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Training Curricula for Mentor's Coordinators and Mentors

Intellectual Output 4



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About the Inn2Diversity project

The partnership of Inn2Diversity project, composed by **9 organizations** from **6 European countries**, aims to contribute to the implementation of a new methodology – based on mentoring – as a system-level approach to empower teachers with managing diversity in the classroom, to deal with disruptive behaviours, and to equip them with tools to better engage students and transform teaching in a healthy profession. In order to reach this goal, the Inn2Diversity partners will contribute with their knowledge and experience, for 3 years (2019-2022), to build a set of Intellectual Outputs, namely:

- IO1 - Report on programmes and measures to support the development of diversity and disruptive classroom behaviours management competences in teacher's continuous professional enhancement
- IO2 - Training curricula on diversity and disruptive classroom behaviours management
- IO3 - Mentors' Coordinators and Mentors profile
- **IO4 - Courses Curricula for Mentor's Coordinators and Mentors**
- IO5 - Mentoring programme for effective inclusion

The Inn2Diversity project focuses on preparing teachers for diversity and strengthening healthy relationships by providing to teachers a new non-formal process that stimulates their active engagement in career-long competence development and diminishes the application of measures/policies as suspension because suspension rates themselves are predictive of drop-out rates.

The project was designed to follow the following **objectives**:

1. Develop, transfer & implement through transnational cooperation an innovative training curriculum on diversity and disruptive classroom behaviours management;
2. Identify the suitable profile & personal skills to manage students with disruptive behaviour;
3. Increase teacher's motivation & satisfaction of students' daily work in school thus contributing to increasing their teaching quality, and introducing a virtuous cycle between students' school achievement and teachers' job satisfaction;
4. Design a mentoring model to empower teachers and schools with the suitable methods, competencies to deal with daily difficulties at work and to manage students with disruptive behaviours;
5. Evaluate peer-mentoring effectiveness as an in-service only focused on professional development to promote positive relationships between teachers and disruptive students' skills.

Consortium Approach

To tackle this challenge regarding the improvements for the need for an updated methodology, tools and models for teaching in a diverse classroom environment, the Consortium organizations from 6 countries (United Kingdom, Bulgaria, Finland, Italy, Portugal, Romania) have joined forces for the implementation of the Inn2Diversity project. All partners will work together to:

- increase awareness of schools on the need to put efforts in investing on the qualification of their teachers;
- adapt the teaching profession to a continuously changing educational environment;
- keep teachers more motivated and satisfied due the investment on their needs;
- design a new and tailor-made tool that will allow teachers to self-evaluate themselves;
- generate awareness on needs of self-development, flexibility and adaptation to new realities;
- design a mentoring process that can be individually fine-tuning to mentors and mentees;
- engage pupils in the classroom environment with the sense of being valued by their diversity.

Training Curricula for Mentor's Coordinators and Mentors

Based on the conclusion of IO2 and IO3, a Curricula for Mentor's Coordinators and Mentors for the replication by stakeholders and project partners was created. This output include the results on the piloting processes including the recruitment, selection and matching processes applied for coordinators, mentors and mentees. It brings a new process to support schools and teachers to deal with and teach

about diversity and to cope with difficulties when dealing with complex pupils and class environments. With this IO schools will be able to replicate the mentoring process and embed it into their school daily routine. Mentees (teachers with difficulties in managing learning and teaching) will have the opportunity to share their difficulties with an experienced person (teacher acting as a mentor) giving them instructional excellence for teaching effectiveness increasing not only their job satisfaction but also improving disadvantaged pupils school enrolment, education success and inclusive environment.

The training course curricula is developed to be delivered both to coordinators and mentors. It's composed by a total of **6 modules**, one of which is aimed only at coordinators training:

Modules	Coordinators	Mentors	Duration	
			F2F	Online
1. Introduction to mentoring	x	x	3h00	1h30
2. Communication	x	x	2h30	1h00
3. Emotional Intelligence (EI)	x	x	2h30	1h00
4. Conflict management and resilience	x	x	2h30	1h00
5. Group management	x	--	2h30	1h00
6. Mentoring delivery & implementation	x	x	2h30	1h00

Definitions and key terms

Throughout the modules certain key terms will be used to explain the tools and the phases of the relationship mentor-mentee and mentorship process. Before emphasizing key terms and definitions, make sure that the terms should be chosen carefully so that the topics covered throughout the mentoring sessions are familiar to the mentees and mentors, with examples that go beyond the trainers or mentor's own cultural context. It's important to try as much as possible to remove Eurocentric viewpoints during the mentoring sessions to avoid potential disrespect of the mentee's situation, path and history. **Some key terms** used throughout the modules include:

- **Mentee** - any individual who "receives" mentoring, and who is willing and motivated to devote time and effort in order to develop personal, social, and soft skills to support his/ her integration process in the host country. Please note that in this handbook, the tools have a special focus on mentees with a migratory or refugee background.
- **Mentor** - is any person who is willing to use his/her experience to model positive behaviours in a constructive way and preferably on a voluntary basis to a mentee.
- **Mentor's coordinator** - is the person inside an organisation who is responsible for coordinating the mentors and is responsible for setting up and coordinating the mentoring programme. The mentor's coordinator can organise the procedure, answer eventual questions and make sure that both parties feel comfortable with the matching.
- **Relationship Processes** –what happens in the relationship. For example: how often does the pair meet? Have they developed sufficient trust? Is there a clear sense of direction to the relationship? Does the mentor or the mentee have concerns about their own or the other person's contribution to the relationship?

- **Program Processes** –how many people are involved in the process? How effective are the activities foreseen in the program for the integration of the mentee? In some cases, programme processes will also include data derived from adding together measurements from individual relationships, to gain a broad picture of what is going well and not so well.
- **Relationship Outcomes** – assess whether the mentor and mentee have met the goals they have set-up? Note that some adjustments may be needed to achieve legitimate changes in goals as circumstances evolve.
- **Programme Outcomes** –assessment of whether the programme, for instance, improved the mentee's skills to deal with conflict in classroom.

Training Modules

Module I - Mentoring basics

According to Lai (2005, p.12), mentoring plays an important role in enhancing novice teachers' opportunities to learn within the contexts of teaching'. Feiman-Nemser (2003, p.26) notes that 'teachers need to learn to teach in a particular context'. Therefore specific mentoring will occur that is dependent on the contextual circumstance (Hudson, 2004).

In an education context, the mentee may be required to undertake all tasks the mentor does, necessitating complex planning and organisation of the mentoring relationship and process (Hudson, 2004).

Traditionally, the literature about mentoring stereotypes mentors as older, wiser, more experienced persons, and mentees as younger, less experienced protégé persons. However, the past decade has seen an emergence of a more contemporary view of who the mentors and the mentees are (Kostovich & Thurn, 2006; Higgins & Kram, 2001). According to Smith (2007), a mentor nowadays can be a co-worker or a peer, someone who is equal in status and in age. Peers who are mentors can be more experienced than the mentee or at the same developmental levels.

1.1. Process of mentoring

Mentoring is a development-based method involving guidance, counselling, and coaching processes. In a nutshell, mentoring have the following characteristics (Tolan et al's, 2008):

- ✓ Interaction between two individuals over an extended period of time;
- ✓ Inequality of experience, skills, or knowledge, between the mentor and mentee, with the mentor possessing the greater share;
- ✓ The mentee is in a position to benefit from the knowledge, skill, or experience of the mentor.

Mentoring is considered a successful method to promote social inclusion of vulnerable groups, having positive outcomes, such as attitudinal, cognitive or motivational change, including positive changes in coping and other psychological skills, improvements in attitudes and thinking patterns, better mental health, academic, social, behavioural and emotional positive outcomes, interpersonal relationships and academic achievement (DuBois et al, 2011). By definition, a mentor is an expert with experience that helps less experienced colleagues in further development of their competences (Directions for mentoring and following the individual work of students, 2017). The whole process implies that there is a partnership between the mentor and the mentee. In this process, and within educational context, the teacher-mentor tries to improve the skills of the teacher-mentee, skills that are already developed at the mentor itself. The role of the teacher - mentor is to through dedicated time, giving feedback, transferring good practices and leading conversations, acquiring professional experience, but also building views and values important in the teacher's profession (Ristovska et. al., 2016). In this sense, the mentor can be an individual with expertise who can help develop the career of a mentee. The career related function establishes the mentor as a coach who provides advice to enhance the mentee's professional performance and development. The psychosocial function establishes the mentor as a role model and support system for the mentee (APA, 2006).

1.2. Roles of mentors, mentees and coordinators

The mentoring process is built upon **three main actors** who perform different roles. These actors perform different tasks in the mentoring programme and have different levels of responsibility.

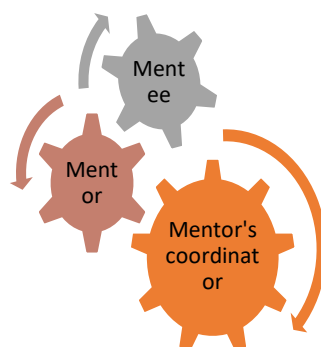


Figure 1 - Roles in Mentoring

○ **Mentor's coordinator**

The Mentor's manager or coordinator is a teacher or an educational professional who puts him/herself at the service of the mentor:

- ✓ helps the mentor to acquire new knowledge and skills;
- ✓ discover the areas of greatest potential for the mentor and promote emotional intelligence;
- ✓ helps to analyse the mentor's mistakes and establish his/her goals;
- ✓ **recruit, develop and retain** mentors and mentees
- ✓ **match** appropriate mentees to mentors.

This role is essential in a mentoring model because it allows to refocus objectives and methodologies, identify constraints during the mentoring process, highlight good practices and share it with others, and to mobilize overcoming strategies.

○ **Mentor**

The mentor, within the school contexts, is a teacher or other educational professional (non-peer mentoring) who can assume several important roles in the mentoring process:

- Advocate - Gives visibility to the 'cause' of the mentoring, offers a space for exposure of its individual context.
- Resource's distributor - Promotes the proximity to spaces, entities or persons that can support side issues to the mentoring process related to different kind of mentee's needs.
- Model - Acts as an example to follow in the way of interacting with young children, with the school and with all educational agents.
- Counsellor - Share its knowledge and experience about strategies to interact with the school and children and young people.
- Trainer - Helps mentees in the learning process of new skills and in putting new behaviours into practice.
- Guardian - Helps mentees find new and challenging opportunities in their role as a parent and an educator, protecting them from adverse situations.
- Supporter - Is empathetic and recognizes the difficulties and the successes of the mentee.

The **Teacher - Mentor** specifically can assume the following responsibilities (Kwan & Lopez-Real, 2005)

- ✓ Continue to teach while serving as mentors.
- ✓ Understand the typical needs and challenges of the beginning teacher.
- ✓ Develop and use a variety of strategies to assist other teachers.
- ✓ Prepare themselves for effective one-on-one consultation with individual teachers.
- ✓ Initially focus their efforts in areas known to be difficult for the other teachers.
- ✓ Make the accumulated wisdom of other experienced teachers accessible to beginning teachers.
- ✓ Develop strategies for giving acceptance and support for the beginning teacher within the school context.

- ✓ Assists in mentee's personal and professional development.
- ✓ Inclusion and acceptance of the mentee.
- ✓ Outlines expectations.
- ✓ Gives honest, critical feedback.
- ✓ Provides advice during task performance.
- ✓ Assists the mentee by example, demonstrates the behaviours of the profession.
- ✓ Sets and maintains standards.
- ✓ Provides specific instructions about performing tasks.
- ✓ Provide resources.
- ✓ Appraises the mentees progress.
- ✓ Providing a variety of communication methods.

The **Teacher - Mentee** assumes the following responsibilities (Walkington, 2005; Lai, 2005)

- ✓ Engages in professional conversations.
- ✓ Performs tasks as required.
- ✓ Works with the mentor in developing skills and knowledge.
- ✓ Sets personal goals.
- ✓ Is open to communication with the mentor.
- ✓ Learns from the mentor: skills and knowledge about the day to day work of a teacher.
- ✓ Observe the mentor in action.
- ✓ Implements or enacts advice and suggestions from the mentor.
- ✓ Brings their own perceptions and beliefs to the relationship.
- ✓ Alters and develop new perceptions and beliefs.
- ✓ Performs tasks and actions within the work or learning environment.
- ✓ Uses guidance and support from the mentor to guide the how they perform the tasks.
- ✓ Uses feedback from the mentor to develop their practice.
- ✓ Is responsible for documenting their learning journey and outlining goals to achieve.
- ✓ Watches how a task or action is completed by their mentor.
- ✓ Reflects on own practice to develop skills and knowledge.

1.3. Stages of the mentoring process

The mentoring process within the I2D model, has **3 main stages**: 1) Relationship development; 2) Intervention; 3) Closure, divided in a total of **9 steps** (MPath Project, 2018):

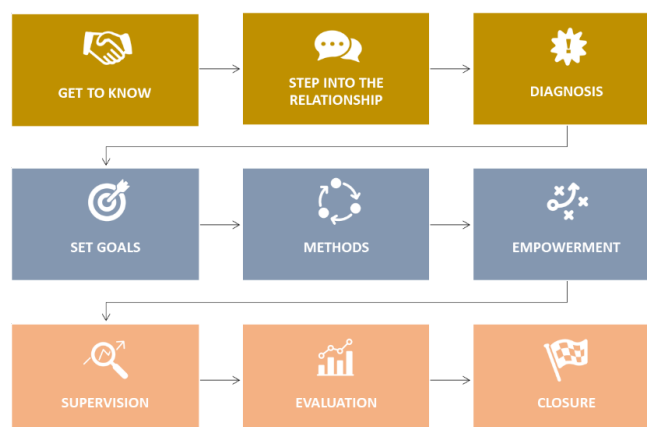


Figure 2 - The stages of the mentoring process

Bellow you can find some key aspects and tips to follow during each of the steps of the mentoring process.

1) Relationship development



Communication as a key aspect

- Listen: get to know the mentee interests, ideas, ambitions and make questions.
- Let the mentee pick the issues and topics to dive in the sessions; let the mentee take their own decisions.
- Support: don't be negative and don't undervalue the mentee ideas.
- Have an open mind, patience and be tolerant.
- Talk about yourself, your motivations and expectations.
- Explain to the mentee why you're committed to the mentoring process.
- Discuss the mentoring programme, and what are its goals.

Building a trusting relationship

- Build trust takes time, don't rush it.
- Be a mentor, not a figure of authority.
- Don't impose your ideas to the mentee.
- Be yourself, don't adopt another personality to be more likable.
- Be realistic and don't set goals that are not achievable.
- Be consistent, take your words into actions.
- Be present during the sessions and focus on your mentee.

Obstacles when building trust

- Initial expectations of the mentoring process can become an obstacle for building trust.
- Expectations must be discussed and clarified in the first sessions to avoid further disagreements or lack of motivation.
- Mentor and mentee must talk openly about the expectations that both have about the mentoring process: The Agreement it's a useful tool to define them.

The Agreement

- Signed by the mentor and mentee
Both need to share their opinion; if the opinions are different, it is important to discuss it and find aspects that they both agree.
- Ask questions
If the mentee seems uncomfortable or it's not very talkative ask direct questions:
"When/Where do you prefer to meet?"; "What is the best way for us to keep in touch?"
- Don't use the agreement as a form to be filled in.
Use it to know your mentee better and to agree on a main structure of work.

What the mentee need to know about the mentor?

- The mentor is a volunteer.
- The mentor also benefits from the mentoring process.
- The mentee offers support to reach goals, but is the mentee that set them and reach them by themselves.
- The mentor will provide support during a certain amount of time.
- The sessions are confidential and the mentor respects that principle in terms of information that the mentee shares.
- The mentor can share some relevant information with other mentors and mentoring coordinator.

2) Intervention



- Know in detail the situation of the mentee: active listening; open questions; paraphrasing; empathy; verbal feedback.
- Define the goals and steps to reach them: defined by the mentee; the mentor helps focusing and keeping them realistic; mentor identifies how to help the mentee; mentor shares the potential of the goals.
- Check on the mentee's progression: celebrate the victories, adjust the strategies accordingly, discuss obstacles that mentee encountered.
- Identify obstacles: identify potential obstacles since the beginning of the process, even the ones the mentee is not aware of and discuss them (e.g. of obstacles: level of education, health problems, skills).
- Apply strategies for the change and reaching the goals: define clear goals, empower the mentee when he/she is struggling, imagine the reality when the goals will be reached, give positive feedback.

3) Closure



Importance of the mentoring closure process

- The preparation for the closure must be prepared throughout the mentoring process.
- During the mentoring process the mentee must remember that the relationship will have an ending.
- The closure of the relationship must be celebrated!
- Revise the cooperation process and the conquers and plan the next steps.

1.4. Peer mentoring in school context

Mentoring in school settings, and most concretely when talking about peer mentoring between teachers, is defined in TALIS "as a support structure in schools where more-experienced teachers support less-experienced teachers". "Evidence shows that teachers who receive more hours of mentoring have higher student achievement gains than those who had fewer hours of mentoring (Rockoff, 2008). In the results of TALIS (2013) is recommended to support teachers' participation in mentoring programmes at all levels of their careers. Mentoring provides teachers with a way to build relationships with colleagues & to collaborate to improve their teaching practice. The same report recommend that policy makers should provide schools with support to develop mentoring programmes.

Peer mentoring refers to a process based on an equal or nearly equal peer based relationship in which peers play the role of mutual mentor. Peer mentors are usually equals in terms of age, expertise, power, and hierarchical status, and the interactions are based on reciprocal and mutual beneficial relationships and learning partnerships rather than on the traditional transmission of expertise and experience from experts to beginners (Nguyen, 2013). Peers as a source of psychosocial support have been increasingly recognised in the literature:

- Teachers who were assigned to work with other peers, reported that they provided each other with emotional support by sharing their ups and downs because they had an equal with whom they could discuss various issues and concerns. This support helped the teachers to build up more confidence in teaching (Goodnough, Osmond, Dibbon, Glassman & Stevens, 2009).
- Psychosocial support works to reduce teacher burnout and intimidation, calms fears, and has been confirmed in many other studies which look at the use of peers in teacher education (Heidorn, Jenkins, Harvey, & Mosier, 2011; Kurtts & Levin, 2000).
- When working with peers, teachers experienced qualitative development in their teaching identities (Dang, 2013).

- Speaking openly and frankly with peers is recognized as one stress-reducing factor because peer mentors feel supported and share responsibility for the workload with each other (Walsh & Elmslie, 2005).

1.4.1. Benefits of peer mentoring

Mutual benefits of mentoring

There are potentially many benefits of mentoring in school settings for both mentor and mentee as well as benefits for the school, the educational system and the profession itself, such as (State of Victoria - Department of Education and Training, 2016):

- opportunities to offer practical knowledge (pedagogical and experience);
- increase in professional growth, self-reflection and problem-solving capacity;
- an increase in confidence, self-esteem, morale, and sense of identity;
- opportunities for learning new skills, teaching strategies and communication techniques, including how to engage evidence-informed conversations;
- greater sense of inclusion or reduced feelings of isolation;
- opportunities for close collaboration and shared challenges;
- sense of achievement from successfully working through challenges;
- opportunities to discuss teaching and learning, students, strategies and successes;
- opportunities to capture and analyse evidence of student learning, leading to professional insights;
- developing a sense of belonging, as a contributor to the school and its community context.

Why is peer mentoring by teachers important (Bowman, 2014):

- ✓ Consistency - Schools benefit from consistency, and mentorship can provide new teachers with a level of consistency that may otherwise be overlooked. With mentoring, novice teachers have direct access to the mentoring teachers who can share their knowledge, thus reducing the time that it takes to acquire necessary information. Mentorship promotes rapid learning (Stanulis & Floden, 2009) and builds a level of consistency useful in all aspects of the day-to-day school practices: student learning, expected behaviours, and the overall positivity of the school's climate.
- ✓ School climate - It is based upon experiences, goals, teaching practices, relationships, and organizational hierarchies within schools (Cohen, McCabe, Michelli, & Nicholas, 2009). When teachers mentor, they teach the novice teachers about the school climate. This transfer of knowledge is invaluable for who are struggling to remember and conquer many tasks.
- ✓ Team Teaching – mentoring promotes connections to peers. Traditionally, co-teaching and collaborative work was not considered a necessity, which is why there are still professionals who are used to, and more comfortable with, addressing issues on their own and working in isolation (Grillo, Moorehead, & Bedesem, 2011). Opportunities for teachers to collaborate and team teach are beneficial to students because they provide more balanced instruction and consistencies among educators. Team teaching is a form of collaboration that enhances teachers' knowledge of instructional strategies, promoting competency and confidence in their profession. Team teaching provides new teachers and their mentors with chances to observe new teaching methods, learn new skills, reflect upon teaching practices, and motivate each other (Grillo et al., 2011).
- ✓ Leadership - Teachers who have opportunities to mentor other teachers emerge as leaders within their professions, thus developing learning organizations and improving their own credibility with their colleagues (HM Inspectorate of Education, 2008). Through mentoring, they acquire levels of ownership and responsibilities in the programming that takes place within schools.
- ✓ Teacher Retention - Teacher retention is an ongoing issue in education, particularly for new teachers. Low retention rates mean that schools continuously have to start over instead of dealing with the larger educational issues they may have (Ronfeldt, Loeb, & Wyckoff, 2013). Low teacher retention rates can have negative effects on a school's climate, disturbing staff cohesion

and community, which may also result in the disruption of student achievement. Mentoring provides instructional assistance and promotes socialization between teachers and the rest of the staff. Having a mentor promotes efficacy, alleviates some of the stress of being in a new profession, and encourages teachers to remain in their chosen career.

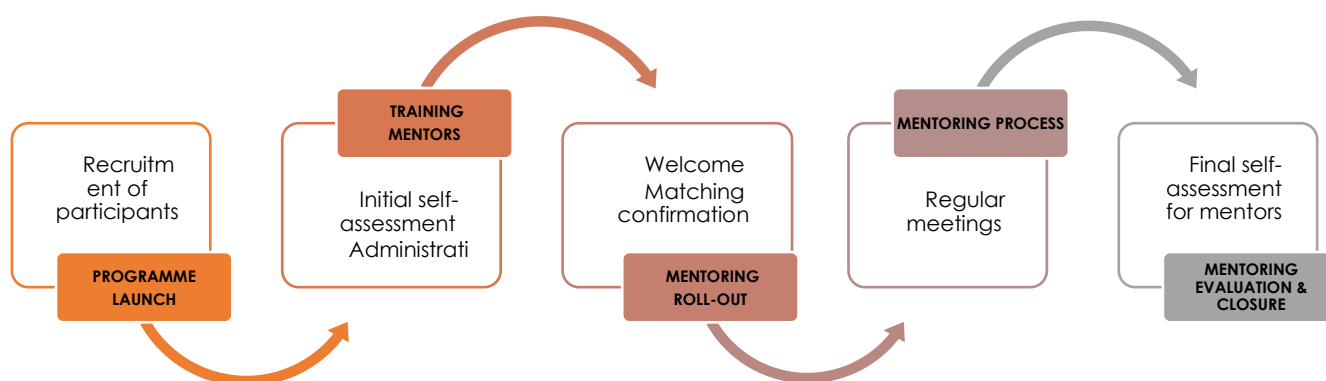
1.5. I2D Mentoring model

Inn2Diversity Mentoring Model is a peer-to-peer mentoring model, and its scope is to create a new process to support schools and teachers to deal with and teach about diversity and to cope with difficulties when dealing with complex pupils and class environments. By using this model, Mentees (teachers with difficulties in managing learning and teaching) will have the opportunity to share their difficulties and have an experienced person giving them instructional excellence for teaching effectiveness increase not only their job satisfaction but also improving disadvantaged pupils school enrolment, education success and inclusive environment.

Typology	Peer	This means that mentors can either be or not be related or have common characteristics with the mentees. Each organization should evaluate the best option according to their own needs and population's characteristics (In this case, peer means that the mentee and mentor are both teachers).
Relationship	1-1	Each mentor can work with 1 mentee or more at a time, though 1 mentor can be paired with more than one mentee, according to the specific needs and characteristics of the persons involved and the mentor's availability.
Focus	Goal-oriented and open-ended	This means that the mentoring process has a specific goal to achieve (set by the programme and by each pair), but it can also address collateral situations that can enhance the mentees' life (if connected with the goal). The goals should be defined by the mentee with the support of the mentor. And not only for the mentor.
Duration	6 to 9 months	The ideal duration of each pilot is about 6 months. It is recommended that if the mentee would like to continue with the mentoring process, it would be better to change the mentor to avoid a different kind of relationship that could go beyond the limits of the mentoring relationship.
Format	Face-to-face & Online	The preferred option for a mentoring process is always face-to-face, but due to the restrictions that we have faced of Covid-19, it could be necessary to adjust to an online environment whenever this option is feasible for mentee and mentor. So, when implementing a mentoring process, it is important to have an alternative and to develop strategies to deal to the possibility of the need to transfer the face-to-face model to an online model. Mentoring can also be very effective when conducted online and the geographical distance won't be considered as an exclusion factor, if the pair agrees on this format. The place for mentoring shall be agreed upon by both mentor and mentee, but as a safeguard, it is better to choose an alternative place outside of the school; if this is not possible, mentors' managers shall try to allocate spaces inside the school that are not used at the time such as the library or cafeteria, or even the open space outside – wherever it is feasible

1.6. I2D Process map

This model is meant to replicate the mentoring process and embed it into the school routine. The process brings a deep commitment that will have impact not only on teacher's satisfaction (coordinators, mentors and mentees) but will also impact on pupils behaviour, with pupils more engaged in their learning process. The implementation of the mentoring process can be structured into **steps** as presented below. Each step covers different activities to accomplish the full structure of the mentoring and provides guidelines for the overall process and mentoring model.



1.6.1. I2D Guidelines for each step

The following section provide simple instructions to implement the I2D mentoring model, as well as the main tools to be used in each of the steps. Each school or mentoring peer can adapt all activities into their specific context.

PROGRAMME LAUNCH

What to do?

- Select and train the mentor coordinators and mentors
- Connect with schools and other community organisations to identify people who can perform the role of mentors
- Connect with mentors' managers and other school's professionals to identify the potential mentees.
- A direct communication can be launched to involve mentor volunteers and mentees into the process.

What tools to use?

- Programme presentation
- Direct communication
- Leaflets
- Mentoring registration form (Annex 1)

TRAINING MENTORS

What to do?

- Organise the necessary logistics (according to the format of the training – online or face-to-face)
- Pre training: self-assessment tool to get the profile of your mentors and support their self-reflection (annex XX)
- After the training - identify who will work with which mentee (administrative matching)

What tools to use?

- Project materials for mentors, including activities and group dynamics
- Self-assessment Tool for Mentors, Mentees and Coordinators (Annex 2, 3 and 4)

MENTORING ROLL-OUT

What to do?

- The mentors' managers shall promote the first presentation and welcome for mentors and mentees (separately with each pair or together with all participants)
- It is the official start of the mentoring process and the 'get-to-know' stage (lasts for a couple of weeks as there needs to be confirmation that mentor and mentee work well with each other – matching confirmation)

What tools to use?

- Mentoring Agreement (Annex 6)
- Mentoring meeting record (Annex 5)

- Mentors shall complete the meeting log for each meeting.

MENTORING PROCESS

What to do?

- Mentors and mentees meet regularly.
- The frequency of meetings depends on the intensiveness of the programme, but also on the needs and availability of the mentee and the mentor.
- The most common frequency is 1 meeting per week, though it can be less.
- The duration of each meeting varies according to the needs of the mentee, but the average is 1 to 2 hours.

What tools to use?

- Mentoring meeting record (Annex 5)

FOLLOW-UP & SUPPORT BY THE MENTOR'S MANAGER

What to do?

- In the first days: set up regular calls to each mentor to check-in
- During the entire process: schedule a fixed meeting with the group of mentors to discuss their processes, their cases, challenges and difficulties, and the strategies to use (meetings can be monthly or fortnightly)
- The meetings can also be used to reinforce some training contents (recycling)
- Half-way of the process, check the progress of the process.

What tools to use?

- Training materials
- Case discussion
- Group dynamics for team building
- Mentoring Progress Report – to be completed both by mentor and mentee (Annex 7 and 8)
- Mentoring meeting record (Annex 5)

MENTORING EVALUATION

What to do?

- Mentor manager, mentor and mentee need to create a moment of closure – like a group activity, a self-reflection
- Measure the results and outcomes of each mentoring process
- Build an analysis of general results of the programme implemented
- Identify areas for improvement for next group of mentees.

What tools to use?

- Self-assessment Tool for Mentors, Mentees and Coordinator (Annex 2, 3 and 4)
- Mentoring Final Report (Annex 10)

Module II - Communication

2.1. Communication process

Communication is a continuous process of exchanging verbal and nonverbal messages. **The main components of communication process are as follows:**

- **Context** - Communication is affected by the context in which it takes place. This context may be physical, social, chronological or cultural. Every communication proceeds with context. The sender chooses the message to communicate within a context.
- **Sender** - the person who sends the message and that makes use of symbols (e.g. words) to deliver the message and produce a response. The verbal and nonverbal symbols selected are crucial in ascertaining interpretation of the message by the recipient in the same conditions as meant by the sender.
- **Message** - a key idea that the sender wants to communicate; the communication process begins with deciding about the message to be conveyed and the sender must be sure that the main purpose of the message is clear.
- **Medium** - means used to transmit the message; the sender must choose an appropriate medium for transmitting the message since the choice of proper medium of communication is vital for making the message correctly interpreted by the recipient.
- **Recipient / receiver** - person for whom the message is intended.
- **Feedback** – is the main component of communication process as it permits the sender to analyse the effectiveness of the message and it helps confirming the correct interpretation of message by the recipient. Can be verbal or nonverbal.

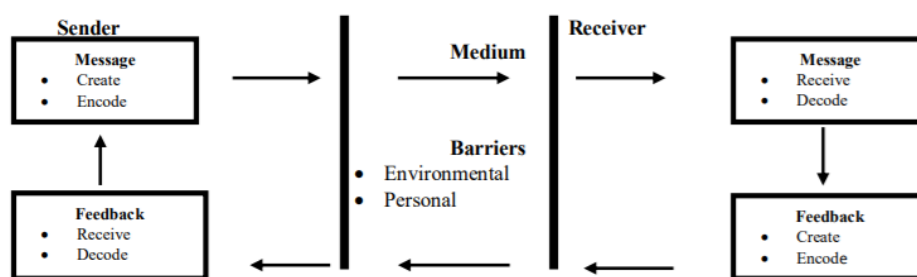


Figure 4 - The communication process

2.2. Communication styles and assertive communication

People communicate with each other verbally and nonverbally. We transmit our thoughts and feelings through words - verbal and nonverbal through body language, tone of voice, facial expressions, gestures and actions. Studies show that when there is a discrepancy between verbal and nonverbal message, we tend to believe the second one. Starting from the two forms of communication are three styles of communication in relationships:

- Passive
- Aggressive
- Assertive

Assertive communication is the ability to convey thoughts, feelings, needs while still paying attention to the rights of others, therefore, research recommends that parents and schools are important to continue to provide assertive communication stimulation in adolescents (Yuliani, Etika, Suharto & Nurseskasatmata, 2020). Communicate assertively is when you say what you want to say, firmly, spontaneous, honest and direct, keeping your dignity and rights and at the same time, not insulting the other - so without attack him as a person, but referring strictly to his behaviour (Pipas & Jaradat, 2010). An assertive communication means, first, to know what your needs are and how to get them. Therefore, a communication objective is not to win, but to solve problems and to have maximum results. In terms of social or professional relationships, assertive communication is the middle way and involves request of own rights and denial of

tasks in a simple, direct manner. Assertiveness is a compromise between a passive communication, where you agree with everything your caller says, and an aggressive one, when counter any reply and have desire to impose (Pipas & Jaradat, 2010). An assertive communication is an effective adaptation to conflicting situations. In any organization, communication is improved if there is an open, non-aggression or malice dialog. Assertiveness includes being able to express your opinions and viewpoints; to be able to say no without feeling guilty; to be able to ask for what you want; to choose how to live your life without feeling guilt about it and being able to take risks when you feel the need (Pipas & Jaradat, 2010).

The main principles of assertive communication are (Pipas & Jaradat, 2010);

- combination of passive and aggressive style;
- requires fairness and power and is characterized by people fighting for their rights while remaining sensitive to the rights of other;
- requires a balance between what the person want and what others want;
- open attitude towards oneself and others;
- open to hearing other points of view and respect for others;
- best suited for a good long-term relationship;
- allows you to argue your opinion without being aggressive and not feel humiliated.

Some people confuse assertiveness with aggression, considering that both behaviours imply to express your needs and your rights. The major difference between them is the respect for other people that you meet in the assertive style. They respect themselves and others and always think in terms of "win-win." Aggressive people use tactics of manipulation, abuse and have no respect for others. They think negatives about others and do not take into account the views of others. Passive people do not know how to communicate their feelings and needs. The fear of conflict so much that they prefer to hide their true feelings and needs, to maintain peace with others. They let others always come out winners in any conflict and this leads to total loss of self-esteem. People who acquire this skill have less conflict, less stress, therefore, they meet their needs and help others to meet theirs as well and have strong relationships that they can rely on. All these lead to a better mental state and a substantially improved health (Pipas & Jaradat, 2010).

Benefits of assertive communication to manage disruptive behaviour

The concept of assertiveness was introduced by experts in behavioural therapy, assertiveness claiming to inhibit anxiety and reduce depression. It points out that assertive behaviour leads to improved self-image (Pipas & Jaradat, 2010). The behavioural component of assertiveness includes a series of non-verbal elements such as:

- ✓ Eye contact: an assertive person will look their interlocutor in the eye. Lack of eye contact can send unwanted messages, such as: "I'm not sure what to say" or "I am very afraid";
- ✓ Tone of voice: even the most assertive message will lose its significance if it is expressed with a hushed voice (this will give the impression of uncertainty) or too hard, which could activate depressive behaviour on the interlocutor;
- ✓ Stance: assertive posture of a person varies from situation to situation. However, it is estimated that in most cases, the subject must stand right: not too stiff, because it expresses a state of tension, not too relaxed, because others could interpret such a position as disrespectful;
- ✓ Facial expressions: for the message to be assertive naturally, mimicry must be appropriate and congruent with the message content. Otherwise, for example, if someone smiles when he says that something bothers him, the party offers ambiguous information, which alters the meaning of communication;
- ✓ Timing the message: the most effective assertive message loses meaning when taken in the wrong time. Thus, for example, no boss will respond favourably to a request for wage increase, no matter how well made is that made, if an employee approaches you when preparing to appear before a committee of the company's control;
- ✓ Content: even if all other conditions are met, the message does not achieve its purpose if it is too aggressive, with the intention of blaming the other or, conversely, expressed in a very shy and passive way.

2.3. Verbal and non-verbal communication

We communicate our thoughts and ideas to other people through both, verbal and nonverbal communication. Verbal communication involves getting our message across using sounds, words, and language. Nonverbal communication entails eye movement, body language, and voice tone. More specifically, the difference between both are summarized in the following table:

	VERBAL COMMUNICATION	NONVERBAL COMMUNICATION
Medium	Language, words, sentences, and voice	Body language, facial expressions, tone, pauses in speech
Channels	Single channel of communication, the human voice, which speaks a single word at a time	Multiple channels of communication including your entire body, facial expressions, and tone of voice
Examples	Can take place over a phone call, in a face-to-face conversation, over loudspeakers, through audio recordings	Can only occur when all the parties in the conversation can see each other. This helps them properly understand what they are communicating nonverbally
Mode	Linear and voluntary; well-thought-out process in which the speaker focuses on communicating their message effectively	Continuous process; not well-thought-out, involuntary, although you can train yourself to use it more purposefully; not linear, depends more on how one uses their body language and other cues to respond to external stimuli
Decoding	Easy to decode if you understand the language and the words being used	Harder to decode than verbal communication. You have to pay attention to many factors including the speaker's body language, facial expressions, and tone to decode what the other person is trying to convey

2.4. Barriers to effective communication

Barriers can block, distort or filter the message as it is encoded and sent, as well as when it is decoded and received. The communication is not effective when barriers are present in the elements of communication (e.g. encoding, message, medium, decoding, feedback etc.) Some examples of barriers can be the following (Rakich&Darr,2000):

- **Environmental Barriers**

- Competition for attention between senders and receivers. Several or simultaneous senders can cause messages to be incorrectly decoded or the receiver can't focus on one message and is not really "listening." Listening is efficient only when the receiver understands the sender's messages as intended. Thus, without engaging in active listening, the receiver fails to comprehend the message.
- Competition for time. Lack of time inhibits the sender from thoroughly thinking through and structuring the message accordingly, and limits the receiver's capability to interpret the message and define its meaning.
- Different levels of hierarchy, power or status relationships between senders and receivers. Power or status relationships can affect transmission of a message. An inharmonious hierarchical relationship can interfere with the flow and content of information.
- Use of specific terminology unfamiliar to the receiver. Communication between people who use distinct terminology can be ineffective simply because people attach different meanings to the same words.

- **Personal Barriers**

- Individual's frame of reference or beliefs and values are based on one's socioeconomic background and prior experiences and shape how messages are encoded and decoded.
- Cultures believes. E.g. "do not speak unless spoken to"; "never question elders".
- Lack of empathy and insensitivity to the emotional states of senders and receivers.

How to overcome these communication barriers?

- ✓ Ensure that attention is given to the messages and that adequate time is devoted to listening to what is being communicated
- ✓ Reduce the levels in the organisational hierarchy or steps between the sender and the receiver to reduce opportunities for distortion
- ✓ Use consciously words and symbols so that messages are understandable among different power or status levels
- ✓ Use multiple channels to emphasize complex messages
- ✓ Make a conscious effort to understand other's values and beliefs.
- ✓ Be empathetic to whom messages are directed

2.5. Improving Communication Effectiveness: communication skills

Effective communication is a two-way process that involves effort and skills by both sender and receiver:

- Practice active listening. Engaging with what people say by giving affirmative replies and asking follow up questions to show that you are paying attention. Effective listening skills can be developed. How to listen actively?
 - Listen more than talk; you cannot listen if you are talking; ask questions.
 - Put the talker at ease and have an environment they feel comfortable in, smile and use positive body language such as nodding.
 - Show them you want to listen, look and act interested, use verbal indicators to show that you are following what they are saying.
 - Focus your mind on what is being said and stay in the present moment, avoid doing other things while listening (e.g. shuffling papers).
 - Do not rush them to finish, a pause doesn't always mean that the speaker has finished what they are saying.
 - Observe the tone, volume and the message not just words, you want to get the whole picture, not just bits and pieces.
 - Don't interrupt; everyone deserves an equal chance to be heard. If a person is cut off or interrupted while presenting an important idea, he or she is likely to feel unappreciated.
 - Don't jump to conclusions and don't assume you know what the speaker is going to say.
 - Appear genuinely interested in the conversation by making encouraging responses or paraphrasing certain comments to show you're, summarize the key elements of what each of you said.
 - Avoid to turn the conversation to your experiences and opinions and to find immediate solutions to problems you may be hearing.
- Pay attention on nonverbal communication. Controlling nonverbal cues can help prevent miscommunication so attention to your facial expressions and body language when you are speaking with someone (e.g., maintain eye contact, limit hand gestures).
- Provide and ask for feedback. Ask your peers for their advice a perspective on your communication skills to understand how you are coming across in several contexts.
- Develop a filter. Effective communicators generally have highly developed social skills and can modulate how they express their thoughts and feelings to those around them. Know what's appropriate to express in different interpersonal contexts. Developing a filter will help supplement other communication techniques and ensure that you maintain a certain level of decorum and avoid conflict in the workplace.

2.6. Cultural diversity awareness

Cultural diversity Awareness can be viewed as the knowledge about and appreciation for different cultures, as well as your own. More specifically this can be defined as a set of consistent behaviours, attitudes and policies that come together as a system, or among professionals and enable that system or those professionals to work effectively in cross-cultural situations. In a mentoring setting, culturally aware mentoring refers to mentoring practices in which mentors recognize their own culturally shaped beliefs, perceptions, and judgments and are cognizant of cultural differences and similarities between themselves and their mentees.

Cultural competency can be developed over time through the process of conquering cultural knowledge, becoming aware of when cultural values, beliefs and practices are being demonstrated, as well as show sensitivity to these behaviours and purposely use culturally based methods in dealing with people. More precisely:

- ✓ Cultural Knowledge: Familiarization with cultural characteristics, history, values, belief systems, and behaviours of the members of another ethnic group.
- ✓ Cultural Awareness: Understanding of another ethnic group and internal changes in terms of attitudes and values. Awareness also suggests existence of qualities of openness and flexibility in relation to others.
- ✓ Cultural Sensitivity: Knowing that cultural differences and similarities exist, without assigning values (better or worse; right or wrong) to those cultural differences from.

The **five stages of cultural competence development** from the lowest to the highest are (Bennet, 2004):

Conventional	Lacks awareness of bias towards people of other cultures. Perceives own language and culture as superior to others. Aversion towards cultural differences. Discomfort in interactions with people who are different in race, language, sexual orientation, etc. due to prejudice. Cultural stereotypes and ethnocentric knowledge about cultural differences.
Defensive	Inequality is considered a natural result of differences in group abilities. Awareness of societal pressure to accept equality results in guarding against stereotypes in public. Discomfort with diversity leads to avoiding contact whenever possible to protect against being labelled as prejudiced. Knowledge about cultural differences is based on cultural stereotypes and ethnocentrism. Willing to learn about other cultures to avoid being perceived as prejudiced. Manages social pressure by pretending to be less prejudiced than personal beliefs support.
Ambivalent	Awareness that biases cause inequality, but does not view herself, himself, or the organization as biased. Prefers to focus on institutional barriers to inequality and obvious acts of discrimination while ignoring serious efforts to explore individual and hidden bias. Knowledge about cultural differences is based on cultural stereotypes and ethnocentrism apart from a few examples of historically excluded group members who are exception.
Integrative	Awareness of biases that create inequality among cultural groups. Integration of cultural awareness, attitude, and behaviours. Disdain for people with prejudice and bias towards cultural differences. Positive cultural stereotypes. Considerable knowledge about various cultural differences and how culture influences behaviour. Difficulty accepting people who are not as far along in becoming inclusive as themselves. Treats people as both individuals and members of a cultural group. Very comfortable with cultural differences

	and actively points out the lack of cultural competence among members of the majority group and has taken on the responsibility for changing them.
Integrative	<p>Awareness of any remaining cultural and personal biases. Consistency between intercultural beliefs/values and behaviour. Considerable multicultural knowledge and constantly seeking more knowledge.</p> <p>Feels very comfortable in cultural immersion. Knows how to work with members of other groups in the organization and enjoys it. Not afraid to make mistakes in learning about new cultures.</p>

Cultural competence improves as an organization or individual achieves the higher stages of inclusion. The movement towards higher stages involves dedication, education, training, and substantial practice. To become more culturally aware, you can try to:

- See the world through multiple and diverse perspectives;
- Enhance your communication and your interpersonal skills;
- Model open mindedness;
- Understand and appreciate different communities;
- Explore your own cultural identity and how it impacts your view of the world;
- Invest in training regarding cultural diversity;
- Advance your career development through your knowledge and understanding of different cultures.

Module III - Emotional Intelligence (EI)

To understand what emotional intelligence is, first is important to comprehend emotions. **Emotion** derives from “*emovere*” that means act immediately (Ricou, 204). It can be defined as a mental response to a certain event that involves, among others, physiological aspects, experiences and behaviors (Mayer, Salovey, Caruso & Sitarenios, 2001). Emotions function as a guide when we must make important decisions (e.g., dangerous situations, pain caused by a significant loss). There are **two types of emotions**:

- Primary emotions - a cerebral response to an environmental stimulus and correspond to a set of innate emotional responses and predetermined states or predispositions (e.g.: joy, surprise, anger) commanded essentially by the amygdala;
- Secondary emotions - a set of somatic changes that can correspond to certain mental images and that is a result of an emotional experience; these emotions are not innate but are learned (e.g.: envy, hate, love).

The primary emotions are innate and the second are self-conscious and, therefore, more complex since they differ from person to person. Thus, the recognition of this second type of emotions is marked by the characteristics of each person, by their experiences and meanings, serves to highlight the importance of studying the emotional side for the understanding of human behaviour as a whole.

Emotional regulation refers to the process by which individuals modify the trajectory of one or more components of an emotional response (Pena-Sarrionandia, Mikolajczak & Gross, 2016). It is also defined as the ability to maintain, increase or decrease one or more components of the emotional response, including the feelings, behaviours and physiological responses that constitute emotions (Gross, 2002). Emotional regulation serves to influence emotions in terms of:

- Type (what emotion is the person is feeling)
- Intensity (how intense is the emotion)
- Duration (when it started and how long it lasted)
- Quality (how emotion is experienced or expressed)

The best-known model on **Emotional Intelligence** (EI) is that of Goleman's. According to Goleman (2011), Emotional Intelligence is defined as the ability to recognize our feelings and others', to motivate ourselves and to manage emotions in ourselves and in our relationships. According to this author, the ability to deal with emotions is more important to success than the traditional notion of intelligence, assessed through IQ (in a ratio of 80 to 20).

3.1. Main dimensions of EI

Now, more than ever, organization and employees value not only your knowledge on your area of expertise and technical skills but also your social skills, the way you empathize with others, the capability of motivating oneself, your self-regulations capabilities, i.e., your Emotional Intelligence. EI has been divided by several specialists in this field in **five main domains** (Goleman, 1998):



Figure 5 - Emotional Intelligence: Main dimensions

- **Self-awareness** – is about identifying and understanding your emotions, what you're feeling and why and how they impact those around you; it is also about knowing your strengths and weaknesses, and what is important to you in terms of values or moral compass. This domain serves to guide our decision making, have a realistic assessment of our own capabilities and a well-founded sense of self-confidence. Knowing one's own strengths, weaknesses and values is fundamental to self-understanding. Recognizing them when we are experiencing emotions allows us to have tools to think about how we react to certain situations and how our actions and emotions can impact other people's lives. **Mentoring** can be a good way to improve your self-awareness since is an opportunity to receive feedback from other mentees/mentors, and since it allows you to reflect on how these experiences make you feel (e.g.: *What made you feel good? What was hard? How could you have reacted differently?*)
- **Self-regulation** - after you identify and understand your emotions (self-awareness), the next step is managing those emotions effectively. Self-regulation is defined as the ability to: Manage our emotions in a way that makes it easier rather than interfere with the tasks we have at hand. It allows to delay gratification to achieve goals and recover well from emotional difficulties. The lack of this capacity may lead to greater difficulties when individuals are faced with setbacks. **Mentoring** can generate stressful situations and dealing these situations can help you become more flexible and able to cope with change by addressing challenges as opportunities for growth and development.
- **Motivation** - is about your drive to enhance and succeed, setting high standards for yourself and working consistently towards your aspirations. The motivation consists of addressing our motivations in achieving a specific goal, use our deepest preferences to advance and guide our goals, to help us take the initiative and be highly efficient, and to persevere in the face of setbacks and frustrations. In the context of **mentoring**, you will explore this skill since you will have to stay motivated through all of the steps of the mentoring process and be committed to your role, and setting standards to achieve your goals as mentor or mentee.
- **Empathy** – a key interpersonal skill, the ability to put yourself in someone else's shoes and see a situation from their perspective. Respecting diversity and inclusion is a crucial aspect of this dimension of EI. Empathy is the ability to identify and understand the situation, emotions and motivations of the other and our ability to recognize the concerns other people have. In the **mentoring** process is important to be opened to seeing things through someone else's eyes. By being empathetic with our mentor/mentee we will provide needed support, build a positive relationship, communicate properly and focus our attention on the other person.

- **Social skills** - those who are socially skilled are adept at dealing with others, trustworthy team players and confident communicators, make great leaders, inspiring and motivating colleagues, managing change and resolving conflict effectively, and giving praise where it's due. Social skills within the **mentoring** experience are relate to the ability to:
 - ✓ Manage emotions well in relationships and accurately read social situations and networks;
 - ✓ Interact with harmony;
 - ✓ Use these skills to persuade and lead, negotiate and resolve disputes, for cooperation and teamwork;
 - ✓ Build meaningful relationships with others, which is very important in many areas of life;
 - ✓ Leadership development;
 - ✓ Improvement in the ability to make decisions;
 - ✓ Easier to control impulses;
 - ✓ Development of communication;
 - ✓ Development of self-motivation and curiosity;
 - ✓ Improvement in professional performance;
 - ✓ Ability to channel emotions properly;
 - ✓ Greater emotional balance;
 - ✓ Improvement in time management.

3.2. Issues and Challenges for Peer Mentors

Some issues and challenges that mentors can face during mentoring process and respective strategies to deal with them are summarized below (Phillips-Jones, 2003):

- **Respecting the Schedule of the meetings**

Both mentors and mentees have responsibilities and commitments, that can be used to postpone a mentoring meeting. Neglecting the scheduled meetings or recurrent postponements will shake the foundation of your relationship therefore it's important to remember the commitment to the program and to your mentor/mentee.

Strategies

- ✓ Block out the time in the calendar that you use for your work;
- ✓ Schedule meetings a few weeks out;
- ✓ Treat the mentoring meetings as you would any workplace meeting (not as an extracurricular activity);
- ✓ Get your mentoring program coordinator involved to hold you and your peer accountable.

- **Allocation of time and energy**

Sometimes, most likely at the beginning of the relationship, the mentor or the mentee wants to meet more frequently than stipulated by the programme. Maintaining excessive numbers of sessions or long meeting schedule normally proves impossible over time. Therefore, eventually the meeting schedule has to be adjusted and this can affect the mentee who may feel upset or believe that the mentor isn't as invested as in the beginning.

Strategies

- Follow the program steps and guidelines;
- Create a meeting schedule as recommended by the programme creators or by your coordinator.

• **Unrealistic and Mismatched Expectations**

Coordinators, mentors and mentees might have big expectations regarding the outcomes of mentoring process, that can cause pressure on themselves and others to accomplish these results as soon as possible. Nevertheless, everyone have a different starting point so it's important to set realistic goals and understand that if a mentor or a mentee expects too much or too little of the other, it can cause problems down the line in the building of the relationship.

Strategies

- ✓ Discuss openly and frankly at the beginning of your mentoring program about what you are expecting from the sessions and the mentoring relationship;
- ✓ Identify a set of mutual expectation and, as a mentor, point out if there are unrealistic expectations and explain that those can have a negative impact on the mentoring relationship and process;
- ✓ Set mentoring goals ideally during the first two meetings.

• **Over-Dependence**

A possible challenge in a mentoring relationship is the mentee becoming too dependent on their mentor (e.g.: Messaging every time they have a problem or a question) and taking up time beyond the agreed session or scheduled time.

Strategies:

- ✓ Develop independence and autonomy skills in your sessions;
- ✓ Work on self-confidence by taking the mentee out of the comfort zone;
- ✓ Remember that the relationship is about the mentee, not the mentor, and mentees need to remind themselves that they are the ones who have to achieve certain goals;
- ✓ Remember that the mentee need to make their own decisions and remember that their mentors are simply a source of support and feedback.

• **Poor Communication**

Poor communication could imply not clearly discussing expectations, poor definition of objectives and intentions, or a busy schedule. Communicating clearly is essential for the building a strong mentoring relationship.

Strategies:

- ✓ Discuss expectations, your schedule limitations and clearly define the objectives of the mentoring process;
- ✓ Create informal moments during the session to speak casually about work, life and how the plans are progressing;
- ✓ Make sure you learn about your mentor or mentee in the first sessions so you can adjust your communication style;
- ✓ Define in the first sessions how will you communicate and how often.

Lack of Commitment

One of the issues that can occur during the mentoring process can be lack of commitment from the mentee or the mentor, that can show as cancelling sessions, demotivation during the sessions, not showing up at sessions as scheduled.

Strategies

- ✓ Try to understand why that is happening. The reasons might be linked to stress from work, trouble keeping up with the sessions, not getting what you expected from the mentoring, etc;
- ✓ Once you've recognized the reasons of the lack of commitment, talk about it in your next session;

- ✓ Discuss this with the mentoring coordinator.

3.3. Mentoring Skills

Research suggests that mentors and mentees who develop and manage effective mentoring collaborations show a number of specific, identifiable skills that enable change to take place. The model developed by Phillips-Jones (2003) provide the main mentoring skills and the behaviours describes each one.

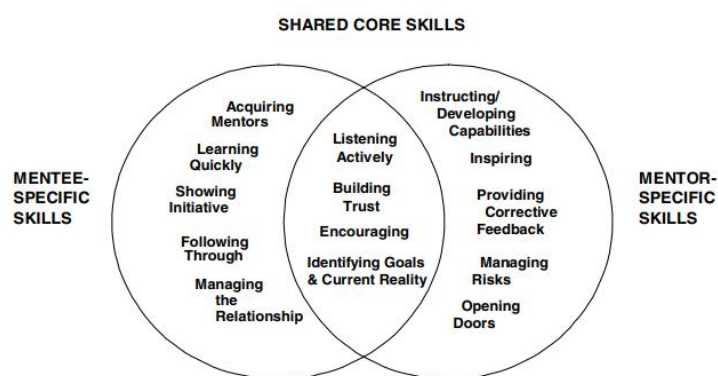


Figure 6 - Mentoring skills

3.3.1. Shared skills

- **Listening Actively**
 - Appear genuinely interested by making encouraging responses;
 - Reflect back (paraphrasing) to show you've gripped the meaning behind the message;
 - Use appropriate nonverbal language (look directly into people's eyes, nodding your head);
 - Avoid interrupting while the other is talking;
 - Remember and show interest in things they've said in the past;
 - Summarize the key elements of what each of you said;
 - Resist the impulse to turn the conversation to your experiences and opinions and to find immediate solutions to problems.
- **Building Trust**
 - Keep confidences shared during mentoring;
 - Spend appropriate time together;
 - Follow through on your promises;
 - Respect boundaries;
 - Admit your errors and take responsibility for correcting them;
- **Encouraging**
 - Give recognition and sincere positive verbal feedback;
 - Compliment on accomplishments and actions;
 - Point out positive traits (e.g. Resilience, motivation);
 - Express thanks and appreciation;
 - Write encouraging memos or e-mail.
- **Identifying Goals**
 - Talk about dreams, career or life goals, current reality, strengths and limitations;
 - Recognize areas in which you're able to perform well;
 - Identify specific weaknesses or growth areas;
 - Know what's important to you, what you value and desire most;

3.3.2. Skills for mentors

- **Developing Skills**
 - Teach your mentees new knowledge, skills, and attitudes (explain, give examples);
 - Help your mentees gain larger perspectives of their school (history, values, culture, and protocols);
 - Demonstrate and model good behaviours;
 - Help them monitor performance and refocus steps as needed.
- **Inspiring**
 - Set an example yourself and help your mentees experience other inspirational people and situations to motivate them;
 - Do inspiring actions yourself which challenge your mentees to improve;
 - Help them observe others who are inspiring and arrange inspirational experiences for them;
 - Help them recognize inspiring actions they took in the past.
- **Providing Feedback**
 - Give mentees corrective feedback when you observe your mentees making mistakes or performing in less than desirable ways;
 - Be direct with your mentees, letting them know what you perceive and providing some better ways for handling the situations;
 - Discuss with your mentees if and how they'd like to receive this feedback;
 - Use positive, non-offensive, professional words and tone of voice with the mentee when their behaviours or performance aren't adequate;
 - Give corrective feedback in private and as soon as feasible after the performance.
- **Managing Risks**
 - Help the mentee to avoid making unnecessary mistakes (e.g.: dealing incorrectly with colleagues missing deadlines; doing something unethical; compromising on quality; taking the wrong position) as they learn to take reasonable risks;
 - Help the mentees identify and establish how to handle the risks with prevention and recovery strategies;
 - Help the to prepare well, get wise counsel and trust their own decisions and actions;
 - If requested, intervene as your mentees' advocate with others.
- **Opening doors**
 - Vouch for the mentee and put in a good word to those who could support your mentees achieve desired aims;
 - Provide support in the networking and introduce your mentee to interesting contacts;
 - Make sure your mentees' capabilities are seen by others;
 - Offer your mentees opportunities that facilitate the interaction with important colleagues and other professionals;
 - Recommend resources for your mentees to consult.

3.3.3. Skills for mentees

- **Show motivation to learn**
 - Use the resources/materials given by your mentors and apply the knowledge and skills shown to you by your mentor, and inform your mentors how you applied them;
 - Observe thoroughly and learn from the modelled actions of your mentor;
 - Incorporate the new things you learn into your practice as teacher and own conceptual framework for problem solving;
 - Ask for feedback and be ready to receive it in a nondefensively matter.
- **Showing Initiative**
 - Show the right amount of initiative and in adequate time and contexts;

- Ask suitable questions to clarify and get more information;
- Engage in useful resources on your own;
- Go beyond your usual comfort zone and take informed risks to acquire new knowledge, skills, and attitudes and share what you learned with your mentor;
- Take ideas that your mentor suggests and show imaginative or bold ways of using them;
- Discuss your level of comfort zone with your mentor early in your relationships to establish preferences and expectations and arrangements that work for all.

Module IV - Conflict Management and Resilience

4.1. Origins of and levels on which conflict may occur

Inherent in the human condition, conflict with the other, with one's own, and with the institution, is at the heart of the educational relationship (Pérez-de-Guzmán et al., 2011), whose causes are due to differences in culture, personality, values, needs, interests, and power (Almost et al., 2016). Thus, it is impossible to think of a school where there are no conflict situations, so the existence of conflict is part of everyday life, revealing itself in the mirror of social conflict and, thus a place conducive to the occurrence of conflicts. Conflict can be defined as "... when two or more parties have differences in beliefs, values, positions, or interests, whether the divergence is real or perceived" (Barsky, 2007, p. 2).

Conflict outcomes affect individuals, and how interpersonal conflict management takes place determines whether outcomes are positive or negative (Park & Antonioni, 2007). Consequently, Morris-Rothschild and Brassard (2006) indicated that constructive strategies for conflict management are important in maintaining a positive classroom environment.

Conflict is often needed to raise and address problems, energizes work to be on the most appropriate issues, helps people "be real", it motivates them to participate, helps people learn how to recognize and benefit from their differences. Conflict is a problem when it hampers productivity, lowers morale, causes more and continued conflicts and when causes inappropriate behaviours (Ghaffar, 2010). The better educators and students understand the nature of conflict, the better able they are to manage conflicts constructively.

4.1.1. Glasl's Escalation Model

The most known and recognized in the literature model of conflict escalation was created by Friedrich Glasl, (Jordan, 2000). Glasl's escalation model is a very useful diagnostic tool for the conflict facilitator, but also valuable as a means for sensitizing people to the mechanisms of conflict escalation. Such sensitizing may lead to a greater awareness of the steps one should take care to avoid if one wants to prevent a conflict from escalating out of control. Rather than seeking causes in the individuals, the model emphasizes how there is an internal logic to conflict relationships, stemming from the failure of "benign" ways of handling contradictory interests and standpoints. Conscious efforts are needed in order to resist the escalation mechanisms, which are seen as having a momentum of their own.



Figure 7 - Glasl's Stages of Conflict Escalation (Source: <https://wall-skills.com/2017/glasls-stages-of-conflict-escalation/>)

Glasl outlines an escalation in nine descending stages, at which the first three stages can still be described as "win-win situations.". The stages four to six can be titled "win-lose", i.e. only one party to the conflict can still win and finally the stages seven to nine, here we have a "lose-lose situation". In this phase, there are only losers and in the end it only remains important to destroy the opponent, even at the price of losing everything yourself. **When using mediation**, the escalation levels by Glasl help to assess in which phase of the conflict the parties currently are. This helps to decide which conflict handling method should be used, or whether this conflict can still be resolved by means of mediation.

- **win-win: phases 1 - 3**

Stage 1 – Hardening: Conflicts begin with tension, e.g. the occasional clash of opinions. This is commonplace and is not perceived as the beginning of a conflict. When a conflict develops from this, the opinions become more fundamental. The communication between the parties is still based on mutuality: the basic status of the involved persons as responsible human beings is recognized, and one tries to be fair in the interactions.

Stage 2 – Debate: From this point on, the parties to the conflict think of strategies in order to convince the other of their arguments. Differences of opinion lead to a dispute. It is attempted to put the other party under pressure. Black and white thinking develops.

Stage 3 – Actions instead of words

The parties to the conflict increase the pressure on the respective other party in order to get their way or press home their own opinion. Conversations are discontinued. No verbal communication takes place anymore and the conflict intensifies faster. Compassion for the "other" is lost.

- **win-lose: phases 4 - 6**

Stage 4 – Coalitions: The conflict hardens as a result of searching for sympathisers for one's cause. As you believe you are in the right, you can denounce the opponent. It is no longer about the issue, but about winning the conflict so that the opponent loses.

Stage 5 – Loss of face: The opponent is to be annihilated in his identity by means of all kinds of allegations or the like. Here the loss of trust is complete. Loss of face in this sense means loss of moral credibility.

Stage 6 – Threat strategies: The parties to the conflict attempt to fully control the situation by using threats. It is aimed at demonstrating their own power. One threatens, for example, with a demand (we will do what I say) which is enforced by sanction ("otherwise you will be suspended") and underlined by the potential for sanction (giving examples of people who were suspended before). The proportions decide the credibility of the threat.

- **lose – lose: phases 7 – 9**

Stage 7 – Limited destruction: One tries to severely damage the opponent with all the tricks at one's disposal. The opponent is no longer regarded as human. From now on, limited personal loss is seen as a gain if the damage to the opponent is greater.

Stage 8 – Fragmentation: The opponent is to be destroyed with actions of annihilation.

Stage 9 – Together into the abyss: From this point personal annihilation is accepted in order to defeat the opponent. In this state, the means of mediation is no longer sufficient, only a superordinate authority can still make a decision.

Escalation is also more likely when the parties share a history of antagonism, view the conflict as win-lose, and when the conflict is thought to threaten central values or critical resources (Coleman, Vallacher, Nowak, & Ngoc, 2005). Typically, as one participant escalates tactics, it is reciprocated by others resulting in vicious escalatory spirals and an overall intensification of the conflict. This typically results in the broadening of the scope of the conflict (an increase in the number and size of the issues), the use of ever heavier tactics, and the involvement of more participants (Coleman, et. al, 2005). As conflict escalates,

and the intensity of conflict crosses certain thresholds, important psychological, social, and community-based changes occur. With conflict intensification, we see a shift in motives from doing well or problem-solving to reducing loss or, eventually, to harming the other as much as possible (Pruitt & Kim, 2004).

As conflicts intensify, the quality of communications between the disputants transforms from direct discussions and negotiations to autistic hostilities where communication is non-existent except through direct attacks. In addition, loosely knit, politically inactive sets of individuals develop into well-organized conflict groups that become capable of challenging the perceived threat. As a result, strong norms develop supporting a contentious approach to the conflict (Coleman, et. al, 2005).

4.1.2. Positive vs. negative conflict

Usually, interpersonal conflict is viewed as negative and unwanted situation. Nevertheless, it can also be a source of creativity and an opportunity for development that can lead to a positive change (Lulofs & Chan, 2000). This perspective is crucial for conflict resolution, because it views conflict as a normal process for change and personal growth. Conflict can be positive since it can lead to positive results such as enhanced interpersonal relations, creativity, new ideas, better alternatives, mutual understanding, increased work performance, etc (Chen, 2006). Conflict can have negative or positive outcomes, varying on how the conflict is dealt with and which conflict resolution methods are implemented. This brings us to the importance of adopting good conflict resolution strategies.

Jhonson & Jhonson (1996) state that conflicts are resolved constructively when they result in an outcome that all disputants are satisfied with, improve the relationship between the disputants, and improve the ability of disputants to resolve future conflicts in a constructive manner. Conflict Resolution Education (CRE) define conflict resolution as a philosophy and set of skills that assist individuals and groups to better understand and deal with conflict as it arises in all aspects of their lives (Batton, 2002).

4.2. Stress management and conflict management skills

Thomas and Kilmann identified five conflict **management styles**:

- ✓ Accommodating - when you cooperate to a high degree. It may be at your own expense and work against your own goals, objectives, and desired outcomes. This approach is effective when the other party is the expert or has a better solution. It can also be effective for preserving future relations with the other party;
- ✓ Avoiding - when you simply avoid the issue. You aren't helping the other party reach their goals, and you aren't assertively pursuing your own. This works when the issue is trivial or when you have no chance of winning. It can also be effective when the issue would be very costly or when the atmosphere is emotionally charged, and you need to create some space. Sometimes, issues will resolve themselves, but "hope is not a strategy." In general, avoiding is not a good long-term strategy.
- ✓ Collaborating - when you partner or pair up with the other party to achieve both of your goals. It's how you break free of the "win-lose" paradigm and seek the "win-win." This can be effective for complex scenarios where you need to find a novel solution. This can also mean reframing the challenge to create a bigger space and room for everybody's ideas. The downside is that it requires a high degree of trust and reaching a consensus can require a lot of time and effort to get everybody on board and to synthesize all of the ideas;
- ✓ Competing - the "win-lose" approach. You act in a very assertive way to achieve your goals, without seeking to cooperate with the other party, and it may be at the expense of the other party. This approach may be appropriate for emergencies when time is of the essence or when you need quick, decisive action, and people are aware of and support the approach;
- ✓ Compromising - the "lose-lose" scenario where neither party really achieves what they want. This requires a moderate level of assertiveness and cooperation. It may be appropriate for scenarios

where you need a temporary solution or where both sides have equally important goals. The trap is falling into compromising as an easy way out when collaborating would produce a better solution. By knowing your own default patterns, you improve your self-awareness. Once you are aware of your own patterns, you can pay attention to whether they are working for you, and you can explore alternatives. By using a scenario-based approach, you can choose more effective conflict management styles and test their effectiveness (Thomas & Kilmann, 1974).

4.3. Strategies to deal with conflicts

There are five key **conflict resolution strategies**:

- Problem-solving negotiations: When both the goal and the relationship are highly important to the students, problem-solving negotiations are initiated to resolve the conflict. Solutions are sought that ensure both students fully achieve their goals and that any tensions or negative feelings between the two are dissipated.
- Smoothing: When the goal is of little importance, but the relationship is of high importance, one person gives up their goals so that the other person can achieve theirs. This is done to maintain the highest-quality relationship possible. If the teacher detects that one student's goals or interests in the conflict are much stronger than the others, the teacher can facilitate a smoothing of the conflict. Smoothing should be done with good humour.
- Forcing or win-lose negotiations: When the goal is very important, but the relationship is not, students will seek to achieve their own goals at the expense of the other person's goals. They do so by forcing or persuading the other person to yield. They are competing for a win.
- Compromising: When both the goal and the relationship are moderately important, and it appears that neither person can have their way, the students will need to give up part of their goals, and possibly sacrifice part of the relationship, in order to reach an agreement. Compromising may involve meeting in the middle or flipping a coin. Compromising is often used when students wish to engage in problem-solving negotiations but do not have the time to do so.
- Withdrawing: When the goal is not important to the student and neither is the relationship, a student may wish to give up their goal completely and avoid the issue with the person. Sometimes it is good for both students to withdraw from the conflict until they have calmed down and are in control of their feelings.

During a conflict negotiation, it is also important to highlight the importance of:

- Empathy: the pillar of good communication and the connection between teacher and student, which allows one to understand each other's feelings and motivations;
- Assertiveness: being able to expose your point of view, emotions, or opinions without provoking a defensive attitude, through a self-affirmative phrase that tells students what to think without blaming you, not putting you as an opponent. Being assertive requires understanding limitations to do another. The teacher when negotiating a conflict must establish his position and build self-confidence thus limiting abuse situations without attacking students;
- Active listening: a tool is useful to obtain more information, corroborating data so that the student knows that he was heard. When we listen actively, we are asking, paraphrasing, asking for clarification, defining, and contextualizing. Some ways of they appear can be by echo, repetition of what the other said, reformulation, expressing in words what was understood, resolving points or questions, summarizing and ordering information or reflection of the feeling, an expression of what we perceive of the other; and
- Feedback: the teacher must support and encourage positive behaviour, correcting the inappropriate ones. To put feedback into practice, it is necessary to let the student know what the teacher feels and what he thinks.

4.4. Internal and external Locus of Control

Locus of control (LOC) implies the tendency to understand outcomes in life as a result of one's own actions (i.e., internal locus of control), as opposed to being defined by external factors (i.e., external locus of control). People with high internal locus of control usually seek to control their environment, while those with high external locus of control frequently feel helpless because they perceive that outcomes in life are beyond their own control (Keenan & McBain, 1979).

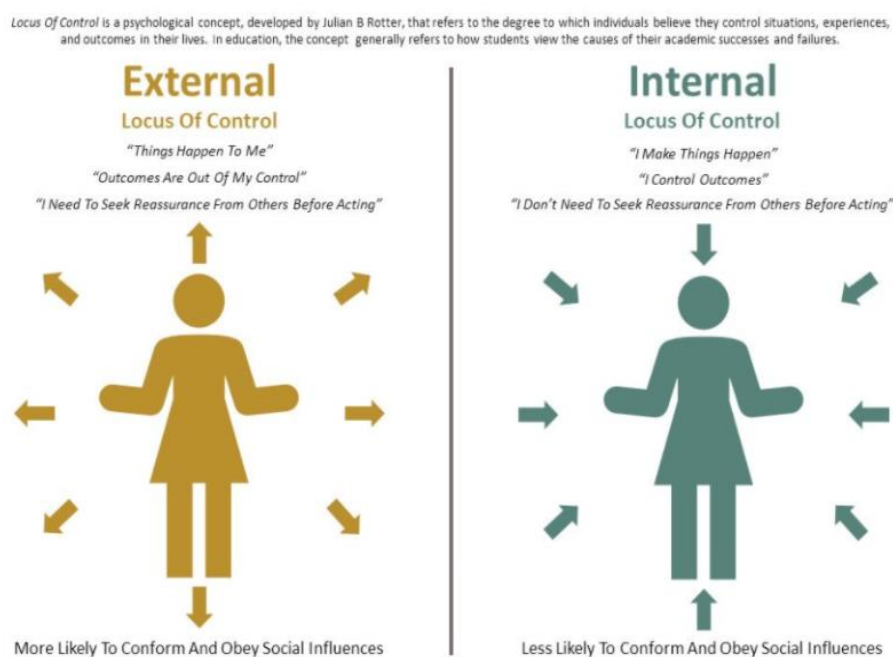


Figure 8 -Internal and External Locus of Control

Locus of control has also been defined as a **coping resource**. For example, placing the cause of an outcome upon others (i.e., external locus of control) has been related to avoidance, resignation, greater stress and poor health. Internal locus of control has been associated with help-seeking and positive thinking, as well as lower levels of work stress (Gore et al., 2016). More examples can be found in the next table (Perry, 2019):

External LOC	Internal LOC
✓ Believe success or failure is a result of luck, chance, faith or others	✓ Hold themselves accountable for successes and their mistakes or failures
✓ Tends to be negative, gives up easily	✓ Less prone to stress related illnesses, anxiety or depression
✓ Will not initiate contact or attempt to repair damage relationships	✓ High achievement and expects to perform well
✓ Feels victimized by illness and stress and take less preventive action	✓ More independent, achieving and dominant
✓ Emotional instability, anxiety and anger	✓ Always putting in effort to achieve goals
✓ Not confident in their own abilities and continually doubting they can accomplish difficult goals	✓ Recognizing the skills and knowledge required to overcome challenges
✓ Reliance on other people for tasks they can do without assistance	✓ More health conscious, active obligation to eat healthily, regular exercise, keep up with medical appointments
✓ Feeling emotions like “what’s the point” or as if any response to a life event is futile	✓ Positive thinking and relaxed about the future (increased control over life leads to minimal stress)
✓ Passive and resigning effort to surmount challenges because their actions won’t make a difference in the outcome	✓ Don’t rely on others for success
✓ Events are not analysed to the fullest causing difficulty to make concrete decisions	✓ Respectful of oneself and confident in abilities

4.5. The importance of self-care and positive coping strategies

The World Health Organization (WHO) defines self-care as “The ability of individuals, families and communities to promote health, prevent disease, and maintain health.”. Self-care is important to maintain a healthy relationship with yourself and consequentially with others and has been proven to have a lot of benefits for physical and psychological health (Canadian Mental Health Association, 2021):

- ✓ **Mental health and well-being.** Finding time for self-care activities is beneficial to relief stress and avoid mental exhaustion: connecting with others, daily exercise (releases chemicals like endorphins and serotonin that enhance your mood, helps you think more clearly and improves your memory), mindfulness, hobbies.
- ✓ **Stress and anxiety.** Continued stress increases the risk of developing anxiety, depression, workplace burnout. When we practice self-care, the parasympathetic nervous system is stimulated which allows us to relax our minds and bodies. Activities to relief stress can include: deep abdominal breathing, exercising, yoga, visualization, etc.
- ✓ **Prevents illness.** Self-care activities that strengthen your immune system such as good hygiene, nutrition, active lifestyle can prevent illness such as heart disease or cancer:
- ✓ **Maximizes productivity.** Prioritizing self-care improves cognitive capabilities, including better focus and concentration, and helps you produce more. Self-care helps you achieve your highest potential, so your work performance will naturally improve.
- ✓ **Improves personal relationships.** One of the most frequent misconceptions about self-care is that it's a selfish attitude. Nevertheless, you can support others when you don't take care of yourself or find time to yourself. Achieving your highest potential by taking care of yourself improves your relationship, strengthens your connection with others. You can include your loved ones in the self-care routine, such as going for a daily walk with your family.

Self-care and positive coping strategies

Physical	Go on nature walks Have regular medical check-ups Eat a well-balanced diet Maintain a healthy sleep schedule Maintain a good hygiene Quit smoking Drink in moderation
Psychological	Spend quality time with loved ones Set professional goals Learn something new Engage in a hobby you love Take a break from your phone Practice positive self-talk
Emotional	Meditate Start journaling Practice self-compassion Observe your thoughts without judging Practice gratitude Use breathwork to regulate emotions Do acts of kindness
Professional	Use your vacation days Take time for yourself before meetings Learn a new soft skill Work for a company that prioritizes employee wellness Become a mentor

4.5.1. Strategies to help others finding positive thoughts

Automatic thinking refers to automatic thoughts that occur from beliefs people hold about themselves and others (Soflau & David, 2017), and can consist in images, words that appear in your head in response to a specific trigger. Negative automatic self-talk is part of the human experience but is possible to challenge this tendency by cultivating self-awareness. Research indicates that there are several consequences of being inclined toward negative automatic thoughts rather than positive automatic thoughts (e.g. burnout; depressions, anxiety, low self-esteem (Hicdurmaz et al., 2017; Chang et al., 2017). Positive automatic thoughts can compensate the negative consequences of negative automatic thoughts

We cannot control automatic thoughts directly, since they are instinctive responses based on the beliefs, but we can indirectly control these thoughts by questioning the beliefs that lead to them. For Example: *"How is my interpretation affecting the situation?"*; *"How can I interpret this situation otherwise?"*; *"What could I do, in order to change this situation for the better?"*; *"What could I do differently next time?"*. The following are a few examples of **how we may turn negative comments and thoughts into positive ones**:

Negative thoughts	Positive thoughts
To be a worthwhile person, I have to be good at everything.	Just who I am makes me worthwhile.
Everyone has to like me, or else I'm not okay.	I'm okay just the way I am.
Every problem has to have the perfect solution and if it doesn't it's really bad.	There are many solutions out there I just have to find the right one.
I'll disappoint everyone if I change my mind.	I have the power to change my mind. Others will understand.
I failed and embarrassed myself.	I'm proud of myself for even trying. That took courage.
I've never done this before and I'll be bad at it.	This is a wonderful opportunity for me to learn from others and grow.
There's just no way this will work.	I can and will give it my all to make it work.

Module V - Group Management*

Team management is the capability of an individual / organization to administer and coordinate a group of individuals to perform tasks and involves skills such as teamwork, communication, goal setting and performance evaluations. Team management can be also described as the ability to identify problems and resolve conflicts within a team using effective methods and appropriate leadership styles to increase productivity and build an effective team (Aamodt, 2015).

5.1. The role of Mentor Managers in a group

As a team / group manager, the mentor coordinator has a set of specific responsibilities within the group, such as (Kramer-Simpson, 2018):

- ✓ Select and match mentor and mentee, and perform rematch (if required);
- ✓ Coordinate training sessions (if applicable);
- ✓ Track progress of relationships and results;
- ✓ Organize closure of program or hold regular meeting with mentors and mentees to share experiences and follow up the mentoring process;
- ✓ Overall management of the mentoring programme;
- ✓ Encourage and support mentoring relationships;
- ✓ Ensure that mentoring processes are brought to a successful closing;
- ✓ Undertake sporadic evaluations of the mentoring programme, and updating the programme accordingly;
- ✓ Engage in regular and effective communication with mentors, mentees, and other stakeholders (e.g. organisational leadership teams, partner organisations);
- ✓ Be available and accessible to mentors or mentees who require their assistance or support;
- ✓ Modelling skills and behaviours pertinent to the context in which the mentoring process is taking place.

5.2. Benefits and challenges of working with groups

Working with groups can be intimidating sometimes and present some challenges. By acknowledge the advantages and potential difficulties when working in or with a group a you can capitalize on the advantages and minimize the barriers that hamper success. Lets see some benefits and challenges that you can face when working with groups (Burke, 2011):

5.2.1. Bennefits

- a) Groups have **more information** than a single individual and have more resources to , tools and information available because of the variety of backgrounds (professional, cultural) and experiences.
- b) "Two heads are better than one" – working with groups promotes everybody's **creativity** which is a crucial factor in problem solving.
- c) People remember **group discussions** more easily since group learning encourages learning. Working in small groups where group discussion is encouraged enhances comprehension and the knowledge is retained longer.
- d) Working with and in a group allows people to gain a more precise vision of how others see them, since working in group allows receiving **feedback** that can help all members better evaluate their performance, attitudes and behaviour.
- e) Allows to develop a lot of soft and interpersonal skills that are highly valued by employers (teamwork, leadership, communication, etc) in any contexts.

5.2.2. Challenges

a) Poor communication

Poor communication is a common challenge when working with a group and can lead to misunderstanding (e.g.: making assumptions about the tasks, misinterpreting what's being assigned and to whom, not understanding their role and responsibilities, working on the wrong task or using inappropriate methods, etc.). One of a mentors' manager's responsibilities is guaranteeing the mentors have some methods of communicating and share experiences with each other.

Possible solutions: encouraging communication, organizing regular group meetings, creating an email chain or using a group messaging software, encourage the group to think about how they can improve their communication skills, create a work environment where people feel comfortable expressing their ideas.

b) Conflict between group members

Conflict is natural when working with a group and must be faced as necessary to solve issues within the group. Nevertheless, sometimes it can escalate and have a negative impact.

Possible solution: Don't let personal feelings impact your work; try to find common ground to achieve reconciliation; Address conflicts directly and work through the cause of the conflict as a group; respect and acknowledge others' ideas; understand that working in a team may require negotiation and compromise; when agreement seems impossible take a break and regroup later; use the strategies presented in the conflict management chapter.

c) Domineering group members

When working in groups, everyone should have an opportunity to contribute with their perspective and ideas, but some individuals have the tendency to dominate the conversation.

Possible solutions: create time limits for individual contributions (e.g., 3mins to share something challenging that is happening in the mentoring process and more time to discuss it in a group); remind the group that it's important to hear and respect all opinions; provide rules of turn taking so everyone has a chance to speak; reassure all members that their opinions are valid.

d) Reduced engagement

When group members feel engaged with their work, they are more likely to work more passionately towards their goals and deliver more positive outcomes. Additionally, feeling a connection with the work or a certain project, helps the group member to maintain focus and excitement, which can enhance the quality of their work and their productivity. In other hand, when this connection is low, it can lead to a reduction in productivity and loss of motivation, and consequentially reducing their engagement.

Possible solutions: as a manager you must engage early on your group members/mentors in the mentoring process, showing the benefits of becoming a mentor and providing support anytime the mentor shows to struggle; provide positive feedback to show motivate the mentors and emphasize the importance of their work as a mentor. In your regular meetings focus on the positive results achieved so far.

5.3. How to keep a group motivated: strategies and group dynamics

In this section you can find some examples of group dynamics to conduct with your group in order to build a team spirit to foster mentoring relationships as well as to motivate your participants.

1) “Country rules” (Source: EUpTrain Handbook, 2022)

Description: This is a role-play exercise that helps to present the rules while triggering creativity and driving group dynamics and interaction.

Time: 45min

Materials: Cards with roles and instructions

Steps of implementation:

The participants are divided into groups of 5-7 people and are given cards with roles and instruction.

- Criminal -You have to try and create the easiest rules. Your motto: "more party, less work". Let the craziest ideas flow.
- Priest - You are the conscience of the group, create opposites from the criminal's ideas for the healthiest and nicest rules. Your motto: "have a good time, but mind others and things around". Let the most discipline oriented and ethical ideas flow.
- Mayor -You are the keeper of democracy, listen to the people. Your motto: "People know best". Lead the voting process and write down the rules.
- Usual citizen -You listen to the criminal and the priest. Change their rule to a more balanced rule and vote whether it is necessary or not. Your motto: "We need a balanced life of work and fun".

Once the roles are distributed in the groups, the facilitator announces the story. *"Your group is living together in a tiny city, which resembles a group from this Training. The city has a diverse public living together. The city consists of average citizens, a priest, who is working for your good, a criminal who is working for your fun and a wise mayor who listens to his/her citizens. Your task is to come up with city rules, while playing the assigned roles. You have 20 minutes to create 10 rules for your life during this Training"*

During the 20 minutes participants discuss the rules. The process looks like this:

The criminal suggests a lazy, laid-back and fun rule (For example: We can party with no time limits). The priest suggests that this rule is barbaric and changes it (For example: We need to think straight in the morning, let's make bedtime 10 p.m.). The mayor gives the word to the citizens. The citizens create a balanced rule (For example: No music after 11 p.m., if you stay later, then only in the area away from the rooms). The mayor asks them to vote for or against this rule. If this rule is accepted, the mayor writes it down.

After 20 minutes of discussion, each group has a set of 10 rules. The facilitator introduces himself/herself as president and suggests putting the country's law together and uniting the cities. He/She starts asking the cities to announce their rules and writes them down under discussion if necessary.

2) Rollercoaster Check-In (Source: <https://toolbox.hyperisland.com/>)

Description: This method creates a shared picture of the feelings in the group. Checking-in is a simple way for a team to start a meeting or a group activity. By using the metaphor of a rollercoaster this game supports participants to think differently about how they are feeling. People are asked to place themselves at different points on the rollercoaster, explaining their dominant feeling at the moment.

Time: 20min

Materials: Flipchart

Steps of implementation:

- Step 1: Gather the group in a horseshoe around a flipchart/whiteboard. Explain the purpose of a check-in if necessary, that it's an important tool to take the group's emotional temperature, to uncover any fears, concerns, or needs. Explain that this is a method to explore the whole group's feelings in a playful and visual way. In certain cases some participants may choose not to check-in. Make sure that everyone is given the opportunity to check-in but if some choose not to, simply check with them after the session to see if there are any issues that might need to be addressed.
- Step 2: Draw a wavy line across the entire flipchart/whiteboard that resembles a basic rollercoaster with loops, steep sections, and shallow sections.
- Step 3: Explain that we are going to draw ourselves on the rollercoaster, depicting how we feel right now, then share that feeling with the group. We'll do this one-by-one, either in order around the horseshoe or at random.
- Step 4: Give each participant as much time as you think is necessary and practical. It can be as little as one word, or as much as 5-10 minutes.
- Step 5: When everyone has checked-in, if there is time then look at the rollercoaster as a whole group and share/discuss any thoughts that emerge.

3) GROW Model (Source: <https://toolbox.hyperisland.com/>)

Description: GROW Model (an acronym that stands for Goal, Reality, Obstacles/Options, and Will) is framework used in conversations, meetings, and everyday leadership for structuring your mentoring sessions.

Time: 30min

Materials: Printed table with GROW Model

Steps of implementation:

Present this table to the participants and ask them to reflect on the GROW topics focusing on the mentoring process. Discuss the results. Apply this exercise in different moments of the mentoring process to track progress and to allow the mentors change their approach in the original is not working.

Goal	Reality	Obstacles	Way Forward
What do you want to achieve? What's important to you at the moment?	What is happening now? What is working well at the moment?	What are the barriers? What strategies that you use? Did they worked?	What are the next steps? Whatever your first step is, can you think of anything that might stop you from doing it?

4) Root Causes of Success (Source: <https://toolbox.hyperisland.com/>)

Description: The aim if for the group to generate a list of conditions that are essential for achieving success in complicated situations. This exercise ca unlock "hidden" success stories and provide a moment to discuss what works by uncovering the root causes that make success possible.

Time: 40min

Materials: Flipchart

Steps of implementation:

- Step 1: Describe an overview of the process and then specify a theme or what kind of story participants are expected to tell. Ask, "Please tell a story about a time when you worked on a challenge with others and you are proud of what you accomplished. What is the story and what made the success possible?" Specify that the aim is to discover some root causes of success
- Step 2: In pairs, participants take turns conducting an interview and telling a success story, paying attention to what made the success possible.
- Step 3: Each pair retells the stories to the group and all participants listen for patterns in conditions supporting success and to make note of them.
- Step 4: Collect insights and patterns for the whole group to see on a flip chart and summarize if needed.
- Step 5: Reflect on how this success factors can apply to mentoring.

5) Feedback Map (Source: <https://toolbox.hyperisland.com/>)

Description: This is a feedback exercise to support participants to deliver feedback that is clear and specific, especially after working together over a longer period of time. The team maps the connections between individuals, then uses specific points of interaction to prompt feedback.

Time: 40min

Materials: Flipchart

Steps of implementation:

- Step 1: Explain that the purpose is to support team members to give each other more effective and clear feedback by visualising the connections between them.
- Step 2: Use a flipchart to write up the names of each of the team members with space in between each.

- Step 3: Team members start by mapping out their working relationships to each other drawing lines connecting themselves to other participants they have worked with. Each member should draw as many lines as possible to as many other members as possible.
- Step 4: Continue until the map is full of connections and ask individuals to circle three specific points of interaction that they'd like to address through feedback.
- Step 5: Once everyone has chosen their points of interaction, ask team members to provide feedback, mentioning what worked well in that interaction and always with the intention to help another improve.
- Step 6: Once everyone has given feedback, bring the group back together for a short reflection on how they feel the exercise went.

6) Conflict Response (Source: <https://toolbox.hyperisland.com/>)

Description: This allows the team to reflect on past conflicts, and use them to generate guidelines for effective conflict handling. This consist in the simplified Thomas-Killman model of conflict responses to frame a reflective discussion.

Time: 45min

Materials: --

Steps of implementation:

- Step 1: Ask participants to think about team conflicts that they've experienced from within or outside this current team, within our outside the organisation/project. This part is done individually, identifying as many significant conflicts as possible.
- Step 2: Taking conflicts that they've written down, ask them to rank each one from 1 to 3. (1 = Conflict I handled well; 2 = Conflict I handled so-so; 3 = Conflict I handled poorly)
- Step 3: Ask them to reflect individually, then discuss their reflections in pairs or threes on the following questions: Which responses were exhibited during the conflicts I identified? What behaviours and actions were effective at resolving the conflicts? What behaviours and actions were not effective at resolving the conflicts?
- Step 4: Based on the reflections in the small groups, ask each person come up with 2-3 guidelines for effective conflict handling that they think the group should follow from now on.
- Step 5: Ask everyone to share their guidelines with the whole group and agree on a set that everyone is happy to follow. Write the guidelines up and share them later with the group.

5.4. Transformational leadership

Transformational leadership is a style of leadership that implies certain behaviours/ activities engaged in by leaders that enhance overall organization performance and outcomes. It has been considered an optimal leadership style since it has the potential to transform follower attitudes, beliefs, and behaviours. A transformational leader inspires followers/groups to be motivated and to go beyond their current levels of performance and achievement (Anderson, 2017). Transformational leadership is the capability to get people to want to change and to improve their performance. This style involves assessing the groups' motivations, satisfying their needs, and valuing its associates (Northouse 2001).

The 4 I's of Transformational Leadership



Figure 9 - The Four I's of Transformational Leadership

Transformational leadership has 4 main factors, also known as the "**Four I's**" that can help managers use this approach during mentorship (Northouse, 2001):

- **Idealized influence** – coordinator act as examples and role models for the people that he/she leads and that are respected and that can be trusted to make good decisions for the organization/programme. The leader's actions reflect concern for the group and high ethical standards, presents a consistent behaviour, provides followers a strong sense of what represents appropriate behaviour. Leaders giving priority to the needs of others instead own personal needs, generate others' trust, respect and confidence. In other words, followers that observe this kind of behaviour and attitudes are likely to adopt them to.
- **Inspirational motivation** – coordinator motivate their collaborators to commit to the vision of the organization and that promote team spirit to achieve goals of enhanced revenue / market growth for the organization. The leader inspires the group, promotes a shared vision, create enthusiasm in the developed work and promotes a optimistic vision in order to encourage the group to believe that it can meet challenges. Inspirational motivation improves the relevance that workers attributes to the work or specific tasks.
- **Intellectual stimulation** – coordinator includes activities such as questioning beliefs and reframing as a way to encourage the group to develop new ideas. Within this style of leadership, the leader does not publicly criticize the group members for their mistakes or for clashing with the leader's ideas. Intellectual stimulation is consistent with career development activities within mentoring, providing challenging and out of the box assignments. This factor is linked to the manager's capacity to challenge the current set of beliefs or perceptions of the group towards innovation, critical thinking and problem solving.
- **Individual consideration** - coordinator who act as mentors, coaches, or advisors to the group, that encourage the group members to reach their goals. A leader that considers this factor as a leadership style, pays attention to individual members of the group' needs (e.g.: personal growth, career development, skill development, etc). This leader provides new learning opportunities in a compassionate environment that considers individual differences. Individual consideration also implies that the leader monitors the work of the group, providing constructive feedback, not to control the group members but to provide guidance.

BOSSSES ... are people who ...	LEADERS ... are people who ...
direct	show
know everything	are always learning
know how it's done	show how it's done
create followers	create more leaders
give orders	give direction
demand respect	deserve & earn respect
give answers	give advice
use "you" and "I"	seek solutions
blame	use "let's"
talk first	admit mistakes
take credit	take responsibility
criticize	listen first
	give credit
	coach

Figure 10 - The differences between a "boss" and a "leader"

Module VI - Mentoring Delivery & Implementation

6.1. Ecological/systemic approach: interactions between people and different contexts

The ecological systems perspective, first introduced by Bronfenbrenner (1977) has been used to explore a number of phenomena, such as leadership, child abuse and neglect, classroom dynamics, etc. Bronfenbrenner (2005) described the structure of the human ecology as taking place within "a series of nested and interconnected structures" (p. 45). Therefore, it can be applied to numerous contexts, and can be applied to mentoring.

These structures indicated by Bronfenbrenner include **five social systems**:

- Microsystem - closest to the individual and includes the structures with which the individual has direct contact; encompasses the relationships and interactions with immediate surroundings (family, workplace, neighbourhood);
- Mesosystem - provides the connection between the structures of the person's microsystem (connection between church and neighbourhood, between the individual and his peers);
- Exosystem - the larger social system in which the individual does not function directly; impact the individual's development by interacting with some structure in the microsystem; the local policies or neighbours: the individual may not be directly involved at this level, but does feel the positive or negative force involved with the interaction with his own system;
- Macrosystem - consist of cultural values, customs, and laws (e.g. the belief of the culture that parents should be solely responsible for raising their children, that culture is less likely to provide resources to help parents);
- Chronosystem - this system encompasses the dimension of time as it relates to a individual's environments; timing of a parent's death, or internal, such as the physiological changes that occur with the aging.

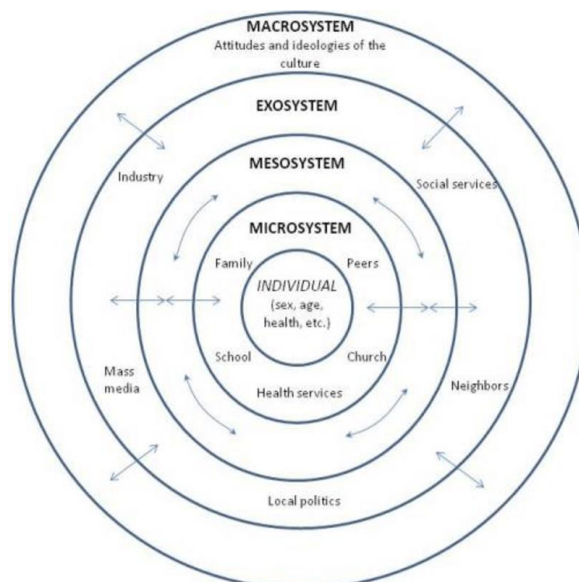


Figure 11 - Bronfenbrenner's Ecological perspective

Although the ecological model was originally used to recognize how the environment interacts with individual processes of change, it is applicable to mentoring. When discussing **mentoring from an**

ecological theory perspective, we must consider how a person (mentor/mentee) and environmental systems are interdependent with each other.

Considering the ecological systems perspective to understand mentoring, there is a shift from thinking about mentoring as an interaction between individuals (mentor-mentee) to an interaction between systems. Thus, view mentoring as shaped by systems at multiple levels. Chandler, Kram & Yip (2011) in their organizing framework, reviewed research on individual and environmental factors that influence mentoring outcomes. In this framework the authors considered **3 levels of the ecological systems perspective on mentoring at work** and how the mentoring is shaped by systems at multiple level:

Level	Description	Examples
Ontogenic	Individual level, psychological and demographic individual characteristics	Interpersonal characteristics of mentor-mentee dyads, personality, gender, race, desirable mentor and mentee's characteristics, human capital variables
Microsystem	Immediate social context / environment in which a person interacts	Mentoring roles, stages, mentor – mentee agreement, relationship characteristics, formal vs informal mentoring, relational behaviors (empathy, sensitivity, empowerment), programme characteristics (e.g., training, mentoring model or mentoring type), government policies, mentoring climate
Macrosystem	Broader societal influences cultural, societal, and other factors	Social barriers to mentoring, power dynamics, technological advances, cultural differences , online vs face-to-face mentoring, institutional influences

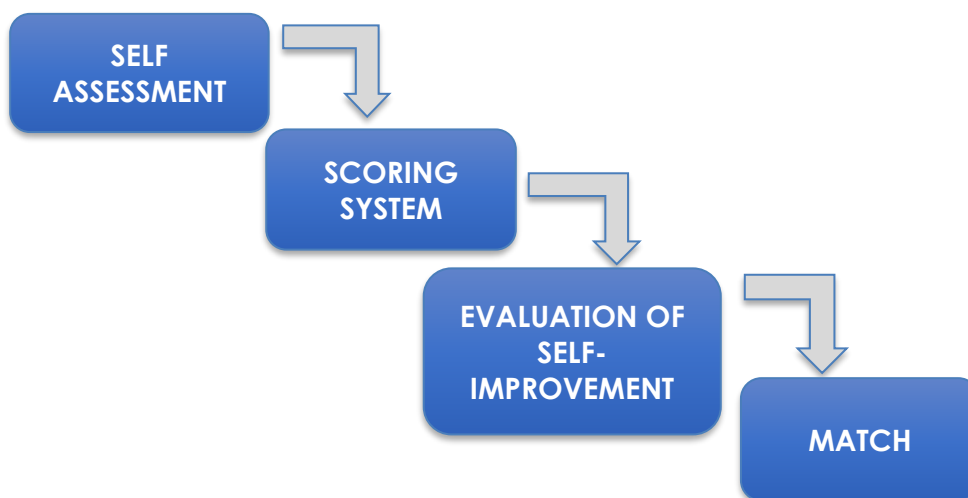
6.2. Evaluation and assessment methods

Within Inn2Diversity Project, the partnership developed a Mentors' Coordinators and Mentors profile, devoted to the creation of mentor's coordinator, mentors and mentees profiling tools. The profiling tool allows to integrate teaching competences improvement process: set profiles, support mentoring processes recruitment, selection and matching (between coordinators, mentors and mentees), establish competences development needs, allow running tailor-made training programmes, among other procedures.

The profiling tool is composed by:

- Competences framework – developed based on research and focus groups with youngsters to understand what an effective teacher is and what skills and competences a good teacher has;
- Profile blueprint - tool user manual that offers a step-by-step appraisal, recruit, match, train and self-improve the coordinators and mentors.
- Online profiling - online tool /questionnaire to evaluate the coordinators and mentors in terms of skills, experience, knowledge and potential (will serve to adopt the training to the managers and mentors gaps - needs). The tool was developed for three different target groups
 1. **mentoring coordinators** (description of key competencies, correspondent indicators and descriptors to manage a mentoring program progression)
 2. **mentors** (description of key competencies, correspondent indicators and descriptors to deliver a mentoring process targeting mentees)
 3. **mentees** (description of key competencies targeted in the mentoring process, and correspondent indicators to self-evaluate progress).

The online profiling tool results in an evaluations and assessment process as follows:



6.2.1. The self-assessment

Each participant must carry out the self-assessment questionnaire. There is a specific questionnaire for each defined role: Self-assessment of the mentor coordinator; Self-assessment of the mentor; Self-assessment of the mentee. The self-assessment tool has a list sentences requiring individuals to choose the degree of agreement, depending on how he thinks or acts, a list of strengths and a list of ability. Each sentence translates different indicators. Thus, it is possible to identify which competences need further development.

6.2.2. Scoring system

The first part of the self-assessment tool is a list of items which describe the knowledge, skills and attitudes. It is based on a Likert scale from 1 to 4, in order to understand if the person agrees with the sentence or not (E.g.: "You have to be aware of verbal and nonverbal communication, when talking to someone"). So if the person chooses "Disagree" he/she will score 1 point in this item, if the person chooses "Agree" he/she will score 4 points.

The questionnaire also have a list of strengths and the person can choose the ones that represent them best (E.g.: "Ability to activate autonomously processes decision-making"; "Ability to identify priorities"; "Manage new and unexpected needs in autonomy"). The skills/competences not chosen by a person can represent necessary points to develop or deepen in the training or during the mentoring process.

Finally, there is a list of skills based on a Likert scale from 1 to 4, to evaluate the level at the person feels or not comfortable with a certain behavior (e.g.: "Building trust").

The results of the self-assessment tool can be provided in **2 different options**:

1) Score per Competence

It's simple to get a raw score for competences by summing up the points the person had in all items for each competence. It's defined the score people would have if they get all 4, all 3, all 2 and 1 and with those values we defined labels for profile adequacy. For example, for Communication:

If all items are quoted with	The score the person will get in Communication competence
4	20
3	15
2	10
1	5

Score
Completely Adequate Communications Skills
15-20
Adequate Communications Skills
10-15
Not Adequate Communications Skills
5-10

So if the person scores 13, it means that his/her communication skills are **adequate**.

2) RADAR Graphic

RADAR graphic is a way of presenting the scores. That provide a global picture of the profile. Looking at the RADAR graphic it's easier to understand on which competences the person is probably really good at and the ones he/she needs further development. Example:

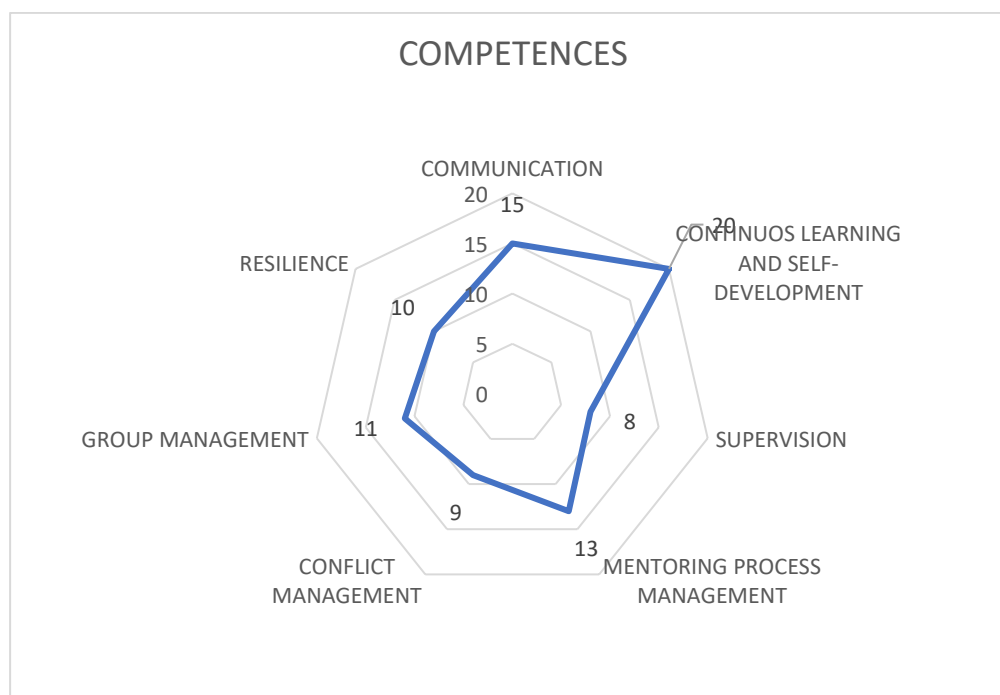


Figure 12 - Radar Graphic

6.2.3. Evaluation of self-improvement

It is important to remember that self-assessment is not a tool of judgement, but it serves to make an assessment of the strengths and weaknesses of the participant with respect to knowledge, skills desirable. It is good to keep in mind that the participation in a mentoring program is strictly voluntary, in addition to the situations already envisaged by the current legislation of the individual countries, for example in the introduction of teachers into the role. For that reason, it is necessary to make known the objectives of the project and the benefits that the mentee can receive.

The self-assessment is used for:

- The self-assessment of the mentor coordinator is for the director of the Institute/School to get the most out of the mentoring coordinators' profile, they must take some steps to ensure that competences are properly assessed. At the end of the supervision of mentors, they must also undertake a final self-assessment to verify which competences have been developed within the mentoring process.
- The self-assessment of the mentor is for mentor coordinator to get the most out of the mentor's profile, he must take some steps to ensure that competences are properly assessed. At the end of the supervision of mentors, they must also undertake a final self-assessment to verify which competences have been developed within the mentoring process.
- The self-assessment of the mentee is for the mentor coordinator to match the mentor with his mentees; With results obtained in the self-evaluation the director or the coordinator can assess if there are some aspects to deepen with a training.

6.2.4. Match

When recruiting mentees, mentors and mentors' coordinators some basic characteristics to take into consideration are:

- motivation to learn and to evolve;
- willingness to open to discussion;
- determination to achieve the objectives;
- receptiveness to feedback

The main criteria for selecting the participants in addition to the skills strictly related to the role, are the correspondence between skills and needs. The examination of the needs and objectives of the mentees can be of guidance in specifying the criteria for selecting mentors, at least in terms of skills, knowledge and experience that future mentors must possess:

- Experience in contributing to the development of others;
- Reliability and willingness to share knowledge, skills or experiences;
- Strong interest in people;
- Ability to relate in different contexts.

The basic criteria for matching mentor and mentee are:

- ✓ Power over the mentee: the mentor **must not** be a person who occupies a position of power or hierarchical superiority over the mentee;
- ✓ Compatibility between the needs of the mentee and the experience of the mentor;
- ✓ Details regarding age, gender, professional experience and indication of interests and needs.

There are some things to keep in mind when matching mentors and mentees, such as:

- ✓ Give participants the opportunity to have a say in the process. Perhaps a mentee could select their match from a handful of potential mentors.
- ✓ Be clear about your matching methods so that participants understand the process.
- ✓ Checking in occasionally after the pairing has been made to see how the mentorship is going for participants.

- ✓ If the match is not successful, have a simple process that allows participants to end the mentorship.

6.3. Boundaries and confidentiality

Boundaries have an important part in any relationship, therefore it's very important in mentoring. In mentoring, boundaries help both mentees and mentors to understand and explore the expectations of the mentoring relationship. In general, boundaries refer to rules, limits, guidelines and standards that are expected from a relationship. Barnett (2008) defined boundaries in the context of mentoring as: "basic ground rules for the professional relationship. They add a structure to mentorships that provides guidance regarding appropriate actions and interactions for mentors and protégés. (...) is relevant to all professional relationships that involve a power differential. (...) Boundaries in professional relationships include dimensions such as touch, location, self-disclosure, time, gifts, fees, and personal space. Boundaries may be rigidly enforced, crossed, or violated. (pp. 5–6).

Boundaries will vary from mentoring match to match, and we have to consider the flexible nature of the mentoring. Nevertheless, we can consider some suggestions to set and maintaining healthy boundaries in mentoring relationships:

- ✓ Think about your boundaries in the mentoring process and that are important for you want to set early. E.g.: What kind of access does the mentee have to you? (in terms of time, channel of communication, frequency of communication, formality of the relationship, topics that you feel comfortable discussing or not during the sessions).
- ✓ After reflecting on your boundaries, discuss them with your mentee, share your boundaries with each other and agree on the standards for your relationship. Agree on duration and frequency of sessions and communications and how this will happen. E.g.: Provide phone number, e-mail, etc. to communicate between sessions or not.
- ✓ Model appropriate boundaries. E.g.: don't contact your mentee/mentor on inappropriate hours if you agreed not to be available on weekends.
- ✓ Be consistent. You must be consistent when setting your social expectations. If you are not consistent, it can be confusing and prejudice your relationship. E.g.: if you agree not to contact with your mentees at night try to follow that agreement.
- ✓ Do not judge. Mentors and mentees often have different political, normative, religious and cultural backgrounds that can lead to small and/or major misunderstandings, irritations and revolts. In a successful mentoring relationship, these differences should not be seen as barriers, but variables that can lead to a more enriching and fruitful process.
- ✓ Avoid rigid boundaries. When boundaries are too loose, the relationship can be jeopardized and have no limits or basic standards, but when they are too rigid, they can also incapacitate the relationship in terms of building trust and a close relationship.
- ✓ Discuss what confidentiality means and provide some examples and scenarios. Guarantee that any records or private discussions relating to your mentees are confidential. If you are confronted with situations in which you consider you're not able to maintain confidentiality you must make these clear with your mentee.
- ✓ Use the contract/agreement that you and the mentee have to sign in the initial sessions to discuss and write down the boundaries
- ✓ Ask for advice from a the mentoring coordinator if you have some issues setting the boundaries.

6.4. Success factors

In accordance with previous mentoring programmes implemented in Erasmus+ Projects (MPATH, M4All, Rising, Parent'r'us, etc), there are some success factors that must be considered when implementing a mentoring programme, by each main step:

Recruitment

- Drawing attention of participant with proper information and documentation, such as brochures and other related materials which can catch people's attention
- Communicate the benefits of the programme and why should people engage in a mentoring relationship, what they will gain
- Take into consideration any reward and recognition mechanisms, others than monetary ones
- The most effective method of recruiting mentees are personal meetings, group meetings, presentations/ open sessions to staff
- The most effective method of recruiting mentor coordinators and mentors are dissemination through Facebook, website, newsletters, posters, whenever social network applicable
- The number of mentees to recruit will also depend on the capacity of an organisation, i.e., the number of mentors that can be available

Matching

- Follow all the steps and collect all essential information before any matching activity
- Clear guidelines of the process, communication and working together pathways
- Set clear and acknowledged boundaries
- Do not force the matching of pairs

Supervision

- Availability and punctuality are two of the most important factors for supervision
- Empathy with mentors: the coordinator must create a good environment so mentors can feel comfortable to share their points of view
- The willingness to learn and improve is a key factor for the success of the supervision
- Be transparent. Secrecy can frustrate and disempower the mentee. Also, admitting being wrong or having failed makes you more approachable/human
- Take responsibility. As a coordinator there is a responsibility for what the mentor does. A coordinator as a figure of the organization/project takes responsibility for mistakes
- Give credit and appreciate your mentors
- Be realistic about what you and your mentors can do. Do not make commitments that you can't keep. Unreasonable commitments and goals add unwanted pressure that creates stress which can lead to burn out
- As a rule, you are supposed to treat as confidential information whatever shared with you by the mentee. There are however some exceptions when you must inform other mentors of some development during the next case discussion: that's when your mentee might do harm to themselves or to others.

Evaluation

- Engage different stakeholders from the beginning
- Objectivity and clearness of tools to be applied
- Respect the timetable for applying the evaluation tools
- Give back the results to all involved stakeholders

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Annexes

Annex 1 – Mentoring Registration Form

Mentoring Registration Form

Welcome to I2D Mentoring Programme. We will collect some information regarding your availability, interests and other topics related to your integration into I2D mentoring Programme.

I – Participant's data

Full name:

Sex: Female ___ Male___ Non-binary / I'd rather not say___

Date of birth: __/__/____

Educational Qualifications:

Primary school (4th grade) ___

Middle school (6th grade) ___

Middle school (9th grade) ___

High school (12th grade) ___

Bachelor's Degree ___

Master's Degree___

Doctorate's Degree ___

Other:_____

Telephone contact:_____

Place of residence (City/Region): _____

Occupation: _____

Organisation that you are representing (if applicable): _____

Organisation's Location (if applicable): _____

II - Information related to your integration in the Mentoring Programme

Time restrictions/preferences:

I am usually always available / I have a flexible schedule ____

My schedules change frequently ____

I prefer certain days/hours; can't on certain days/hours ____

If you have any time restrictions/preferences, please specify (e.g., morning preference; unavailable every Monday; ...)

Are you able to move around easily?

Yes, I take public transport easily ____

Yes, I have my own car ____

Yes, but only very short distances ____

I have no possibility and/or ability to move around ____

Are you able to hold online sessions?

Yes ____

Yes, but I prefer face-to-face sessions ____

I have no ability and/or means to hold online sessions ____

Your hobbies and interests are:

How do you expect to contribute to the Mentoring Programme?

Tell us how you found out about the I2D Mentoring Program, and why did you decide to enrol? What motivates you to become a mentor/ have a mentor/ become a mentor coordinator? What do you hope to draw from this experience?

Tell us a little about some experiences (personal, professional and/or academic) that you consider relevant to the mentoring activities:

Describe the type of support you feel you need, from the Inn2DiversityPartners during the mentoring activities?

Would you like to add any relevant observations or information?

Annex 2 – Self Assessment Tool for MENTORS

SELF-ASSESSMENT TOOL FOR MENTOR

In this questionnaire we ask you to tell us with which sentence do you identify yourself more. So, for example, you should mark an X in the column "I agree" if you really identify with the sentence.

	COMMUNICATION	Disagree	Somewhat Disagree	Somewhat Agree	Agree	
1	I am aware of verbal and nonverbal communication, when talking to someone.					
2	I know sometimes what people say and how they say it generates incongruences.					
3	I like to listen and also enjoy asking questions and getting to know people.					
4	I'm flexible and open to different opinions and ideas.					
5	For me, it's really important to clarify and summarize mentees speech, to make sure that both are understanding what is being said.					
6	I can listen actively to collaborate effectively.					
	RESILIENCE	Disagree	Somewhat Disagree	Somewhat Agree	Agree	
7	When something goes wrong, I'm able to analyse it and understand what happened and how I can do better.					
8	In a difficult situation, I would try to solve it first, but					

I would ask for help if I needed.

9	I feel I'm good at using humor or "change the topic" to effectively redirect mentee's behavior or attention.					
10	I'm able to take critical feedback and develop from there.					
11	I'm able to solve a problem by divide it in small problems and start solving one at a time.					

GROUP MANAGEMENT

Disagree

Somewhat
DisagreeSomewhat
Agree

Agree

12	I think that working with groups is an opportunity to grow together.					
13	I believe my role as a group mentor is to watch and listen and only do something if a conflict starts.					
14	I can establish rules within a group.					
15	If I'm working with different people and different groups it makes sense for me to adapt the way I work with them.					
16	To keep people motivated it's important to find different dynamics and activities.					

CONFLICT MANAGEMENT

Disagree

Somewhat
DisagreeSomewhat
Agree

Agree

17	When someone is facing a conflict I'm able to help him/her to calm down and see things clearly.					
18	I know different strategies to face conflicts.					

19	I know how to help the student understand what triggers the conflict.					
20	In a conflict I can see both sides impartially, help others' see it too and find a solution together.					
21	I know that conflict can happen at many levels (e.g. person-person, person-organisation) and it's important to understand it so we can address the solution better.					
MENTORING PROCESS MANAGEMENT		Disagree	Somewhat Disagree	Somewhat Agree	Agree	
22	For me the mentor's goal is to evaluate the mentee, making him progress.					
23	For me, it's important that the mentee feels accepted while the mentor believes he can always develop and grow.					
24	For me a positive relationship between mentor and mentee is really important for the mentoring process.					
25	In a mentoring programme, it's important to set realistic, measurable and verifiable goals with the mentee.					
26	I provide feedback so the mentee can learn and develop.					

DIVERSITY MANAGEMENT AND INCLUSION		Disagree	Somewhat Disagree	Somewhat Agree	Agree	
27	I am familiar with the relevant legislation related to school procedures to deal with conflict and social inclusion of schools and their families.					
28	I know and apply the guidelines to promote inclusion in school of students					

29	I promote knowledge and acceptance of diversity.					
30	As a mentor I observe know and promote inclusion.					
31	As a mentor I pay attention and care to the integral development of each mentee.					
COLLABORATION WITH COLLEAGUES, PARENTS AND SOCIAL SERVICES		Disagree	Somewhat Disagree	Somewhat Agree	Agree	
32	I promote a good school climate and the collaboration between school and families.					
33	I think Educational and social success requires comparison and collaboration between the main local authorities.					
34	For me collaboration requires mutual listening.					
35	For me, collaboration between school and family needs frequent moments of exchange and planning.					
36	I work together to have common goals and objectives.					
CONTINUOUS LEARNING AND SELF-DEVELOPMENT		Disagree	Somewhat Disagree	Somewhat Agree	Agree	
37	I'm regularly looking for different trainings to attend to.					
38	I understand I have some weaknesses, but I believe I can work on them.					
39	I usually ask for feedback from people who supervise me, so that I know in which areas I can develop.					
40	I believe people can learn all their life.					
41	Although it's not easy to do it, I'm able to understand and take responsibility for my mistakes.					

From the list below, please check your strengths with X.

Strengths

Autonomy	Ability to activate autonomously processes decision-making
	Ability to elaborate autonomous solutions
	Manage new and unexpected needs in autonomy
Ability to programming	Ability to identify priorities
	Ability to plan activities
	Ability to meet deadlines

Consider how comfortable you are in using each skill. Check the column that represents your comfort level.

Skills	Not at all comfortable	Somewhat comfortable	Comfortable	Very comfortable
1. Building relationships				
2. Being a community net-worker (sharing materials, projects, ...)				
3. Listening				
4. Managing conflict				
5. Coaching (I share with you the experience and procedures of the schools)				
6. Reflecting				
7. Encouraging				
8. Providing & Receiving Feedback				
9. Guiding (I share my materials, peer to peer, ...)				
10. Solution Finding (Problem-Solving)				

Annex 3 – Self Assessment Tool for MENTEES

SELF-ASSESSMENT TOOL FOR MENTEE

In this questionnaire we ask you to tell us with which sentence do you identify more with. So, for example, you should mark an X in the column "I agree" if you really identify with the sentence

	COMMUNICATION	Disagree	Somewhat Disagree	Somewhat Agree	Agree
1	I am aware of verbal and nonverbal communication, when talking to someone.				
2	I keep eye contact when talking to students.				
3	For me, sometimes what people say and how they say it can generate inconsistencies.				
4	Usually I can put myself in the other person's shoes.				
5	When someone asks me for help, I try to ask questions that clarify the situation.				
6	I can listen actively to collaborate effectively.				
	RESILIENCE	Disagree	Somewhat Disagree	Somewhat Agree	Agree

7	When something goes wrong, I'm able to analyse it and understand what happened and how I can do better.				
8	Obstacles usually motivate me to work harder.				
9	How I feel largely related to what I think.				
10	I'm able to take critical feedback and develop from there.				
11	I can divide a problem into small parts to solve it.				

CONFLICT MANAGEMENT

Disagree

Somewhat
DisagreeSomewhat
Agree

Agree

12	I know how to intervene in a conflict and help the parties find an agreement.				
13	When someone faces conflict, I try to help them calm down and see things more clearly.				
14	I know of several strategies for dealing with conflicts.				
15	I know how to help the student understand what triggers the conflict.				
16	I'm usually in control of my emotions and tend to be rational when solving problems.				

DIVERSITY MANAGEMENT AND INCLUSION

Disagree

Somewhat
DisagreeSomewhat
Agree

Agree

17	I am familiar with the relevant legislation related to school procedures to deal with conflict and social inclusion of schools and their families.				
----	--	--	--	--	--

18	I know and apply the guidelines to promote inclusion in school of students				
19	I observe and promote knowledge and acceptance of diversity (social, physical and cultural needs) in my school and classroom				
20	I pay attention and care about the integral development of each student.				
COLLABORATION WITH COLLEAGUES, PARENTS AND SOCIAL SERVICES		Disagree	Somewhat Disagree	Somewhat Agree	Agree
21	I promote a good school climate and the collaboration between school and families.				
22	I think Educational and social success requires sharing goals and collaboration between the main local authorities.				
23	For me, collaboration between school and family needs frequent moments of exchange and planning.				
24	I work with my colleagues and to have common goals and objectives.				
LIFELONG LEARNING AND SELF-DEVELOPMENT		Disagree	Somewhat Disagree	Somewhat Agree	Agree
25	I'm regularly looking for different trainings to attend to.				
26	I understand I have some weaknesses, but I believe I can work on them.				
27	I usually ask for feedback from people who supervise me, so that I know in which areas I can develop.				
28	I believe people can learn all their life.				
29	I think I'm good at what I do, I don't feel the need for further training.				

From the list below, please check your strengths with X.

Strengths

Autonomy	Ability to activate autonomously processes
	decision-making
	Ability to elaborate autonomous solutions
Ability to programming	Manage new and unexpected needs in autonomy
	Ability to identify priorities
	Ability to plan activities
	Ability to meet deadlines

Consider how comfortable you are in using each skill. Check the column that represents your comfort level.

Skills	Not at all comfortable	Somewhat comfortable	Comfortable	Very comfortable
1. Building relationships				
2. Being a community net-worker (sharing materials, projects, ...)				
3. Listening				
4. Managing conflict				
5. Coaching (I share whit you the experience and procedures of the schools)				
6. Reflecting				
7. Encouraging				
8. Providing & Receiving Feedback				
9. Guiding (I share my materials, peer to peer, ...)				
10. Solution Finding (Problem-Solving)				

Annex 4 – Self Assessment Tool for COORDINATORS

SELF-ASSESSMENT TOOL FOR MENTORING COORDINATORS

In this questionnaire we ask you to tell us which sentence do you identify more with. So, for example, you should mark an X in the column "I agree" if you really identify with the sentence.

COMMUNICATION		Disagree	Somewhat Disagree	Somewhat Agree	Agree
1	I am aware of verbal and non verbal communication, when talking to someone.				
2	It's easy for me to understand how and why people are feeling and thinking in a certain way.				
3	Usually I'm able to express my ideas and opinions to others in a clear and assertive ways.				
4	When someone asks me for help I try to ask questions that help clarifying the situation.				
5	It's very difficult to understand which kind of communication style a person is using.				

6	I can listen actively to collaborate effectively				
---	--	--	--	--	--

RESILIENCE

Disagree

Somewhat
DisagreeSomewhat
Agree

Agree

7	I think when I ask for help, it means that I failed.				
---	--	--	--	--	--

- 8 When something goes wrong, I'm able to analyse it and understand what happened and how I can do better.

9	I think I had some challenging situations, from which I learned a lot.				
---	--	--	--	--	--

- 10 In a stressful situation, I'm the kind of person who is calm and can help others to calm down.

11	I'm able to take and accept criticism and develop from there.				
----	---	--	--	--	--

GROUP MANAGEMENT

Disagree

Somewhat
DisagreeSomewhat
Agree

Agree

12	I think within groups you can always find different roles people adopt and the challenge is to manage them.				
----	---	--	--	--	--

- 13 I know groups are always different, but you always have to understand how to motivate them.

14	I think that working with groups is an opportunity to grow together.				
----	--	--	--	--	--

- 15 One challenge you can face managing groups is to promote everyone's participation.

16	When coordinating a group, I always use different strategies.				
----	---	--	--	--	--

CONFLICT MANAGEMENT

Disagree

Somewhat
DisagreeSomewhat
Agree

Agree

17	I think collaboration is a good strategy to solve a conflict.				
18	When a conflict starts I like to be the person who stands up and helps all parts finding an agreement.				
19	For to deal with a conflict I know to collaborate and try to meet other people half way.				
20	In a conflict I can see both sides impartially				
21	I know conflicts can happen at so many levels (e.g. person-person, person-organisation) and it's important to understand it so we can address it better.				

MENTORING PROCESS MANAGEMENT		Disagree	Somewhat Disagree	Somewhat Agree	Agree
22	For me the coordinator's goal is to share knowledge and experience with mentors.				
23	I believe it is very important to explain to people what they can do better/differently.				
24	I understand the different steps of mentoring in order to build a positive relationship with all stakeholders.				
25	I know how to evaluate the mentoring programme throughout the process so I can understand how to improve.				
26	In order to motivate someone I split the final task into small simple steps				

SUPERVISION		Disagree	Somewhat Disagree	Somewhat Agree	Agree
27	I know some strategies to help set attainable and realistic goals.				
28	I am able to make a needs' assessment that can help the mentees and mentors understand where they are and what they want to achieve				

29	For me setting goals is important in assessing situations since it help us to know in which direction to move.				
30	I believe inadequate expectations can lead to frustrating situations.				
31	For me, feedback should be clear and focus on specific issues that the mentor needs to work on and things that he/she is already good at.				
LIFELONG LEARNING AND SELF-DEVELOPMENT		Disagree	Somewhat Disagree	Somewhat Agree	Agree
32	I'm regularly looking for a different training to attend.				
33	I've participated in support groups.				
34	I love to learn about new subjects.				
35	I have training and experience in managing projects/programmes or managing groups at school.				
36	Although it's not easy to do it, I'm able to understand and take responsibility for my mistakes.				

From the list below, please check your strengths with X

Strengths X

Autonomy	Ability to activate autonomously processes decision-making	
	Ability to elaborate autonomous solutions	
	Manage new and unexpected needs in autonomy	
Ability to programming	Ability to identify priorities	
	Ability to plan activities	
	Ability to meet deadlines	
	Leadership	

Ability in managing groups	Management
	Ability to plan/monitor/evaluate programmes

Consider how comfortable you are in using each skill. Check the column that represents your comfort level.

Skills	Not at all comfortable	Somewhat comfortable	Comfortable	Very comfortable
1. Building relationships				
2. Being a community net-worker (sharing materials, projects, ...)				
3. Listening				
4. Managing conflict				
5. Coaching (I share with you the experience and procedures of the schools)				
6. Reflecting				
7. Encouraging				
8. Providing & Receiving Feedback				
9. Guiding (I share my materials, peer to peer, ...)				
10. Solution Finding (Problem-Solving)				

Annex 5 – Mentoring Meeting Record

Mentoring Meeting Record

Please fill out this form after each meeting you have with each of your mentees.			
Mentee name:	Date:	Time (from):	Time (to):
This is my _____ meeting with my mentee. (e.g. 1st, 2nd, 3rd etc)			
<u>Form of meeting:</u> Face-to-face ___ Telephone ___ Email ___ Skype ___ Other: _____		<u>Outcomes from profile completed?</u> Yes [] No [] <u>Action plan completed?</u> Yes [] No []	

Give a brief description of what you did with your mentee during this meeting: (include details of where you met and any activities you did, planned or unplanned). **Refer whether occurred any or non-conformities.**

Annex 6 – Mentoring Agreement

MENTORING AGREEMENT

This agreement intends to explain how will be the relationship between mentor and mentee.

Name of the mentor: _____

Name of the mentee: _____

Mentor and mentee accept to work together freely and voluntarily.

1. The mentoring relationship will last for _____ months. This period will be evaluated every two months and will end by amicable agreement.

2. We will meet face-to-face at least _____ (every week, 2 in 2 weeks,...). Meeting times will be flexible, although, once agreed, should not be cancelled

unless this is unavoidable. At the end of each meeting we will confirm and agree the date for the next meeting.

3. Each face-to-face meeting will last around _____.

4. In addition to face-to-face sessions, the mentor and mentee can speak to each other (through the coordinator, by phone, by whatsapp, by email):

5. During the joint work, the mentor and the mentee think that their responsibilities are (what each one should do):

What the mentee should do	What the mentor should do
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

6. The mentor and mentee agree to work towards **the goals of the mentee:**

7. Everything that is said in the mentoring sessions is private and is only said to the coordinator when necessary.

Date:

Date:

Date:

 Mentee signature

 Mentor signature

 Mentors' coordinator
 signature

Annex 7 – Mentoring Progress Report (Mentor)

Mentor Progress Report

Mentor's name:

Mentee's name:

Have your mentee made any progress?

Yes ____

No ____

If Yes, in what areas?

 If No, what are the reasons?

What influence did you have on your mentee's achievements?

What else you think has influenced the stage your mentee is now? (e.g. other services, friends, family etc).

Are you satisfied with the relationship with your mentee?

Yes ____ No ____

Please, explain why.

Overall, are you satisfied with the Mentoring Programme?

Yes ____ No ____

For each sentence, tell us if you agree or disagree. If you think something can be improved, please explain what.				If you choose "Disagree" or "Could be improved", please tell us why:
	Disagree	Agree	Could be improved	
Mentoring sessions are useful.				
Mentoring sessions are important.				
Mentoring sessions help mentee improve his/her performance.				
Mentoring sessions address mentee's needs.				
Mentoring sessions allow mentee to develop his/her personal competences.				
I feel that the mentee has developed his/her technical skills.				
The mentoring programme is important for the mentee.				

Annex 8 – Mentoring Progress Report (Mentee)

Mentee Progress Report

Mentee's name:

Have you made any progress?

Yes ____

No ____

If Yes, in what areas?

If No, what are the reasons?

What influence has your mentor had in the way you feel or in the stage you are now?

What else you think influenced in the stage you feel you are now? (e.g. other services, friends, family etc).

Are you satisfied with the relationship with your mentor?

Yes ____ No ____

Please explain why.

For each sentence, tell us if you agree or disagree.				If you choose "Disagree" or "Could be improved", please tell us why:
	Disagree	Agree	Could be improved	
Mentoring sessions are useful.				
Mentoring sessions are important.				
Mentoring sessions help me improve my performance.				
Mentoring sessions address my needs.				
Mentoring sessions allow me to develop my personal competences.				
I feel I have developed my technical skills.				
The mentoring programme is important for me.				

Annex 9 – Supervision Meeting Record

Supervision Meeting Record

<i>Please, fill out this form after each supervision meeting</i>			
Meeting no ____			
Coordinator name:	Date:	Time (from):	Time (to):
<u>Form of meeting:</u> Face-to-face ____ Remote ____	<u>Topics covered:</u>		
Mentor name		Signature	

Please give a brief description of the activities carried out in the supervision session; include details such as the place where you met, what type of activities were carried out, whether they were planned or not. Write down any occurrences that have occurred.

--

Annex 10 – Mentoring Final Report

Mentoring Final Report

Please fill out this form at the end of the mentoring process.

I am a: (put a X) Mentee___ Mentor___ Coordinator___

Date: __/__/__

For how long have you met? (months, weeks): _____



Do you feel there has been any changes in the ways you dealt with conflict in your classroom (put a X)



Yes _____ No _____

If Yes, please write what it is:

If No, please write the reasons:

What was the influence of the mentor/mentee in this change (if applicable)?

Improvements		
	YES	NO
Would you change something in the way that the programme is implemented?		
If you choose YES, please write what we can do better next time:		
What additional information should be provided to new mentors and/or to mentees to make their mentoring relationship a success?		

For each sentence tell us if it applies to your situation in terms of skill development over the mentoring programme:			Please justify why:
	YES	NO	
I have more communication skills (e.g., I am more assertive)			
Becoming a mentor/mentee/coordinator has helped me to become more resilient			
I feel more confident to manage a group			
I feel more confident in managing conflicts in my classroom			
I have more skills on diversity management and inclusion			
I have gained more understanding on mentoring relationships			
I benefited from being a part of a mentoring programme			
I have more confidence due to positive feedback from my mentoring pair			
I trust more in my skills as a teacher			
I consider to be a more effective teacher after being a part of a mentoring programme			
I feel more engaged, involved, and motivated working in the school			
I have improved my self-knowledge			
I felt supported during the mentoring process			

