



C E R T I F Y ✓

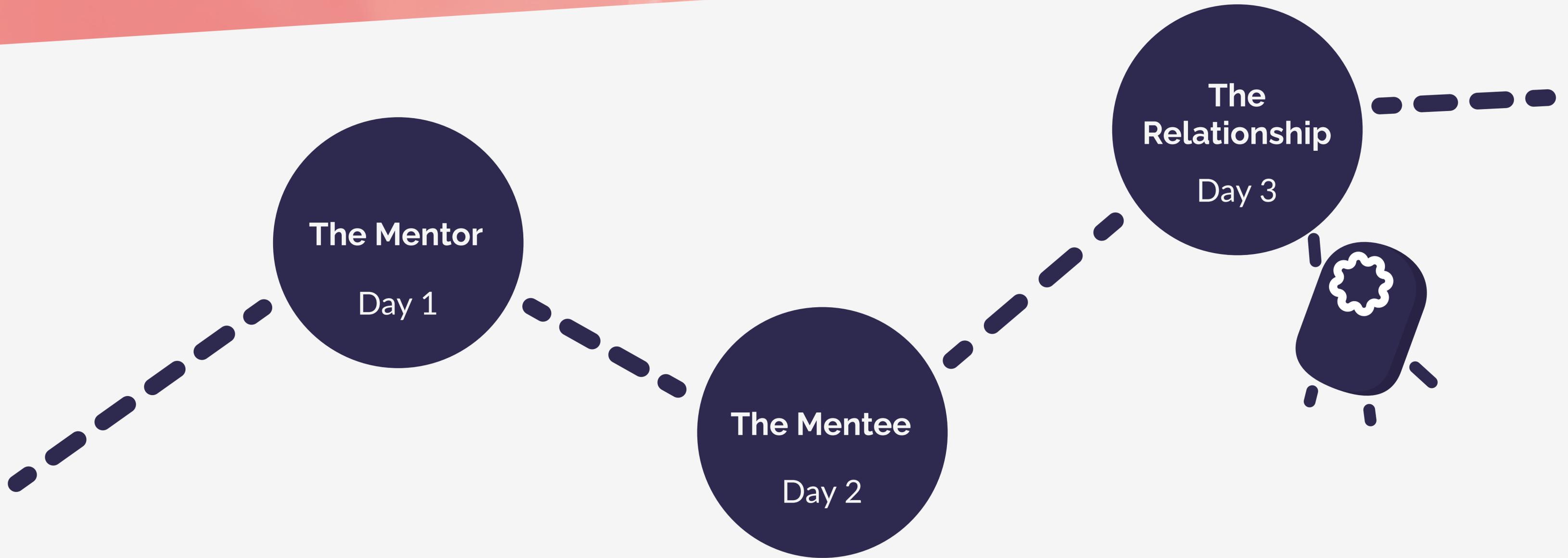
Crisis and Employment:
Tools and Methodologies
For Your Future

Mentoring Handbook





The Path



How We Will Work



Maieutics

...is the name of the so-called 'Socratic method', i.e. the dialogical method by which Socrates, as reported by Plato, led his interlocutor to arrive at a truth authentically - simply by helping him give birth to it.

Cooperative learning

...is a method that involves collaborative exchange and reflection in the peer group - positive interdependence within groups, face-to-face relationships, and individual responsibility are valued.

Experiential training

...proposes the creation of dynamics of simulation, play, and observation of reality capable of producing learning. In experiential education, the crystallization of the content is entrusted to the learner, through a process of supervision, facilitation and mentoring by the teacher.

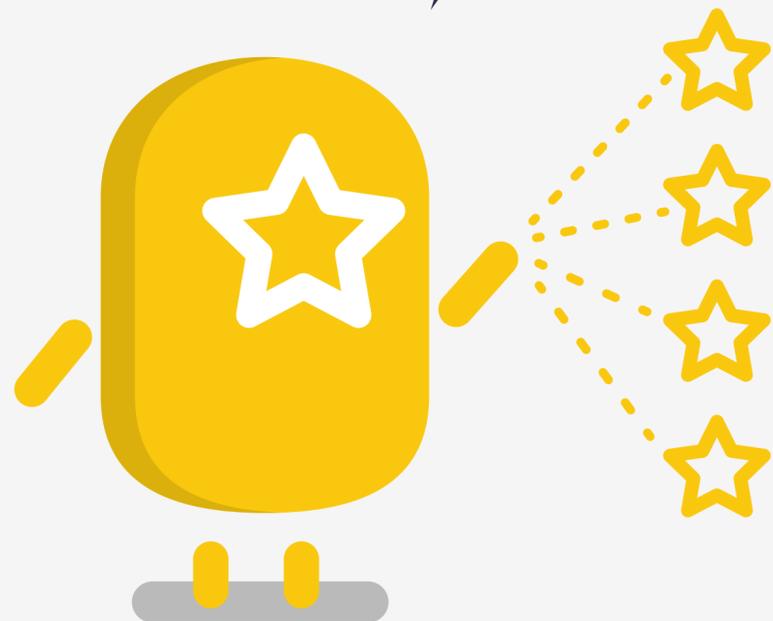
How We Will Work

Maieutics

Cooperative learning

Experiential training

Discuss in groups!



Have you ever heard of these methods?

If so, do you maybe have experience with these methods?

What do you think are the benefits?

What do you think are the risks?



The Role of the Mentor



Mentoring & Learning Organization

**Mentoring:
A Fascinating Story**

Working on Key Competences

Why could mentoring be a useful practice in your organisation?



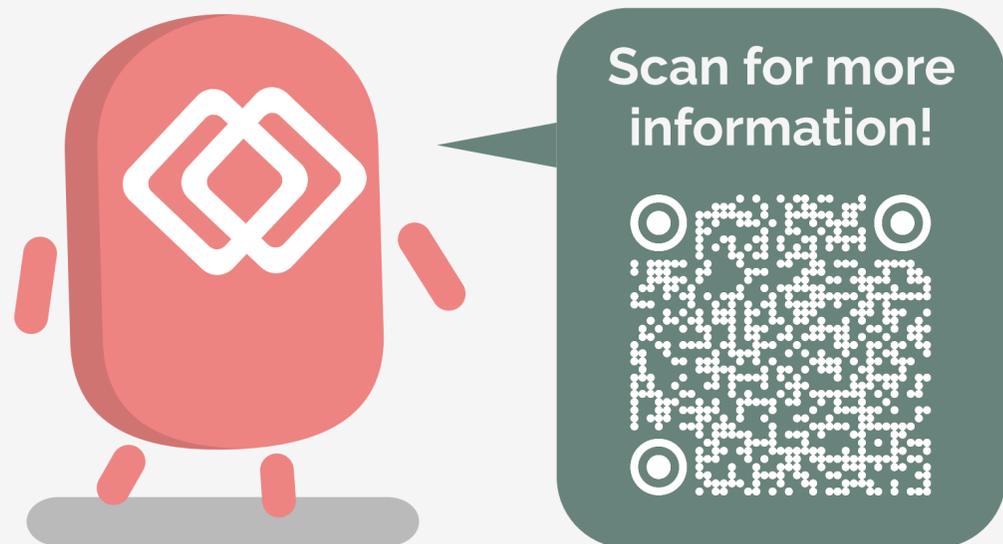
Every human organization can be understood as a learning community, that is, a community of people immersed in a continuous process of learning and adaptation to a changing context.

From this perspective, every learning relationship can be accelerated and facilitated through the enhancement of mentoring relationships designed to:

- ◇ facilitate internal processes
- ◇ facilitate interaction with the external ecosystem
- ◇ allow the socialisation of norms and values to new members



What are the characteristics of a learning organisation?



- ◇ Culture of collaborative learning
- ◇ Mentality of lifelong learning
- ◇ Openness to innovation
- ◇ Future-oriented leadership
- ◇ Knowledge sharing

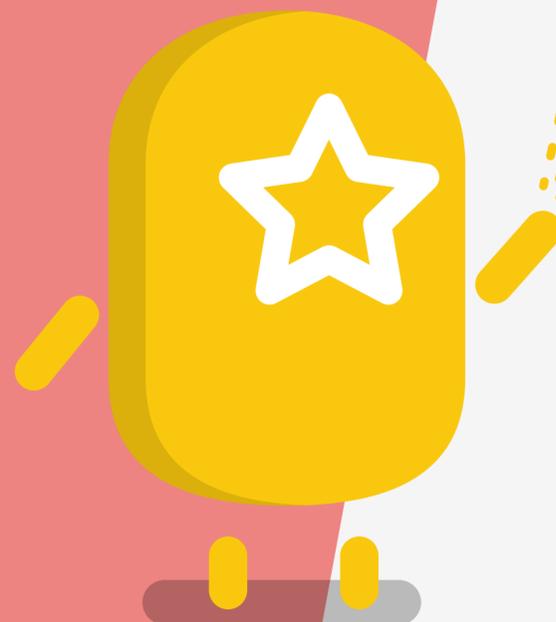
 Culture of collaborative learning

 Mentality of lifelong learning

 Openness to innovation

 Future-oriented leadership

 Knowledge sharing



What is collaboration for you?



How can learning and collaboration be linked?



What concrete elements and behaviours characterise a vision open to innovation within the organization?

Discuss in groups!

The Fascinating Story of Mentoring

Mentor (gr. Μέντωρ) is a character of the Odyssey: son of the Ithacan Alcimus, faithful friend of Odysseus, who on his departure for Troy entrusts him with his home and family. Athena often appears in his guise, especially to accompany Telemachus and to help Ulysses in the final battle against the Proci.

source: Treccani Encyclopaedia



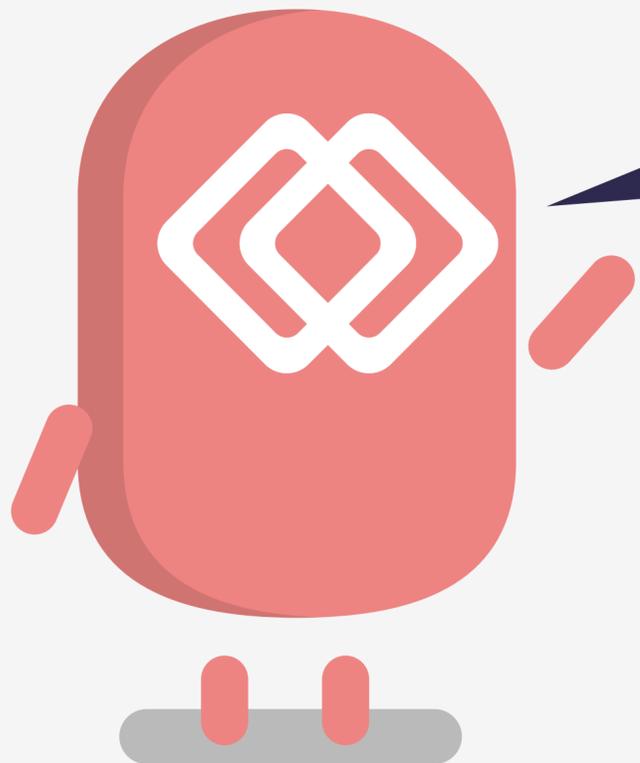
The Fascinating Story of Mentoring

The training methodology of mentoring combines the traditional training approach based on the transmission of theoretical notions or knowledge, understood as "knowledge to be applied", with experiential training aimed at developing the individual's abilities, or "behaviors to be implemented", through a sharing of content and reflections based on a non-hierarchical relationship that stimulates the establishment of open, emotional and conscious communication between mentors and mentees.



The Fascinating Story of Mentoring

Thus mentoring refers to the relationship between a more experienced individual (mentor) and a less experienced one (mentee), in order to enable the latter to properly develop a learning and socialisation process in a new context.



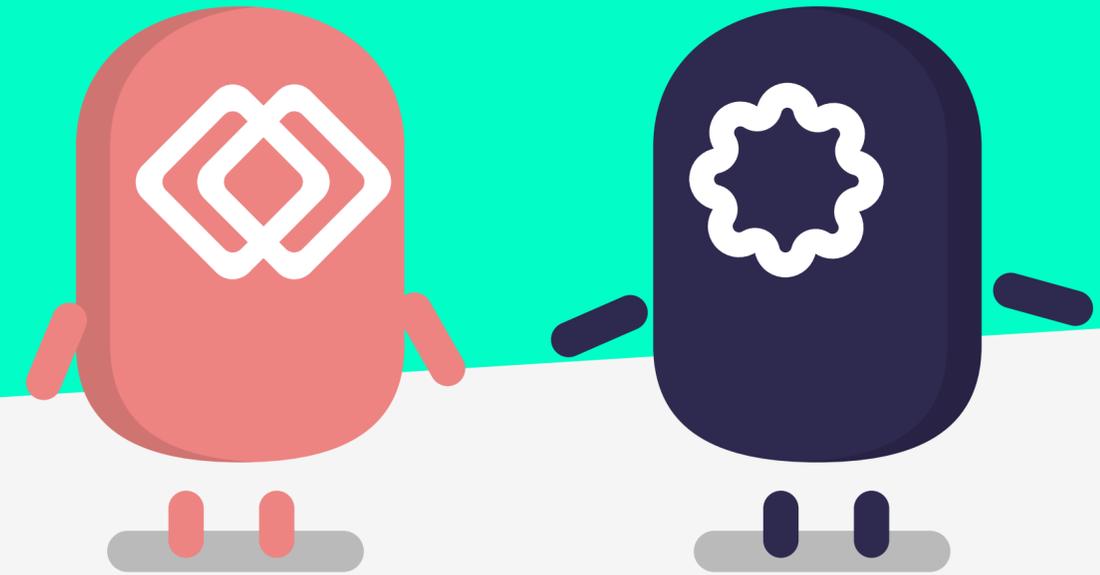


The Objective of Mentoring

To develop the whole person through the use of multiple techniques such as the analysis of skills/skills, storytelling, role playing, case studies, sharing of information and training materials, participation in networking events, etc.

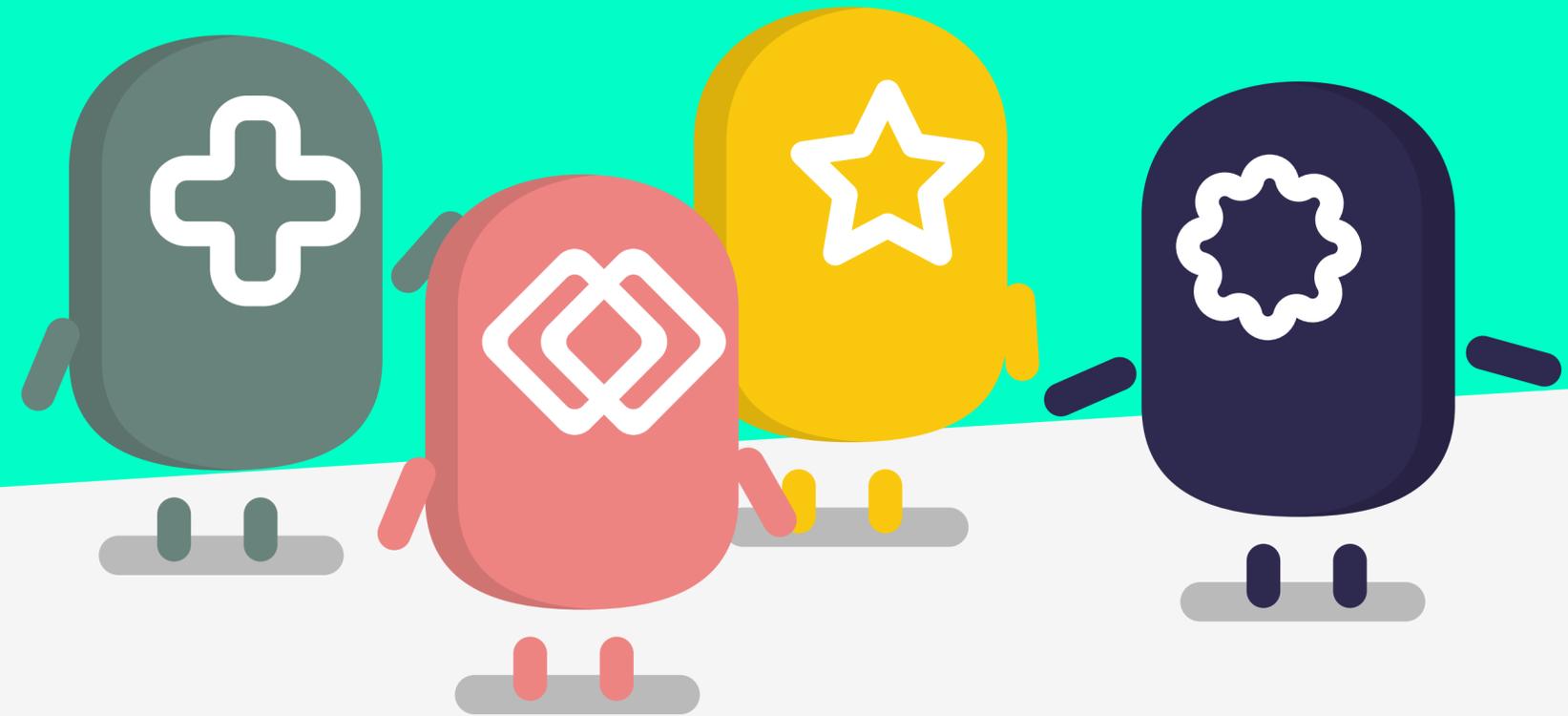
The parties involved in the mentoring relationship must act with an appropriate mindset.

Individual Mentoring



The mentor provides their services to an individual mentee, with whom they carry out a series of sessions based on discussion and sharing, scheduled and organized in the manner (in person or online) and frequency appropriate to the pursuit of the agreed objectives. The mentoring intervention can be commissioned and financed by a third party, called "sponsor", who does not intervene in the mentoring relationship.

Group Mentoring



The mentor provides their services to a group of mentees, who belong to the same organisation, social group and/or territorial context, with whom they carry out a series of collective sessions based on the interview, sharing and carrying out of group training activities, scheduled and organized in the manner (in person or online) and frequency appropriate to the pursuit of the agreed objectives. The mentoring path can be commissioned and financed by a public or private sponsor, even within the context of broader projects of a social nature.

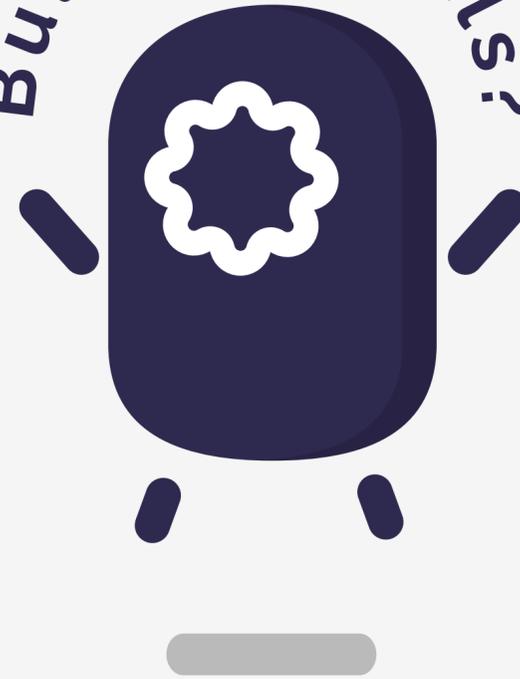


The Mentor

A matter of mindset and skills



But what skills?



Verbal and nonverbal communication skills

Ability to listen actively

Interest in the other person

Empathy

Emotional intelligence

Experience in the given context

Technical skills

Nonjudgmental attitude

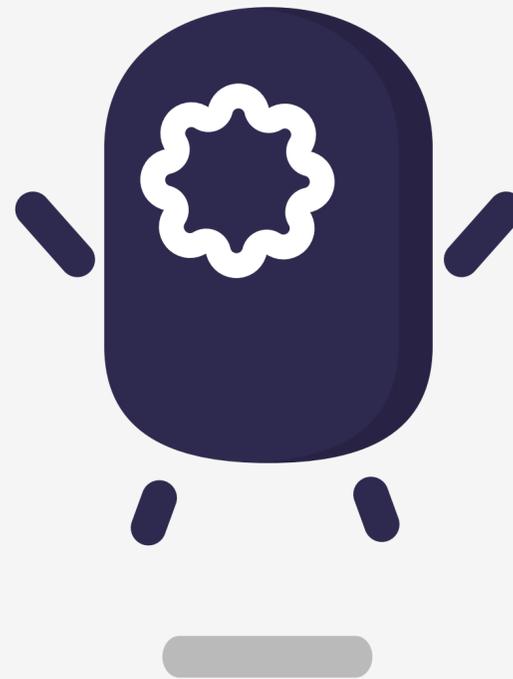
Awareness of self, relationships and wider context

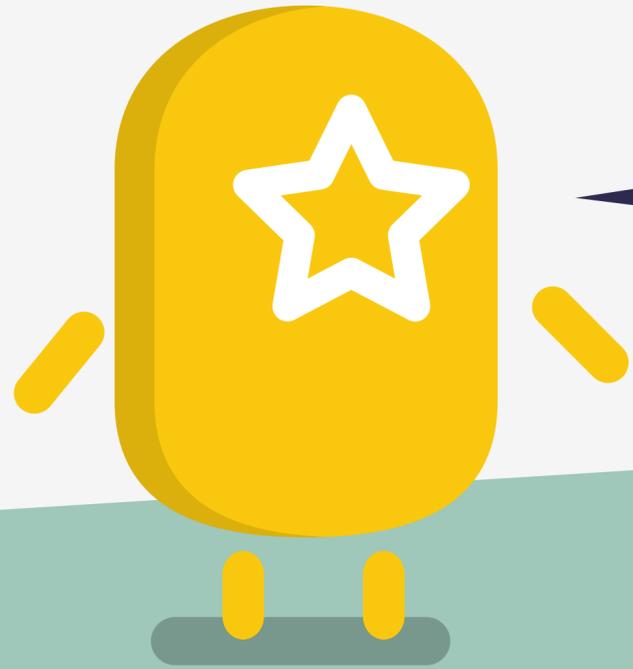
Skill of asking the right questions

Empowering, supporting, encouraging the mentee

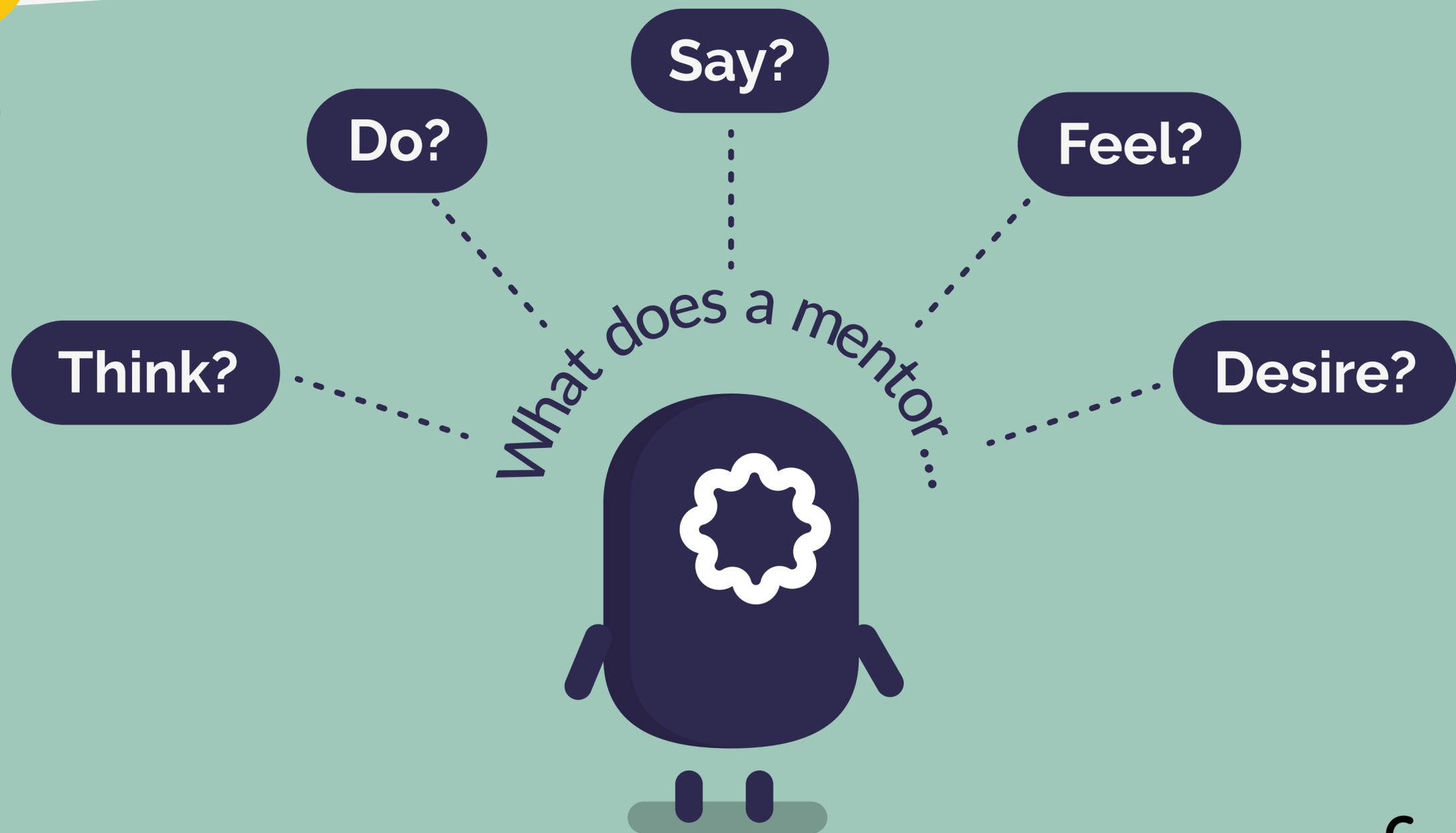
Giving constructive feedback

Ability to be present



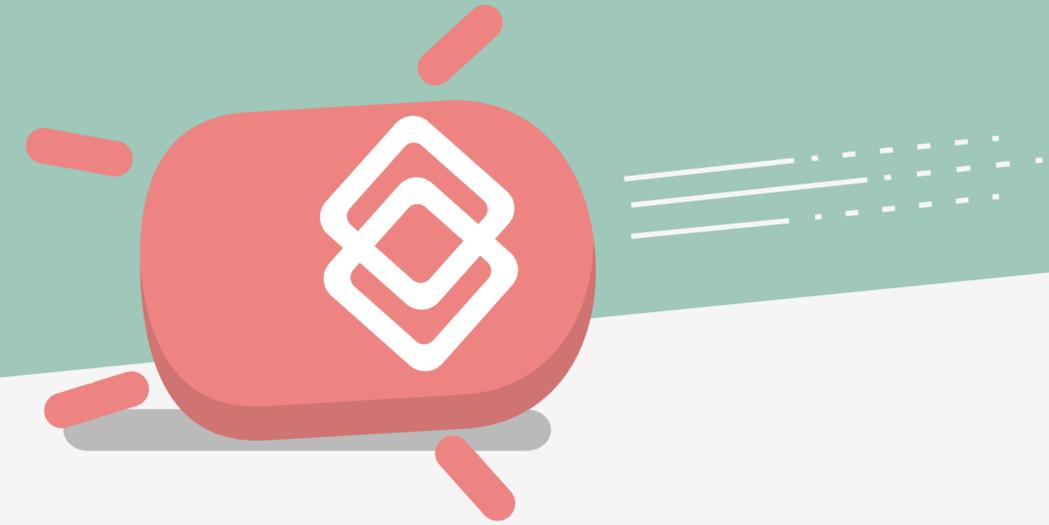


Discuss in groups and fill in the empathy map!





A Key Competence: Active Listening



Active listening requires the ability to put oneself in the other person's shoes, trying to grasp their thoughts and feelings, as well as expressing what is understood with warmth and acceptance. In other words, listening means listening with empathy.

Empathic listening by definition allows us to consciously focus not only on the content of the message, but also on the emotional state of the sender.

Empathy and active listening are therefore particularly useful when there is a conflict or a problem to be solved.



Why do you think it is useful for a mentor to develop the ability to listen actively?



In general terms, what information is useful to pick up in a dialogue?



What do you think are the elements that lead to excellence in active listening?



What do you think are the elements that can undermine an adequate listening process?



Can you recount an experience in which you felt particularly unheard?

What were your thoughts? What were your feelings?

What behaviours made you feel that you were not listened to well?



Discuss in groups!

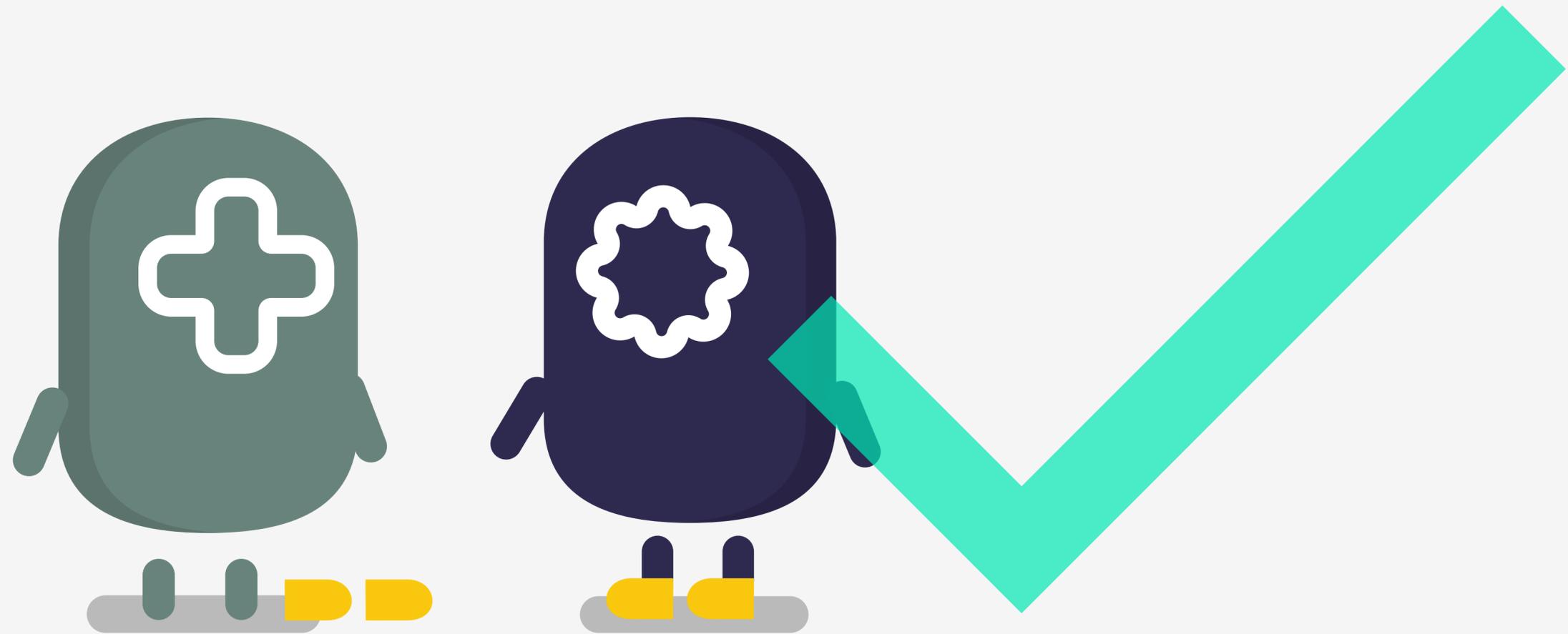
5 Key Points of Active Listening



Suspend Value Judgements

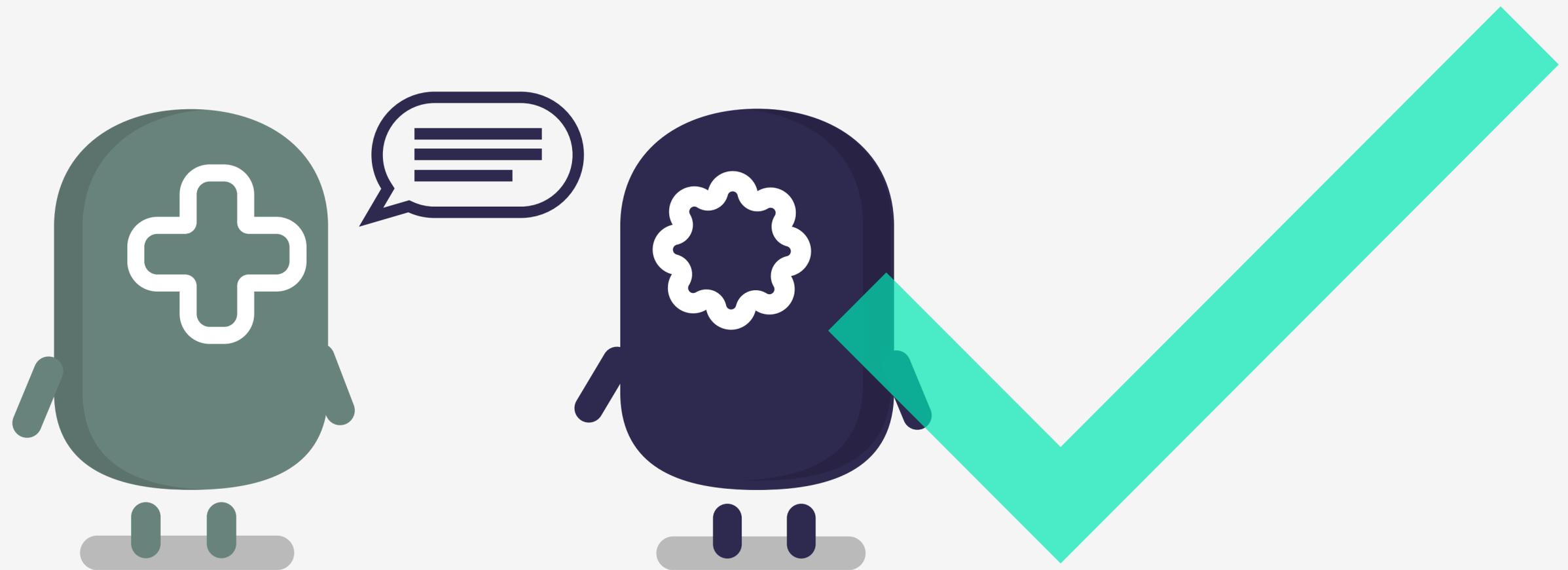


Put Yourself in Their Shoes



Why does this matter to them?
What's their point of view?

Listen



Activate a reflective silence

Demonstrate Empathy



Use metacommunication,
such as body language

Verify Understanding

When you say that,
do you mean...

At the content level + at the
relationship level

Also Take into Account...

Empathic understanding

The basic attitude of active listening. This is trying to see the world from the other person's perspective. You're trying to convey to your conversational partner, "I understand what you are saying and also what you mean and how you feel."

Be willing and ready to listen - no distractions

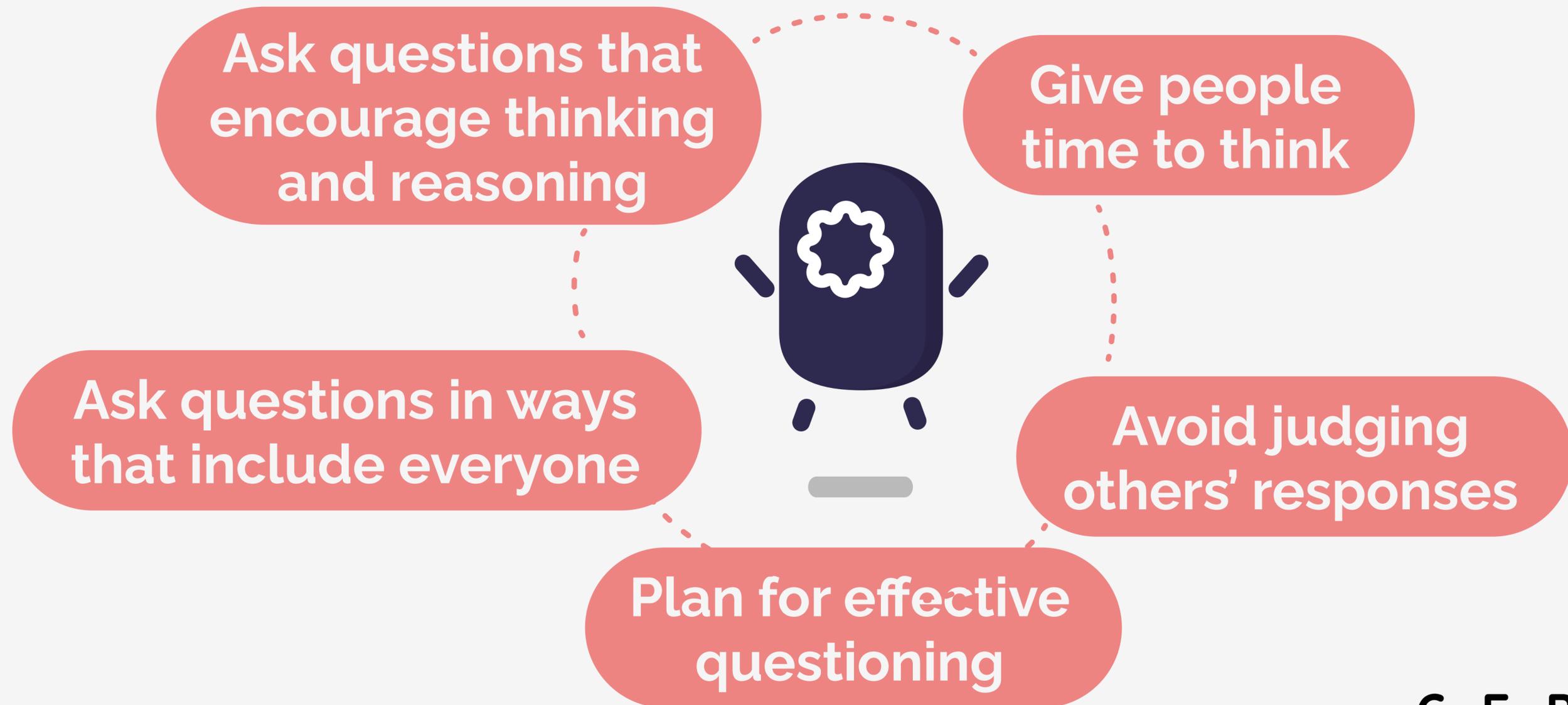
If you are distracted, it's best to be open and honest about it. Ask if you can postpone the conversation to another time, or take a moment to get the distraction out of your way. Pretending to listen is not only very impolite; it also runs contrary to active listening and over time can damage relationships.

Listening is not agreeing

Listening to understand the other person's point of view doesn't necessarily mean that you agree with them. It just makes it easier to take it all in and then share your own view, even if it's completely different.



Asking Effective Questions





The Role of the Mentor: Summarised

- ◇ Focuses on the needs of the mentee
- ◇ Manages the process without dominating or manipulating
- ◇ Adopts an active listening style
- ◇ Establishes an environment that empowers the mentee to achieve their goals
- ◇ Gathers and transmits points of view





The Role of the Mentor: Summarised





The Role of the Mentee

Fixed
mindset /
Growth
mindset

The saboteur
that lives in us:
Cognitive bias

Learning
styles (Kolb)

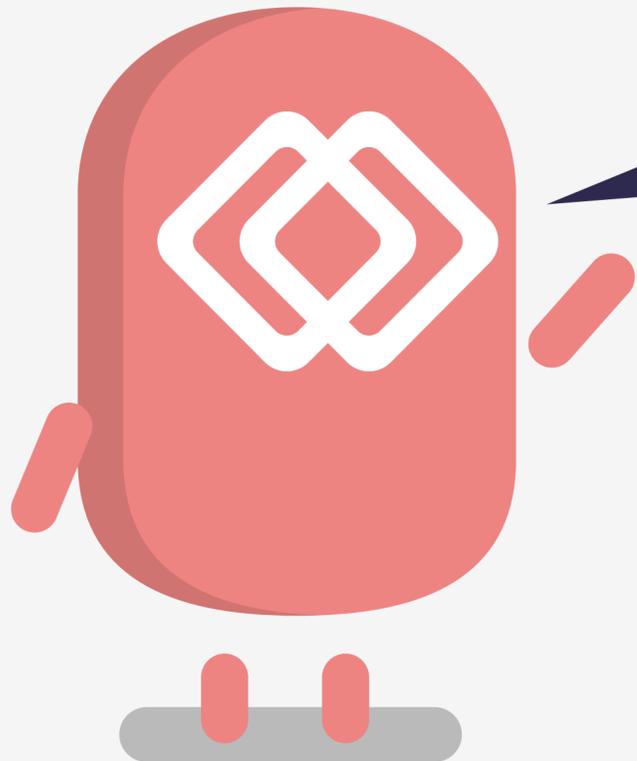
Beginner's
mind (Suzuki)





A Matter of Mindset and Skills

The mentee must train, possess, reinforce and act using complex skills that enable them to acquire a growth mindset.



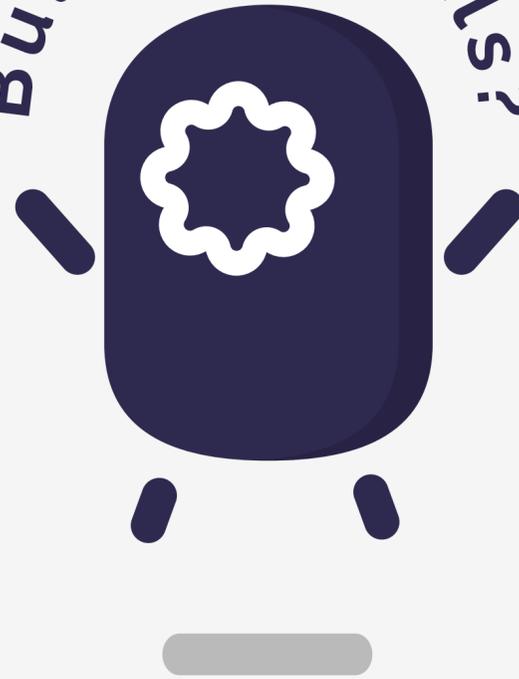


The Mentee

A matter of mindset and skills



But what skills?





Growth Mindset vs Fixed Mindset

C.Dweck (2006) gave 10 year olds problems that were somewhat above their skill level. Some reacted with phrases such as "I love a challenge" on the assumption that their skills could be developed even if they could not solve the problem at the time - growth mindset.

Others were convinced that their intelligence was "fixed" and this led them to avoid the next task or even to repeat copying or to compare themselves only with those who had done worse than them in order to feel better - fixed mindset.



Fixed Mindset

Everyone has basic qualities, skills, intelligence, abilities, and traits that characterise us and are largely responsible for our results.

This is who I am.

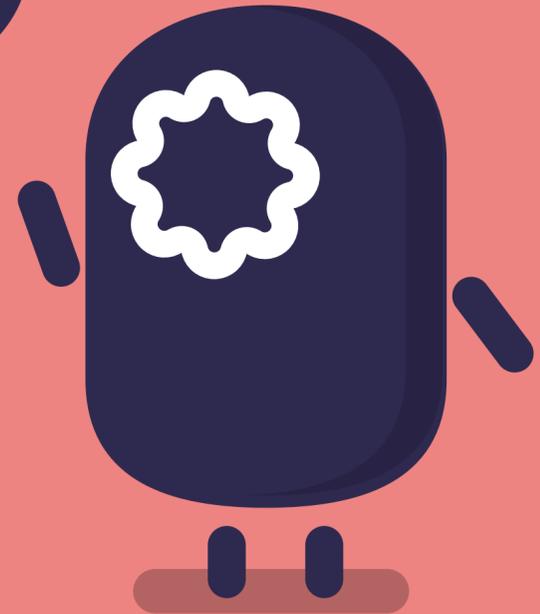


Driven by the desire to show off skills and be seen as 'smart'.

Growth Mindset

Everyone has basic qualities to cultivate and improve and the possibility to develop new skills with practice and experience.

This is who I am and I can improve.



Driven by the desire to learn and have confidence that we can evolve

Fixed Mindset

Avoid the challenge -
Perceived risk of appearing unskilled, untalented or not smart if they don't succeed.

Avoid the obstacle -
They give up easily and adopt a defensive attitude.

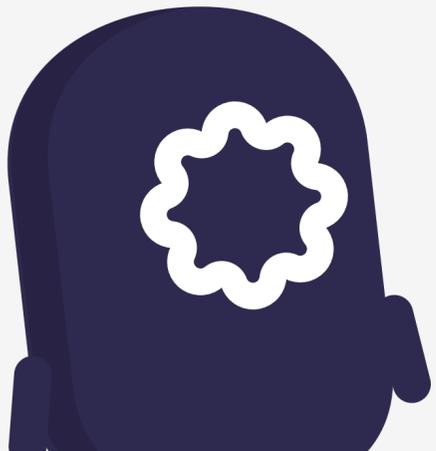
When faced with a challenge

When an obstacle arises

Growth Mindset

Welcome the challenge -
It is seen as an adventure; a chance to progress, to develop and to learn.

Face the obstacle -
They persist in the face of setbacks.



Fixed Mindset

Drawing away from effort -
Effort is perceived as a sign of lack of ability, skill and intelligence, plus it might be useless.

Mistakes are covered up -
They feel uncomfortable with mistakes or failures, so they try to hide them.

Perceivedly having to make an effort

Making a mistake

Growth Mindset

Sustain the effort -
Effort is seen as the road to mastery.

Learn from mistakes -
They recognise that mistakes and failed efforts are valuable learning opportunities.

Fixed Mindset

Ignore feedback -

They get annoyed by feedback, even if it's constructive.

Refuse help -

Outside help might be seen as a highlighting of one's own shortcomings

Intimidation -

They often feel small or threatened in the face of others' successes.

When offered feedback

When offered help

About others' success

Growth Mindset

Learn from feedback -

Feedback gives an opportunity to progress, learn and grow.

Ask for help -

They actively seek support as one can learn from others' input.

Find inspiration -

Others' success can be a source of inspiration and motivation.

Fixed Mindset: The Tyranny of the Here and Now

One strives to demonstrate one's current knowledge and be judged positively, thus seeking "performance goals" (e.g. exam grade, role recognition)



- Evaluation criteria is how one compares with others

- Mistakes are failures and are proof of poor abilities

- Skills are seen as fixed and unchanging

- One can not exceed/grow beyond one's limits

Growth Mindset: The Power of Not Yet

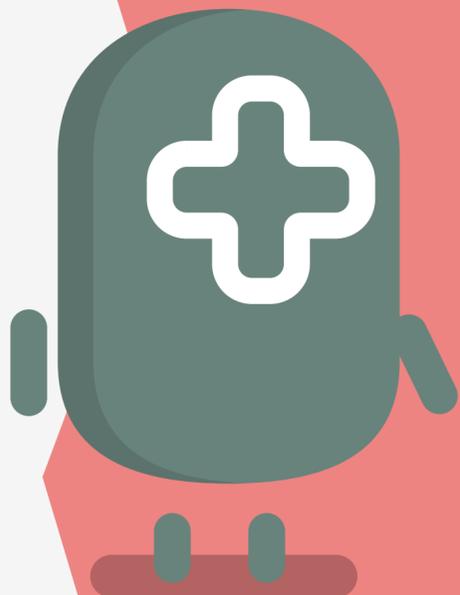
One is committed to learning regardless of external recognition of commitment, thus seeking "mastery goals" (learning to walk, learning to communicate effectively)

What matters is commitment: persisting through difficulties

Evaluation criteria is how one compares to oneself

Mistakes are seen as a fundamental stage of learning

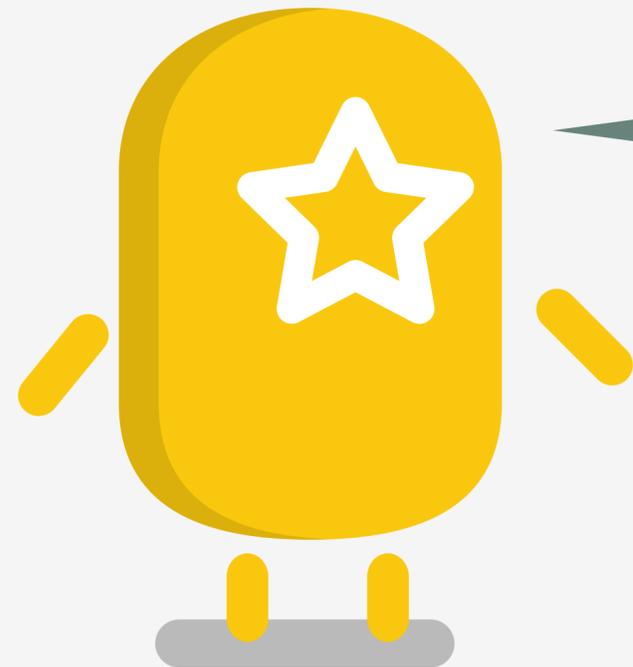
Skills are seen as things to be developed and improved



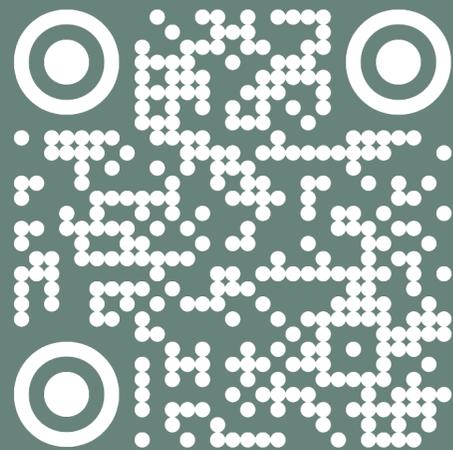


Learning Styles

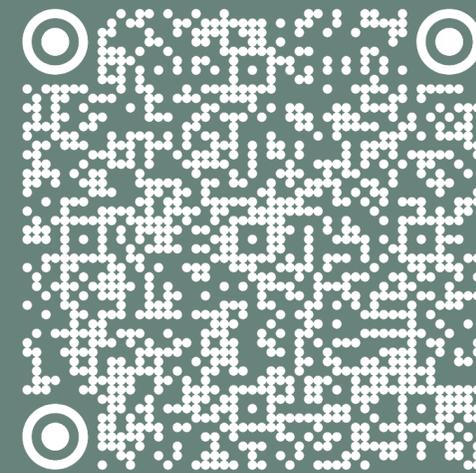
Take this learning style test now to determine what kind of learner you are!

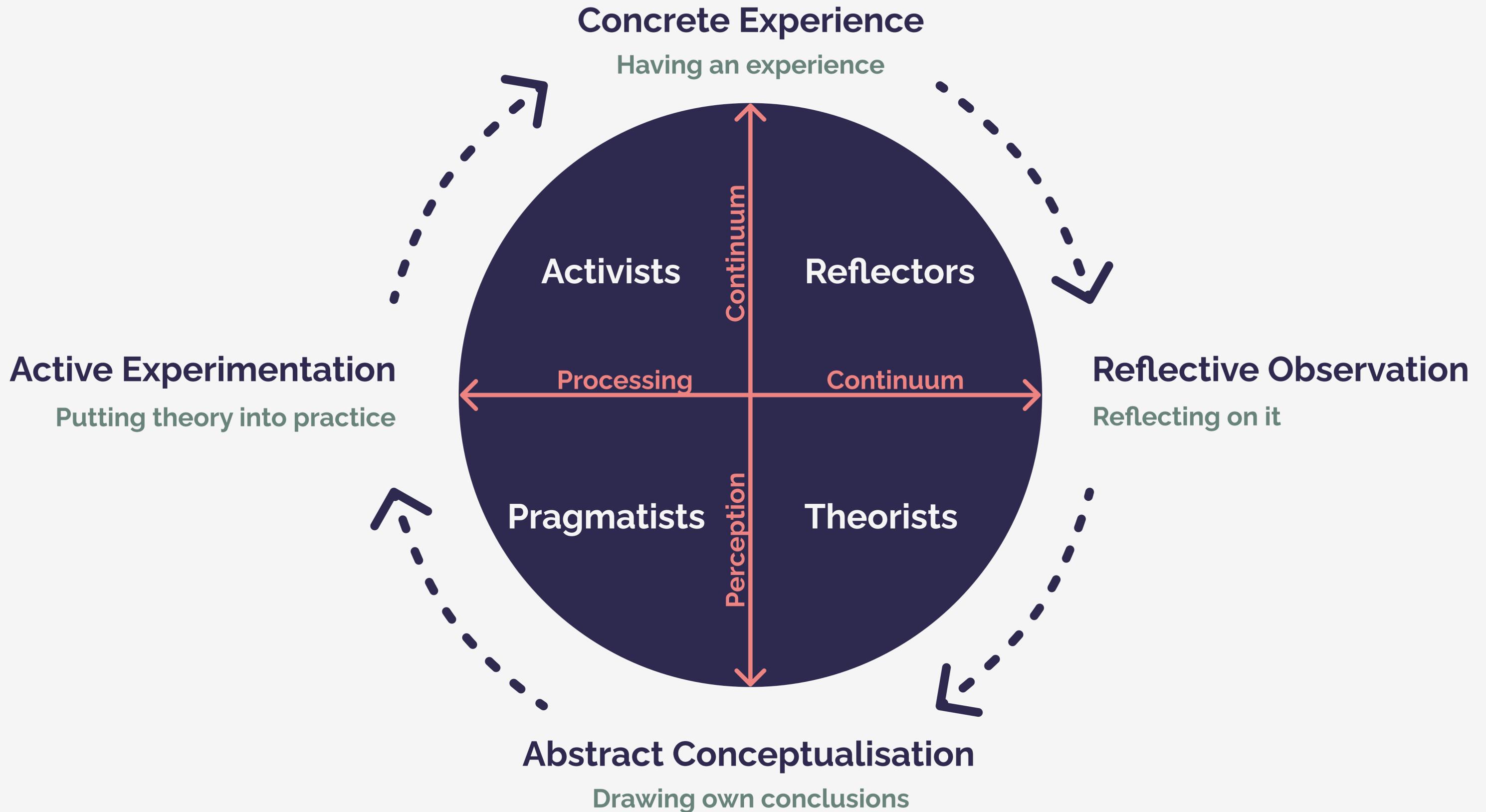


Scan this code to take the test online now...



...or this to download the test as a PDF







Abstract Conceptualisation

The next step in the learning cycle is to make sense of these events. The learner attempts to draw conclusions of the experience by reflecting on their prior knowledge, using ideas with which they are familiar or discussing possible theories with peers.

The learner moves from reflective observation to abstract conceptualization when they begin to classify concepts and form conclusions on the events that occurred. This involves interpreting the experience and making comparisons to their current understanding on the concept. Concepts need not be “new”; learners can analyze new information and modify their conclusions on already existing ideas.

Active Experimentation

This stage in the cycle is the testing stage. Learners return to participating in a task, this time with the goal of applying their conclusions to new experiences. They are able to make predictions, analyze tasks, and make plans for the acquired knowledge in the future. By allowing learners to put their knowledge into practice and showing how it is relevant to their lives, you are ensuring that the information is retained in the future.



Beginner's Mind

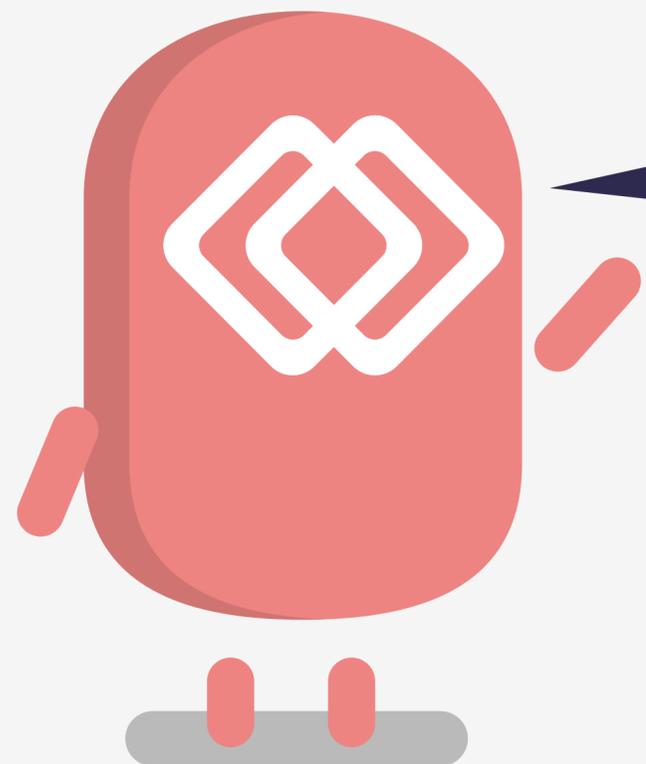


Shunryu Suzuki, in his classic book, *Zen Mind, Beginner's Mind*, tells us that in the beginner's mind there are many possibilities, but in the expert's mind there are few. Certainly, this statement is a simple and true perspective. A beginner, not knowing much of anything about the subject at hand and forced to make decisions, may look at many possibilities. An expert, given a certain circumstance, will have thoughts pouring down a funnel of experience and/or education framing his or her thoughts.

Both a beginner's and an expert's perspective have value. a beginner views each piece of learning with wonder, open to the myriad of unknown possibilities that may exist. Whereas the expert looks at everything through the lens of whether or not it conforms to a pre-existing view of the world.



The Saboteur That Lives in Us: Cognitive Biases



Cognitive biases are constructs based outside of critical judgement on misperceptions or distorted perceptions, prejudices and ideologies; often used to make quick, effortless decisions.



Cognitive Biases



In groups, choose 4 or 5 cognitive biases from the list (see QR code)



Write a roughly 5-minute long mentorship dialogue between a mentee and mentor inspired by the chosen biases



Act out the dialogue in front of the other groups



The observing groups then share what they saw

Judgments and Decisions

Judgments and decisions are influenced by:

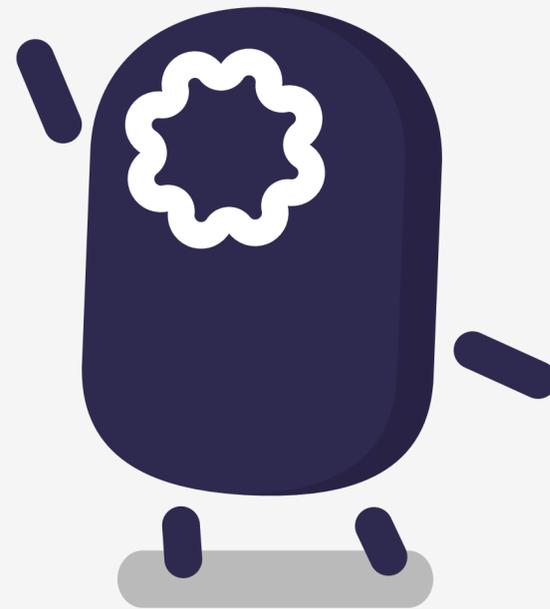
- Individual motivations
- Social pressures
- Emotions
- Limited availability of information



Errors and Biases

Errors and biases might stem from:

- ❖ Cultural prejudices
- ❖ Prejudices about oneself and others
- ❖ Personal interests
- ❖ Existing habits
- ❖ Cognitive biases



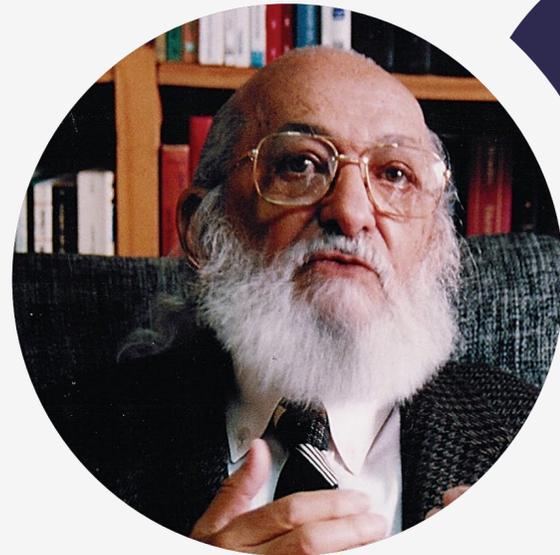


The Mentor-Mentee Relationship



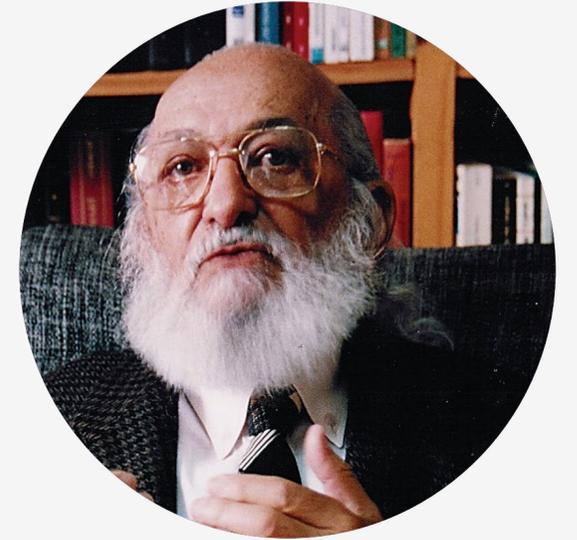
Mentoring: A Pedagogical Relationship

A decalogue of values inspired by Paulo Freire



**“Teaching is not just transferring knowledge.
Teaching is a human peculiarity.”**

Mentoring: A Pedagogical Relationship



In a mentoring relationship, there is not only the transfer of knowledge. Mentoring requires:

Incompleteness

Respect for the mentee's autonomy

Hope

Curiosity

Tolerance

Grasp of reality

Humility

Cheerfulness

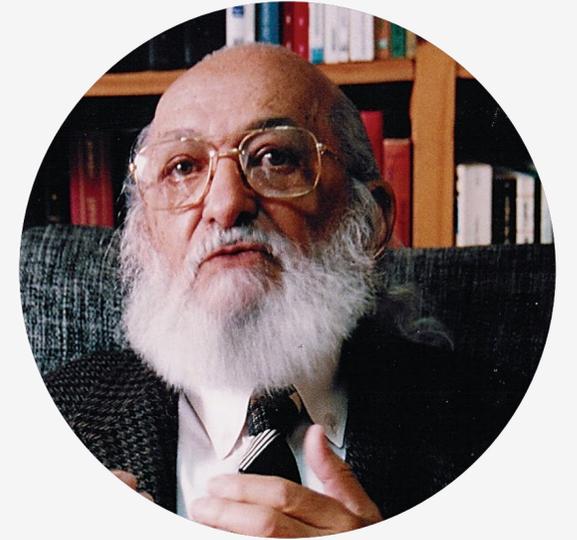
Believing that change is possible

Recognition of the other

Common sense

Focus on the rights of all parties

Mentoring: A Pedagogical Relationship



Mentoring is a complex human activity. It requires:

Confidence

Professional competence

Commitment

Generosity

Understanding that mentoring is a form of intervention

Freedom and authority

Conscious decision-making

Listening

Understanding that mentoring is a form of intervention in the world

Readiness for dialogue

“Loving the mentee”

Mentoring: A Pedagogical Relationship

Individually and/or in groups, discuss what the elements on the previous two slides mean on...



...an individual level?

...a relational level?

...a systemic or network level?

(Consider behaviours, attitudes, values)

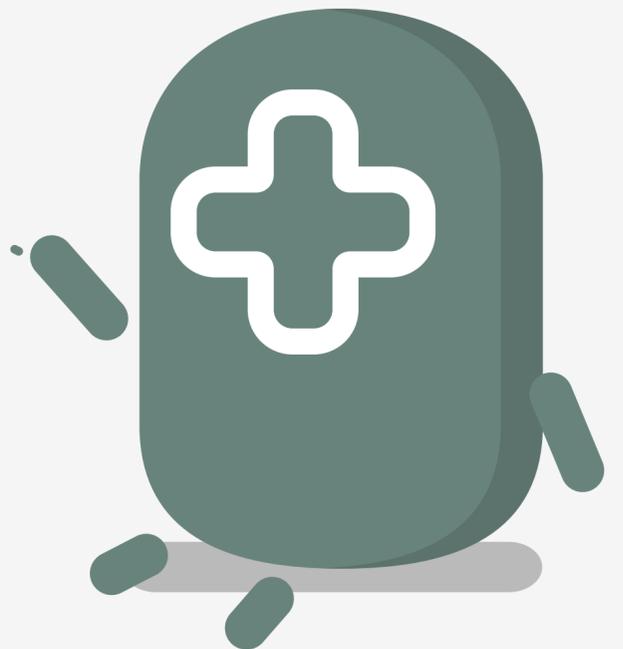
Mentoring: An Effective Relationship

An effective mentoring relationship is based on compatibility of characters and complementarity of skills and interests.

When looking for the right match, therefore, you have to consider:



Mutual respect
Mutual complementation
Compatible characters or styles
Commitment
No ulterior motives



Mentoring: An Effective Relationship

A mentoring relationship can be acted out in very different contexts. There are many classifications that allow us to reflect on the specificities that a mentoring relationship can assume.

Mentoring can be formal or informal (natural mentoring).

In the first case, the relationship between mentor and mentee is explicit, organised in a S.M.A.R.T. process (Specific, Measurable, Achievable, Realistic, Timely).

In the second case, the relationship is implicit and linked to the natural relationship of trust and authority that binds mentor and mentee.

Mentoring: An Effective Relationship

Types of mentoring by context

Community mentoring

Group mentoring

E-mentoring

...

Types of mentoring by theme

Intergenerational mentoring

Life mentoring

Corporate mentoring

...



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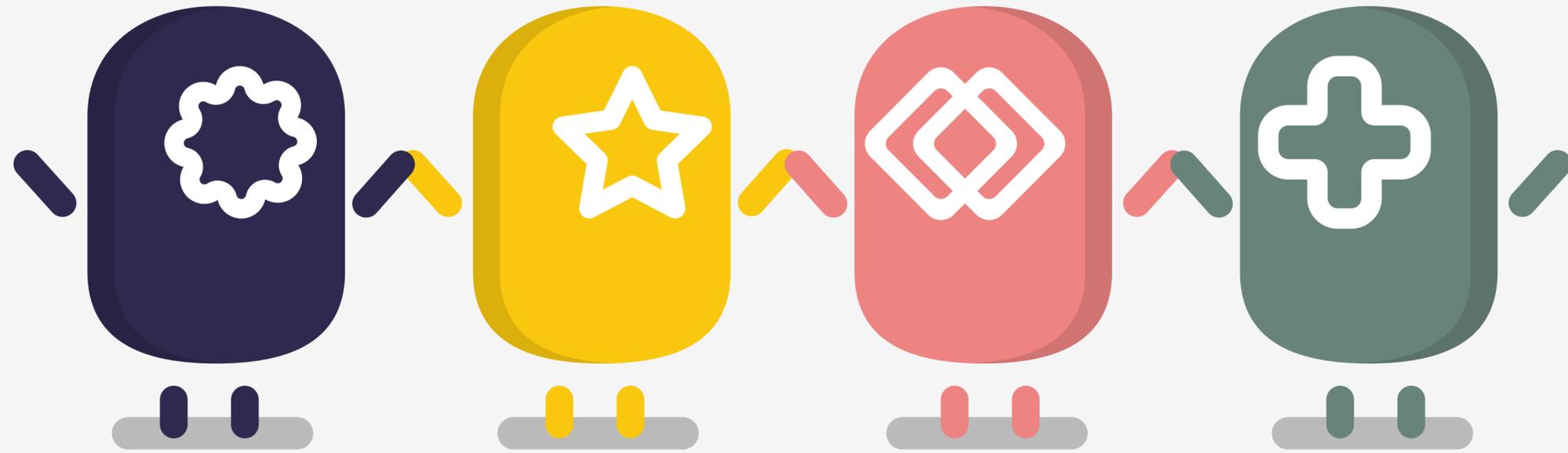
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