

Publication produced by the Consortium of partners in LLP – Leonardo da Vinci Project  
**Mentor training for learning support assistants and apprentices**  
Co-financed by EC, DG EAC, LLP under the grant no. 2012-1-TR1-LEO05-35164



# MENTOR TRAINING FOR LEARNING SUPPORT ASSISTANTS AND APPRENTICES

# CURRICULUM



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# FOREWORD

**AIM** of *Mentor training for learning support assistants and apprentices - MentorT* project:

To develop and pilot an accredited training program for apprentice mentors or LSAs or equivalent, which is specific to this context, common across the partners, and which includes mentoring skills as a core unit.

## WHY IS THIS PROJECT NECESSARY?

The purpose of the project is to develop the skills (and especially the mentoring skills) of the target group to offer support to young people who experience difficulties e.g. physical / sensory difficulties; learning difficulties; emotional / behavioural difficulties. This would be in the context of education and / or vocational training. Currently the available training for this group addresses generic skills relating to classroom practice and does not offer development in the more specialized requirements of those whose service users experience the difficulties described which would inhibit their access to vocational training / employment / work experience

## IMPACT of the project

The impact will be secured by:

- Recognition of the role of Apprentice Mentors, Learning Support Assistants or other support staff in enhancing disabled young people's opportunities for training and progression into employment.
- Increased employment opportunities for members of the target groups.

## **Curriculum - Product development**

- Aims to develop a work-based training route focusing on the skills needed to support young people into employment / vocational training AND a mentoring training module. Create a bank of training materials to support the implementation. This paragraph could be better logically structured.
- The Curriculum - represents a training program with associated guidance to trainers on use, assessment criteria and moderation protocol; and bank of training materials.

## CHAPTER 1: TERMINOLOGY

The aim of this chapter is to:

1. Describe concept of mentoring
2. Raise awareness and understanding of the words used (terminology)
3. Define set of qualities necessary for mentor (or mentoring)
4. Overview mentoring process

### Mentoring and mentorship

Mentorship refers to a developmental relationship between a more experienced partner (mentor) and a less experienced partner (mentee) — a person guided and protected by a more prominent person.

Mentoring is "off-line help by one person to another in making significant transitions in knowledge, work or thinking" - (Megginson and Clutterbuck, 1995, p13).

Mentoring is "A mutual relationship with an intentional agenda designed to convey specific content along with life wisdom from one individual to another. Mentoring does not happen by accident, nor do its benefits come quickly. It is relationally based, but it is more than a good friendship...mentoring is not two people who just spend time together sharing" - Thomas Addington and Stephen Graves.

Mentoring thus is a powerful personal development and empowerment tool. It is an effective way of helping people to progress in their careers and is becoming increasingly popular as its potential is realized. It is a partnership between two people (mentor and mentee, explained below) normally working in a similar field or sharing similar experiences. It is a helpful relationship based upon mutual trust and respect.

### What makes mentoring “mentoring”, what is the difference with other guidance approaches

Mentoring is unique in its relationship between participants. There is **absolutely no hierarchical relation between the mentor and mentee**; they are equal in all aspects.

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Mentoring is unique in its focus: it focuses on the individual taking part in the mentorship, there is a deep personal interest and personal involvement that makes that the mentor is very caring about long term personal development. Mentoring is unique in its learning situation. It is a two-way mutually beneficial learning situation where the mentor provides advice, shares knowledge and experiences, and teaches using a low pressure, self-discovery approach – (Starcevich, Ph.D., 1998)

## **Mentor**

A mentor is an experienced person who is interested in passing on his/her experiences and helping another person to develop his/her qualifications and skills through dialogue.

A mentor is like a sounding board, he can give advice but the partner is free to pick and choose what they do. The context does not have specific performance objectives.

## **Competence set of a mentor**

- Listens patiently and actively;
- Inspires trust;
- Respects the other as a whole;
- Gives advice without dictating actions;
- Encourages independence while offering support at the same time;
- Offers constructive criticism as well as compliments;
- Is sincere, open and honest;
- Is a guide, both through actions and words;
  - experience with problems the mentee has/had
  - willing to help the mentee
  - be a role model in a variety of questions, these differ from target group to target group
  - mentor has potentially a big influence on the mentee, especially with children
- Is willing to spend time, reach out and share from own experience;
- Is an effective intermediary;
- Is empathic;
- Establishes and respects confidentiality;
- Knows the boundaries of peer coaching, respects these and refers/escalates if necessary.

## **Mentee**

A mentee is someone who wants to develop his/her qualifications and skills in a certain way. This is achieved through dialogue with someone having more experience.

Ideally, the mentor-mentee relation is a learning process. The mentee is not an empty vessel receiving the mentor's advice and wisdom but, rather, an active participant, shaping the relationship. The ideal mentee aspires to self-assessment, receptivity, initiative, responsibility, honesty and appreciation for his or her mentor.

## **What makes a good Mentee**

- Paramount is willingness to be mentored !

and also

- Asking questions;
- Striving to give his/her best at all times;
- Accepting criticism graciously;
- Learning from mistakes;
- Courage to try new things;
- Accepting responsibilities;
- Being open and honest;
- Being respectful and grateful;
- Listening, watching, learning, growing.

## **Possible reasons for needing a mentor**

The possible reasons for needing an mentor are always related to the context, age... of the mentee:

- having a "safe" person (mentor) to interact with;
- preventing school dropout;
- improving the mentees self-image;
- improving the school learning situation and process;
- learning about oneself;
- developing personal, social and interpersonal skills;
- supporting work and life balance goals;
- links to reduce isolation in a professional environment;

- 
- receiving information about returning after a career break and advice about obtaining a work/life balance;
  - networking;
  - facilitating better communication in relationships
  - getting support if a person (the future mentee) is coping with health problems or disabilities;
  - developing new skills such as leadership or public speaking;
  - learning new problem-resolution skills
  - developing new perspectives and expanding possibilities;
  - ...

There are advantages for both in the relationship. The mentee will certainly benefit both personally and professionally from the intervention. The mentor will learn or refresh their knowledge simply by having to teach and answer questions about it. In addition the mentee can provide knowledge about other areas of the organization as well as provide a useful way to spot future talent for the mentor.

## **Matching the Mentor and Mentee**

The success or failure of mentoring is closely tied to how well the mentor and the mentee are matched. Most sources agree that a mentor should not be the direct supervisor of the mentee if that is possible, to avoid any contamination of the equal mentor-mentee relation due to the otherwise hierarchical relation of the two participants (supervisor-supervised). If the personality types are tremendously different, there may be problems with the relationship. In addition there must be a sense of win-win for both the mentor and the mentee. Both must want to participate. The relationship can stretch over months or even years, but always has an end.

One of the most important elements in the mentor-mentee relationship is confidence. Confidence isn't something that comes quickly or easily but instead requires time and patience. Confidence is the substance of all successful relationships. It is often linked to openness, mutual reliance and respect, as well as the willingness to be vulnerable in some way. Without confidence, relationships become tense and people become self-protective. Successful mentoring relationships absolutely depend on it. A mentor needs to create a good atmosphere, he needs to be able to motivate his mentee and help him develop his own leadership skills and self-confidence.

Communication is also very important. It represents any means by which an individual relates experiences, ideas, knowledge, and feelings to another. It is important that mentors know how to effectively communicate with

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mentees. Thus communication skills are very helpful for mentors to develop and practice. These skills are particularly useful when your goal is to open up communication with mentees.

Organization skills are also very important for a mentor, they help to build a strong team with the mentee. The mentors needs to understand the importance of dividing the process into small steps and most important to analyse the problem and needs of the mentee in order to identify solutions. A mentor is creative in searching for answers and solutions.

**In conclusion a mentor is a guide who can help the mentee to develop and find his or her own direction in life, through experience sharing from the mentor and self-empowerment of the mentee.**

He can help the mentee to develop solutions to challenges regarding personal development, career and other important life issues and decisions. Mentors rely upon having had similar experiences to gain an empathy with the mentee and an understanding of their issues. Mentoring provides the mentee with an opportunity to think about important life decisions. Mentors serve as trusted and significant advisors, providing a sounding board for day-to-day issues encountered in terms of both problem identification and problem solving.

## **Boundaries**

Mentoring and mentorship is not limitless, it knows boundaries:

- mentorship is limited by the load someone can bear
- mentorship is limited by the amount of support a mentor can give to the mentee
- mentorship is limited to the point where a referral or escalation is necessary
- mentorship is not friendship
- mentorship is limited in availability

Mentoring focuses solely on the mentee. It never focuses on the wishes and needs of the mentor. The mentor challenges the mentee during a limited amount of time (mentoring is not indefinitely), and focuses on self-reliance and independence of the mentee. The ultimate goal is for the mentee to break free of his mentor, the mentorship and the need for being mentored. It is important that both the mentor and the mentee are well aware of these boundaries, as they determine the (limits of) interaction between mentor and mentee.

## **PRACTICAL PART**

### **Exercise 1 – Brainstorm about mentoring**

**Aims:**

To familiarize the participants with the different words & roles around terminology;

To clearly describe each of the important roles.

**Objectives:**

To think about the terminology

**Description:**

On a piece of paper someone writes 'peer coach', 'mentor', 'coach', 'peer educator', 'mentee', 'peer educator trainer'.

In small groups they write down what they think about when reading this word. Then the different groups read their statements and talks about the terminology. The end result must be a clearly defined description for each role.

**Time:**

60 minutes

**Materials:**

Paper, pens

### **Exercise 2 – Statement – game**

**Aims:**

To familiarize the participants with the different words & roles around terminology;

To familiarize the participants with actions related to certain roles;

To establish boundaries for roles.

**Objectives:**

To listen and to form an opinion, in this case (and topic) especially about terminology.

**Description:**

A clause will be read, when you agree you go to a certain place, when you don't agree you go to another place. You can also work with a line divided into 10 so everyone needs to take a position between 1-10.

**Time:**

50 minutes

**Materials:**

A list of clauses, e.g.

A mentor needs to do the homework of the mentees / A mentor and mentee must be friends / Coaching and mentoring are the different words for the same thing / A mentor needs to be perfect / A mentor must be willing to mend a broken heart / If necessary, a mentor can lie to a mentee / A mentor and mentee can have a (sexual) relationship.

### **Exercise 3 – The perfect person**

**Aims:**

To list the ideal competences of a mentor;

To realize the perfect mentor does not exist.

To become aware of your “shortcomings” as ideal mentor, so you can compensate.

**Objectives:**

To know what perfection is and to realize that perfection doesn't exist.

**Description:**

There is a drawing of a person with the prescription: ‘the perfect mentor’

Everyone tries to dream about the perfect mentor and lists what competences this perfect mentor has.

After this dreaming, we come back to reality. Everybody explains the competences they find important and why.

Then we try to find a person that has all these ideal competences. We will then quickly realize this person does not exist, perfection does not exist and also that this is perfectly ok.

**Time:**

15 minutes

**Materials:**

Paper, pen

### **Exercise 4 – The Circle**

**Aims:**

Team work;

Problem solving;

Thinking outside the box;

Have both a mentoring (people outside the circle) and mentee (people inside the circle) experience.

**Objectives:**

Challenge the participants with an assignment where they can communicate, but not in a way they are used to. They are deprived of their most common

communication form, and must work as a team and in a mentor-mentee relationship to successfully complete the assignment.

**Description:**

Create a circle with the rope (ground).

Put two identical Lego-constructions in the middle of the circle.

Participants have to memorize the construction (shape and colour) in 10'.

Take one original construction away and keep it out of sight.

Break down the other construction and spread the bricks at random in the circle.

Explain the exercise: the construction must be rebuilt (20') inside the circle by the people who are blindfolded, the ones outside the circle have to give instructions without using any spoken language.

During the preparation phase, the participants communicate (10') about:

- Who will stay out of the circle and who will be in?
- How will they communicate?
- Strategy?

Start the exercise. After 20' stop the exercise.

**Remark:**

This is, on purpose, a vivid exercise.

It is important to explain at the beginning that the people who are in the inner circle should be considered as the mentees, the ones outside the circle as the mentors.

Mentors should handover information to the mentees in every (im-)possible way, which is sometimes not that easy.

This exercise is also a good teambuilding exercise and can also be used in the other topics e.g. Communication, Creativity.

**Debriefing:/conclusions:**

- was it easy to rebuild the construction? Why/why not?
- what kind of problems did you experience?
- if you could replay the exercise, what would you do differently?
- how did you feel during the exercise?
- are you happy with the result?
- what was bothering you? Why?

**Timing:**

2 x 20 minutes

**Materials needed:**

Rope

2x10 construction bricks (Lego Duplo) – identical colour and shape  
Blindfolds

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### **Exercise 5 – Where are you?**

#### **Aims:**

To show that your initial assessment of your role and position may be wrong;  
To raise awareness that your role and position can change depending on information and interaction;

To show flexibility is important, both for mentor and mentee;

To show the pitfall of prejudice.

#### **Objectives:**

To see and to show how one person changes his place in the group before the meeting and after spending the day with other participants.

#### **Description:**

In the beginning of the day each participant is given the picture where he/she has to identify himself/herself in the picture and tell the reasons why he/she chose this character. After the whole day or just a few hours of being with the group, each participant is given the same picture again and he/she has to identify himself/herself again.

#### **Time:**

2 min in the beginning of the day, 2 min in the end of the day

#### **Materials:**

1 picture



### **Exercise 6 – Two Truths and a Lie**

**Aims:**

To raise awareness about the importance of trust, honesty and sincerity to practice the art of asking questions and listening;

To show the pitfall of prejudice: how you can be very wrong about a person, if you are (mis)led by your first impression.

**Objectives:**

To know more about each other;

To develop trust and common grounds.

**Description:**

A volunteer is asked, he is placed in the middle of the group. This person tells three facts about him/herself, but one is not true. The group asks the volunteer questions to find out the story behind the facts, and to discover the lie.

**Time:**

60 min – depending on the number of participants

**Materials:**

Questions

### **Exercise 7 – Describe a mentoring experience**

**Aims:**

To realize you can be mentor and mentee at the same time, in different situations;

To realize that, even without realizing it, life is full of mentoring and being mentored;

To, from your own experience, realize the enormous impact mentoring can have.

**Objectives:**

To describe a mentoring experience, in which you were mentee.

**Description:**

Think of a mentoring experience in your past and write it down. It should be one in which an adult singled you out for positive attention. Attention that moved you forward in your life, toward your goals, or even changed your life's direction. Write it down so that you could bring it up when you meet your mentee.

If wanted and when there is enough safety in the group, the experiences can be shared among each other.

**Time:**

60 minutes

**Materials:**

Paper, pen

**Exercise 8 – Talk about mentoring**

**Aims:**

To realize the importance of giving trust as mentor, with positive impact on self-confidence of the mentee;

To value the mentees experiences and possibilities.

**Objectives:**

To talk about / know more about mentoring.

Especially: to realize the importance of putting mentees, who often lack self-confidence, in charge of something.

**Description:**

Putting mentees who lack self confidence in charge of something may sound disastrous, but when given the chance they will surprise you more times than they will let you down. They shouldn't be put in charge of large overwhelming tasks, but there are plenty of smaller type duties that anyone should be able to handle. These opportunities build confidence because it forces them to step outside their comfort zone and gives them a chance to be successful.

For this exercise, all participants (both mentor and mentees) give a real life example of a situation in which they took responsibility. If the outcome was good, the participant explains what made this a success. If the outcome was not so good, the group talks about possible reasons why it was not a success, and offers the participant hints and tips about how he or she can reach success the next time.

**Time:**

40 - 60 minutes

**Materials:**

Paper, pen

**Exercise 9 – The eggercise**

**Aims:**

Realize importance and frailness of mentee

Team work

Problem solving

Thinking outside the box

**Objectives:**

By using an exercise of metaphors, the participants realize the importance of caring for that what they are entrusted with.

The participants are given an egg, what is the metaphor for the mentee. They have to try and keep the egg from breaking when it falls, which is metaphor for the volatile situation a mentee often is in. Protecting the egg is metaphor for caring for the mentee.

**Description:**

Give participants (group of 4) an egg and the instruction to build a construction with the available materials (balloon, toothpicks, tape, paper), this construction should protect the egg from breaking when thrown from the first floor.

After 20' distribute the extra materials: rubber bands and the piece of rope. Stop the exercise after 20 more minutes.

Test the construction (throw it down from the first floor)

**Remark:**

This is, on purpose, a vivid exercise.

It is important to explain at the beginning of the exercise that one should think about the egg as a mentee and that the ones who start to build a safe construction are the mentors.

The result of the exercise, whether the egg is broken or not, is not that important – it's just a metaphor for the fact that mentors should take good care of their mentees and that there's not always a solution. Even though the problem is not solved, at least the mentor tried to do a good job.

This exercise is also a good teambuilding exercise and can also be used in the other topics e.g. Communication, Creativity.

**Debriefing/conclusions:**

- What went wrong/right?
- Why did it work/didn't work?
- How did you solve the problem?
- Was it difficult to agree about the working method? Why/why not?

**Timing:**

2x20 minutes

**Materials needed:**

Balloon

Egg

Two toothpicks

A piece of tape

A sheet of paper (A4)

A piece of rope

Rubber bands

## CHAPTER 2: COMMUNICATION SKILLS

The aim of this chapter is to:

1. Introduce importance of communication in mentorship;
2. Provide mentors with useful tools improving communication;
3. Provide overview of three communication skills (presentation skill; negotiation skill; and skill give and receive feedback) improving communication competences of mentors.

### Why communications skills are essential for mentor?

Communication is important and unavoidable, as we have certain views and opinions, which we want to convey to another person, group or even to the outside world. The work done without effective communication of required information is likely to be highly inefficient and having poor output quality. Objective of every communication is to have people understand what we are trying to convey. When we talk to others, we assume that others understand what we are saying because we know what we are saying. But this is not the case, usually people bring their own attitude, perception, emotions and thoughts about the topic and hence creates barrier in delivering the right meaning. So in order to deliver the right message, you must put yourself on the other side of the table and think from your receiver's point of view. Would he understand the message? How it would sound on the other side of the table?

Communication plays a crucial role in mentoring. In fact, it is said to be the lifeline of the mentoring process. It is your message, your opinions, and your views which you want to transfer to the mentee. The "vehicle" for the transport is communication.

### Communication and its categories

Our ability to communicate in so many modes is unique to humans on earth. Definitions of the word communication are many. One of the most comprehensive is: *"The interchange of thoughts, opinions, ideas or information by speech, writing and gestures, communication is also an exchange of feelings and attitudes"*. (Handbook of Sales Training and Development), Pat Weymes, Cogan Page Publication).

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People communicate with each other in a number of ways that depend upon the message and its context in which it is being sent. Choice of communication channel and your style of communicating also affect communication. Types of communication based on the communication channels used are:

- Verbal Communication
- Nonverbal Communication

### **Verbal Communication**

Verbal communication refers to the form of communication in which message is transmitted verbally; communication is done by word of mouth and/or a piece of writing.

Verbal Communication is further divided into:

- Oral communication
- Written communication

### **Oral Communication**

In oral communication, spoken words are used. It includes face-to-face conversations, speech, telephonic conversation, video, radio, television, voice over internet. In oral communication, communication is influenced by pitch, volume, speed and clarity of speaking.

Advantages of Oral Communication:

It brings quick feedback. In a face-to-face conversation, by reading facial expression and body language one can guess whether he/she should trust what's being said or not.

Disadvantage of Oral Communication:

In face-to-face discussion, user is unable to deeply think about what he is delivering.

### **Written Communication**

In written communication, written signs or symbols are used to communicate. A written message may be printed or hand written. In written communication message can be transmitted via email, letter, report, memo etc. Message, in written communication, is influenced by the vocabulary & grammar used, writing style, precision and clarity of the language used. Written Communication is most common form used in business, for our purpose of mentoring we intend it a less important.

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### Advantages of Written Communication:

Messages can be edited and revised many times before it is actually sent. Written communication provides a record for every message sent and can be saved for later study.

A written message enables the receiver to fully understand it and send appropriate feedback.

### Disadvantages of Written Communication:

Unlike oral communication, written communication doesn't bring instant feedback.

It takes more time in composing a written message as compared to word-of-mouth (and number of people struggles for writing ability).

## **Nonverbal Communication**

Interpersonal communication not only involves the explicit meaning of words, the information or message, but also refers to implicit messages, whether intentional or not, which are expressed through non-verbal behaviours. Nonverbal communication is the sending or receiving of wordless messages. Often, nonverbal signals reflect the situation more accurately than verbal messages. Interpersonal communication is complicated in that it is usually not possible to interpret a gesture or expression accurately on its own. Non-verbal communication should be interpreted along with speech and context in which it occurs. There are many different aspects of non-verbal communication including:

**Body Movements (Kinesis):** Body movements include gestures, posture, head and hand movements, or whole body movements. Body movements can be used to reinforce or emphasise what a person is saying and also offer information about the emotions and attitudes of a person. Posture and body orientation communicates to listeners that you are approachable, receptive and friendly. Speaking with your back turned or looking at the floor or ceiling should be avoided as it communicates disinterest.

Two forms of posture have been identified, 'open' and 'closed', which may reflect an individual's degree of confidence, status or receptivity to another person. Someone seated in a closed position might have his/her arms folded, legs crossed or be positioned at a slight angle from the person with whom they are interacting. In an open posture you might expect to see someone directly facing you with hands apart on the arms of the chair. An open posture can be used to communicate openness or interest in someone and a readiness to listen, whereas the closed posture might imply discomfort or disinterest.

**Eye Contact:** This helps to regulate the flow of communication. It signals interest in others and increases the speaker's credibility. People who make eye contact open the flow of communication and convey interest, concern, warmth, and credibility.

**Para-language:** It relates to all aspects of the voice which are not strictly part of the verbal message, including the tone and pitch of the voice, the speed and volume, at which a message is delivered, and pauses and hesitations between words.

**Proximity:** Every culture has different levels of physical closeness appropriate to different types of relationship. Individuals learn these distances from the society in which they grew up. In today's multicultural society, it is important to consider the range of non-verbal codes as expressed in different ethnic groups. When someone violates an 'appropriate' distance, people may feel uncomfortable or defensive. You should look for signals of discomfort caused by invading the other person's space. Some of these are: rocking, leg swinging, tapping, and gaze aversion.

Four main categories of distance are known:

- Intimate distance (from touching to 45 cm)
- Personal distance (from 45 cm to 1,2 m)
- Social distance (from 1,2 to 3,6 m)
- Public distance (from 3,6 m to 4,5m)

**Facial Expressions:** Smiling is a powerful cue that transmits happiness, friendliness, warmth, and liking. Smiling is often contagious and people will react favourably. They will be more comfortable around you and will want to listen more.

## Tools helping mentors communicate with mentee

*Speak comfortable words! — William Shakespeare*

Mentor plays a major role in establishing an environment conducive to good communication. Communication skills should be developed and practiced by him/her. Here you can find a several speaking hints:

- When speaking or trying to explain something, ask the listener if he is following you.
- Ensure the receiver has a chance to comment or ask questions.
- Try to put yourself in the other person's shoes — consider the feelings of the receiver.

- Be clear about what you say.
- Look at the receiver.
- Make sure your words match your tone and body language (nonverbal behaviours).
- Vary your tone and pace.
- Do not be vague, but on the other hand, do not complicate what you are saying with too much detail.
- Do not ignore signs of confusion.

Trust your instincts. Most emotions are difficult to imitate. For example, when you are truly happy, the muscles used for smiling are controlled by the limbic system and other parts of the brain, which are not under voluntary control. When you force a smile, a different part of the brain is used — the cerebral cortex (under voluntary control), hence different muscles are used. This is why a clerk, who might not have any real interest in you, has a *fake* look when he forces a smile. Here are several useful tools that improve interpersonal communication.

### **Active Listening**

Active listening is an attempt to truly understand the content and emotion of what the other person is saying by paying attention to verbal and non-verbal messages. The task is to focus, hear, respect and communicate your desire to understand. This is not the time to be planning a response or conveying how you feel. Active listening is *not* nagging, cajoling, reminding, threatening, criticizing, questioning, advising, evaluating, probing, judging or ridiculing. Listen before speaking; attempt to identify with what the person is saying. Be understanding. To enhance your listening skills, you need to let the other person know that you are listening to what he or she is saying. There are five key elements of active listening.

#### 1) Pay Attention

Give the speaker your undivided attention, and acknowledge the message. Recognize that non-verbal communication also "speaks" loudly: Look at the speaker directly, put aside distracting thoughts, don't mentally prepare a rebuttal, avoid being distracted by environmental factors. "Listen" to the speaker's body language.

#### 2) Show That You're Listening

Use your own body language and gestures to convey your attention: nod occasionally, smile and use other facial expressions, note your posture and make sure it is open and inviting, encourage the speaker to continue with small verbal comments like yes, uh huh.

#### 3) Provide Feedback

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Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said.

4) Defer Judgment

Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message. Allow the speaker to finish each point before asking questions. Don't interrupt with counter arguments.

5) Respond Appropriately

Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down: be candid, open, and honest in your response, assert your opinions respectfully, treat the other person in a way that you think he or she would want to be treated.

### **Watch for Cues**

Verbal and non-verbal cues are important in understanding communications and knowing whether you are getting through. Some things to look for include: Raising or lowering of voice; Body positioning; Rapid speech; Raising eyebrows; Tone of speech; Shifts in the seat; Unfocused attitude; etc.

### **Paraphrasing**

Paraphrasing involves using other words to reflect what the speaker has said. Paraphrasing shows not only that you are listening, but that you are attempting to understand what the speaker is saying. It is often the case that people 'hear what they expect to hear' due to assumptions, stereotyping or prejudices. When paraphrasing, it is of utmost importance that you do not introduce your own ideas or question the speaker's thoughts, feelings or actions. Your responses should be non-directive and non-judgemental.

### **Ask open-ended questions**

Resist doing most of the talking even if you know the correct answers. When communication is "one way" and the mentor has all of the answers, the mentee will not feel valued. Try to eliminate frustration by letting the mentee talk it out. Open-ended questions encourage open communication.

- Open-ended questions intend to collect information by exploring feelings, attitudes and how the other person views a situation. Youth, teenagers especially, tend to answer questions with as few words as possible. To maintain an active dialogue without interrogating, try to ask

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a few questions that cannot be answered with a “yes,” “no,” “I don’t know,” or a grunt. E.g.: “How do you see this situation? What are your reasons for . . . ? What do you think about this?”

- Don't jump in with your idea for the solution. Let the mentee finish his/her though;
- Take the time to make sure he/she understands;

### **“I” Messages**

A noted psychologist, Dr Haim Ginott discerned that statements starting with ‘I’ tended to be less provocative than those starting with ‘you’. If the statements like - *You broke your promise; You weren't listening to me; You're always late* - are consistently use, they provoke a defensive or hostile reaction from the person talking to. With “I” messages the focus is on how you feel about a situation, which you clearly state, not on how terrible the other person is for causing it. These messages give the opportunity to keep the focus on you and explain your feelings in response to someone else’s behaviour. Because “I” messages don’t accuse, point fingers at the other person or place blame, they avoid judgments and help keep communication open. At the same time, “I” messages continue to advance the situation to a problem-solving stage.

For example: “I was really sad when you didn’t show up for our meeting last week. I look forward to our meetings and I was disappointed not to see you. In the future, I would appreciate it if you could call me and let me know if you will not be able to make it.

### **Clarification, reflection**

Misunderstanding can occur at any stage of the communication process. Effective communication involves minimizing potential misunderstandings and overcoming any barriers to communication at each stage in the communication process. He/she also seeks feedback from the receiver as to how the message is understood and attempts to correct any misunderstandings or confusions as soon as possible. Receivers use clarification and reflection as effective ways to ensure that the message sent has been understood correctly. Some examples of non-directive clarification-seeking questions are:

- *“I'm not quite sure I understand what you are saying.”*
- *“I don't feel clear about the main issue here.”*
- *“When you said ..... what did you mean?”*
- *“Could you repeat ...?”*

## Communication skills improving communication competences of mentors

Communication is a framework for all areas of life. It's how people inform, educate and share thoughts and feelings. Improving communication is essential for every individual. Even the best communicators still need to challenge and strengthen their skills. Games are one of the ways to put into practice communication skills.

### Presentation skills

Mentoring is based on trustworthy relation between mentor and mentee. The building up such relation expect out of the other things mentor's ability to present him/herself in way which attract potential mentee to stay in contact with and accept mentors direct or indirect recommendations and follow his/her patterns. A mentee is also learning how to present oneself in unforced way which could be useful for him in the future.

The games training and improving mentor's presentation skills (detailed description of exercises come after in "Practical part" of this module):

#### *Exercise - The parrots*

The game identify verbal capacities of participants and point out importance of active listening

#### *Exercise – Do you like me? / Do you think I will be a good mentor?*

The game learns how to present oneself in positive way

#### *Exercise - Description of the drawing*

The game learns how to present to be understood properly

#### *Exercise – Mirror Game*

The game develops presentation skills focused on a body language

### Negotiation skills

It is inevitable that, from time-to-time, conflict and disagreement will arise as the different needs, wants, aims and beliefs of people are brought together. Conflicts may lead to an argument and resentment resulting in one or all of the parties feeling dissatisfied. Negotiation is a method by which people settle differences. It can be a structured process using many different interpersonal skills. The principles of fairness, seeking mutual benefit

In order to achieve a desirable outcome, it may be useful to follow a structured approach to negotiation. This structure can be applied for the entire mentoring process which can be considered as continues negotiations.

The process of negotiation may include the following stages:

- Preparation

Before any negotiation (mentoring) takes place, a decision needs to be made as to when and where a meeting will take place. This stage involves ensuring that all the pertinent facts of the situation are known in order to clarify position.

- Discussion

During this stage, mentor and mentee put forward the case as they see it that is their understanding of the situation. Key skills during this stage are questioning, listening, and clarifying. It is extremely important to listen, as when disagreement takes place it is easy to make the mistake of saying too much and listening too little. Each side should have an equal opportunity to present their case.

- Clarifying Goals

From the discussion, the goals, interests and viewpoints of both sides of the disagreement need to be clarified. It is helpful to list these in order of priority. Through this clarification it is often possible to identify or establish common ground.

- Agreement

Agreement can be achieved once understanding of both sides' viewpoints and interests have been considered. It is essential to keep an open mind in order to achieve a solution. Any agreement needs to be made perfectly clear so that both sides know what has been decided.

- Implementing a Course of Action

From the agreement, a course of action has to be implemented, to carry through the decision.

It is obvious that mentor- mentee relation is no formal and informal will be the whole process of mentoring. It means that it might not be possible or appropriate to go through the stages set out above in a formal manner. Nevertheless, remembering the key points in the stages of formal negotiation may be helpful.

The games training and improving mentor's negotiations skills (detailed description of exercises come after in "Practical part" of this module):

*Exercise – Numbers "3"*

The game identify abilities for active listening

*Exercise – What is important*

The game trains mentors in discussion and finding a common agreement

*Exercise – Hindu legend*

The game demonstrates the importance of the feedback and provides participants with nice topic to discussion

**Feedback (lean to get it, listen to them)**

Feedback must be seen as an interaction in which both, mentor and mentee have needs that must be taken into consideration. Feedback is either positive or negative but it should be constructive. When giving and receiving feedback on a regular basis it is demonstrated that feedback is a powerful means of personal development. Being a two way street, it is recommended to know how to give feedback effectively and at the same time it should be modelled how to receive it constructively. If done well it can help to develop an open and trusting relationship which benefits to both parties. If done badly or not at all it encourages attacking and defensive behaviours and causes people to take up positions which are difficult to change.

Why people are scared of giving and receiving feedback?

Some people are reluctant to receive feedback for a number of reasons:

- Damaging self-image
- Causing defensiveness
- Creating vulnerability
- Telling us statements we do not want to hear
- Exposing feelings which are uncomfortable

Interestingly, there are similar concerns for those giving the feedback:

- Uncovering emotions both people do not wish to deal with
- Exposing someone else's vulnerability
- Causing defensiveness or anger, thus hindering communication
- People like to hear what is consistent with their own views and resist ideas contrary to their belief structures. Criticism implies that we could be wrong. It takes an open mind to be able to listen to an opposing view.

Mentor`s feedback - Observe what the mentee contribute and provide him/her with positive, objective, and constructive feedback to build confidence and to help improve him/herself. Mentee should feel/ understand that critical feedback is about actions or work and is not a judgment of him/her as a person. If there is a problem, provide constructive criticism immediately following the behaviour if possible.

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1. Be sensitive to things that could embarrass, such as commenting in public. Be aware that not all people are receptive to feedback. Somebody views it as criticism and may be hurt and react defensively. The way you deliver the message will have an impact on the reaction.
  2. Be direct, treat the person with respect, and deliver positive and constructive comments.
  3. Be safe - When there is a security endangered, give immediate feedback to your mentee, even at the risk of embarrassing them. Take them aside later and explain that you care about what happens to them and that you were worried about their safety, so you had to speak up to prevent injury
- A good mentor is also interested in feedback from mentee. It helps both better understanding of mentee's problems/interests and improvement of trustful relations.

The games training and improving mentor's feedback skills (detailed description of exercises come after in "Practical part" of this module):

*Exercise – Ball in Bucket*

The game learns importance of providing relevant feedback for achieving goals

*Exercise – Hindu legend*

The game demonstrates the importance of the feedback and provides participants with nice topic to discuss

*Exercise – Do you like me? / Do you think I will be a good mentor?*

The game learns how to present oneself in positive way and also gives a feedback on this effort

*Exercise - Description of the drawing*

The game learns how to present to be understood properly. The level of understanding is proved by the drawing which is a practical feedback on presentation skill.

## PRACTICAL PART

### Exercise 10 – Ball in a bucket

**Objectives:**

Focused on: Feedback skill

To learn the importance of providing relevant feedback for achieving goals

**Description:**

Participants create pairs, from which one is a trainer, the other is trainee. The trainee sits in a chair; while the trainer places apx. 3 metres behind his/her back a bin (box, bucket). The trainee is not allowed to look where the bin is. Trainer gives a soft ball or a paper ball to the trainee. He has to throw the ball over his head in the bin (without looking), following trainer's recommendations (to the left, to the right, stronger...). One pair has three attempts, and then the next pair follows. It is expected, that as pairs follow each other, they learn how to give more useful information to the person throwing the ball.

**Time:**

10 minutes for one pair

**Material:**

Bucket, ball, chair

### Exercise 11 – What is important?

**Objectives:**

Focused on: Negotiations skill

To discuss and find a common agreement

**Description:**

Participants have to rank the statements according to their importance and value for satisfying life:

1. Family
2. Specialised education
3. Friends/ partners
4. Spiritual believes/religion

5. Internet

6. Employment

The first part:

Group is divided into the smaller groups (2-3 participants), each group has to rank the statements based on their discussion and negotiation. The order is written on the flipchart.

The second part:

Small groups have to negotiate their decisions with other subgroups and to look for the final ranking accepted by all participants.

**Time:**

30 minutes

**Material:**

Note papers, magnets/ sticky papers, blackboard/ flipchart, pens, markers

### **Exercise 12 – Do you like me?/Do you think I will be a good mentor?**

**Objectives:**

Focused on: presentation skills, body language, feedback skill

To learn how to present oneself in positive way

To learn how to praise / criticise in a constructive way

**Description:**

The group is divided into pairs. One member from the pair should present him/herself in such a way which would attract potential mentee to stay in contact with him/her as a mentor. Other from the pair will provide feedback on this presentation. Presentation is limited from 5 to 10 sentences. It is expected that the feedback will be focused on the role of mentor, not on the presenting person and will be constructive rather than critical. Next step - they change their roles.

**Time:**

For 1 pair: 5 minutes preparation, 5 minutes presentation, 5 minutes feedback.

Total 15 minutes

**Materials:**

none

### **Exercise 13 – Description of the drawing**

**Objectives:**

Focused on: presentation skills, providing feedback  
To present the way that everybody can understand you properly  
To listen carefully  
To understand each other

**Description:**

The selected participant stands in front of the group and describes the picture he/she has in his/her hands. Participants cannot see the picture and also cannot ask any questions. They need to draw what they hear and understand from the description. The group has 10 minutes to finish the drawing. Afterwards the trainer shows them the original picture and participants share theirs. Evaluation of the description would be useful.

**Time:**

10 minutes

**Materials:**

1 picture, 1 piece of paper and a pencil to each participant

### **Exercise 14 – Common story**

**Objectives:**

Focused on: Presentation skills; It is also appropriate for the module Creativity  
To lean the story to your side

**Description:**

There are 5 pieces of paper on the table with 5 different notes: tragedy, comedy, romantic, horror, fantasy. Participants draw out one piece each. They need to tell a story (one participant – one long sentence at a time) and direct it to his/her style. Story-telling goes around in the circle, starting from “tragedy”. The story begins with “One upon a time...”. If the participant does not know how to direct the story to his/her style – he/she loses. If it is not the case, the exercise finishes when the story comes to the end.

**Time:**

20 minutes

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**Materials:**

5 pieces of paper with 5 themes: tragedy, comedy, romantic, horror, fantastic,

**Exercise 15 – The parrots**

**Objectives:**

Focused on: Presentation skills (active listening)

To analyse communication problems when there is no active listening

To identify verbal capacities of participants

**Description:**

Participants are divided into two equal groups, standing in two lines, turned back to back with the members of the second group. The gap between two lines is 1 meter. When the participants hear the word “Start”, they turn around quickly face to face and start speaking without pause about the given topic – My daily programme; The town I live in; My favourite movie...- to each other at the same time for 2 minutes.

After 2 minutes, they hear word “Stop” and they are asked how did they feel about it? The group makes a debate about what happens when the active listening doesn’t exist.

**Time:**

15 minutes

**Materials:**

None

**Exercise 16 – Numbers 3**

**Objectives:**

Focused on: Presentation skills (active listening)

To identify abilities for active listening

To cheer-up a tired group

**Description:**

The group is sitting in a circle. Participants have to number themselves loudly, following a natural order from number 1 (1, 2, 3 and so on), but every time that the number ends in 3 (13, 23, 33) or is a 3 multiple (3, 6, 9, 12) instead of the number they have to say BOOM. The participant that doesn’t say anything or is wrong - loses and he / she is eliminated from the game.

Every time someone goes wrong the group has to begin from number 1. The numbers have to be uttered very quickly (no more than 3 seconds) or the participant is eliminated. The last two persons are the winners.

At the end participants should debate about attitudes and behaviours of other participants.

**Time:**

10 minutes

**Materials:**

Chairs

**Exercise 17 – Hindu legend**

**Objectives:**

Focused on: Negotiation skills, feedback

To demonstrate the importance of the feedback when dealing with others

To pay attention to each detail that creates processes of communication

**Description:**

1. Facilitator gives to each participant a copy of the Hindu Legend, or the legend could be read by the trainer
2. Participants must read it.
3. Afterwards they must analyse and discuss the content with the whole group

**THE HINDU LEGEND**

Many years ago far away of India, in a place called Indostan, there lived six blind men. Though they were blind, they were known to be wise beyond their years. People came from miles away to talk about their problems and to discuss important issues with the blind men and usually left with the wisdom that they sought.

Though to most people, the men seemed calm and serene, not a day passed without arguments among them, when they were alone, about the wisdom they possessed. They talked and argued and argued and talked until they all agreed on answers that people sought.

One day in the wee hours of the morning, before the usual crowd of visitors came by, the men were finding their way along a jungle path talking. As they talked, a loud trampling noise could be heard coming down the path towards them.

One of the wise men said, "I hear an elephant nearby. We have often talked about these beasts, but we have never agreed about what they are like. Let us go and touch the creature and debate about who is right and who is wrong." So each of the men walked along the path until they could sense the elephant nearby and touch him:

- The first man touched one side and said: It's like a wall
- The second man touched a tusk and said: It's like a spear
- The third man touched the trunk and said: It's like a snake
- The fourth man hug an elephant leg with his arms and said: It's like a tree
- The fifth man touched the tail and said: It's like a rope
- The six man touched an ear and said: It's like a fan

Though every man was right, all of them thought that their opinion was the right one and the others were wrong; therefore none of them tried to figure out the truth. The argument went on for ages. Each man was certain that he alone knew what an elephant was like.

So it goes with wisdom. Even the wisest of persons can be partly right and yet be mostly wrong.

Discussion.

**Time:**

20 minutes

**Materials:**

A paper with the Hindu Legend. Questions for the discussion about importance of feedback for good communication.

**Exercise 18 – Mirror Game**

**Objectives:**

Focused on: Presentation skills (body language)

To develop presentation skills: this game is meant for helping in terms of self-confidence, posture and fluency during an oral presentation before performing it in front of a class or group of colleagues.

**Description:**

Take your presentation and stand directly in front of a full body mirror. Begin reading your presentation, speaking to the mirror as if it were the audience. Keep consistent eye contact with the mirror, only looking down at your notes on occasion. Try to maintain good posture and balance throughout your presentation, minimizing fidgeting and other excess motion. Start the game

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with 10 points. Every time you lose your place, misspeak, manner, behaviour, perform, action or fidget in a noticeable way, deduct a point from your total score. The goal of the game is to give your entire oral presentation without losing any points.

The exercise can be done without mirror directly in front of the other participants.

Discussion about presentation.

**Time:**

10 minutes

**Materials:**

Mirror, text of presentation

## **CHAPTER 3: ORGANISATIONAL SKILLS**

The aim of this chapter is to: Define Organizational Skills

- Improve/Develop Time Management
- Improve/Develop Small Steps policy
- Improve/Develop Analysing skills: Researching the needs of the mentee. Tips for analysing

### **Organizational skills in mentoring**

Organizational skills are used to start and manage a mentoring relationship, creating mentoring schemes. They are defined as the skills, strategies and qualities needed in order to be able to organize time, deadlines and productivity. They help the mentor to think ahead, plan for the contingencies, prepare thoroughly and focus on specific results. Good organizational skills refers to a mentor able to see the whole picture of how everything needs to work together to complete a project .An individual with good organizational skills can walk into a situation and immediately see what could be done. Planning ahead for success as organizational skills is about having a place for everything and everything in its place.

The mentor/mentee must know that having a good organizational skills is about making the best use of his time – being organized reduces the amount of time someone has to dig to uncover important information The different kinds of organizational skills include desktop organization, task organization and self-organization.

### **Preparation**

Preparation permits to assess, ahead of time, the tasks that need to be completed, and as a result be able to work out the details on how to best complete each task, and in what order. Lack of preparation can cause a mentor/mentee to complete tasks haphazardly, poorly or not at all, and the person can be seen as lazy or lacking motivation. To prepare for tasks, they must be written out on a calendar or planner in detail. A daily "to-do" list of tasks must be created to keep track, and avoid wasting time or procrastinating. For encouragement and motivation, the mentor/mentee can create a list of goals and put them in a place where they can be seen every day.

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small amount of progress will function as an encouragement. Enough time must be budgeted in order to implement a new organizational system to not become overwhelmed or frustrated.

## **Examples of Organizational Skills**

There may be many organizational skills like planning abilities and prioritization as described above, but the top eight skills that are related to organization abilities are:

1. Attention to details skills help to pay attention to any project detail you responsible for (detail oriented personality)
2. Multi-tasking skills make someone works and delivers results on various projects at the same time.
3. Analytical skills help analysing a situation and coming forward with a logical solution.
4. Communications skills help understand and put forward one point to the other.
5. Problem solving skills enable to not get overwhelmed and solve the problem systematically.
6. Decision making skills enable to make tough decisions at the need of the hour.
7. People skills help in interacting with clients, higher authorities, peers and subordinates.
8. Team skills enable to adopt and function in diverse teams.

## **Proposed exercises**

Exercise– All together build the house

Focused on: To stress importance of organizational skill

Exercise– Details

Focused on: The importance of the details

Exercise– 6 thinking hats

Focused on: Coordination, proper reaction

## Time management skills in mentoring

### What is time management?

Let's strip away all this complexity and get back to basics for a moment. *What is time management?* The essence of time management is the following:

1. Decide what to do;
2. Do it.

These appear to be very simple steps at first glance. Even a child can do them. However, when we look at them through the lens of optimization, they become much more complicated. In order to optimize these steps, mentor and mentee must concern themselves with identifying the "right" or the "best" way to complete each step. We can easily see that some decision-action combinations produce better results than others. So the question becomes "What is the best action to take right now and what is the best way to do it?"

Answering this question should be the main purpose behind any time management system. Of course there are side benefits like getting organized, becoming more clear-headed and reducing stress. But ultimately these benefits all contribute to the decision-action process. What will you do, and how will you do it?

Time Management includes:

1. Effective Planning;
2. Setting goals and objectives;
3. Setting deadlines;
4. Prioritizing activities as per their importance;
5. Spending the right time on the right activity.

### 1. Effective Planning

Daily activities should be planned in advance. Preparing a to-do list or a "TASK PLAN" is important.

Jot down the important activities that need to be done in a single day against the time that should be allocated to each activity. High Priority work should come on top followed by those tasks which do not have importance at the moment. Pending tasks should be completed one by one. Unless finishing your previous task, no fresh work should begin. Tick the ones you have

already completed. Ensuring finishing the tasks within the stipulated time frame is important.

## **2. Setting Goals and Objectives**

Working without goals and targets in a mentor-mentee relationship would be similar to a situation where the captain of the ship loses his way in the sea. It is important to set targets and making sure they are realistic and achievable.

## **3. Setting Deadlines**

One person who can set the deadlines best is you. The secret is to ask oneself how much time needs to be devoted to a particular task and for how many days. A planner must be used to mark the important dates against the set deadlines.

## **4. Prioritizing Tasks**

Prioritize the tasks as per their importance and urgency. Know the difference between important and urgent work. Identify which tasks should be done within a day, which should be done within a month and so on. Tasks which are most important should be done earlier.

## **5. Spending the right time on right activity**

It is good to develop the habit of doing the right thing at the right time. Work done at the wrong time is not of much use. It's bad to waste a complete day on something that can be done in an hour or so. Time must be kept separate for personal calls or checking updates on Facebook or Twitter. After all human being is not a machine.

## **Time management systems**

Time management systems have become exceedingly popular in recent years and with good reason. The ultimate potential benefit of using such systems is the ability to optimize how time is spent in order to extract the best possible results in the shortest period of time. Such systems do come with a price, however, that price is the time that must be spend first learning and then maintaining the system. Generally speaking, the more complex the system,

the more costly it is to use. The more time is spend managing the system, the less time will be spend reaping the rewards of increased productivity.

It's tempting to say that excellent time management is a result of having a great time management system. But it's not the case. The general mind set of time management is far more important than any system. And the mind set of time management is simply that you value your time. It's really a self-esteem issue. If a person sees her/his life as valuable and meaningful, then they will value to time as well. If one finds himself wasting a lot of time, they probably don't have a strong enough reason to manage time well. No system used will make much difference until they will address the underlying issue of self-respect.

For Effective Time Management one needs to:

### **1) Realize that time management is a myth**

No matter how organized we are, there are always only 24 hours in a day. Time doesn't change. All we can actually manage is ourselves and what we do with the time that we have.

### **2) Find out where you're wasting time**

Many of us are prey to time-wasters that steal time we could be using much more productively. What are the time-bandits? Do you spend too much time 'Net surfing, reading email, or making personal calls? Tracking Daily Activities explains how to track your activities so you can form an accurate picture of what you actually do, the first step to effective time management.

### **3) Create time management goals**

Remember, the focus of time management is actually changing your behaviours, not changing time. A good place to start is by eliminating your personal time-wasters. For one week, for example, set a goal that you're not going to take personal phone calls while you're working.

### **4) Implement a time management plan**

Think of this as an extension of tip # 3. The objective is to change your behaviours over time to achieve whatever general goal you've set for yourself, such as increasing your productivity or decreasing your stress. So

you need to not only set your specific goals, but track them over time to see whether or not you're accomplishing them.

### **5) Use time management tools**

Whether it's a Day-Timer or a software program, the first step to physically managing your time is to know where it's going now and planning how you're going to spend your time in the future. A software program such as Outlook, for instance, lets you schedule events easily and can be set to remind you of events in advance, making your time management easier.

### **6) Prioritize ruthlessly**

You should start each day with a time management session prioritizing the tasks for that day and setting your performance benchmark. If you have 20 tasks for a given day, how many of them do you truly need to accomplish?

### **7) Learn to delegate and/or outsource**

No matter how small your business is, there's no need for you to be a one-person show. For effective time management, you need to let other people carry some of the load.

### **8) Establish routines and stick to them as much as possible**

While crises will arise, you'll be much more productive if you can follow routines most of the time.

### **9) Get in the habit of setting time limits for tasks**

For instance, reading and answering email can consume your whole day if you let it. Instead, set a limit of one hour a day for this task and stick to it.

### **10) Be sure your systems are organized**

Are you wasting a lot of time looking for files on your computer? Take the time to organize a file management system. Is your filing system slowing you down? Redo it, so it's organized to the point that you can quickly lay your hands on what you need.

For a mentee to have sufficient desire to develop time management and organizational skills, he must be intensely motivated by the benefits he

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**Step 9** - Sleep for 6-8 hours every night. Getting the proper amount of sleep will help to keep you alert and energetic, able to think clearly, and function at a high level.

**Proposed exercises:**

Exercise – Mama’s boy

Focused: Finding more than one solution.

Define what must be done.

Exercise – *Braid*

Focused: Team work

**Analyse**

Analytical skill is the ability to visualize, articulate, and solve both complex and uncomplicated problems and concepts and make decisions that are sensible and based on available information. Such skills include demonstration of the ability to apply logical thinking to gathering and analysing information, designing and testing solutions to problems, and formulating plans.

The mentee must use analytical skill to visualize a given situation; task, project or issue from several angles in order to breakdown it into smaller steps.

**Tips for analysing:**

- Take advantage of all the small gaps of time that tend to go wasted during the day.
- Pick subjects and not verbs. List ideas and allot time per subject.
- Set rules to measure achievement per time intervals.
- Be flexible and relax. Allow for the unexpected in life. Other things may take precedence over a rigid and methodical routine.
- Set aside the concept of "everything has to be done yesterday" in order to create realistic priorities.
- Beware the **Pareto Principle**. One of the greatest time wasters is spending 80% of one's time on 20% of the tasks needed to be completed. The assumption is that this is a reality because the 20% seem to be the most profitable. This is not always the case.
- Do a task from beginning to end. Those "I deserve a cookie!" moments are good. Set way-points, and each time you reach one,

reward yourself with something that takes little time, and if to be done during the project, little concentration.

- Keep track of the productive time with a chess clock. Set up a more realistic schedule once you understand the actual time it takes to complete a task. Just knowing that a certain task will take no more than a half hour is a motive to complete it.
- Don't overwhelm the day with an unrealistic schedule that will be difficult to accomplish.
- Allow a brief interval between tasks for random happenstances — a phone call, a sudden craving for yogurt, for telecommuters or for popping that roast in the oven.
- Managing time can be as simple as scrawling the day's tasks on a piece of paper, or as complex as a spread sheet with linked tables and calendars. The required supplies are dictated by the chosen method.

## Practical part

### Exercise 19 – Mama’s boy

**Focused on:**

Finding more than one solution

**Objectives:**

To analyse pros and cons

**Description:**

I am 20 years old blind person. The group has to analyse and decide whether I should get independent from my family, or is it better for me to stay with them in one apartment, although I have my own small apartment and modest income. Question to be analysed is “What is better for me?” - use pros and cons analysis.

The question should be discussed between two groups. The first group represents arguments supporting status quo (stay with parents)-4 arguments, the second one fights for the challenge – live on your own-4 arguments. The teacher will score arguments with points (the strongest arguments will get 5 points, less weighty arguments 3 and 1 points).

The final score decides about the final solution.

**Time:**

25 minutes

**Materials:**

Flipchart/ blackboard

### Exercise 20 – Braid

**Focused on:**

Team work

**Objectives:**

To braid 3 ribbons;

To learn to work efficiently .

**Description:**

One participant is the leader of the group and he holds all three ribbons (only one end of them). Three participants take lose end of a different ribbon and they do not let go (not for a second). They need to braid the ribbons by working together. No talking is allowed (but the lider may use different signs to help).

**Time:**

5 minutes

**Materials:**

3 meter long ribbons (3 pieces) for 4 participants

**Exercise 21 – 6 thinking hats**

**Focused on:**

Coordination, proper reaction

**Objectives:**

To see the perspective of others

**Description:**

There are a group of 7 participants formed: 1 leader and 6 members. There are 6 different collared hats on 6 chairs. Each hat has a different note:

White hat – Information;

Red hat – emotions;

Black hat – logic;

Yellow – optimism;

Blue – pessimism;

Green – creativity.

Participants are sitting in the circle. Each participant needs to put one of the hats on. Then the leader of the group gives a situation, i.e. “Let’s go to the library”, “I love dogs”...

Each participant needs to react to the situation following the rules:

White hat – consider,,ng purely the facts, information that is available;

Red hat – intuitive or instinctive gut reactions or statements of emotional feeling (no justification);

Black hat – logic applied to identifying reasons to be cautious and conservative;

Yellow hat – logic applied to identifying benefits, seeking harmony;

Blue hat – logic applied to identifying harm;  
Green hat – statements of provocation and investigation, seeing where a thought goes;  
After all of them reacted, they need to change hats (pass them to the person sitting on right from them). The leader gives another situation, i.e. „I hate cats“, „Let’s watch television“.  
The game continues until they all had all six hats once.

**Time:**

30 minutes

**Materials:**

6 hats for 6 participants, 6 situations

**Exercise 22 – Time Waster**

**Focused on:**

Improve time management

**Objective:**

Time planning

**Description:**

The participants write down different things on a plain sheet of paper that they do on day to day basis apart from the tasks that are supposed to carry out as part of their job-examples; tea /coffee breaks.( They scribble on different parts of the sheets rather than making a list). After that, they start tearing off bits of paper each containing one” time waster”. What is left of the paper after tearing off all the “TIME WASTERS” is the actual time to carry out their tasks.

**Time:**

20 minutes

**Materials:**

Papers, pencils

### **Exercise 23 – Details**

**Focused on:**

The importance of the details

**Objective:**

To understand how much we do without realizing it

**Description:**

There are groups (4-5 participants) formed. Each participant needs to describe one action (i.e. driving to work; walking a dog) in detail. Participant needs to start from getting up from a chair and describe every small step he / she does. Other participants listen and look for mistakes. Once the mistake is made (i.e. forgot to open a door) – participant is eliminated. The next one starts describing another action.

**Time:**

15 minutes

**Materials:**

None

### **Exercise 24 – Managing my time**

**Focused on:**

Useful filling of time

**Objectives:**

To figure out how you manage your time;  
To give you some clues for better managing of your time.

**Description:**

Each participant is given a sheet with the activities. Participants have 30 minutes to fill it up. Once they are finished, they begin with a discussion involving relevant aspects, such as how do I manage my time, how did I waste time, etc.

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## ACTIVITY SHEET

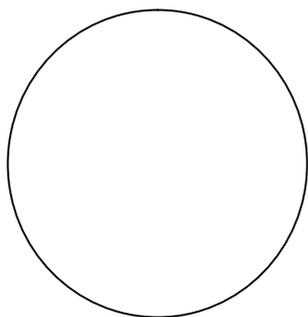
Think about all the activities you do in a normal day of your life and how much time you spend on them. For example: classes, to commute, meals, to sleep, to respect.

It is difficult to answer right now, so write it down. Choose any single day and write:

Activity	Time it takes you	How you spend it	% taken time
Commuting		It takes me..... to get I wait for the bus.....	
To sleep			
To eat			
To work			
Classes			
Taking care of myself			
Spare time			

Try to figure out what percentage of time you spend in each one of your daily activities. For example, if 24 hours is 100%, you must do the proportion of time with the hours you spend in each activity.

Draw a pie chart



Once you are done, study your graphic and write down your conclusions. Following questions will help you with your conclusions:

- Is the graphic much different from your perception of spending your time?
- What is your opinion about the distribution of your time?
- Is there a relation between the time you spend and the results you obtain?

**Time distribution**

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How do I spend my time	How can I improve my time management
Do I use the best means of transport due to my	
How can I make the most of	
How can I make the most of	
What can I change to	
Which one is my biggest	

Final Summary: time is Money, you have thought about how you spend it and the results that you obtain. Explain briefly how you manage your time.

### **Exercise 25 – All together build the house**

#### **Focused:**

To stress importance of organizational skills  
To activate and amuse participants

#### **Objectives:**

To understand that without rules commonly agreed the goal of the exercise will be not achieved.  
To show flexibility is important, both for mentor and mentee

#### **Description:**

All participants have covered their eyes; they stand together holding in their hands the rope which creates a closed area of vague shape. The purpose of the exercise is by the rope create a square, while it is all the time in hands of all participants.

Recommendation: The exercise can be successfully finished only if one of the participants takes a leadership and others follow his/her instructions, but they have to come to this solution by themselves in given time (sometime it will not manage).

#### **Time:**

20 minutes

#### **Materials:**

A rope tight together (6 meters at least, depends on number of participants)

## CHAPTER 4: GUIDING SKILLS

The aim of this chapter is to:

1. Describe the importance of guiding skills for mentors;
2. Describe the importance of motivation;
3. Underline the importance of natural leadership and guiding skills;
4. Describe mentor's role in team building and characterize team work development stages;
5. Introduce the tools for building up trust / confidence among mentor and mentee.

### IMPORTANCE OF GUIDING SKILLS FOR MENTORS

The main purpose of mentor is to guide and empower mentee, not enforce or criticize. Mentor relies on his / her knowledge, skills and past experiences to guide mentee. Because of the encouragement, support and guidance from mentor, mentoring helps to boost the self-confidence and self-assurance of mentee. Guiding skills are necessity for becoming a good mentor, these skills are needed to:

- Assist and provide support;
- Motivate and encourage;
- Broaden horizons and explore options;
- Boost self-esteem and empower self-management;
- Identify issues and challenges, including "erroneous ideas" and unrealistic options.

The role of mentor depends on the nature of the relationship with mentee. Most mentoring relationships are likely to take on the following roles and qualities:

- **MOTIVATING** mentees to become the best that they can be, reaching their potential;
- **EMPOWERING** mentees by letting them know that they are valuable and valued. When mentee feels safe, liked and respected, he / she will feel connected with mentors, have realistic yet high expectations. When mentor empowers the mentees, he / she is also influencing all the people that mentee influences e.g. peers, family etc.

- **NAVIGATING** mentees by being a wise guide as they discover more about themselves and come to believe in their own abilities, deal with a variety of issues.
- **TEACHING** mentees by being a coach, role model and cheerleader whenever it is possible.
- **BEING OPEN-MINDED**, non-judgmental. Mentor accepts mentees as they are.
- **REFLECTING**: taking the time out to teach mentees how to review their situation, looking for positive aspects, affirming opportunities, learning from mistakes and other life experiences.

Mentor can broaden mentees' knowledge by providing opportunities to explore new situations, places, cultures and assisting mentee by helping to translate his / her life experiences into learning opportunities. Through forging a positive and meaningful relationship with mentor, mentee can be considerably encouraged and empowered to enter more meaningful relationships with peers and other people in the future. This relationship is about meeting mentee's current needs, planning for future goals and inspiring growth and learning. Mentor offers advice, describes techniques to recognize shortcuts or pitfalls, gives an overview of the "big picture" and helps mentee to think in new ways or understand from new perspectives.

## **MOTIVATION**

Motivation is the main factor in any successful relationship. Mentor needs to have a sincere interest in helping someone else to grow and succeed. On one hand, communication and relationship with mentor is a powerful motivator for mentee because it provides access to the successful experience and extends the possibilities. On the other hand, the same relationship to mentor is a possibility to improve his / her skills and abilities.

The mentoring relationship is about advancing mentee's skills and knowledge and they are always responsible for their decisions and progress. Mentee should constantly look for what else they can do and learn along the way and not expect to be provided with contacts or supplied with a new job. If mentor realizes that mentee lacks the motivation and commitment to carry out the work required to reach their goals and achieve desirable success, it is important for mentor to identify the cause. It may be that mentee-mentor match is not working well or that mentee has discovered that his / her focus is no longer appealing. This situation is difficult for both mentor and mentee: mentee has a real chance of failing and mentor may believe that it was a waste of time or start doubting his / her abilities. In this

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case the main priority for mentor should be identifying the issue and helping to resolve it.

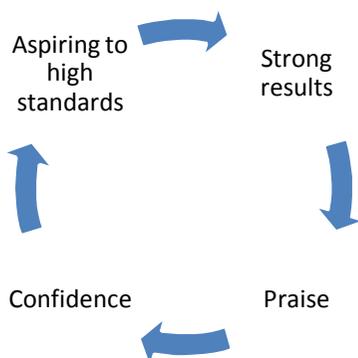
On the contrary, if mentee sees lacking commitment of mentor he / she needs to act. It may be that mentor is unaware that mentee is feeling neglected or mentor very busy with other responsibilities. In this unfortunate lapse in mentoring mentee should raise the issue and openly discuss it with mentor otherwise it could provoke frustrations and premature movement toward independence which can lead to failure.

The lack of motivation in the relationship is difficult to resolve while maintaining the relationship because of the inequality of power between mentor and mentee.

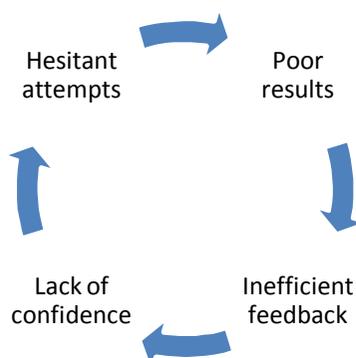
### Motivation rules

- Most important, mentor must know what motivates mentee because motivating factors differ according to personality.
- Mentor has to identify mentee's needs for support and training.
- Mentor has to know where mentee is in the cycle of motivation or de-motivation.

#### Cycle of De-motivation



#### Cycle of Motivation



If mentee is in the negative cycle of de-motivation, mentor needs to work on mentee's confidence by:

- Working with mentee on developing a vision of success;
- Recognizing that improved performance in any area has positive effect on the development.

If mentee is in the positive cycle of de-motivation, mentor should work on praising him / her.

Mentor needs to be:

- **excellent motivator.** Mentor should be a person who inspires mentees to do better. He needs to be able to motivate mentees and to stretch their potential.
- **SECURE in position.** Mentor must be confident in his / her life and accomplishments otherwise the sincere pride for mentee's accomplishments can not be genuinely expressed. Mentor should appreciate mentee's developing strengths and abilities. A secure mentor is proud of mentee's discoveries and welcomes their achievements, also enjoys being a part of mentee's development.
- **achiever.** Mentor should be an achiever who sets great goals and aspire to reach them, takes on more responsibility than is required, volunteers for activities. Mentor needs to inspire mentees with the same drive for achievement. The experience that mentor shares should trigger mentee's desire for success. Mentor needs to help mentees to set, evaluate and reach their goals.

The recommended practical exercise: **Exercise – Caterpillar race**

## LEADERSHIP

Leadership is an essential mentoring skill which can be taught, but it also manifests itself in some people naturally. By mentoring, mentor is able to develop his / her leadership and communication skills as well as contribute toward his / her own advancement and development. In addition to managing and motivating, it's also important that mentor can help mentee to learn, grow and become more effective in his / her life.

A **good leader** inspires people to have confidence in him / her, but a **great leader** inspires people to have confidence in themselves. It is important to share the vision, show the plans and define the importance of solid foundations – then let mentee get to it.

### Basic Leadership skills for mentor

Many experts believe that a solid sense of right and wrong, also strong guiding principles are the most essential and basic of all leadership skills or characteristics.

**Integrity** of mentor means honesty, promotes trust and refers to having strong internal guiding principles that he / she does not compromise. It means that mentor is treating others as they would wish to be treated. Integrity is based on mentors guiding beliefs and values, and is an important example of an essential leadership quality.

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**Vision/strategy** is another example of an essential leadership quality. The mentor must have a clear idea where he / she is going beyond this month's results or pay check. The mentor must be clear about this and need to refer frequently to the vision, mission, and values in his / her communications with others.

**Communication** in the context of leadership refers to both interpersonal communications between mentor and mentee and the overall flow of needed information. Mentor needs to learn to be proficient in both the communication that informs and seeks out information (gives them a voice) and the communication that connects interpersonally with others.

The ability to **influence and persuade** others and cause them to move in a particular direction is a highly important skill in leadership. In fact, leadership is often defined as the ability to persuade or influence others to do something they might not have done without the leader's persuasion. Mentors' ability to be persuasive is directly related to mentee's trust and effectiveness of communication and relationship.

**Adaptability and flexibility** in not being bound by a plan are important success factors in leadership and mentoring. Mentor must move easily from one set of circumstances (the plan) to the next (the plan is not going as expected) and take them all in stride, even when the circumstances are unexpected. Good mentor has to embrace change and see it as opportunity.

Building **teamwork** is another essential leadership skill example because no one person can do it all. That is why a team, comprised of others with different skill sets, is essential. Mentor must know how to build and nurture a team. Good mentor knows when to be a leader and when to be a follower. The best leaders are good followers when that is what is needed.

**Coaching and development** are essential skills that mentor must cultivate. The part of mentor's responsibility is development of mentee and encouraging him / her to expand own capabilities and take on additional assignments. Mentor who feels threatened by the capabilities of mentee is challenged in this area.

**Decision-making.** Mentor must be able to wade through information, comprehend what's relevant, make a well-considered decision and take action based on that decision. Making decisions too quickly or too slowly will impede mentors' effectiveness.

**Planning** involves making certain assumptions about the future and taking actions in the present to positively influence that future. To plan means to focus more strategically. Plans are important for guidance and focus, but plans can seldom be cast in stone.

The recommended practical exercise: **Exercise – Follower**

## **TEAM BUILDING**

Definition of the team:

T - Together

E - Everyone

A - Achieve

M – More

Team building in mentoring is a joint action by two people – mentor and mentee, in which each person contributes with different skills and expresses his / her individual interests and opinions to the unity and efficiency of the team in order to achieve common goals. It is very important to concentrate on showing mentee that he / she is valued.

Team needs to be directed in a right way through a lot of activities that would keep them motivated to work in a team and in a better way. The direction should be shown by mentor. Mentor should be a person who has the capability to keep team work and yet accomplish the goals in order to perform well. During the times of down turn, mentor needs to motivate mentee.

Mentor – mentee team building can take many forms from a day out to training. Team building exercises should encompass and value a team and not elements of it. Mentor needs to pick the most suitable experience for mentee and important to how mentee feels when put in a new environment. The most important thing for mentor to remember in team building activity is to encourage active participation and open discussion.

Benefits of teamwork in mentoring:

- Synergy;
- Diversity of ideas and solutions;
- Better decision;
- Motivation;
- Learning.

Mentor has a few roles in team building and team work:

- **To build rapport:** to be comfortable with mentee to share feelings, issues and also to find solutions. Mentor needs to be capable enough to break the ice and establish rapport.
- **To listen:** the skill is very rarely seen in people, as all want to be heard by the others. But mentor has to be not only a good listener but also not to be judgemental. Being non-judgemental helps to analyse issues spoken out by mentee. Mentor should let mentee pour out his / her issues. This helps mentee to feel relived with their issues and find solutions by himself / herself.

- **To elicit mentee's own wisdom:** many of the times we think that solution is received only when one is provided. But when mentee pours out his / her issues to mentor, the solution can be checked in the conversation itself. Mentee will definitely be having some options in the mind to work on.

Mentor does not have to be older, wiser or have specialised knowledge in any field. He / she needs to be skilled in leading a mentoring conversation. The mentor – mentee team formulates only when mentee starts feeling that mentor is approachable. A wonderful synergy can develop in this environment. As mentor poses questions, listens and reflects he / she engages mentee into conversation. Each one has their own experience and insight to share and can draw their own learning from the discussion. This would also help mentor to keep up mentees' motivation and morale. Since the major causes for teams not to perform is due to lack of recognition, motivation and morale. Though team work and team building can offer many challenges, the payoff from a high performance team is well worth it.

Mentor needs to be aware of the stages of team work development:

- Formation and orientation – in simple terms it is bringing together mentor and mentee. At this stage, the team:
  - Is moderately eager;
  - Have generally positive expectations;
  - Have anxiety about why they are there and what it all means;
  - Have anxiety about each other, such as who they are and what they are like.

The length of this stage depends on how clearly the tasks and goals are defined. This stage is important because it serves to clarify team's mission and bond team members. Mentor should focus on building the relationships with mentee as well as on focusing on the task and successful outcome.

- Dissatisfaction (Storming). This stage is characterized by arguments, conflicts and decrease in morale. It results from differences between initial expectations and the reality of the situation as perceived by mentee. Mentee is beginning to confront the differences in his / her personality and values and mentors personality and values. Also, mentee and mentor are starting to feel anger or frustration with each other. Generally, the dissatisfaction stage is relatively short. Some teams, however, may become stuck in this stage and continue to be both demoralized and relatively unproductive. In the worst cases, some teams never emerge from this stage and, if possible, disband in frustration.



stranger has achieved similar goals and now is willing to share his expertise and experience.

Fundamental step of the successful mentor-mentee relationship is building mutual trust. The mentor needs to make mentee feel comfortable and gain his / her trust. During the first few meetings mentors should introduce themselves, take the time to give a detailed description of experiences, qualifications and achievements, especially accomplished goals. While it is important to talk about the experience, mentor has to be sure to make it clear that the primary objective in this relationship is to help mentee to develop and reach goals.

It is essential for mentor to make sure that he / she is not putting pressure on mentee, especially during the first few meetings. It is very possible that mentee will feel uncomfortable because he / she will not know where to start or what to say. By giving the personal background and telling about struggles, mentor is helping mentee to feel comfortable about discussing challenges, because ultimately mentor can not help unless he / she knows where mentee needs helping. Taking this approach should give mentee the confidence and comfort to confide in mentor.

### **Building self-confidence**

To achieve even the smallest of goals, and to get through life's daily duties and responsibilities, it is necessary to have some self-confidence. The importance of developing a self-confident attitude allows wading through the push and pull of different voices and opinions telling "yes, no, maybe, do this, do that, etc". Relying on other people to guide and following their opinions robs a person of individuality, makes unsure and can lead to depression.

Self-confidence and self-efficacy are often used interchangeably. But by looking closely at self-efficacy and confidence definitions, the difference becomes apparent / emerges. The difference between the two should be determined because these two positive individual qualities are actually among the most essential qualities that affect a person's psychological, emotional development and success in life. By differentiating one from the other it becomes clear which of the possessed two qualities needs improvement. Both have a lot of to do with how a person perceives himself/herself and how he/she feels about himself/herself. First, each quality needs to be defined.

#### Self-Confidence Definition:

- Belief in oneself and one's powers or abilities;
- A feeling of self-assurance arising from an appreciation of one's own abilities or qualities;
- A feeling or consciousness of one's powers or of reliance on one's circumstances;
- Realistic confidence in one's own judgment, ability, power, etc.

The word **confidence** is derived from the Latin "confidentia" which means "to have full trust or reliance". Thus, it makes sense to say that self-confidence truly means "to have full trust or reliance in oneself". This attitude is essential for self-development and for achieving the goals. The person's experiences, people around him/her and his/her achievements play a role in the development. Anyone lacking this positive feeling can actually do something to improve it.

Whether someone demonstrates self-confidence by being decisive, trying new things or staying in control when things get difficult, a person with high self-confidence seems to live life with passion and enthusiasm. Other people tend to trust and respect these confident individuals, which help them to build even more self-confidence – and so the cycle continues. However, it's not always easy to initiate that cycle.

A good place to start is to look at how effective you believe you are in handling and performing specific tasks. This is termed "**self-efficacy**" and it plays an important part in determining your general level of self-confidence. If people have high self-efficacy in an area, then they think, feel, and behave in a way that contributes to and reinforces their success and improves their personal satisfaction. They're more likely to view obstacles as challenges to overcome, so they aren't afraid to face new things. They recover quickly from setbacks, because they view failure more as a result of external circumstances than internal weaknesses. In general, believing in your abilities affects your motivation, choices, toughness and determination. Therefore, self-confidence – by the way of self-efficacy – often affects how well an individual performs and how satisfied he/she is with the choices he/she makes. This is why it's important to understand one's current level of self-efficacy, particularly in the context of one's belief in his/hers ability to perform in a variety of situations. In so doing, you will be able to identify areas where one can improve, and make a plan to do so.

## **Helping to build self-efficacy of mentee**

No matter what mentee's self-confidence level is right now, they can probably improve it. But they need to believe in themselves and their capabilities before anyone else will. Theory of self-efficacy is a great place to start looking for ways to improve the way mentee sees their abilities. There are four sources of self-efficacy:

1. Mastery experiences – things they have succeeded at in the past;
2. Vicarious experiences – seeing people who are similar to them succeed;
3. Social persuasion – hearing from others and especially mentor that they are capable;
4. Emotional status – staying positive and managing stress.

Three of these sources (the first, second, and fourth) are within mentees own control, but mentor must help reveal them. Mentor plays very important role in helping mentee to exploit these sources.

### **Mastery experiences**

The more success a person experiences, the more success they are likely to enjoy in the future. But if success comes too easily, it probably won't contribute to their self-confidence. Mastery experiences are those achievements where one knows that it was their hard work and effort that brought the success.

To enjoy these types of experiences, mentees need to work on motivation, toughness, and determination. Motivation and self-confidence are connected. When having more of one, mentee will probably have more of the other. With the help and support of mentor, mentee can generally increase your motivation by doing the following:

- Thinking positively;
- Developing effective goals;
- Creating a motivating environment.

To examine mentee's motivation level and to learn specific ways of improving their self-motivation, take the quiz "How Self-Motivated Are You?" For a great general discussion about resiliency and determination.

Another area to examine is mentees locus or central point of control. Mentee needs to believe generally that they are responsible for their success – not some outside force, like luck or fate.

To begin developing mastery experiences, mentor needs to encourage mentee to follow these rules:

- Ask for assignments that will be challenging, but that mentee can succeed in;
- Assess own skills and abilities. A personal SWOT analysis is a useful tool;
- Improve own problem solving and decision making skills. This will help to create a general feeling of confidence in the choices you make and help you develop a self-esteem feeling;
- Commit to personal and professional development to stay current and informed.

### **Vicarious experiences**

An interesting part of this theory is the idea that seeing other people's success improves the belief in oneself. If mentee views himself / herself as similar to someone else, and sees his / her accomplishments, they are likely to apply that to themselves, and believe that they can achieve similar success.

The opposite may also be true. If mentee sees people making great efforts and not achieving anything that can hurt their confidence – especially if they think their talents and abilities are similar.

Try the following tips:

- Network and surround yourself with accomplished, successful people;
- It's recommended that the mentor has a background similar to yours;
- Learn from those around you. Note what they do that's successful;
- Choose to work for companies and industries with potential of growth;

### **Social persuasion**

Social persuasion is strongly connected to relationship awareness and ability to positively persuade and manage relationships. The basic idea of social persuasion is that one can learn to tap into what others are thinking and what motivates them, and then use those insights to positively influence others. Mentor needs to help mentee to learn how to read verbal and nonverbal cues and body language, and accurately interpret what others are thinking and feeling.

## Emotional status

When stress takes over person's life, the results can be harmful. Being good at managing stress, however, can be a source of confidence: the belief that one can handle anything he / she might reasonably face can give energy and a feeling of power. Mentees can build this kind of positive emotion when they learn how to control the sources of stress in their life. If mentee lets stress to take control, they most likely will feel very negative. One may interpret the stress as failure, which can lead to more stress and negative thinking. To be confident, one must be positive. Mentor needs to help mentee to face stressful situations directly and learn strategies for managing them. The main stress management ideas and strategies that mentor should offer are:

- Learn to be optimistic;
- Discover whether you're a positive or negative thinker by taking the quiz;
- Make the changes you need;
- Learn key stress management techniques to understand stress, and protect yourself against it.

Apart from the strategies mentioned above, the attitudes of mentors are equally important. Helping is not effective without warmth and genuineness. The key to non-possessive warmth is acceptance. It simply accepts the thoughts, feelings and actions of mentees. Whereas genuineness is more likely to keep a hesitant and sceptical mentees is likely to stay with mentor and invest energy in the counselling process.

The recommended practical exercise:

**Exercise – *Getting over the water***

**Exercise - *Blindman's buff***

**Exercise – *Who will kiss this frog?***

**Exercise – *Center Stage***

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*2012-1-TR1-LEO05-35164*



hopping one step forward with both feet at once. If a team member breaks any of the above rules, it must return to the starting line and begin again.

**Time:**

10 minutes

**Materials:**

None

**Comments:**

To encourage active participation and competition the motivation of learners should be increased – trainer should offer them a prize (i.e. chocolate).

**Exercise 27 – Follower**

**Objectives:**

- To demonstrate the meaning of leadership and guiding;
- To demonstrate the impact of leader's actions;
- To underline natural leadership importance.

**Description:**

All the learners stand in the room randomly facing one side. The trainer asks each learner to choose 2 persons they want to follow (leaders) and not to tell anyone. The trainer asks one of the learners to step one step forward. The person, whose leader has made a step forward, must do one step too, as a follower. If he / she has followers – they should take a step as well.

**Time:**

5 minutes

**Materials:**

None

**Comments:**

To show the impact of one's actions trainer should pick a learner that is most sociable and a role model for others. This exercise should be done in groups up to 20 people.

**Exercise 28 – Dinosaur**

**Objectives:**

- To create a good atmosphere;
- To build up team spirit;
- To encourage and to show importance of team work;
- To underline the value of adaptability and forming common opinion.

**Description:**

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The learners stand in one row and hold each other's hands. They have to imagine that they are one big creature with one big mouth. Learners can not talk to each other.

Trainer asks various questions and they have to answer all questions unanimously. If there is more than one answer or more than one voice – trainer asks the same question again. Only when the learners answer unanimously trainer continues to the next question.

**Time:**

10 minutes

**Materials:**

Questions

- |   |
|---|
| <ol style="list-style-type: none"><li>1. Who are you?</li><li>2. What is your name?</li><li>3. What colour is your skin?</li><li>4. What colour are your eyes?</li><li>5. What did you eat for breakfast?</li></ol> |
|---|

**Exercise 29 – Name that Person**

**Objectives:**

- To get to know each other;
- To build up team spirit and encourage team work;
- To characterize team work development stages and dynamics.

**Description:**

The group of learners is divided into two teams. Each learner receives a blank piece of card and they have to write four facts about themselves on their card. (i.e. I have a dog; I like to cook, etc.) All the cards are collected into two team piles. The trainer chooses one card from the first team and asks the second team to guess who that person is. The correct answers are given in the end. Team with the most correct answers – wins.

**Time:**

30 minutes

**Materials:**

Pieces of paper, pens

**Exercise 30 – Commonalities**

**Objectives:**

- To create a good atmosphere;

- 
- To get to know each other and to find commonalities;
  - To demonstrate the process of building trust;
  - To show the value of cooperation in pursuit of common goal;
  - To demonstrate natural leadership properties in communication.

**Description:**

The learners need to talk to each other to find out one thing that they have in common. When they are finished, trainer asks one-by-one learners to stand up, others tell common things that they have with him / her.

**Time:**

40 minutes

**Materials:**

Pen, piece of paper

**Exercise 31 – Getting over the water**

**Objectives:**

- To learn how to work as a team, trust each other, take the lead

**Description:**

There should be groups of 5 participants formed. The group arrives at a river/ obstacle that is in their way. They need to get over it. The participants can draw lines on the ground or attach a rope between some trees, putting chairs in the middle of a room. The mission is to cross a river.

**Time:**

50 minutes

**Materials:**

Chairs, rope, trees.....

**Exercise 32 - Blind man's buff**

**Objectives:**

- To build up a trustful communication

**Description:**

Participants are divided into pairs (at least one from the pair **can see**). The exercise can be carried outdoor as well as indoor. One from the pair is blind/ has covered eyes, the partner navigates him/her by voice to bring him/her to the appointed finish. The area is full of various barriers which blind person must overcome according to the instructions given by his/her mentor.

**Time:**

5 - 10 minutes for one pair

**Materials:**

Furniture/ cardboard boxes/trees

### **Exercise 33 – Who will kiss this frog?**

**Objectives:**

- Promote oneself in brief and focused way

**Description:**

Participants should provide the group with their strong features which give them mandate to be mentor. The participant standing in front of the whole group mentions his/her 5 relevant life achievements (can be small steps) and explain why they were important, interesting. The group decides by voting (raise the hands) if he/she is worthy of kiss which would change him from a frog to a prince/princes (he, she can choose who will kiss her/him :o).

**Time:**

45 minutes

**Material:**

None

### **Exercise 34 – Center Stage**

**Objectives:**

- To visualize different leadership styles

**Description:**

If the group is comfortable with one another, a role playing activity can have some impact. Ask for four volunteers. One volunteer plays the role of a team member who recently has missed meetings or arrived late. The other three volunteers each play the role of a different kind of leader. To save time give the leader volunteers a personality trait from which they can create their persona: the by-the-book leader, the self-absorbed leader, the paternalistic leader, the softy, the blamer, the lecturer, the know-it-all, etc. Allow the volunteers to have some time to think about their role.

Gather the full group in a circle and place two chairs in the middle. In turn, have each leader confront the team member. Explain the situation to the group before the role playing begins: The late team member, has not only been missing meetings or arriving late, he has also appeared to be very tired and disjointed. Some team members have suggested that this/her wife/husband is ill, but others say the situation is rooted with himself/herself. As a leader, what is a good way to handle this situation?

After all three scenarios have been played out, ask the full group to comment on the different leadership approaches—What worked? What could the leaders have done differently? How would the “ideal” leader handle this situation?

This activity is a good spring board to exploring different leadership styles. Options: You may want to have the full group identify three different role playing situations. Added thoughts or considerations: Check with some of the participants before the workshop begins to see if the group would be comfortable or willing to engage in a role playing activity.

**Time:**

30 – 50 minutes

**Materials:**

Two chairs

## **CHPATER 5: CREATIVITY**

The aim of this chapter is to:

1. Search for answers in a creative way
2. Discovering different way to solve problems
3. Not every problems need to be solved

### **Why creativity is necessary for mentors?**

Creativity is the ability to produce something new through imaginative skill, whether it is a new solution to a problem, a new method or device, or a new artistic object or form. Creativity aids problem solving and this is important for the development of mentor-mentee relationship.

The process of being creative presents a series of actions which create new ideas, thoughts and physical objects.

Creativity is a way of looking at problems or situations from a fresh perspective that suggests unorthodox solutions (which may look unsettling at first). This is important for mentees who often find themselves in difficult life situations.

Creativity involves developing ideas, many of which can be wrong. People recognized as creative, such as Edison, have failed many times before their successes. In classic stories of invention, such as Fulton and the Wright brothers, the innovations were called follies. There are many unknown, unsuccessful follies.

There is a natural, ingrained tendency against creativity. People are afraid to try new ideas. This stifles creativity. To be creative, one must be willing to attempt what is different without fear of failure.

Creative thinking can be stimulated both by an unstructured process, such as brainstorming, and by a structured process, such as lateral thinking.

“Creative ideas often are the result of a process focused on solving a specific problem through combining existing concepts in new ways” (Osborne 1963). However, before a new idea is conceived, it is important to amass knowledge of the related and unrelated domains of interest (Amabile 1983). This knowledge serves as the raw material from which new ideas are synthesized. Teaching someone to solve problems that do not have well defined answers is another way to foster the creativity. This is accomplished by allowing people to explore problems and redefine them, possibly drawing on knowledge that at first may seem unrelated to the problem, in order to solve them.

- The recommended practical exercise: **The Creative Mentor**

## Importance of creativity

Creative individuals are remarkable for their ability to adapt to different situations and to manage with whatever is needed to reach their goals. If nothing else, this distinguishes them from the rest of us. But there does not seem to be a particular set of traits that a person must have in order to be creative.

Creativity is facilitated by a genetic predisposition for a given domain. A person whose nervous system is more sensitive to colour and light will have an advantage in painting, while someone born with a perfect pitch will do well in music. And being better at their respective domains, they will become more deeply interested in sounds and colours, will learn more about them, and thus are in a position to innovate in music or art with greater ease.

**There is creativity in everyone.** It can be cultivated like skill at the piano. Engineers' training tends to stifle creativity – four years of orderly and detailed procedures, rule books, specifications, company procedures, etc. does not foster creativity.

The recommended practical exercise: Beautiful Corpse

## Creative Thinking

Every one of us is born a creative, spontaneous thinker. The only difference between people who are creative and people who are not is a simple belief. Creative people believe that they are creative. People/mentees, who believe that they are not creative, are not. Once you have a particular identity and set of beliefs about yourself, you become interested in seeking out the skills needed to express your identity and beliefs. This is why people who believe they are creative become creative. If you believe you are not creative, then there is no need to learn how to become creative and you don't. The reality is that believing you are not creative excuses you from trying or attempting anything new. When someone tells you that they are not creative, you are talking to someone who has no interest and will make no effort to be a creative thinker.

Creative thinking is allowing our imaginations to feed off our memory, and knowledge to cause one idea to lead to another, otherwise known as the "association of ideas", thus searching for answers in a creative way.

Specific thought processes which improve the ability to be creative:

- Being in an optimal state of mind for generating new ideas;

- To think deliberately in ways that improve the likelihood of new thoughts occurring;
- To maximize the ability of the brain to think of new ideas;
- The ability to think of original, diverse and elaborate ideas;
- A series of mental actions which produce changes and developments of thought;
- The process of exploring multiple avenues of actions or thoughts. Sometimes called divergent thinking because thought patterns and areas of belief are expanded.

Wallace Stevens wrote a poem called "Thirteen ways of looking at a blackbird" in which he wrote thirteen verses, all describing a blackbird from different angles. There is no single definition which fits exactly. Likewise, we have described the key words from different angles to give you a better indication of what they really mean.

### **The Creative Process**

The creative process involves:

1. Preparation. Get background, define the problem;
2. Concentrated effort;
3. Withdrawal. Leave the project. Take a fresh look at it later;
4. Insight;
5. Following-through;

- The recommended practical exercise: **If I were...**

To develop creativity:

1. Know yourself;
2. Stop trying to fool yourself and others;
3. Carry a notebook;
4. Ask yourself new question daily;
5. Develop craftsmanship in your field;
6. Read, broaden your interests;
7. Develop a creative avocation;
8. Provide permission atmosphere for associates;
9. Develop a sense of humour;
10. Speculate and daydream.

The recommended practical exercised: **Paperclip**

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In the process of searching/discovering for different ways to solve problems, it's important that the mentor and the mentee define the problem. They need to decide what they want achieve and write it down. This is important because not every problem needs to be solved. Sometimes a problem is misunderstood so it is important to state the problem in broad terms since the exact problem may not be obvious. Often people keep the problem in their head as a vague idea and can so often get lost in what they are trying to solve.

### **Problem Analysis**

Understanding where the problem is coming from, how it fits in with current developments and what the current environment is, is crucial when working out whether a solution will actually work or not.

Prepare a statement of the problem and find someone you trust to review it and to talk it over.

#### **Consider these questions:**

- What is the problem?
- Is it my problem?
- Can I solve it? Is it worth solving?
- Is this the real problem, or merely a symptom of a larger one?
- If this is an old problem, what's wrong with the previous solution?
- Does it need an immediate solution, or can it wait?
- Is it likely to go away by itself?
- Can I risk ignoring it?

### **Brainstorming – it is just one of the methods**

- Brainstorming is a problem-solving technique that both mentors and mentees can use, and it involves the spontaneous contribution of ideas from all members of the group. Also it is the mulling over of ideas by one or more individuals in an attempt to devise or find a solution to a problem.
- Brainstorming is a process designed to obtain the maximum number of ideas relating to a specific area of interest.
- Brainstorming is where a group of people put social inhibitions and rules aside with the aim of generating new ideas and solutions.
- Brainstorming is a part of problem solving which involves the creation of new ideas by suspending judgment.

- 
- Brainstorming is the creation of an optimal state of mind for generating new ideas.
  - Brainstorming is the free association of different ideas to form new ideas and concepts.
  - The recommended practical exercise: Creative Wool Ball
  - The recommended practical exercise: Self-Esteem Shower

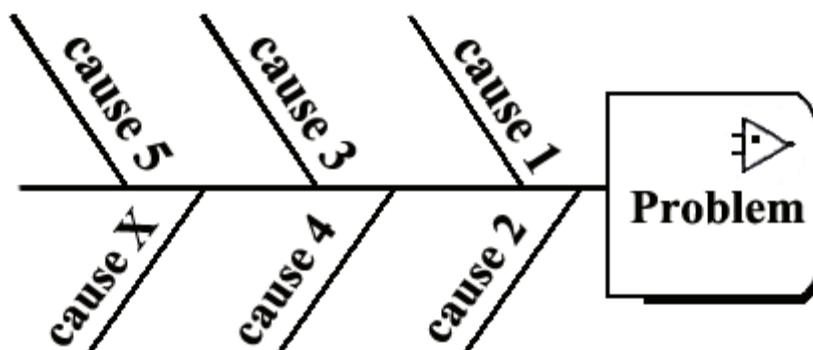
### Problem solving methodology

#### 1. At the beginning brainstorm and identify all the possible causes

One strategy is to use post-it notes for each cause, then paste them into your "graph" along the "spine" for a visual representation, either on a whiteboard, flipchart or other large surface that can be modified.

If some causes relate to others, you can develop layers connecting and extending out from the first rays. As you develop your diagram, arrange the causes toward the fish head/problem to indicate importance.

Identify/map all the causes before considering solutions to the problem.



#### 2. Generating possible Solutions

When you have discovered the real problem that you want to solve and have investigated the climate into which the solution must fit, the next stage is to generate a number of possible solutions. Look at the problem in different ways, find a new perspective that you haven't thought of before.

Brainstorming is designed to be free from judgment and the idea is to get as many ideas out there and as quickly as possible. The concept is that quantity yields quality and the more ideas generated, the more solutions will/can be found.

Brainstorming should/suppose to generate as many ideas as possible just throwing them out there by thinking from the perspective of no resource constraints.

### **3. Analysing the Solutions**

This section of the problem solving process is where you investigate the various factors about each of the potential solutions. During the brainstorming, ridiculous ideas are recorded along with sensible ones without judgment. It is important to remember that there are always multiple solutions to problems.

After listing possible alternatives, evaluate them without prejudice, no matter how appealing or distasteful they look.

### **4. Selecting the best Solution**

This is the section where you look through the various influencing factors for each possible solution and decide which solutions to keep and which to disregard. While a suitable solution may solve the problem, it may not work if resources aren't available, if people won't accept it, or if it causes new problems. Sometimes pure facts and figures dictate which ideas will work and which will not. In other situations, it will be purely feelings and intuition that decides. Don't consider any alternative as "perfect solution". If there were, there probably wouldn't be a problem in the first place. Remember that intuition is really a lifetimes experience and judgment compressed into a single decision.

#### **Planning the next course of action**

When you have a potential solution or solutions you need to decide how you will make the solution happen. This will involve people doing various things at various times in the future and then confirming that they have been carried out as planned. This stage ensures that the valuable thinking that has gone into solving the problem becomes reality.

Whether you achieved your goals or not, it is important to consider what you have learned from your experience: about yourself, about what you consider important. Creative solution considers many answers.

- The recommended practical exercise: **Bolds & Combs**

## Practical part

### Exercise 35 – Creative Brainstorming (creative wool ball)

**Goal(s):**

To value the importance of the mentee into the group which belongs to.  
Consider the different strengths of everyone in a group in order to improve results.

Find a solution to a problem or improve the solutions given.

To produce ideas in group to get more opinions and to find answers more effective than individual opinions.

Encourage imagination and memory to make a chain of ideas.

Encourage group ideas in a creativity way.

**Time:**

30 minutes

**Materials:**

Wool Ball

**Description:**

Everybody stand up and make a circle. One person got the ball first, then think in one word you can link to Creativity, through the ball to another person and say at loud the word, the trainer write down the participants words, but keep the wool rope in your hands. At the end a wool web and a list of words will be created.

### Exercise 36 – Beautiful Corpse

**Goal(s):**

When you consider the different strengths of everyone in a group, the results are better.

To find unconscious and natural creations.

**Time:**

This game can be developing during all session in order to see the results at the end like a conclusion.

**Materials:**

Roll paper

Colours pens

**Description:**

Trainer folds the roll paper in many parts as participants or groups are. Every person go to where the roll paper is and draw following the signals given on the paper, you can use colours (the more than you use the better will be). At

the end trainer unfold the paper and the group will see the work of everyone.

### **Exercise 37 – If I were ...**

**Goal(s):**

Get to know the mentee using a creative way.

**Time:**

45 minutes

**Materials:**

None

**Description:**

One person in the middle of the circle has to think in another person without to say the name, the rest have to find out who is him/her. The group have to ask him/her questions (always in a positive way, and with these formula IF HE/SHE WAS A .... (SMELL, COLOR, CAR BRAND, ETC)

### **Exercise 38 – Paperclip**

**Goal(s):**

Thinking outside the box

Find different solutions to a problem

**Time:**

30 minutes

**Materials:**

Four or five paperclips

**Description:**

Participants sit in a circle, a paperclip is going to be passed around and everyone has to say what for he/she will be used the clip for.

### **Exercise 39 – Bolds&Combs**

**Goal(s):**

To introduce unconscious solutions;

To find different and creative solutions to one problem;

To encourage creative thinking.

**Time:**

45 minutes

**Materials:**

Nothing

**Description:**

Trainer divides participants into two groups: Combs Sellers and Bolds. Comb Sellers have to think in reasons to convince bolds to buy their products.

### **Exercise 40 – THE CREATIVE MENTOR**

#### **Goal(s):**

- To find different solutions to the same problem using Role-playing.
- To develop empathy between mentor and mentee.
- To show different models of communication by using Role-playing showed (aggressive, passive, assertive).

#### **Time:**

- 1 hour
- 20 minutes closing

#### **Materials:**

- Around 10 pictures of famous people or persons that represents different stereotypes (you should adapt the stereotypes to your country, group – ages- etc.). For example pictures representing: a poor man/woman, an alcoholic, a fat person, an immigrant, a rich man/woman, etc.)
- Tape

#### **Description:**

- Trainer divide group into two groups: one group will be the mentor and the others the mentees.
- Trainer put one picture with tape on mentees' foreheads (they cannot see the picture).
- Trainer suggests the same problem for everyone (example 1: mentee is to shy and has to have a drink to flirt with a person. Example 2: mentee needs drugs to have fun with their friends. Example 3: mentee needs a job but he doesn't have any background)
- After that mentor sits/interviews mentees during 20 minutes.
- Mentor tries to help the mentee with his problem based on the picture (the mentor is going to think in the stereotype to try to find a solution which mean he is always add "more problems" to the one that he has); mentee doesn't know what is going on because he can't see the picture and he is trying to get help from the mentor.

After the conversation, questions will be asked:

- Which argument do you chose among all?
- Why?
- How do you feel as a mentee?
- What difficulties have you found?
- Have you solved the problem?



## **CHAPTER 6: GUIDANCE FOR TRAINERS**

### **Tips and tricks for trainers**

Many (new) trainers often feel lost when they start their training career, not really knowing how to start and what is important and what is not. Mentor trainers, on top of that, have to keep some very important things in mind because they are training the “mentor-mentee” topic.

Also often they do not realize what is the difference between specific types of interactive learning activities such as exercises, games or energizers.

Also, In this document we briefly give you information on these subjects and alert you to some pitfalls you should be aware of as a trainer and try to avoid.

### **Is there a big difference between exercises, games or energizers?**

Yes, there most certainly is:

- an exercise is related to topic content. Its aim is to facilitate learning in a non-formal way afterwards the exercise will be evaluated and feedback is given.
- a game is not necessarily related to the topic content. It's a structured way of playing. Its aim is getting to know each other, to develop team spirit, interaction, challenge.
- an energizer is not related to the topic content. It's aim is to boost energy when this is low. Typically this will happen after breaks, lunch, after a heavy topic brought on... You can use them to energize and revive the group again.

## **Preparing for training**

- In preparation, in the first place think of what you want trainees to learn and not about what you want to tell them (think about learning activities, not lecturing)
- think about training room lay-out. What do you want to achieve? What class setting do you need to achieve this? Keep in mind you can change the training room lay-out during the training by moving tables, chairs
- remember the difference between an exercise and a game, an icebreaker, an energizer

## **Your role during teaching/training**

- the trainer has much to do with setting the initial mood or climate of the group experience. If his basic philosophy is of trust in the group and with the individuals that belong to the group, then this point of view will be communicated in many ways
- the trainer helps to elicit and clarify proposes of the individuals in the group, as well as the general proposes of the group. If he is not fearful on accepting contradictory proposes and conflicting aims, and if he is able to allow a sense of freedom in stating what they would like to do, then he is helping to create a learning atmosphere
- the trainer relies upon the desire of each participant to implement reactions that are meaningful, and on the motivational forces. Even if the desire is to be guided and led by someone else, the trainer can accept such need and motive, an can serve as a guide, or provide some other means
- the trainer actions should organize and make available the widest possible range of resources for learning. The activities should make available materials, aids, persons, equipment, audio-visual aids, which the trainee may wish to use in the future
- the trainer must be a flexible resource available to the group. He makes himself available as a counsellor, lecturer and adviser, a person with experience in the field
- responding in the training, he accepts both intellectual and emotional content, actions giving each the adequate emphasis to the individual or the group. As long as he maintains the authenticity, he accepts both
- as an acceptance atmosphere is established, the trainer is able to become more and more a member of the group

- the trainer takes the initiative to share himself with the group – feelings and thoughts – in none demanding or imposing attitudes, but simply representing the ability to share. Thus, he is free to express his own feelings in giving feedback to the trainees, in his reaction to them as individuals, and in sharing his own satisfaction or disappointments
- the instructor should handle with attention the subject of self-disclosure. He can share his experiences and his sentiments but must never get the feeling that he is exposed or that his personal life is violated
- through the training experience, the trainer remains alert to expressions indicative of deep or strong feelings. These may be indicating conflicts
- in his role of facilitator of learning, the trainer recognizes and accepts his own limitations. He can only grant freedom to trainees to the extent that he feels comfortable in giving such freedom

#### **At the end**

- close EACH exercise:
  - what did we do (learning activities)
  - why do you think we did this  
(learning goals)
  - why did we do it  
(learning goals)
  - what is your appreciation, what did you learn  
(evaluation, self-reflection)
- ALWAYS close the training with a summary of what was covered during the training: what topics did you discuss, what learning goals did you achieve?



## CHAPTER 7: MODERATION PROTOCOL AND ASSESMENT CRITERIA

### WHAT IS MODERATION?

**Moderation is a process for developing consistence of assessment judgments across different teachers. It is a form of quality management that ensures uniformity in assessments, even if it takes place in different contexts, countries... and is done by many different teachers.**

There are THREE key parts to this definition of moderation:

**1. Moderation is a process not an event**

Moderation requires participation and involvement by the teachers in a way that connects them with other teachers and supports, clarifies and affirms their judgments.

**2. Moderation is directed at developing teachers' judgments**

It is not directed at merely "checking up" on teachers' judgments rather the intention is to work toward greater consistency across teachers.

**3. Moderation involves different teachers marking different examples of student work**

As it is not possible for **all** teachers to mark the work of **all** students it is therefore not possible to confirm **EVERY** judgment, thus sampling is required.

**KEY Points to consider:**

5. Moderation is an **ACTIVE PROCESS** for developing consensus in assessment judgment, not a passive process for determining the existing degree of consistency.
6. Moderation requires standards descriptors, preferably with exemplars as reference points for judgments.
7. The moderation process needs to involve procedures to help teachers interpret the standard descriptors in consistent ways; and confirming the appropriateness of the teachers' judgments.

## WHY DO WE MODERATE?

Moderation provides an opportunity for teachers to achieve **consistency in teacher judgment** through a structured process that allows them to compare judgments in order to either confirm or adjust them.

Teachers work towards making judgments that are **consistent and comparable**.

### What purposes can moderation serve in supporting consistency in teacher judgment?

- Develop shared or common interpretations of standards and expectations of what constitutes achievement of standards.
- Develop shared understandings of what students' achievements look like.
- Develop accuracy and reliability in making judgments.
- Ensure judgments are equitable in terms of implications for student learning.

**Ultimately, we engage in moderation to ensure that reported judgments of student achievement are defensible and comparable.**

## PLANNING FOR MODERATION

### Factors that make moderation easier:

- where criteria are agreed upon. Using tasks with common aims and criteria enables teachers to know what they are looking for.
  - where criteria for judgment are explicit and easy to see.
  - where substantial amounts of work are sought from the student.
  - where appropriate and realistic tasks are set for particular levels to meet students' capabilities
  - where tasks are sufficiently open-ended to allow students to demonstrate more widely across levels.
  - where details of the context are provided.
- 
- where provision is made for pooling and discussing opinions about students' work.

### Factors that make moderation difficult:

- where student's work shows insufficient evidence (ensure there is more than one work sample) .

- where teachers set tasks which need clarification of what they had been taught and how.
- where assessment tasks and Assessment Criteria are poorly developed.

**The points below may play a role in moderating students' work:**

- the criteria set for assessment
- levels of achievement or performance possible
- the quality of the assessment tasks
- the range of contexts evident in assessment

When engaged in moderation we will use task-specific criteria and standards sheets to describe standards of student work such as ASSESSMENT OF COURSE CRITERIA.

## **INTRODUCTION TO THE COURSE EVALUATION PROCESS**

### **A/ NEEDS ASSESSMENT**

During the introduction to the course the trainer will find out the level of the participants' mentor skills in respective modules. They discuss together in the group (brainstorming) their fears, needs and expectations from the course. Discussion is led by following questions and it is recommended to record the answers e.g. on the flipchart:

- What fear do you feel? Are they similar to fears of other participants?
- What do you expect to learn during this course?
- What are your needs? Do they differ from others'?
- Why are you taking this training? Do you want to become a good mentor? Do you have any other reasons?

## **B/ ASSESSMENT DURING THE COURSE RUN**

B1/ At the end of each day it is proposed to quickly check the satisfaction of participants with the content of the course and the way of teaching/training by informal assessment methods, e.g. ask participants to stand up and raise hands/shake hands if participants are satisfied with the course and hands down/down the thumbs if they are not satisfied. Participants are asked respectively to discuss what the strong(er) points of the training are and also why they are not satisfied.

B2/ ASSESSMENT OF COURSE PARTICIPANTS AFTER EACH MODULE, this assessment is very helpful for final evaluation of individual participants. For the template of questionnaire please see Annex 1 and 2.

Using both assessment methods used during the course run provides a trainer with the feedback on effectiveness of the experiential learning method and pertinence of the selected exercises.

## **C/ ASSESSMENT AT THE END OF THE COURSE**

C1/ NEEDS ASSESSMENT FEEDBACK. After the training course the trainer reflects back to the results of the introductory brainstorming about the fears-needs-expectations of participants with following questions and compares both answers:

- Do you feel the same fears?
- Did your expectations come true?
- Was there enough space to fulfil your needs?
- What development/evolution did you go through? Can you describe this?
- Would you recommend a similar workshop to a peer?
- Do you have any suggestions for improvements?

C2/SELF-ASSESSMENT OF COURSE PARTICIPANTS will create the background information for the final interview between a trainer and a trainee. For the template of questionnaire see Annex 3.

## **C3/ ASSESSMENT OF INDIVIDUAL PARTICIPANT BY THE TRAINER**

At the end of the course the trainer will assess participants' improvement. This assessment is designed to collect evidence about participants' progress. A participant is assessed from quantitative and qualitative perspective using indicators of both categories, e.g. (i) quantitative assessment- like

attendance, frequency of active participation in exercises, (ii) qualitative assessment like personal interview. It is recommended to use a self-assessment questionnaire for the interview of participants in order to collect comparable answers.

Complex assessment of the participant will consist of B2 and C3 questionnaires.

C4/ EVALUATION OF THE COURSE BY PARTICIPANTS is organized at the end of the course with the goal to find out possible improvements in the course run. For the template of questionnaire see Annex 4.

## OBSERVATION DATASHEET DAYLY RECORD

Date: Trainer: Main goal of the session:	Name of the session:	Place (type of class, outdoor, indoor, etc.):
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### PARTICIPANT INFORMATION:

NAME:.....

SURNAME:.....

AGE (DATE OF BIRTH).....

### RECORD/ITEMS TO OBSERVE:

#### P-1 THERMINOLOGY

1.1- He/ She knows all the concepts.	Yes No	
1.2- He/ She knows how to use the concepts.	Yes No	

#### P-2 COMUNICATION

1.1- He/ She interacts with his/her partners.	Yes No	
1.2- He/ She communicates in an assertive way.	Yes No	
1.3- He/ She communicates in an aggressive way.	Yes No	
1.4- He/ She communicates in an inhibiting way.	Yes No	
1.5- Ability of conflicts resolution: - Number of resolved conflicts : - Number of unresolved conflicts :		
1.6- He/She promotes/takes the initiative.	Yes No	
1.7- He/She practices active listening.	Yes No	
1.8- He/She uses negotiation skills/tools to solve conflicts.	Yes No	
1.9- He/She keeps visual contact in an assertive way.	Yes No	
1.10- He/She pays attention.	Yes No	

### P-3 ORGANIZATION SKILLS

1.1- He / She prioritizes based on the most important tasks	Yes Not	
1.2- He/She organizes his/her work space	Yes Not	
1.3- He/She optimizes time in an effective way	Yes Not	
1.4- - He/She optimizes time in an efficient way	Yes Not	

### P-4 GUIDING SKILLS

1.1 - He/She drives/promotes the initiative	Yes Not	
1.2- He/She is a positive respected model for the	Yes	

group	Not	
1.3- He/She is a negative model for the group	Yes Not	
1.4- He/She has the ability of team building	Yes Not	
1.5- He/She has the ability of bring new ideas on something already established	Yes Not	
1.6- He/She values positive aspects of others and enhances them	Yes Not	
1.7- He/She supports others in the group and is able to help them	Yes Not	
1.10- He/She pays attention	Yes Not	

#### P-5 CREATIVITY

1.1- He/She gives different solutions to the same problem in an clever and effective way	Yes Not	
1.2- He/She values innovation	Yes Not	
1.3- He /She optimizes material resources and his/her own resources	Yes Not	

Incidents, assessment and suggestions for improvement

#### SELF-ASSESSMENT OF THE TRAINING COURSE PARTICIPANT.

NAME:

1. I have the feeling that I can be a good mentor.  
 strongly agree  agree  agree a little  do not agree at all
2. I became more sensitive to other people's feelings.  
 strongly agree  agree  agree a little  do not agree at all
3. I respect other participants' opinions and points of view.  
 strongly agree  agree  agree a little  do not agree at all

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## EVALUATION OF THE COURSE

*At the end of the training course.*

<b>1. Course content evaluation</b>
-------------------------------------

1. Did the workshop meet the goals defined in the introduction phase?  
 Yes    Partly yes    Not really    Not at all
2. Did you get answers to all your questions?  
 Yes    Partly yes    Not really    Not at all
3. To what extent was the course clear and understandable.  
 Yes    Partly yes    Not really    Not at all
4. Do you consider gained knowledge useful in practice?  
 Yes    Partly yes    Not really    Not at all
5. Did the course bring you to the new ideas how to work with a mentee?  
 Yes    Partly yes    Not really    Not at all
6. Did you understand what is expected from you?  
 Yes    Partly yes    Not really    Not at all
7. Did you get needed feedback from the staff?  
 Yes    Partly yes    Not really    Not at all
8. Do you think you can easily communicate with your mentee?  
 Yes    Partly yes    Not really    Not at all

### General comments to the course content

9. Which module did you consider the most useful?
10. Which exercise did you consider the most challenging?
11. Which topic would you add to this course? Which one would you remove or improve?
12. Was the presentation of the modules and exercises obvious and clear?
13. Other comments?

**2.Evaluation of the course form.**

14. Do you consider the training methods (exercises) effective?

Yes  Partly yes  Not really  Not at all

15. Quality of the used materials/ tools for exercises were:

Very good  Good  Average  Bad/Very bad

16. Lecturers were:

Very good  Good  Average  Bad/Very bad

17. The duration of the course was:

Very good  Good  Average  Bad/Very bad

18. Was there during the course good working atmosphere?

Yes  Partly yes  Not really  Not at all

**General comments on the course format**

**Thank you!**

## **CHAPTER 8: BANK OF MATERIALS**

Link to VIDEOS :

1. Module: 1 Terminology - Exercise The eggercise
2. Module: 2. COMMUNICATION - Exercise – Ball in a bucket, Exercise – Numbers 3, Exercise – Mirror Game
3. Module: 2. Communication - Exercise - The parrots
4. Module: 2. Communication Exercise – Common story
5. Module: 3.ORGANIZATIONAL SKILLS Exercise – Braid
6. Module: 4. GUIDING SKILLS - Exercise Commonalities
7. Module: 4. Guiding skills - Exercise Dinosaur
8. Module: 4. Guiding skills - Exercise Follower
9. Module: 4.Guiding skills Exercise – Blind man’s buff
10. Module: 5. Creativity - Exercise If I were
11. Module: 5. Creativity - Exercise Paperclip
12. Module: 5. Creativity Exercise – Self-Esteem Shower(1)
13. Module: 5. Creativity Exercise – Self-Esteem Shower(2)
14. Module: 5.Creativity - Exercise 6 – THE CREATIVE MENTOR (part2)
15. Module: 5.Creativity - Exercise– THE CREATIVE MENTOR - part 1

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