

EMPATHY
HONESTY
KNOWLEDGE
SAFETY ▲▲▲
MOTIVATION
RESPECT





MENTOR UP

The Mentor Up project has received funding from the Spanish National Agency of the Erasmus+ Programme under the Grant Agreement *2020-2-ES02-KA205-015305*.

The goal of this manual is to provide a more structured and professional set of tools, methods and procedures useful for mentors working with the European Solidarity Corps volunteers through 8 chapters corresponding to the topics that were identified during the Mentor Up – Training Need Analysis:

- MENTORING RELATIONSHIP

- COMMUNICATION
IN THE MENTORING PROCESS

- MANAGING THE MENTORING
PROCESS

- RESPONDING TO NEEDS

- PSYCHOSOCIAL SUPPORT

- PROFESSIONAL DEVELOPMENT

- INTERCULTURAL SENSITIVITY
IN MENTORING RELATIONSHIP

- MOTIVATION



MENTOR UP MANUAL

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INTRODUCTION

Dear reader,

Before you is the MENTOR UP manual. The goal of this manual is to provide a more structured and professional set of tools, methods and procedures useful for mentors working with the European Solidarity Corps volunteers. The manual will take you through 8 diverse chapters corresponding to the topics that were identified during the Mentor Up – Training Need Analysis. This training needs analysis identifies the training needs of the mentors and what kind of training is needed in order to gain competencies that are needed for a good mentor. The competencies were emphasised and identified by the mentees in the process of Training Need Analysis. Therefore, now before you is the manual that will address the identified needs and competencies and hopefully in this way the mentorship service offered to the ECS volunteers will be enhanced in a more professional approach.

The training methodology is developed as mentioned on the basis of the Training Need Analysis of the target groups (*mentors and mentees*), providing the necessary tools they need for offering better mentoring in their work. In the following pages you can find 8 different chapters, who are structured in the same way. In the beginning of each chapter there is a brief theoretical overview of the topic in order to obtain a bigger picture and good foundations for the second part of the chapter where you can find concrete activities. Each specific activity corresponds to a competence that can be enhanced if the activity is carried from a mentor with their ESC volunteer. Each activity can be implemented on its own but for a more indepth enhancement of the competencies it is advised that you proceed by the order as they are written as it will guide the mentor and the volunteer throughout all stages of the mentoring process. The exercises were developed by the partnership consortium of the MENTOR UP project and were tested in face-to-face training implemented in North Macedonia. The face-to-face training took place in Skopje between the 14th and the 22nd of April 2022. The main aim of the training was to train relevant staff of each participating organisation on how to apply the Training methodology in mentoring volunteers and how to further exploit it among fellow youth workers, as well as providing guidelines on sustaining project results. Meaning that all developed activities were tested in a live training by the youth workers and also modified based on their feedback. Some activities have additional materials that are needed and those you can find as an attachment in the chapter 9 Annexes. also we would like to refer your attention to chapter 11, where you can also find a list of references used in making of this manual as well as some suggestions for further reading.

Hope the manual will be of a great use in your daily work and will contribute to your professional development.

*With regards,
Your MENTOR UP team.*

1. MENTORING RELATIONSHIP

Mentoring is a fundamental form of human development, where one person invests his or her time, energy and personal knowledge in the growth and competence of another person (*Shea, 2002*). It can be argued that a mentor is a special person in an individual's life, helping him or her to reach his or her potential through actions and work. Mentoring is one of the fundamental methods for encouraging personal and professional growth. Nowadays, mentoring is mainly associated with careers, but it can touch all aspects of life. It is up to each individual to get out of the mentoring process what he or she needs at any given moment.

Mentoring consists of three components, the mentor, the mentee and their relationship. It is their relationship that determines how successful mentoring will be. They need to have all the information so as to be able to understand what the aim and purpose of the mentoring itself is for the mentee, the mentor and the organisation. Developed competences and principles such as empathy, respect and trust in both are key to the success of the mentoring relationship.

The most significant predictor of positive mentoring results is whether mentors and mentees share a close, trusting relationship. Such relationships do not just happen. They need ongoing support and monitoring, particularly during the early stages, to ensure that the relationship does not end prematurely.

For a mentor to perform his role well, his professional development must be of primary value. It follows that a basic element of quality mentoring is the establishment of a professional relationship between mentor and mentee, based on mutual trust and respect. Communication plays an important role in this, because the process of mutual communication is a fundamental means of analysing, seeing, recognising, becoming aware of, planning and reflecting on what takes place in the mentoring process. It is therefore important that the mentor and the mentee are aware of their interdependence in this process and accept and respect each other.

The mentoring relationship is reciprocal and has a positive impact on the mentor's career and performance, alongside the mentor's personal satisfaction and growth. The mentor also has the opportunity to learn from the experience, to stay up-to-date and to be exposed to new ideas. Mentors are also expected to be more satisfied with their job and more committed to the organisation compared to those who do not fulfil this role.

► **What is to be a Mentor? / Role of the mentor in a mentoring relationship**

There are many interpretations and opinions on the question of who is a mentor. Most of them agree that a mentor is a guide, a teacher, educator and wise counsellor of a young person, but also a person who, through advice and clarification guides and leads a young, inexperienced person.

A mentor is a helper who helps the mentee to build self-confidence. The mentor's task is to develop the mentee into a person who will take responsibility for his or her own life (*Shea, 2002*). A mentor can work not only in building a person's career, which is what mentoring is mostly used for today, but in any direction the mentee chooses and needs someone to guide him or her. For mentoring to have an impact, the mentee needs to understand the process, make the most of it and realise the opportunities that mentors offer. A mentor is also a person who shares knowledge, insight, perspective and wisdom that is particularly useful to another person.

► **Characteristics of an Effective Mentor:**

- Supportive of the needs and aspirations of the mentee.
- Willing to spend time performing mentoring responsibilities.
- Respected in the community and profession.
- Communicates openly and clearly.
- Comfortable providing constructive feedback.
- Has a genuine interest in helping others succeed.
- A respectful, inspiring and positive attitude

A mentee can develop character and competence with the help of an experienced, senior mentor. In doing so, he or she is guided in the management of increasingly complex skills and tasks by a mentor who is already qualified (*Hamilton and Hamilton, 2002*). Recognising that communication plays an important role in the mentoring relationship, the role of the mentor in this case is to express interest and attention and, through listening, to encourage the mentee to talk. Non-verbal communication in the mentoring relationship as well as in other relationships expresses a lot of the mentee's feeling, so the mentor, in addition to listening, monitors visual and other non-verbal cues and at the same time analyses what the mentee has said.

The mentor's role is to find ideas for solutions and to offer help if the mentee has decided to solve the problem. He or she must be willing to listen to the mentee's frustration without blaming the mentee. The mentor must get close to the mentee to the extent that he or she can draw out the undiscovered talents of the mentee, help him or her to realise them and express personal potential. Only a good mentor-mentee relationship brings positive results. The mentee will make good progress and develop personally with the help of the mentor described above, who facilitates his path to the goal and compensates for some of the missing qualities. The role of the mentor is therefore to help the mentee to integrate and coordinate different sources of knowledge, thus enabling the discovery of new ones. Constant observation of the mentee brings encouragement from the mentor at the right time (*Krajnc, 2012*).

► **Responsibilities of the Mentor:**

- Assist your mentee in identifying professional and personal growth goals and objectives.
- Assist your mentee in establishing explicit goals and objectives for the relationship.
- Assist your mentee in developing and maintaining the Mentoring Agreement.
- Commit to meeting with mentees on a regular basis. Establish how and when those meetings will take place.
- Complete progress reports and regularly re-assess needs.
- Review agreements reached in the Mentoring Agreement at regular intervals of the partnership.
- Maintain the confidentiality of the relationship.

The functions provided by the mentor are classified into two dimensions: career and psychological functions. Career functions are those aspects of the mentoring relationship that contribute to career progression. This is reflected in sponsorship, visibility, protection and the performance of more demanding tasks. While psychological functions include acceptance and validation, as well as friendship, counselling. The mentor must choose appropriate methods of work, in addition to the knowledge and skills already acquired, must be able to work in different situations, must also be able to solve problems and constantly analyse his experience so far. A mentor will not be successful if he does not see mentoring as a process of continuous learning, where he is also learning and developing. A mentor must have a well-developed sense of working with people.

The roles you assume as a mentor depends on the needs of your mentee and the relationship you have established.

► **Common Mentor Roles:**

- **Guide:** A guide takes you through a journey, providing different pathways and warning of potential pitfalls. A mentor can offer wise perspective and can encourage growth by asking the right questions, throwing out ideas, and keeping conversation and creativity moving. This advisory role also requires the mentor to help the mentee develop professional interests and set realistic career goals.
- **Coach:** A coach provides motivation and feedback. Positive feedback to reinforce behaviour and constructive feedback to change behaviour. Both types are critical to the professional growth of the mentee. Positive feedback is a great motivating tool for removing doubt and building self-esteem which results in a sense of accomplishment.

- **Advisor:** An advisor works with the mentee to develop a career development plan that outlines what knowledge, skills and abilities are needed to reach career goals.
- **Counsellor:** The counsellor role establishes a lasting and open relationship. Respect and confidentiality are baselines for this relationship. A mentor encourages the mentee to identify their strengths and weaknesses and develop problem-solving skills.
- **Advocate:** An advocate champions the ideas and interests of the mentee. Advocates act as a sponsor, creating opportunities that challenge and instruct the mentee, setting them up for success. The goal is to provide as much exposure and visibility for the mentee, with a minimum of risk. This role primarily involves initiating opportunities for development by helping establish a network of contacts, helpful resources and a path to success.
- **Role Model:** Teaching by example is a mentor's most effective developmental tool.

► **Creating a mentoring relationship**

A mentoring relationship enables the development of skills, competences and self-esteem. Mentoring has objective career effects for the candidate, such as promotion and salary, and subjective ones such as career satisfaction, career loyalty and job satisfaction.

Professionalism between the mentor and the mentee is at the heart of the mentoring relationship. The mentoring relationship can be very positive, as it develops self-reliance and encourages the growth of personal and professional skills of both mentor and mentee. Ensuring the success of the mentoring relationship depends on a number of external and internal influences, such as: gender, ethical affiliation, organisation, and programme design, ethics, personality and behavioural traits, needs, etc. The following are key attributes of success (*Torrance, 1984*):

- Clearly defined roles and expectations in the relationship,
- open communication,
- shared and agreed understanding of available support and tools, and their purpose,
- commitment to the mentoring programme
- regular evaluation and assessment of the relationship itself.

Several different models by various authors of how a mentoring relationship is created and managed can be found in the literature. But in the vast majority of cases, the formation of a mentoring relationship can be described in four stages:



▶ **Preparation stage**

At the stage of preparing the mentoring relationship several processes take place simultaneously. At this stage, the mentor clarifies their personal motivation, self-assesses their mentoring competences and identifies potential opportunities. At the same time, he clarifies expectations and defines criteria for establishing an effective mentoring relationship. Within this stage an initial discussion with the mentee is also conducted, where they explore together the similarity of their interests, learning needs and their matching in the learning process.

▶ **Agreement stage**

This is followed by the agreement stage, where the mentoring pair through conversation, reaches agreement on the learning objectives and defines the content and process of the relationship. The key here is creating a mutual understanding of the assumptions, expectations, goals and needs. It also includes a conversation on some of the issues in the relationship, such as confidentiality, boundaries and boundaries that are often omitted from mentoring relationships conversations, as it is usually difficult for the person to discuss these to talk about. Such a conversation provides a good basis for building trust. Time should also be spent on identifying specific details of the relationship, such as: when and how they will meet, responsibilities, success criteria and how to end the relationship. Despite the usefulness of agreeing on these topics, unfortunately there is often a tendency to omit these stages of the relationship, especially for mentors.

▶ **Training stage**

The next stage is training and takes longer than the previous ones, as it is about the implementation of a learning relationship and most of the mentoring contact takes place in this phase. of the mentor couple. This is the time that offers the greatest opportunities for learning and development, but it is also the period the most vulnerable to obstacles that can tear the relationship apart. Although the objectives are clearly formulated and the process well defined and milestones set, every relationship must find its own path. Effective communication is key to this with constructive feedback and an atmosphere of mutual respect and trust. Monitoring progress, achievement of objectives and the process itself is the responsibility of both the mentor and the mentee. Learning milestones should be observed and celebrated.

▶ **Conclusion stage**

The final part of the mentoring process is the final stage, which actually begins at the agreement stage, when the closure process is outlined. The mentor and the mentee have already gone a good part of the way and the mentee have already gotten to know each other well enough to be able to better plan the closure together. During the approach of the closure stage, they carry out their exit strategy to ensure that the learning is completed without whatever the circumstances. The completion stage is seemingly short, but provides rich opportunities for growth and reflection not regardless of whether the relationship has been positive. Closure is a developmental opportunity for both mentor and mentee, to reap their learning successes and move

on. It includes evaluation of learning, recognition of progress and celebration of learning achievements, it benefits both mentor and mentee.

► **Conclusion**

Mentoring can be described as a two-way relationship between mentor and mentee, based on trust, from which both parties benefit. The success of mentoring greatly depends on a clear understanding of the role of a mentor and a role of a mentee. A mentor should, through his actions and work, help his mentee to develop his skills and realise his potential. It is very important to precisely define the expectations that both sides have from the mentoring relationship in order to avoid disappointments. Both the mentor and the mentee need to be committed and active in developing and maintaining their relationship. What makes this relationship unique in comparison with many other interpersonal relationships, is the asymmetrical relation between a mentor and a mentee – the whole process is always guided by the mentee's needs, expectations and goals. The role of a mentor is to listen and guide a mentee through his personal and professional development and to support him when facing difficult challenges. The mentor should be driven by a desire to share knowledge. His motivation should derive from the satisfaction of observing his mentee's professional and personal development. Mentors can also benefit greatly, as mentoring tends to increase their job satisfaction, helps them develop and strengthen their leadership skills, their communication skills and exposes them to new ideas. But above all mentoring is especially effective and achieves its purpose when both the mentor and the mentee benefit from it.

Activity 1: Define your Learning Style

In a mentoring relationship it is extremely important for the mentor to know what style or styles of learning of the volunteers. If the mentor knows the style(s) then he or she can prepare the content and learning materials best suited to the learning style of the volunteer. If the content is adapted to the learning style of the volunteer then their ability of obtaining and retaining the knowledge is higher and the experience is more enhanced. The following activity of identifying the learning style is therefore important for both the volunteer and the mentor to identify the best way of learning. Also as mentioned a volunteer might have one learning style or a mix of several styles, which is actually the most common. The majority of people are frequently using one of the learning styles while 20% of the people are making use of all three learning styles combined. new ideas. But above all mentoring is especially effective and achieves its purpose when both the mentor and the mentee benefit from it.

 **Materials and resources needed:** see Annex 1

 **Time needed for implementation:** 45 min

 **Number of participants:** Small group of three people or bigger group divided in smaller groups of three

Steps for implementation:

The mentor forms a team of three people. One person will be talking about a topic of their choice for 3 minutes. The other two people will only be listening to the story of the first person and will follow the procedural words while trying to identify the VAK model through the words used by the storyteller. The two observers pay attention to the verbs used, non-formal communication, gestures, eye movements and they take notes what they are observing. After three minutes they change roles so that each member is talking once and observing twice within their group. After all three had their turn they need to agree and identify a VAK model to all members. Before of the start of the activity the mentor gives volunteers the table which you can find as the annex nr 1. The mentor also gives freedom to the volunteers about the topic they wish to talk about, as it is most important that the talking is as organic and realistic to the volunteer as possible.

After the first exercise the facilitator will proceed to the next exercise. Now all participants are one group and the facilitator asks the following questions and each participants writes their answers down on a paper.

TASK Questions for recalling the VAK memory

Questions for the recall of visual memory:

- What is the colour of the front door of your office?
- Which of your friends has the shortest hair?
- In which direction are the zebra stripes going?

Questions for the recall of auditory memory:

- Can you hear your favourite song in your thoughts?
- What is your mobile ringtone?
- Which doors at your home are closing the loudest?

Questions for the recall of kinesthetic memory:

- How does it feel when you get your socks wet?
- How does silk feel on the skin?
- Which hand is currently warmer – the left one or the right one?

After all questions are answered the facilitator can start a debrief on asking questions to the participants which questions were harder to recall, can the participants easily identify their own VAK style, etc.

Pečar (2018).

Tasks of the mentor:

- Give the volunteers detailed instructions on their tasks.
- Observe if participants are doing the right things.
- Explain to them how they can recognize auditory, visual and kinaesthetic persons

Tasks of the volunteer:

- Pay attention to what the speaker is saying.
- If a communication counterpart is feeling subordinate, it can have a negative effect (resentment, bad mood or even anger).
- If the communication is equal, the conflicts and other opinions are going to be more likely to be respected.
- Do not interrupt the speaker. If you do, you might risk him or her feeling unimportant or even putting him in a subordinate position.

This two activities are related to the mentoring process in an indirect way as it helps the mentor to identify the volunteers learning styles so that the mentor can also adjust activities and exercises to the style that is most suitable to the volunteer in order to enhance the learning experience.

In our opinion, the best way to apply this activity is at the beginning of European Solidarity Corps project activities, when mentors are in the first phase; when they are getting to know the volunteers and beginning to work with them. As said before, with this activity, mentors can learn about easiest ways for volunteers to learn.

Activity 2: Let's talk business

The main focus and aim of this activity is presenting the volunteers on how they can become in charge of a business meeting and with this activity, mentors can understand the personality of the individual volunteer, regarding their style of managing a business meeting. This activity is addressing the following competences: proactive approach and creativity, ability to shape ideas into plans and bring them to fruition and ability to take risks.

Materials and resources needed:

Worksheets: every group derives managing of a business meeting, depended on a managing style of the leader of the meeting, see Annex 2

Time needed for implementation:

90 min

Number of participants:

Small group or large group divided into smaller ones

Steps for implementation:

1. Mentor introduces the exercise explained the aim of the activity and divides volunteers into groups with the method of counting, from three to eight students per group. Volunteers will have to manage a business meeting with styles that were given to them. (Autocratic, participative-democratic and liberal). Every group has to manage a business meeting according to the rules of the meeting leader, but the leader must comply with the style of direction that was given by the mentor. Each team draws a paper where the managing styles are written down. After this the team also decides who the team leader will be.

2. The facilitator reads the following scenario: "Volunteers are employed in company X. They define what a company does and what points are on the meeting agenda. Group must have at least two but not more than three points of daily agenda. They have 45 minutes to prepare for a business meeting."

3. After time runs out for preparation, the groups introduce it in front of the remaining groups. Remaining groups follow the delivery of a meeting closely and they must take notes of activities of the leader of a meeting and attendees. The observing volunteers write down what they observe in terms of communication, non-verbal communication, gestures, behaviour, talking styles of each presenting member, etc. Every group has 10 minutes to deliver.

4. When all groups are finished with the exercise, the debate follows where they emphasise where a certain group implemented an appointment well and what could be better also discussion the talking styles of each members and give suggestions for improvement.

5. Collect feedback:

- Which style of direction seems the most appropriate to you?
- What would you recommend to attendees of a business meeting?
- Did you have problems settling on what your company will do?
- Did you choose points of daily agenda difficulty?
- Did you like the style that was given to you?
- If you had the opportunity, what kind of style would you choose for business meetings?

Tasks of the mentor:

- Preparing material from which students can learn styles of direction.
- Warning students about the time and when it will run out.
- Warning them to be quiet during the derivation of business meetings of other groups.
- At the end presents their own notice and critiques appropriately.

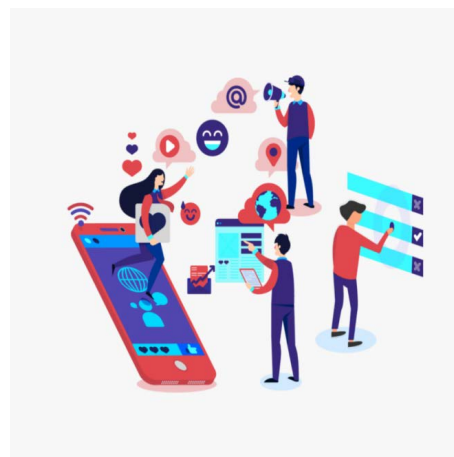
Tasks of the volunteer:

- Follow the mentor's instructions.
- Be quiet when the other groups are presenting their meetings.
- Prepare for what you think is a realistic meeting.

This activity is very useful for the ending part of the mentoring process, when the mentor decides that it is time to slowly release the volunteers from his or her wing and send him or her on a job search journey, etc. It is also applicable any time during the mentoring process, because it is always very useful for young people to get to know the implementation of the business meeting, which will come in handy for them later in life.

2. COMMUNICATION IN THE MENTORING PROCESS

Communication is of utmost importance in our daily lives, as we all want our interlocutors to listen to us and for our messages to be received, understood and interpreted correctly. Everyone has a strong need to express themselves and to be heard. Some authors believe that we cannot avoid communicating, even if we would like to, because we communicate even when we are not communicating (Možina, Tavčar, Zupan, & Knežević, 2004). People who come into contact with each other need to communicate, whether it is written or oral, verbal or non-verbal, direct or indirect. Silence can also reveal many things, so non-communication is also a form of communication. Communication or interacting with others is our natural impulse, because we cannot not communicate. Even in solitude and silence we communicate. That is when we communicate with ourselves (Lapornik, 2017).



Of all the skills that a mentor needs to master, communication is probably the most important. The ability to communicate effectively with people is one of our most important virtues, whether in our professional, social or private lives. The ability to communicate is one of the key competencies currently required by the labour market, as well as in all other professional vocations. To communicate effectively, we need to be willing and able to convey information clearly and understandably, to listen consciously to others, to distinguish between the important and the unimportant, and to empathize with the needs of others. When communication is good, partners respect each other. They not only exchange useful information, but also influence each other.

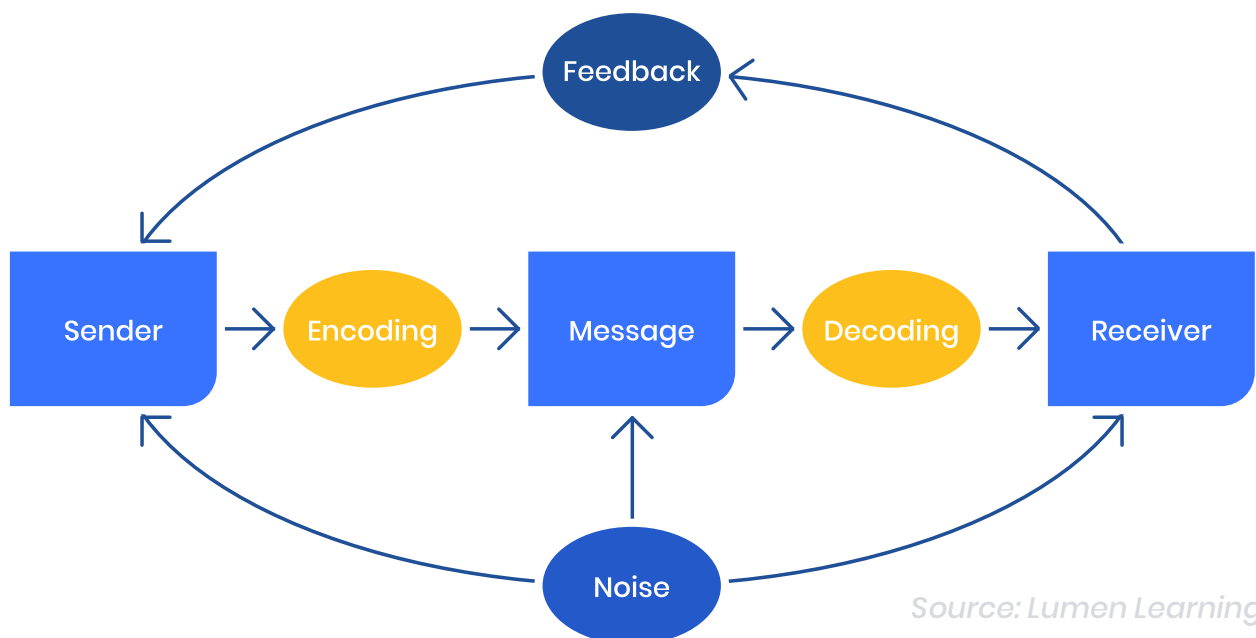
Communication is a process in which each person involved is both speaker and listener. We transmit and receive signals and adapt our communication according to the feedback we receive. We provide feedback ourselves, and others do the same. In short, communication is interaction between people.

► **Communication process**

The goal of communication is to convey information from one person or group to another person or group and, of course, that the conveyed information is understood. Communication process is divided into four components: A **sender** transmits a **message** through a **channel** to a **receiver**. The sender has an idea, which he composes into a message and then transmits it to the other party, who interprets the message and receives the meaning. Developing a message is also known as encoding. Interpreting the message is referred to as decoding (Možina and Damjan, 1992)

The other important feature is the feedback cycle. When two people interact, communication is rarely one-way only. When a person receives a message, he responds to it by giving a reply. The feedback cycle is the same as the sender-receiver feedback. Otherwise, the sender can't know whether the other parties properly interpreted the message or how they reacted to it.

The sender and receiver must be on the same wavelength when communicating. This means that the messages are in such a form that can be understood by both of them and that they use the same communication channel, as this is the only way they can receive and transmit each other's messages. Errors can occur in the communication between the receiver and the transmitter. Errors and problems may be caused by inadequate message formatting, incorrect choice of communication channel, channel interference or differences in the encoding and decoding of messages. These errors are usually called noise.



The critical factor in measuring the effectiveness of communication is common understanding. Understanding exists when all parties involved have a mutual agreement as to not only the information, but also the meaning of the information.

Effective communication, therefore, occurs when the intended message of the sender and the interpreted message of the receiver are one and the same. Although this should be the goal in any communication, it is not always achieved.

The most efficient communication occurs at a minimum cost in terms of resources expended. Time, in particular, is an important resource in the communication process. For example, it would be virtually impossible for a mentor to take the time to communicate individually with each mentee in a class about every specific topic covered.

However, efficient time-saving communications are not always effective. A low-cost approach such as an e-mail note to a distribution list may save time, but it does not always result in everyone getting the same meaning from the message. Without opportunities to ask questions and clarify the message, erroneous interpretations are possible. In addition to a poor choice of communication method, other barriers to effective communication include noise and other physical distractions, language problems, and failure to recognize nonverbal signals.

Sometimes communication is effective, but not efficient. A work team leader visiting each team member individually to explain a new change in procedures may guarantee that everyone truly understands the change, but this method may be very costly on the leader's time. A team meeting would be more efficient. In these and other ways, potential tradeoffs between effectiveness and efficiency occur.

▶ **Communication distracters**

Every communication is accompanied by various barriers and distractions. In every communication, there are obstacles that stand in the way of our understanding and complicate it. Distractions include anything that distorts the message in some way or anything that prevents us from receiving it. This applies to both verbal and visual communication (*e.g. a character on a computer screen, illegible writing or forgotten glasses*).

There are four different types of distractions:

- ▶ **Physical:** Anything that limits the physical transmission of communication (*noise, darkness, sunglasses, etc.*).
- ▶ **Physiological:** Real physiological barriers to the speaker or listener (*speech impediment, hearing or vision impairment, etc.*).
- ▶ **Psychological:** Various cognitive and mental problems (*inability to concentrate, strong emotions, prejudice, mental orientation, misjudgement...*).
- ▶ **Semantic:** Misperception of meaning (*dialect expressions or jargon, different languages...*).

An important part of the competencies for effective communication is the ability to identify distractions and to overcome the obstacles they cause. Interference can never be completely eliminated, but it is possible to reduce the effect.

► **Forms of communication**

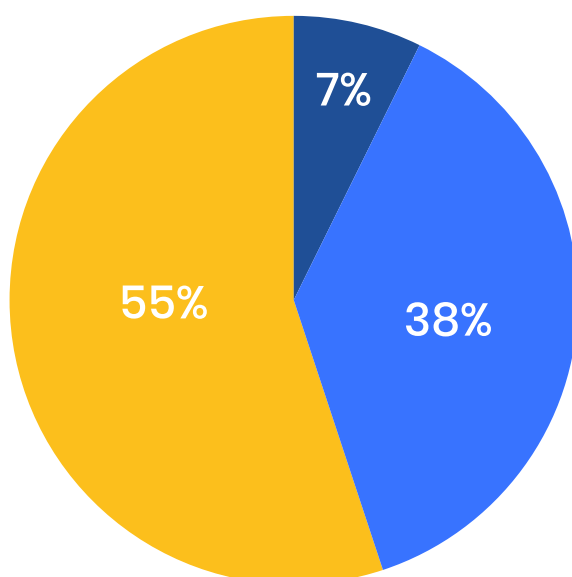
There are several different criteria that can be used to distinguish between types of communication, such as intentional and unintentional communication, signal communication, symbolic communication and so on. But in everyday life, the division between verbal and non-verbal communication is the closest and most understandable. Verbal communication is communication that uses words to communicate. Words can be expressed orally or in writing. Speech communication is fast, any additional clarification can be obtained instantly. Written communication is characterised by durability, but the feedback is slower than in speech. Verbal communication is culturally conditioned, represented by words and speech that we have acquired through upbringing, education, etc. It refers to the signals we receive by listening.

Non-verbal communication represents everything else when someone is communicating something to us without words. In this case, the signals are mostly received through our eyes, but can also be received through other senses (*touch, smell, even hearing*). It is about what we do while we communicate: our movements, facial expressions, etc.

According to Albert Mehrabian, professor of psychology at the University of California in Los Angeles, the overall impression of another person is made up of: 7% by the words used, 38% by voice characteristics and 55% by body language - movement and posture, muscle tension, facial expressions, etc.

COMMUNICATION CONSISTS OF:

■ Words used ■ Voice characteristics ■ Body language



When verbal and non-verbal communication is inconsistent, confusion arises as the person sends different signals, thus communicating ambiguity. Since verbal communication is much easier to manage than non-verbal communication (*the non-verbal part always overtakes the verbal part, as our body speaks a quarter of a second before our mouth*), the latter can give us away a lot. If there is a mismatch between the two modes of communication, we tend to trust non-verbal communication more.

► **Verbal communication**

We use speech to describe objects, people, events and the world around us. It is important to remember that every word has two meanings - the extended and the denotative. The extensional meaning of a word (*the so-called lexical meaning*) is the same for all speakers of the same language. The denotative concept refers to the subjective, emotional nature of the word, which is perceived differently by. The double meaning of words can be a source of misunderstandings and barriers to communication.

Language has its own rules, of which there are many. It has grammar, of course - sentences made up of words (*syntax*), rules for using words in certain connotations (*semantics*), rules for combining sounds (*phonology*). We have all automatically acquired our mother tongue, whereas we have to learn foreign languages; this is very important at the moment, as knowledge of English is almost a necessity. In addition, there are cultural rules that vary from country to country. The universal rule that applies to all cultures is - politeness.

Other categories that influence the perception and understanding of words are:

- Pronunciation - pronunciation and pronunciation affect intelligibility
- Fluency - being prepared, not rote learning
- Richness of language - enliven speech by using metaphors, gradations, aphorisms
- Standard language - avoid vulgarity, dialect, professional deformation (*jargon*)

► **Non-verbal communication**

Non-verbal communication is extremely important and is an indispensable part of how we communicate with other people. It consists of body behaviour, facial expressions, eye contact, speech, gesticulation, touch, dress, spatial behaviour, temporal behaviour and external context. Non-verbal communication is all communication without words, where meanings are exchanged through symbols. It is an essential part of human communication. Body language takes up all the movements and expressions with which the body intentionally creates symbols and meanings. Non-verbal communication has a number of important functions in interpersonal communication. At the level of content, non-verbal messages modify,

confirm, complement and extend the validity of the spoken content. On a personal level, we use non-verbal messages to express our emotional states, intentions and expectations and thus open ourselves up to others. When we communicate, we are not only responding to the words we hear, we are also listening between the lines. Non-verbal communication is of great importance in communication, because when we communicate we look at the whole person. Body language comprises about 700 thousand expressions, which is many times the vocabulary of an average citizen (Mihaljčić, 2006).

- ▶ **General appearance:** Height, weight, skin and hair colour, general attractiveness; these are all signals that our bodies send.
- ▶ **Facial expressions:** Our face is the most important source of non-verbal signals. Our facial expressions especially show our emotions. A frowning, frowning face or an affected, deliberately raised eyebrows and squinting face can appear disturbing, even hostile.
- ▶ **Visual contact:** Appearance conveys a range of messages; it can communicate the nature of the relationship. Visual contact can affect the psychological distance between people. Eye movements such as squinting, avoiding eye contact, hiding behind dark sunglasses, can arouse distrust. On the other hand, a long «staring» look is not welcome and can appear aggressive.
- ▶ **Limb movement (kinetics):** Expressive limb movement indicates the temperament of the speaker. Strong hand movements, with constant touching of different parts of the face, head, hair, as well as excessive head movements, are distracting. The same applies to playing with objects (*sheets of paper, pencils, etc.*).
- ▶ **Gesticulation:** This is communication with culturally standardised expressions, movements and postures, or gestures. For example, a nod of the head is seen as a sign of agreement; a raised index finger or even hand is used to make a point.
- ▶ **General posture (body posture):** General posture determined by the distribution of weight on the legs and the position of the spine. Standing firmly on both feet with a slight transfer of body weight to one leg, with the pelvis slightly lifted to achieve a calm and confident posture. It is not appropriate to cover the body with the arms.
- ▶ **Spatial distance:** The distance between people's interaction and use of space (*proximity*). There are usually four areas: intimate (*up to 50 cm*), personal (*from 50 cm to about 1.2 m*), social (*1.2 m to 3.5 m*), public (*more than 3.5 m*). Research shows that the greater the importance we ascribe to the person with whom we are communicating, the smaller the distance.
- ▶ **Gender:** When communicating, women generally stand closer to each other than men.
- ▶ **Age:** Children stand much closer together than adults. With increasing age comes an increase in spatial (*proximity*) distances.

▶ **Territorialisation:** Similar to animals, humans mark their territory. Various means are used for this purpose (e.g. *throwing a sweatshirt over a chair, a partition in an office, a tram driver's cab, cash registers in shops, armrests on the seats in theatres, fences, trademarks, monograms, nameplates, etc.*).

The environment where communication takes place: the aesthetics, the cleanliness, the way guests sit, the colour scheme of the room, the choice of environment, the style of furniture where we live or work – all these factors influence the flow and outcome of communication.

▶ **Objects:** Clothing, ornaments, decoration (*jewellery, piercings, tattoos, hairstyle, etc.*), are often forgotten important signals – be aware of cultural differences. People form an opinion of you based on these and many other things. Whether their conclusions are correct or not, they influence opinions and reactions to you as a person.

▶ **Non-linguistic – Paralinguistic:** Non-linguistic manifestations such as loudness, tone and intensity of voice, speed, accent, rhythm and smoothness of speech, word order, silence, etc. It is not so much what we say as how we say it. Opinions are also formed on the basis of these signals.

▶ **Haptic - two-way touching:** Touch has a whole range of meanings. It can express positive emotions (*support, affection, sexual interest, recognition*), it can guide another person's behaviour; and it can often have a ceremonial character (*extending a hand when greeting someone, hugging when leaving*). There is also so-called functional touch (*wiping a stain, helping another person off the bus, etc.*). Men are more likely to avoid contact with other men more often than women are more likely to avoid contact with other women; women are more likely than men to avoid contact with the opposite sex. Touching is increasingly avoided with age.

▶ **Messages you smell (olfactory communication):** play a big role; different smells and scents stimulate different feelings.

▶ **Poor communication habits**

Many people believe that if they are able to react quickly verbally to an impulse, and if they are willing to express their opinion on a topic so that their voice is heard repeatedly in a group, this means they are good at communicating. But the reality is somewhat different. If we look more closely at how we communicate in society, at work, if we observe how people talk on television and radio, we come to a definite conclusion: that communication is of a much lower standard than it should be in a civilised world. Many of the sentences we hear every day are meaningless, empty, made up of formal words and phrases. Many statements resemble boring waffles; many of what is said contains insulting and hateful messages or thoughtless criticism.

Serious contact between communicating people or parties develops as long as the message is conveyed in a direct and understandable way and is received in that way.

We do not need to be communication experts or brilliant observers to find many small and not so small mistakes and flaws in the communication around us. Some mistakes happen by accident; many others are the result of bad teaching and neglected upbringing. Many of the disturbances and misunderstandings relate to personal temperament and emotional state.

Bad communication habits, and there are many of them, can easily be divided into two groups. The first group is those who make mistakes in sending messages; the second is those who make mistakes in listening to messages.

Bad communication habits

- *Incompatibility between verbal and non-verbal communication*
- *Insincerity*
- *Vagueness, non-creative (non-deliberate)*
- *Exaggeration*
- *Non-directive expression (like a cat around boiling porridge)*
- *Generalisation*
- *Distortion of facts*
- *Labelling*
- *Humiliation, swearing*
- *Attributing intentions*
- *Getting off topic*
- *Irrational emotional reactions*

Bad listening habits

- *Mind reading (guessing the meaning of a message)*
- *Misinterpretation of the message*
- *Selective listening (hearing only what we want to hear)*
- *Not responding to the message (not providing feedback)*
- *Non-verbal rejection (not being able to control non-verbal communication - inappropriate tone of voice when responding, looking at the clock, looking out of the window, restless feet and other non-verbal cues)*

▶ **Listening**

According to the answers we have received from mentors in our Skill gap report, active listening is a competence where mentors do not feel confident enough. This is precisely why it is appropriate to define listening or active listening more precisely.

The terms 'communication' and 'talking' are often treated as synonymous, as if communicating meant only saying something to someone. In communication, listening is as important as speaking. In fact, if we were to rate the importance of the individual components of communication in terms of the time spent on them, listening would be the most important. As various studies have confirmed, listening takes up about 50% of the total communication time. Speaking comes second with about 20–30%, and of course reading and writing are also an integral part of communication.

Listening is in itself a complex process in which we receive different sound signals from outside. Our brain has to decode these signals and store them in our memory for a while, interpret them and respond to them. It is not only a matter of understanding the content we hear; we also have to take into account the tone and emotions that

accompany the words we hear. When we listen to someone, we also monitor their non-verbal behaviour.

For most people who listen, active listening means learning how not to interrupt the speaker too often. Bad habits include: presenting one's own ideas before fully understanding the message of the presentation; jumping into the presentation at the slight pauses the speaker has to think. We need to develop enough inner strength to resist interrupting and to let others speak for longer periods without worrying about losing control of the discussion.

▶ **Active listening requires:**

- Eye contact
- Looking in the same direction at the same height;
- Open-minded;
- Nodding;
- Voice-voiced agreement;
- Thinking about emotions;
- Explaining in other words;
- Asking open questions;
- Summarise, acknowledge and give credibility.

▶ **Listening tips:**

- Listen to the whole context to understand the wider meaning.
- Pay attention to what is not said – sometimes it can be more important than what is said.
- Paraphrase the speaker's ideas – with reason.
- Ask questions.
- React to emotions first, then to facts.
- Listen not only to what you want to hear, but also to what you don't want to hear.
- Give feedback.

▶ **Rules for active listening**

If you are talking to someone, pay attention.

Do nothing else during the conversation. Let go of your problems and concerns and focus on what they are saying and how. Listening to others' opinions and feelings also shows respect.

Convince your partner that you are trying to understand them.

Look at your partner and keep eye contact. Show that you are listening by nodding silently and/or using «Yes», «I understand», «Really?», «I see», etc.

This way you encourage your partner to provide more information and also means that you become more focused yourself. Avoid frequent use of «I ...».

Observe non-verbal communication.

Try to judge whether it fits with verbal communication. For example, if someone tells you that they are open and honest with you, but their arms are crossed at chest level and they are not looking you in the eye, you have good reason not to trust them.

Show interest in your partner's thinking and feelings.

Develop a dialogue with open questions: «What does this mean for you?», «What do you mean by...», etc. Do not use closed questions and avoid finishing your partner's sentences.

Check that you have fully understood the message and paraphrase it back.

After a long period of communication, use validated questions such as: «If I understood correctly...», «So you think...», etc.

Also listen if you are in opposition.

Even if you disagree with the other person, by actively listening you show empathy for someone else and their situation and show them that you can see the problem from their point of view. A willingness to listen is also a sign of respect for the speaker.

It may be necessary to interrupt the speaker

If it is necessary to put an end to unacceptable and/or offensive speech, you can try the following:

«I must ask you to stop. What you are saying (*or doing*) is unacceptable. Please continue without (*sexism, racism, swearing*) and I will listen carefully to what you have to say.»

If he/she repeats himself/herself (wanders off the point)

«OK, let me distract you for a moment. The main points you seem to be making are a), b) and c). Is that correct?» - If they respond by going back on the tirade, interrupt and recap: «Well, the main points of our discussion are a), b) and c). Let me suggest...»

- If you are interrupted

«If you're talking always try to be aware if your partner is trying to interrupt you with a question or a statement.»

Activity 1: Do you really listen?

We implement this activity to help young people to understand different roles and know how to play a certain role. With this activity young people learn how

to actively listen and observe and they get to know different types of personalities. What is very important in this activity is that the mentor explains the rules really clearly. The listener and observer are not allowed to speak.



Materials and resources needed:

Enough space, see Annex 3



Time needed for implementation:

45 min



Number of participants:

Small group or bigger group divided in smaller ones



Steps for implementation:

- 1. Mentor divides volunteers in groups of three.*
- 2. Mentor gives instructions that they should decide who in the group will be talking, who will be listening and who will be observing.*
- 3. After they decide, the mentor chooses a topic on which the “talker” should talk about.*
- 4. The listener needs to really carefully and actively listen and observer just observes both of them with their non-verbal communication. The listener is focused on the words used, the speed of talk, are there any pauses between sentences, pronunciation, etc. The observer only focuses on the non-verbal communication, gestures of the hands, body, eye contact, is there any discomfort, energy level, etc.*
- 5. After 5 minutes they stop and change the roles. And then after 5 min again. All three participants in the group are once in each role.*
- 6. When they finish the whole group of all participants discusses on how did they feel, which role was easier for participants and why, where they had troubles in which role, etc.*

Tasks of the mentor:

- dividing students in groups*
- giving them topic to talk about*
- monitoring if participants follow the instructions*

Tasks of the volunteer:


- listening*
- observing*
- talking*


This activity can be applied any time during the mentoring process.




Activity 2: Mission impossible

The main aim of the activity are: practising non-verbal communication, improving relationships in the group and strengthening group dynamic, developing abilities of perception of others and increasing positive relationships in group through common experiences.

 **Materials and resources needed:** Tables, that we can move around, stopwatch, phones

 **Time needed for implementation:** 1 h

 **Number of participants:** Up to 35 people

Steps for implementation:

For easier work with group, it is recommended that mentor and volunteers settle in circle. Mentor introduces instructions: "Today we will play a game MISSION (IM)POSSIBLE. Your task is that you all together finish in 25 minutes different amusing and creative exercises that we prepared for you."

"After finishing missions you present your tasks to the mentor (mentors sets the board - it's also allowed for the mentor to be the only one in the board), that will judge if a task is finished. You are not allowed to leave a room when the game is in played."

All students must be involved in the performance of the mission.

Your tasks are following:

- 1. Find and put different objects that you find in the room in line, they should start with letters in alphabetical order, from A to Z! (A – apple, B-ball, C-car...)*
- 2. On your phone you need to take 4 group pictures on the following themes: Listening, Cooperation, Care for others, Success. You forward those pictures via email to the mentor. (For every theme one picture)*
- 3. Knit 15 braids! (hair or otherwise ..)*
- 4. Put together a TOP SHOP advertisement, for a product, film or perform it for at least 3 minutes!*
- 5. Write a few sentences about your group that contain words: glitter, blister, star, movement, relationship, mentor.*

After 25 minutes all volunteers must sit in their places, they start the presentation of tasks, and the mentor checks if a mission is a success and was carried out in the time provided.

Print the task on a paper and distribute to the participants after you have explained them. .

Instructions for mentor:

Verbally go through the instructions and tasks and then you pass the task also as papers to the participants. After the participants start with the task you no longer can help with additional explanations.

MISSION (IM)POSSIBLE?

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

TIME: 25 minutes to complete all tasks

Mentor measures time during the mission with stopwatch and motivates volunteers to work, mentor is warning them, how much time they have and can not advise them with hints. Mission is in the room, volunteers aren't allowed to leave the room.

Tasks of the mentor:

- *explain the instructions to the volunteers*
- *write them down on a table*
- *track the time*

Tasks of the volunteer:

- *follow all the instructions listed above*
- *do not leave the room*
- *think outside the box*

This activity can be applied any time during the mentoring process.

3. MANAGING THE MENTORING PROCESS

▶ *Management and mentorship as cohesive roles*

The best managers are also the best mentors. The both by dedicating time and providing a safe space to to grow and develop. It's personally fulfilling to both byproduct is that you build a great team in the process. surround yourself with.»

A mentor may share with the mentee an information about his or her own career path, as well as provide guidance, motivation, emotional support, and role modelling. A mentor may help with exploring careers, setting goals, developing contacts, and identifying resources.

The mentor's goal is to help mentees meet their objectives, and more specifically, to help them identify their current skills and abilities, so they can determine which ones need to be developed and strengthened in order to reach the next competency level.

Mentors share their experiences, guide mentees and use several skills to ask questions that prompt the mentees to find new avenues for reflection and action.

“
A GOOD
MENTOR IS A
GOOD MANAGER

▶ *Effective Management*

Effective management has always been a key part of working life for any organization and relationship within. If sufficient management is lacking, it is easy for teams to lose motivation, enthusiasm, and productivity, which can lead to workers and volunteers seeking new opportunities. The relationship between a manager and their reports has a direct impact on the morale and success of the team. Therefore, the relationship of a mentor with the volunteers is strongly impacted by the managerial skills of the mentor – the better manager he is – the better their relationship will be.

It is often said that people don't leave organisations, they leave managers, which is why it is so important to get this relationship right. If an individual doesn't feel supported, or can't have open and constructive conversations with their mentor, it is likely that they will get frustrated in their role. This will have a flow-on effect in regards to their performance at work.

In the role of a good manager, every mentor is responsible for supporting the individuals within their teams. This means understanding what drives and motivates them, what their strengths are, and how to guide them in areas they need to develop.

Great leaders are good communicators and display a high level of emotional intelligence.

So, what are some of the behaviours that a good manager displays and what should mentors do in order to become good managers and encourage the best possible performance from their volunteers?

▶ ***How to be a good manager***

Being a good manager is all about continuous learning. This means for yourself and the people that you are mentoring. Everybody is different, so you should be aiming to constantly develop your communication skills, adapting the ways you are motivating people, and improve the working relationships within your team, and externally.

Successfully managing people and making your team members feel as though they are doing a good job is key, but it is also very important to invest your time in the personal progression and development of your team.

Communicating clearly and active listening are two of the key elements of being a good manager. However, since we work on those skills in other chapters, here we will focus on some other important aspects for becoming a good manager, based on the positive qualities of effective leaders.

▶ ***Make decisions***

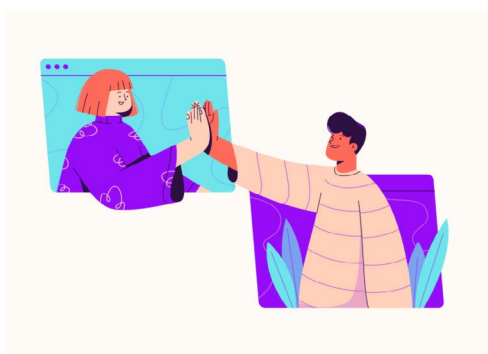
Being decisive is fundamental to effective management. Team members will look to their manager to make decisions on how to progress projects, solve issues, and steer the team towards its goals. The ability to give clear direction to a team and make key decisions can set a good manager apart from a mediocre one. The inability to make decisions can be indicative of a poor manager and can lead to a lack of confidence within a team.

▶ ***Show trust in your team***

Effective managers are always good delegators. They can distribute tasks to their team as well as ensure that their own time is well used for management issues and important tasks. Team members that feel trusted are better placed to achieve their potential and are given an incentive to ensure that they perform well. In a team, it's important to build mutual trust between line managers and team members, as this will enable delegation to happen more effectively.

► **Set a good example**

Volunteers are looking for a leader that they can look up to and, down the line, emulate. However, for them to buy into the direction of their manager, they need to respect them professionally. By setting a good example, proving skills and knowledge, and being a high achiever, a manager can gain the professional respect of their employees and ensure that they have the backing of the team.



► **Protect the team**

As a leader, it falls on you to take responsibility for the success and failures of their team. However, a good leader shares the successes and absorbs the failures. Empowering the team to drive for success and sharing any wins is an important trait. More importantly, is taking responsibility when mistakes are made and team goals are not met. Leading from the front.

Showing the team that you are willing to step in for them when things get tough is all part of effective management. In a team environment, there are many different variables that can alter the way you work with people. Whether you are the head of a team, you are responsible for a small or a global team, you will need to be considerate of the different people that report to you. Unique personalities can change a team dynamic, and learning how to work with different people is what makes a good manager.

► **Manager as supervisor**

As we return our focus to youth work and the activities of the youth organisations, in most of the volunteering projects, the volunteers are youth workers and the mentors are their supervisors. While the volunteers implement mostly previously defined activities, the mentors often are responsible for supervising their work. Hence, we need to see the managing relationship of an aspect of your worker and supervisor.



When we observe it from that perspective, the most important factor for having a successful mentoring relationship is to know what youth workers value and do not value when meeting with their supervisor.

In the following table, we have extracted some of the most important things when it comes to the indicated relationship.

What youth workers value

- *When a supervisor listens*
- *Enough time to talk through work since last meeting*
- *An agenda or objectives, including things (the staff) want to talk about*
- *Absence of judgment*
- *High expectations with high support*
- *Trust in (staff) ability*
- *Talking through scenarios*
- *Upcoming programming details/planning opportunities*
- *Having someone to bounce ideas off of/ help thinking through different approaches*
- *Walking away with more knowledge, ideas, information or solutions*
- *Clarity of expectations*
- *Honest and straightforward conversation*

What youth workers do not value

- *Time spent only assigning new tasks or added responsibilities*
- *Empty validation – acknowledging concerns but not supporting action; say they will “pass on” concerns but never provide feedback*
- *Not taking staff or concerns seriously*
- *Frequently cancelling or rescheduling*
- *Mismanaging the time*
- *Focus on “fighting fires”*
- *Waste of time – no reason to have the meeting or things that could go out in an email*
- *Supervisors talk the whole time or interrupts when staff is talking*
- *Answers their own questions*
- *Critical*
- *When they have no idea what staff does and don't try to learn*

Risk Management

Based on our research done in the previous phases of Mentor Up, we have discovered that for the volunteers it's important that their mentor support them in handling various risks and suggest them how to avoid major mistakes.

Therefore, we point out what one mentor should do in the process of managing the risks in the mentoring relationship:

Managing Risks

- *Help your volunteers to recognize the risks involved in actions and projects, including some risks (and mistakes) you've experienced.*
- *Make suggestions to help them avoid major mistakes (business, career, financial, personal, and other) in judgement or action.*
- *Help them learn to prepare well, get wise counsel, then trust their own decisions and actions.*
- *If requested in difficult situations, intervene as your volunteers' advocate with others.*

Additionally, we provide you with one activity to do with your volunteers in the process of supporting them in risk management. You can find it at the end of this chapter.

▶ **A good manager provides support in setting goals**

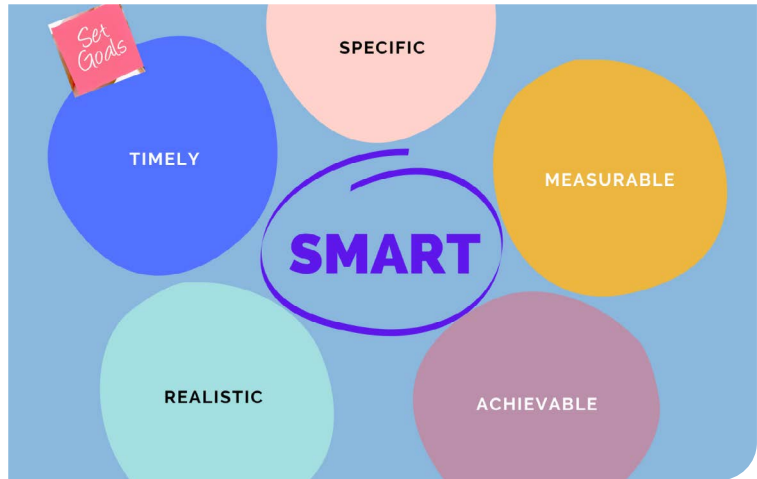
A good mentor while managing the mentoring process, should support their team in setting their goals, especially those related to the volunteering activity. One really good method to set achievable goals is the so-called SMART Goals or simply SMART.

Mentors can use this tool to support the volunteers in setting their short term and long term

goals, which is the first step to having a successful project – whether one is related to the youth activities within the organisation, as part of their volunteering program, or whether it is achieving some personal aspirations.

Making a concrete analysis in advance and setting smart goals will help the volunteers to get to the finishing line of their key performance and not to fall short. They will be motivated to achieve their goals. SMART, as a useful time management method to achieve this, is an acronym that stands for Specific, Measurable, Achievable, Relevant and Time Bound.

A SMART goal gives direction to what one wants to achieve. Setting these objectives and using the smart criteria will give a sense of direction to everyone who wants to achieve the goal and it is highly likely that it can be really completed successfully.



▶ **Specific**

General goals are less likely to be successful; get specific about what exactly it is you want and what you are going to do. The objectives should therefore be formulated more precisely and specifically so that everyone knows what is expected of them. The specific goal must describe an observable action, behaviour or result.

▶ **Measurable**

How will you know when you've achieved your goal? How will you know that you're making progress towards your goal? If possible, try to set a measurable goal. Each SMART goal has a starting point as well as a finishing point and they are indications of the quality of the effort to be made. A system, method and procedure must be mentioned which determines Some goals aren't as easily measured, so sometimes we have to be creative

▶ **Attainable (or Achievable)**

Make sure the goal is realistic. It's easy to get overly ambitious with the start of a new project and try to take on more than you can handle. Keep limitations in mind – this includes time, energy, skill set, finances, etc. Also, ensure that achieving your goal is not dependent on someone else's action or decision.

▶ **Relevant**

A realistic goal takes into account the practical situation and the work in which everyone is involved. It is impossible that everyone's focus will be on the same goal all the time; after all, there are always other issues requiring attention.

Additionally, A relevant goal is one that should be connected to your values and what's truly important to you, to the organisation, and to the project itself. Ensure you're prioritising the right things at the right time.

▶ **Time-bound**

Set a time in which you want to accomplish this goal. This helps keep your drive going.

Realising the importance of the mentor's support in setting the right goals, we have provided you with an activity to implement with your volunteers, that can be found at the end of this chapter.

Activity 1: Risk Management Matrix

Defining and identifying the risks associated with a project is the initial phase in risk control. The scope of the project and task is an indication of a proactive approach to limit damages as much as possible. Pinpoint as many risks as you can to gain various perspectives. Brainstorming with the team to acknowledge events and any uncertain situation.

A risk matrix visualises risks in a diagram. In the diagram, the risks are divided depending on their likelihood and their effects or the extent of damage, so that the worst case scenario can be determined at a glance.

In this sense, the risk matrix should be seen as a result of the risk analysis and risk evaluation and is therefore an important component of your project and risk management.

The risk matrix:

- Identifies the gravest project risks.
- Creates and presents the risk situation with minimal effort (e.g. as an Excel diagram).
- Presents the risk situation visually and comprehensively.
- Presents the risk situation simply for everyone because no prior knowledge is required to understand it.



Materials and resources needed:

Paper and pen when one-on-one session or Flip chart and marker when used in group sessions. In both cases, the activity can be done on a computer, in person or virtually. Templates of materials can be found above (see Annex 4)



Time needed for implementation:

60 min



Number of participants:

2 - 5 people



Steps for implementation:

- 1. List all aspects of your event activities on back page.*
- 2. Identify risk associated with each activity. Be sure to think broadly about the potential risks.*
- 3. Use the matrix to determine the level of risk associated with each activity before applying any risk management strategies.*
- 4. Brainstorm methods to manage risks. Find strategies you can apply to reduce the severity of the risk and the probability that something will go wrong.*
- 5. Use the matrix to re-assess the activities, now that you have applied risk management strategies.*
- 6. Determine if you have reached an acceptable level of risk by applying risk management strategies. Consider modifying or eliminating activities that have unreasonable risk associated with them.*

Tasks of the mentor:

- *To read and understand the materials prior to the activity*
- *To print, present and explain the templates*
- *To explain the instructions and support the group in the process of identifying and rating the risks*


This form is meant to serve as an educational tool to help volunteers to develop a process for identifying and discussing potential risk issues with their mentors. It can be used in a one-to-one session, or the mentor can work with a group of volunteers.

Activity 2: Setting SMART Goals


A SMART goal gives direction to what one wants to achieve. Setting these objectives and using the smart criteria will give a sense of direction to everyone who wants to achieve the goal and it is highly likely that it can be really completed successfully.

When it comes to writing SMART goals, be prepared to ask yourself and other team members a lot of questions. The answers will help fine-tune the strategy, ensuring the goals are something that's actually attainable. While you should be as realistic as possible, it's important to approach writing SMART goals with a positive attitude. After all, this is something that you want to achieve together with the volunteers.

For more information, refer to the theoretical part in this chapter above and to the materials in the annexes.

 **Materials and resources needed:** *Flip chart paper and markers. For additional materials, see Annex 5*

 **Time needed for implementation:** *90 min*

 **Number of participants:** *1 - 25 people*

Steps for implementation:

- 1. The mentor explains the SMART method using a flipchart*
- 2. The mentor gives information about each element, writing the letters S,M,A,R,T vertically and the explanation of the letter horizontally - Specific, Measurable, Achievable, Relevant, Time-bound.*
- 3. The mentor gives to the volunteers handouts with the template if they work individually, or flipchart papers if they work in groups*
- 4. Participants present their work once they are done, and receive feedback from the mentor together with the whole group.*

Tasks of the mentor:

- *To read the materials in the guide and understand the theoretical part*
- *To present the method writing on the flipchart*
- *To explain an example and write down a goal together with the group*

Tasks of the volunteer:

- *Work alone or in group and set one or more SMART goals depending of the context and the instructions of the mentor*

This activity can be implemented with one or more volunteers. It can be used at the beginning of the mentorship, for setting goals of the volunteers or it can be implemented in relation to a certain project or activity. Additionally, this method can be used when doing the Professional Development Plan. After participating in this activity, the volunteers will gain skills on how to set achievable goals, understand the steps to their implementation and how to evaluate them.

4. RESPONDING TO NEEDS

When a relation of mentorship is created there are two parts involved: the mentor and the mentee. It could seem like an obvious and easy thing to understand, but it is important to see this relationship considering both parts and all the dimensions of the concept, to guarantee the best quality of it. Because the relationship between them is another key part. As it is said in the first chapter of this guide: “Mentoring consists of three components, the mentor, the mentee and their relationship. It is their relationship that determines how successful mentoring will be.”

Apart from considering the abilities and skills needed in a person that plays the role of mentor, it is also important to take care of the mentee and their relationship, that will involve the analysis of both persons, their needs and their reality. A mentor is a personal guide for other person/s, but nowadays when we talk about a mentor, we are mostly referring to a relationship in the framework of a career, professional or voluntary. Due to the role of the mentor, that is not only limited to a professional role, but also a psychological support, it’s one of their tasks to analyse the needs of their mentees, review how the entity could profit the profile of their mentees, how the mentees could profit the entity, and accompany them to discover their roles and paths during the process of mentorship.

That’s why this chapter is focused on meeting the needs of the volunteers/mentees. To find the path in which a symbiotic relationship could be created between mentees, mentors, and the organisation, to maximise the benefits for each part. In order to do

this, the organisation has the responsibility of creating a protocol/volunteer plan, following the cycle of volunteer's needs, in which all the steps could be represented, considering the values of the organisation and, especially, the needs of the volunteers. Once this plan is done, the mentor has the task of implementing with their mentees all the steps, adapting what is necessary to each person and reality. During this chapter it's shown some approaches to a good accompaniment focused on the volunteers process and the context of each organisation, having as a methodological approach the redaction of a volunteer plan, to regulate the steps to follow during the selection, reception, guide and leave of volunteers.



▶ ***The prism of volunteers needs***

During the last chapters, the role of the mentor and part of the relationship between mentor and mentees, have been analysed and some practical activities have been shown. But, when it comes to mentorship, a fundamental part of the approach is the needs and ambitions of the volunteers. It's important that a mentor could guide mentees to reach their maximum capacity and potential in the organisation, but for achieving this it is necessary to

know their needs, check if they're aligned with the objectives of the organisation, and implement periodic actions to evaluate this process of involvement.

Also, it's important to have in mind that, when it's talked about "responding to needs", it should be focused on the reality of each volunteer but creating a comfortable common environment. Considering the individuality of each volunteer, but also the group as a factor itself. And, also, including in this equation how the organisation and its objectives could help volunteers to reach their maximum profit in it.

But, how is it possible to consider volunteers'/mentees' needs and profiles? Under which prism the organisation must look at the relationship with volunteers/mentees? And, most importantly, if a mentor should adapt to each mentee's needs, how is it possible to protocolize the actions so they could be useful in a long-term period?

The process of mentorship starts for the organisation even before that mentee is actually in the organisation. It's important to have in mind that the selection of volunteers for the organisation is one of the steps in which their profile and needs must be considered. That's why in the volunteers cycle that it's proposed in this guide, the selection of the volunteers itself is the first part, with some steps and considerations to follow. During this first step of selecting the mentees/volunteers for the organisation, the organisation itself should apply the prism of their needs. A team of volunteers/mentees are not an object for the organisation, but a subject. They are not only people that will serve the organisation mission, vision and values but also people that will include those values and learnings in their lives, growing in the

organisation. The organisation should have in mind the prism of volunteers'/mentees' needs and how this could be ensured and followed.

It's important to focus on the need to care for each volunteer/mentee, and for the team as a whole. They are the basis of the action. Volunteering constitutes a great core of generosity and altruism that we should not take for granted. Sometimes, in the daily rush of an organisation we can forget the importance of accompanying our volunteers on their itinerary, to take them into account as individuals what they really are.

With the prism of volunteers'/mentees' needs, the organisation acquires a commitment to review and pay attention to every step, from the image that a person will conform of the organisation in their first contact, going through an adequate selection process that combines interests and expectations regarding our philosophy or regarding the suitability -or not- of the volunteer/mentee for one activity or another, communication processes, active listening, participation, recognition, the link after the voluntary action, etc. All stages are essential if we want to achieve a satisfying volunteer/mentee and a good relationship with our organisation.

It is essential to understand that their activity must also help them grow as people, to acquire significant skills that can serve them in their life journey, whether personal or professional, - even skills that can be certified. Experiences that go beyond their affiliation to the organisation.

For making possible all those things in the reality-daily life of an organisation, the methodological approach that we propose is the volunteers'/mentees' needs cycle, created by the Spanish Volunteer Platform in a participatory process with expert organisations. The final step for an organisation would be turning the steps of each stage of the cycle into a volunteer/mentee plan, to standardise the process.

▶ **The volunteers'/mentees' needs cycle**

The volunteers'/mentees' needs cycle is a protocol of every important step in the action of volunteering or participating in one organisation, putting in the centre the needs of the people that are going to participate. With this cycle, an organisation ensures to take care of the people and the process of participating, but it's also a way of evaluating periodically if the mentor and the organisation are responding to the volunteer's needs.

The cycle is structured with all the important steps of a volunteer/mentee in an organisation, deepening in the protocol to ensure responding to their needs in each one. Each step presents a different stage in the volunteer/mentee work in an organisation, with different levels of knowledge and adaptation, so this is why the cycle is divided among each one of them.

As it is said before, the cycle considers the mission, vision and values of the organisation, and, consequently, the profiles of people needed by the organisation.

In this way, the organisation and the mentor could meet the needs of volunteers/mentees.

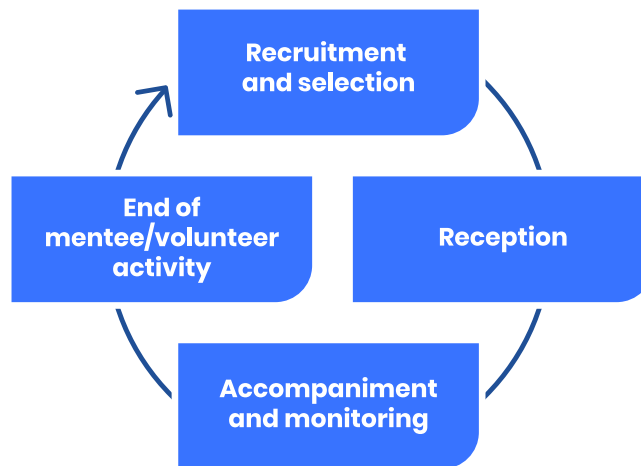


Figure 1. Volunteer/mentee Needs Cycle – Parts of the Volunteer Plan

► 1. Recruitment and selection

This section is focused on finding those people who best fit the needs of each organisation, but in this chapter we will include in this part the prism of how this process could be done including the volunteers' needs. As the exact name of the future volunteers is still unknown, it could seem difficult to include the consideration of its needs in this part, but with some tips it is easier than it seems.

It is obvious that in this phase the organisation has a huge responsibility on selecting volunteers that match sharing its essential philosophy (mission, vision and values), its fundamental principles, the projects in which it is involved, the actions it develops and the recipients who are the object of this action. But the process of definition of the volunteers profile for the organisation could (and should) also include how their needs are going to be ensured and monitored.

In order to do this, the first needed step is **the definition of the volunteers/mentees profile and how to cover their needs**. In this step, the members of an organisation define the needed profile and future tasks of the volunteer and, for each one, how the organisation will monitor and cover the volunteer's needs. We could say that the result of this first step will be **the volunteer offer that the organisation makes for volunteers to apply**, but considering from the beginning not only the organisation needs but also the volunteer's.

Necessary profile or task of the volunteer

How the organisation cover its needs

Objectives to accomplish by the volunteers/mentees in the organisation

- *Clearly present the future objectives of the volunteer in the organisation*
- *Personally explain the reason for the proposed objectives according to the organisation*
- *Offer further information about the organisation to the potential volunteer*
- *Explain how it is planned to include their personal and professional objectives inside the organisation objectives*

Tasks that volunteer/mentees are going to have

- *Clearly present the future tasks of the volunteer and how each task is related to the previous objectives*
- *Ask to the potential volunteers their previous experiences in this kind of tasks and how they could include their added value to this*
- *Ask to the potential volunteers their vision on the tasks planned and if there is something that they would include, based on the previous objectives*

Medium time of dedication required

- *Clearly present the medium time of dedication required*
- *Be open-minded about the time required reaching an equilibrium between the dynamic aspect of an organisation and the minimum daily tasks*
- *Combine activity in the organisation with leisure and other activities of the volunteer*

Any special skills or abilities needed

- *Training that is going to be delivered by the organisation to prepare the team of volunteers/mentees*
- *Combine the specialised tasks of the volunteers with their previous experience or formation*
- *Include in the volunteer's formation their personal and professional goals*

Who is/are going to play the role of mentor in the organisation

- *Training that is going to be delivered by the organisation to prepare the mentors*
- *Previous planning of the tools of mentorship (periodical group meetings; periodical individual meetings; volunteer reception toolbox; volunteer's personal monitoring)*
- *Special emphasis on becoming a person of reference for the volunteers, a safe space for them to talk and to feel free of expressing their thoughts and opinions, with possibility of adapting the program of volunteering*

Fundamental values and skills that the organisation offers to transmit

- *How the organisation includes all this information in the training to deliver to the team of volunteers*
- *What is the “added value” of the organisation for the volunteers*
- *What things have the organisation to offer to future volunteers*

Once this analysis of the profile and future tasks of the volunteers is done, is time to present this information to the potential volunteers, and also start the process of selection.

► **Volunteers'/mentees' needs**

Once the organisation has the volunteer offer out and the volunteers are applying, it is time to focus on the selection process. During this first stage, the volunteers/mentees are unknown yet, as the organisation is in the process of selecting them. This excludes the opportunity of adapting the relation and work to each person but gives the organisation the chance to start a good relationship from the beginning to everyone in touch, regardless of if they finally become part of the organisation or not.

The key of this step is to present the organisation itself as a “safe space” for every person that could be interested in participating. A welcoming environment, facilitating all the information that potential volunteers/mentees could need and maintaining periodical contact with them. Also, it's important to present the organisation as a space in which each volunteer could share insights, thoughts and feedback to identify and prioritise their needs.

For taking care of the relationship with potential volunteers/mentees, some of the actions that could be taken during this stage are: create a standard form for the candidacy of volunteers/mentees; facilitate contact to attend people and solve doubts; implement personal interviews to know the candidates, in which they have the chance to introduce themselves and the organisation could present its mission, vision and values; deliver information about the activity of the organisation and share with the candidates some further info about specific projects; present the potential mentors that the organisation have; present the experience of previous volunteers/mentees to give them the opportunity to share doubts and previous experiences.

► **2. Reception**

Once the organisation has selected the new team of volunteers, they officially become part of our organisation, the “reception” phase takes place. The continuity and satisfaction of the volunteers/mentees who will act as first-rate ambassadors of our organisation will depend on this phase. As in the previous “recruitment and selection”

phase, we must transmit the information clearly and precisely, even anticipating the future “end” phase of the volunteer activity, which will provide a global and transparent view of the entire process.

In this step, the organisation should set a toolbox that, implementing it, guarantee a protocol to identify the first needs of the volunteers/mentees, get to know their personality, circumstances and background, plan the continuous communication with them, and foment the autonomy and self-grown of each volunteer/mentee.

Volunteer Reception Tool Box



► **Volunteers'/mentees' needs**

The toolbox will be used by the organisation to protocolize the different actions to guarantee to respond to the volunteers/mentees' needs.

These actions are being directed to respond to different important items about the new volunteers/mentees:

- Introduce the organisation and the actions taking place. Also, it's important to introduce the staff, to generate a comfortable environment.
- Present their future tasks and schedule times for the first weeks.
- Explain and sign the volunteer agreement. In this agreement their rights and responsibilities to the volunteers/mentees as a part of the organisation. In this contract, both the volunteer and the mentor accept their rights but also their responsibilities as a part of the team. This contract should include the rights of the mentees, so it's also a good way of empowering them in the new space of the organisation. This contract could also include some legal needs, such as the rights of data protection, image protection, volunteer security, etc.
- Generate first meetings (*formal and informal*) with the new team of volunteers/mentees, and also individual meetings. In the first meeting/s with the volunteers/mentees, it's important to focus on their expectations, background, and values. That's why one of the most important things in this stage is to promote introductory activities and teamwork activities, using a non-formal methodology. This kind of activity will give the mentor the picture of the volunteers/mentees and their needs and will create a confident environment between the members of the group. Also, with all this information, each volunteer could create their own personal growth plan, that will be the tool

for monitoring the evolution of the volunteer's needs on the organisation. One example of this kind of activity is delivered at the end of the chapter.

- Facilitate basic information about the local resources on leisure, culture, transport, and, shortly, any field that may be interesting for their new life. A good idea could be creating an infopack for the new volunteers team, with all the logistical and practical information about the city and its opportunities, and some contact persons.

During the second stage, it's the time to deliver specific introductory training to the volunteers/mentees team. The most recommended practice is to decide which kind of training to deliver AFTER meeting the team, so the training will be adapted to the needs and expectations of the group.

3. Accompaniment and monitoring

The objective of the accompaniment is to achieve the best integration of the volunteer/mentee, either in their work team or in the organization itself. In the same way, it is a key phase to achieve the loyalty and long-term implication of the team and to periodically review the situation, needs and growth (*personal and professional*) of the volunteer.

During this stage, the team is already working in the daily life of the organization, so the mentor has the task of supervising their mentees according to the work that has to be done and their needs. That's why, the main objective during this stage is to have the following information: information about the accomplishment of objectives and tasks, information about the personal development of the mentees and information about the team environment.



In order to monitor all these things, the most recommended practice is to have individual periodical meetings with the mentees. In these meetings will be treated the professional part (*work of the mentee in the organization*), but also the personal part (*self-development of the mentee, stage of its personal objectives, other help needed...*). The monitoring of their personal growth plans elaborated in the second stage could be very helpful. The meetings should follow a “problem-solution” structure, in which at the beginning the volunteer will evaluate some items about its professional and personal role in the organization, then the expectations and objectives of the personal growth plan will be reviewed and, finally, some proposals or short-term-objectives will be set by the mentor and volunteer with the purpose

of continuing advancing. One key aspect of the meetings is that the mentor should encourage volunteers to share insights, thoughts and feedback to identify and prioritize program needs.

Apart from these personal meetings, team meetings are also necessary, as well as daily monitoring by the mentor, to engage mentees and have a personal follow up of them. During the team meetings, team objectives could be created, not only about the tasks inside the organization, but also in their relationship as a team. Some of the objectives could be: know the birthday date of at least 3 partners, organize a thematic party, make an NGO route through the organizations of the surroundings, organize training on each one's expertise, discover one cultural plan together...

For the self-development of the group, another good practice could be to define periodical roles. For medium-big groups, it could be a good idea to organize and dynamise the informal and formal part of the team. Some roles could be internal coordinator, leisure coordinator, secretary for the minutes of the meetings, moderator of the meetings... These roles could be periodically changeable or fixed, depending on the group.

With the information of these periodical meetings and the daily monitor, the mentor should adapt its actions in order to accompany and guide the mentees. The mentor could have a follow-up paper, to periodically monitor some items about the volunteers/mentees, according to their evaluation and situation (*talked in the individual and team meetings*).

► **Volunteers'/mentees' needs**

In terms of responding to volunteers'/mentees' needs, the most important thing in this stage is the follow-up of their professional and personal situation with the tools of the previous section. Some items that could facilitate the correct answer and accompaniment of volunteers'/mentees' needs are:

- Permanent training on topics related to the organization and self-development of the mentee, based on their personal and group objectives
- Network with other NGOs or organizations to offer volunteers'/mentees training and knowledge in different fields
- Deliver workshops about team management and communication for volunteers'/mentees for creating a comfortable team environment
- Create a "red call", that volunteers'/mentees could use individually or as a group, meaning an urgent need for a meeting, for personal or professional topics, that will be a safe space in which they could treat specific needs outside of their mentoring scheduled mentoring process
- Facilitate different local, national and international learning resources

- Promote the active participation of the mentee in the organization. Real tasks that could make a noticeable change
- Generate projection perspectives on volunteers'/mentees' tasks. Give more responsibility each time, evaluating their development
- Recognize mentee's achievements

▶ 4. End of mentee/volunteer activity

The end of the voluntary activity of a person in our organization represents the last stage in the cycle. It supposes the end of the commitment that they had initially signed and therefore the end of the rights and responsibilities.

The closure is another natural phase of the management cycle, it is part of the process, so it must not be conceived as something negative. It's necessary to keep in mind the possible feelings and emotions that may arise, in order to be prepared and manage them properly. Again, non-verbal communication, active listening and assertiveness are key elements for a successful exit.

It should not be forgotten that a poorly managed volunteer activity can lead to the volunteer/mentee having a bad opinion of our organization, potentially throwing away an entire period of fruitful collaboration and generating a negative view of our work. Designing a protocol that serves as a script and helps us not to forget essential steps, will be very useful to homogenize processes, prevent forgetfulness and prevent favouritism or distinctions among volunteers/mentees.

It must be considered, first of all, the reason for the end of the mentee/volunteer activity, and proceed according to it, always taking care of the people involved in the process.

Reason for ending the activity	Process
<i>An agreed ending, included in the contract</i>	<ul style="list-style-type: none"> • <i>Final meeting with the mentor</i> • <i>Previous notice</i> • <i>Final evaluation</i> • <i>Informal goodbye with the team of the organization</i> • <i>Communication of the end of the activity to the rest of the organization</i>
<i>Ending as a volunteer/mentee decision</i>	<ul style="list-style-type: none"> • <i>Final meeting with the mentor to know the reason</i> • <i>Previous notice</i> • <i>Final evaluation with the mentor</i> • <i>Informal goodbye with the team of the organization</i> • <i>Communication of the end of the activity to the rest of the organization</i>



Ending as an organization decision

- *Final meeting with the mentor to communicate the decision*
- *Final evaluation with the mentor*
- *Informal goodbye with the team of the organization*
- *Communication of the end of the activity to the rest of the organization*

Ending as a breach of contract

- *Three warm-ups before*
- *Final meeting with the mentor to communicate the decision*
- *Final evaluation with the mentor*
- *Communication of the end of the activity to the rest of the organization*

LET'S RECAP...

VOLUNTEER PLAN FOR RESPONDING TO VOLUNTEERS' NEEDS

1. Stage of recruitment and selection – Review the profile of potential volunteers/mentees; welcoming environment of the organization.

2. Stage of reception – Volunteer Reception Tool Box; Volunteer Personal Growth Plan

3. Stage of accompaniment and monitoring – Individual periodical meetings; Team periodical meetings; Internal evaluation of each volunteer; follow-up of the Personal Growth Plans; “problem-solution” methodology to respond to volunteers' needs

4. Stage of end of mentee/volunteer activity – Define the cause and the protocol to follow; personal evaluation with proposals of improvement for the organization; friendly accompaniment in the last moments in the organization.

Activity 1: Me, myself, and the organization



Materials and resources needed:

A poster with the mission, vision and values of the organization; Papers; Markers; Pens; Pencil colours; Tape; Pencil



Time needed for implementation:

45 min

 **Number of participants:**

More than 2

 **Steps for implementation:**

1. Each volunteer should draw an image of him/herself. In the part of the paper next to the head, she/he has to write down its knowledge (formal education, training, studies...), at the part next to the arms its abilities (what he/she is good at), and at the part next to the legs its expectations in life and in the organisation.

There will be a big poster on the wall with the vision, mission and values of the organisation.

2. The volunteers will have 10-15 minutes in order to do the drawing

3. After 10-15 minutes, each volunteer should give its drawing to the partner on the left. This partner has to read the different parts of the image and attach the draw next to the part of the mission, vision and values of the organization that fits best with the volunteer profile.

4. After all of the volunteers have attached their partners' drawings, each one should explain where she/he has put the partner's image and why. The person who owns the drawing will be able to argue if they think it is the place in the organization where it fits best, or if they would like to focus on another aspect.

Tasks of the mentor:

- Provide the mission, vision and values of the organization
- Prepare the room and the materials
- Coordinate and boost the activity
- Deliver the final recap and information about the objectives list
- Solve possible doubts of the volunteers


Tasks of the volunteer:

- Draw his/herself with the required info
- Analyse the mission, vision and values of the organization and the draw of a partner
- Reflect on the paper of the partner in the organization
- Reflect on its own paper in the organization
- Make a list of its personal and professional goals in the organization


The aim of this activity is to review the formation, abilities and expectations of the team of volunteers, using the mission, vision and values of the organization to draw their own objectives in it according to their profile.

This activity is recommendable in the “reception stage”, but the list of objectives could be used during the mentoring process, in order to evaluate the role of the volunteer in the organization, and how the role of the mentor could be adapted to that.

Activity 2: My growth process

 **Materials and resources needed:** Template “My growth process” (see annex 6); Internet connection; Markers; Post-its; Pencil colours; Scissors; Magazines; Glue; Paper

 **Time needed for implementation:** 1 h

 **Number of participants:** More than 3

Steps for implementation:

1. The volunteers/mentees are going to develop their own process of growth inside the organization, which is going to be their reference document for expectations, personal objectives, and steps to follow during their action in the organisation.

2. For elaborating their growth process, the volunteers will follow different topics to reflect on, inciting that they do it in a free, artistic, and original way. From each reflection, they will extract the conclusions that, lately, will guide them to the redaction of expectations, objectives, and next steps.

3. First, volunteers will work on their expectations. They could use the ones redacted in the previous activity. They will list their expectations divided into personal and group expectations.

For doing this, they could use a collage, regular list, a draw, any format they want to.

4. After that, based on their expectations, they will redact a list of short-, medium- and long-term objectives. First, they will redact the long-term objectives, as the final ones they will reach (inside and outside of the organization), and then, based on those, the medium- and short-term.

5. Finally, once they got the list of objectives they will answer the following questions, and get the “next steps” part of the plan:

- What can I do to start working on my objectives?
- What do I need from the organization to start working on my objectives?
- What do I need from my mentor to start working on my objectives?
- What could I get from my team that will help me in my objectives?

5. Think of 3 things that you could start implementing tomorrow and could help you with your objectives.

Tasks of the mentor:

- *Provide the template “My growth process”*
- *Prepare the room and the materials*
- *Coordinate the activity*
- *Give the final recap and information*
- *Solve possible doubts of the volunteers*

Tasks of the volunteer:

- *Observe the materials provided by the mentor*
- *Write their expectations, objectives and next steps*
- *Reflect on each topic proposed*
- *Participate actively*
- *Present doubts*

The main goal of this activity is for the participants to reflect on their expectations and personal objectives inside the organization, and draw the steps to get them. The most important part of the activity is the reflection and redaction of short, middle and long term objectives because it will give the participants the knowledge of the path they want to follow in the organization.

Unlike the “Personal Development Plan” presented in chapter 6, the “Growth Process” is more focused on the personal development of the volunteer in the organization. This filled template will represent the basis of the accompaniment process of mentor and volunteer, as it will be the document that will be reviewed in each personal meeting. This document is made for helping the reflection of the volunteer on its paper in the organization, and to check the evolution in it.

The goal is to give each participant a folder with their objectives, self-analysis and steps, to periodically review it and redirect it, in order to get the maximum personal and professional benefit from it. The personal growth plan is a tool to respond to the needs of each volunteer, adjusted to their reality.

5. PSYCHOSOCIAL SUPPORT

This chapter addresses the issue of volunteers' mental health, and therefore it may be considered a novelty, in the sense that this issue is still taboo in some EVS/ESC projects.

We tend to associate the term «mental health» with mental disorders or «being crazy», and this is not the case. Actually, mental health refers to a state of emotional, psychological and social well-being. Our mental health influences the way we think, feel and act and defines our interaction with our environment, i.e. how we deal with difficult situations, how we relate to others and how we make decisions. (Pappai, Podolak and Misiuk 2017, 18)

The World Health Organisation (WHO) defines it as «*a state of well-being in which an individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community. Mental health is fundamental to our collective and individual ability as humans to think, emote, interact with each other, earn a living and enjoy life.*» (Vidal. «*Reflexiones sobre Salud Mental*»)

What is more, mental health is one of the 11 European Youth Goals as stated by the Council and the Representatives of the Governments of the Member States in the European Union Youth Strategy 2019–2027:

«Achieve better mental wellbeing and end stigmatisation of mental health issues, thus promoting social inclusion of all young people.»

The role of the EVS/ESC mentor in promoting the mental health of volunteers is focused on prevention but not on treatment, as the mentor is neither a psychologist nor a therapist. A good mentor should take responsibility for supporting the mentee's mental wellbeing as one of the main tasks. But also the mentee should accept the mentor's role as responsible for his or her well-being and should attend and participate in psychosocial support activities that the mentor may organise.

Psychosocial support may be defined as the set of actions that promote the integral well-being of people in the social sphere. It encompasses physical, emotional, social and cognitive health, and includes the support provided by family and friends.

During the EVS/ESC experience the volunteers do not have this support from family and friends, and find themselves in a situation where they have to deal with loneliness.

Psychosocial support in the field of mentoring refers to the mentor's ability to promote the well-being of the volunteer, by alleviating, to some extent, the lack of support from family and friends, and by trying not to make the volunteer feel alone in his or her experience abroad.

Psychosocial support encompasses two dimensions, as the word «psychosocial» suggests.





The psychological dimension, which refers to emotions, feelings and reactions; and the social dimension, which is organised around interaction with others and includes relationships, family and community networks, social values and cultural practices.

In the field of EVS/ESC projects, the mentor's support in the psychological dimension refers to personal support and helping the mentee in case of problems. In the social dimension, this support means helping the volunteer to integrate into the local community and fostering healthy relationships with other people (*Kimming 2015, 20-25*).

► 1. Psychological Support

As indicated in the first chapter on mentoring relationships, the mentor's functions are divided into two dimensions: professional career functions and psychological functions.

There is no need to be a psychology professional to support people. Anyone can contribute to increasing the self-esteem and confidence of others. And this is where the mentor can contribute by promoting the mental health of the volunteers. However, as mentioned above, the mentor is not a psychologist, so he/she has to find a balance and differentiate between acting as a therapist and supporting the psychological well-being of the mentee.

The personal support offered by the mentor should be aimed at the prevention of mental disorders and the promotion of mental health and, in case of detecting that the volunteer has personal or relational problems or difficulties, a good mentor should encourage him/her to go to therapy and facilitate the contact of professionals and even appointments for therapy sessions.

Regarding prevention and promotion of mental health, a good mentor should find time to work on the following aspects of the mental health of their mentees (*San Román Rodríguez. «¿Por qué ofrecer apoyo psicológico a los empleados?»*):

- **Anxiety management:** Anxiety is a normal emotion that can be a reaction to stress and is associated with negative emotions, such as fear, worry or some kind of diffuse restlessness.
- **Preventing or reducing stress:** stress is a normal situation that occurs when we are overloaded with tasks that exceed our resources. Stress can cause headaches, lack of concentration and energy, behavioural changes, weight changes, insomnia or oversleeping, stomach problems, etc.
- **Increasing self-esteem:** this is about strengthening our perception of our self worth and our ability to recognise our achievements.

- **Improving mood:** mood refers to the emotions we feel and is related to low self-esteem, inefficient time management and poor relationships in the working environment.
- **Increasing motivation and commitment:** Motivation increases volunteers' satisfaction and commitment. If they are motivated and committed, they will be more productive and, in turn, the working environment in the organisation will improve.
- **Efficient time management:** Time is one of the most important resources we have and poor time management can lead to stress, can make us feel inefficient and can weaken our self-esteem.

A good mentor should be able to identify any of the situations described above and know how to handle them. In case these situations are beyond the mentor's capabilities, he/she should get the volunteer to see a mental health specialist.

On the other hand, one of the concerns in experiences abroad is loneliness. Volunteers leave their comfort zone and travel to a country where they do not know anyone and may find themselves in a situation of fear and homesickness.

This is where a good mentor should intervene, making them feel at home from the very beginning. It is very important to welcome the person both in the host country and when they join the organisation. But this should not be limited to the moment of arrival.

The role of mentor also includes supporting the mentee throughout the entire process, but not only on a professional level, but also on a personal level. To this end, the mentor should create a more personal relationship with the mentee based on trust and make the mentee feel free to speak openly. This will make it easier for the mentee to tell the mentor about his or her problems, to ask for help or even for the mentor to detect that the mentee has a problem. This is not possible if the relationship is cold. It should be taken into account that the mentor is not or should not be a friend. However, there is always an element of friendship in the mentoring relationship. (*Dewar. «MENTORING V FRIENDSHIP»*)

According to the «Mentor Up – Skill Gap Report», most volunteers give importance to the part of personal and individual support and consider that a mentor should know how to respond to their needs. In this sense, a good mentor should help solve the volunteers' problems by advising and guiding them, but should not solve them because he/she is not a «parent». Volunteers consider that a good mentor should respond quickly to their individual needs, but they are aware that he/she is not a psychologist, so they do not expect personalised psychological support.

LET'S RECAP...

1. Support your mentee's mental health



2. If you can't help them, encourage them to go to therapy

3. Welcome the mentee and offer them a warm welcome – don't let them feel alone

4. Build a relationship of trust so that they can tell you about their problems

5. Help them to solve their problems, but don't solve them yourself

6. Be there for them and support them throughout their experience

▶ **2. Social Support**

As mentioned above, social support is about helping the volunteer to integrate into the local community and to encourage healthy relationships with other people as they find themselves in a new environment with new people.

The role of the mentor in this area has to depend on the attitude of the volunteer. In other words, in this case, the mentor has to adapt to the needs of the volunteer. There are those who are more introverted and find it difficult to interact with new people, there are those who only find it difficult at the beginning and then manage easily, and there are those who have no such limitations. Therefore, the mentor should provide the volunteer with encouragement to actively participate in the local community according to the needs of the individual volunteer.

During the process of welcoming the volunteer, it would be interesting for the mentor to introduce him/her to the people involved in the host organisation, both to the other volunteers and to the organisation's own staff, because some may find it embarrassing to approach someone and introduce themselves.

From the beginning of the volunteering experience, the mentee should try to integrate into the organisation, the project and the local community, and the mentor should help him/her to do so.

To this end, the mentor should foster the volunteer's relationships both inside and outside the organisation and support him/her in discovering the new city or region. In terms of fostering relationships, a good mentor should assign team tasks and organise group activities so that volunteers have the opportunity to interact with each other, get to know each other better and even seek guidance and help from other volunteers. A good mentor should encourage this relationship of mutual support among volunteers in the organisation and teamwork. In this way, they will feel more integrated in the organisation and a healthy working environment will be created.

In order to make the EVS/ESC experience more enriching, it would be desirable for the volunteer to develop relationships outside the host organisation. To this end, the mentor should personally introduce them to suitable contacts so that they can expand their social and professional network, so that their social life and leisure time are not exclusively dependent on the mentor, the host organisation and the volunteer service. To develop relationships outside the host organisation, the mentor can encourage them to become actively involved in the local community and keep them informed of local events and leisure activities planned in the city.



In order to encourage them to participate in the local community, the mentor needs to know their interests and hobbies in order to know which local organisations and associations to introduce them to and to know what kind of events and leisure activities to inform them about.

It is true that this kind of information can be accessed through the Internet, where even more resources can be found, and that the role of the mentor may not be indispensable. But as indicated above, the role of the mentor in this area will depend on the needs and shortcomings of the volunteer.

LET'S RECAP...

1. Introduce your mentee to the staff of the organisation

2. Encourage healthy relationships within the organisation

3. Get volunteers to interact and work as a team

4. Introduce them to the local community and encourage them to get involved

5. Foster relationships outside the organisation and help them expand their social network

6. Encourage them to discover the new city

7. Provide them with resources and information about local events and leisure activities, if necessary

Activity 1: Mind Map «Why am I worried?»

The activity Mind Map «Why am I worried?» aims to identify causes of anxiety, stress, de-motivation or low mood. The aim is to determine which factors, events, happenings or actions of other people can cause mood disorders.

The fears and worries that accompany us when we suffer from a mood disorder are often diffuse and tend to trap us in an attitude of worry, without knowing what exactly it is that worries us, and a first step to combat them is to identify their causes.

Writing down our feelings is a way of externalising our thoughts that can help us to discover and understand our emotions and to clarify ideas. If we do not know the causes of our mood disorders, we will not be able to eliminate or change them, nor find solutions, so our mood will not improve. Unnecessary thoughts and negative emotions are not pleasant. They need to be identified so that they do not remain.

Therefore, in the Mind Map activity «What worries me?» you should do it individually and try to identify elements that refer to both positive and negative emotions and thoughts, as well as the social support you receive.

A Mind Map is a graphic tool that represents a diagram in which we find related concepts based on a keyword or a main theme. In the centre we find the central idea that expands in all directions and is related to other topics or concepts through images, lines and connectors. It is a way of organising information visually. A mind map can include words, letters, numbers, images, colours, etc.

This method is used to unlock the full potential of the brain, as it aims to improve creativity, the search for solutions and, especially, the achievement of clearer thinking.

Moreover, it is a method that can be implemented in any aspect of life in which we need to organise information to clarify our thoughts. To make a mind map, it is useful to first make a summary or a list of the main and secondary ideas. Then, write these ideas on paper or on a computer, placing the main idea in the centre of the Mind Map and the related ideas around it. Finally, connect all the ideas (including the main idea) with each other using lines.

This activity can be useful in managing the mood situation. Once the factors that have caused the mood disorder have been identified, it is recommended to draw up a list of controllable circumstances, events and actions. The mentee can then start working on this list, trying to avoid these situations as much as possible or apply coping techniques. Sometimes it can be very difficult to control the trigger factors, so the mentor can support the volunteer. This is a complementary activity to the Mind Map «Why am I worried? The first activity consists of an analysis that aims to identify the causes of a problem and,

for this activity to be useful, it is recommended to carry out a second activity, which can be any activity that aims to manage the analysed problem.

 **Materials and resources needed:** Computer or paper and pen
Mind Map Model (see Annex 7)

 **Time needed for implementation:** 1:00h-1:30h

 **Number of participants:** 1

Steps for implementation:

1. The mentee takes a piece of paper and lay it horizontally or does it in digital format.
2. Write the main idea in the centre of the paper. This could be the name of the volunteer.
3. Write all the main concepts surrounding the main idea, which could be the same as the example below (goals, fears, concerns, frustrations, hobbies, family and friends, qualities, motivation).
4. Then write around the main concept, the secondary concepts, and relate them.
5. Connect all of the ideas together using lines, arrows, etc.

Tasks of the mentor:

- Identify situations in which the mentee needs help.
- Encouraging the mentee to make the Mind Map in case he/she needs support
- Help the mentee and give him/her instructions on how to do it.
- Reflecting with the mentee on the mind map and the problems identified
- Support the volunteer in managing the problem.

Tasks of the volunteer:

- If you need help, let the mentor know.
- Make a mind map
- Reflect with the mentor on the mind-map and the problems identified
- Develop a plan for managing the identified problems, e.g. a list of controllable situations, and work to avoid or deal with them.

As mentioned above, a good mentor should be able to identify situations in which the mentee needs help even if he/she does not communicate it. Therefore, this activity can be implemented in case the mentor detects that the volunteer has a mood disorder, such as anxiety, stress, de-motivation, low mood, lack of self-esteem, or in the extreme, depression. It can also happen that the volunteer transmits the difficulties he or she is going through to the mentor. In both cases, a good mentor should encourage the mentee to draw up a mental map.

Activity 2: Profile Dance

The aim of the activity «the dance of the profiles» is for new volunteers to have a first contact, to get to know each other better and to have the opportunity to interact in a group activity. The idea of this activity is that volunteers begin to have relationships with each other, so that both teamwork and the creation of their social network are encouraged.

It is a very dynamic and interactive game that consists of a series of phases. The first phase consists of each participant creating a social media-like profile on a piece of paper, on which they write their name, age and country of origin. The participants will all show the sheet of paper at the same time and will have two minutes to memorise everyone's name. After two minutes, music will play.

A basic rule of the game is that while the music is playing they will have to dance and, at the same time, they will be exchanging the profile sheets between them, so that once the music stops, each participant will take the profile sheet of another participant. The second phase will consist of a round of questions. The first of these will consist of drawing a picture on the profile sheet of the person who has been given to you. Therefore, participants will have to look at the name they have been given on the sheet and look for the person in question in order to draw him or her. To do this, they only had two minutes to memorise all the names.

When they have finished drawing the person, the music will play again and they will have to dance and swap the profile sheets again. When the music stops, they will have to look for the person who has been drawn on the sheet and ask him/her a question that has already been pre-established by the mentor and they will have to write it on the profile of the person in question.

This step will be repeated as many times as questions have been prepared by the mentor. The questions should be focused on getting to know the person. They can be their studies, profession, favourite film or series, musical tastes, last book read, dream trip, etc.



Materials and resources needed:

Profile template (see Annex 8); Pens; Sufficient space; Music equipment



Time needed for implementation:

1:00h-1:30h



Number of participants:

5 to 20

Steps for implementation:

1. Each participant creates his/her profile on a sheet of paper by writing his/her name, age and country of origin.
2. Each participant shows his or her profile to the others and tries to memorise the names of his or her partners.
3. Once the music plays, each participant has to dance while exchanging the profile sheet with the others.
4. Once the music stops playing, they have to stop, check the profile gotten and look for the person to whom it corresponds.
5. Once they have found the person, they have to draw the person on his/her profile sheet.
6. The music starts playing again and the participants dance again and exchange their profile sheets.
7. Once the music stops playing, they have to stop, check the profile gotten and look for the person to whom it corresponds.
8. When they find the person, they have to ask him/her the question indicated by the mentor and write the answer on the sheet.
9. Steps 6, 7 and 8 are repeated again depending on the number of questions prepared by the mentor and listed in the profile template.

Tasks of the mentor:

- Prepare the music
- Prepare the profiles with the questions
- Prepare the necessary materials
- Explain the game and give clear instructions.
- Turn the music on and off throughout the game.

Tasks of the volunteer:

- Follow the mentor's instructions
- Actively participate in the game
- Try to get to know people and make yourself known throughout the activity.

This activity is intended to be carried out at the beginning of the volunteering experience. The mentor should propose it to new volunteers during the first few days of joining the organisation. There is no point in carrying out the activity at a later stage, as the aim of this activity is to give volunteers the opportunity to have a first conversation and to get to know each other.

6. PROFESSIONAL DEVELOPMENT

EVS/ESC projects are a tool for the personal and professional development of young people in Europe. It is a learning opportunity for them to develop professional competencies and skills through a volunteering experience in the European Union and beyond.

During this experience, young people leave their comfort zone, which means a great effort and a big change in their daily lives. However, it is a very empowering experience in which they go through a process of maturity, in all areas of life, including their professional life. The fact of introducing changes in their routine, meeting new people and cultures, and trying new things, is a determining factor in learning new skills and generating new ideas, as well as opening up to new ways of being. This is a process of evolution and personal growth, which is closely linked to professional development.

Professional development may be defined as a continuous process marked by an employee's desire for self-improvement. It is a series of actions that a person undertakes to improve, increase or strengthen his or her job, i.e. to grow professionally.

These actions are essentially about acquiring, developing, accumulating and improving experiences, skills, competences and relationships at work.

Furthermore, the professional development of volunteers is a key factor in improving the quality and results of EVS/ESC projects, as well as in increasing their impact. The fact of finishing the volunteering service having developed new professional skills and competences means that it is easier to access the labour market, especially for young people in their first job. Therefore, it is important for the mentor to be aware of the potential of the EVS/ESC experience and to use the opportunity to foster the development and updating of the volunteer's knowledge and skills in a professional environment.



► **Aims of the mentoring process**

Before getting into the subject, it should be pointed out that the goals of the mentoring process are aimed at achieving the professional development of the person being mentored, as we can see below:

1. Defining and achieving the objectives of the mentee.
2. Achieving the mentee's personal satisfaction.
3. Making the mentee efficient and effective.



The ESC experience can be crucial for the volunteer’s success and professional development. This is where the mentor should exercise his or her role as a «teacher». In mentoring relationships, we find a person with experience in a particular professional field, the mentor; and a person in the process of learning with less experience, the mentee. In this relationship, the person who knows more helps the person who knows less by passing on knowledge and experience.

The mentoring process is key to the professional growth of the mentees, in the sense that they can count on a person who guides them in their personal, training and professional development, thanks to the experience that the mentor already

has and conveys to the mentee, sharing similar situations they have been through, their successes and their mistakes; and helping them to grow and continue their professional career.

► **How can a mentor help?**

A mentor may contribute to the professional development of his or her mentee in several areas. To do this, a good mentor should work on the qualities of the person they are mentoring in order to develop their potential with the aim of guiding them towards achieving their professional goals. The mentor should help the volunteers to get to know themselves well, and to identify their strengths, in order to enhance them, and their weaknesses, in order to counteract them.

But this cannot be based merely on the fulfilment of his or her voluntary service. The mentor must pay attention to the type of volunteering he/she does and the functions he/she performs, as well as the professional environment in which he/she operates. Described below are the different areas that a good mentor should work on in order to contribute to the professional development of the mentee:

► **1. Promoting the development of knowledge, competencies and skills**

One of the main tasks of a mentor is to help the volunteer to develop skills and competencies, as well as to promote training and learning by providing new knowledge.

The first step is to help the mentee to discover him/herself by helping him/her to identify his/her strengths and weaknesses, as well as to self-assess his/her skills and





abilities. This can be useful both for the mentor, who can get to know the person better, and for the volunteer, who can set short- and long-term career goals, prioritise training needs and develop an action plan, with the assistance and guidance of the mentor.

On the other hand, it is crucial to include the volunteer in the management of the host organisation, making them part of the important internal and external processes, and allowing them to actively participate in them, propose their own ideas and develop their own projects.

In this way, the mentor can ensure not only that the volunteer feels integrated, but also that he/she can develop at least the following key competences:

- Personal, social and learning to learn competence.
- Cultural awareness and expression competence
- Entrepreneurship competence

In addition, they will have the opportunity to get a first-hand insight into the field of work of the host organisation, as well as an introduction to the youth workers career. This is an important point highlighted by the volunteers according to the «Mentor Up – Skill Gap Report». It is a necessity expressed by volunteers that mentors need to fill. To this end, mentors should be involved in the training of volunteers in the field of their profession, creating a space where they can grow professionally through practice and active participation. The mentor should help them to understand all aspects and realities of a youth worker's career, such as programme responsibilities and project management.

However, a good mentor should not confuse this with full or partial delegation of the usual tasks performed by paid staff. Nor is it a question of the volunteer performing highly responsible tasks without supervision.

It should be noted that volunteers are usually new graduates with no work experience. Volunteering in the field of EVS/ESC often acts as a bridge between the educational process and the integration into the labour market of the volunteer. Therefore, a good mentor should not assume that volunteers know certain important aspects of their professional career. In addition to introducing them to their professional careers as youth workers, a good mentor should go further and make the effort to explain to them the professional standards and ethical considerations they have to comply with as youth workers and make them reflect on this.

On the other hand, a good mentor should introduce the mentee to the organisation and its staff at the beginning of the volunteer placement. Orienting the newcomer to the organisation is an essential process, through which the volunteer will be able to feel part of the organisation and adapt and integrate more quickly. They will also be able to operate in a professional environment once they get to

know their colleagues. Moreover, he/she will get to know better the functioning of the organisation, which will help him/her to achieve a good performance of tasks.

Finally, given the mentor's role as a «teacher», the mentor should assist the volunteers in finding resources and information sources that can help them to better perform their tasks and to learn more about the professional field of youth workers, such as books, software, websites, reference persons, etc.

LET'S RECAP...

1. Help your mentees get to know themselves better

2. Encourage them to develop their action plan

3. Introduce them to the youth workers career

4. Introduce them to your organisation and its staff

5. Make them feel part of the organisation

6. Assist them in the search for resources and sources

It should be noted that the mentor is responsible for guiding and assisting the volunteer's professional development. However, it should be emphasised that this is not the sole responsibility of the mentor. It is true that the mentor's role is essential in the whole mentoring process, as he/she supports, helps, advises and guides the volunteers, but the volunteers are responsible for establishing their professional plan, identifying their skills, knowledge, abilities, interests and values, especially with a view to their subsequent incorporation into the labour market and their future in general. The mentor's task is to prepare the mentee, but it is up to the mentee how he or she will use his or her potential.

Therefore, in the activities described below in this chapter, the role of the volunteer in exploiting his or her potential is taken into account. These activities aim to raise volunteers' awareness of the benefits they have obtained throughout their EVS/ESC experience in the form of new skills and competences developed, as well as new knowledge acquired.

▶ 2. Support networking

An important aspect for the mentor to consider is to bring the mentee's professional network closer and wider. To do this, a good mentor should include and integrate the mentee into the organisation's internal processes, as well as those external to the organisation to create connections that allow volunteers to access resources and professional relationships within the organisation and the community in general.

It is true that the portfolio of contacts may be something very valuable and personal to the mentor, which may have taken a long time to cultivate and is not easily shared. However, it is crucial to support the professional growth of the mentee. Therefore, a good mentor should help the volunteer with referrals for future employment possibilities. Providing contacts and introductions to people can be useful to mentees in the sense that it may help them achieve their career goals.

On the other hand, once the life cycle of the mentor-mentee relationship has progressed, it is important that the mentor gives the mentee a certain visibility by ensuring that his or her skills are perceived by others, both inside and outside the hosting organization.

It would be interesting that the mentor strengthens the volunteer's network of contacts in person, inviting him/her to attend and participate in meetings, congresses, events, etc. This is the traditional way of networking, which technology has not been able to replace. However, promoting the job profile in online professional networks is complementary and is becoming more important. The mentor should assist the mentee in getting to know these networks and help him/her to create a profile and participate in them.

LET'S RECAP...

1. Promote the mentee's professional relationships within and outside the organisation

2. Assist the mentee to participate in online professional networks

3. Assist with referrals for future employment possibilities

4. Make the mentee seen by others

Activity 1: Professional Development Plan – «Discovering the mentee»

«*Discovering the mentee*» consists of elaborating a Professional Development Plan (*PDP*), which is a very useful tool to help the mentee to orientate his or her future development and professional growth.

Moreover, it is a tool that can also be useful for the mentor, through which he/she can get to know the volunteers better in order to know how to guide and make them fit better with the project.

This activity is implemented by the mentees and aims to set their own career goals, identify their weaknesses and strengths in order to know themselves better, set milestones for their career path and make the achievement of these milestones more feasible and understand what will lead to reaching them.

The Professional Development Plan (*PDP*) has to include a description of the objectives, strengths in the form of skills and competencies, as well as weaknesses, taking into account the aspects that need to be improved in order to achieve the set objectives. It consists of a roadmap of where we want to go and what we are going to do to get there. (*Indeed Editorial Team, «How To Write a Professional Development Plan»*)

A Professional Development Plan can go beyond the professional level, and the mentee may incorporate personal or spiritual goals.

The goals to be set may be short term, for example, 12 months, similar to New Year's resolutions. Or, long-term goals could be set, for example, by answering the question «where do you see yourself in 5 years?»

In any case, objectives should be SMART, i.e. specific, measurable, achievable, realistic and timely, as it is explained in Chapter 3. It is recommended to prioritise objectives according to the importance and the benefits they bring to your career. Writing down career goals is a first step, which allows us to identify them, set deadlines for achieving them, and take appropriate action to meet them. However, these goals may not be met by the deadline or at all. But this allows us to have a clear view on our successes and failures, and to re-take action or re-establish goals. A Professional Development Plan (*PDP*) is therefore also a tool to monitor progress and see where we have failed or got stuck, and is a way to motivate us to take action to successfully meet our goals.

 **Materials and resources needed:**

*Computer or paper and pen
PDP template (see Annex 9)*

 **Time needed for implementation:**

*PDP Drafting: 1:00h-2:00h
Reflection session: 00:30h-1:00h*

 **Number of participants:**

2 (mentor y mentee)

 **Steps for implementation:**

1. The mentor instructs the mentee to draw up a Professional Development Plan, explaining what it consists of and providing the necessary instructions.
2. The mentee drafts the Professional Development Plan, which should include at least the following content:

- Name
- Data
- Professional Goals
- Skills or strengths to be further exploited or used
- Weaknesses or development opportunities
- Specific objectives and action measures
- Date of next review

The template inserted in this table is suggested to carry out the exercise. However, you can add any other fields you consider necessary.

3. The mentor reviews the PDP.
4. The mentor has a session with the mentee to reflect on his/her PDP and guides him/her by providing suggestions or improvements.
5. The mentee corrects, if necessary, the PDP.

Tasks of the mentor:

- Encouraging the mentee to write the PDP
- Reviewing and reflecting on the PDP
- Discussing the PDP with the mentee
- Provide guidance with constructive suggestions and improvements
- Ensure that the mentee meets the objectives he/she has set out in the PDP

Tasks of the volunteer:

- Drafting the PDP
- Reflect on it
- Reflect on and take into account the mentor's input
- Work towards achieving the set goals in the PDP before the next review date

This activity aims to provide an overview of the qualities of the volunteers in order to know where they are starting from, i.e. to know the initial state of their professional development. It would, therefore, make the most sense for this activity to take place at the beginning of their volunteering service. It would be recommended to carry out this activity in two different situations:

- The «Discovering the mentee» activity is intended to be used during the Pre-Departure Training (PDT), as it is a key phase of the volunteering process. It is important that the mentor of the Sending Organisation (SO) has a good knowledge of the volunteer's job profile and how he/she fits into the project in question.

- During the On-Arrival Training (OAT), the mentor of the Hosting Organisation (HO) may ask the volunteer to carry out this activity. In this way, the mentor will be able to have a kind of «initial situation analysis», on the basis of which he/she will know how to steer the mentoring process throughout the volunteering experience. By knowing the volunteer's job profile, the mentor will be able to know what kind of tasks he/she can perform and will be able to offer the volunteer a more individualised guidance.

Activity 2: Professional Development Plan – «Resetting the mentee»

The activity «Resetting the mentee» requires the previous activity «Discovering the mentee», in the sense that the second one completes the first one.

The «Resetting the mentee» activity aims to carry out a final evaluation of the Professional Development Plan that the volunteers have made at the beginning of their EVS/ESC experience. Therefore, this second activity should be carried out at the end of their experiences through three different exercises of reviewing and reflecting on what they have learnt and changing or setting new goals. It is basically about reflecting on results, evaluating achievements and progress, and reviewing and re-establishing new professional goals and future plans.



Therefore, the mentee should evaluate the initial Professional Development Plan, specifically:

- Whether or not they have achieved their stated career goals.
- Whether or not these are still their objectives.
- The state of their strengths, i.e. whether or not they have improved over the course of their EVS/ESC experience.
- Whether they have counteracted their weaknesses, i.e. whether they have taken the opportunity to develop them.
- Measure which specific objectives they have achieved and which ones not.
- Evaluate which measures have been taken and which have not.
- Reflect on and re-establish new objectives and measures of action.

Thanks to this review, volunteers will discover the changes and learning acquired during their EVS/ESC experience in an unforgettable way. It is a way to show the mentee how far he/she has come and to motivate him/her to go on with the achievement of his/her goals after the end of the volunteering experience.

This activity has an added value for the EVS/ESC projects, as it can contribute to the improvement of their impact on society if the volunteers integrate the new learning into the labour market, thus ensuring the sustainability of the projects in the long term. The results would not end once the volunteering experience is over.

 **Materials and resources needed:**

*Computer or paper and pen
PDP template (See Annex 9)*

 **Time needed for implementation:**

*Reviewing the initial PDP: 0:30h-1:00h
Drafting the new PDP: 1:00h-2:00h
Reflection session: 00:30h-1:00h*

 **Number of participants:**

2 (mentor and mentee)

 **Steps for implementation:**

- 1. The mentor instructs the mentee to review and reflect on the initial PDP and to draft a new PDP.*
- 2. The mentee reviews his/her initial PDP.*
- 3. The mentee reflects on the objectives achieved during the volunteering experience and on new professional goals.*
- 2. The mentee writes his/her new Professional Development Plan.
The same template as in the previous exercise is suggested. However, fields can be added as appropriate.*
- 4. The mentor reviews the new PDP.*
- 5. The mentor has a session with the mentee to reflect on his/her achievements and new goals, in which the two PDPs are compared.*

Tasks of the mentor:

- *Encourage the mentee to reflect on his or her initial PDP.*
- *Encourage the mentee to draft a new PDP.*
- *Provide the mentee with the necessary instructions*
- *Discuss the PDP with the mentee.*
- *Provide the mentee with constructive suggestions and improvements.*

Tasks of the volunteer:

- *Reviewing and reflecting on the initial PDP*
- *Draft a new PDP.*
- *Reflect on and take into account the input of the mentor.*
- *To pursue the achievement of the set goals the PDP.*

This activity is planned to be carried out at the end of the volunteering period. A recommended situation would be one month before the end. The mentor of the Hosting Organisation (HO) could encourage the volunteer to develop the PDP «Resetting the mentee» if he/she has also done the first activity during the Pre-Departure Training (PDT).

If the first activity has been done during the Pre-Departure Training (PDT), it would make more sense to do the second activity at the annual EVS event.

7. INTERCULTURAL SENSITIVITY IN MENTORING RELATIONSHIP

Intercultural sensitivity in mentoring relationship



Being a mentor and mentee brings lots of issues to the table. Preparations and the way that mentoring relationship is set and managed can reflect a lot on mutual acceptance and understanding. Important aspect, in this sense, is connected to capacities of both sides. Mentor and mentee should be open to exploring different topics together such as equality and diversity, cultural differences, mutual acceptance and respect, gender equality, etc. They should be prepared to enter into the conversation and take their roles accordingly to learn and advance together through the mentoring process.

Important issues to keep in mind when you are becoming a mentor is to know as much as you can your own culture and culture of your mentee and volunteers. We need to accept that our behaviour is rooted in our culture and is permanently influenced by it. This is what a natural relationship with society brings to us. Being a part of the group and maintaining social relationships is a fundamental need and desire of every human being. Culture can be seen as the psychological roots and the emotional anchor of a personality and denying its influence leaves an individual without this very important emotional support.

Mentoring process can be applied in many different situations but is most likely to be used for EVS/ESC projects when young people would need the support from the hosting organization and youth workers.

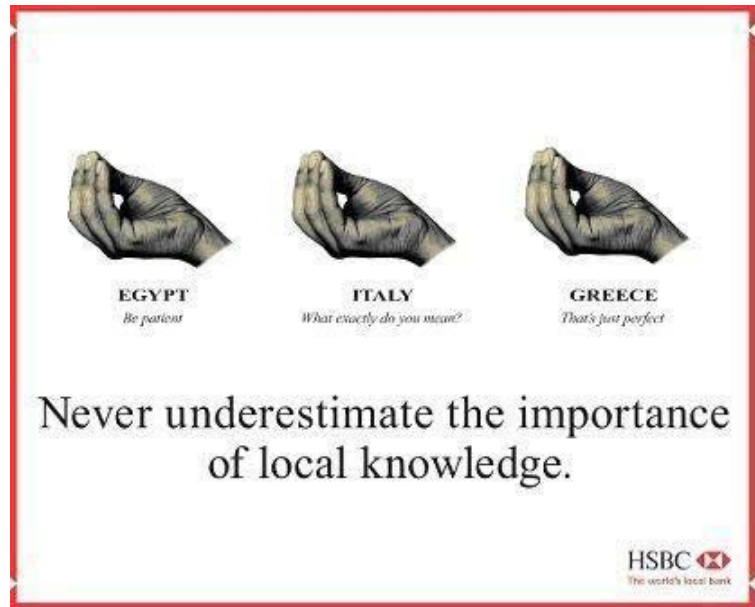
ESC projects present a chance for young people from two or more countries to meet, exchange experiences, get to know each other and learn from one another using different methods of non-formal and informal education. The most important dimension of a youth exchange is the intercultural environment that contributes to breaking of stereotypes and prejudice, building of young people's attitudes on phenomena in the society and adoption of values based on openness, tolerance and accepting differences. Participants in the exchange are all coming from their local contexts and they are coming back to their communities enriched by an international and intercultural experience, new knowledge, contacts, ideas and a motivation to work on changes in their own environment.



► **What is culture?**

Culture includes, among others, the form of government, economy, history, language, non-verbal language, education, arts, technology, science, school system, religion, perception of life & death, sports, eating & drinking habits, table manners, other customs & habits, literature, social life, media, advertising, social security system, traditions, national holidays, music, poetry, names, emotions, clothing, architecture, national heroes, norms, values, attitudes, laws, family life, nature, sports, pride, fairy tales, etc.

Living in and with another culture means having that foreign culture as the framework for all daily action. It is not possible to establish the same relationship to culture as described above to a totally new environment in just a few days/weeks. Thus, it is important to keep an anchor to one's own culture in order not to „get lost“.



Keeping that anchor also means not denying any part of your own culture: Identification means accepting the facts, accepting past and current reality in your own country, accepting its influence on your own personality and thinking, but not necessarily advocating all that belongs to your own culture. Criticism is allowed and encouraged but should be done within active discussion and questioning.

Knowledge about your own country:

- *Geography, being able to draw a map of your country*
- *History*
- *Political system, politics*
- *Economic situation*
- *Education and university system*
- *Food, traditions, songs in your language*

Knowledge about other country:

- *Geography, climate, weather*
- *Economic situation*
- *History and politics and historical and political relation to your own country*
- *Daily environment*
- *Do's and Don'ts*
- *Image of your country in another country....*

► **Principles of interculturality**

According to Carlos Giménez, interculturalism has three fundamental PRINCIPLES: equality, respect for diversity and positive interaction. As described in Council of Europe Guide for Intercultural competences, we can say the following about these principles:

- **Equality:** emphasising policies and programmes for equality (*legal equality, equal treatment, equal opportunities and gender equality*) as an essential requirement in the fight against models of exclusion (*racism, xenophobia, discrimination and segregation*).
- **Respect for diversity:** this is complemented by the principle of equality, as it is only within a framework of equality (*absence of stark inequalities*), that the differences and features of different groups can be respected without essentialism or paternalism.
- **Positive interaction:** emphasising what we have in common, in other words, making the most of diversity to formulate and boost this common sphere and establish intercultural collaboration or cooperation. This shared sphere is not a given. It is dynamic, it changes over time, and will continue to be identified and formulated, both collectively and through participation.



► **Intercultural competences**

Intercultural competency is the ability to mobilise and implement relevant psychological resources to provide an appropriate and effective response to the demands, challenges and opportunities presented by intercultural situations.

Based on the Reference Framework produced by the Council of Europe on Skills for a Democratic Culture, extracts 14 of the 20 components identified, considering them necessary for the development of intercultural competency:

Values • Human dignity and human rights. • Cultural diversity.

Understanding • Of oneself and self-reflection. • Of languages and communication. • Of the world: culture, cultures, religions.

Attitudes • Openness to cultural otherness and other beliefs, points of view and practices. • Respect. • Self-efficacy. • Tolerance to ambiguity.

Skills • Critical and analytical thought. • Listening and observation. • Linguistic, pluri linguistic and communicative. • Empathy. • Flexibility and adaptation. ¹

¹ Guide to intercultural competencies, <https://rm.coe.int/guide-to-intercultural-competencies/-/1680a10d81>



Activity 1: Browse and pause!



Participants are split into groups of up to 4 people with the task to explore the web and find the most interesting, inspirational and motivational videos that promote tolerance, intercultural dialogue and understanding. Each group has a task to find three videos. After an hour, or browsing the net for the videos, the whole group gets together for show and tell, where everyone presents their findings and explains why they've chosen certain videos and how do they understand them, and how they can be used.



Materials and resources needed:

Smartphones, laptops, video beam



Time needed for implementation:

90 min



Number of participants:

4 to 40 people



Steps for implementation:

- 1. Split participants in small groups*
- 2. Give them the task to find videos to explore the web and find the most interesting, inspirational and motivational videos that promote tolerance,*

intercultural dialogue and understanding. Each group has a task to find three videos.

3. After an hour, or browsing the net for the videos, the whole group gets together for show and tell, where everyone presents their findings and explains why they've chosen certain videos and how do they understand them, and how they can be used.

4. Together with participants you should come to the general terms about tolerance, dialogue, intercultural dialogue and understanding

Tasks of the mentor:

- *Giving the task to participants*
- *Taking care of the technical aspects of implementation*
- *Moderating the discussion*
- *Prepare handouts about tolerance, intercultural dialogue and understanding*
- *give the floor to participants to share their own experiences*

Tasks of the volunteer:

- *Actively looking for the videos about tolerance, intercultural dialogue and understanding*
- *Sharing with other group members about the ideas presented in videos*
- *Present the chosen videos*
- *Discuss with their group members about the messages given in video materials that all groups presented*
- *Be a part of general discussion about tolerance, intercultural dialogue and understanding*
- *share their own experiences regarding the topic*

Every time it is needed to open the following topics this exercise can be used:

- *Developing and enhancing critical thinking among participants*
- *Opening a discussion about culture and intercultural dialogue*
- *Introducing interactive and innovative methods of research and analytics*
- *Working with raw data and facts*

Activity 2: Making a statement




This exercise helps us to articulate the main values and opinions that we share about the important topics in our lives. Participants will get insight about the way their peers are thinking about the world we live in. They will be able to share and understand the ideas they have about it.

Sometimes what we consider to be a common understandings of values needs to be additionally explained.

The trainer can propose a list of words related to the topic, e.g. conflict, love, friendship, dialogue, religion, borders, etc. and split the group into couples or smaller groups where each group would have a task to make a definition or a statement which either defines or comprises that word. Definitions and statements should be short, witty, and universally comprehensible.

 **Materials and resources needed:** *Flip-chart papers, marker pens, pens, A4 papers*

 **Time needed for implementation:** *45-60 min*

 **Number of participants:** *10 - 40 people*

Steps for implementation:

- 1. Split the group into small groups or couples*
- 2. Trainer can propose a list of words related to the topic, e.g. conflict, love, friendship, dialogue, religion, borders, etc.*
- 3. Each group has a task to make a definition or a statement which either defines or comprises that word. Definitions and statements should be short, witty and universally comprehensible.*
- 4. For inspiring participants trainer is on every 5 minutes bringing a photo or an object, introducing a sound or a part of some song, etc.*
- 5. Participants are presenting their definitions and interacting with other participants during short discussion*
- 6. Trainer is leading a generalisation at the end of the session with the focus on why are these topics important for mutual understanding and accepting*

Tasks of the mentor:

- giving the task to participants*
- taking care of the technical aspects of implementation*
- preparing the list of values as a handout*
- prepare the objects, music, images to inspire participants*
- moderating the discussion*

Tasks of the volunteer:

- active participating in the task*
- look for their own definition of common values and articulate it as a statement*
- saying their part during the discussion and share with their peers*

This activity can be applied any time during the mentoring process for achieving the following goals:

- Exercise of critical thinking and concise definition of terms*
- Discussion about important underlying values behind words used every day*
- Using of innovative approach and humour in work*
- Using of group work in creative processes*

8. MOTIVATION

How to motivate volunteers?

Maintaining volunteer motivation can be challenging at times and many youth organisations are facing this challenge. The fact that they give up their own free time to contribute to a cause means that what motivates them isn't always the same as someone working in a paid or full-time role.

What is seen as motivation for one individual may not be for another, so having a range of motivation techniques can help you identify what each of your volunteers respond to best. Here is how you can motivate your volunteers and what you should have in mind when you open a call for volunteers.



1. Show respect

The most important aspect of managing volunteers and to work for them to be happy is to show them respect. They are giving up their own time to help further your cause and showing respect is an integral part of building trust and empathy with them. When all of us first started with our engagement within our organisations the way how we were treated was essential for us to stay with them and to be included in all activities. Listen to your volunteers to hear about their needs and try to respond to them either if you can or can't fulfil them. If respected, every individual can show potential without being blocked by bad treatment and ignoring.



2. Communicate

Regular meetings are vital as they will give your volunteers a sense of direction, especially at the beginning of their engagement. Make sure you give volunteers a chance to have their say and provide support and supervision when it's a new area of responsibility for them. Mentors can have a big role in this. They are the connection between the organisation and volunteers. Any kind of misunderstanding can lead to wrong reactions from your volunteer and the sense of failing if it comes up that the results of his/her work are not what is expected. Bad communication can also mean a lack of respect.



3. Have an open-door policy

Try to be accessible and approachable; volunteers should feel comfortable coming to you for advice and if they have any questions or concerns.

In addition, you should attempt to «check-in» with them from time to time. This is closely connected to your communication style and openness can additionally add to your respect for volunteers efforts and contribution. Open-door policy gives a new quality to your overall work and reflects all the value of youth work that youth organisations should follow.



4. Find common goals

The chances are your volunteer has chosen to contribute for a number of reasons; to gain new skills, to get self-esteem, to contribute to the community, to meet new people, or to give them something to do. Discuss with them what role is going to provide the most value for their own reasons for volunteering, as well as what is going to be beneficial for your organisation. For this relationship to work the best option is for both sides to be equally included.



5. Recognize achievement

Although volunteers are unlikely to have joined your organisation in order to receive praise, that doesn't mean it won't drive them to continue to produce quality results and to stay at their best performances. The effect of recognition and praise plays a huge part in keeping volunteers motivated. This is the way to also motivate others to join. Recognition of someone's achievements means that their job is important, their time is invested properly and that they matter.



6. Build team spirit

No matter how long they will be in your team they are now with you and investing themselves in your organisation's causes. Try to build a sense of community within your team; the more comfortable volunteers feel, the more likely they are to feel relaxed and, in turn, be more productive. You could, for example, host a gathering to allow volunteers to get to know each other or arrange to go for a meal every few months.



7. Encourage development and training

Almost all volunteers want to maximise the contribution they make to their organisation, yet many receive limited training. Investing in personal development and training, even if it is scaled down from what employees receive, not only gives volunteers a better understanding of their role but motivates them to better themselves.



8. Accommodate

Try to be as flexible as possible to your volunteers. Ultimately, they are offering up their free time, their capacities and efforts, so be as accommodating as you can if they need to take time off or are unable to work their usual routine.

How do best practice organisations manage volunteer motivation?



Organisations should make sure that **people with responsibility for volunteers/mentors have sufficient time available to them** to provide proper support to the volunteers, as well as to complete their other tasks.



Make sure that **people with responsibility for volunteers/mentors have the access to a budget for the volunteer programme**, both to make sure costs are covered and to enable further empowerment of volunteers. This could also include making sure that people with responsibility for volunteers/mentors have opportunities to contribute to the development of annual organisational budgets.



Having good communication – making sure people with responsibility for volunteers have the communication tools they need to effectively carry out their role. There are some online tools that can help them to be efficient in task planning and managing with volunteers. What this should also include is communication skills and knowledge needed for having good quality relationships with volunteers.



Ensuring that **volunteer effort is measured and acknowledged** in the organisation's reporting. This should also be done during the meetings, conferences and other public events since the work of volunteers is valuable to every organisation and this should be stated loud and clear not only to celebrate their work but to demonstrate to the community that these are the efforts that are influencing and changing the community for the better.

What else should we know about volunteering effects on young people?



It strengthens CV of volunteers involved

One of the most practical advantages of volunteering is that it rounds everyone's CV. If their previous experience has been limited to one field, then volunteering adds more variety and value to volunteers' CV. They can also gain a useful reference.



Depending on where they volunteer, the tasks they're assigned will be different, but useful for future employers to see.



It gets them out and about

Volunteering role can be remarkably helpful for getting enough social contact. It gets volunteers out of their comfort zone and brings them into the light of many possibilities. Besides getting new skills and knowledge they are also acquiring valuable experience in exchanging with their peers and, hopefully, having a lot of fun.

Volunteering is also an ideal way to feel more involved with the community.



It builds their confidence

Looking into volunteering positions should be strongly recommended to young people. They don't necessarily have to stay local, but what is vital is that they should enjoy the work and care about the different causes.

Activity 1: Own core values



This exercise has a purpose to help participants to determine their core values. Our core values are what leads us through life and knowing them gives us a chance to respond better to our needs. Volunteers choose to be one for many reasons but knowing their drivers could help them to grow while being focused on their beliefs and dominant interests.

They should not overthink their selection to achieve the best results.

 **Materials and resources needed:**

Paper sheets, pencils, handout with values (see the core values list in Annex 10)

 **Time needed for implementation:**

90 min

 **Number of participants:**

4 to 40 people, individual and group work

 **Steps for implementation:**

- 1. Share instructions with participants- tell them that they will firstly work individually and then in groups*
- 2. Instructions for individual work: From the list below, choose and write down every core value that resonates with you. As you read through the list, simply*

write down the words that feel like a core value to you personally. If you think of a value you possess that is not on the list, write it down

3. Instruction for group work: Share your results with others. Discuss them and try to match your actions with the values you choose

Tasks of the mentor:

- *giving the task to participants*
- *taking care of the technical aspects of implementation*
- *preparing the list of values for participants*
- *moderating the discussion*

Tasks of the volunteer:

- *active participating in the task*
- *working individually on choosing their values*
- *sharing with other participants and discussing what are values in our lives, why do we need them and how we get to choose the ones that determine us*

Every time it is needed to open the following topics this exercise can be used:

- Developing and enhancing critical thinking among participants
- Opening a discussion about
- Introducing interactive and innovative methods of research and analytics
- Working with raw data and facts

Activity 2: River of volunteerism!



In this activity participants will share about the points in their life when they were motivated to do something for the common good. They will go through all experiences in their lives when they contributed to their community and analyse the impact they have made. This activity helps us in realising the inner drivers that make us take action for achieving the common good.

 **Materials and resources needed:**

Papers of A4 format and pencils.

 **Time needed for implementation:**

60 min

 **Number of participants:**

4 to 30 people

Steps for implementation:

1. Give to participants sheets of paper and pencils
2. Ask them to think individually about the first time ever that they participated in any activity for achieving the change for some greater cause. They should think about the motives for doing so. What inspired them to participate? What were the results of their involvement? How do they find the whole experience? Trainer should lead this session as a leading fantasy exercise. Participants will listen to him/her asking all those questions with their closed eyes to try to look for their answers in a relax way.
3. On their sheets of paper participants should draw their volunteering river meaning that they should think about the three different experiences that made them inspired to become active citizens. They should use the pencils to draw or write everything they find significant for these experiences.
4. Back in the plenary, participants should exchange about their experiences.
6. Trainer should track all the general motivations that were put on the table during the participants' presentations and together with participants do the generalisation of the topic.

Tasks of the mentor:

- Giving the task to participants
- Taking care of the technical aspects of implementation
- Moderating the discussion

Tasks of the volunteer:

- Active participating in the task
- Go through leading fantasy activity by following the instructions
- Saying their part during the discussion

This activity can be applied any time during the mentoring process when the motivation for their work drops or they need to explore their drivers for the work they are doing for any other reason.

9. ANNEXES

ANNEX 1 – Annex to the activity Learning styles

How to recognize a visual person:

Eye movement	<i>Left up, right up, straight ahead</i>
Procedural words	<i>See, looking, showing, clear, vaguely on the first sight</i>
Thinking	<i>The thinking process is the fastest among visual persons</i>
Tempo of speech	<i>Fast speaking, no time to breath in between, therefore, breathing with the upper lung parts.</i>

Pečar (2018,5).

How to recognize an auditory person:

Eye movement	<i>Left down, straight ahead to the left</i>
Procedural words	<i>Listen, sound like, unheard off, reporting, explaining, announcing, I hear that...</i>
Thinking	<i>Medium fast</i>
Tempo of speech	<i>Medium fast</i>

Pečar (2018,5).

How to recognize a kinesthetic person:

Eye movement	Right down
Procedural words	Feeling, touching, I feel a relief, It went smooth, fingers crossed, etc.
Thinking	Slow thinking, taking its time
Tempo of speech	Speaking slowly, taking its time

Pečar (2018,5).

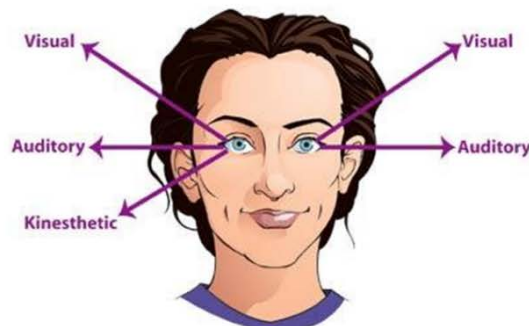
Why are learning styles important?

Because most people have a preferred way to learn.

Some learn best by listening, some have to observe every step, while others have to do it to learn it. The fact is that individuals need all three modalities to truly commit information to memory: visual, auditory, and kinesthetic.

Understanding learning styles can make it easier for the mentors to create, modify, and develop a more efficient curriculum and program for the volunteers.

Eye Movement Chart for Right Handed People
(Flip this Image for Left Handers)





Elements to follow

Eye movement

Procedural words

Tempo of speech



Questions for recalling the VAK memory

Questions for the recall of visual memory:

- What is the colour of the front door of your office?
- Which of your friends has the shortest hair?
- In which direction are the zebra stripes going?

Questions for the recall of auditory memory:

- Can you hear your favourite song in your thoughts?
- What is your mobile ringtone?
- Which doors at your home are closing the loudest?

Questions for the recall of kinesthetic memory:

- How does it feel when you get your socks wet?
- How does silk feel on the skin?
- Which hand is currently warmer – the left one or the right one?

ANNEX 2 – Annex to the activity Let's talk business

How to recognize a visual person:

- Allows little or no input from group members
- Requires leaders to make almost all of the decisions
- Provides leaders with the ability to dictate work methods and processes
- Leaves group feeling like they aren't trusted with decisions or important tasks
- Tends to create highly structured and very rigid environments
- Discourages creativity and out-of-the box thinking
- Establishes rules and tends to be clearly outlined and communicated

Benefits

- Allows for quick decision-making especially in stress-filled situations
- Offers a clear chain of command or oversight
- Works well where strong, directive leadership is needed

Drawbacks

- Discourages group input
- Hurts morale and leads to resentment
- Ignores or impairs creative solutions and expertise from subordinates

Participative-democratic managing style:

- Group members are encouraged to share ideas and opinions, even though the leader retains the final say over decisions.
- Members of the group feel more engaged in the process.
- Creativity is encouraged and rewarded.

Benefits

- More ideas and creative solutions
- Group member commitment
- High productivity
- Improved group morale

Drawbacks

- Communication failures
- Poor decision-making by unskilled groups
- Minority or individual opinions overridden
- Potential security issues

Liberal managing style:

- Distribution of tasks and responsibility to team members
- Gives subordinates almost complete freedom
- Team members are spared from constant control

Benefits

- Preferable in the creative collective bodies, where the employees are remarkable for their independence and creative individuality
- Reward and punishment recede into the background
- Creates a favourable moral and psychological climate in the team

Drawbacks

- Lack of the leader's active participation
- Leader prefers not to take a risk, not to show initiative, evades the resolution of the acute conflicts, tends
- to diminish personal responsibility
- The style is efficient only in highly effective teams
- The liberal leader is inconsistent in actions, easily influenced by others, inclined to give in to circumstances

ANNEX 3 – Annex to the activity Do you really listen?

10 SKILLS FOR ACTIVE LISTENING

Skill	Behavior	Do	Avoid
Attending, acknowledging	Provide verbal or nonverbal awareness of the other person.	Face the speaker and maintain eye contact, nod, etc.	Looking around the room or fidgeting.
Restating	Respond to the person's basic verbal message.	Repeat the phrase you would like clarified.	Changing the subject.
Reflecting	Reflect perceptions of content that are heard or perceived through cues.	Listen for what is not said. Respond with phrases such as, "So you feel that..."	Discounting or downplaying the speaker's feelings.
Interpreting	Offer a tentative interpretation about the person's feelings, desires, or meaning.	Keep an open mind about what you are hearing; try to picture what the speaker is saying.	Assuming you know what the speaker is trying to communicate without listening.
Summarizing, synthesizing	Bring together feelings and experiences to provide a focus.	Repeat back what you heard briefly but accurately; paraphrase.	Elaborating on what the speaker is saying.
Probing	Question the speaker in a supportive way to request more information or clear up any confusion.	Wait for the speaker to pause to ask clarifying questions; try "dangling" or open-ended questions.	Interrogating or challenging the speaker.
Giving feedback	Share perceptions of the person's ideas or feelings, disclosing relevant personal information.	Wait three seconds, and then respond with phrases such as: "So you feel that...", or "I felt that way when..."	Interrupting or offering solutions; preaching or teaching.
Supporting	Show warmth and caring in one's own individual way.	Pay attention to what isn't said – to feelings, facial expressions, gestures, posture, and other nonverbal cues.	Judging the speaker or rehearsing your response in your head while they are speaking.
Checking perceptions	Find out if interpretations and perceptions are valid and accurate.	Check the accuracy of your perceptions with phrases such as, "I think that you are saying..."	Making assumptions or jumping to conclusions.
Being quiet	Give the person time to think as well as to talk.	Try to understand what the speaker is feeling and have empathy for the speaker.	Filling pauses; instead, let the speaker set the pace.



ANNEX 4 – Annexes to the activity Risk Management Matrix

4.1

MANAGING RISK		
Be sure to list all aspects of your even, both risky and less risky.	Think through all the things that could go wrong, including worst-case scenarios.	Consider what your organisation could do to manage the risk & bring it to a reasonable level.

4.2

	FREQUENT Likely to occur immediately or in a short period of time; expected to occur frequently	LIKELY Quite likely to occur in time	OCCASIONAL May occur in time	SELDOM Not likely to occur but possible	UNLIKELY Unlikely to occur
CATASTROPHIC May result in death	E	E	H	H	M
CRITICAL May cause severe injury, major property damage, significant financial loss, and/or result in negative publicity for the organization and/or institution	E	H	H	M	L
MARGINAL May cause minor injury, illness, property damage, financial loss and/or result in negative publicity for the organization and/or the institution	H	M	M	L	L
NEGLIGIBLE Hazard presents a minimal threat to safety, health and well-being of participants; trivial.	M	L	L	L	L



E	Extremely High Risk	Activities in this category contain unacceptable levels of risk, including catastrophic and critical injuries that are highly likely to occur. Organisations should consider whether they should eliminate or modify activities that still have an “E” rating after applying all reasonable risk management strategies.
H	High Risk	Activities in this category contain potentially serious risks that are likely to occur. Application of proactive risk management strategies to reduce the risk is advised. Organisations should consider ways to modify or eliminate unacceptable risks.
M	Moderate Risk	Activities in this category contain some level of risk that is unlikely to occur. Organizations should consider what can be done to manage the risk to prevent any negative outcomes.
L	Low Risk	Activities in this category contain minimal risk and are unlikely to occur. Organisations can proceed with these activities as planned.

ANNEX 5 – Annex to the activity Setting SMART Goals

S.M.A.R.T. GOALS WORKSHEET

Crafting S.M.A.R.T. Goals are designed to help you identify if what you want to achieve is realistic and determine a deadline. When writing S.M.A.R.T. Goals use concise language, but include relevant information. These are designed to help you succeed, so be positive when answering the questions.

INITIAL GOAL	Write the goal you have in mind
S SPECIFIC	What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?
M MEASURABLE	How can you measure progress and know if you've successfully met your goal?

A

Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?

ACHIEVABLE

R

Why am I setting this goal now? Is it aligned with overall objectives?

RELEVANT

T

What's the deadline and is it realistic?

**TIME-
BOUND**

SMART

Review what you have written, and craft a new goal statement based on what the answers to the questions above have revealed

GOAL

Additional Materials for the MENTOR:

What Does the SMART Acronym Stand For?

The acronym stands for:

S – Specific

When setting a goal, be specific about what you want to accomplish. Think about this as the mission statement for your goal. This isn't a detailed list of how you're going to meet a goal, but it should include an answer to the popular 'w' questions:

- **Who** – Consider who needs to be involved to achieve the goal (this is especially important when you're working on a group project).
- **What** – Think about exactly what you are trying to accomplish and don't be afraid to get very detailed.
- **When** – You'll get more specific about this question under the "time-bound" section of defining SMART goals, but you should at least set a time frame.
- **Where** – This question may not always apply, especially if you're setting personal goals, but if there's a location or relevant event, identify it here.
- **Which** – Determine any related obstacles or requirements. This question can be beneficial in deciding if your goal is realistic. For example, if the goal is to open a baking business, but you've never baked anything before, that might be an issue. As a result, you may refine the specifics of the goal to be "Learn how to bake in order to open a baking business.»
- **Why** – What is the reason for the goal? When it comes to using this method for employees, the answer will likely be along the lines of company advancement or career development.

M – Measurable

What metrics are you going to use to determine if you meet the goal? This makes a goal more tangible because it provides a way to measure progress. If it's a project that's going to take a few months to complete, then set some milestones by considering specific tasks to accomplish.

A – Achievable

This focuses on how important a goal is to you and what you can do to make it attainable and may require developing new skills and changing attitudes. The goal is meant to inspire motivation, not discouragement. Think about how to accomplish the goal and if you have the tools/skills needed. If you don't currently possess those tools/skills, consider what it would take to attain them.



R – Relevant

Relevance refers focusing on something that makes sense with the broader business goals. For example, if the goal is to launch a new product, it should be something that's in alignment with the overall business objectives. Your team may be able to launch a new consumer product, but if your company is a B2B that is not expanding into the consumer market, then the goal wouldn't be relevant.

T – Time-Bound

Anyone can set goals, but if it lacks realistic timing, chances are you're not going to succeed. Providing a target date for deliverables is imperative. Ask specific questions about the goal deadline and what can be accomplished within that time period. If the goal will take three months to complete, it's useful to define what should be achieved half-way through the process. Providing time constraints also creates a sense of urgency.



PERSONAL GROWTH PLAN

NAME:



EXPECTATIONS

- _____
- _____
- _____
- _____
- _____
- _____

OBJECTIVES

LONG-TERM

MEDIUM-TERM

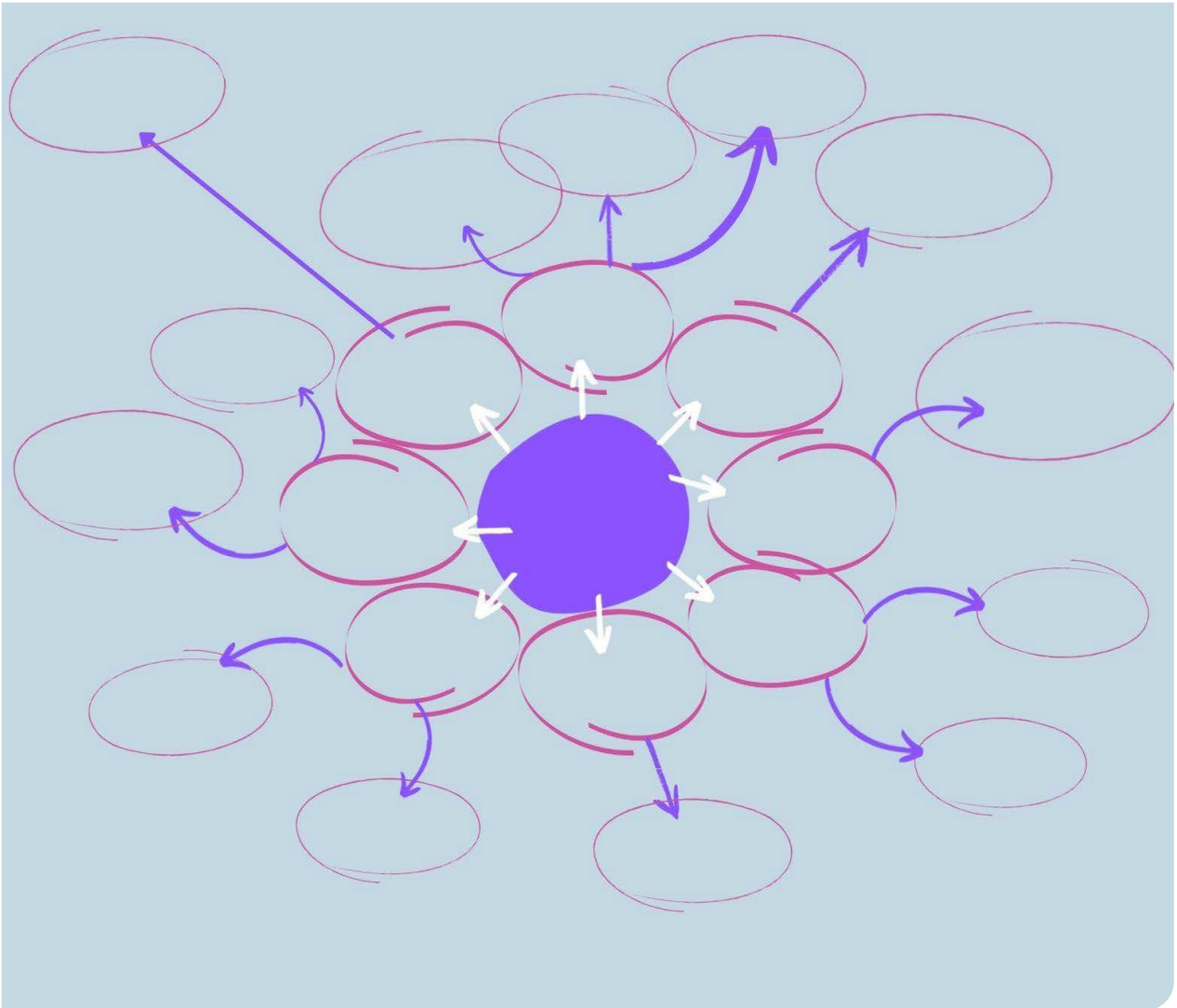
SHORT-TERM

NEXT STEPS

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



ANNEX 7 – Annex to the activity Mind Map «¿Why am I worried?»



ANNEX 8 – Annex to the activity Profile Dance

The form consists of the following elements:

- A large teal shape on the left side, resembling a stylized arch or a large letter 'A'.
- A horizontal teal bar at the top right.
- Two icons: a birthday cake and a location pin, positioned between the top bar and the first row of boxes.
- Six numbered rectangular boxes arranged in two columns:
 - Box 1: Dark blue, top-left.
 - Box 2: Light teal, top-right.
 - Box 3: Light teal, middle-left.
 - Box 4: Dark blue, middle-right.
 - Box 5: Dark blue, bottom-left.
 - Box 6: Light teal, bottom-right.

PROFESSIONAL DEVELOPMENT PLAN

NAME

DATE

PROFESSIONAL GOALS/MOTIVATIONS

TALENTS OR STRENGTHS

WEAKNESSES OR DEVELOPMENT OPPORTUNITIES

FOCUSED PDP OBJECTIVES AND ACTIONS STEPS

NEXT REVIEW MEETING DATE

ANNEX 10 – Annex to the activity Own core values

Core Values List

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Family • Freedom • Security • Loyalty • Intelligence • Connection • Creativity • Humanity • Success • Respect • Invention • Diversity • Generosity • Integrity • Finesse • Love • Openness • Religion • Order • Advancement • Respect • Joy/Play • Forgiveness • Work Smarter and Harder • Excitement • Change • Goodness • Involvement • Faith • Wisdom • Beauty • Caring • Personal Development • This Too Shall Pass Attitude • Honesty • Adventure • Kindness • Teamwork • Career • Communication • Learning • Excellence | <ul style="list-style-type: none"> • Humanity • Loyalty • Intelligence • Connection • Creativity • Learning • Excellence • Innovation • Quality • Commonality • Contributing • Spiritualism • Strength • Entertain • Wealth • Speed • Power • Affection • Cooperation • Love of Career • Friendship/Relationship • Encouragement • Pride in Your Work • Clarity • Fun-Loving • Charisma • Humour • Leadership • Renewal • Home • Be True • Contentment • Friendship • Courage • Balance • Compassion • Fitness • Professionalism • Relationship • Knowledge • Commonality • Contributing • Spiritualism | <ul style="list-style-type: none"> • Generosity • Success • Respect • Invention • Diversity • Friendship • Courage • Balance • Compassion • Fitness • Professionalism • Relationship • Knowledge • Patience • Change • Prosperity • Wellness • Finances • Gratitude • Grace • Endurance • Facilitation • Effectiveness • Fun • Fame • Justice • Appreciation • Willingness • Trusting Your Gut • Giving People a Chance • Patience • Forgiveness • Self-Respect • Abundance • Reciprocity • Enjoyment • Entrepreneurial • Happiness • Harmony • Peace • Innovation • Quality |
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10. CONCLUSION

Mentoring is a relationship. It is a relationship between the mentor and the mentee. Mentoring is defined as a one-to-one relationship in which an expert or a senior person voluntarily gives time to teach, support, and encourage another lesser experienced person. This process is more than ever important in the relationship between the mentor and an ESC volunteer as only with the correct guidance, time and trust can a young volunteer grow and develop personal and professional skills and competencies in a quality manner. The quality of the process is dependent from the quality of the mentor and the motivation of the volunteer to enter this relationship and give it the necessary attention and devotion it needs.

By focusing on identifying needs of the mentors and mentees we can analyse the skill gaps in the existing competencies and the desired and necessary level of the both target groups. We encourage all mentors and mentees to evaluate their starting point of competencies level and openly discuss with each other what are the qualities and competencies they need in on another in order to hopefully achieve the best possible mentor-mentee relationship.

Mentoring has a number of components. There is the mentor, the mentee (ESC volunteer), the relationship, and the atmosphere in which they operate. Defining these components is essential. Throughout the literature the mentor is described as being an advisor, counsellor, confidant, advocate, cheerleader and listener. The mentor should be confident, secure, sensitive to diversity, and be a good communicator. The next component of mentoring is the mentee. The mentee must know what he or she wants and shapes the overall agenda for the relationship. The mentee must be open in communicating with the mentor and the mentee must establish priority issues for action or support. Without a relationship where each person values the other, and makes a connection with the other, the quality of the mentoring will be lessened. In the relationship the mentor and the mentee should understand that the mentor's advice may not always work. Mentors provide options as well as direction. Most importantly, privacy and confidentiality must be maintained. The mentor should listen more than give advice.

Of all the skills that a mentor needs to master, communication is probably the most important. The ability to communicate effectively with people is one of our most important virtues, whether in our professional, social or private lives. The ability to communicate is one of the key competences currently required by the labour market, as well as in all other professional vocations. To communicate effectively, we need to be willing and able to convey information clearly and understandably, to listen consciously to others, to distinguish between the important and the unimportant, and to empathise with the needs of others.

As we turn our focus to youth work and the activities of the youth organisations, in most of the volunteering projects, the volunteers are youth workers and the mentors are their supervisors. While the volunteers implement mostly previously defined

activities, the mentors often are responsible for supervising their work. When we observe it from that perspective, the most important factor for having a successful mentoring relationship is to know what youth workers value and do not value when meeting with their supervisor which can be quite a long and concrete list.

We hope that the manual consisted with the relevant information the target group needed in order to gain firm foundations upon which the knowledge, skills and competencies can grow. The consortium focused on creating concrete activities with a diverse range of methods used in the mentorship service considering all the main types of support that a mentor has to offer to the ESC volunteers: personal support, help in the process of integrating into the local hosting community and the processing of the learning experiences, personal development plan and acquisition of specific abilities.

In conclusion we would like to direct your attention to the online learning platform <https://mentorup-project.eu> which offers an online training consisting of 5 complete modules, each having multiple sessions and sub-sessions. The open educational resource will be available and accessible from everywhere and for every person that would like to improve their abilities in this area or to better perform as mentors in their activity with the ESC volunteers.

It will contain specific information, data, and content relevant to some of the most common issues in this context. This training design will be based on the practical experience of each partner involved, and it will help young people and youth workers to be more acquaintance and familiar with the context in which such projects are being developed, to understand the context in which the mentors activate and will be drawn in writing based on procedures and conclusion of the members of the organizations involved while working with EVS/ESC volunteers until now. As such, the promoters aim at ensuring a more professional basis of training for the future youth workers active in the field of ESC mentoring and reinforced mentoring and in the same time support together with the manual which will also be created the development of the sector, raise awareness among the organizations involved in such projects of the importance of the mentorship activities and especially the relevance of preparing the future young people which are acting as mentors for ESC volunteer.

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