would you include in you own Mentoring Network **and why?** Write below.



Ex. In my Mentorship network I would like to include....

Section 4: Tips for mutual learning and mentoring

How to start?

The following section will help you encourage a model in which the entire department and/or college/ business/ institution is collectively responsible for establishing and maintaining a culture of Mutual Mentoring.



Create a to do list

You can start by:

- Urging the new colleagues take part or attend all the different activities involved in your line of work

ex. Help by providing an orientation to the line of work, including information on expectations, work policies, collegial culture.

- Make it easy for them to access resources
- Assign them to new courses that will fit their interests
- Encourage them to seek out research
- Assign fewer courses or fewer preparations during the first year or two
- Support a flexible leave program

Evaluation process

- Organize yearly meeting for all pre-appointment with your team during which you review the specific details of the tenure process
- Give frequent, accurate feedback
- Encourage an ongoing discussion of the appointment process

Activities to build a mentoring program

- Assess the needs of your work
- Ask a representative group of people to explore different mentoring programs and recommend a context specific, workable model
- Encourage mentoring partners to set concrete goals, to develop a roadmap or specific steps for each meeting
- Help clarify the roles of mentoring partners early on.
- Respect the important role of a senior faculty mentor but also make it clear that the faculty role is increasingly complex and that no single person or mentor holds all the knowledge
- Nurturing new colleagues into the evaluation of faculty and seek ways to recognize and reward peers, near peers, and senior faculty members for the time spent working with their early-career colleagues.

Task 1. Read the text and use the tips to develop a plan to establish a culture of mutual learning in your working environment. Write it down below.

Module 3:	Subject for the online training:	Duration	Partner responsible
The components of mentoring process	Building the mentoring relationship	50 min	SC Ludor Engineering SRL, Romania

Step 1 – Types of mentoring relationship (7 minutes)

Activity 1 – Please watch the video bellow and answer the following questions (3 minutes):

<https://www.youtube.com/watch?v=s9AURNR5RYg> (The Muse – Youtube)

Questions:

Please name two characteristics of a formal mentoring program:

Who can be informal mentors for you?

Activity 2 – Please observe the tables bellow concerning the differences between formal and informal mentoring, and between developmental and sponsoring mentoring and answer the following questions (4 minutes):

As you have seen in the video above, somebody can have many types of mentors throughout his/her career. First, we can differentiate formal and informal mentoring relationship:

Formal mentoring	Informal mentoring
Relationship has a clear purpose.	Relationship might have a clear purpose.
Practical framework of support for mentor and mentee, including initial training.	Usually no initial training for mentors and mentees.
Mentors are appointed by organization; can be on this role from some form of obligation.	Mentor are in this role because they want to be.
Formal selection of mentors and mentees.	No form of selection.
Mentors can be imposed by the organization or mentee can select the mentor.	Mentees can choose their mentor, based on their interests and needs.
Formal relationship – often under time pressure.	Informal relationship – no time pressure.
Structured program and structured activities.	No structured activities.
Relationship is defined in time, eventually continued informally or as friendship.	Relationship not defined in time, usually last longer.

(Based on Clutterbuck, 2004)

Second, please see the distinction between developmental and sponsoring mentoring:

Developmental mentoring	Sponsoring mentoring
Mentee (literally, one who is helped to think).	Protégé (literally, one who is protected).
Two-way learning.	One-way learning.
The power and authority of the mentor are 'parked'.	The mentor's power to influence is central to the relationship.
Mentor helps mentee decide what he/she wants and plan how to achieve it.	Mentor intervenes on mentee's behalf .
Begins with an ending in mind.	Often ends in conflict, when mentee outgrows mentor and rejects advice.
Built on learning opportunities and friendship.	Built on reciprocal loyalty .
Most common form of help is stimulating insight.	Most common forms of help are advice and introductions.
Mentor may be peer or even junior - it is experience that counts.	Mentor is older and more senior .

(Source: Clutterbuck, 2004)

Questions:

Think about on your organization, it is more likely to promote:

A formal mentoring scheme

Informal mentoring relationships

Think about on your organization, it is more likely to promote:

A developmental mentoring

A sponsoring mentoring

Do you see yourself involved in :

A formal mentoring scheme

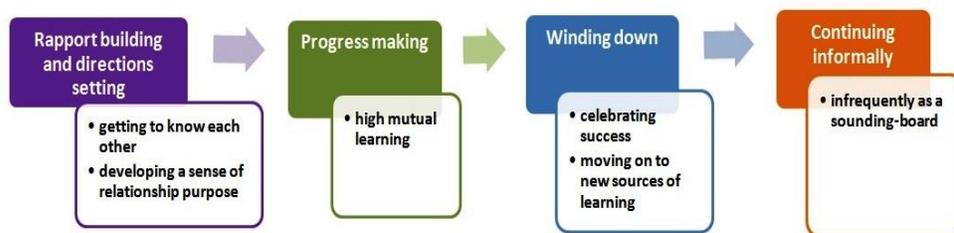
Informal mentoring relationship

Both types of relationships

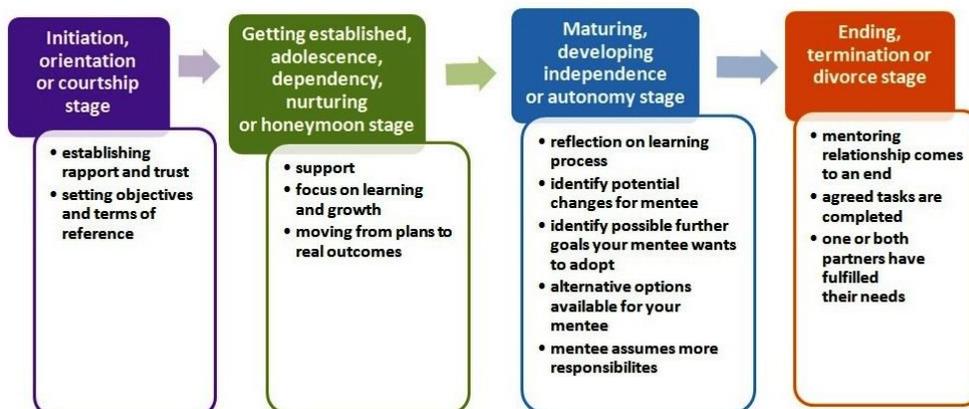
Have you ever had an informal mentor? If yes, please describe briefly the experience.

Step 2: Stages of mentoring relationship (15 minutes)

Activity 1 – Please observe the images bellow and read the following guidelines for interventions as mentor in each stage of mentoring relationship (3 minutes):



(Based on Clutterbuck, 2004)



(Based on Hay, 1995 & Lewis, 1996 from McKimm et al., 2003, revised 2007)

As you have seen in the images above, both approaches are similar, identifying four stages of mentoring relationship:

In the first stage:

- ✓ You get to know each other and create a connection with your mentee.
- ✓ Together you are setting expectations and professional boundaries for your mentoring relationship.
- ✓ You are also clarifying together learning objectives, and eventually, career goals for your mentee.
- ✓ If it is about a formal of mentoring program or scheme, you may want to emphasize its characteristics and rules, as well as describing the terms of contract and signing it.
- ✓ You find out if you can work together and the way to do it.
- ✓ You need to encourage your mentee to open up.

In the second stage:

- ✓ The relationship is developing during the mutual learning process.
- ✓ You encourage and support your mentee to achieve the skills and knowledge needed in your work field.
- ✓ You supervise your mentee in different tasks and work experiences.
- ✓ You try to answer your mentee's questions.

In the third stage:

- ✓ You evaluate learning outcomes and create new strategies, if needed.
- ✓ Your mentee is becoming more and more independent and takes responsibility for his/ her actions concerning the work.
- ✓ You may want to identify together career opportunities and other steps in career development for your mentee, if it is the case.

In the fourth stage:

- ✓ *Verify if the objectives of the relationship are accomplished and the partner's needs are fulfilled.*
- ✓ *The mentoring relationship is ending, eventually with an informal continuation.*
- ✓ *If it's about a formal mentoring program, eventually termination of the contract.*

Activity 2 – *Please watch the video bellow on setting expectations and professional boundaries in mentoring relationship. In the blank space bellow, please formulate a professional boundary that may apply in your case and you want your mentee to respect it (7 minutes):*

<https://www.youtube.com/watch?v=KGVZ4ypP02A> (Source: Association of Corporate Counsel Australia – Youtube)

Write bellow a professional boundary:

Activity 3 – *Please read the testimonial bellow, identify the stages of mentoring relationship and write them in the blank spaces (the case study/ situation is different for each category of target groups: nursing, social work, teaching) (5 minutes):*

For nurses:

"I am proud that I have finished this working placement at the hospital. My mentor helped me very much from the first day. In the first few meetings with my mentor, he told me what the terms of the contract are and how many hours I will work per week. We have set together the objectives we want to achieve, what skills and knowledge I want to acquire, how we will work together and the basic rules of our activity, how many times we will meet and what we will discuss during the meetings. He told me about his experience and expertise and the way he can help me in these three months. Then I worked with my mentor and I managed to understand what it means to be a nurse and what is my role. In the following sessions, we discussed what had happened and he answered my questions. I then had a few tasks I did myself. I felt really good, especially because I received feedback from him and I understood what I did well and what can I improve. Last month, we discussed mostly my future career plans, what I am going to do next, and my options to develop my nursing career. We also talked about the initial objectives and the degree to which I believe I have acquired the skills and knowledge I wanted. We concluded that we achieved what we set out originally and decided together that our relationship is ending, given that the term of the contract had reached completion. We have established to hear from each other from time to time and ask him for a suggestion in my future career, when I need it. Certainly, my mentor has helped me to get

the benefits of this experience to the fullest". (Diana – nursing student)

Stage I:

From
.....

Stage II:

From
.....

Stage III:

From
.....

Stage IV:

From
.....

For social workers:

"I am proud that I have finished this working placement at the child protection agency. My mentor helped me very much from the first day. In the first few meetings with my mentor, he told me what the terms of the contract are and how many hours I will work per week. We have set together the objectives we want to achieve, what skills and knowledge I want to acquire, how we will work together and the basic rules of our activity, how many times we will meet and what we will discuss during the meetings. He told me about his experience and expertise and the way he can help me in these three months. Then I worked with my mentor and I managed to understand what it means to be a social worker and what is my role. In the following sessions, we discussed what had happened and he answered my questions. I then had a few tasks I did myself. I felt really good, especially because I received feedback from him and I understood what I did well and what can I improve. Last month, we discussed mostly my future career plans, what I am going to do next, and my options to

develop my career in social work. We also talked about the initial objectives and the degree to which I believe I have acquired the skills and knowledge I wanted. We concluded that we achieved what we set out originally and decided together that our relationship is ending, given that the term of the contract had reached completion. We have established to hear from each other from time to time and ask him for a suggestion in my future career, when I need it. Certainly, my mentor has helped me to get the benefits of this experience to the fullest". (Diana – student in social work)

Stage I:

From

Stage II:

From

Stage III:

From

Stage IV:

From

For teachers:

"I am proud that I have finished this working placement in this high school. My mentor helped me very much from the first day. In the first few meetings with my mentor, he told me what the terms of the contract are and how many hours I will work per week. We have set together the objectives we want to achieve, what skills and knowledge I want to acquire, how we will work together and the basic rules of our activity, how many times we will meet and what we will discuss during the

meetings. He told me about his experience and expertise and the way he can help me in these three months. Then I worked with my mentor and I managed to understand what it means to be a teacher and what is my role. In the following sessions, we discussed what had happened and he answered my questions. I then had a few tasks I did myself. I felt really good, especially because I received feedback from him and I understood what I did well and what can I improve. Last month, we discussed mostly my future career plans, what I am going to do next, and my options to develop my career in teaching. We also talked about the initial objectives and the degree to which I believe I have acquired the skills and knowledge I wanted. We concluded that we achieved what we set out originally and decided together that our relationship is ending, given that the term of the contract had reached completion. We have established to hear from each other from time to time and ask him for a suggestion in my future career, when I need it. Certainly, my mentor has helped me to get the benefits of this experience to the fullest". (Diana – student in teaching)

Stage I:

From
.....

Stage II:

From
.....

Stage III:

From
.....

Stage IV:

From
.....

Step 3: First steps in mentoring relationship: creating rapport (8 minutes)

Activity 1 – Please observe the image bellow and read the following tips to establish rapport with your mentee (3 minutes):



Tips to establish rapport with your mentee:

- ✓ *Rapport means establishing a connection with your mentee, representing one of the first steps for the success of your relationship; when it comes about learning situations or objectives related to change, building rapport is essential so that your influence for accomplishing your common goals to be effective. It is very important to create a sense of connection.*
- ✓ *Meet your mentee on his/ her “world”: people are open and feel comfortable when they feel they are understood and have things in common with each other; try to understand your mentee’s “world” by questioning, but also match and mirror him/ her.*
- ✓ *You can create rapport with your mentee if you match with him/ her (you have the same ideas, feelings, thoughts, characteristics etc.) or mirror him/ her image.*
- ✓ *You can match or mirror your body language: having same or similar postures, gestures, facial expressions with your mentee, or dressing up in the same way he/ she does.*
- ✓ *You can match or mirror voice characteristics: volume, tempo, timbre, pitch etc.*
- ✓ *You can also match or mirror words by sharing similar or same experiences (i.e. hobbies) and by using similar phrases, metaphors, key words etc.*

Activity 2 – Please read the following situation, and based on Activity 1 shortly explain how the mentor is building rapport with mentee (the case study/ situation is different for each category of target groups: nursing, social work, teaching) (5 minutes):

For nurses:

Helena is a young nurse in her first year of experience, coming to her mentor, Marta. It is their third meeting. Helena walks into the office, smiling and saluting Marta. Marta says hello, smiles back at her and ask her to sit down. The mentor notices that Helena is sitting cross-legged and does the same thing. Marta is dressed up with an elegant dress, knowing her mentee is usually using this kind of clothing. After a few words, Helena begins to tell a recent experience with a patient who has wanted a lot of attention, preventing her from taking proper care of other patients. While taking with a soft voice, she also explains the facts with her hands. She felt frustrated, and asks for an advice on the way this issue may be approached. Marta tries to find out what exactly has bothered Helena and the reasons for her frustration. The mentor shares one of her similar experience, and the way she solved the issue, keeping a soft voice and using gestures with her hands. Then, the two women consider Helena's options and decide the best way of action.

For social workers:

Helena is a young social worker in her first year of experience, coming to her mentor, Marta. It is their third meeting. Helena walks into the office, smiling and saluting Marta. Marta says hello, smiles back at her and ask her to sit down. The mentor notices that Helena is sitting cross-legged and does the same thing. Marta is dressed up with an elegant dress, knowing her mentee is usually using this kind of clothing. After a few words, Helena begins to tell a recent experience with a dysfunctional family. She thinks she needs to separate the three children from their alcoholic parents. While taking with a soft voice, she also explains the facts with her hands. She felt frustrated, and asks for an advice on the way this issue may be approached. Marta tries to find out what exactly has bothered Helena and the reasons for her frustration. The mentor shares one of her similar experience, and the way she solved the issue, keeping a soft voice and using gestures with her hands. Then, the two women consider Helena's options and decide the best way of action.

For teachers:

Helena is a young teacher in her first year of experience, coming to her mentor, Marta. It is their third meeting. Helena walks into the office, smiling and saluting Marta. Marta says hello, smiles back at her and asks her to sit down. The mentor notices that Helena is sitting cross-legged and does the same thing. Marta is dressed up with an elegant dress, knowing her mentee is usually using this kind of clothing. After a few words, Helena begins to tell a recent experience with a student who has repeatedly disturbed her classes, preventing her from teaching in an appropriate manner. While talking with a soft voice, she also explains the facts with her hands. She felt frustrated, and asks for an advice on the way this issue may be approached. Marta tries to find out what exactly has bothered Helena and the reasons for her frustration. The mentor shares one of her similar experience, and the way she solved the issue, keeping a soft voice and using gestures with her hands. Then, the two women consider Helena's options and decide the best way of action.



Step 4: First steps in mentoring relationship: gaining trust (12 minutes)

Activity 1 – Please watch this video and read the following tips to gain your mentee's trust (9 minutes)

https://www.youtube.com/watch?v=J5TaS0v_yRA (Source: OnMentoring - Youtube)

Tips to gain your mentee's trust:

- ✓ *As you have seen in the video, for gaining your mentee's trust you need to establish the confidentiality rule in your relationship, to understand mentoring as a shared learning experience and to ensure your mentee that you will not participate in reviewing his/ her performance.*
- ✓ *Being authentic and having integrity is very important for mentoring relationship. You have to act like and be a role model, doing the things you recommend your mentees to do.*
- ✓ *Another way of gaining trust is to do what you say you will do: if you say your mentee that you will show him/ her how to do a certain task, just make sure you will do that.*
- ✓ *Respect for other people ideas, feelings, characteristics etc. is also very important for gaining your mentee's trust. It will make him/ her feel accepted and be open to you.*
- ✓ *Being open and honest even when you are not agreeing with your mentee's ideas will make him/ her to have trust in you and to act in the same way: with honesty and openness to tell you anything, knowing that he/ she will get the help needed. Your mentee will also be open*

and ready for challenges you may set together, knowing that you want what is the best for him/ her.

- ✓ *Trust is also gained by listening to your mentee and considering his/ her ideas. He/ she will understand that you care for his/ her feelings, thoughts or actions.*

Activity 2 – Answer the questions bellow, considering the way you usually react, feel and think (3 minutes)

Have you ever encountered a situation when you have to keep the confidentiality? Please describe it shortly:

On a scale from 1 to 10, please indicate the degree to which you are authentic in your work:

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

On a scale from 1 to 10, please indicate the degree to which you are actually do what you say you will do:

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

On a scale from 1 to 10, please indicate the degree to which you respect your younger colleagues:

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

On a scale from 1 to 10, please indicate the degree to which you are open and honest with your younger colleagues:

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

On a scale from 1 to 10, please indicate the degree to which you are actually listening others:

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

Step 5: Factors of influence in mentoring relationship (8 minutes)

Activity 1 – *Please read the list of factors on the left (list 1), and drag and drop on the right those you think are the most relevant to influence significantly the mentoring relationship (list 2) (3 minutes)*

List 1

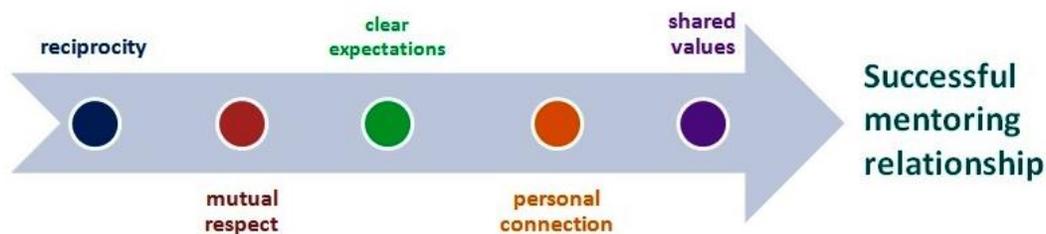
*shared values
friendship
mentor's mood
mentee's self confidence
mentor and mentee are willing volunteers
natural and informal pairing process
mutual respect
clear expectations
optimism
reciprocity
supportive organization
promotion of mentorship in organization
setting learning objectives and outcomes
personal connection
analysis of mentee's needs*

List 2

mentee can select the mentor
mentor and mentee have prior work relation
job satisfaction
same level in job hierarchy

Activity 2 – Please see the graphic and read the research results below to discover the most relevant factors that contribute to a successful mentoring relationship and answer the following questions (5 minutes)

The research team conducted by Sharon E. Straus (2013) has identified five main characteristics of a successful mentoring relationship:



Reciprocity – mentoring relationship is a “two-way street”: both partners learn from each other, offer and receive and find ways to get satisfaction and reward from it.

Mutual respect – mentor and mentee need to respect each other in aspects as qualifications, as well as time and effort to build mentoring relationship.

Clear expectations – it is important that mentor and mentee set their expectations from each other and from their relationship, from the beginning.

Personal connection – there has to be a connection between mentor and mentee, like the idea that someone understands you and care about what you are doing or thinking.

Shared values – similar ideas, values and interests concerning the work field and the life bond people.

Among other factors relevant for a successful mentoring relationship, Conway (1994) (from McKimm et al., 2003, revised 2007) highlighted the following:



Questions:

On a scale from 1 to 10, please indicate the degree to which you are comfortable with the idea that mentoring relationship is a “two-way street”:

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

Please formulate briefly an expectation that you might have from your mentee:

On a scale from 1 to 10, please indicate the degree to which you consider you have common values related to your work field with your younger colleagues:

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

On a scale from 1 to 10, please indicate the degree to which you consider that your organization is supportive for a mentoring program:

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

Please answer briefly how you think the pairing process between mentees and mentors is likely to happen in your organization. Could it be an informal way? Is it possible for the mentee to choose his mentor?

Evaluation questionnaire:

1) Name at least three characteristics of developmental mentoring:

2) Explain what is happening in the stage two of mentoring relationship:

3) Describe how would you create rapport with your mentee in terms of body language, by giving at least two examples:

4) Write down at least three behaviours to gain trust of your mentee:

5) Please name the five main characteristics of a successful mentoring relationship, according to Sharon E. Straus:

Clutterbuck, David. (2004). *Everyone Needs a Mentor: Fostering Talent in Your Organisation*. London: CIPD Enterprises.

Clutterbuck, David & Megginson, David. (2005). *Techniques for coaching and mentoring*. Oxford: Elsevier.

Johnson, W. B., & Ridley, C. R. (2004). *The elements of mentoring*. New York: Palgrave Macmillan.

Kay, David & Hinds, Roger. (2009). *A Practical Guide to Mentoring: How to Help Others Achieve Their Goals*. Oxford: HowtoBooks.

McKimm, Juddy, Jollie, Calril & Hatter, Mark (2003, revised 2007). *Mentoring: Theory and Practice*: https://faculty.londondeanery.ac.uk/e-learning/feedback/files/Mentoring_Theory_and_Practice.pdf

Pask, Roger & Joy, Barrie. (2007). *Mentoring-Coaching. A Guide for Education Professionals*, Berkshire: Open University Press.

Straus, S. E., Johnson, M. O., Marquez, C., & Feldman, M. D. (2013). Characteristics of Successful and Failed Mentoring Relationships: A Qualitative Study Across Two Academic Health Centers. *Academic Medicine: Journal of the Association of American Medical Colleges*, 88(1), 82–89.

Walsh, Danny. (2010). *The Nurse Mentor's Handbook: Supporting Students in Clinical Practice*. Berkshire: Open University Press.

Whitmore, J. (2002). *Coaching for performance: GROWing people, performance and purpose* (3rd ed.). London; Naperville, USA: Nicholas Brealey.

HSCB (2014). *Coaching and Mentoring in Social Work – A Review of the Evidence*: http://www.hscboard.hscni.net/download/PUBLICATIONS/SOCIAL-WORK-STRATEGY/Coaching_and_Mentoring_in_Social_Work-Review_of_the_Evidence.pdf.

The National Center for Women & Information Technology. *Evaluating a Mentoring Program Guide*: https://www.ncwit.org/sites/default/files/resources/evaluatingmentoringprogramguide_web.pdf

The Center for Health Leadership & Practice Public Health Institute. (2003). *Mentoring Guide: A Guide for Mentors*: <http://www.rackham.umich.edu/downloads/more-mentoring-guide-for-mentors.pdf>

Module 4:	Subject for the online training:	Duration	Partner responsible
Module 4: Competencies and qualities of a mentor	Key competencies related to main roles and responsibilities of a mentor	50 min	Asociatia Everest, Romania

SECTION 1: Key competencies related to main roles and responsibilities of a mentor (27 minutes)

By accomplishing the previous modules, you are already familiar with mentoring and its effects and implications. Therefore, in this module, you will discover some of the competencies and qualities of a good mentor. We will start with three key competencies related to main roles and responsibilities of a mentor:

- *providing professional guidance, advice and directions;*
- *helping your mentees to establish career goals;*
- *offering support, encouragements and motivation.*

Image like this or similar, maybe you can buy it:

<https://www.vexels.com/vectors/preview/147403/mentoring-concept-icons-set>

Step 1: Providing professional guidance, advice and directions (10 minutes)

Activity 1 - *Please watch this video and read the tips for providing professional guidance and directions (3 minutes)*

<https://www.youtube.com/watch?v=54zQ-G0FlbQ> (Source: Art of Mentoring - Youtube)

Tips for providing professional guidance and directions:

- ✓ *clarify the professional situation with your mentee: how the problem looks for he/ she, what kind of help he/ she needs, what he/ she wants to happen, the people involved etc.;*
- ✓ *explore as many options and ideas as possible for solving the problem: ask your mentee to think of all the possibilities he/ she have, in a non-judgmental way;*
- ✓ *ask your mentee if he/ she has ever encountered similar situations, what he/ she tried to solve them and what were the results;*
- ✓ *share your experience, so that it can be rejected, if it does not fit for your mentee:*
 - *ask your mentee if he/ she needs suggestions;*
 - *tell your mentee that your solution/ experience may be useful for him/ her, but there is*

also the possibility of not working in his/ her case, so he/ she has to feel free to act in a different way;

- *if you don't have similar experiences, you may offer ideas from a third party (one of your colleagues, mentors etc.) or from an author, a source, considered an expert in your work domain; you may also tell your mentee your point of view based on your knowledge and work experience until now: what will you do;*
- ✓ *clarify with your mentee what option he/ she chose and what he/ she needs to do, which steps he/ she has to follow, and eventually to keep you updated with the results.*

Activity 2 - *Please read the following case study / situation and shortly answer the questions, by using the platform (the case study/ situation is different for each category of target groups: nursing, social work, teaching) (7 minutes)*

For nurses:

Imagine that your mentee (Anna) comes to you and she needs professional guidance for the following issue:

Anna is a young nurse, very enthusiastic and passionate with her work of helping people and providing care for them. A few days ago, she had an exhausted and long working day, with lot of patients to take care of and lot of pressure. She was very tired at the end of her shift and she felt she needed a good and refreshing sleep. However, right before leaving the hospital, the shift coordinator asked her to stay for that night, because her colleague got sick and the night will be very busy. Everyone was stressed and she knew that there is not enough staff and nurses. This situation was problematic for her: she was not sure if she can do that, considering that she was very tired; if working extra hours does influence her decisions and actions and put in danger the safety of her patients; if it does not put her at risk etc. Finally, she decided to stay, but she felt uncomfortable and really exhausted. She is very concerned on burn out and she needs guidance to know what to do on further similar situations.

Please answer shortly to the following questions:

Did you deal with similar experiences? How would you provide professional guidance and directions for Anna, in order to balance her duty of caring her patients and her time for rest?

For social workers:

Imagine that your mentee (Sebastian) comes to you and he needs professional guidance for the following issue:

Sebastian has six-month work-experience as social worker, having his first case of dysfunctional family. David and Marianna are married for 17 years and have six children between 17 and 4 years

old. David is arrested and awaiting trial for the alleged rape of his niece, Diana, who is 16 years old. The oldest of their son, Daniel has 17 years old and he quit school three years ago to work, but he is not employed and he rarely brings money home. Nick (15 years old) and Rod (14 years old) have left the school this year, having learning difficulties and missing a lot from school. Sebastian also suspects that Nick has drug abuse problems. He is also very violent with his brother Rod; a week before he hurt his brother with a knife. Nick is also coming very late at home, or there are days in which he is missing from home according to Lucia, his younger sister (11 years old). The younger siblings (7 years old and 4 years old) are still going to school, respectively to kindergarten. The family leaves in one room flat very messy and with inappropriate space for sleeping for children. Since David was arrested, Marianna is not working anymore and the family has serious financial problems. Sebastian observed that the children are playing in the neighbourhood without supervision until late at night, but Marianna has not considered this a problem. Sebastian is really concerned with Marianna poor supervision of their children and the physical abuse between Nick and Rod. Sebastian does not know what to do. On one hand he understand the struggle of Marianna to cope with her husband absence, because of the alleged rape of his niece, resulting in a passive attitude, which makes her an insensible and immature mother. On the other hand, he is worried for the children safety and he feels he has to separate the children from their mother.

Please answer shortly to the following questions: Did you deal with similar experiences? How would you provide professional guidance and directions for Sebastian, in order help him to deal with his dilemma?

For teachers:

Clara is a high school teacher in her first year of working. She is teaching social sciences for high school students. She loves to teach and to find creative methods to teach her students. However, she has a student in the second year with low grades on various subjects, including psychology. Andrew seems an intelligent student, but she does not know what is the reason of his poor motivation for learning. Last week, Clara saw a beautiful draw made by Andrew on a sheet of his notebook. She also knows that he is in a problematic situation at home, having an alcoholic father. Clara wishes to help him, but she does not know how to do it. Moreover, he already has two low grades in psychology and does not seem to improve his performance for a third one, to avoid failing on this subject. Very soon, Clara has to note the third grade.

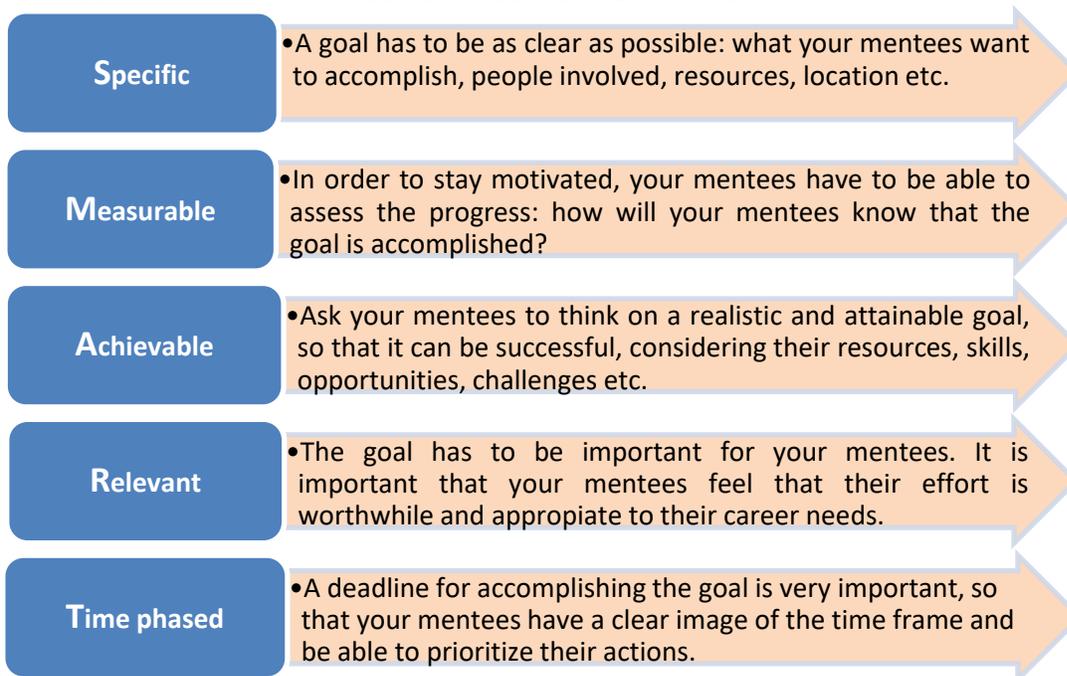
Please answer shortly to the following questions: Did you deal with similar experiences? How would you provide professional guidance and directions for Clara, in order help her to deal with her dilemma?

Step 2: Helping your mentees to establish career goals (10 minutes)

Activity 1 - Please watch this video and read the following guidelines for establishing career goals (5 minutes)

<https://www.youtube.com/watch?v=fHr43bgQVI0> (Source: Eleventure - Youtube)

- ✓ Help your mentees to define clearly their career goals, by addressing questions as you have seen in the video. You can also use the SMART model:



- ✓ Ask your mentees to focus on the meaning of their goals, in other words, to envision the benefits and positive consequences for their career development.
- ✓ Guide your mentees to find excitement and challenge in their career goals.
- ✓ Ask your mentees if their career goals are in alignment with their values.
- ✓ Help your mentees to formulate their career goals in a positive way.
- ✓ Explore with your mentees the steps and actions they have to take in order to achieve their career goals. Help them to prioritize their actions and to set timelines and deadlines.
- ✓ If possible, see the results of their actions and review the process together.

Activity 2 – Based on the information from Activity 1, please respond the following questions (5 minutes)

Think about one of your career goals and translate it, by filling the empty spaces:

In _____ (time) I want to _____

_____ (action) This will bring me
_____ (results).

On a scale from 1 to 10, please indicate the degree of confidence you have to help your mentees to establish career goals

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

On a scale from 1 to 10, please indicate the degree of utility of the information in order to help your mentees to establish career goals

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

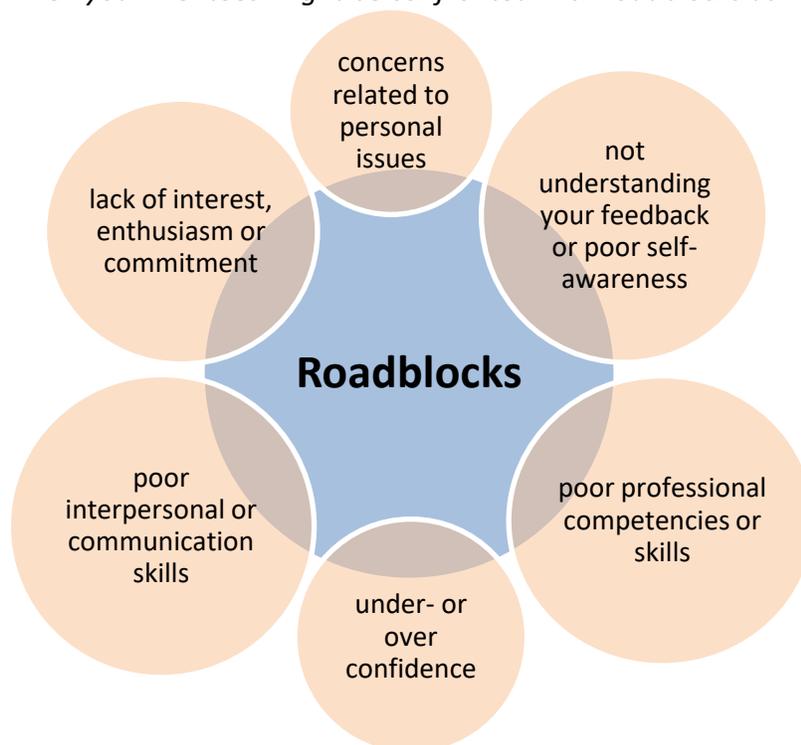
On a scale from 1 to 10, please indicate the degree of novelty of the information for you

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

Step 3: Offering support, encouragements and motivation (7 minutes)

Activity 1 - Please read the following guidelines for offering support, encouragements and motivation for your mentees (3 minutes)

- ✓ understand mind-sets, beliefs and motivations of your mentees;
- ✓ acknowledge the progress of your mentees;
- ✓ give them an appropriate feedback;
- ✓ find out their expectations;
- ✓ establish with them their professional role and responsibilities;
- ✓ be there when your mentees feel they are doing an important step in their work or career;
- ✓ emphasize on what they have learned when they have made mistakes in an activity, raising their self-confidence;
- ✓ find out the level of their professional competencies and skills from the beginning of mentoring;
- ✓ together with your mentees, set professional challenges for them;
- ✓ identify their learning needs;
- ✓ observe when your mentees might be confronted with roadblocks as:



Activity 2 - Please read the following case study / situation and shortly answer the questions, by using the platform (the case study/ situation is different for each category of target groups: nursing, social work, teaching) (4 minutes)

For nurses

A first year student nurse appears to be uninterested in basic nursing care and just wants to deal with acute situations, 'office work' and arrange insight visits. It is his second week with the team. (Source: Walsh, 2010, p. 177)

What would be your strategy at the next meeting you have with him/ her? How would you motivate him/ her?

For social workers

A second year student in social work appears to be uninterested in being involved in working with the team of social workers at the practice placement, and just wants to deal with 'office work' and other administrative and organizational tasks. It is his second week with the team. (Adapted after: Walsh, 2010, p. 177)

What would be your strategy at the next meeting you have with him/ her? How would you motivate him/ her?

For teachers

A second year student in teaching appears to be uninterested in being involved in actual activity of teaching at the practice placement, and just wants to deal with 'office work' and other administrative and organizational tasks. It is his second week with the team. (Adapted after: Walsh, 2010, p. 177)

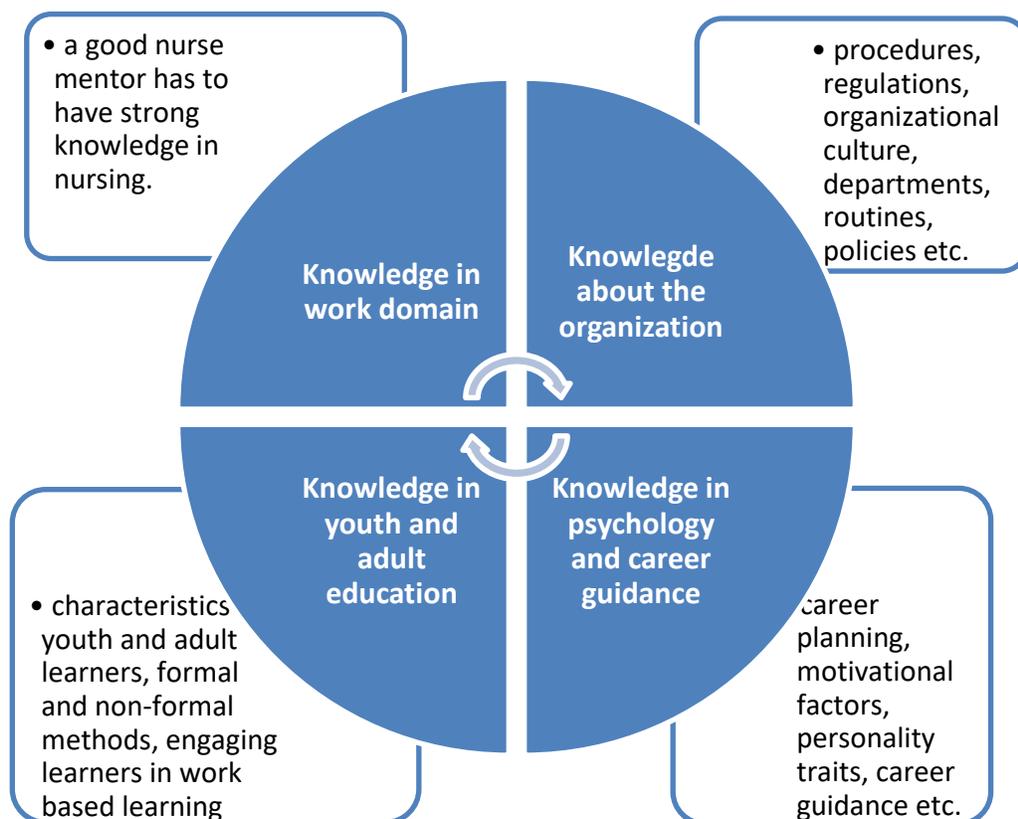
What would be your strategy at the next meeting you have with him/ her? How would you motivate him/ her?

SECTION 2: Knowledge of a good mentor (5 minutes)

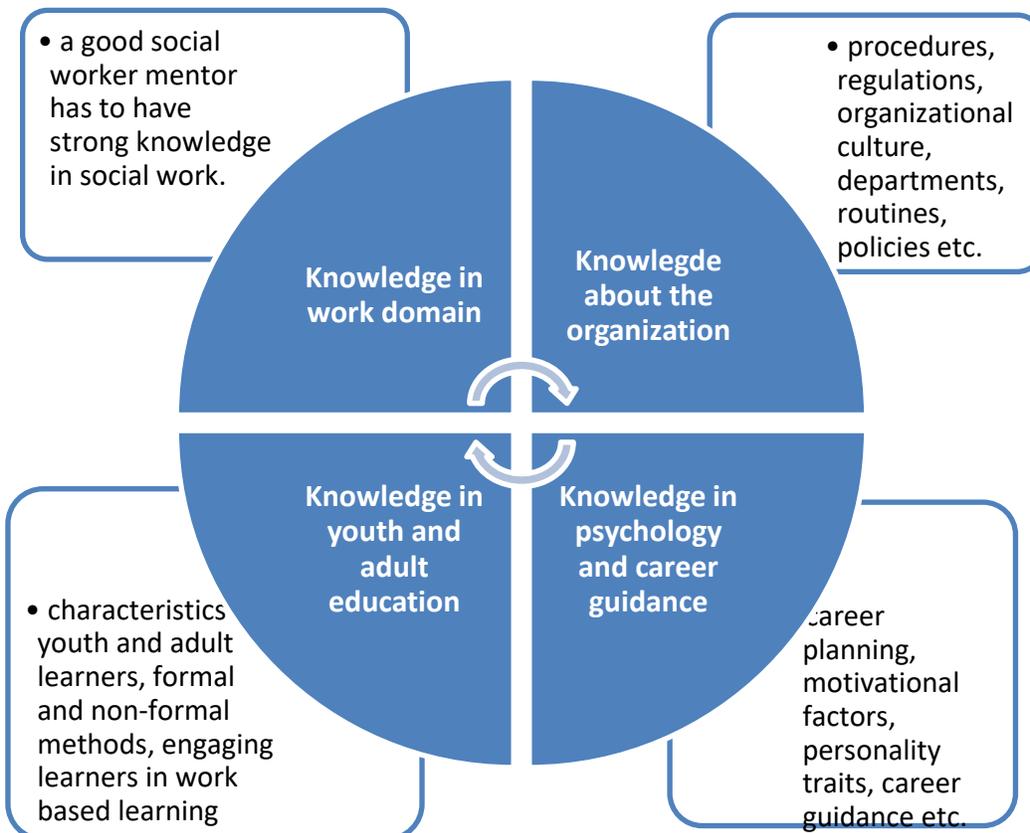
Step 4: Key categories of knowledge of a good mentor (5 minutes)

Activity 1 - Please read the information below and answer the following questions (graphic different for each category of target groups: nursing, social work, teaching) (3 minutes)

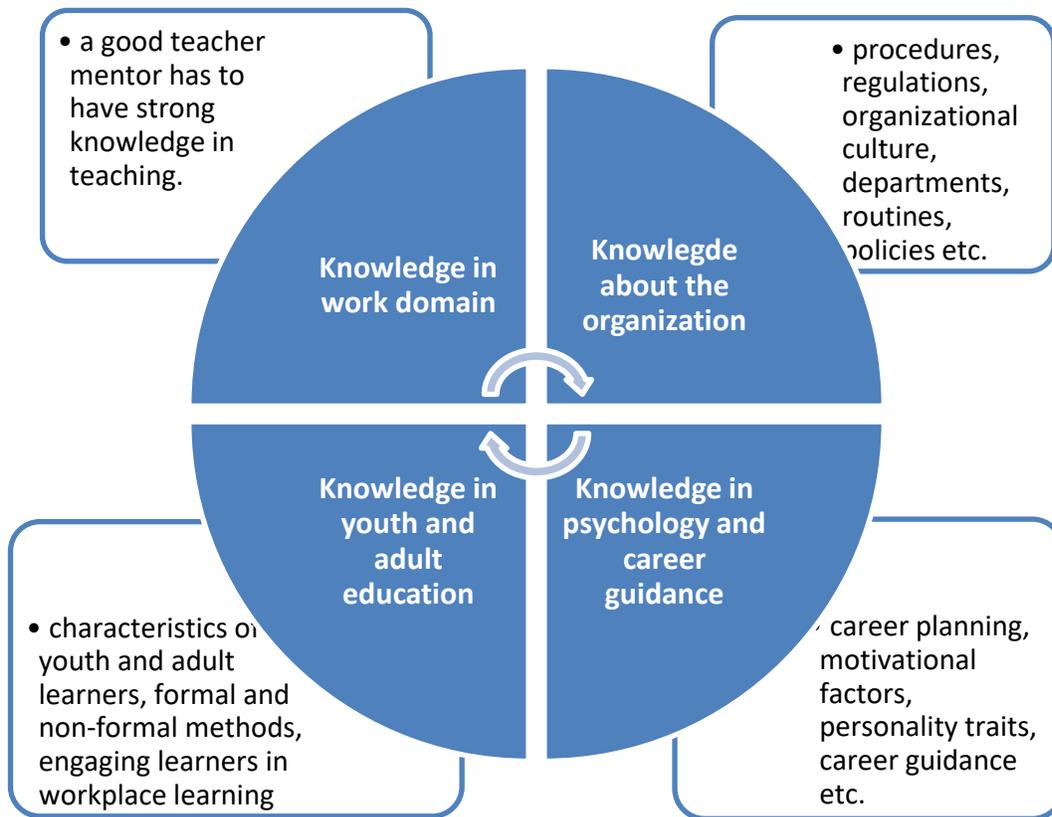
Graphic for nurses



For social workers



For teachers



Questions:

On a scale from 1 to 10, please indicate the degree to which you think:

You have strong knowledge in your work domain.

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

You know details about your organization.

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

You have knowledge in youth and adult education.

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

You have at least some basic knowledge in psychology and career guidance.

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

Based on this self-assessment of your knowledge, do you consider you can be a good mentor for your young colleagues?

Yes

No

Activity 2 – *Please read the list of knowledge on the left (list 1), and drag and drop all the relevant knowledge for a good mentor in your work domain on the right (list 2) (2 minutes)*

List 1

Knowledge in social work

Knowledge in nursing

Knowledge in career development

Knowledge in psychology

Knowledge in art

Formal and non-formal methods of adult education

Knowledge in management

Career guidance

Knowledge of procedures and regulation of your organization

Knowledge in teaching

Knowledge in history

Knowledge in your organization history

Learning styles

Personality traits

List 2

Forms and characteristics of workplace learning

Mission of your organization

Characteristics of youth learners

Knowledge in sociology

Career planning

Youth education

SECTION 3: Attitudes and behaviours of a good mentor (18 minutes)

Step 5: Short preview on attitudes and behaviours of a good mentor (2 minutes)

Activity 1 – Please read the research results regarding the main attitudes and behaviours of a good mentor (second table different for each category of target groups: nursing, social work, teaching) (2 minutes)

For nurses

According to a research undertaken by Leeds Metropolitan University and Harrogate College, the characteristic of a good mentor are prioritized as follows:

Characteristics of a Good Mentor	Priority Rating
<i>Wants to be a mentor</i>	10
<i>Non – judgmental</i>	9
<i>Empathetic</i>	8
<i>Good listener Open/honest</i>	7
<i>Gives feedback, Positive, Sense of humor</i>	6
<i>Challenging</i>	5
<i>Accessable, Trustworthy, Caring, Life Experience</i>	4
<i>Good questioner, Achiever, Goal setter, Reliable, Well organised, Respects confidentiality, People person</i>	3
<i>Patient, Optimistic, Confident</i>	2
<i>Been a mentor/mentee, Assertive Professional training, Time management</i>	1
<i>Interesting, Sales and Marketing skills Counselling skills, Interviewing skills, Sensitivity</i>	0

(Source: McKimm, Jollie& and Hatter, 2003, revised 2007)

Researchers from the University of California identified the following important qualities of a mentor in health field:

<i>Personal qualities: enthusiasm, compassion, selflessness etc.</i>
<i>Act as a career guide</i>
<i>Make strong time commitments with regular, frequent, and high-quality meetings</i>
<i>Support personal/professional balance</i>
<i>Leave a legacy of how to be a good mentor through role modeling and instituting policies that set global expectations and standards for mentorship</i>

(Source: Cho et al., 2011)

For social workers

According to a research undertaken by Leeds Metropolitan University and Harrogate College, the characteristic of a good mentor are prioritized as follows:

Characteristics of a Good Mentor	Priority Rating
<i>Wants to be a mentor</i>	<i>10</i>
<i>Non – judgmental</i>	<i>9</i>
<i>Empathetic</i>	<i>8</i>
<i>Good listener Open/honest</i>	<i>7</i>
<i>Gives feedback, Positive, Sense of humour</i>	<i>6</i>
<i>Challenging</i>	<i>5</i>
<i>Accessible, Trustworthy, Caring, Life Experience</i>	<i>4</i>
<i>Good questioner, Achiever, Goal setter, Reliable, Well organised, Respects confidentiality, People person</i>	<i>3</i>
<i>Patient, Optimistic, Confident</i>	<i>2</i>
<i>Been a mentor/mentee, Assertive Professional training, Time management</i>	<i>1</i>
<i>Interesting, Sales and Marketing skills Counselling skills, Interviewing skills, Sensitivity</i>	<i>0</i>

(Source: McKimm, Jollie& and Hatter, 2003, revised 2007)

Researchers from the University of Griffith identified the following important qualities of a mentor in social work, as resulted from a women's community-based mentoring program:

<i>Trust, Honesty and Commitment</i>
<i>Support, Encouragement, and Flexibility</i>
<i>Perceived similarity, Common ground, and Reciprocity with mentees</i>

(Source: Boddy, Agllias& Gray, 2012)

For teachers

According to a research undertaken by Leeds Metropolitan University and Harrogate College, the characteristic of a good mentor are prioritized as follows:

Characteristics of a Good Mentor	Priority Rating
<i>Wants to be a mentor</i>	10
<i>Non – judgmental</i>	9
<i>Empathetic</i>	8
<i>Good listener Open/honest</i>	7
<i>Gives feedback, Positive, Sense of humour</i>	6
<i>Challenging</i>	5
<i>Accessible, Trustworthy, Caring, Life Experience</i>	4
<i>Good questioner, Achiever, Goal setter, Reliable, Well organised, Respects confidentiality, People person</i>	3
<i>Patient, Optimistic, Confident</i>	2
<i>Been a mentor/mentee, Assertive Professional training, Time management</i>	1
<i>Interesting, Sales and Marketing skills Counselling skills, Interviewing skills, Sensitivity</i>	0

(Source: McKimm, Jollie& and Hatter, 2003, revised 2007)

Research findings reveal that the most important qualities of a mentor teacher, as perceived by students in teaching, are:

<i>Knowledgeable</i>
<i>Respectful</i>
<i>Experienced, Flexible, Understanding</i>
<i>Honest, Fair</i>
<i>Organized</i>
<i>Accommodating</i>

(Source: Heeralal, 2017)

For all categories:

Summarizing all these research findings, six main attitudes and behaviours of a good mentor have resulted:

1. *Willingness to share skills, knowledge, and expertise*
2. *Positive attitude and desire to help others*
3. *Being a role model*
4. *Approachability and availability*
5. *Flexibility and open mind (non-judgmental)*
6. *Empathy*

Step 6: Willingness to share skills, knowledge, and expertise (3 minutes)

Activity 1 – Please read the description bellow and answer the questions, considering the way you usually react, feel and think (3 minutes)



<https://www.pexels.com/photo/working-woman-technology-computer-7374/>

First step in being a mentor is the will to teach and to share your knowledge, skills, expertise and experiences with your younger colleagues and to support them in their professional development and in improving their professional understanding, accepting that this takes time and commitment. Good mentors can help mentees and keep an open relationship with them, by remembering the steps at the beginning of their careers in the work field.

Questions:

On a scale from 1 to 10, please indicate the degree to which you would like to share your skills, knowledge and expertise your younger colleagues?

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

On a scale from 1 to 10, please indicate the degree to which you are willing to guide them by sharing your experiences?

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

What motivates you to share your skills, knowledge and expertise?

Step 7: Positive attitude and desire to help others (2 minutes)

Activity 1 – Please read the description bellow and answer the questions, considering the way you usually react, feel and think (2 minutes)



<https://www.pexels.com/photo/hands-people-friends-communication-45842/>

Good mentors treat all their colleagues and mentees with respect and professionalism. In order to guide your mentees in their professional path, it is important to have the desire to help others and to turn to advantage their strengths and positive traits. Keeping a positive attitude and showing them what to do and how to be successful in their work is also part of your role as a mentor.

Questions:

On a scale from 1 to 10, please indicate the degree to which you like to help others?

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

On a scale from 1 to 10, please indicate the degree to which you care about the career and success of your young colleagues at the beginning of their careers?

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

On a scale from 1 to 10, please indicate the degree to which you are willing to support others and to contribute to their professional development?

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

On a scale from 1 to 10, please indicate the degree to which you generally have a positive attitude towards others?

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

Step 8: Being a role model (3 minutes)

Activity 1 – *Please read the description bellow and answer the questions, considering the way you usually react, feel and think (3 minutes)*



<https://pixabay.com/en/one-against-all-all-against-one-1744091/>

Good mentors are also role models, meaning that they are recognized by others as examples of successful persons in their work. Their behaviours, attitudes and values are in accordance with a certain role in organization and are considered worthy to be imitated. They also inspire others and help them to become successful.

On a scale from 1 to 10, please indicate the degree to which you consider you can be a role model at your workplace or in your field?

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

On a scale from 1 to 10, please indicate the degree to which you consider yourself a successful person?

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

Name three of your qualities you consider that your colleagues would recognize as worthy to be imitated:

Step 9: Approachability and availability (2 minutes)

Activity 1 – *Please read the description bellow and answer the questions, considering the way you usually react, feel and think (2 minutes)*



Wikipedia: How to be approachable (link: <https://www.wikihow.com/Look-Approachable#/Image:Look-Approachable-Step-1.jpg>) by wikivisual (link: <https://www.wikihow.com/User:Wikivisual>) is licensed under Attribution-NonCommercial-ShareAlike 3.0 Unported (CC BY-NC-SA 3.0) (link: <https://creativecommons.org/licenses/by-nc-sa/3.0/>) (link: <https://www.wikihow.com/Look-Approachable#/Image:Look-Approachable-Step-1.jpg>)

To be approachable it means to have a friendly look and body language, to establish an open communication with others, to be visible for them and to create a comfortable atmosphere for mentees to share their work issues and concerns with you. Mentors also need to make time in their agenda, so that they can be available for mentees.

On a scale from 1 to 10, please indicate the degree to which you consider yourself approachable?

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

On a scale from 1 to 10, please indicate the degree to which you consider you have enough time for mentoring?

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

On a scale from 1 to 10, please indicate the degree to which you consider that your colleagues perceive you as an approachable person?

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

Step 10: Flexibility and open minded (non-judgmental) (2 minutes)

Activity 1 – *Please read the description bellow and answer the questions, considering the way you usually react, feel and think (2 minutes)*



Kids being open minded (link: <https://www.flickr.com/photos/saulalbert/39575268471>) by The People Speak! (link: <https://www.flickr.com/photos/saulalbert/>) is licensed under Attribution 2.0 Generic (CC BY 2.0) (link: <https://creativecommons.org/licenses/by/2.0/>) <https://www.flickr.com/photos/saulalbert/39575268471>

Good mentors have an open minded and flexible behaviour, accepting different views and considering ideas, perspectives and opinions from mentees. They are willing to admit a better solution and to learn from their mentees, knowing that mentoring is a learning process from both sides.

On a scale from 1 to 10, please indicate how easy you accept opinions different from yours?

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

On a scale from 1 to 10, please indicate the degree to which you consider that you have something to learn from your young colleagues?

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

On a scale from 1 to 10, please indicate the degree to which you consider yourself an open-minded person?

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

Step 11: Empathy (4 minutes)

Activity 1 – Please watch this video and answer the questions below, considering the way you usually react, feel and think (4 minutes)

<https://www.youtube.com/watch?v=UzPMMSKfKZQ> (Source: Lifehacker - Youtube)

or

<https://www.youtube.com/watch?v=qjxdU6nvsc4>(Source: KnowledgeAccess - Youtube)

On a scale from 1 to 10, please indicate the degree to which you consider yourself an empathic person?

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

On a scale from 1 to 10, please indicate the degree to which you understand your younger colleagues in an emphatic way?

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

On a scale from 1 to 10, please indicate the degree to which you consider it is difficult to be empathic?

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

• Evaluation questionnaire:

1) Please name the three key competencies related to main roles and responsibilities of a mentor:

2) What are the characteristics of a goal, according to SMART model:

3) Your mentee might be confronted with roadblocks as (name three of them):

4) What are the categories of knowledge of a good mentor:

5) Explain shortly what it means to be empathic:

Beggs, Katherine & Solheid, Lacey (2013). Leadership Games and Activities:

<https://www.slideshare.net/Isolheid/leadership-games-and-activities>

Jennifer Boddy, Kylie Agllias & Mel Gray (2012) Mentoring in social work: key findings from a women's community-based mentoring program, *Journal of Social Work Practice*, 26:3, 385-405.

Cho, Christine S. et al.(2011). Defining the Ideal Qualities of Mentorship: A Qualitative Analysis of the Characteristics of Outstanding Mentors. *The American Journal of Medicine*, Volume 124 , Issue 5 , 453 – 458.

Clutterbuck, David & Megginson, David. (2005). *Techniques for coaching and mentoring*. Oxford: Elsevier.

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

Goleman, David (2000). Leadership that Gets Results. *Harvard Business Review*, 77-90.

P. J. H. Heeralal (2017) Student Teachers' Perspectives of Qualities of Good Mentor Teachers, *The Anthropologist*, 17:1, 243-249

McKimm, Juddy, Jollie, Calril & and Hatter, Mark (2003, revised 2007). Mentoring: Theory and Practice: https://faculty.londondeanery.ac.uk/e-learning/feedback/files/Mentoring_Theory_and_Practice.pdf

Pask, Roger & Joy, Barrie. (2007). Mentoring-Coaching. A Guide for Education Professionals, Berkshire: Open University Press.

Phillips-Jones, Linda (2003). *75 Things To Do with Your Mentee: Practical and Effective Development Ideas You can Try*: <https://my.lerner.udel.edu/wp-content/uploads/75-Things-To-Do-With-Your-Mentees.pdf>

Walsh, Danny. (2010). *The Nurse Mentor's Handbook: Supporting Students in Clinical Practice*. Berkshire: Open University Press.

Module 5:	Subject for the online training:	Duration	Partner responsible
Module 5: Critical thinking, adaptation to the regular changes in professional area in mentoring process	ABC of critical thinking and change management	50 min	STEP Institut, Slovenija

In this module you will be invited to think about yourself and your own thoughts, ideas, experiences. Please save your answers and reflections and bring them to the face-to-face training.

PART 1: Critical thinking

STEP 1

10 minutes

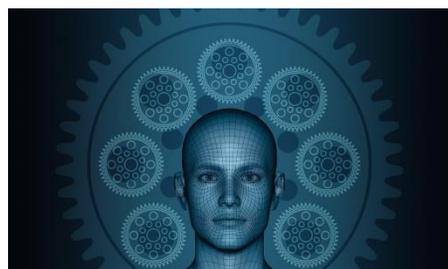
Self-reflection / Reading / Video

Activity 1.1: Think about and write your own definition of critical thinking (in one or two sentences):

Activity 1.2: Read about the concept of critical thinking.

Critical thinking concept:

Have you ever had a situation, in which you ran to conclusions too quickly and as a consequence you humiliated yourself or you offended somebody you care about? This has probably happened to all of us and one of possible reason is that we haven't used our ability to be a critical thinker.



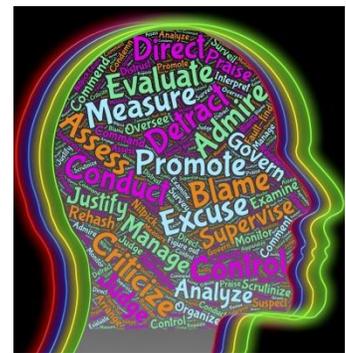
Critical thinking is the ability to think clearly and rationally, understanding the logical connection between ideas. It is a **self-guided and self-disciplined way of thinking** in which the thinker **clearly and objectively analyses, assesses and evaluates** specific subject, content, issue or a problem **in order to form a judgement or take an informed decision**. It is aimed at **achieving the best possible outcomes** in any situation.

Key elements of critical thinking are rational thought, logical inquiry, integrity, credibility, sense of justice, fairness, accuracy, relevance, confidence in reason and reasonable arguments, depth, breadth, and empathy.

Critical thinking is a **persistent effort to examine any belief or knowledge in the light of the facts and evidence that support or oppose it**. It entails effective communication and problem-solving abilities, as well as a commitment to overcome one's native egocentrism, to see the issue from different points of view and to avoid thinking simplistically about a complicated issue.

Critical thinking encompasses one's ability to:

- Recognize and assess personal strengths, weaknesses and preferences and their possible impact on our decisions;
- Recognize problems and find appropriate ways to address/solve them;
- Understand the importance of recognizing and setting priorities (in problem solving);
- Gather relevant information from as many different sources possible;
- Recognize unstated assumptions and values (our own and of others);
- Understand and use language with accuracy, clarity, and good judgement;
- Understand information, interpret data, assess evidence and evaluate arguments;
- Recognize the existence (or non-existence) of logical relationships between propositions;
- Think about, predict and assess possible outcomes and scenarios in order to avoid or lessen potential negative consequences;
- Make and test conclusions and generalizations;
- Review the results of decisions we made and implement change if necessary;
- Change one's point of view, belief or thinking patterns based on facts, evidence and experience;
- Make accurate judgments about specific things and decisions in everyday life.



Activity 1.3: Watch the following video about critical thinking.

<https://www.youtube.com/watch?v=HnJ1bqXUnIM>

STEP 2

10 minutes

Reading / Examples / Self-reflection

Activity 2.1: Read examples of critical thinking skills relevant for your profession.



Teachers as critical thinkers

Example of a situation in a school: Teacher decides to use a new didactic method to teach specific topic.

Critical thinking in action:

<i>Before one starts to use the method:</i>	<i>During the use of the method:</i>	<i>After the use of the method:</i>
<ul style="list-style-type: none"> - Thinks about his <u>assumptions or prejudices</u> about this method. - Thinks about ones <u>strengths</u> (that can help a teacher implement the method successfully) and <u>weaknesses</u> (that can hinder the success of the method). Seeks relevant information about the method (from literature, his colleagues etc.). - Is able to <u>clearly explain and present the method</u> to the students. 	<ul style="list-style-type: none"> - Is able to <u>monitor</u> how one uses and implements the method. - <u>Recognizes</u> (potential) <u>problems and finds solutions</u> or adjust the method if necessary. - <u>Thinks about possible</u> (positive and negative) <u>outcomes for students and for oneself</u> as a teacher that can arise from the use of this new method. 	<ul style="list-style-type: none"> - <u>Gathers relevant information about this new didactic method</u> (how useful, relevant, successful it was, how much did the students learn, how satisfied they were with this method etc.) <u>from different sources</u> (a teacher can talk to students, their parents, other colleagues, can check students' grades, use self-assessment questionnaires etc.). - <u>Critically assesses one's own performance</u> in using this method. - Is able to <u>make judgment/ opinion about this method</u> that is based on <u>facts</u> (students' grades), <u>evidence</u> (satisfaction of students, their parents or work colleagues with the method) and teacher's <u>own experience</u>. - <u>Reviews the results</u> and is able to make decision if and how to use this method in the future.



Nurses as critical thinkers

Example of a situation in a hospital: One of the nurse's patients is an elderly person. Nurse has a lot of work, is stressed and under pressure.

Critical thinking in action:

<i>Working with the patient:</i>	<i>Working with colleagues:</i>	<i>Taking care of oneself:</i>
<ul style="list-style-type: none"> - Is able to <u>understand and appropriately address health problems</u> of the elderly person. - <u>Gathers information</u> about the patient <u>from patient and his family</u> and shares them with others who need this information. - Is able to <u>take into account also the feelings, emotions and values of the patient</u> (also if they are not clearly expressed). - Is able to <u>clearly explain the situation or give instructions to the elderly patient</u> by using appropriate language that elderly patient will be able to understand or follow. 	<ul style="list-style-type: none"> - Is able to <u>critically think about, reflect and assess the instructions</u> given by doctors and <u>speak one's mind</u> in case of potential issues or problems for the patient. - <u>Gathers information about the patient</u> from doctors, nursing staff and other colleagues in the hospital and share them with others who need this information. - Is able to <u>delegate task appropriately</u> while having in mind the workload and skills of other colleagues. 	<ul style="list-style-type: none"> - Is able to <u>set priorities</u> when there is an overload of work. - Is able to <u>reflect one's strengths and resources</u> (internal and external) that help a nurse to cope with challenges and to carry out work in professional manner. - Is able to <u>take care of one's physical and mental health</u>.



Social workers as critical thinkers

Example of a situation in a center for social work: Social worker is preparing a specific program for one of the users.

Critical thinking in action:

<i>Individual work:</i>	<i>Working with the user:</i>
<ul style="list-style-type: none"> - <u>Recognizes one's own assumptions and prejudices</u> that might affect work with the user and is able to overcome them or not let them affect one's professional work. - <u>Gathers information and data</u> about potential ways how to address specific situation and problem of the user. - Is able to <u>assess and evaluate possible solutions</u> and to choose most appropriate one. - <u>Assesses possible outcomes of the program</u> and potential challenges, obstacles that could occur. - Regularly <u>evaluates the implementation and results of the program</u> and makes changes if necessary. - <u>Makes accurate judgements</u> about the success of the program, cooperation of the user and one's own work. - Is able to <u>reflect one's strengths and resources</u> (internal and external) that help one to cope with challenges and to carry out work in professional manner. 	<ul style="list-style-type: none"> - Is able to <u>understand specific problem of the user</u> and is aware of the factors that contribute to this problem. - <u>Gathers information about the user</u> from different sources (user, his family, other colleagues, other institutions etc.). - Is able to <u>clearly explain the situation, present the program and solutions to the user</u> by using appropriate language that user will be able to understand without problems.

Activity 2.2: Think about and write down 1 specific situation at your work in which critical thinking is important or necessary. Write down specific critical thinking skills you need in these situations. You can use the questions below to foster your thinking process.

List of questions to encourage critical thinking

- What does/might this mean?
- What is the issue/problem/decision to be made?
- How can I explain it?
- What more do I need to know?
- What are the arguments for and against?
- Who or what is the source of this information?
- Do I need to ask questions about the source?
- What are the assumptions/values/prejudices (my and of others)?
- How can I solve this problem (what method might work better/best)?
- Did the persons involved explain the reasons for their behaviour/decision?
- Are the arguments I have/hear/read relevant and useful? Am I persuaded? If yes, why? If not, why not?
- How can this reasoning/decision/solution be made stronger/weaker?
- What other possible options/positions/solutions?



STEP 3

10 minutes

Self-reflection / Reading

Activity 3.1: Think about examples from your life when you lacked critical thinking skills. What was happening? What was missing?

Activity 3.2: Read about the critical thinking skills.

The qualities of a critical thinker

Core critical thinking skills include observation, interpretation, analysis, inference, evaluation, explanation, and metacognition.

Someone with critical thinking skills can:

- Think things through and examine them from all sides.
- Avoid jumping to conclusions.
- Understand the links between ideas.
- Recognise, build and appraise arguments.
- Isolate the problem from context.
- Identify inconsistencies and errors in reasoning.
- Approach problems in a consistent and systematic way.
- Reflect assumptions, beliefs and values (his and of others).
- Raise vital questions and problems and formulate them clearly and precisely.
- Determine the importance and relevance of arguments and ideas.
- Search for evidence against his favoured beliefs, plans or goals and considers all of the evidence fairly.
- Gather and assess relevant information and data and use abstract ideas to interpret it effectively.
- Rely on solid evidence to make his decisions or form a judgement.
- Think about and accept ideas or views that are not in accordance with his dominant opinion.
- Always considers the rights and needs of relevant others.
- Communicate effectively with others in figuring out solutions to complex problems.
- Come to well-reasoned conclusions and solutions and test them against relevant criteria and standards.



Activity 3.3: What are in your opinion the benefits of critical thinking?

Write down at least 3 ideas how can critical thinking help you and be useful in your personal life (P) and professional life/at work (W).

P:	- - -
W:	- - -

PART 2: Change management

STEP 4

10 minutes

Self-reflection / Reading / Video

Activity 4.1: Read the following statements. Think whether you agree with them. Why or why not?

„The only thing that is constant is change.” (Heraclitus)

„It is not the strongest species that survive, nor the most intelligent, but the ones who are most responsive to change.” (Charles Darwin)

„Our only security is our ability to change.” (John Lilly)

Activity 4.2: Read about changes.

Change is here to stay



Nowadays changes are inevitable and necessary and this is true also for work and business environment. We are aware that changes can bring positive effects, improve the quality of our lives (private and professional) and enable us to survive, make progress and thrive. Many of us even look forward to changes at work and we have many ideas about how things should be different and how could we improve them. However, despite all this, we are often afraid, even terrified of change, we feel uncomfortable, disappointed or anxious. This is especially relevant when changes are imposed on us or when they push us out of comfort zone. Since change is everywhere in organizations, it is important to learn how to overcome fear, tackle the challenges and embrace the changes ahead. Knowing how to cope with change at work is vital to our career and lifestyle. It is important to focus on the opportunities that it brings and mobilise our resources (internal and external) to successfully cope with change at work.

Changes at work impact people (how they work, their behaviour, values or principles etc.), processes, systems, organization structure and roles of employees. To get the best outcomes from change, it is important to know what the change is, why is it being implemented and how it affects the organisation and people.

Activity 4.3: Watch video about fear of change.

<https://www.youtube.com/watch?v=bs4tmdfIAEO>

Activity 4.4: Read about fear of change.

Fear of change

In times of change of work, a special group dynamics can occur among employees. Can you recognise any of these sayings, used by either you or your colleagues at work?

We have no time for this!

What do they know about our work?

I'm too old for this.

Past reforms brought us nothing.

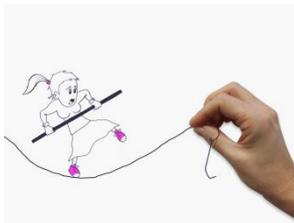
There is nothing for me here.

There is no need to change my practices

...

The bigger the pressure on the employees to accept reforms, the bigger is intended change and the least they know what it brings to them, the more intense is group dynamics.

Fear is a powerful catalyst of group cohesion. It may create powerful defence mechanisms among employees. Ignoring the fear is contra productive as it will eventually arise in another form and it might become even stronger. It is important to bear in mind, that defence mechanisms are a reflection of our deepest fears we have in relation to unknown situations that we perceive as threatening. Our fears are reflection of our primary psychological needs, such as a need for safety (What will happen with my job?), need for belonging (Can I rely on others?), need for recognition (Will others accept me? What will happen with my status?), need for competence (Will I be able to adapt to novelties?) etc.



There is no successful change management practice without addressing our change – related fears first. Sometimes it is not easy to state what is that we fear the most but deeper self-analysis can bring interesting results.

Activity 4.5: Think about a recent situation at work (or in private life if you don't find any situations at work) when you had to deal with change. Answer the following questions.

What were you afraid of in that situation?

How did you deal with your fear/fears?

STEP 5

10 minutes

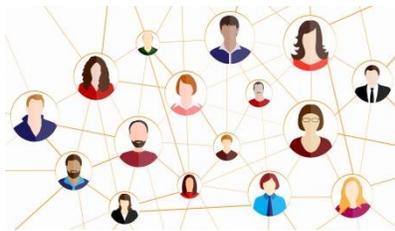
Self-reflection / Reading

Activity 5.1: Read about change management

Change management

Why is the process of facing the changes so difficult? Because there is more and more changes, but less time to adapt or manage them. And change takes a lot of work: it needs planning, setting appropriate goals, adjusting, changing the established ways of thinking and behaving, and successfully implementing it.

Change management can happen on two levels: individual and organisational.



When we talk about **organisational level**, change management is an approach to moving individual and organizations from the current state to a desired future state in an organized manner, with different organisational tools and resources available. Effective change management considers the technical and people side of the change. When it takes into account employees and other individuals affected by the change, and it tries to cause them the least anxiety, resistance or other unpleasant emotions, it is the most likely to succeed.

Change management on an **individual level** is the process of successfully mobilising our knowledge, skills, tools and other resources to manage the fear and insecurities related to the change. Fear is the reason why we often react to the change negatively. It is thus important we recognise this fear, understand why it occurred and know how to deal with it. We can ask ourselves the following questions:

- Do I have all necessary information? Which information do I need to be less afraid?
- Who can provide information? Who can I ask for help?
- What is the reason for the fear?
- What can I do to lessen the intensity of the fear in current moment?
- When and how have I successfully dealt with the fear in the past?
- What is the most horrible thing that can happen?

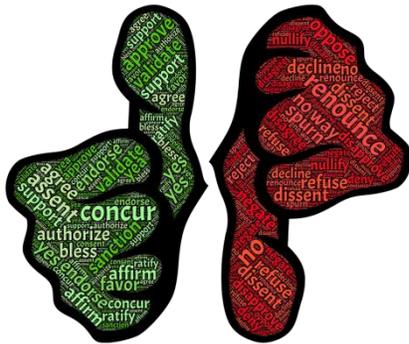
Activity 5.2: Think about changes and answer the following questions.

What are the characteristics of changes that you don't want to accept, you resist, oppose and complain about?

What are the characteristics of changes that you accept without complaining or resistance?

Think about changes in your life. Write down what are the main differences between changes in private life and changes at the workplace.

Activity 5.3: Read about changes at work.



Usually we have less positive attitude towards the changes at work or we are more resistant to them (we have less influence on changes, they are proposed or implemented by others, sometimes employees are not involved in the planning phase, we have less control and freedom. It is important to understand that change will probably be implemented whether we like it or not. However, it is good to remind ourselves that change can also bring something positive for us and it often contributes to our personal and professional growth.

There are different ways to cope with changes, but all have few things in common. Firstly, it is important to understand the change, to know everything there is to know about the change and to get information from the reliable sources. It is vital we don't jump to conclusions and listen to gossips, and that we check all information. We must listen carefully, ask questions, clarify issues and things we don't understand and participate in the discussion about the change.

Activity 5.4: Watch video about dealing with change.

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

Additional resource:

TED talk "Embracing change" by Jason Clarke: <https://www.youtube.com/watch?v=vPhM8lxibSU>

Module 6:	Subject for the online training:	Duration	Partner responsible
Module 6: Empathy and non-discrimination of learners in mentoring process	Definitions, discrimination and anti-discriminators approach	50 min	Gender studies, o.p.s, Czech Republic

SECTION 1

Discrimination

- Originally word risen from Latin – DISCRIMINARE: it is a term generally indicating a distinction.
- It is most often used in the negative meaning of distinguishing people on the basis of belonging to a group regardless of the ability of a particular individual.
- Equality is basic value shared in the democratic society. Therefore the discrimination is prohibited.
- Discrimination is not mere distinguishing: it should not be on the discriminatory bases (discrimination grounds) and should not take place in the prohibited area of discrimination. The society specified those restrictions and embedded them in the law.

Grounds and areas of discrimination

Prohibited grounds:

- sex
- marital status, parenthood
- sexual orientation, sexual identity
- age
- disability
- social origin, property
- ethnicity, nationality
- religion, political conviction etc.

Prohibited areas (EU legislation):

- employment and occupation
- working conditions, promotion
- education, vocational training
- membership of organisations
- access to goods and services

ACTIVITY: Look up the national legislative provisions for non-discrimination and see which areas and which grounds are specifically covered by your own legislatures.
(10 MINUTES)

SECTION 2

Intersectional approach to discrimination

Intersectionality refers to the fact that various forms of discrimination based on race, gender, age, disability, sexual orientation and so on don't exist separately but very often together.

This approach allows us to analyze various spheres of daily life as well as social phenomena, including helping professions – for example how we approach and work with senior men and women, or “black women” as opposed to “white” ones and so on (also known as the **multiple discrimination**). Also this evidence leads to the necessity of the **individual approach** to each and every person.

Discrimination and the law

The aim is to ensure the right of all persons to equality before the law and to protection against discrimination, especially the protection of the elderly, the disabled, ethnic or racially distinct, persons according to their sexual orientation, beliefs.

- Direct discrimination:** differential treatment based on specific characteristics.
- Indirect discrimination:** any provision, criterion or practice that is seemingly neutral, but the persons in the discrimination categories are disadvantaged compared to others groups.
- Harassment:** unwanted conduct related to a protected ground with the purpose or effect of violating the dignity of a person and/or creating an intimidating, hostile, degrading, humiliating or offensive environment

ACTIVITY:

SOCIAL WORKERS: Find an example of direct and indirect discrimination – as it can occur in the social work. Write it down.

TEACHERS: Find an example of direct and indirect discrimination – as it can occur in the education and teaching. Write it down.

NURSES: Find an example of direct and indirect discrimination – as it can occur in health care and nursing. Write it down.

(5 MINUTES)

Example of direct discrimination:

You have just found out that your private doctor has charged you more for the same treatment as to one of your friends who is French. You guess it's because you're of Asian origin... If it's true, it's an example of the direct discrimination. You've been treated differently (worse) because of your race.

Example of indirect discrimination:

A certain employer has a policy that doesn't allow any staff to work part-time without any relevant reason whatsoever. But based on this people with children or other family responsibilities could be disadvantaged in this case – and since it's mostly women who carry out these duties, they may be affected as well. So this might be an example of indirect discrimination against carrying persons and to some extent also women.

Discrimination and the law in EU

The original **Treaty Establishing the European Economic Community (1957)** contained a provision prohibiting discrimination on the basis of sex in the context of employment

Basic EU anti-discrimination directives:

- Council Directive 2000/78 /EC** of 27 November 2000 establishing a general framework for equal treatment in employment and occupation.
- Council Directive 2000/43 /EC** of 29 June 2000 implementing the principle of equal treatment between persons irrespective of racial or ethnic origin.

International law:

- CEDAW - Convention for Elimination of Discrimination Against Women – is major international law, which brought the concept of gender equality. It settles the principle of non-discrimination, state obligation to provide discrimination-free environment and refers to substantive equality as key principle.

International law states the shared principles regarding the non-discrimination and the obligation of relevant actors. **European law** prohibits discrimination across a range of contexts and a range of grounds. The **national law** draws more attention to the national context and could specify it more in depth.

SECTION 3

Approach to non-discrimination (anti-discrimination) – to don't discriminate directly - without a will to discriminate - doesn't mean you don't discriminate at all (for example unwillingly by indirect discriminatory practices). Therefore the approach to support the equality as such could be used. They differ in their focus:

1. Formal equality

Equality of treatment (equality of consistency) means that the formal rules should be applied for everybody and should not exclude individuals from achieving the rights. This is prerequisite of every fair law system. However the application could be problematic sometimes – as seen in indirect discrimination. It's application to unequal groups have unequal results. See: <https://edeq.stanford.edu/sections/formal-equality-opportunity> or Sandra Fredman

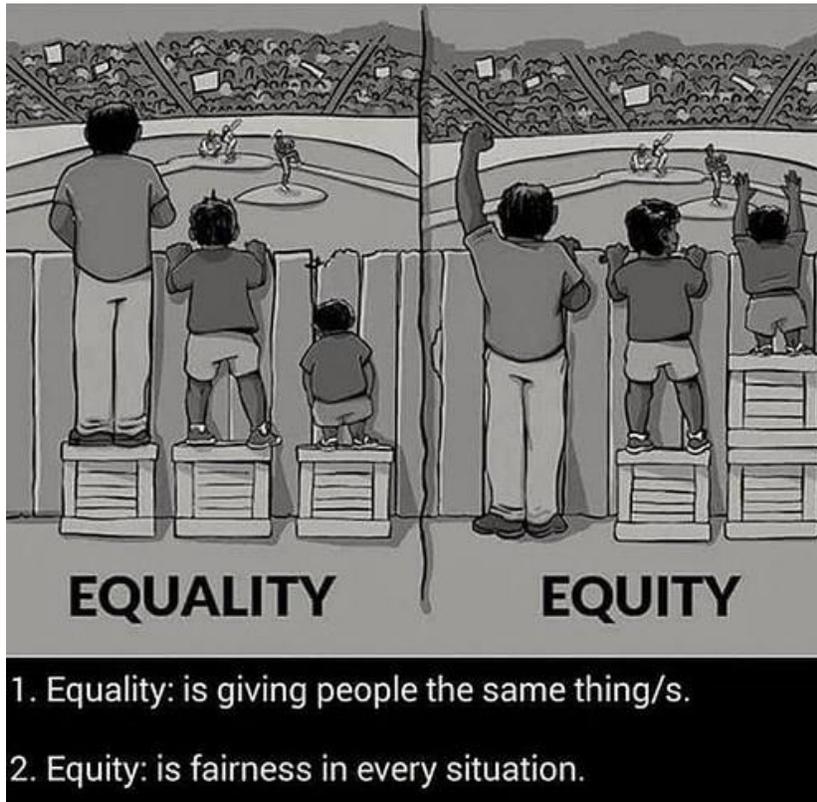
2. Equality of opportunity

The idea is to remove arbitrariness from the past and structural discrimination (from their parents and family reasons): „Equality cannot be achieved if individuals begin the race from the different starting points.“ (Fredman).

Individuals should succeed or fail based on their own efforts and not extraneous circumstances such as having well-connected parents. Therefore the opportunity should be equalized by special activities (for example preparation class for child from disadvantaged environment before entering school should prepare them for being successful afterwards).

3. Equality of results

The activities could be taken not only for equalize the pre-conditions of individuals but also to reach the results. We can speak about positive actions or affirmative actions. Those should be used only in specific cases – in the limited time frame – to overcome existing imbalances and inequalities and not to create the new ones (the discrimination of minority should not turn into the long-term discrimination of majority).



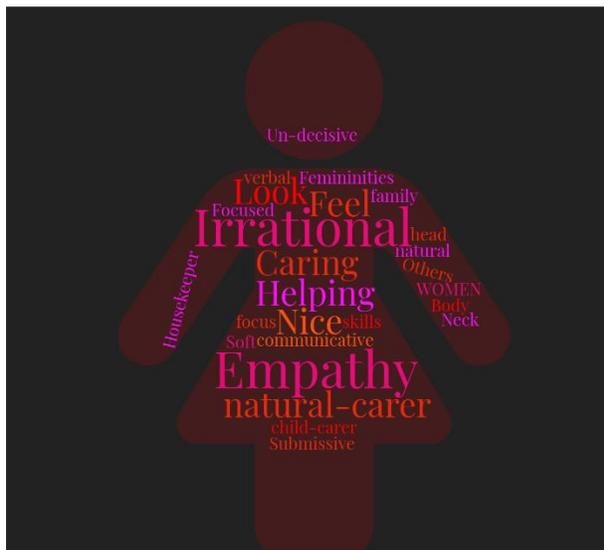
SECTION 4

Gender sensitive antidiscrimination approach

Gender is a socially constructed definition of women and men. It is a set of tasks, functions, characteristics and roles attributed to and expected from women and men in society and in public and private life.

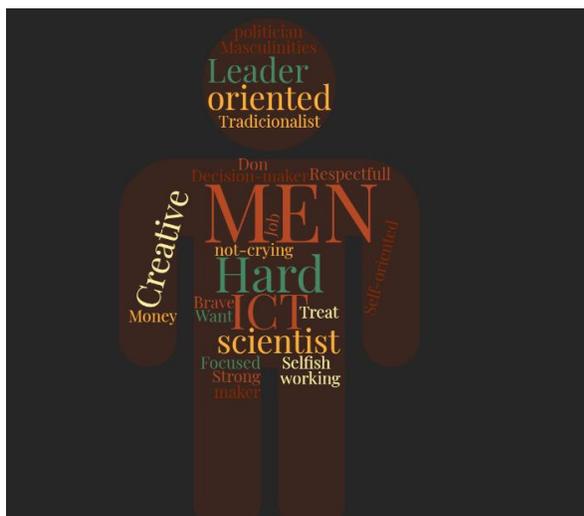
Gender **socially constructed** versus **sex biologically defined**.

Gender stereotypes - characteristics, differences of certain group based on their gender, overgeneralized and widely expected.



For women and men are usually seen as binary terms - stand in opposition and endorse four main areas:

- personality
- domestic behaviours
- occupations
- physical appearance



ACTIVITY:

Watch the video: <https://www.youtube.com/watch?v=nWu44AgF0il> (source: BBC stories)

Gender stereotypes – why they could be a problem?

Persisting discrimination and unequal rights – when don't coping with stereotypes and let them interfere in the decision making in the employment, education or in provision of goods it create grounds for discriminatory behavior.

When not fitting in the boxes – the problem becomes on the individual level, however it could have impact in the public performance and low use of potential of human resources.

Therefore the biases have negative consequences for the whole society and labour market as well:

- gender pay gap (unequal wages for men and women)
- vertical gender segregation at the work (men and women are differently represented across the labour market: usually care sphere including nursing, social work and education is dominated by women, while ICT technologies are dominated by men)
- horizontal segregation of the labour market (despite the fact women make the big share of employees in the health care sector/pedagogy/social work their share in the high managerial position is very low, men tend to make career also in the sectors predominated by women – we can speak about the phenomenon of ceiling lift)
- double burden for women (who take care not only for work but also family care and responsibility for household chores)
- low share of women in decision making positions (there is less women's politicians, there is less women in the public sphere including media and culture)

All areas have impact in the workplace and might cause inequality. Most commonly in the form of **unconscious** gender biases. Everyone has biases; it's part of being human. When information is lacking, our brain fill in the gaps with what we are expecting. It is important to try to reflect and deconstruct them and avoid using them.

ACTIVITY:

SOCIAL WORKERS: Test your own bias on the <https://implicit.harvard.edu/implicit/takeatest.html> and then write short essay on the topic „Biases and discrimination in the area of social and care work ”

NURSES: Test your own bias and then write short essay on the topic „Biases and discrimination in the area of health care and nursing ”

TEACHERS: Test your own bias and then write short essay on the topic „Biases and discrimination in the area of education and teaching. ”