



## **Peer Mentor Training**

# **Peer Mentors of the 21st Century for People 50+**

### **THEORETICAL PART**

**Strengthening Capacities to Support Active Ageing in the Conditions of the  
21st Century - Peer Mentoring Programme for People 50+**

**PEER-TRAIN**

**KA2 KA220-ADU - Cooperation partnerships in adult education**

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**Strengthening Capacities to Support Active Ageing in the Conditions of the 21st Century - Peer Mentoring Programme for People 50+**

**PEER-TRAIN**

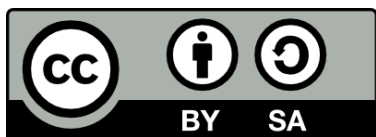


*Peer Mentor Training “Peer Mentors of the 21st Century for People 50+”*

This publication has been approved by a consortium of partners within the framework of Erasmus+ KA2 project 2021-1-DE02-KA220-ADU-000028253 Strengthening Capacities to Support Active Ageing in the Conditions of the 21st Century - Peer Mentoring Programme for People 50+ - PEER-TRAIN.

Main objectives of the project are to contribute to the professionalisation of partner organisations, increase the knowledge and develop professional and digital competencies of experts, developing competences of peer mentors for people 50+ in line with the requirements of the 21st century by means of innovative solutions and digital technologies. The project specifically focuses on supporting and developing international cooperation of participating organisations, building, and strengthening partnership networks.

The *Peer Mentor Training* will focus on increasing key competencies - personal, social, methodological and digital competencies of experts and future peer mentors. By involving well-skilled peer mentors who are more acceptable to their peers, mentees 50+ will be more motivated to engage in activities, especially in the field of lifelong learning.



Coordinated by EureCons Förderagentur GmbH and created by PEER-TRAIN consortium  
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## CONTENTS

|  |    |
|--|----|
| 1. Peer Mentoring Methodology  | 5  |
| 1.1. What is Peer Mentoring?   | 5  |
| 1.2. Who is a Peer Mentor? Personality – knowledge, skills, competences of Peer Mentor in the 21st century for 50+ | 7  |
| 1.3. Roles of Peer Mentor – 10 Principles  | 11 |
| 1.4. Benefits of Peer Mentoring for Mentors and Mentees  | 15 |
| 1.5. Quiz  | 16 |
| 1.6. Literature  | 20 |
| 1.7. Annex 1 Quiz Answers  | 21 |
| 2. Mentees – People 50+  | 22 |
| 2.1. SWOT Analysis of the Target Group (people 50+)  | 22 |
| 2.2. Specifics of the Education of Participants 50+ and Practical Methodological Recommendations                   | 24 |
| 2.3. Career Counselling for People 50+   | 29 |
| 2.4. Participation of People Aged 50+ in the Labour Market   | 32 |
| 2.5. Quiz  | 35 |
| 2.6. Literature  | 38 |
| 2.7. Annex 2 Quiz Answers  | 40 |
| 3. The Mentor-Mentee Relationship  | 41 |
| 3.1. What is an Effective Mentor-Mentee relationship?  | 41 |
| 3.1.1. Mentor-specific Skills  | 43 |
| 3.1.2. Mentee-specific Skills  | 44 |
| 3.1.3. Shared Core Skills  | 45 |
| 3.2. Stages of the Mentor-Mentee Relationship?   | 46 |
| 3.3. Establishing Trust and Setting Boundaries   | 49 |
| 3.3.1. Setting Boundaries  | 50 |
| 3.3.2. Establishing Trust  | 51 |
| 3.4. Problem-Solving – Conflict Resolution   | 51 |
| 3.4.1. Problem-Solving   | 52 |
| 3.4.2. Conflict Resolution   | 53 |
| 3.5. Quiz  | 54 |
| 3.6. Literature  | 58 |
| 3.7. Annex 3 Quiz Answers  | 60 |

|  |     |
|--|-----|
| 4. Effective Communication and Ethics                          | 61  |
| 4.1. Communication Tools in Peer Mentoring Services            | 61  |
| 4.1.1. About communication in general                          | 61  |
| 4.1.2. Communication tools                                     | 64  |
| 4.1.3. Non-verbal communication, body language                 | 66  |
| 4.2. Management of Cultural Diversities                        | 68  |
| 4.3. Ethical Issues in Peer Mentoring Services                 | 71  |
| 4.3.1. Basic principles  | 71  |
| 4.3.2 Professional expectations                                | 71  |
| 4.3.3. The requirements of professionalism                     | 71  |
| 4.3.4. Relationship with clients                               | 72  |
| 4.3.5. Confidentiality   | 72  |
| 4.4. Practical Tips for Peer Mentors                           | 72  |
| 4.5. Quiz  | 75  |
| 4.6. Literature  | 78  |
| 4.7. Annex 4 Quiz Answers                                      | 79  |
| 5. Peer Mentoring Activities                                   | 80  |
| 5.1. Objectives setting  | 80  |
| 5.2. Individual Peer Mentoring - Mentoring Plan                | 83  |
| 5.3. Group Activities in Peer Mentoring Services               | 85  |
| 5.4. Motivation Strategies for Active Ageing (for people 50+)  | 90  |
| 5.5. Quiz  | 94  |
| 5.6. Literature  | 98  |
| 5.7. Annex 5 Quiz Answers                                      | 99  |
| 6. Innovative Forms of Peer Mentoring Services in Online Space | 100 |
| 6.1. Communication and Sharing tools                           | 100 |
| 6.2. Selecting the Right Communication and Sharing Tools       | 104 |
| 6.3. Creating and Sharing Digital Content                      | 108 |
| 6.4. Personal Data Protection – GDPR                           | 115 |
| 6.5. Quiz  | 118 |
| 6.6. Literature  | 122 |
| 6.7. Annex 6 Quiz Answers                                      | 124 |

# 1. Peer Mentoring Methodology

## 1.1. What is Peer Mentoring?

Peer mentoring is a relationship between people who share some similarities (e.g., age), in which one person has more experience and/or different knowledge than the other in a particular domain thus providing learning support for knowledge and skills development. Peer mentoring may be a one-on-one relationship or experienced in a group. The exchange is usually mutual, even if one member of the dyad begins in the traditional role of mentee, or learner, and the other in the role of mentor. For example, a newcomer to an organisation may be the learner in one topic and be the mentor in another. This is common, for instance, in third age universities.

You are welcome to watch [Matt MacLean in YouTube](#)



Read some sentences captured from the transcript:

... you're not a teacher, you're not a therapist but more of a trusted advisor and you can also think of some of the important role models that you've had in your life. What were they like, what did they do that was helpful for you, what kind of qualities did they possess...

... you're going to be listening, you're going to be understanding, you're going to get to know them, you're going to collaborate with them on finding solutions to challenges, you're going to use your experience to guide them, you're going to share tips and tricks with them, you're going to refer them to different resources...

...you know you're going to be meeting new people, you're going to learn about them, they may be teaching you things certainly they're going to have interests and skills that you don't have and so you'll, be able to take advantage of that and you're going to be gaining some leadership experience you're going to be building your cv so again it's this two-way relationship but still with you as the mentor being much more focused having to keep much more in mind in terms of making sure that the relationship is positive and to the benefit of the mentee...

Watch more films by Matt MacLean at [Mentor Training](#).

**Mentor Training**  
Matt MacLean  
8 filmów 40 wyświetleń Ostatnia aktualizacja: 15 wrz...

Odtwórz ws... Losowo

- 1 **Ethics for mentors**  
Matt MacLean • 280 wyświetleń • 2 lata temu  
7:43
- 2 **Solutions and strengths**  
Matt MacLean • 263 wyświetlenia • 2 lata temu  
5:33
- 3 **Growth mindset**  
Matt MacLean • 266 wyświetleń • 2 lata temu  
3:56
- 4 **Getting off on the right foot**  
Matt MacLean • 339 wyświetleń • 2 lata temu  
5:46
- 5 **What's a peer mentor?**  
Matt MacLean • 1,1 tys. wyświetleń • 2 lata temu  
4:31
- 6 **Communication basics**  
Matt MacLean • 286 wyświetleń • 2 lata temu  
5:01

## 1.2. Who is a Peer Mentor? Personality – knowledge, skills, competences of Peer Mentor in the 21st century for 50+

### **Can you play the role of a Peer Mentor?**

If you are comfortable in your career, it can be a good time to pay it back, you can inspire and guide others, you can start to become a mentor. Being a mentor provides an extremely important transfer of knowledge so that your mentees do not spend valuable time learning/doing what you have already known/experienced. By being a mentor, you provide concrete knowledge for mentees, so they can learn from your prior experience and they can make better decisions in similar scenarios.

### **What qualifications does a mentor need?**

To be a mentor, it is essential to have experience in the area you are mentoring someone in. You are not able to teach well if you have not experienced, learned from practice and applied the same principles yourself.

It is also important to have people skills and the ability to teach at an individual level. You need to be able to read a person to know whether a teaching approach is working. Sometimes, you just need to be a career coach. Other times, you have to be a listener and, sometimes, a source of practised wisdom on how to avoid mistakes. To know which approach is the best, you have to be able to discuss the situation with the mentee and choose the best path forward to develop that person's skills and careers.

**To be an effective mentor, you need to have experience in the area you are mentoring someone in along with the ability to read the individual to understand what they need in order to help them choose the right path.**

### **Why is it important to be a mentor?**

Mentors are incredibly valuable, not just for providing guidance and training to a new person; they are also reassuring. A mentor has been the new kid on the block and understands the stresses and fears that come with that position. For this reason, they remember how they felt when they were in that position and are, therefore, able to guide another person through the journey.

Giving this reassurance, mentors can increase the confidence of mentees. Mentors also pass down their own wisdom and learning experiences. On the other hand, it is important for a mentor to encourage mentees to think for themselves, giving them freedom and a general framework for dealing with certain problems.

### **What makes a good mentor?**

Some important features in a good mentor include patience and listening skills. The most effective mentors take part in what is happening, assess the path the mentee is on and then guide the person onto the right track. Mentoring is as much about counselling as it is transferring knowledge and leadership skills. That takes practice, and the mentor has to be willing to let the mentee make mistakes and try guiding them again.

### **Five ways to become a good mentor:**

#### **1. Communicate and listen.**

Your mentee should ultimately oversee their own learning path. You help them achieve whatever it is they want to achieve/learn. Do not inject too much of your own desires or opinions into their plan. Ask them about their aspirations as well as their expectations of you. For example, are they looking for support, guidance or insight?

Make sure to target your approach. For instance, maybe you want to help someone who is experiencing a similar situation as you did, or perhaps you want to give someone opportunities they do not have access to.

Define what your mentee should get out of a mentoring relationship with you and why you want to mentor him/her. Thanks to this approach you will be able to set common expectations, agree on the goals of the relationship and maintain healthy boundaries.

If you and the mentee share your hopes and desires for the relationship, you will be able to establish a mutually valuable dynamic. Mentoring is not a one-sided conversation; it is an open discussion that encourages thoughts, questions and concerns.

This must also happen without judgement. If your mentee feels too insecure to ask a question, you need to find a way to earn their trust and build their confidence. Communication is 99% of a quality mentor-mentee relationship. If the two of you cannot clearly share ideas, thoughts, opinions and feedback, then it defeats the purpose of the relationship. A mentee



needs to be able to confide in the mentor. Without this trust and effective communication, the relationship will not succeed.

It is important to understand a mentee's challenges, goals, desires and feelings so that the mentor can best support, engage and encourage them.

## **2. Offer constructive criticism.**

While you do not want to judge or offend your mentee, you should not filter your feedback to avoid hurting them, either. There is a way to deliver criticism without breaking their confidence. Sharing your experience is a great way to send a message without criticizing them directly. For example, tell them about a mistake you made and how you learned from it. If the mentee is perceptive, they will see the comparison and the subtle message: "Don't do what I did, and here's why." The point is to educate, not tear down the person. Try to be diplomatic and tactful. Instead of noting only the mentee's mistakes or shortcomings, point out something positive, and then offer guidance to improve their work. It is not possible to get everything right on the first attempt, so you need to be able to provide feedback constructively but effectively to ensure that they improve and progress.

If your mentee becomes sensitive or defensive, be as supportive as possible. Again, draw from your own experiences to explain a time you had a slip-up, or simply redirect their attention to the progress and achievements they've made thus far. Self-deprecating humour is powerful in disarming a defensive mentee and getting them to listen again.

## **3. Practice empathy.**

It is important to relate to your mentees and understand their perspective and feelings. If they are having a bad day, you should pick up on their energy and work to help them through it.

Empathy is a crucial feature trait of a good mentor; you should be able to understand how your mentee is feeling and how to guide him or her.

You might think empathy cannot be taught, but with practice, you can achieve higher levels of empathy. This requires effort: listening more, being curious about others, appreciating those who are different from you, illuminating any innate judgments, and educating yourself to break false stigmas and ignorant notions.

For instance, you cannot expect everyone to progress at the same rate you did. You have different strengths, interests, backgrounds and experiences; be careful not to project immediate expectations onto your mentee. A common mistake mentors in very technical fields make is assuming a rising-star mentee in the same field will perform, think and act the

same way as the mentor did. What might have been the challenge to pass for your generation may not be necessary or applicable now. Do not judge a mentee because they did not go through the same way you did to get knowledge.

Times are changing, put aside your own feelings about how things were hard for you, you can speak far more clearly to someone who was able to avoid that challenge and still rise to the same role and expectations.

If the process is not helping, change and adapt it as you go, and include your mentee in decisions.

#### **4. Let your mentee make decisions.**

Because you think that you know better, it might be tempting to take the wheel. But this is not how your relationship should operate. As a mentor you should help a mentee learn their role, not to do it for them.

One of the most important skills the mentee needs to develop, with your guidance, is creativity or common sense. Whatever you call it, your mentee has to be able to solve problems on the fly. Your role as a mentor is to help them develop those skills.

Try to think of yourself as a driving instructor. So you are sitting in the passenger's side, allowing your mentee full control of the journey. However, you are still there to offer advice and directions or to pull the emergency brake if needed.

It is recommended to add an element of autonomy once you have established a good relationship and trust level with your mentee. Give them some responsibility, and allow them to make their own decisions. This will encourage them to think for themselves and improve their confidence, showing you have faith in them.

If you believe in your mentees, and you make that clear to them by allowing them control, they will have much more faith in both you and themselves.

#### **5. Work on becoming a positive role model**

Mentees can learn a lot simply by observing and learning from the mentor's words and actions. They can observe how the mentor behaves and interacts with others or a certain task at hand. If the mentor has trouble with a certain project, mentees can watch how to react to any obstacles that may come their way.

To help your mentees to find the right path, show them multiple ways of handling difficult situations and talk them through the whole process. Let them know that they have a choice to how they react to failure. This can be talking to their mentor when they made a mistake or

failed a task. Thanks to your assistance, they can recognize the proper reactions that help them throughout any difficult time.

Sharing your learning experience is the sign of both a good mentor and positive role model. Allow your mentee to make their own mistakes, however, they can learn valuable lessons from observing and learning from your own experiences.

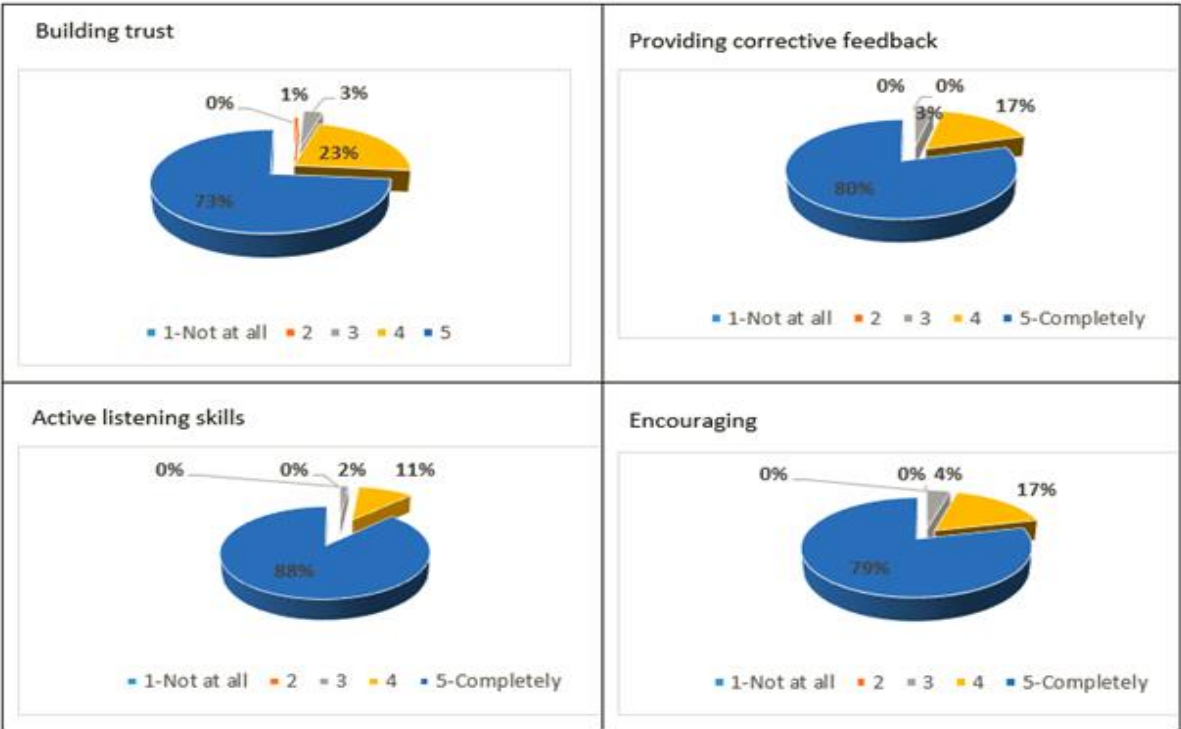
### 1.3. Roles of Peer Mentor – 10 Principles

|   |   |
|---|---|
| 1 | Mentoring is a journey towards empowerment not only through the transfer of knowledge but through the commitment to relationship building as a vehicle through which knowledge, wisdom and skills are transferred. As such, mentoring is a process driven rather than end-product focused endeavour. It is about relationship-building to facilitate growth on building a relationship between a mentor and mentee to facilitate growth and empowerment within the mentee.            |
| 2 | Mentoring is about transformation, not only of the mentee but of the mentor too. Bearing this in mind, expect to be surprised! At the start of the relationship the goals that are initially set as the parameters by which we measure or see growth might be limiting in terms of the actual growth that has taken place. Thus these initial goals serve only as a guiding principle rather than the carved in stone measurements of success. Be open to and expect to be surprised! |
| 3 | Mentors depart from the point that the mentee is a diamond in the rough that has enormous potential to shine. Thus the mentor's journey/purpose is to unearth and passionately inspire the mentee to empower him or herself to manifest this potential.   |
| 4 | Every situation is a learning opportunity, regardless of the context....so be resourceful!  |
| 5 | Successful learning opportunities are created by finding a balance between learning from the traditional contexts of information as well as from the unconventional contexts of information. So do not be afraid to be creative!  |
| 6 | Successful learning opportunities speak not only to the logic of the mentee but to his or her heart, imagination and curiosity as well.   |
| 7 | Mentors empower rather than enable their mentees! Empowerment is about giving the mentee hope and building the confidence that he or she can actually get it right with or without the mentor. Empowerment is an invitation to assume responsibility for actualising potential, whereas enablement is about creating a dependence on the mentor that is fuelled by the  |

|    |   |
|----|---|
|    | underlying message and fear that the mentee is not capable of getting it right without the mentor.  |
| 8  | Mentors do not just provide answers and solutions to all their mentees' questions and problems/obstacles. Mentors share the basic components of the learning and thereby encourage their mentees to explore, grow and generate their own ideas and solutions. This process encourages maturity, resilience and independence within the mentee.              |
| 9  | Mentors encourage and guide their mentees in the process of reflecting on their endeavours. The latter facilitates and internalises the learning to be had from that particular endeavour.  |
| 10 | Mentors live by rule no.6! What does this mean? And what are the other rules? Rule number 6 is about not taking themselves too seriously or others for that matter. In so doing, mentors create an environment in which both the mentee's and mentor's mistakes are seen as learning opportunities to start again but with greater wisdom and intelligence! |

**What advice would you give to someone who wants to become a peer mentor?**

Let's follow the questionnaire filled in for Erasmus+ PEER-TRAIN project by 124 people from partner countries. It should be underlined that all participants have got some experiences in teaching or mentoring adults.



**There were other skills consider relevant that were not mentioned in the questionnaire:**

- patience, empathy, commitment
- feeling comfortable
- errors are acceptable
- knowing your limits
- openness and not judging
- transfer knowledge and experience
- understand living conditions other than your own
- ability to work in team

While thinking about good relationships between mentors and mentees we should take into consideration also peer mentee's skills.

**According to the research data the following mentees skills are crucial:**

- building trust
- listening actively
- showing initiative
- identifying goals and current reality
- encouraging

**There were also some more mentees' skills considered relevant that were not mentioned in the questionnaire:**

- blended learning experience
- empathy, patience, curiosity, composure, calm
- knowing your limits,
- the ability to overcome difficulties

**What advice would you give to someone who wants to become a peer mentor?**

- treat your mentee wisely
- start from knowing your audience
- include an individual, empathic approach for people 50+
- be patient and polite for your mentees

- not expect too much in terms of results and time scheduled
- be yourself and share your passion
- be open and confident that your knowledge and experience can help someone
- remember that often less is more
- explain things in a simple way
- listen without judging and be open-minded
- do not expect too much before you meet your mentee

**Being a mentor, you should take into consideration mentees' needs that make them to stay motivated in a peer-mentoring program:**

Supporting personal development needs, setting clear goals, enabling supportive environment for learning in a good atmosphere, proposing interesting activities, articulating positive outcomes, ensuring that they have somebody that listens to them, understanding their limitations, developing friendly relationship, offering a variety of topics, celebrating successes of mentees, understanding mentees' problems, supporting instant cooperation, fulfilling needs for being seriously treated, convincing mentees that the session really makes sense.

Motivation, persistence, faith in the meaning of learning, trusting in the mentor are also important.

Mentees need to receive some kind of direct, immediate "profit".

**What specific needs have people 50+ when it comes to peer mentoring?**

An individual approach of a mentor addressing individual needs, the feeling of not knowing can be frustrating so we have to remind them that it is ok, age-appropriate learning pace, empathy, patience, tolerance, immediate problem-solving, ability for working with elderly, awareness that using new technologies/tools requires new skills, remembering that 50+ have their own life experience, knowing their priorities as far as subjects are concerned (e.g. they want to know how to communicate with family, friends, how to search for information, how not to fall victim to a scam), starting from clear and calm explanation of what the mentoring session is and what we are going to work on, development of "soft skills" that are useful in modern world, integration with people of similar age, honouring their experience.

## 1.4. Benefits of Peer Mentoring for Mentors and Mentees

### 5 Benefits of Peer Mentoring for Mentors

|   |  |
|---|--|
| 1 | The mentor can pass on his/her experience and expertise and demonstrate his/her ability to be an effective teacher |
| 2 | The mentor has increase his/her competences and complete his/her CV with more achievements                         |
| 3 | The mentor can improve his/her ability for teaching elderly  |
| 4 | The mentor can understand limitations of elderly mentees   |
| 5 | The mentor can gain awareness that his/her knowledge and experience can help someone                               |

### 5 Benefits of Peer Mentoring for Mentees

|   |  |
|---|--|
| 1 | The mentee may get professional advice/resources from a mentor on knowledge/career growth      |
| 2 | The mentee has increase his/her competences and complete his/her CV with concrete achievements |
| 3 | The mentee can develop „soft skills" that are useful in a modern world                         |
| 4 | The mentee can integrate with peers mentors  |
| 5 | The mentee can become a mentor in the subject area he/she is an expert                         |

## 1.5. Quiz

### 1. Is the statement true or false?

Peer mentoring is a relationship between people who share some similarities (e.g., age), in which one person has more experience and/or different knowledge than the other in a particular domain thus providing learning support for knowledge and skills development.

- a. True
- b. False

### 2. Is the statement true or false?

To be an effective mentor, you need to have experience in the area you are mentoring someone in along with the ability to read the individual to understand what they need in order to help them choose the right path.

- a. True
- b. False

### 3. How many ways to become a good mentor are described in this module?

- a. 3
- b. 5

### 4. Does the statement come from 10 principles of Roles of Peer Mentor?

Mentors depart from the point that the mentee is a diamond in the rough that has enormous potential to shine. Thus the mentor's journey/purpose is to unearth and passionately inspire the mentee to empower him or herself to manifest this potential.

- a. Yes
- b. No

### 5. Is the statement true or false?

Not every situation is a learning opportunity, regardless of the context....so be resourceful!

- a. True
- b. False



**6. What advice or advices would you give to someone who wants to become a peer mentor?**

- a. treat your mentee wisely
- b. start from knowing your audience
- c. include an individual, empathic approach for people 50+
- d. be patient and polite for your mentees
- e. not expect too much in terms of results and time scheduled
- f. be yourself and share your passion
- g. be open and confident that your knowledge and experience can help someone
- h. remember that often less is more
- i. explain things in a simple way
- j. listen without judging and be open-minded
- k. take yourself patience training
- l. do not expect too much before you meet your mentee

**7. Is the statement true or false?**

Mentees need to receive some kind of direct, immediate "profit".

- a. True
- b. False

**8. Is the statement true or false?**

By being a mentor, you provide concrete knowledge for mentees, so they can learn from your prior experience and they can make better decisions in similar scenarios.

- a. True
- b. False

**9. Which benefit of Peer Mentoring for Mentors is the most important?**

- a. The mentor can pass on his/her experience and expertise and demonstrate his/her ability to be an effective teacher

- b. The mentor has increase his/her competences and complete his/her CV with more achievements
- c. The mentor can improve his/her ability for teaching elderly
- d. The mentor can understand limitations of elderly mentees
- e. The mentor can gain awareness that his/her knowledge and experience can help someone

**10. Which benefit of Peer Mentoring for Mentee is the most important?**

- a. The mentee may get professional advice/resources from a mentor on knowledge/career growth
- b. The mentee has increase his/her competences and complete his/her CV with concrete achievements
- c. The mentee can develop "soft skills" that are useful in a modern world
- d. The mentee can integrate with peers mentors
- e. The mentee can become a mentor in the subject area he/she is an expert

**11. Which mentor's skills are crucial?**

- a. building trust
- b. listening actively
- c. showing initiative
- d. identifying goals and current reality
- e. encouraging

**12. What kind of mentors' skills are the most important?**

- a. patience, empathy, commitment
- b. feeling comfortable
- c. errors are acceptable
- d. knowing your limits

**13. Are there any other mentors' skills which are also important?**

- a. openness and not judging
- b. transfer knowledge and experience

- c. understand living conditions other than your own
- d. ability to work in tea

**14. Is the statement true or false**

The mentee can become a mentor in the subject area he/she is an expert.

- a. True
- b. False

**15. Is the statement below about empathy?**

“It is important to relate to your mentees and understand their perspective and feelings. If they are having a bad day, you should pick up on their energy and work to help them through it. You should be able to understand how your mentee is feeling and how to guide him or her.”

- a. Yes
- b. No

**16. Is the statement true or false?**

Mentoring is about transformation, only of the mentee.

- a. True
- b. False

**17. Is the statement true or false?**

Do not allow your mentee to make their own mistakes.

- a. True
- b. False

**18. Is the statement true or false?**

Mentors do not just provide answers and solutions to all their mentees' questions and problems/obstacles. Mentors share the basic components of the learning and thereby

encourage their mentees to explore, grow and generate their own ideas and solutions. This process encourages maturity, resilience and independence within the mentee.

- a. True
- b. False

**19. Is the statement true or false?**

The mentee can develop “soft skills” that are useful in a modern world.

- a. True
- b. False

**20. Is the statement true or false?**

Successful learning opportunities speak not only to the logic of the mentee but to his or her heart, imagination and curiosity as well.

- a. True
- b. False

## 1.6. Literature

1. M. MacLean, Mentor training, last opened 2022.10.30,  
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3. OneUpOneDown, Mentorship blog, last opened 2022.10.30,  
<https://oneuponedown.org/blog/>

1.7. Annex 1 Quiz Answers

|             |                         |
|-------------|-------------------------|
| Question 1  | a                       |
| Question 2  | a                       |
| Question 3  | b                       |
| Question 4  | a                       |
| Question 5  | b                       |
| Question 6  | a,b,c,d,e,f,g,h,i,j,k,l |
| Question 7  | a                       |
| Question 8  | a                       |
| Question 9  | a,b,c,d,e,f             |
| Question 10 | a,b,c,d,e,f             |
| Question 11 | a,b,c,d,e               |
| Question 12 | a,b,c,d,e               |
| Question 13 | a,b,c,d,e               |
| Question 14 | a                       |
| Question 15 | a                       |
| Question 16 | b                       |
| Question 17 | b                       |
| Question 18 | a                       |
| Question 19 | a                       |
| Question 20 | a                       |

## 2. Mentees – People 50+

### 2.1. SWOT Analysis of the Target Group (people 50+)

A great method for seeing yourself from the outside and outlining your life strategy - practice "SWOT analysis of 50+ people".

We use this practice to analyse the social portrait of our group. Through examining one's social self - which is the result of years of interaction with people and society - we can approach the identification of one's value orientations.



**SWOT:** - Strengths;- Weaknesses;- Opportunities; - Threats

This is a methodology for analysing personalities.

#### **Strengths**

These are your most prominent traits and characteristics. This is what is usually visible to everyone because it strongly protrudes beyond the boundaries of yourself. These are what you actively promote and sell in social interactions. It is because these personality traits are visible to everyone - there is a sense of their excessiveness. It is as if one is trying to prove to oneself and to others that one is capable of something. Usually, these qualities are compensation for some internal deficits and doubts. Often a person needs to take something outwardly and actively wave it around to make sure that they really have it. At the same time, when you ask others about their strengths, you may hear things about yourself that will keep you awake for a long time, repeating to yourself: "Well, am I really that kind of person?"

#### **Weaknesses**

Everyone has weaknesses. And, of course, "you can always see better from the outside. Weaknesses are our Achilles' heel, our vulnerable side. It is a point that could destroy the entire system by hitting it. So we try to hide our weaknesses to protect ourselves from hostile

encroachments. But the real problem is that we don't really know what our weaknesses are. And that is where our real danger lies because if our enemies take advantage of our unknown vulnerabilities, we are going to be in trouble. That's why we have to be very thorough and, of course, ask those who know us and whom we trust to point us in the right direction. In fact, we are afraid of our weaknesses, and we "push them out" of our consciousness, so in practice, we often cannot name even 5 weaknesses. Especially in public. But the trick is that knowing your weaknesses makes you strong. And discussing your weaknesses publicly makes you invulnerable, because people think, "If he can say these things about himself in public, what can make him unbalanced?"

### **Potential, opportunity**

When you think of opportunities to develop your personal potential - you immediately enter another level of self-development and self-actualization work. Because development of your own potential and increase of your personal power is possible only as a result of deep and detailed inner work - on analysis of your strengths and weaknesses and delicate feeling of yourself, your abilities for development. It is the feeling of unexhausted potential and incomplete realisation of one's powers that pushes one to the path of maximum development of his potential. Generally speaking, there are two main strategies on the surface:

1. Further strengthening of one's strengths.
2. Compensation, protection of your weaknesses.

These are obvious strategies, but the bottom line is that the real development of our personal potential lies off the brightly lit roads. It is our nature to discard those of our personal qualities which, in a good way, should have been made core - the cornerstones of our personality. It is the SWOT analysis that helps us reflect on strategies, and opportunities for our further development. As we live and develop - we will try to put our different abilities and aspirations to the forefront, using all our previous experiences.

### **Probable threats, dangers**

Threats and dangers to our personal development must also be dealt with directly and honestly. The standard SWOT analysis talks about external opportunities and threats. It is equally important to see the internal opportunities and threats. Because what comes from

outside is always obvious. And if threats rise from deep within - we may not notice them until the very last moment, until they appear on the surface of our understanding. When making this list, consider, in addition to external factors, also what internal, personal circumstances may pose a threat to your well-being and prosperity. "Forewarned is forearmed". Being aware of the dangers, and therefore being prepared to deal with them and curb them, certainly makes you stronger. Thinking about dangers and threats - you don't "attract" them as magical thinking, but rather you divert them because you are armed with your knowledge and mental preparation.

## 2.2. Specifics of the Education of Participants 50+ and Practical Methodological Recommendations

### **Specifics of the Education of Mentees 50+**

Learning should take place in a collaborative process between mentees and mentors. The pedagogy of cooperation is focusing on the quality of socialisation. It directly depends on the ability of mentees to adapt, which, in addition to external, objective factors, is determined by subjective factors: personal qualities and different levels of competence.

### **The psychological and pedagogical features of adult learning are ambiguous.**

The adult learner is burdened with current affairs at work. The time allocated for learning is strictly regulated and does not allow one to immerse oneself in a new type of activity – the position of a learner. Biological age determines the peculiarities of thinking: a person's memory capacity begins to decrease, and thinking processes become less operative and flexible. Accumulated professional experience leads, on the one hand, to a weakening of the desire to be included in the educational space as learners (suppresses cognitive activity, and motivation to learn) and, on the other hand, its adequate use may be a necessary condition for successful learning. There are psychological barriers that act as internal obstacles (reluctance, fear, uncertainty) of a person, preventing him/her from working successfully and boldly. This is why the task arises of freeing a person from the influence of the protection that deforms his personal growth. In middle age, defence mechanisms are quite rigid, firmly anchored in the structure of the personality. When adults are taught, they exhibit such traits as dogmatism, timidity, and suspicion. The adult has a stable system of stereotypes. The



inability to overcome it in behaviour and thinking does not allow a person to become more open, direct, and sensitive to creative undertakings. This becomes a hindrance in the situation of restructuring and prevents one from objectively assessing and analysing one's own professional baggage.

**Organising of training - be aware of the following:**

Adults cannot be forced to learn. They have to want to learn. An adult's willingness to learn is shaped by a perceived internal need. The leading role in adult learning must be theirs. They strive for autonomy, self-actualization, and self-management in learning. Adults will only learn with interest if they need to solve professional problems, achieve their goals, and expect to put them into practice immediately. They need new patterns of activity. Adults will learn better in an informal setting, with a variety of forms and methods, without evaluation and competition, but with an open procedure that allows them to self-evaluate their performance. Adults have prior experience that should be used in the learning process.

**Elements of the general outline of the learning process:**

Providing learning motivation; Applying the principles of developmental learning; Monitoring learning outcomes; Creating learning motivation. According to the type of dominant motives, we can present these **types of mentees**.

1. These are learners who are characterised by initiative, a pronounced desire for success, high results, competition, and superiority. The basic motives are self-fulfilment and self-development. 2. These are learners who do not have a particular tendency to be active. But for them, mentors should create an atmosphere of success and recognition, and then they can change their attitude toward learning. 3. These are learners who are focused not on the work itself, but on gaining 'marks' by any means.

**Selection of teaching material.** Select everything innovative. Select the material's relevance for shaping practical skills: "not the new, not the old, but the necessary". Identify individual difficulties in their professional activity; Systematise the difficulties into groups.

**Forms.** One effective form of developmental learning is a play-based one. The problem of adult learning is not only a problem of direct formation of the new but also a problem of overlearning and overcoming resistance to learning. Playful forms are the most appropriate in

this case. They contribute to the removal of stereotypes of past experiences and transform the learning process into a process of managing personal development. **Game forms** are diverse and allow for achieving different goals: from acquiring the skill of avoiding conflict situations to the development of creative abilities. **Role-playing** games are the most preferable. They are aimed at the development of the communicative abilities of mentees (how to act in conflict situations, to stand on another's point of view, and to predict the influence of one's actions on the interlocutor). The use of role-plays implies that reflection on the activity must be organised. Otherwise, there is no learning. **Business games** are another type of game. Its potential is wider than that of role-playing. They allow participants to form a holistic view of professional activity, transfer knowledge in an active form, and develop reflexive abilities. The essence of a business game is the simulation of professional activity.

**Procedures:** Analysing the situation and identifying problem points; Determination of a leading strategy of action and definition of goals and an action plan; Selection of the means of action and implementation of the solution; Obtaining results and assessing the effectiveness.

**Monitoring of learning outcomes.** Adults do not like to control themselves, also in learning. Therefore, **self-monitoring** should be favoured in the organisation of adult learning. The mentor needs to develop criteria for diagnosing the initial state of the learner, as well as criteria for intermediate and final states. Self-education of an adult is an individual process. The success depends on many factors: the mentee's ability to organise his/her personal time; the success of self-education depends on many factors: a student's ability to organise his/her personal time; making of an individual plan for self-education and his/her ability to implement it; the desire and aspiration of a person for his/her own development and improvement.

**4 learning styles. "Actors".** They are oriented towards the "here and now" and are happy to be directly involved in events. They possess an open mind, an absence of scepticism, and an enthusiasm for everything new. Their philosophy: "For once in my life, I want to try everything". They tend to act first and assess things later. Their preferred method of problem-solving is to brainstorm ideas. They are enthusiastic about solving current problems, but quickly lose interest in implementing them in perspectives. They are sociable people, constantly engaging in interactions with others, but also seeking to be at the centre of all activities. "Actors" learn best when: can participate in short exercises - business games, role-plays; there are tensions, crises, rapid changes, and diverse tasks to deal with; there is the

opportunity to be in public speaking and debate; involve interaction with others - gathering ideas, group problem solving; can be proactive. "Actors" are the worst learners when: learning involves a passive role (listening to lectures, monologues, explanations, observing); individual work (reading, writing essays, reflecting independently); the topics and issues to be studied assessed before and after the training. **"Reflective"**. Prefer to stand back and look at things from different perspectives. They gather information both independently and with the help of others, preferring to think about it carefully before reaching any conclusions. They value the complete collection and analysis of facts and tend to postpone final decisions. Their philosophy is one of caution. They are thoughtful people, eager to consider all possible aspects and consequences before taking any action. They listen carefully to others and consider the direction of discussions before expressing their point of view. Learning is best when: it is possible to stand back from the action and listen, and observe; there is an opportunity to think before acting, to prepare before speaking, and to examine the matter in advance; conditions for a "safe" exchange of views are provided (according to pre-agreed rules); "Reflexive" learners are worst when: the environment requires action (acting as a facilitator or participating in role-plays in front of an audience); there are time constraints, and one has to shift quickly from one activity to another. **"Theorists"**. Integrate observation into complex theories. They think through problems using a 'vertical' and coherent logical approach. They systematise facts into theories. They are interested in basic assumptions, principles, theoretical models and systems approaches. Their motto is "If it's logical, it's good!" They often ask questions like, "Does it make sense"? Learning is best achieved when: there is enough time to methodically explore the links between ideas and situations; the methodology or logic behind the subject is challenged and tested (by asking questions and providing answers); one can analyse the reasons for successes (failures) and draw general conclusions. "Theorists" are the worst learners when: have to participate in situations where the emphasis is on feelings and emotions; Actions and decisions need to be taken without reference to any principles, or concepts. **"Pragmatists"**. They want to try out ideas, theories, and techniques immediately to see if they work in practice. They are oriented towards seeking new ideas and taking the first opportunity to test them in practice. They rarely have the patience for long discussions. They like to make practical decisions and solve real problems. Their philosophy is "There is always a better way" and "If it works, it's good". Learning is best when: there is an obvious link between the subjects being taught and the problems solved in life; demonstrated

techniques lead to concrete, practical results (saving time, making a good impression, communicating better with difficult people); you can try out the new methods under the guidance of an experienced mentor; appropriate role models are presented. "Pragmatists" are the worst learners when: the topics being studied are not related to their obvious needs; mentors are perceived as theoreticians; no clear instructions are offered; there are psychological barriers to the implementation of solutions; learning does not lead to a clear improvement (in one's own performance).

### **Practical Methodological recommendations for the learning process**

Since learning cannot be imposed on adults, the learning process should be designed to make them willing to learn. An adult learner's willingness to learn can be shaped by the perceived intrinsic need of the adult learner. **Adult learners prefer to be in the lead in the learning process**; seek autonomy, self-organisation, and self-management in their learning. **The methods and forms of learning you choose should be participatory.** The dominant position of the traditional educator, "I know more," is not appropriate. It should be replaced by an advisor or a facilitator. Preference should be given to problem-based methods, and group and collective forms that **provide maximum initiative of mentees.** It is better for a mentor to stay in the 'shadows' as much as possible and step out of the role of a facilitator only when necessary. Since adults will only learn with interest what they need to solve their problems and achieve their goals, preference should be given when selecting learning task content to those that will either personally or socially affect the interests of the mentees. The most appropriate methods to be used are the **"case study method" and "simulation and role-play"**, based on the material provided by the mentees themselves. The use of these methods provides the opportunity to practise skills "here and now" and to put them into practice immediately at the end of the training, which is also a specific requirement of adult mentees. In order to change the trajectory of their professional career, they do not so much need new knowledge, but rather **new ways of doing things**, and therefore this needs to be practised in the training process. Since **adults learn best in informal learning settings**, the learning process should not be too "formalised". On the contrary, it is necessary to create an environment that allows mentees to freely exchange points of view, defend their positions, hear others' opinions, relate them to their own, make critical remarks, etc. Communicative pedagogical technologies are more relevant here than ever before. **Dialogue, polemics, debates**, and other

forms of communication in the learning process not only create an informal environment but are also effective in training mentees' communicative abilities. Due to the fact that adults have extensive prior experience, this should not be ignored, but rather should be used in the learning process. These experiences can be actualized and applied to learning tasks. It is with reference to the specific experiences of the learners that it is most often appropriate to start learning. The best experiences of adults can also be problematic (which is especially true for novice trainers who find it difficult to "question themselves" and who struggle to get out of professional self-sufficiency). In addition to experience, mentors also bring their own values to learning, which is also important to take into account in the organisation of the learning process. **Negatively assessing or ignoring the experiences and life values of the mentees** has a negative impact on both the learning process and its outcomes. Due to the fact that adults do not like all kinds of assessment procedures and self-monitoring, diagnostic situations should be created in the learning process where learners can self-evaluate both the effectiveness of their learning and its outcomes.

### 2.3. Career Counselling for People 50+

Most applicants suffer: updating the feeds of sites with vacancies for days, sending dozens of cover letters, going through exhausting interviews, and constantly proving something. Where to look for a job, what to do about age discrimination, and how to understand why you were refused after an interview?

**Where to look for a job?** If top, then Linked-in, search agencies. If the average level, then professional groups on Facebook. You respond to a fresh vacancy, but the response is never opened. The recruiter immediately sees your age, contact details, education, city, and last place of work - both the name and description. Often this is enough to understand whether to open a resume. How to find out after refusal what exactly did not suit the employer? All feedback consists of a letter verified by lawyers, which does not say anything. This is where career counsellors really come in handy. They can do a pseudo-interview and be fairly honest about why you were rejected.

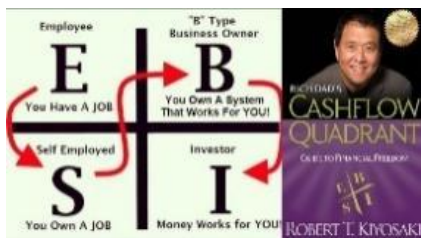
**Age discrimination in the labour market exists.** Is it really more important for employers to be young and ambitious, who is going to shine, than experienced and knowledgeable, who is going to really help the company? Discrimination exists after 50. The difficulty is that no one

will ever say that you were refused because of your age. There is only one way to solve this: by the age of 40, you must have such a professional brand - to be hunted.

**Why do interviews ask useless questions?** “Why do you want to work in our company?” It is necessary to try to amuse the pride of a particular employer. HR is a barrier to entering the company. You can learn to pass it, the process will be faster and more comfortable.

**Career counselling** is a fairly new topic for 50+. It includes at least four methods: labour market counselling, career guidance, elements of coaching and elements of psychological counselling; knowledge of personal financial management, and effectiveness. Career counselling is all about helping you find a job and build a career. A career counsellor does not find you a job, just teaches you how to do it properly. Career counselling has four main blocks: **Job-seeking skills.** This is the ability to write resumes and cover letters. Determining your value in the job market. The ability to find vacancies, not only those which are available on job sites. Self-presentation skills, interviewing skills, and the ability to answer "tough questions". Ability to negotiate with employers and to defend your interests; counselling about the current trends in the labour market; which professions are in demand and which - less; information about the structures and possibilities of professional development in different types of companies; information about salary levels. Some companies will value your performance, while others will value your stability and dedication. For small private businesses, it is important to be able to work in a situation of uncertainty and lack of structure, while for multinationals it is important to be able to follow procedures and respect the chain of command. HR professionals assess your motivation and the extent to which your experience generally meets the requirements. For the hiring manager, the details of your experience, professional skills, and competencies are important. An HR director will look at long-term career plans and their alignment with company goals. And for the owner, what matters is how much profit you will bring to the company and your moral and ethical qualities. **How best to 'package'** and sell your experience to an employer? It is important, especially for those who haven't had an interview in a while, who send a CV and get no response, who are not invited for follow-up interviews and who have difficulty presenting themselves. Job search skills are what "lies on the surface", but they are not the most important. You can't just write a good CV - unless there is solid ground underneath (motivation and alignment with long-term goals).

**Career planning.** It's about defining the direction of your career and drawing up a short/medium career plan, taking into account labour market trends. It helps you to move in the direction and at the speed that is best for you. Not everyone is suited to a career path from specialist to director; some are more comfortable in business; and for some, it is more important to live an interesting and fulfilling life and to travel. A career plan makes it possible to make difficult decisions quickly and easily - which of two job offers to choose, whether to change jobs or what further education to get. Not everyone is suited to a vertical career. Today's world is changing rapidly, companies are changing structure, and it is impossible to plan rigidly for the long term. There are stages of psychological development and age-specific crises when values are re-evaluated. Your career strategy can change drastically after a mid-life crisis and don't hold on to a goal you set 15 years ago but you need to have a clear understanding of where the market is heading and how to be in demand in five years. It is impossible to plan a long-term career without getting out of the employment quadrant (R. Kiyosaki's "CashFlow Quadrant").



**Career guidance and finding your vocation.** This block helps to identify aptitudes, talents and interests. Interest is a key factor for successful career development; without it, it is impossible to become successful in a profession, no matter how much effort is put into it. As for aptitudes and talents, they are secondary, while interest is primary - it allows you to do something for a long time, and thanks to it, abilities appear. This is the scientifically derived "10,000-hour rule". It is also important to identify one's professional motivation. For some people, recognition is more important than a high income, and for others, the opportunity to work with their hands is preferable. It is all very individual, depending on the value system. Good quality career guidance helps to choose the right field, type of employment, and company, to properly plan one's career, and to follow one's own career path. It is also relatively easy, quick, and painless to change careers if the wrong choice has already been made.

**Psychological obstacles.** What prevents one from working there? The difficulties lie either in the fact that he does not know how to do it (10% of cases). And in 90% of cases, the real problem is that the person is afraid to do it - it seems stupid, wrong, underpaid, unpromising, etc.

It is really a pity to see a talented educator working as an accountant because he or she feels that teachers don't make enough money. Or how an engineer of his own stock is tormented in a sales manager position. You have probably seen people who are interested in something and even know what they need to do to make it their profession but don't do it. Writing a nice CV, information on labour market trends or a vocational guidance test will not change the situation. It is necessary to work with psychological obstacles - **fears and negative attitudes** – that affect all life beyond our awareness - identify and neutralise them that interfere with professional self-realisation. When a person believes in themselves and their success, everything becomes possible for them, even things that no one has done before!

**Career counselling for job seekers.** It is not easy to choose the right career path: on the one hand, it is guided by your own interests and aptitude, on the other hand by the relevance of the profession and its earning potential. The HR advisor will determine your talents and recommend a career that fosters them. When choosing training, the expert will take into account your expectations, past experience and the situation on the labour market. A linguist can become a good programmer, the consultant will advise you on how to develop your hidden talents and get a head start in your digital career/ change of working remotely or own business; to help you to find the career you want, learn the skills you need and work for your own pleasure. In order to realise yourself both in your career and in life.

#### 2.4. Participation of People Aged 50+ in the Labour Market

On the basis of surveys of job seekers and employers to find out the true attitudes towards older employees and job seekers in the labour market have been identified facts and opinions.

**The challenges of finding a job.** The longest search (at least six months) is more common among the age groups over 50. The feeling of difficulty is present in all age groups, but it is most often reported by 50+. The most **critical aspects of the job** search are: finding a job in their field of study; a job that meets their salary expectations; participants 50 + believed that



the main reason for job rejection was age. People that had taken their current job after they retired shared what was very difficult. The reasons to work after retirement: material and intangible reasons compose almost equal halves of answers: A wish to feel financially secure and independent; Love for their work, enjoyment of a favourite occupation; An urgent need for money; The habit of being busy; Desire to remain productive, the flexibility of mind; Desire to feel oneself important, needed by other people.

**Strengths and weaknesses of age.** Older people most often perceived age as a hindrance to employment although they saw many advantages over younger people - a more responsible approach to work, a valuable reservoir of knowledge and experience. But some ( 1/3) admit that young people also have advantages over them - mainly digital ones and a more creative approach.

**Relationships with colleagues.** Participants assessed their relationships with colleagues on a scale of 1 to 5, where 1 is very poor and 5 is very good. The answers showed that the average score was 4.3 within the different age groups. 2/3 of the people 50+ declared they did not encounter any difficulties related to their age. The rest shared they had no close colleagues.

A very small proportion of younger workers considered colleagues of retirement age ineffective. Relationships with colleagues of retirement age are no different from those with employees in other age groups. The majority of job applicants believe that everyone has the right to a job, regardless of age.

**Confidence in their current job.** Participants rated their sense of security at their current job. Confidence refers to not being afraid of quitting or being made redundant, not feeling that the employer values your expertise and expects to work with you long-term. The average scores showed that those in the older age groups felt the most confident: pre-retirees and pensioners.

**Attitudes of employers: reasons for refusals.** The employers highlighted the importance of different CV parameters that they pay attention to when assessing from 1 to 5, where 5 is highly significant. Contrary to popular perceptions, age was not one of the most important parameters. The employers most often had to refuse applicants because of: Mismatch between salary offers and expectations – more than half; Personal qualities (inconsistency with the company's corporate culture) - more than half; Lack of work experience in the

company's profile – half; Lack of general work experience – less than half; Age of the candidate – less than half. Age plays a role and quite often becomes a reason for the rejection of a candidate but this is by no means the leading one. More feedback from the employers: the corporate culture is built on the generations X and Y; in a company of automation and new projects, it is difficult for people over 50 to keep up with the pace; Older candidates can't cope with the amount of information and multitasking required, and there may be communication difficulties; applicants aged 50+ didn't feel comfortable; a pre-retirement candidate is usually unable to adapt to the new environment of a dynamic company; older candidates are less flexible (they think they know a lot, relying on old knowledge), less trainable (no desire to be a learner again), less controllable by a younger manager, less operative (they need everything fast, here and now). Sometimes the reasons are based on stereotypical perceptions of "older" employees, sometimes - on actual bad experiences of hiring an older employee who did not perform well or failed to adapt; older people were no longer proficient in modern technology and were unable to understand and learn; most of the age-old ones were not ready to change their mindset; communication with young managers and consequently difficulties in learning ability, the rigidity of thinking; less flexible in their work, more stereotypical in their thinking, overly committed to their experience, which prevents them from learning new things; when a young team, employees of retirement age would not fit into corporate culture; don't have the psychological flexibility to adapt to new things, which is very important; have little understanding of modern technology; for positions that require physical endurance and physical strength, retired people are objectively unsuitable; Such employees have outdated knowledge; are not able to make quick and balanced decisions, are not able to quickly cope with the tasks; have high salary expectations due to accumulated experience; are not sufficiently active and proactive; frequently go on sick leave due to poor health; are not willing to work overtime; are subject to professional burnout.

**Employer attitudes: willingness to hire.** More than half consider the resumes of candidates of retirement age in principle; 1/3 - did not. Less than half are ready and accept such candidates.

Employers see their strengths: They are interested in long-term relationships (low employee turnover among 50+ (more than half); They have a wealth of knowledge and experience – (more than half); a wide range of professional contacts useful for the company; low salary

expectations; they are willing to pass on the experience to young people, they are good mentors.

### **How to improve your chances of being approached by an employer free of age prejudices?**

You might be advised to consider job offers that state that experience of 6 years or more is required. Such specialists are now in demand on the market – 5 % higher than the previous years; use the "Required work experience" filter in the advanced search. Examine your salary expectations in relation to the labour market, your experience in relation to the current needs of employers, and your CV contents to the rules of an attractive one.

**Facts about retirement-age employees.** Twenty percent of employers do not have employees of retirement or pre-retirement age. Most of the elderly people were employed as rank-and-file specialists; older workers were involved in production, administration and accounting. Retirement-age staff are paid less than staff in other age groups; If a company has mentoring and experience transfer programmes employees of retirement age tend to participate in them.

## 2.5. Quiz

### **1. What is SWOT analysis of a person?**

- a. not relevant for people
- b. seeing yourself from the outside and outlining your life strategy

### **2. What are the strengths of analysing personalities?**

- a. how physically strong the person is
- b. the most prominent traits and characteristics

### **3. What are the weaknesses analysing personalities?**

- a. how physically weak the person is
- b. our Achilles' heel, our vulnerable side

**4. What is potential, opportunity analysing personalities?**

- a. Further strengthening of one's strengths
- b. Compensation, protection of your weaknesses

**5. What are probable threats, and dangers?**

- a. external factors
- b. internal, personal circumstances may pose a threat

**6. How many types of mentees are there according to the type of dominant motives?**

- a. 1. The basic motives are self-fulfilment and self-development. 2. These learners do not have a particular tendency to be active.
- b. 1. The basic motives are self-fulfilment and self-development. 2. These learners do not have a particular tendency to be active. 3. Are focused not on the work itself, but on gaining 'marks'.

**7. Which is a form of developmental learning?**

- a. Role-playing games
- b. Business games based on the material provided by the mentees

**8. How to be organised monitoring of learning outcomes?**

- a. A self-monitoring should be favoured in the organisation of adult learning
- b. External monitoring

**9. Which are the learning styles?**

- a. "Actors";"Reflective";"Theorists";"Pragmatists"
- b. "Reflective";"Theorists";"Pragmatists"

## **10. Important Practical Methodological recommendations**

- a. 50+ learners prefer to be in the lead in the learning process - provide initiative of mentees
- b. The methods and forms of learning you choose should be participatory
- c. They need new ways of doing things
- d. Adults learn best in informal learning settings
- e. Apply dialogue, polemics, debates
- f. Negatively assessing or ignoring the experiences and life values of the mentees is bad

## **11. Where does an adult person look for a job?**

- a. LinkedIn, social media, and professional networks
- b. Friends circle

## **12. Does age discrimination exist after 50?**

- a. Yes
- b. No

## **13. What are job-seeking skills?**

- a. The ability to write resumes and cover letters
- b. Determining your value in the job market to find vacancies
- c. Self-presentation skills
- d. The ability to answer "tough questions".

## **14. What is the main in career planning?**

- a. to know where the market is heading
- b. how to be in demand in five years

## **15. Which is a key factor for successful career development?**

- a. abilities
- b. Interest is primary - it allows you to do something for a long time, and abilities appear

**16. The most critical aspects of the job search are:**

- a. finding a job in their field of study;
- b. a job that meets their salary expectations;

**17. What are relationships of 50 + with colleagues?**

- a. 2/3 of the people 50+ declared they did not encounter any difficulties related to their age
- b. bad relationships

**18. Do 50+ employees have confidence in their current job?**

- a. yes
- b. no

**19. What are the main reasons for the refusal of job seekers 50 +?**

- a. Personal qualities (inconsistency with the company's corporate culture);
- b. Lack of work experience in the company's profile;
- c. Age of the candidate

**20. How to improve your chances in the labour market if you are 50+?**

- a. consider job offers that state that experience of 6 years or more is required.
- b. examine your salary expectations
- c. convert your CV contents to the rules of an attractive one

## 2.6. Literature

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## 2.7. Annex 2 Quiz Answers

| <b>Questions</b> | <b>Answers</b>  |
|------------------|-----------------|
| Question 1       | b               |
| Question 2       | b               |
| Question 3       | b               |
| Question 4       | a,b             |
| Question 5       | a,b             |
| Question 6       | b               |
| Question 7       | a,b             |
| Question 8       | a               |
| Question 9       | a               |
| Question 10      | a,b, c, d, e, f |
| Question 11      | a               |
| Question 12      | a               |
| Question 13      | a,b,c,d         |
| Question 14      | a,b             |
| Question 15      | b               |
| Question 16      | a,b             |
| Question 17      | a               |
| Question 18      | a               |
| Question 19      | a,b,c           |
| Question 20      | a,b,c           |



### 3. The Mentor-Mentee Relationship

#### 3.1. What is an Effective Mentor-Mentee relationship?

Mentoring by itself involves a relationship between the Mentor and Mentee, the degree to which this relationship is successful however depends on said relationship and its characteristics and dynamic. **An effective mentor-mentee relationship is a relationship in which learning and change are promoted.** Thus, it is first pertinent to mention Bandura's Social Learning Theory (1977a) as it serves as a framework towards understanding how one learns from observation and modelling (Horsburgh & Ippolito, 2018).

According to this theory, humans start to learn from a young age by copying others. Thus, per this theory, **people learn through their observation of others' behaviours, attitudes, and outcomes of said actions** (Bandura, 1977a; 1977b). **In this model, one is more likely to learn from those one perceives to be similar to oneself, i.e., their peers.** Thus, it is particularly relevant for peer-mentoring. In this model, social learning occurs from the interaction between behavioural factors (i.e., what the mentor is doing and its outcome), personal factors (i.e., the mentee's personal characteristics), and the environmental factors (i.e., where the learning is taking place and its characteristics).

As aforementioned, **learning is the foundation of an effective mentor-mentee partnership.** The mentor and mentee should firstly have defined, together, goals towards developing the mentee's knowledge, skills, abilities, and thinking, and then work together to reach said goal. This is, therefore, first and foremost a learning partnership. **In an effective mentor-mentee relationship, the mentee has an active role in the learning; shares responsibility regarding the priorities, learning, and resources; and, throughout this process becomes more and more self-directed. On the other hand, the mentor must nurture and help the mentee develop their self-direction capacity.** Mentees thus start by being dependent on the mentors, gradually gain independence, and the process ends when interdependence is established between the mentor and mentee. In short, **the more successful mentoring relationships are collaborative learning partnerships where learning is bidirectional,** i.e., from mentor to mentee and vice-versa (Zachary & Fain, 2022).

Thus, the ideal mentor-mentee relationship occurs within a **Learning-Centred Mentoring Paradigm.** This paradigm is a rather recent development as the roles of mentor and mentee

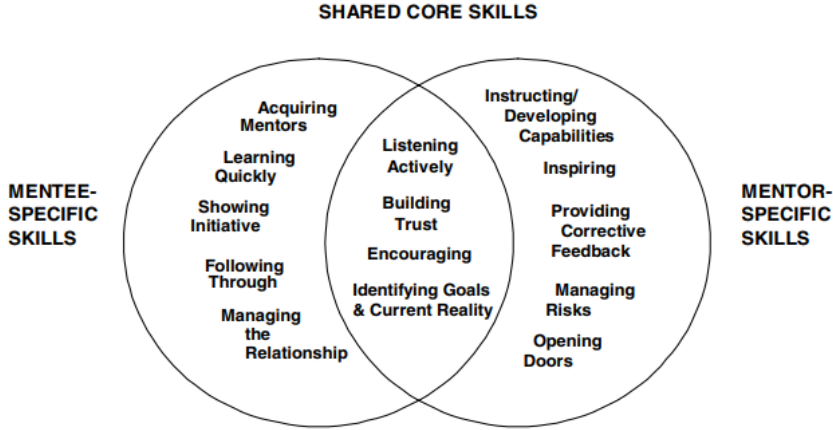
have evolved as well as our conception of them (Zachary and Fain, 2022). Additionally, this paradigm best aligns with the principles of Adult Learning as seen in the following table adapted from Zachary and Fain (2022):

| <b>Elements in the Learner-Centred Mentoring Paradigm</b> |   |   |
|---|---|---|
| <b>Mentoring Element</b>                                  | <b>Changing Paradigm</b>  | <b>Adult Learning Principle</b>   |
| Mentee role   | From: Passive receiver<br>To: Active partner  | Adults learn best when they are involved in diagnosing, planning, implementing, and evaluating their own learning.                            |
| Mentor role   | From: Authority<br>To: Facilitator  | The role of the facilitator is to create and maintain a supportive climate that promotes the conditions necessary for learning to take place. |
| Learning process  | From: Mentor-directed and responsible for the mentee's learning<br>To: Self-directed with the mentee responsible for own learning   | Adult learners have a need to be self-directing.  |
| Length of relationship                                    | From: Calendar focused<br>To: Goal determined   | Readiness for learning increases when there is a specific need to know.   |
| Mentoring relationship                                    | From: One life = one mentor; one mentor = one mentee<br>To: Multiple mentors over a lifetime and multiple modalities for mentoring: individual, group, complementary, and peer models | Life's reservoir of experience is a primary learning resource: the life experiences of others enrich the learning process.                    |
| Setting   | From: Face-to-face  | Adult learners have an inherent need for immediacy of application.  |

|       |   |  |
|-------|---|--|
|       | To: Multiple and varied venues and opportunities  |  |
| Focus | From: Product oriented: knowledge transfer and acquisition<br>To: Process-oriented: critical reflection and application | Adults respond best to learning when they are internally motivated to learn. |

Additionally, research has shown that **successful mentoring partnerships tend to have a set of specific and identifiable skills that act as catalysts for learning and change**. Phillips-Jones (2003) has thus created the following model which splits these skills into mentor-specific skills, mentee-specific skills, and skills which both mentors and mentees ought to have.

### THE MENTORING SKILLS MODEL



#### 3.1.1. Mentor-specific Skills

Per Philips-Jones (2003), the mentor-specific skills for successful mentoring are the following:

- **Instructing/Developing Capabilities:** All mentors, whether in more formal or informal settings, must do some type of teaching or instructing. In more formal environments, this often means giving a class or lecture, whilst in more informal environments, such as is often the case of peer-mentoring, this tends to mean modelling specific behaviours towards conveying ideas and processes. This goes in line with the aforementioned Bandura’s Social Learning Theory (1977a, 1977b). A successful mentor

will guide the mentee through the mentoring process explaining what they are doing and why they are doing it.

- **Inspiring:** Great mentors are capable of inspiring their mentees. They do this by leading by example. Another such way is by creating situations in which mentees are able to see and/or interact with other inspiring people. Additionally, mentors can also use documentaries, auto-biographical texts, and other resources depicting inspiring people to this end. Another important aspect is to try to have mentees identify situations in which they, themselves, were inspiring. A great mentor helps mentees identify and strive for their own (i.e., the mentee's) version of greatness.
- **Providing Corrective Feedback:** Positive feedback is adamant towards an effective mentorship. As corrective feedback is often perceived in a negative light as one is correcting another's actions and/or guiding them towards better solutions, good mentors should do at the start of the relationship is discuss with the mentees their preferences on how and if they want corrective feedback and under which conditions (e.g., in private, immediately after the action, etc).
- **Managing Risks:** When learning, making some mistakes is unavoidable. However, a mentor should be able to aid their mentees towards avoiding unnecessary and/or catastrophic mistakes. A good mentor helps their mentee towards learning to only take appropriate risks and helps them develop their own recognition, prevention and recovery strategies.
- **Opening Doors:** Mentors, being more experienced than mentees in a certain area, are often in a position to vouch for their mentees and help their mentees gain visibility. One of the core ways this can be done is by providing mentees with ample opportunities to show off their skills in front of relevant persons.

### 3.1.2. Mentee-specific Skills

When it comes to mentee-specific skills towards effective mentoring, they are the following (Philips-Jones, 2003):

- **Acquiring Mentors:** The mentees themselves also often have the opportunity to select their mentors. Thus one of the core skills is to first identify pertinent persons towards achieving their goals. Mentees should be able to contact multiple persons, negotiate

with them and understand whether their goals align. After that, the mentees should select the mentor they perceive as being the best towards reaching their objectives.

- **Learning Quickly:** Mentees should strive to learn. They should attempt to apply what they are learning when not with the mentor and later discuss it with him, they should be able to learn from the modelled actions, study materials given by the mentors and also search for pertinent materials by themselves, integrate the new knowledge they are gaining, and be able to receive feedback in a non-defensive manner. Eventually, mentees should also be able to respectfully debate and disagree with their mentors.
- **Showing Initiative:** Mentees should be able to show initiative and develop on their own without needing constant input from the mentor, and be able to identify appropriate times to show initiative and assess risks. The level of initiative depends on the specific mentor, the mentees should discuss this early in the relationship.
- **Following Through:** One of the most valued skills is the capacity of following through with the commitments made with the mentor. Finishing the tasks on time and being able to persist when a task is difficult, even if it means asking for help or extra time.
- **Managing the Relationship:** Whilst the mentors lead, it is on the mentee to manage the relationship as it regards the mentee's development. It's important keeping track and having an open conversation with the mentors, being amicable, and making suggestions regarding the relationship and where it is going.

### 3.1.3. Shared Core Skills

This model identifies the following shared core skills (Philips-Jones, 2003):

- **Listening Actively:** Active listening is fundamental for mentors and mentees. When one listens, shows that the concerns and reservations of another have been listened to and are being considered. This aids in the establishment and development of the mentor-mentee relationship as it makes the other feel accepted and helps building trust. As mentors, they must be particularly careful not to turn the conversation to their past experiences and how they solved it, nor get into a problem-solving mindset. The first step ends with just listening and understanding one another, not trying to immediately solve whatever it is.

- **Building Trust:** This skill builds from the previous one, but goes beyond it. It is developed throughout the relationship and the more trust there is and the more committed mentors and mentees are, the more effective this partnership will be. Towards building trust, both should keep whatever they are told in confidence to themselves, respect each other's boundaries, follow-through with what they committed to, admit their errors, and be able to debate and respectfully disagree.
- **Encouraging:** Positive feedback is paramount to a successful mentorship. Both from mentor to learner as well as from learner to mentor. When one is told that they are doing a wonderful job, they gain confidence and stay more focused and motivated. It is, however, important to stress that said positive feedback must be sincere. Also, it is better to offer "too much" positive feedback, than "not enough".
- **Identifying Goals and Current Reality:** Whichever role one has, it should have specific goals, a personal vision, and be able to access the current reality. For mentors, this means being objective and straightforward when talking to their mentees regarding what they expect for the future and out of the mentorship, and transparency regarding the current reality of the mentor's own characteristics and specificities (e.g., the mentor's skills and limitations). For the mentees, this means being able to identify on their own what they wish to achieve, what are their strengths, how they need to develop themselves as well as the specific type of help they will need. This should be achieved through open conversation between mentors and mentees and this should be constantly updated and developed throughout the whole process.

### 3.2. Stages of the Mentor-Mentee Relationship?

Now that we have defined what is an effective mentor-mentee relationship, what paradigm works best in mentoring with adults, and which particular skills lie behind these relationships being successful, it is pertinent to discuss the different stages of the mentor-mentee relationship. **Generally, proposed models identifying the stages of the mentor-mentee relationship tend to split the relationship into four or five stages.** In the table below we show a comparison of the different models and how they define each stage.

| Comparison of different models of the stages of mentor-mentee relationship  |   |  |
|---|---|--|
| Mentoring Complete's Model (n.d.)   | Together's Model (Sarev, 2022)  | Michigan State University Extension Model (Bottomley, 2015)  |
| <p><b>Initiation:</b> First contact between mentor and mentee and assessing whether they are a good match by discussing common interests, values, goals, and dreams.</p>  | <p><b>Purpose:</b> In this stage, goals are set by the mentee, the mentee joins a mentorship program, and compatibility is established between the mentee and the potential mentor/s.</p> | <p><b>Contemplation:</b> Mentors and mentees consider entering a mentoring program, learn about the program, picture themselves in their respective role in the program, and decide whether they would be a good fit.</p>  |
| <p><b>Negotiation:</b> Mentor addresses the mentee's expectations, helps the mentee set learning goals and form a plan towards achieving them. It is also in this stage that the schedule of their sessions is addressed.</p> | <p><b>Engagement:</b> Mentor and mentee build rapport and trust, develop an action-plan towards achieving their goals, and get to know each-other better.</p>                             | <p><b>Initiation:</b> Here the mentors and mentees apply to the mentoring program, and go through whatever process is involved to access it, and are finally matched with a mentor or mentee depending on which role they are assuming themselves. After introducing themselves to their mentor or mentee, they will then define goals and begin setting boundaries.</p> |
| <p><b>Growth:</b> In this stage the mentor and mentee start</p>   | <p><b>Growth:</b> Mentor and mentee work on building the mentee's skills, overcoming</p>  | <p><b>Growth and maintenance:</b> Here the mentors and mentees are building a</p>  |

|   |   |  |
|---|---|--|
| working towards the previously set goals.   | obstacles to growth, developing a growth mindset, and accountability.   | relationship and working towards achieving the previously defined goals.   |
| <b>Closure:</b> In this stage the mentorship ends. This can be for a multitude of reasons, because goals were achieved, program ended, or something else. | <b>Completion:</b> The mentor and mentee reflect on the mentorship, build confidence to continue growing, and the mentee “pays it forward”. | <b>Decline and dissolution:</b> Here the mentorship ends, either because the program has ended or because of another reason. If the mentor and mentee don’t want to proceed with the relationship after the program, this is the final step of the mentor-mentee relationship. |
|   |   | <b>Redefinition:</b> This step only happens if the mentor and mentee want to continue a relationship. Here they can try for a program extension or even continue their mentor-mentee relationship outside of the program.  |

As you could see on the table, whilst the models have their differences, they also broadly overlap. Therefore, we propose the following 5 step model of the mentor-mentee relationship based on the three aforementioned models:

1. **Purpose:** Here mentor and mentee establish their personal goals, research potential programs and mentors/mentees, apply to a mentorship program (if applicable), and establish a first contact with the potential mentors/mentees.
2. **Negotiation:** Here mentor and mentee start to get to know each-other, discuss and establish goals, define an action-plan to reach said goals, define their schedule (if



applicable), and establish some boundaries (e.g., “if it’s the weekend and you realise you have some questions, please don’t call me, send me an email instead”).

3. **Growth:** Here mentor and mentee start implementing what they had decided as per the action-plan, and start working towards achieving their goals. In this stage the mentor helps the mentee build their skills – whilst the mentor themselves is also developing their mentorship skills, – helps the mentee overcome obstacles, helps the mentee develop a growth mindset (i.e., that skills are not set in stone but that people can work on them and improve), and the mentee develops their self-direction capabilities and accountability.
4. **Completion:** The goals were achieved or, for any other reason, it was decided for the mentorship to end. In this stage mentor and mentee should reflect upon the mentorship and the mentee might decide that they wish to “pay it forward” by becoming a mentor themselves. Often this is the end of the mentor-mentee relationship.
5. **Redefinition:** If the mentor and mentee decided to continue their relationship beyond the initially defined mentor-mentee relationship they will renegotiate their relationship here. Either by assuming different roles (e.g., the mentee becoming the mentor and vice-versa due to mentee having more knowledge/experience in another area/topic), by applying to an extension/renewal of a mentorship program (if applicable), or simply by continuing their mentor-mentee relationship outside the program (if applicable).

### 3.3. Establishing Trust and Setting Boundaries

As aforementioned, **establishing trust and setting boundaries are incredibly important for a mentor-mentee relationship**. This happens throughout the relationship but it starts during the negotiation stage as we saw above. Additionally, this is not a unidirectional thing as we saw in the Philips-Jones’ (2003) Mentoring Skills Model. Rather, it is a core skill for both mentors and mentees and thus both are to build trust with one another and both are to establish their own boundaries.

So how can a mentor and mentee effectively establish trust and set boundaries? Well as **respecting set boundaries is one of the ways to establish trust**, we will first focus on setting boundaries.

3.3.1. Setting Boundaries

Firstly, it is pertinent to define what are boundaries. **“Boundaries are limits and expectations that we set for ourselves and others. They help both parties understand how to behave—what behaviour is acceptable and what isn’t”** (Martin, 2022). This does not mean, however, that all boundaries are good or acceptable. Overly rigid boundaries can make a person too detached and unable to form close relationships. However, others suffer from feeling guilty whenever they attempt to set boundaries and thus tend to have overly loose boundaries which results in them having a hard time saying no and allowing others to often ignore their (already loose) boundaries (Pattemore, 2021). Thus, firstly **one must be able to distinguish between healthy boundaries and overly rigid or overly loose boundaries**. This is, however, not an easy thing to do and neither is establishing healthy boundaries.

Nash (2018) defines the following steps for setting healthy boundaries:

|                             |   |
|-----------------------------|---|
| Identify goals              | <ul style="list-style-type: none"> <li>- What do I expect of myself and others?</li> <li>- What am I comfortable and uncomfortable with, and in which situations?</li> <li>- Who am I comfortable with and who am I uncomfortable with?</li> </ul>  |
| Identifying Personal values | <ul style="list-style-type: none"> <li>- What is most important to me?</li> <li>- What are my personal priorities?</li> <li>- Which life domains are most important for me?</li> </ul>  |
| Setting boundaries          | <ul style="list-style-type: none"> <li>- Everyone has the right to say no/deny something. Saying no is a core assertiveness skill.</li> <li>- Stating what one wants is an essential skill.</li> <li>- You do not owe others any explanation regarding your boundaries.</li> <li>- Be confident but respectful when saying no/what you want.</li> </ul> |

|   |   |
|---|---|
| <p>Reflecting on how this made you feel</p> | <ul style="list-style-type: none"> <li>- Did this make me feel guilty?</li> <li>- Did this make me anxious?</li> <li>- Did this make me feel ashamed?</li> <li>- Discomfort is to be expected when one isn't used to setting boundaries. A person needs to learn to accept these uncomfortable feelings as they are.</li> </ul> |
|---|---|

Thus, **healthy boundaries imply good self-awareness, good communication skills – particularly assertiveness and being able to state things clearly – and being able to deal with feelings of discomfort** (Nash, 2018).

### 3.3.2. Establishing Trust

Establishing trust is a process that happens throughout the whole mentoring process. To establish trust, mentors and mentees ought to (Philips-Jones, 2003):

- keep confidences shared between them;
- spend appropriate time together;
- follow through with promises they made to one-another;
- respect one another’s boundaries;
- admit their mistakes and take responsibility for correcting them;
- be able to respectfully disagree;
- be able to respectfully state if they are dissatisfied with something;
- be honest but respectful.

**Some of these are harder. For instance, whilst keeping things stated in confidence to themselves should be easy and done from the start, it often requires some time into the relationship for mentees in particular to feel comfortable stating they disagree with their mentors or that they are dissatisfied with something. This is perfectly normal and relates to the previously mentioned need to learn to accept uncomfortable feelings as they are and not avoid them.**

### 3.4. Problem-Solving – Conflict Resolution

Two other things that are paramount for an effective mentor-mentee relationship are problem solving skills and conflict resolution skills. **Problem-solving is particularly pertinent**

when issues in the mentorship arise from the materials, from the subject one is mentoring/being mentored in, and other issues that are not related to interpersonal relationships. Conflict resolution is important for dealing with interpersonal issues.

### 3.4.1. Problem-Solving

Problem-solving is often defined as a five-step process (simplilearn, 2022).

1. **Precisely Identify the Problem:** Firstly, the mentor and/or mentee has to be able to identify the problem, then they must identify which issues underlie this problem, and finally, identify what subject areas best define the problem. Being able to frame the problem will later allow you to stay focused and only search for potential solutions.
2. **Collect Information and Plan:** The mentor and/or mentee should start collecting information on the specificities of the problem whilst discarding any unnecessary information. Afterwards they should proceed to plan the brainstorming session according to their availability. If only one identified the problem and collected information, then they should contact the other and then together proceed to plan the brainstorming.
3. **Brainstorm Solutions:** Mentor and mentee should generate creative ideas towards solving the problem, and not immediately focus on finding a solution and discard ideas. Oftentimes solutions require multiple steps, some creative ideas don't solve the problem immediately, but may be an important step in a solution for the problem. These solutions can be then visually mapped and they can discuss any relevant factors such as potential costs involved, what action steps are needed to implement these solutions, and what would be the involved parties.
4. **Decide and Implement:** This is defined by first selecting a solution, particularly one that has the least waste (i.e., less potential costs, simpler to implement, less parties involved) and highest chance of success. Once this solution has been selected, they should start putting it into action and follow the steps they had identified it needed. Being careful and doing a step-by-step approach is the best way to go as rushing through the solution will often require corrections and result in a higher cost/waste.

5. **Evaluate:** Mentor and mentee must look back and evaluate whether their agreed upon solution actually addressed the problem and whether it achieved the results they hoped for. They should also reflect on what they would do differently next time.

### 3.4.2. Conflict Resolution

When there is a conflict, a person often tends to want to argue their point and defend why they believe they are right and the other person is wrong. This however is not a successful strategy to solve the conflict as the other person holds the same beliefs. Thus, Shonk (2022) defines the following five strategies for successful conflict resolution:

1. **Recognize that all of us have biased fairness perceptions:** Everyone believes they are in the right. This is due to the fact that people can easily see their side, but it is harder to exercise empathy and put ourselves in another's shoes (i.e., cognitive empathy). If one cannot put themselves in the other's shoes, they can invite a third person to help mediate the conflict. This person should be neutral, unbiased and should help both see the other's side, or offer a coherent and fair assessment of the facts/situation.
2. **Avoid escalating tensions with threats and provocative moves:** When conflicts get particularly heated, a person can resort to threatening statements. This is not a productive way of dealing with conflicts and will only result in further escalation. One way to avoid saying things one will come to regret is to try to keep calm, take a deep breath and count to five.
3. **Overcome a "us versus them" mentality:** The mentor and mentee belong to different groups unless the mentor also sometimes takes the role of mentee and vice-versa. Thus, this can result in falling into intergroup conflict and hostility. One way to avoid this is to identify a shared identity or goal with your mentor/mentee. Highlighting a common goal can help reach a fair and sustainable agreement.
4. **Look beneath the surface to identify deeper issues:** Often the conflict isn't just about one single disagreement, but about one feeling disrespected and/or overlooked. One way to identify these issues and to have a successful conflict resolution is both mentee and mentor to practise active listening and hear the other concerns. Listening actively is just hearing the other and understanding the other's concerns, it is not about relating it to ourselves or about getting into a problem-solving or conflict resolution

mode (Philips-Jones, 2003). Only after the mentor and mentee actively listen to one another should they try to come up with creative ways to address their grievances and both should come out of it feeling heard and respected.

5. **Separate sacred from pseudo-sacred issues:** Conflicts are intractable when they involve core values (e.g., personal moral code). However, sometimes people confuse pseudo-sacred for sacred issues. Pseudo-sacred issues being issues that are only off-limits under certain conditions. Thus, it is important to assess the differences between the two. This can be done by assessing what benefits one can potentially gain from negotiating (and thus admit that one's own "sacred issue" is in fact only pseudo-sacred), and asking the other to clarify why they hold a certain position (thus assessing whether the other's position is due to a sacred issue or if it is in fact due only pseudo-sacred).

### 3.5. Quiz

**1. Learning and change are promoted in an effective mentor-mentee relationship.**

- a. True
- b. False

**2. Which of the following factors is NOT involved in Social Learning?**

- a. Environmental factors
- b. Personal factors
- c. Academic factors
- d. Behavioural factors

**3. Peer-mentoring is a particularly pertinent form of mentoring as people tend to learn from those they perceive as similar to themselves.**

- a. True
- b. False

**4. Learning is unidirectional in the more successful mentoring relationships.**

- a. True
- b. False

**5. In which of the following does the mentee shares responsibility with the mentor when in an effective mentor-mentee relationship (select all that apply)?**

- a. Learning
- b. Priorities
- c. Resources
- d. Location

**6. The learning-centred mentoring paradigm is a rather recent development and it aligns with the principles of adult learning.**

- a. True
- b. False

**7. Which of the following is NOT a shared core skill between mentors and mentees in the Mentoring Skills Model?**

- a) Managing the Relationship
- b) Listening Actively
- c) Building Trust
- d) Encouraging

**8. Which of the following is a mentor-only skill according to the Mentoring Skills Model?**

- a. Showing Initiative
- b. Encouraging
- c. Managing the Relationship
- d. Managing Risks

**9. Which of the following is a mentee-only skill according to the Mentoring Skills Model?**

- a. Inspiring
- b. Following Through

- c. Encouraging
- a. Managing Risks

**10. Whilst of the following stage appeared in all the three discussed models of the stages of the mentor-mentee relationship?**

- a. Initiation
- b. Redefinition
- c. Completion
- d. Growth

**11. In the five-step model we propose based on the aforementioned three models, where do boundaries start to be established?**

- a. Redefinition
- b. Growth
- c. Negotiation
- d. Purpose

**12. Which of the following is NOT a part of the Setting Boundaries step of the aforementioned model for setting healthy boundaries?**

- a. Accept uncomfortable feelings such as guilt and anxiety
- b. Be able to say no/deny something
- c. Be able to state what you want
- d. You do not owe others an explanation regarding your boundaries

**13. Which of the following are required for setting healthy boundaries (select all that apply)?**

- a. Establishing trust
- b. Good self-awareness
- c. Good communication skills
- d. Being able to deal with feelings of discomfort

**14. Mentees are often able to state they disagree with their mentors from the very start of the relationship.**



- a. True
- b. False

**15. Which of the following are ways of establishing trust between mentor and mentee (select all that apply)?**

- a. Keep confidences shared between them
- b. Avoid conflicts
- c. Spend appropriate time together
- d. Respect one another's boundaries

**16. Conflict Resolution is important for dealing with interpersonal issues.**

- a. True
- b. False

**17. Which of the following is NOT a part of the Problem-Solving Process?**

- a. Collect Information and Plan
- b. Avoid Escalating Tensions
- c. Precisely Identify the Problem
- d. Brainstorm Solutions

**18. Which of the following is a part of the step of Brainstorming Solutions?**

- a. Discuss what they would do differently the next time
- b. Generate creative ideas towards solving the problem
- c. Select a solution
- d. Plan the brainstorming session

**19. Which of the following are strategies for successful conflict resolution (select all that apply)?**

- a. Recognize that all of us have biased fairness perceptions
- b. Overcome a "us versus them" mentality
- c. Instructing and developing capabilities

- d. Look beneath the surface to identify deeper issues

**20. When correctly implemented, the strategy of avoiding escalating tensions with threats and provocative moves for conflict resolution will not only solve the conflict but will also strengthen the relationship.**

- a. True
- b. False

### 3.6. Literature

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### 3.7. Annex 3 Quiz Answers

| <b>Questions</b> | <b>Answers</b> |
|------------------|----------------|
| Question 1       | a              |
| Question 2       | c              |
| Question 3       | a              |
| Question 4       | b              |
| Question 5       | a,b,c          |
| Question 6       | a              |
| Question 7       | a              |
| Question 8       | d              |
| Question 9       | b              |
| Question 10      | d              |
| Question 11      | c              |
| Question 12      | a              |
| Question 13      | b,c,d          |
| Question 14      | b              |
| Question 15      | a,c,d          |
| Question 16      | a              |
| Question 17      | b              |
| Question 18      | b              |
| Question 19      | a,b,d          |
| Question 20      | b              |

## 4. Effective Communication and Ethics

### 4.1. Communication Tools in Peer Mentoring Services

#### 4.1.1. About communication in general

Our life is a chain of communicational situations. Although interpersonal communication is to be considered a very big achievement, yet, most people communicate poorly. The efficacy of people, whether they are support staff, secretaries, managers, etc., is greatly influenced by their communication skills. There is almost no situation where communication would not be important. If someone negotiates convincingly, reads other people's signals well and knows body language, they can be more successful and more productive than their peers.

**The definition of communication:** communication is anything where information, knowledge, emotions are transferred or exchanged, regardless of the signals or codes in which the information is expressed.

It is impossible not to communicate! All behaviours (regardless of our intentions) carry a message.

The 4 basic functions of communication are as follows:

|                           |  |
|---------------------------|--|
| 1. Emotional function     | <ul style="list-style-type: none"><li>•The inner tensions of the communicating person are released through the expression of emotions, but it can also amplify positive experiences. E.g. disappointment, satisfaction, sympathy, joy</li></ul>  |
| 2. Motivational function  | <ul style="list-style-type: none"><li>•The communicating party usually wants to persuade the receiver to do something, to change their behaviour, to avoid some circumstance, event, phenomenon, etc. This function is most often expressed through persuasion, encouragement.</li></ul> |
| 3. Informational function | <ul style="list-style-type: none"><li>•Information is exchanged between the participants in the communication process to communicate facts and their explanations, to gain new information, to clarify the ones we already have</li></ul>  |
| 4. Controlling function   | <ul style="list-style-type: none"><li>•We explore the motives of our communication partners, we get feedback on the existence of certain activities. E.g. the peer mentor checks SMART targets</li></ul>   |

The peer mentor uses all 4 basic functions in their communication. When working with a client, it is the dynamism of the conversation and the task to be achieved that determines which basic function is used first.

**Basic communicative situations:**

Communication situations are extremely diverse, differing in countless details and moments. Based on the actors and roles, certain types of situations can be distinguished, which can be as follows:

|         | Internal                 | Interpersonal              | Group                    | Public                    | Mass media                      |
|---------|--------------------------|----------------------------|--------------------------|---------------------------|---------------------------------|
| Oral    | Internal speech, thought | Dialogue                   | conversation, discussion | lecture, oration          | radio, TV                       |
| Written | note                     | e-mail, letter, exam paper | Chat, forum              | blog, book, formal letter | news outlets, newspaper, poster |

According to research and observations, **one communicates not only with their environment, but also with themselves. When the communication process gets stuck, the peer mentor can move the conversation forward by asking the client to express their thoughts about the issue or problem.** This is an extremely simple method, but in many cases, people do not do it themselves.

**Tip:** it will make the work of a peer mentor much easier if they make a note of the meetings with the client for themselves.

**It is important** that the client also prepares a written document for themselves, such as, for example when they prepare a SMART plan!

Sometimes we may not understand each other. This is when there is a **communication breakdown**. The peer mentor should be able to identify the cause of the communication breakdown and they should be able to correct it. If there is a communication breakdown between them and the client, it jeopardises working together and makes it impossible to move forward.

A communication disorder is the inability or severe limitation of establishing relationships with other people.

**Reasons of communication disorders include:**

- **failure to transmit information**, i.e., we did not transmit or have not received some important information in full
  
- **distortion of the information transmitted**, i.e., the content of the information was not fully conveyed, an important part of it is missing or inaccurate (e.g., when exploring the labour market situation of the client, the experience expert did not receive all the information on abilities, qualifications, soft skills related to the intention to change career)

**Reasons of information distortion include:**

- *subjective distortion*: one of the pair of peer mentor and client misunderstands or does not understand the information
- *the client is distracted by their emotions* (In this case, the peer mentor must first reflect on the client's emotions, detach them from the process of counselling, and only then can they move on. About the detachment of emotions, you can read more in chapter 4.4. Practical Tips for Peer Mentors.)
- *selective attention* (E.g., if the client is tired, peer mentor should recognize it and they should suspend work for a commonly agreed period.)
- *the message is too complicated, or it is vague* (This is usually the fault of the peer mentor, i.e., they did not take into consideration the limits and the abilities of the client. Or maybe they used some terminology that is unfamiliar for the client.)
- *word flood* (It is usually applied by the clients, it means too much speech, nothing to say. Peer mentor has to bring back the conversation to the given topics they are

working on with the client. You can find methods for stopping word flood in chapter 4.4. Practical Tips for Peer Mentors.)

- *they do not know the same facts.* (The client may already have negative experiences with an activity, about becoming an entrepreneur or a particular job that the peer mentor is not aware of.) A peer mentor should never forget that their client has considerable life experience, a career and has probably made a decision to rearrange their life at least once in their life.
- *they do not assess the existing knowledge the same way* (The client might perceive a challenge, a job, a learning process as extremely difficult.)
- *rudeness, lying, concealment* (If you encounter this as a peer mentor, you should refer your client to a professional: psychologist, life coach, trainer, etc.) A peer mentor is not competent to solve this type of problem on their own.

#### 4.1.2. Communication tools

In order for the peer mentor and the client to understand each other well, the following communication tools can help:

##### 1. Questions

The aim of the questions is to gain knowledge. Thus, there are questions to raise interest, to check, to ask for information, to explore an opinion, etc. Two broad types of questions are distinguished according to the type of answer expected:

- Convergent questions usually require clients to recall their previous knowledge, and usually only one good (or a few well-defined) answers can be given to them. Answers are short, often consisting of one or two words, or yes-no answers.
- Divergent questions encourage reflection, the answers are not necessarily predictable, there may be more than one good answer depending on the content of the question, and the answer requires more lengthy explanation. These are open questions. (What does appropriate working condition mean for you? What kind of training/further training is needed to fulfil the desired working position?)

Questions targeting future,



- the aim of which is to lay down long term visions fit well into the toolbar of peer mentor. (How do you plan to implement voluntary work?)
- Summarizing question: (So far, you have reported about...)
- Clarifying question: (If I understood you well, you say that you ...)

## 2. Emotional reflection

The essence of emotional reflection is when we put the other person's emotions and state of mind into words. The purpose of communication is to show that we feel and understand the other person's emotions and feelings about a given subject. The peer mentor may give feedback such as, "I can see that losing your job makes you very upset!"

## 3. Compiling a list of topics to be discussed

The list of topics to be discussed is outlined with the help of questions raised by the peer mentor. The mentor builds the list by focusing on the clients' most important problems: clarifies goals, interests and needs, makes it clear whether they are competent to help their client or not. In order to give the client a sense of achievement during the process, the order of the topics was determined by starting from the easiest topic and progressing towards the most difficult. This can be done also by proceeding from the urgent to the less urgent, or from the more important to the less important.

## 4. Shifting perspective / reframing

In many cases clients are frustrated, they feel they cannot cope with a situation or a problem because their focus is too narrow, they can only see things in one way. The mentor can help them in reframing, by asking the following questions:

- What is it in this situation that you can change and what is it that you cannot influence?
- What is the worst that might happen?
- How relevant will this situation be in a month, a year, five years from now?
- How will you benefit from this situation later in your life?
- What is there in this situation that you wouldn't think of at first?

#### 4.1.3. Non-verbal communication, body language

What am I saying and what am I doing in the meantime? Body language as a form of communication has always existed, but it has only been scientifically studied in recent years. 60-80% of our everyday communication takes place through various gestures and body language.

In fact, non-verbal communication, body language, is nothing more than the **mimicry, posture, gaze, gestures, intonation, distance from the other person**, that we use consciously or involuntarily besides verbal communication.

Through their mimicry, the mentor may inadvertently reveal their personal relationship with the given topic. This is important to pay attention to in order to respect the principle of non-judgement.

The *gaze* is part of active attention. Eye contact means paying attention to the other person, i.e., it has a positive message.

*In posture*, make sure you do not cross your arms in front or behind you (this means blocking), or cross your legs when standing, for example. If you lean forward while listening to the other person, it is a sign of paying attention.

The most important gesture is the smile, it moves all communication forward. It is worth using it frequently.

In the case of *intonation*, it is informative for the peer expert if the client speaks at a pitch that is getting higher and higher. This means that he is nervous.

*Spacing control*, distance from the other person. Space plays a rather important role in the communication process. Human spatial needs were first studied by American researcher Edward Hall in the 1960s. By observing people's social interaction behaviour, he distinguished four distances (zones):

- Confidential or intimate zone (0 - 45 cm): only people who are emotionally close to you (parents, spouse, children, close friends, relatives) should enter this zone.
- personal zone (45-120 cm): distance for formal and social gatherings and meetings with friends (about the length of an arm)
- community/social zone (120-360 cm): we keep this distance from people we do not know well enough, we use it when dealing with impersonal matters.
- Public zone (more than 360 cm): an appropriate distance when speaking to large groups.

The peer mentor should always take into account the client's preferred spacing arrangements. This is very different from country to country, from culture to culture. The best we can do is to keep the community/social zone. Shaking hands with the opposite sex is not preferred in many cultures. If the client is a woman, always wait for her to offer her hand! You cannot go wrong with that either!

The peer mentor must be aware of the fact that everything they do strengthens or weakens the impact of what they say!

**For example:** Conscious body language builds trust, which is achieved through active, focused attention: maintaining eye contact, leaning forward towards the client, turning towards them, open posture: neither legs nor hands crossed. A smile and a nod assure the client that the mentor understands and follows what is being said.

Communication is authentic when verbal and non-verbal communication are consistent, both expressing the same. If you say something different with your words and show something different with your gestures, your gaze, your facial expressions, then there is a dissonance in communication. This dissonance is perceived by the client, which also affects the successfulness of the working together.

Therefore, it is very important to know that the means of non-verbal communication can reinforce or change, give emphasis to your words, strengthen or weaken the meaning of the verbal message.

It is worth to learn as much as possible about the elements of body language, because if our knowledge is severely limited, it is easy to misinterpret non-verbal messages and this can lead to communication disorder.

**Recommended reading:** [Barbara Pease](#) - [Allan Pease](#): The Definitive Book of Body Language, 2004

## 4.2. Management of Cultural Diversities

With the emergence of multinational companies and the growing number of international cooperation projects in science, culture and education, the need to go international also appears in our daily working sphere. It is not just a vital element of some narrow employment groups, but it is an existential requirement. The increasing internationalisation of the economy has highlighted the need for intercultural cooperation.

Culture is deeply ingrained in the fabric of society. From the way we drink our coffee to the way we do business, culture creates the sense of security and belonging that we need to truly connect with each other. It is needless to say that when you operate across cultures, there are a couple of extra hurdles to deal with before you can truly connect.

So, before you jump into that conversation with your colleague from abroad, stop to consider the following points:

### 1. Awareness

It all starts with this: being aware that different countries have different ways and times of doing things. We do not have to agree with each other's work culture, it's enough to accept that we have a common goal but will get there by different means. It is not even certain that people from the same culture think the same way and solve tasks the same way. But if our task is to work together, let's see it as a challenge and not a problem! And yes, this takes time, patience but mostly the will to truly understand what drives the person or the organisation you are dealing with.

### 2. Preparation

Before you meet your foreign colleague, take the time to do read up on their country's rituals and etiquette. Should you address your colleague by their first name or not? Something simple like how to greet them is probably culturally determined. In some countries, a hug, a tap on the shoulder or a kiss are quite normal, whereas in others these come close to harassment. You should not aim for a perfect mastery of their etiquette, though. The fact that you've taken the trouble to do some research and that you try to do things right is often enough to show people that you care.

There are countries where they get straight to the point based on the principle "time is money". In others, it is not appropriate to talk about work in the first 10 minutes. For them, it is important to have some introductory, small talk beforehand. There are some places where they hold discussions by going through a series of predefined points, and there are others, where they make major diversions to get to the heart of the matter. Anyway, we are all the same in one respect: sitting down to talk over coffee, a drink or a meal creates a warmer atmosphere.

### 3. Language

One of the culture's main expressions is language. As soon as people open their mouths to speak, you can more or less place them in a geographical region and a social/cultural subgroup. When you and your counterpart speak different languages, work with an interpreter to avoid misunderstandings. An added bonus is that the interpreter does not only know both languages, but also the underlying cultures. Interpreters will hence translate both the words and the cultural context.

If both of you speak a common language (e.g. English), but not at a negotiating level, you should also use an interpreter when discussing important matters.

Otherwise, it's worth learning a few phrases in each other's language. Good afternoon! How are you? Thank you! Would you like a coffee? - Not difficult, but a very good basis for working together. Everyone will appreciate it!

### 4. Humour

Be extremely careful with humour. It is often said that jokes don't translate and that is because well, they don't. Moreover, in many cultures, it is not acceptable to crack jokes in a business

context. Sarcasm, the basic ingredient of humour in many culture, can be immensely funny if you are used to it. If you're not, it can come across as an insult, or worse still, an attack. Most of all: avoid telling jokes about your colleague's country/culture/religion/history, it is a slippery slope that will leave you crippled nine times out of ten.

## 5. Openness

The person opposite you may be just as nervous about wading in the murky cross-cultural waters as you are. There is no weakness in admitting that you are nervous because you do not want to mess up. Ask for feedback. This will give your counterpart the opportunity to help you along the way, and most of all, to connect with you. Vulnerability is, after all, human and something that everyone can relate to, wherever they come from.

Many books have been written about effective cross-cultural communication, and all these insights are very helpful. They should definitely be considered as parts of the puzzle, but not as absolute truths.

In cross-cultural communication, and indeed in communication as such, connecting is the objective. Language, both verbal and non-verbal, is the key.

The recognition and increasing extent of the damage caused by the lack of intercultural knowledge has prompted professionals to take steps to process, structure and transfer the results in this area. This is why the number of workshops and training courses on intercultural research is growing worldwide. In a large company with a workforce coming from several countries, their daily interactions are limited by several factors, even for people who speak the same language and come from the same culture. Understanding and being understood is made much more difficult when interaction takes place between people with different mother tongues and/or different cultures.

When we look at the reasons why a country, region or city is attractive to capital investors, in this case foreign investors, we often find cultural, linguistic and knowledge-related reasons for choosing a location. When it comes to choosing where to locate foreign capital, there are a number of qualitative, hard-to-measure factors that play a role that fall within the scope of subjectivity and the human dimension (local identity, culture, institutions, skilled labour,

attitude of the local workforce, etc.). With all this in mind, we can pin it down that knowledge of cultural diversity and intercultural communication on a sound basis means important knowledge.

### 4.3. Ethical Issues in Peer Mentoring Services

#### 4.3.1. Basic principles

1. Peer mentor respects the dignity, the values and rights of every person.
2. Relationships of a peer mentor should be characterised by mutual professional and human respect, good faith, appreciation, cooperation and fairness.
3. Peer mentor carries out their work without any regard to sex, age, social, racial and ethnic belonging, religious or philosophical conviction, sexual orientation, disability or state of health, and excluding any negative discrimination.
4. The peer mentor shall process the client's data to be recorded in accordance with the GDPR and other data relevant to the case.

#### 4.3.2 Professional expectations

1. A peer mentor must be a person of legal capacity, with no criminal record and not under a disqualification from holding a job.
2. A peer mentor shall not undertake any case in which their professional activities could be used for abuse.
3. The peer mentor is responsible for ensuring a high standard of work, attending professional training, lectures, seminars, supervision, etc. for their professional development
4. It is the obligation and responsibility of the peer mentor and the organisation or institution employing them to establish direct contact with the client in a condition suitable for the performance of their tasks.

#### 4.3.3. The requirements of professionalism

1. The peer mentor knows and respects the limits of his or her methods and powers. He respects the limits of his competence and refers his client to a professional helper, if he thinks it is necessary.

2. He is tolerant towards the different trends within the helper profession, he also acknowledges the eligibility of trends differing from his own, he does not express value judgements regarding other trends.
3. The peer mentor works with other peer helpers striving to help each other's work in a mutually helping and good relationship.
4. The peer mentor cooperates with professionals in their own field as well as in related fields in order to be able to best fulfil their task.

#### 4.3.4. Relationship with clients

1. In relations with clients, any behaviour that violates their personal dignity of clients is prohibited.
2. The peer mentor will inform the clients of their own confidentiality obligations before the process starts.
3. The peer mentor will also inform the client about the financial conditions or the free of charge nature of the service they are receiving.

#### 4.3.5. Confidentiality

1. The peer mentor is bound by a confidentiality obligation with regard to all facts and data that they have learnt in the context of their activities. The obligation of confidentiality shall survive the termination of the activity.
2. In this context, the peer mentor is bound by confidentiality with respect to all information arising from or related to the counselling process and obtained from or about his or her clients.
3. Furthermore, peer mentors shall keep the service and business secrets of the organisation employing them.
4. The confidentiality obligation does not apply to information that the peer mentor is authorised by the clients to disclose. Clients can withdraw their authorisation at any time.

#### 4.4. Practical Tips for Peer Mentors



Communication between peer mentors will be facilitated if they know and apply well the following methods:

#### 1. The detachment of emotions

There will be clients who come to the peer mentor not knowing yet what exactly they want. They cannot give a precise answer to the question "*Why did you contact me, how can I help you?*". Instead of a rationally thought-out response, the client unleashes an emotional tsunami of negative (less often positive) emotion on the mentor. Emotions are valid in this situation, but they need to be disconnected, so that SMART goals can be born. In this case, after a few minutes of listening, the mentor should take the lead and start working, focusing on the next steps:

- List of topics to be discussed
- Clarification of goals, interests and needs

It is an important task for the mentor to separate the unimportant from the important and at the same time give up the idea of solving all problems at once. „ *I understand that the business you have envisioned for yourself is a bakery, and you really like the waterfront building you want to lease. But as long as you do not consider whether you have the right qualifications, business plan and financial resources, do not buy the entire equipment and only negotiate with the landlord as an option.*” In this example, the client would make a decision about his business based primarily on emotion (maybe his childhood dream is a pastry shop, the lake he dreams is beautiful, but there is no asphalt road leading there, etc.). The mentor does not, of course, prevent them from achieving their goals, but helps them to detach their emotions in order to make rational decisions.

#### 2. Keeping the aim in focus

The mentor facilitates focusing, staying on topic and staying focused on the present by asking concentrating questions, such as "*I understand what you are saying, but can we talk about what the situation is at the moment?*" or "*Thank you for sharing this with me, but now let's talk about the purpose of today's session.*" Focusing is also an appropriate technique for a talkative client.

The mentor leading the process should constantly channel the presentation of the chattering client. Good tools for this are the following:

- Blocking. The tool of blocking can be used by the mentor if he wants to prevent the client from miscommunicating or repeating the same topic over and over again. E.g.: *As we agreed at the beginning, we will focus on .....!*
- Questions interrupting the process also help to keep the process on track. The mentor uses the question to guide the client back to the selected topic. „ *When did you say you would like to start the pastry training course?*” The client is distracted from what they keep repeating, and the mentor can take control of the process.

### 3. The expression of empathy

It facilitates communication and the building of trust with the client if the peer mentor is able to show empathy. This is possible through several communication tools:

- The emotional reflection. It is when we put the other person's feelings and state of mind into words. The mentor can give feedback in the following way: *"I can see that you are very upset about losing your job!"* If the client is crying, you can hand them the tissue and ask them if they need a break.
- Normalising. The emotion that arises during mentoring can be a natural part of the process. By normalising, the peer mentor standardises the pattern followed by the client and communicates to them that the vast majority of people react similarly in this situation. *"What you feel is natural!"* - can be used to help him through this phase. This empathic compassion on behalf of the mentor means letting the client know that you understand their feelings; but not overreacting to the situation. You acknowledge the feeling, you give this feedback and then move on.

### 4. The praise

A very important moment in the peer mentor's communication is to praise the client at the beginning, during and also at the end of the process. This positive feedback reassures them that they are on the right track and that their efforts will reap rewards. The praise should be well-founded and authentic. For example, begin the sentence with *"It's good to hear that...!"*. In this way, mentors appreciate the client's cooperativeness, acknowledge achievements and positively value forward-looking expressions. This is particularly important in maintaining motivation despite any setbacks that may occur in the process.

## 5. Communication errors

There are many stereotypical sentences as far as the general public is concerned that are rather harmful than helpful. What a peer mentor should NOT say?

- - *"Time will solve everything!"* No! Time does not solve anything, but inaction preserves the situation and makes the task even harder to solve. The solution is meant by the effort made over time.
- *„It's a really trivial thing, we've got to solve it quickly!"* What is trivial for one of us, requires a great effort from another person. We may not know that!! But with this sentence, we can easily lose the trust of the client.
- *„This idea is not viable!"* It may indeed not be, but it is the reflection of our own system of values/opinion. A better approach is to formulate a proposal embedded into questions. For example, *"Don't you think we should review your creditworthiness before making a decision?"*
- *The talkative mentor.* A talkative peer mentor grabs control, guides the client. If he talks too much, the main character's client will become an episode character. In such a case, the stated objectives and solutions will not be the client's objectives and solutions. These are usually not respected by clients.

## 4.5. Quiz

- 1. It is impossible not to communicate! All behaviours (regardless of our intentions) carry a message. True or false?**
  - a. true
  - b. false
  
- 2. The 4 basic functions of communication are as follows. Choose the correct answer!**
  - a. Emotional function
  - b. Motivational function
  - c. Informational function
  - d. Controlling function
  - e. Relationship-establishing function
  
- 3. The reason for information distortion is subjective distortion, which means what our emotional relationship to the other person is like. True or false?**

- a. true
  - b. false
4. **The essence of emotional reflection is when we put the other person's emotion and state of mind into words. The purpose of communication is to show that we feel and understand the other person's emotions and feelings about a given subject. True or false?**
- a. true
  - b. false
5. **In case of spacing control, the confidential or intimate zone (45-120 cm): The distance for formal and social gatherings and meetings with friends (about the length of an arm). True or false?**
- a. true
  - b. false
6. **For communication to be successful, we need to assign identical contents to identical signals. This is strongly influenced by the culture, traditions and customs of the sign users. True or false?**
- a. true
  - b. false
7. **In order to be able to communicate successfully with people coming from other cultures, it is NOT important to know each other's communication habits and culture. True or false?**
- a. true
  - b. false
8. **It all starts with this: being aware that different countries have different ways and times of doing things. True or false?**
- a. true
  - b. false
9. **Humour solves everything! Always use it! True or false?**
- a. true
  - b. false
10. **It's worth learning a few phrases in each other's language. Good afternoon! How are you? Thank you! Would you like a coffee? - Not difficult, but a very good basis for working together. True or false?**

- a. true
- b. false

**11. Which ones are true for the basic principles of the peer mentor?**

- a. Peer mentor respects the dignity, the values and rights of every person.
- b. Relationships of peer mentor should be characterised by mutual professional and human respect, good faith, appreciation, cooperation and fairness.
- c. Peer mentors can reject the client due to their religious or philosophical conviction.

**12. Which ones are true for the relationship of the peer mentor with clients:**

- a. In relations with clients, any behaviour that violates their personal dignity of clients is prohibited.
- b. The peer mentor will inform the clients of their own confidentiality obligations before the process starts.
- c. The peer mentor will also inform the client about the financial conditions or the free of charge nature of the service they are receiving.

**13. The confidentiality obligation does not apply to information that the peer mentor is authorised by the clients to disclose. Clients can withdraw their authorisation at any time. True or false?**

- a. true
- b. false

**14. Peer mentors shall not keep the service and business secrets of the organisation employing them. True or false?**

- a. true
- b. false

**15. Peer mentor is tolerant towards the different trends within the helper profession, he also acknowledges the eligibility of trends differing from his own, he does not express value judgements regarding other trends. True or false?**

- a. true
- b. false

**16. Communication between peer mentors will be facilitated if they bear in mind the emotions of the client and concentrate on the mood of the client True or false?**

- a. true
- b. false

17. During the process, it is not important to keep the aim in focus, as there is a lot of time to talk about everything. True or false?
- true
  - false
18. By normalising, the peer mentor standardises the pattern followed by the client and communicated to them that the vast majority of people react similarly in this situation. „*What you feel is natural!*” True or false?
- true
  - false
19. Praise is not important in peer mentor’s communication. Adults do not require it. True or false?
- true
  - false
20. Peer mentor should NOT say that „Time will solve everything!” True or false?
- true
  - false

#### 4.6. Literature

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#### 4.7. Annex 4 Quiz Answers

| <b>Questions</b> | <b>Answers</b> |
|------------------|----------------|
| Question 1       | a              |
| Question 2       | a,b,c,d        |
| Question 3       | b              |
| Question 4       | a              |
| Question 5       | b              |
| Question 6       | a              |
| Question 7       | b              |
| Question 8       | a              |
| Question 9       | b              |
| Question 10      | a              |
| Question 11      | a,b            |
| Question 12      | a,b,c          |
| Question 13      | a              |
| Question 14      | a              |
| Question 15      | a              |
| Question 16      | b              |
| Question 17      | b              |
| Question 18      | a              |
| Question 19      | b              |
| Question 20      | a              |

## 5. Peer Mentoring Activities

### 5.1. Objectives setting

The most important part of the interview is defining the objective. Sometimes just defining an objective will bring about the desired change. It is important to give to this process appropriate attention and time to be named the objective correctly.

In the case of people over 50 years of age, the objectives can be, for example:

- to obtain the better skills for the labour market of the 21st century
- to explore new career options/opportunities of the mentee
- self-knowledge, knowledge of one's potential and abilities
- identification of educational opportunities for better application on the labour market
- increasing of digital competencies
- possibilities to increase financial literacy
- networking
- learn the workplace culture
- problem-solving skills



The most suitable method for objective setting is the SMART method or SMARTER. One of the peer-mentor tasks is to teach mentee to plan and manage his/her time using the (intelligent) method of SMART objectives setting, to be able to change his/her ideas into activities. Abbreviation **SMART** is composed from beginning letters of five English words which describe basic properties of performable objectives.

SMART is not a miraculous panacea, but a set of objectives. Its effectiveness lies precisely in its simplicity. It helps to keep the plan in movement, is measurable and controllable. It does not allow tasks to be pushed into the distant future.



## Setting of SMART (-E-R) objectives

| Objective is expected to be  | Helping questions for objective setting   |
|--|---|
| <p><b>1. Specific (specific)</b></p> <p>First objective characteristic is its particularity. It is not any unclear or empty sentence, but a convincing, concrete and reasonable decision, which determines objective direction, e.g., searching an employment.</p>                       | <ul style="list-style-type: none"> <li>- What do you want to achieve?</li> <li>- Why do you want it?</li> <li>- How could you reach it?</li> </ul> <p>Peer mentor can through similar questions assist to mentee to change his/her general objective to the concrete idea, concrete steps and actions, in another words to set the result which you want to reach!</p>  |
| <p><b>2. Measurable (measurable)</b></p> <p>We know how to reach the objective at that time when we add to it the numbers. Create the reference levels for checking your progress. Determine how precise you will know when your objective was reached.</p>                              | <ul style="list-style-type: none"> <li>- How much?</li> <li>- How often?</li> <li>- How long?</li> <li>- In what days?</li> <li>- In what time?</li> <li>- Till when?</li> <li>- Per quod you will know that your objective was achieved?</li> </ul>  |
| <p><b>3. Achievable (achievable)</b></p> <p>Certainly, the objective has to be set realistically, could we actually achieve it. Make sure that it is realistically possible to achieve the objective within your time frame. It is necessary to have in your mind also other duties.</p> | <ul style="list-style-type: none"> <li>- What concrete steps can you carry out?</li> <li>- What are you carrying out as the first? What was the second, third....?</li> <li>- What is your plan?</li> <li>- What obstacles can occur? (Financial, health, temporal...)</li> <li>- Is it possible to reach your objective in a given time horizon?</li> <li>- Are you sufficiently motivated to reach it?</li> </ul> <p>Peer mentors can help to plan small and real achievable steps. It is an important rule particularly in less effective mentees where the success will lift self-confidence, but they bear the failure with difficulties. Therefore, it is suitable to divide the plan into small parts.</p> |
| <p><b>4. Relevant (relevant)</b></p>   | <ul style="list-style-type: none"> <li>- Why is it profitable to follow this objective?</li> </ul>  |

|   |  |
|---|--|
| <p>Next step to success is to be aware of how beneficial the objective is for you and your life.</p>  | <ul style="list-style-type: none"> <li>- Is your objective relevant e.g., from the point of career?</li> <li>- Why is it important for you to reach it?</li> <li>- How does it change your life?</li> <li>- Is it profitable for you to invest your energy, time, money?</li> <li>- What positive change and impact create reaching the objective in your life?</li> </ul>           |
| <p><b>5. Time-bounded or trackable (time-bound/trackable)</b></p> <p>Time bounding of objectives is important particularly for short-term objectives.</p> <p>It is important to determine terms or activities time schedules. The longer time to the future you plan, the bigger is the risk when life will change your plans. Therefore, it is suitable for long-term objectives to set the milestones.</p>                              | <ul style="list-style-type: none"> <li>- What time do you prove to reach your objective?</li> <li>- Is it concerned with short-term or long-term objectives?</li> <li>- Are you interested in reaching the objective (e.g., obtaining the working position) or setting the system (e.g. you want to do something regularly)?</li> <li>- When do you reach your objective?</li> </ul> |
| <p><b>6. Exciting, challenging (exciting)</b></p> <p>Sometimes it happens that you are very concentrated to reach the objectives and do not reconsider the procedure which enables you to find a way. In this consequence the way to fulfil it you suffer and you have only a while of pleasure from reaching objective. To be able to enjoy each step leads to reaching the objective, we recommend you to use the method SMART-E-R.</p> | <ul style="list-style-type: none"> <li>- Why do you do it in fact?</li> <li>- Who wants it, you or somebody else?</li> <li>- Will you enjoy the way to this objective?</li> <li>- Is the idea to reach this objective sufficiently challenging and exciting?</li> </ul>  |
| <p><b>7.Recorded (recorded)</b></p> <p>While using SMART plan, mentee should use a day-book, diary or mobile application, where he/she precisely records the steps which he/she plans to realise as well as those which are already realised towards reaching the objective.</p>  | <p>Mentee can re-discuss his/her plan together with a peer mentor within the regular meeting and in the case of necessity to modify it.</p>  |

Next **recommendations for peer mentors in objective setting:**

**1. Select one or two objectives that** you want to work on. Assist to your mentee to select the objectives which are realistic and achievable.

**2. Have a talk with your mentee** on how can it perceive by his/her family/the nearest surroundings. When the family/the nearest surroundings do not support or do not understand the effort of the mentee, the achievement of the objective will be more difficult.

**3. Brainstorming is one of the methods to achieve the objective.** Brainstorming is the process, which includes consideration of as many ideas as possible for achieving the objective, although some of them can appear unrealistic. You and your mentee should write all your ideas down. Later you can assist him/her to select the best ideas.

**4. Identify small steps for achieving the objective.** Most objectives require completing more than one step. Please be aware how the mentee achieved each small step, which leads to achieving the objective.

**5. Identify obstacles, which can obstruct the achievement of the objective.** Overcoming the obstacles should be a part of action plan for objective achievement.

**6. Decide on the term of fulfilment and re-evaluation of the objective.** This is an important step. When the process is too long, your mentee can be discouraged and can finish the mentor relationship. The term gives him/her the opportunity to do what he can do. The opportunity for re-evaluation gives you a chance to check his/her progress. Encouragement from you has a great importance to keep your mentee in the activity.

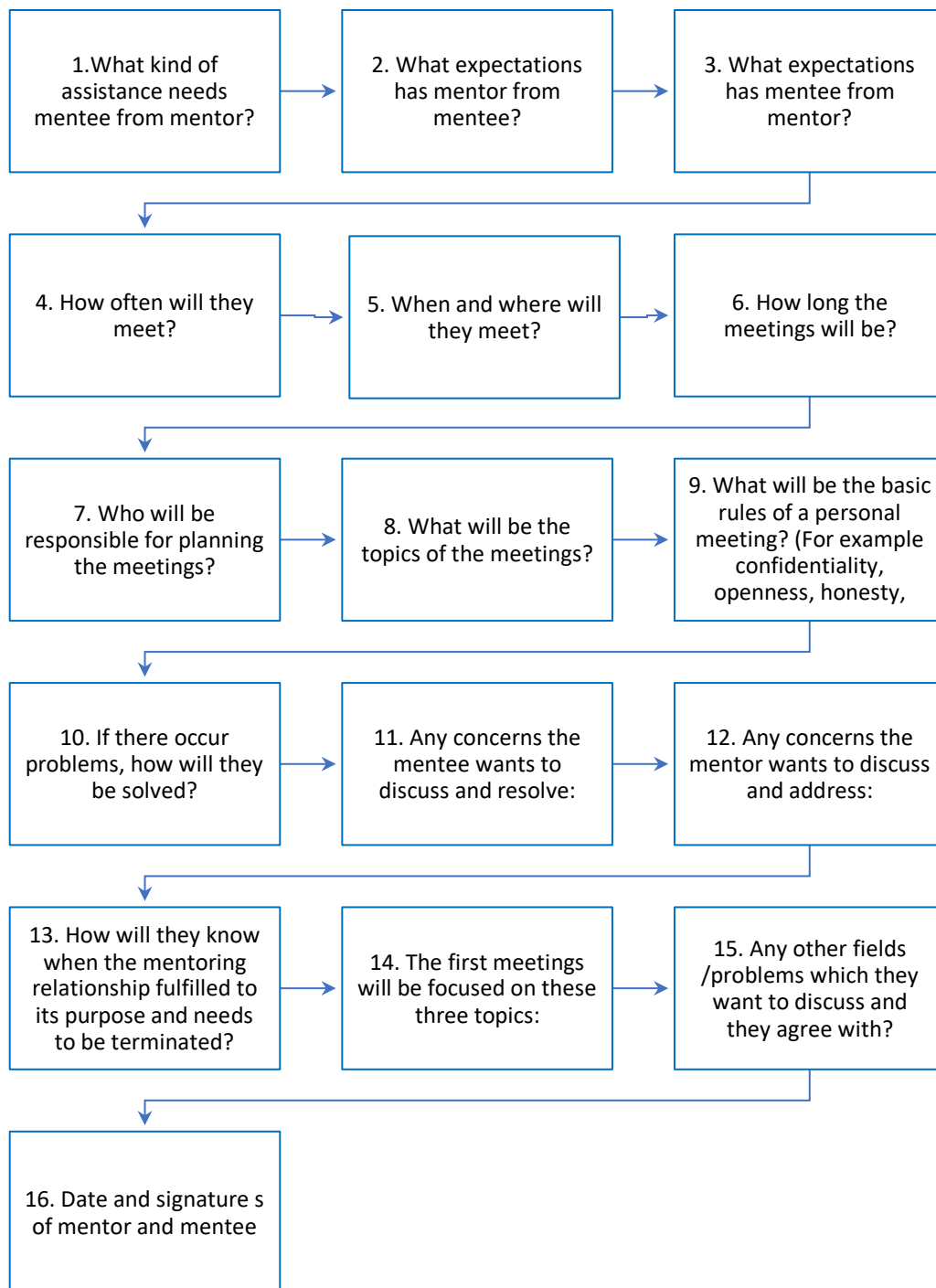
## 5.2. Individual Peer Mentoring - Mentoring Plan

The mentoring plan enables to channel the relationship between the peer mentor and the mentee. At the beginning of the cooperation, it is advisable to find time to talk about the objectives and responsibilities of the peer mentor as well as of the mentee.

The following template, when adapted to individual needs, can serve as a basis for mentoring relationships in documenting mutually agreed objectives and parameters. The peer mentor and mentee should discuss and agree on the following areas:

- 1. Objectives** (what are the expectations of the peer-mentor and the mentee, e.g., to obtain better skills for the 21st century labour market, explore new career options/opportunities of the mentee, self-knowledge, knowledge of one's potential and abilities, etc.)
- 2. Steps to achieve the above-mentioned objectives** (e.g., regular meetings, exploring the possibilities of educational activities)
- 3. Frequency of meetings** (frequency, duration and place of meetings)
- 4. Confidentiality** (All sensitive issues which will be discussed will be confidential. Issues prohibited from discussion include the following: ...)
- 5. Plan for evaluating the effectiveness of the relationship** (e.g., monthly or quarterly review of objectives achieved and results/successes of mentoring sessions)
- 6. Clause on the termination of the relationship** (In the case that one of the parties considers the mentoring relationship as unproductive and requests its termination, both parties agree to respect the decision of the given person - the mentor or the mentee - without asking questions or blaming.)
- 7. Duration** (This mentoring relationship will continue as long as it is beneficial and productive for both parties.)
- 8. Date and signatures** (peer mentor and also mentee)

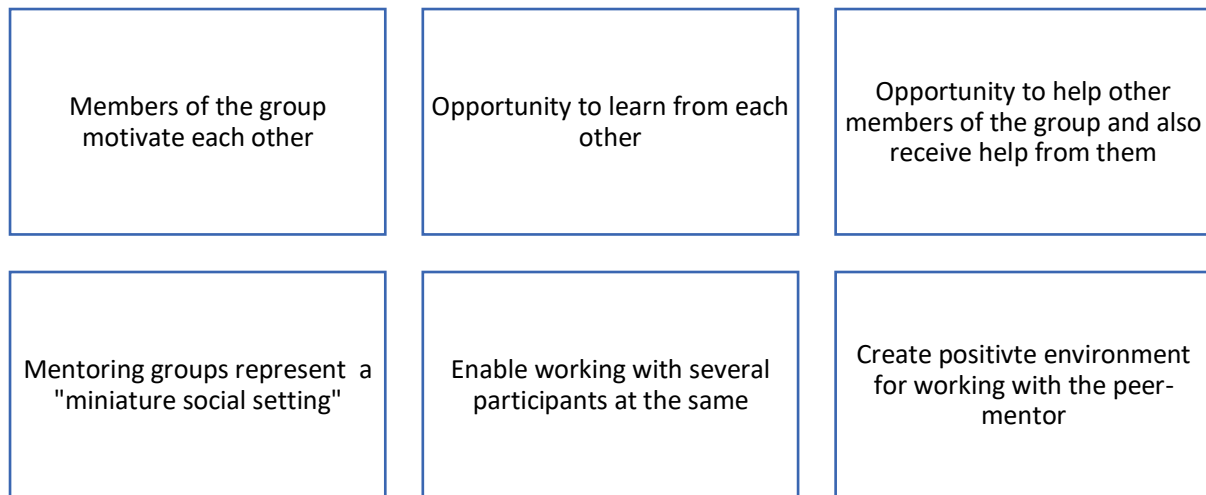
Hook, E. (Hook, Edward W III and Audrey Wrenn; UAB Centre for Clinical and Translational Science Mentoring Contract.) recommends that both the mentor and the mentee fill out a separate application form containing the questions listed below, then consequently discuss the answers together and agree on the objectives. The contract should be signed by everyone, mentor and mentee. The first joint review should take place one month after the initial meeting with the objective to review and agree any necessary changes.



### 5.3. Group Activities in Peer Mentoring Services

Group mentoring is another form of mentoring services that peer mentors can use when working with mentees over 50 years of age. Group mentoring is based on group dynamics, active social learning and obtaining knowledge and practical skills by personal experience, feedback and hands-on experiences.

Compared with individual mentoring, group mentoring has the following advantages for mentor but also for mentee:



**A disadvantage of group mentoring** may be that despite the similar life-situations, the group may include individuals with different presumptions and expectations. Therefore, the success of group mentoring largely depends on the professionalism of the peer-mentor, who also plays the role of a lecturer in this process.

Group mentoring can be divided into **three stages**:

1. Preparation stage
2. Implementation of group activity
3. Assessment of group activity

**1. In preparation stage**, prior to engaging in group mentoring it is necessary to assess the needs of the participants, i.e., to answer the following questions:

- What is the target group of mentoring?
- What are the needs of clients for whom we organise the group mentoring?
- Who is to be included in the group?
- What will be the objective of group mentoring?
- What sort of problem do we want to address by group mentoring?
- What resources are available for group mentoring (spatial, material, personal)?

Creating a group in practice that means to decide on the size and composition of the group as well as on the criteria for selecting participants. We select mentees according to the set

objectives. The optimal number of participants in the group mentoring activity is: 6-10 people.

**2. The implementation of group activity** consists of three phases: the introductory phase, the core of work and the concluding phase.

**In the introductory phase** the participants get ready to receive new information. The aim is to create an appropriate atmosphere, to win the attention of the participants and to establish a working relationship with them. The introductory phase always consists of the following parts: opening, introduction of the peer-mentor, introduction of the group activity, introduction of the participants, organisation of the group activity, expectations (What do I expect from the group activity? How do I want to contribute to it? What are my biggest concerns?)

**Within the working phase** the peer-mentor discusses more profound themes and actively engages the participants. The activities are usually divided into several days. It is therefore important to understand that each day has its introductory part - when the peer-mentor figures out the atmosphere within the group, the readiness to work, the participants' satisfaction on the given day. Together with the participants they present the logical correlation of the information provided each day. Every day has to have a conclusion.

**The final phase follows** after filling the complete planned programme of the group meeting. It is necessary to reserve sufficient space-time to finalise the group activity, and die away from the overall atmosphere in the group. The objective of the final phase is summarising key ideas, leaving the emotional path (by story, citation, video), thanks to participants, mapping of satisfaction with group activity and evaluation of mentoring activity.

### **Group dynamics**

Group dynamics is a summary of processes going on in social groups during their formation and existence. It is the result of the interaction of individuals in a group situation. Group dynamics is composed of many elements that interact with each other and develop. The basic elements of the group dynamics are the following:

1. **Objectives and standards** - where are we heading together, what ways and processes we want to apply to achieve our goals
2. **Leadership and management, motivation and stimulation** – the way to apply the standards
3. **Type of communication** - mutual influence of group members, rules of communication between members of the group
4. **Subgroups** – a natural feature of the group of 4-5 members is its division to subgroups. Important thing is to observe to what extent the subgroups identify with the standards and objectives of the large group.
5. **Structure and identity of the group** – the group may have a formal or informal structure. Peer mentor will most often meet formal groups, usually of heterogeneous composition (including participants of different age, gender, education, labour market situation, type of disability etc.).
6. **Group roles and group positions** - Social roles represent the expectations of the group towards a member and the fulfilment of their expectations. This is how a member of the group engages in cooperation with other members of the group. M. Belbin defined the following 9 Team Roles: thinker, resource investigator, coordinator, shaper, evaluator, team worker, implementer, completer, specialist. According to Mikuláščík none of us is restricted to fulfil one and single role. We all hold secondary roles as well, that might be less important, but each of us can hold up to three secondary roles. The roles are complementary and certain combinations improve work efficacy.
7. **Group development phase, group history** - the group develops, undergoes certain development stages (shaping, storming - crystallisation, standardisation - creating group standards, optimal performance - active group work, adjourning - distribution, the process of forming, storming, standardising, performing, adjourning)
8. **Atmosphere within the group** – the atmosphere with the group is created by group members through their everyday interactions
9. **Cohesion (cooperation) and tension (rivalry)** - a natural feature of the group work is cooperation and rivalry. The competitive rivalry over constructive phenomena is considered as positive, and that over destructive phenomena as negative.

### **Group management by the peer-mentor in the specific phases of development**



Achieving optimal performance of the group requires some effort from the peer-mentor. To better understand the functioning of the group and the possible situations to be handled within the group, the model developed by psychologist B. W. Tuckman can be helpful. His model is based upon an assumption that each team goes through several more-or-less identical periods or stages, which have certain distinctive features.

| Phases   | Signs of group dynamics   | Recommendation   |
|--|---|--|
| <b>Phase 1 - First contact and orientation, arrival</b><br><br><b>FORMING</b>  | <ul style="list-style-type: none"> <li>- insecurity of group members, restraint behaviour, keeping distance,</li> <li>- trying to “put people in a box”,</li> <li>- searching for valid standards,</li> <li>- signs of normal conduct,</li> <li>- lower level of assuming responsibility.</li> </ul>  | <ul style="list-style-type: none"> <li>- prepare a program with a clear and comprehensive structure,</li> <li>- allow “getting-to-know-each-other”,</li> <li>- clarify their expectations and needs of the participants,</li> <li>- dispel fears,</li> <li>- agree upon group rules.</li> </ul>  |
| <b>Phase 2 – Fight for power, control, fermentation</b><br><br><b>STORMING</b> | <ul style="list-style-type: none"> <li>- members start to behave in a more personal way,</li> <li>- there are some efforts to gain influence and establish the positions,</li> <li>- criticism emerges, discussion of the leader's behaviour, fights for the status,</li> <li>- subgroups are formed,</li> <li>- there is a risk of members leaving the group.</li> </ul> | <ul style="list-style-type: none"> <li>- do not hinder the rivalry for taking some positions,</li> <li>- define the framework for learning</li> <li>- specify the rules for mutual contact,</li> <li>- clarify your positions,</li> <li>- apply the working methods, which allow the members to demonstrate their strengths and focus on communication.</li> </ul> |
| <b>Phase 3 – Establishing group standards</b><br><br><b>NORMING</b>            | <ul style="list-style-type: none"> <li>- competitive rivalry recedes,</li> <li>- cooperation intensifies,</li> <li>- open communication starts,</li> <li>- exchange of ideas and opinions, clarification of needs start,</li> <li>- team members start accepting each other, relationships between team members start developing.</li> </ul>                              | <ul style="list-style-type: none"> <li>- facilitate communication and collaboration,</li> <li>- allow for free development of individuals and the group,</li> <li>- shift the responsibility,</li> <li>- encourage mutual tolerance.</li> </ul>  |

|   |   |  |
|---|---|--|
| <p><b>Phase 4 – Active group work</b></p> <p>PERFORMING</p>                   | <ul style="list-style-type: none"> <li>- the group is coherent,</li> <li>- works productively,</li> <li>- individuals identify with the group, accept each other,</li> <li>- increased willingness to give emerges,</li> <li>- the group predominantly manages itself.</li> </ul> | <ul style="list-style-type: none"> <li>- transfer a part of leadership to the group,</li> <li>- give feedback to the members as well as to the group,</li> <li>- be open to the group process,</li> <li>- be aware of the strengths and weaknesses of the members,</li> <li>- allow for new experiences.</li> </ul>                  |
| <p><b>Phase 5 – Division, dissolution and departure</b></p> <p>ADJOURNING</p> | <ul style="list-style-type: none"> <li>- new restlessness in the group,</li> <li>- ambivalent mutual relations,</li> <li>- attempt to avoid breakup,</li> <li>- search for new groups.</li> </ul>   | <ul style="list-style-type: none"> <li>-show the possibilities for transfer, application of knowledge, abilities and skills,</li> <li>-evaluate and summarise the gained experience,</li> <li>- envisage future perspectives,</li> <li>- reflect on the happenings within the group,</li> <li>- foster positive memories.</li> </ul> |

#### 5.4. Motivation Strategies for Active Ageing (for people 50+)

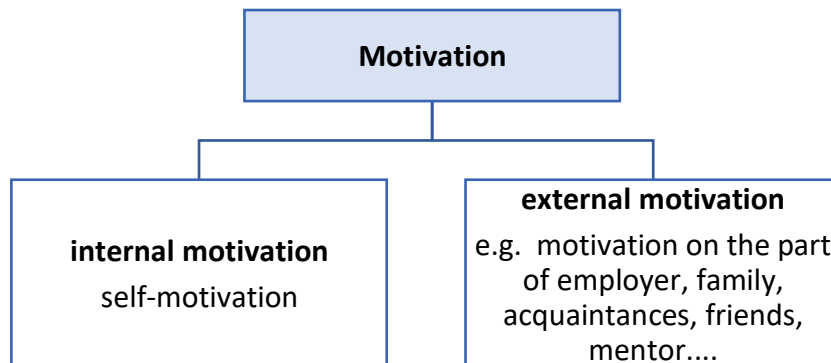
The objective of the peer mentor is to find methods to assist the mentee to recognize, start and consequently use all his/her motivational resources - as well as external and also internal. However, one's own internal motivation is the real "driving engine" for the mentee, which is more essential for the implementation and subsequent maintenance and stability of changes.

Life is determined by constant changes. The first problem that, among others, individuals have to face on a daily basis in today's hectic times is adapting to these constant changes. A person must be able to respond effectively to changes in the external environment. The process of change begins by it, that we will be aware of the need for change.

Until recently, it was relatively common for a person to spend their entire professional career or a substantial part of it in one company. The change of workplace was perceived very sensitively. A person who changed jobs several times was considered a disloyal and unreliable fluctuating person. This is not the case today.

However, people from its essence are resistant to change. If they are to accept the change, they have to be motivated. Motivation is a force that drives a person to activity, i. e. also to learning. Motivated people want to work to the best of their ability, and they want to work this way not "for someone", but for themselves, for their feelings inside.

There are two types of motivation that play an important role in a work motivation of individual person:



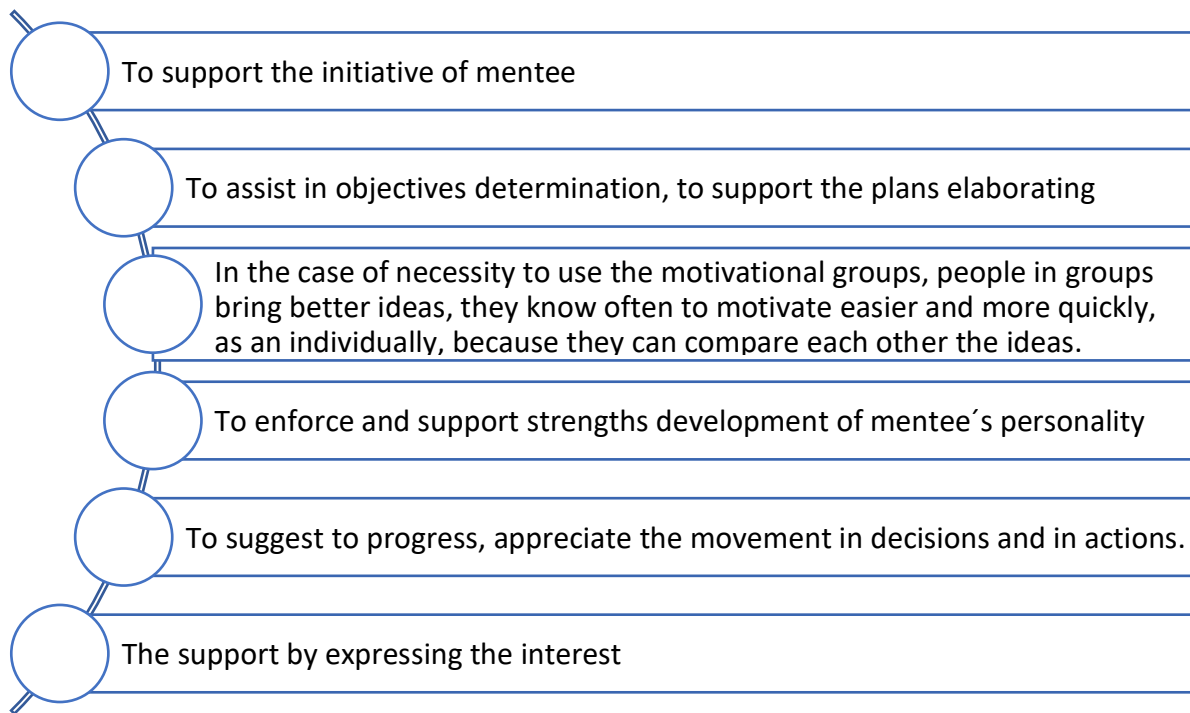
Deeper and longer-lasting effect has internal motivation, which is a part of the individual person. The person has a natural need to develop his/her abilities. Support and implementation of lifelong learning can therefore significantly contribute to motivation, encourage and stimulate the improvement of work performance.

It is possible to distinguish two basic types of personality in terms of the motivational influences that prevail with them:

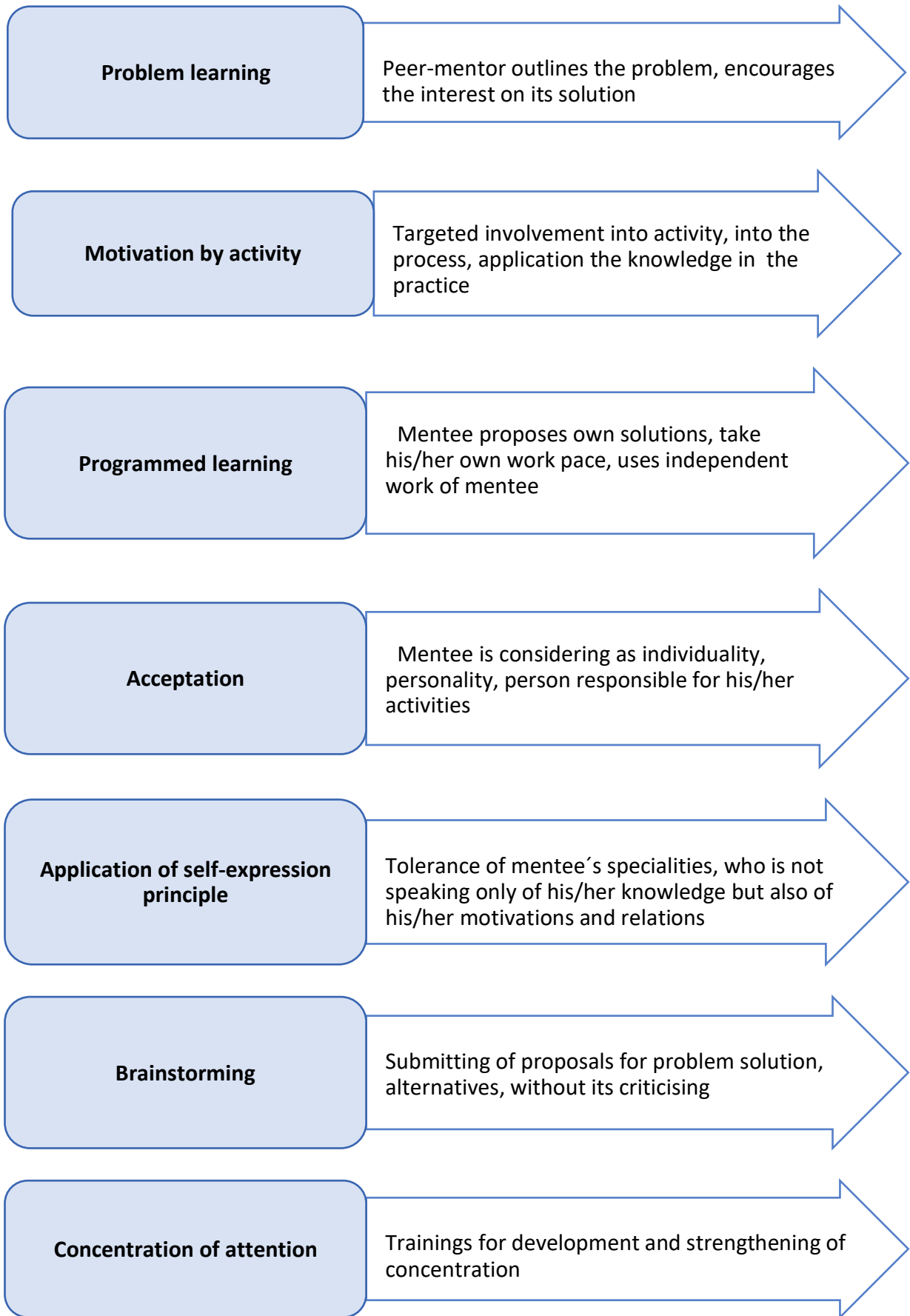
The first type: belief in success prevails in motivation. It is typical for personalities of this type that they set realistic, reasonably high objectives, are flexible when changing objectives, and take an active approach to the future.

The second type: motivation prevails the fear of failure. It is characteristic for personalities of this type that they set extremely low objectives, or, on the contrary, extremely high ones, they stick to the setting objective (they do not like to change it) and they approach the future carefully and with concerns. The fear of failure can be reduced to a certain extent by more often mediating the "experience of success".

## Motivational strategies



## Selection the methods for development mentee's motivation



## 5.5. Quiz

- 1. Which method is most often used to determine the objective of a mentoring plan?**
  - a. SMART or SMART(-E-R) method
  - b. The CANVA method
  - c. The BELBIN method
  
- 2. What does specificity of the objective mean?**
  - a. The specificity of the objective does not mean a concrete idea.
  - b. The specificity of the objective means answers to the questions: What do you want to achieve? Why do you want it? How could you reach it?
  
- 3. When can we achieve the objective more efficiently?**
  - a. If we add to it the numbers.
  - b. We don't need to add reference values of our progress, a simple formulation is enough and we can reach the objective more efficiently.
  
- 4. What does "achievable objective" mean?**
  - a. An achievable objective means that we don't have to keep other responsibilities in mind, just go after the objective.
  - b. An objective is achievable if it is set approximately.
  - c. An objective is achievable if it is set realistically.
  
- 5. What does brainstorming mean?**
  - a. Brainstorming means health problems with the human brain.
  - b. Brainstorming is the process, which include consideration on as many ideas as possible for achieving the objective, although some of them can appear unrealistic
  - c. Brainstorming is not used in objective settings.
  
- 6. What is a mentoring plan?**

- a. A mentoring plan is a way of planning the salary costs of a mentee.
- b. The mentoring plan enables to channel the relationship between the peer mentor and the mentee. It serves as a basis for mentoring relationships in documenting mutually agreed objectives and parameters.

**7. The peer mentor and mentee should discuss and agree on the following areas:**

- a. Frequency of meetings, plan for evaluating the effectiveness of the relationship, clause on the termination of the relationship.
- b. Regular meetings do not have to be agreed upon, random meetings are sufficient.
- c. All areas of life, there are no forbidden topics.

**8. The mentoring plan does not have to contain:**

- a. Signatures of peer mentor and mentee
- b. Duration
- c. Another contact person

**9. Group mentoring activities are based on:**

- a. Group dynamics, active social learning and obtaining knowledge and practical skills by personal experience, feedback and hands-on experiences.
- b. Group dynamics, active social learning, but does not include the obtaining knowledge and practical skills
- c. Feedback and hands-on experiences.

**10. Advantages of group mentoring opposite individual mentoring include (more correct answers):**

- a. Different presumptions of the mentees
- b. Members of the group motivate each other
- c. An opportunity to learn from each other
- d. An opportunity to help other members of the group and also receive help from them
- e. Different expectations of mentees

**11. Group mentoring can be divided into the following stages:**

- a. Preparation stage, Implementation of group activity, Evaluation of group activity
- b. Preparation stage
- c. Implementation of group activity, Evaluation of group activity

**12. As a part of the needs analysis, we do not detect:**

- a. The needs of the mentees for whom we organise the group mentoring.
- b. Family and financial circumstances of the participants.
- c. What will be the objective of group mentoring?
- d. What resources are available for group mentoring (spatial, material, personal).

**13. The optimal number of participants in the group mentoring activity is:**

- a. 20 people and more
- b. 50 people and more
- c. 6-10 people

**14. Group dynamics in a group mentoring activity is not:**

- a. A harmony between family members.
- b. A summary of processes going on in social groups during their formation and existence.
- c. The result of the interaction of individuals in a group situation.

**15. Basic elements of group dynamics within group mentoring do not include:**

- a. group development phase, group history
- b. structure and identity of the group
- c. objectives and standards
- d. subgroups
- e. family relations
- f. group roles and group positions



- g. atmosphere within the group
- h. leadership and management, motivation and stimulation
- i. type of communication
- j. cohesion (cooperation) and tension (rivalry)

**16. The characteristics of the forming phase are:**

- a. Criticism emerges, discussion of the leader's behaviour, fights for status.
- b. Cooperation intensifies, open communication emerges.
- c. Insecurity of group members, restraint behaviour, keeping distance, trying to “put people in a box”, searching for valid standards.

**17. The characteristics of the norming phase are:**

- a. Subgroups are formed, there is a risk of members leaving the group.
- b. Open communication starts, exchange of ideas, opinions, clarification of needs starts.
- c. New restlessness in the group, ambivalent mutual relations, attempt to avoid breakup.

**18. The development phase of the group does not include (more correct answers):**

- a. forming
- b. motivation
- c. storming
- d. coaching
- e. norming
- f. performing
- g. adjourning

**19. Application of self-expression principle means:**

- a. Tolerance of mentee's specialities, who is not only speaking of his/her knowledge but also of his/her motivations and relations.
- b. Training for development and strengthening of concentration.

- c. Mentee is considered as individuality, personality, and a person responsible for his/her activities.

#### **20. Programmed learning means:**

- a. Targeted involvement into activity, into the process, application of the knowledge in the practice.
- b. Mentee proposes own solutions, takes his/her own work pace, uses independent work of mentee.
- c. Submitting proposals for problem solution, alternatives, without its criticising.

#### **5.6. Literature**

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## 5.7. Annex 5 Quiz Answers

| <b>Questions</b> | <b>Answers</b> |
|------------------|----------------|
| Question 1       | a              |
| Question 2       | b              |
| Question 3       | a              |
| Question 4       | c              |
| Question 5       | b              |
| Question 6       | b              |
| Question 7       | a              |
| Question 8       | c              |
| Question 9       | a              |
| Question 10      | b, c, d        |
| Question 11      | a              |
| Question 12      | b              |
| Question 13      | c              |
| Question 14      | a              |
| Question 15      | e              |
| Question 16      | c              |
| Question 17      | b              |
| Question 18      | b, d           |
| Question 19      | a              |
| Question 20      | b              |

## 6. Innovative Forms of Peer Mentoring Services in Online Space

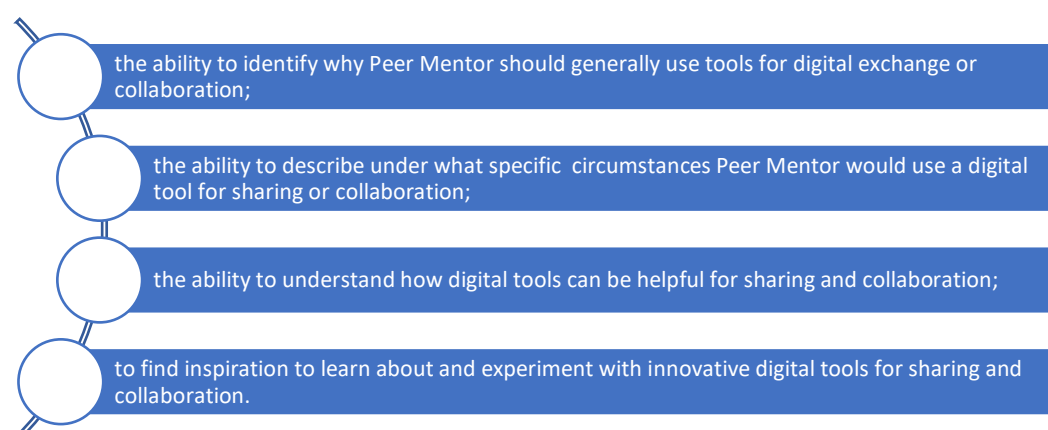
### 6.1. Communication and Sharing tools

Nowadays, when one is constantly subject to change, the best way to participate is to learn to consider and adapt to permanent change. Awareness of change requires attention not only to the here and now, but also to the future and what lies ahead.

This module aims to help Peer Mentors develop their digital skills to increase their confidence in using different online spaces.

Innovating online is still unknown to many peer mentors, but will become increasingly important in the future. Therefore, it is important for them to keep up with technological developments and incorporate them into their programme of mentoring their mentees (Barnes et al., 2020). At the same time, mentors' work is evolving more and more towards technology-based ways of working. This requires personal development in relation to the topic of technology. The ability to select and use different tools for sharing and collaboration is therefore a necessary technological competence for all peer mentors.

Integrating new digital technologies into the work of peer mentors is more than acquiring technological skills or understanding functionalities. It also requires a willingness on the part of mentors to accept the personal changes required to adopt these technological competencies. (Barnes et.al., 2020). The learning objectives of this module therefore include:

- 
- the ability to identify why Peer Mentor should generally use tools for digital exchange or collaboration;
  - the ability to describe under what specific circumstances Peer Mentor would use a digital tool for sharing or collaboration;
  - the ability to understand how digital tools can be helpful for sharing and collaboration;
  - to find inspiration to learn about and experiment with innovative digital tools for sharing and collaboration.


When we talk about the ability to accommodate and adapt to constant change in the labour market, we are actually talking about sustainable employability and lifelong development (Van der Heijde & Van der Heijden 2006; De Vos, van der Heijde & Akkermans, 2020).


There have been significant changes in the field of mentors' work in recent years due to the growing importance of lifelong guidance and education, changes in the labour market due to the introduction of new technologies, demographic change, globalisation, increased mobility and the increase of information available on the internet.


How do they ensure the continuity of their own work without the possibility of a personal meeting with their clients? How can they adapt to the new reality by using the available possibilities for online communication and guidance? What demands does this place on their own digital counselling skills? How can they acquire these skills?


Peer mentors have to have a broad and up-to-date digital knowledge which is impossible to have without the internet. The use of online communication tools requires peer mentors to have digital skills. These skills can be developed and are a challenge for peer mentors to increase the value of their work in a dynamic labour market. Conducting individual and group counselling in online form is more challenging than face-to-face counselling. It requires consistent preparation and organisation of comprehensive counselling. Many online communication tools have developed instructional videos on how to register, install and use the application. For the peer mentor, this means not only learning to communicate with their mentees using the online tools, but also summarising and storing the materials used, keeping a database of clients and their outcomes, and monitoring the resolution of action plans.

How well we are able to use technology is what we call "a digital literacy". Research shows that there are some factors that reduce the difficulty of coping with the digitalisation of work:

 How well are you able to use technologies (hardware and software tools) effectively, efficiently and responsibly?

 What do you actually understand about ICT and do you think it is important for your future to know more about it?

 What do you think about the importance of "computer-assisted thinking" (being able to think like a computer scientist thinks)?

 Can you use media consciously, critically and actively?



How good are you at searching / finding, selecting, processing, analysing the right information?

Digital literacy development includes:

1. **Independent research:** a large part of digital literacy is figuring out how to use technologies you've never seen before or have only a passing knowledge of. The ability to research and problem solve independently is a sign of an applicant's ability to adapt to dynamic technological landscapes - an incredibly valuable asset. The technology industry is made for lifelong learning. If that's what you strive for and have what it takes, this is the place for you.

2. **Familiarity with terms and common platforms:** digital literacy means knowing your way around the digital landscape. Experience with basic office software is also part of digital literacy. One should know how to use Microsoft Office® or Google® applications. The principles Microsoft established in developing its office software suite have been adopted by many software developers. If you know Office, you can handle most applications.

3. **Collaboration:** the ability to collaborate with others may not seem like a digital skill, but you are part of a team. When the whole team is part of an ecosystem that uses a bouquet of different technologies, the ability to combine collaboration and independent problem solving makes true digital literacy a well-rounded professional attribute.

4. **Adapt to new technologies:** one of the most important aspects of digital literacy is the ability to adapt to new technologies very quickly. New tools, technologies and software will come on the market and you need to get used to adapting as needed.

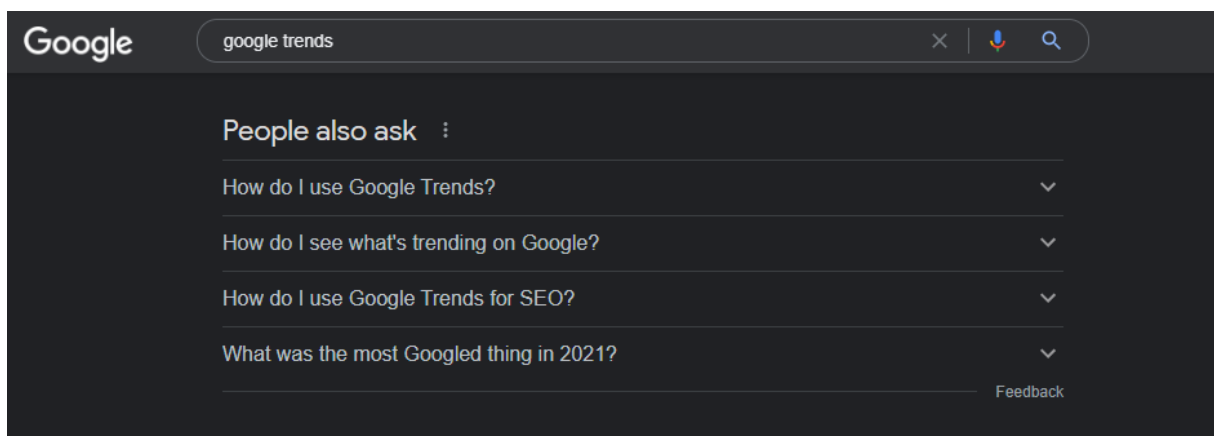
5. **Teaching or explaining the technologies you use:** digital literacy means both understanding and continuous knowledge transfer. This is important because you will be involved in both learning and teaching technologies for the rest of your career.

In the digital world, information is accessible much faster than ever before. Internet search engines and online databases now give us the possibility to find information on any subject. The online world, however, allows anyone the possibility to share information about anything. Critical thinking is the ability to distinguish fact from fiction, to form an opinion on a subject or topic. The main issue is not the process of finding information, but rather what each person does with the information they find.

“Critical thinking is the ability to think clearly and rationally by understanding the logical connection between ideas. It is the intellectually disciplined process of actively and skillfully conceptualising, applying, analysing, synthesising and evaluating information gathered from different sources. (Kaur, K., Upadhyay, P. 2017, 2)

In order to enable us to search efficiently on the internet, every relevant search word has to be entered into the Google Index. These keywords will be ranked by Google and some pages will have keywords that will be worth more, i.e., they will make the content of a given website more relevant in the given topic than that of another page. This ranking will get one site to make it into the TOP1 category, while other sites do not even get into the TOP10.

The relevance and the “popularity” of keywords keep changing continuously when we participate in a given topic as data collectors. For Google, it is very important to know the current search words and keywords. The principles of “others have searched” or that of “recommended searches” are also used by Google, using two very simple solutions. One of them is the so-called “autocomplete” which many of us are probably familiar with, and it offers endings upon writing a keyword into the search panel. The other one is the suggested searches in this topic below the TOP 10 search results by which Google wants to help our activity by offering search words entered by other people.



The search engine giant in essence needs to address the following issue users face: How can I ask a question about a topic that I am not familiar with?

This is why Google establishes platforms for users that are as simple and as visually digestible as possible – and behind which there are processes that are much more complex than we could perceive them – and Google would not like to publish its algorithms as it would open up the possibilities of misuse.

Most news sites and websites end with the domain name of the country they are based in, e.g. [www.google.com](http://www.google.com) takes its domain extension, i.e., [google.de](http://google.de) in Germany, [google.pt](http://google.pt) in Portugal, [google.hu](http://google.hu) in Hungary, [google.sk](http://google.sk) in Slovakia, [google.bg](http://google.bg) in Bulgaria, [google.pl](http://google.pl) in Poland. This means, for example, that the site is registered in that country and that the authorities in that country can take action against it if they commit an infringement of law. If the ending of the site is **.info**, **.net**, **.org**, **.in** or something similar, the operator is usually not registered in that country and in the case of an infringement, say publication of fake news, it is much more difficult for the authorities to prosecute them, they may not be able to prosecute them at all.

Ever since Google exists, users would like to gain information belonging to each of the pieces of content in an “automatized” way. One of such examples is <https://keywordsheeter.com/>, a page that collects the above mentioned “recommended keywords”.

## 6.2. Selecting the Right Communication and Sharing Tools

When providing online services, it is important to be able to choose and use the right digital communication tools according to your counselling needs. This chapter will provide you with basic information about online communication and interactions in 21st century conditions, an overview of the most frequently used online communication tools, the selection of suitable online tools and the possibilities of applying these tools in online Peer Mentor services.

Overview of online sharing tools. There are many online communication tools. The most frequently used online synchronous communication tools in providing Peer Mentors services are:

**Zoom** is a free application whose basic function is to create and schedule virtual meetings (individual, group, mass). You can communicate with both audio and video. It includes functions like screen sharing, live chat and participant messaging. The free version, at no extra charge, allows you to hold a meeting for a maximum of 100 participants and lasting a maximum of 40 minutes. In one-to-one mentoring there is no limit on the length of the call. There are also paid versions with additional functions including breakout rooms, quiz questions etc... You can download the application here: <https://zoom.us/download>



**Via Skype**, which is a free application with which you can organise meetings with your clients individually or in groups? Using Skype is free - for sending messages and voice conversations and video conversations with a group of up to 100 people without a time limit. For a low fee, it offers other options, e.g., calling phones or sending SMS messages. You can download the application here: <https://www.skype.com/en/get-skype/>

**Microsoft Teams** is a corporate platform that enables text communication, video conversation, and provides the ability to save files and integrate other applications into this environment. The service is integrated into Office 365 prepaid. Secure guest access to Microsoft Teams allows users in your organisation to cooperate also with people outside the organisation. After enabling external access, anyone with corporate or regular email (Gmail, Outlook, List, etc.) can be a part of your MS Teams as a guest and can participate in team chat, meetings and also in files. You can use Whiteboard for any drawing functions. Using MS Forms, you can share questionnaires. You can download the application here: <https://www.microsoft.com/sk-sk/microsoft-teams/log-in>

**Google Meet** allows anyone with a Google Account to create an online meeting with up to 100 participants and connect with others in a single meeting for up to 60 minutes. Larger organisations can take advantage of charged functions, including meetings with up to 250 internal or external participants and live broadcasts with up to 100,000 viewers within their domain. Invited guests can join the online video conference on their computer (even on mobile devices) using any modern web browser, without installing any additional software. You can download advanced paid applications: <https://apps.google.com/intl/sk/meet/pricing/>

**GoToMeeting** is commercial software for video conferencing conversations, webinars, and online meetings that allows you to connect with colleagues, clients, or professionals or partners. It contains the most important functions for sharing the whiteboard screen, creating opinion polls and various interactive surveys, or the ability to create a permanent room throughout the day. The application is accessible: <https://www.goto.com/>

**Whereby** is a web service that allows you to create a video conference very quickly without installing an application. After registering, locking the online room, you can send a link to the

client (s), colleagues (s) you want to join in the conference conversation. When the conversation is completed, the room is retained. The free version allows you to connect with 100 participants within 45 minutes, or unlimited meetings in case of communication with one person. Registration: <https://whereby.com/>

**Mentimeter** tool is suitable for interactive online opinion polls, quizzes, presentations with pictures and texts. You can apply in different parts of the group mentoring process. The client can share own opinion on different topics anonymously, and Peer Mentor shares the results via interesting graphics. The application is freely accessible: <https://www.mentimeter.com/>

**Google Jamboard** is suitable as an icebreaker, for interactive online opinion polls, group work in mentoring, presentations with pictures and texts. The application is freely accessible: <https://jamboard.google.com>

**Google Hangouts** is a free service for conversation, audio, and video conversation. In the classic version of Google Hangouts, users can send messages individually or in groups of up to 150 people. They can also have a video conversation with other individuals or in groups up to 10. To access: <https://hangouts.google.com/>

**Facebook** in online mentoring is most often used to create groups with a common objective and interest, streaming videos live through service Facebook Live, and sending messages through Facebook Messenger. It's a good tool to motivate masses in a specific topic and encourage them through sharing their own experience. Registration: <https://www.facebook.com/>.

There are many online tools that can help the Peer Mentor to build his/her own personal brand and image. Among the most commonly used, are the following:

Your own website allows you to make your own services visible and according to your own needs. Therefore, it is more suitable for marketing purposes such as profiles on social networks, whereby these also have their justification in the work of a Peer Mentor. The Peer Mentor can also create a website by him/herself through freely available programmes such as: WordPress (<https://wordpress.com/website-builder/>).

It is a suitable interactive form to address to his/her potential clients and introduce his/her services in peer mentoring. In addition, it allows them to communicate with each other through comments and video discussion. The peer mentor can create a quality video about his/herself as follows: create a script, do not exceed 5 minutes in length, prepare it tailored for his/her clients, to make their video addressed to them, it is important that they arouse their interest within the first few seconds. Following the Peer Mentor can create his/her own YouTube channel and post the video. It's important to title his/her video with a maximum of four words like "How to...". Link: <https://www.youtube.com/>

After creating the profile, the Peer Mentor can use the LinkedIn social network to establish professional relationships and share experiences, build his/her own image, find colleagues, and communicate with professionals on various topics in the field of Peer Mentoring, but also in related fields. The Peer Mentor can also share his/her vlogs, blogs, media and write interesting articles to increase his/her brand awareness. Link: <https://www.linkedin.com/login>

From the platforms listed above in online services, the most frequently used are Zoom, MS Teams, Google Meet, Skype and others. Some communication tools are freely available on the Internet, but have limited user functionality which can be extended for a fee. If some platform does not have all the functions the Peer Mentor needs, it could be combined with several platforms.

The choice of a suitable tool depends on the role, objectives, target groups of peer mentor's services, the technical possibilities and skills of the peer mentor but also on the client, the number of clients involved (individual, group, mass) and the planned length of the counselling process. Before implementing online services, it is important to pay attention to the technical support from the part of the Peer Mentor as well as from the part of the client. Counselling can also take place via a mobile phone, but it is more suitable to provide a desktop computer or laptop, in order to avoid interference (involvement in interactive activities can be a problem). It's a good idea to perform regular computer maintenance to optimise its performance. It is also important to ensure a suitable internet connection for reliable data transmission, even if quality does not always depend on our preparedness. It's crucial that Peer Mentor is alone in the room without any colleagues disturbing in the background. The

host of the call can mute all participants if needed. After the usual preparation for meeting your client, online instead of face-to-face, the next three phases differ from physical sessions in some important ways.

*The first contact with the mentee.* This phase is key for the overall mentoring as it builds a relationship between the mentee and the peer mentor. The main tasks of the peer mentor are: developing trust and building mutual respect, maintaining the confidentiality of the discussion, setting rules and boundaries, outlining the degree of mutual responsibility in the process, encouraging the client to actively participate in the process.

*Exploration (Core).* This phase is implemented through formal and informal methods, which can be standardised personality tests and questionnaires, informal methods of information collection and analysis, and interview. The online environment provides various tools that we can use in this process: inventory of interests, motivation and value-oriented questionnaires, surveys of job preferences and key life values, tools for assessing competencies and skills, competency inventories, surveys of mobility, job experience questionnaires, surveys of individual (transferable) skills. Most importantly, the peer mentor is willing and flexible to explore new techniques, test new tools, and create tools to be able to use the advantages of the online counselling process. After the implementation of the online meeting, it is suitable to save the results of the joint work, let the client summarise what he / she takes from the meeting and send to the client an email with a summary of the plan and the next steps.

*Completing and concluding the session.* After completing the process, it is possible to agree to follow-up monitoring to see if the action plan has been implemented and to check the client's progress. Monitoring can be carried out in a distance way by e-mail or by phone. At the end, summary audio or video can be recorded if both sides agree. Clients would have not only paperwork, test results and screenshots however also short summary of the major outcomes from career counsellor.

### 6.3. Creating and Sharing Digital Content

Online collaboration tools make collaboration between people possible without the need of being together in the same room at the same time. For example, through a video tool, people can collaborate on designing a coaching program. And, with working in a shared document,






online collaboration helps people work in the same document at the same time. We call this synchronous collaboration, as opposed to asynchronous collaboration where we send documents around in versions via email and ask for comments. With synchronous collaboration, a team can work collectively on a document and share the workload without the risk of creating different versions. While at the same time they can comment on, or add something to, the content that other team members are creating.

When collaborating with multiple clients or persons online at the same time, it can be helpful to manage the collaboration process using an online collaboration tool. Among the online collaboration tools are for example whiteboard tools, which are very helpful in facilitating online brainstorming processes, structuring online meetings and visualising outcomes of the meeting. Online collaboration tools give you the opportunity to work in co-creation with your client in realising their goals. A variety of online games, check-in activities and other useful forms have also been developed in recent times for the career professional to use. (Barnes e.a., 2020).

### **Innovative forms of Peer Mentor services in online spaces**

**Online design thinking method.** Online design thinking tools can be very useful - they are a productive and creative way to solve problems. This is a solution-based strategy to solve problems, collaborate and spark creativity in Mentees. There are five steps, but it is different from other methods because you don't have to follow a step-by-step guide or sequence. It is a non-linear process so you can adapt it based on your target groups and activities.

According to Stanford University, the 5 stages of design thinking are: empathy, definition, conception, prototype, and testing.

- Empathy**  is working to understand the end user's needs (the "problem statement");
- Definition**  is the elevator pitch of what problem you intend to solve and how;
- Conception**  is creative brainstorming ("ideate") to find the best solution through product design;
- Prototyping**  is creating the most basic version of your product;
- Testing**  is turning that minimum viable product into a fully functional, QA tested, launch-ready item.

Here is a short list of the best online tools for Design Thinking:

| Design Thinking tools   |   |
|---|---|
| <p><b>1. Invision</b></p> <p><b>Best design thinking tool for rich, interactive prototypes</b></p>  | <p>Invision is design thinking software you can use as an online whiteboard to collaborate with your team. Invision's dashboard lets you view existing projects and their statuses to help you manage resources and meet deadlines. Invision is the best design thinking tool if you want to create visually appealing and feature-rich prototypes. Invision lets you present design ideas to check which combinations of colours, fonts, and icons appeal most to users. With Invision, users can interact with the features of your prototype to identify features that need improvements. Users can provide feedback within the prototype, so you have a centralised database of in-context customer suggestions.</p> <p>Invision integrates with other tools like Google Docs, Zoom, and Microsoft Teams.</p> <p>Invision has a free forever plan with limited features for up to 100 users, while the pricing for the paid plans starts at \$4/month/user.</p> |
| <p><b>2. Marvel</b></p> <p><b>Best design thinking tool for rapid prototyping &amp; testing</b></p> | <p>Marvel is a design thinking tool for creating wireframes and prototypes of new products. You can use Marvel as a central database for feedback and ideas for your CX team. Marvel even has an event tracking feature to identify which users experienced issues during testing and which surface designs are good to go. Marvel is the best design thinking tool if you want to complete projects quickly because it allows rapid prototyping and testing. Its sketch tool allows you to transform design mock-ups into working prototypes without coding.</p>   |

|  |   |
|--|---|
|  | <p>Marvel’s user testing feature lets you gather text, audio, and video feedback from users, design team members, and stakeholders. You can connect Marvel with other design thinking tools and applications, including Smartmockups, Microsoft Teams, and Maze.</p> <p>Marvel has a free version with limited features for one user, while the pricing for paid plans starts at \$16/month/user.</p>   |
| <p><b>3. Creatlr</b></p> <p><b>Best design thinking tool for collaboration with large groups</b></p> | <p>Ideaflip is an online collaboration tool with digital sticky notes for sharing ideas with a group. It has unlimited boards to use in as many projects as you need. The software allows you to add up to two guest collaborators for projects requiring outside stakeholders or contractors.</p> <p>Ideaflip is the best design thinking tool for online collaboration with a breakout group template for managing large groups. This design software lets you create smaller groups so everyone can participate during discussions. This feature is also ideal for hybrid design teams because you can create a group for in-office design members and a group for remote members. Ideaflip allows you to assign members randomly to ensure equal team distribution and foster camaraderie.</p> <p>Ideaflip has a free version with limited features for up to three boards, while the pricing for paid plans starts at \$9/month/user. They offer a 14-day free trial for their paid plans.</p> |

#### 4. Userforge

Userforge is a persona creator tool for creating products that align with real-world user needs. It has more than 1,000 icons to allow you to create polished and professional-looking personas. You can invite other team members to your Userforge project to get more insights and share the workload.

Userforge is the best empathising design tool because it lets you build user personas to get into the head of users and know how they feel and what they need. You can add more content to your user persona template as you learn more about your users' needs.

This tool has an integrated image library with thousands of images to create interesting personas. It also has customizable text output that lets you create user or buyer personas in several languages. Userforge pricing starts at \$16/month for up to 10 collaborators.

### Storytelling

If you need to offer an online conversation on a moral or emotional topic, using stories might be just the thing. People connect with and remember stories, which is why they are a proven approach. Storytelling is the vivid description of ideas, beliefs, personal experiences and life lessons through stories or narratives that evoke strong emotions and insights. The stories can be told in many different media. As this example of an online training shows, compelling words, images and a few sound effects can be just as captivating. Experiment with layouts and fonts. You can do this by using von [Elucidat](#) Layout Designer to create a series of scrolling pages. Interweaving full-width images with one- and two-column layouts helps to guide the eye through the story and mimic a kind of editorial or magazine article. Here are three reasons why using such a method can help you become a better storyteller:



1. A storytelling method gives you structure. Certain rules are liberating rather than restrictive. A storytelling method helps you to draw on what makes all stories in general by giving you a basic structure that you can apply to your personal story. This



combination of factors - classic structure and personal originality - allows you to make a strong connection with your audience.

➡ 2. The storytelling method helps to attract the target audience. When telling your own story, you can rely on a basic storytelling method to gain the attention of the audience. For example, let's say you want to tell the story of your entire life, but you don't know how to phrase it. The storytelling method gives you guidance on how to make a narrative of different events logical, coherent and exciting.

➡ 3. A storytelling method is applicable in many ways. Once you have learned the basics of storytelling, you can apply what you have learned in a variety of scenarios.

How to use the method of storytelling effectively:

- Build the tension gradually.
- Create conflicts.
- Be inspired by something meaningful.
- Keep the tone of voice the same.
- Rely on the classic structure.
- Use the element of surprise.

However, all above listed innovative methods are hardly conceivable without online collaboration tools:



Microsoft Teams combines instant messaging, video conferencing and calling. An important advantage of using Microsoft Teams is that it can be integrated with other Microsoft Office applications. Because of the possibilities of integrating applications, when using Microsoft Teams, you can easily make video calls and share documents simultaneously. You can collaborate on documents synchronously through Teams, use chat channels, have video meetings and share files. When combining Microsoft teams with Microsoft SharePoint, the advantages of online collaboration and online sharing come together. Although having the possibility of online collaboration, Microsoft Teams is mostly used as a tool for online interaction.



Slack is an online collaboration tool allowing multiple applications to come together on one platform, which prevents you from having to switch frequently between different applications. In Slack you create a so-called 'channel' per project/topic, giving access to everyone in the same 'channel' to messages, project documents, etc. Slack makes both asynchronous and synchronous collaboration possible, offering insight in how a project is progressing without having to take out messages to ask for updates. Slack integrates with many other online tools, like Zoom, Google calendar, and Miro. (Source: <https://www.slack.com>).

### **Basecamp**

Basecamp is a collaboration tool has a simple design with a 'message board' for 'messages' to everyone, a 'to-do board' to make lists with tasks that need to be done, a 'group chat' to ask questions to group members at moments you are working online on a certain project, 'schedule' to set shared dates, 'automatic check-ins' to ask your team how they are doing with recurring questions and a part for 'docs & files' to share in organised folders so they are easy to find. You can turn on 'notifications' for when some of your teammates post a message in a project, you're on, or you can easily pause the notifications if needed. Having all these features in-one integrated tool, Basecamp works as a well organised project management tool as well as an online collaboration tool. You can also access Basecamp as a web application, on iOS, and Android (<https://basecamp.com>).



Miro is an online collaboration tool with the functions of an online whiteboard. The purpose of working with a whiteboard is to collaborate online on a topic, create something together. The way you use a whiteboard can be compared to working with flip chart sheets in an off-line workshop. Besides Miro, you can find different whiteboard variants on the internet, such as Mural, Concept board, etc. You can use images from google, videos with links ready on your whiteboard, presentations you have made in PowerPoint, etc. Using an online whiteboard to collaborate with your client, you can work together interactively. You can use a shared whiteboard to provide input simultaneously. You can brainstorm on it together and you can use it to visually display your session. You even can

continue to see each other with the built-in video and use the chat or use an external whiteboard in your Zoom or Teams environment.

#### 6.4. Personal Data Protection – GDPR

With the continuous advancement in technology and massive increase in internet usage, the concept of data privacy and data protection is a hugely debated topic. This is because the service providers who manage the websites, applications and social media platforms often collect and store user's personal data with the objective of providing adequate services to best suit each user's preference. Usually, these digital service companies are saddled with the responsibility of protecting the personal data of the users from unauthorised access and against all vulnerabilities. However, instances arise where these platforms fail to adequately place safeguards to protect the data collected and this results in a data breach and exposure of users' sensitive data to unauthorised parties who can use the personal data to defraud and harass the users or to send unwanted adverts without the users consent. Thus, infringing on the users' fundamental right of privacy and freedom to freely express themselves.

Data protection is commonly defined as the law designed to protect your personal data.

##### **Data Protection: A Right?**

Protection of personal data

1. Everyone has the right to the protection of personal data concerning him or her.
2. Such data must be processed fairly for specified purposes and on the basis of the consent of the person concerned or some other legitimate basis laid down by law. Everyone has the right of access to data which has been collected concerning him or her, and the right to have it rectified.
3. Compliance with these rules shall be subject to control by an independent authority.

As a peer mentor you will ask your mentees to provide you with a certain amount of personal data which will be electronically recorded and kept on a database. You will have to inform the mentees that the information they will provide is the minimum necessary to deliver advice

and guidance. Ultimately, a core ethical requirement of counselling is that it is done securely and confidentially (BACP, 2018, section 55). However, it needs to be understood that 'absolute security in the digital world does not exist' (BACP, 2019a, p. 6). What this means is that peer mentors need to take steps to maximise the security and hence confidentiality of any data from clients.

The topic of data protection is probably the biggest challenge in virtual exchange. Since 25 May 2018, the General Data Protection Regulation (GDPR) governs the processing of personal data within the European Union. Data privacy might not be your favourite subject, but complying with the rules is of utmost importance. Ensuring optimal data protection at all times and being able to demonstrate it by documenting compliance has therefore become even more important.

Thus, personal data protection is of core importance and the main goal of the European Union General Data Protection Regulation (GDPR).

The six principles of GDPR (General Data Protection Regulations) are similar in many ways to the eight principles of the Data Protection Act. While the six principles of GDPR do not include individuals' rights or overseas transfers, these are included elsewhere in GDPR.

One key difference is that under GDPR, you must show how you comply with the principles, not just that you do. This is a separate requirement known as the accountability principle which is integrated across GDPR.

The GDPR: Understanding the 6 data protection principles:

- Lawfulness, fairness and transparency.
- Purpose limitation.
- Data minimisation.
- Accuracy.
- Storage limitation.
- Integrity and confidentiality (security).
- Ethical Framework for the Counselling Professions

Values are a useful way of expressing general ethical commitments that underpin the purpose and goals of our actions.

The fundamental values should include a commitment to:

- Respecting human rights and dignity
- Enhancing people's wellbeing and capabilities
- Improving the quality of relationships between people
- Increasing personal resilience and effectiveness
- Facilitating a sense of self that is meaningful to the person(s) concerned within their personal and cultural context
- Appreciating the variety of human experience and culture
- Protecting the safety of counselees
- Ensuring the integrity of practitioner- counselee relationships
- Enhancing the quality of professional knowledge and its application
- Striving for the fair and adequate provision of services.

Values inform principles. They become more precisely defined and action orientated when expressed as a principle.

#### Confidential data

When working as a peer mentor, you must remember that there should be stricter data protection standards applied when obtaining, accessing, collecting, analysing or otherwise using data about vulnerable and at-risk populations or other confidential data. It is important to remember that context can transform non-confidential data into sensitive data. The context in which the data is used (e.g. cultural, geographical, religious, political circumstances, etc.) may influence the impact of the data analysis on one or more individuals or groups of individuals, even if the data is not explicitly personal or confidential.

Proactive adoption of the basic principles of privacy by design and the use of privacy enhancing technologies at every stage of the data lifecycle is strongly recommended to ensure robust data protection to prevent privacy risks and harms from occurring. If you are an e-consultant, personal data of your clients should be de-identified where appropriate, e.g. by aggregation, pseudonymisation or masking, in order to minimise potential privacy risks and consider the likely occurrence of potential harms related to data use or non-use.

## 6.5. Quiz

### 1. What do we mean by developing digital competences?

- a. keeping up to date with existing technologies
- b. to communicate properly in an online environment
- c. to manage ideas in an online environment
- d. not to use any technologies.

### 2. How do you determine the correct exchange format?

- a. according to the mood
- b. according to the goal of the conversation
- c. according to the technical, personal and time resources of mentees
- d. according to the target group.

### 3. Critical thinking is a complex set of skills needed to succeed in the information society.

#### Which 3 things play an important role?

- a. analysis
- b. thinking
- c. synthesis
- d. evaluation
- e. filtering

### 4. What are the characteristics of a critical thinker?

- a. I can tell the difference between facts and opinions.
- b. I change my mind when I find evidence that shows I may not be correct.
- c. My feelings on the subject determine my attitude.
- d. I recognize preconceptions, bias, and values in myself and others.

**5. Most news sites and websites end with the domain name of the country they are based in. It means:**

- a. The site is registered in that country.
- b. The site is registered in several countries.
- c. The authorities in that country can't take action against it if they commit an infringement of law.
- d. The authorities in that country can take action against it if they commit an infringement of law.

**6. What functions does the Zoom application include that you can use in your online practice?**

- a. Basic function is to create and schedule virtual meetings (individual, group, mass).
- b. Finding partners.
- c. You can communicate with both audio and video.
- d. Blog creation.

**7. What does the choice of a suitable tool online depend on? Choose the appropriate options.**

- a. On the current mood of a peer mentor.
- b. On the role, objectives, target groups of peer mentors.
- c. On the technical possibilities and skills of the peer mentor but also of the mentee.
- d. On the number of clients involved (individual, group, mass).

**8. What factors influence the process of online services of Peer mentors?**

- a. Used tool (mobile, desktop, notebook)
- b. Internet connection
- c. Weather conditions
- d. Quality of the video and audio transmission

**9. How many people can take part in online communication?**

- a. Online communication can only take place between two persons (one Peer Mentor and one client).
- b. Online communication can take place between two persons (One peer mentor - one client), between one Peer Mentor and several clients (group counselling) as well as in mass form (one with several, several with more).
- c. Online communication can only take place between one Peer mentor and several clients.
- d. All statements are right.

**10. At what phases of Peer Mentors counselling can we use online tools?**

- a. First contact with the client
- b. Exploration (core)
- c. Conclusion
- d. Consequential monitoring

**11. What does online design thinking method mean?**

- a. a solution-based strategy to solve problems.
- b. collaboration
- c. awakening the creativity of the mentees
- d. a hypnosis

**12. What do you look for when choosing the best design thinking tools?**

- a. User interface
- b. Usability
- c. Integrations
- d. Price-quality relation

**13. How can you define a storytelling method?**

- a. the vivid description of ideas



- b. the interaction of prototypes
- c. life lessons through stories or narratives
- d. strong emotions and insights

**14. What are the reasons for using a storytelling method?**

- a. storytelling method gives you structure
- b. the method of storytelling helps to attract the target audience
- c. the application for hypnosis
- d. storytelling method is multipurpose in its application

**15. The innovative methods are hardly conceivable without online collaboration tools such as:**

- a. Slack
- b. Microsoft Teams
- c. Skype
- d. Miro

**16. Is data protection a right?**

- a. Everyone has the right to the protection of personal data concerning him or her.
- b. Personal data must be processed fairly for different purposes and on the basis of the consent of the person concerned or some other legitimate basis laid down by law. Everyone has the right of access to data which has been collected concerning him or her, and the right to have it rectified.
- c. Compliance with these rules shall be subject to control by an independent authority
- d. All statements are right.

**17. What are the 6 GDPR data protection principles? (Choose the right answers)**

- a. Lawfulness
- b. Secrecy
- c. Fairness and transparency

d. Purpose limitation

**18. The fundamental values should include a commitment to:**

- a. Respecting human rights and dignity
- b. Improving the quality of relationships between people
- c. Protecting the safety of Mentees
- d. All statements are false.

**19. Stricter data protection standards applied when**

- a. obtaining data
- b. accessing data
- c. collecting data
- d. not using data

**20. Which context may influence the impact of the data analysis on one or more individuals or groups of individuals, even if the data is not explicitly personal or confidential?**

- a. religious
- b. political
- c. of age
- d. cultural

## 6.6. Literature

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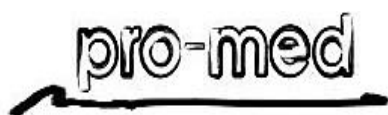
## 6.7. Annex 6 Quiz Answers

| <b>Questions</b> | <b>Answers</b> |
|------------------|----------------|
| Question 1       | a,b,c          |
| Question 2       | b,c,d          |
| Question 3       | a,c,d          |
| Question 4       | a,b,d          |
| Question 5       | a,d            |
| Question 6       | a,c            |
| Question 7       | b,c,d          |
| Question 8       | a, b, c        |
| Question 9       | b              |
| Question 10      | a, b, c, d     |
| Question 11      | a,b,c          |
| Question 12      | a,b,c,d        |
| Question 13      | a,c,d          |
| Question 14      | a,b,d          |
| Question 15      | a,b,d          |
| Question 16      | a,b,c,d        |
| Question 17      | a,c,d          |
| Question 18      | a,b,c          |
| Question 19      | a,b,c          |
| Question 20      | a,b,d          |

## Coordinator



## Partners



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