

*Handbook for mentors
Experience of MotivAction mentorship program
for high school students*





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Table of contents

1. Introduction	4
2. Theoretic background.....	5
2.1. Mentors as Companions in the course of becoming adults.....	6
2.2. Contexts of mentoring and mentoring models	7
2.3. Competences of mentors and mentees.....	10
2.4. The stages of mentoring	11
3. Framework of the MotivAction mentorship program.....	15
3.1. The definition of the term “mentor” in the MotivAction project	15
3.2. Recruitment, selection and training of mentors	16
3.3. Profiles of mentors participating in the project	16
3.4. Tasks of mentors.....	17
3.5. Mentor-student relation.....	17
4. Working with mentors: preparation, support and evaluation.....	19
4.1. Preparation of mentors.....	19
4.1.1. Mentor training organized by Kathaz Ltd	20
4.1.2. Mentor training organized by Socialna Akademija.....	22
4.1.3. Mentor training organized by Akademie Klausenhof.....	29
4.2. Supporting mentors in the process of mentoring.....	31
4.3. Evaluation with mentors	32
4.4. Process and structure of mentoring.....	33
5. Innovative aspects.....	36
6. Tools and methods for mentor occasions.....	38
6.1. Method for starting an occasion & coaching methods & cooperative exercises.....	38
6.2. Reflection exercises	39
7. Good practices and suggestions for further implementation	43
8. Conclusions	45
9. Sources and literature	46
10. Annexes.....	47

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The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves.

Steven Spielberg

1. Introduction

The Reader holds the education material of the three-year-long strategic partnership entitled *MotivAction*.¹ Catholic House Public Benefit Nonprofit Ltd from Szeged, Hungary, Akademie Klausenhof from Hamminkeln, Germany, Socialna Akademija from Ljubljana, Slovenia and West University of Timisoara, from Romania have been working and thinking together to develop this booklet entitled *Handbook for mentors. Experience of MotivAction mentorship program for high school students*.

This is the fourth and final item of a series of publication, targeted to mentors and organizations hosting mentorship programs. The first pages are dedicated to the theoretic background of mentoring, including mentoring as a process, roles and functions of a mentor, as well as competences of an ideal mentor and mentee. Furthermore, the Reader can find information about mentorship programs implemented in the framework of MotivAction project, especially about recruitment, selection and supporting mentors, planning and realizing mentor occasions. Here we also draw the attention to the specialties about the three mentorship programs realized by partners. Finally, last pages contain the experience of implementation and a summary of good practices, completed by some advice that can influence the success and effectiveness of a mentorship program.

Referring to the motto of the European Union, *United in diversity*, we are pleased to present this material to all those stakeholders who work as mentors or are interested in mentorship programs. Furthermore, we sincerely hope that this material will be useful to organizations who already host mentorship programs or has become inspired to start one.

¹ Strategic Partnership for ensuring personal life management for better work perspectives in disadvantaged regions, (project number: 2017-1-HU01-KA201-036045).

2. Theoretic background

Nowadays, we encounter mentors and mentees in many situations – in almost all areas of life. The expression itself, however, has a historical background: it is attributed to Mentor or Méntōr, and so its origin may be found in Ancient Greece. Son of Anchialus, he was the one asked by Odysseus in Homer's *Odyssey* to be the guide for his son during Odysseus' absence because of the Trojan war. Thus, Telemachus could turn to Mentor, who had more life experience, for guidance if he did not know what he should do. According to the story, later on the Goddess Pallas Athene, in the shape of Mentor, encouraged the young man to find out what had happened to his father. However, if we do not wish to dive so deep into ancient history we can look at the figure of master Yoda in *The Empire Strikes Back* episode of the Star Wars series, as one of the role models for mentors. When Luke realises that he needs support and guidance in order to control the Force he meets Yoda on the Dagobah planet. The greatest jedi knight puts Luke to several challenges aiming to aid him in his learning and growing and guides him, helps prepare him to his future duty, provides useful support and their mentor-mentee connection says a lot in regard of trust and, later on, independence.

The popularity of mentoring and mentor programs nowadays is noticeably high, and this is no coincidence: mentoring proves to be an efficient method of providing support, and one that is constantly improving, fine tuning and differentiating its methodologies. Therefore, it proves difficult to define mentoring, mentors or mentees because it may differ depending to culture or context. Without going through the thorough history of the expression itself and its several slightly inaccurate versions of definition, we can state that from the 1970s the emphasis has been on the symmetrical situations and the discourse of equal partners among the scholars researching the topic. During the examination of the different definitions Freedman highlighted three points: "(1) the mentor is a person who has more experience and knowledge than the mentee, (2) who keeps in mind the development of the mentee providing them with guidance and aid, (3) in the context of a confidential relationship characterized by a strong bond."²

Based on other definitions – also appearing in the context of Hungarian teacher training program, but comprehensible for other areas as well – "the principle of mentoring is the personal and meritorious relationship between two persons of different age groups, and organizational and life experiences. A mentor is an experienced leader or professional, who provides guidance to the colleagues but aids the personal development of the individual as well. A mentor helps coordination within the workplace in different situations, professional areas and in role-formation. Dyadic relationship: it's a paired working form, which is a form of social interaction. The principal of the mentoring relationship is the personal exchange of information between the mentor and the mentee, which happens in a set time frame, but always as a partnership."³

² Fejes, Kasik & Kinyó 2009, 40-41., loose translation (in the quoted paper the source of the original text was paraphrased).

³ Di Balasio, Paku & Marton 2011, 186-187., loose translation.

2.1. Mentors as *Companions* in the course of becoming adults

Life is the sum of our paths. It can be the path from birth to death, the path from kindergarten to high school and then to university, the path from childhood to adulthood. Sometimes it happens that somewhere along the way we encounter obstacles or because of various reasons we do not want to walk any more. We remain in unfinished life stories because we don't see the point walking through certain fields, or we don't have the power to conquer them. Our companions move on, so we can find ourselves left behind, in solitude. Some milestones of the road are especially difficult. We call them transitions. High school students, who are the target group members of *MotivAction* project, face important life transitions, such as starting university studies, entering the labor market, as well as mental and psychological challenges of growing up. In addition, as it is described in details in the material entitled *Self-consciousness focused career orientation trainings. International experience, good practices*,⁴ the fourth industrial revolution and the world 4.0 make these life transitions even more complex than in the time when the parents of today's high school students were young.

Thus, how we can support, accompany and help, if needed, youngsters on the way of becoming adults? In *MotivAction* project we are searching answers for this question. Generally speaking, we can give support and help them by developing life-orientation skills. More concretely, we have developed a combination of a series of trainings and a mentorship program for this aim. Life orientation addresses skills, knowledge and values that are essential for personal, social, intellectual, emotional and physical growth of participants. It guides and prepares participants for life and its possibilities and equips them for meaningful and successful life in a rapidly changing society. It supports them to make informed decisions about their health, environment, subject choices, further studies and careers.

The inspiration for mentorship comes from the concept of the Hero's journey.⁵ The mentor encourages the hero to answer the call and to start a journey. His/Her role is to prepare the hero for the journey and to equip him/her with tools that will come in handy when he/she is facing obstacles and falls. In the framework of the *MotivAction* mentorship program, participants get support from an experienced mentor to handle current life transitions successfully. But who can be such mentor? It is sure that youngsters meet different people having different roles in their lives. Parents are certainly important, but during puberty their role is slowly becoming less important. Furthermore, teachers and other school staff, youth workers as well as educators in boarding schools also can influence youngsters. Finally, if we look around in a wider perspective, influencers and other celebrities also can be role models for high school students.

However, mentors have a special role among those people who help and support youngsters. A mentor is someone, who in the short or the long run, can support youngsters in decision-making and handling different obstacles in the form of confidential relationship. It is still important, that the mentor cannot decide instead of the mentee, nor use prescriptive guidance, such as "you have to do this". Furthermore, a mentor is not only in a vertical, counselling relationship with a young person, but more: it is desirable

⁴ See in details at 7-9. pp. of the publication.

⁵ This is a method for improving self-consciousness, deal with transitions, challenges and problems in life. For detailed information see: *Self-consciousness and personal development trainings - international experience and national implementation*, 29-30.

to be in a horizontal relationship with him/her, to experience as many things as possible together, that he/she is present even in moments that seem insignificant at first glance, but are very important when we put them all together.

Regarding the mentoring of youth, one of the most commonly known definition is from Rhodes, who claims that “[t]he term [mentor] has generally been used in the human services field to describe a relationship between an older, more experienced adult and an unrelated, younger protégé—a relationship in which the adult provides ongoing guidance, instruction, and encouragement aimed at developing the competence and character of the protégé. Over the course of their time together, the mentor and protégé often develop a an expression used in relation to humane services, that means the relationship of an older, more experienced adult and a non-related younger person, where the older provides constant advice, guidance and encouragement to the younger special bond of mutual commitment, respect, identification, and loyalty which facilitates the youth’s transition into adult- hood.”⁶

Mentors possess more experience in their professional field or environment and using their personality and these experiences and knowledge, they can support the mentee efficiently in a temporary situation: accommodating to a new environment, finding a life-path to take or compensating for a disadvantage – be it a new workplace, new organizational culture, aboding or even educational environment. The definition used in the *MotivAction* project points out this essential characteristic of mentoring, using Philip Dawson’s description. According to him, the mentor is a person who provides aid to a younger or less experienced other and gives advice during a certain time period, especially in a workplace or education institute.⁷

In conclusion, in the framework of the *MotivAction* project, the role of the mentor is seen as a *Companion* who helps and supports youngsters with professional experience and simple presence in the course of becoming adults. Later on in this document, the word ‘companion’ is used in the meaning of ‘mentor’.

2.2. Contexts of mentoring and mentoring models

Despite the various interpretations of the mentor role (and sometimes its contradictions) and the various contexts, the primary function of mentoring has in almost all instances been defined to provide support, aid and guidance. In almost all areas or activities the methodology and opportunity of mentoring exists. It is widely used in the USA and in Western Europe among underprivileged youth, but it is commonly used in healthcare, religious and online communities or even in business.⁸ Certainly, besides the above examples of chiefly formal relationships, a mentor-mentee relationship may also be developed in informal context, spontaneously. According to the definition of Cynthia L. Sipe,⁹ there are four [five, *trans.*] types of formal mentoring, which are the following:

⁶ Rhodes 2002, 3, qtd. in Nagy 2014, 41.

⁷ Dawson 2014, 137–145.

⁸ Fejes et al 2009.

⁹ Cynthia L. Sipe 2005, 65-80.

- Traditional mentoring: one adult mentors one youngster
- Group mentoring: one adult mentors more than one youngster
- Team mentoring: more than one adult mentor one or more youngster(s)
- Peer mentoring: one youngster mentors another youngster
- E-mentoring: the mentor and the mentee primarily communicate through online technologies.

Following the USA and Western Europe, the mentoring programs are gaining more popularity in Hungary as well. An examples are: in the education field similar projects help the integration of underprivileged youth or those who for some reason find themselves in a marginal position; mentor teachers during teacher training or mentoring in career guidance and management training; the wellbeing and non-formal education process of international students of higher education or volunteering youth from the European Solidarity Corps are also supported by mentors. Generally, the different mentoring programs can be categorized by the following, depending on their area of utilization.¹⁰

- Programs promoting labor market integration and reintegration
- Corporation and organizational mentoring
- Mentor programs within education
- Mentor programs realized in cultural fields
- Mentor programs realized in other fields

As it has been illustrated, the aims of the different initiatives and programs can be very diverse: they may focus on mental hygiene support, social integration of underprivileged groups, educational dropouts, spread of organizational and cultural knowledge, career orientation, management training etc. However, besides the different specific purposes, the presupposition that a positive mentor-mentee relationship in itself can aid progress and personal development, especially in the case of programs supporting children and youth.¹¹ The emotional relation to this is to be discussed later in the study.

As it has been shown, there are many ways of mentoring. For this reason, it is difficult to draw a general picture of the topic, because its steps and framework is to be developed considering the specific characteristics of the field, the environment and the culture and examine the relevant questions in this context.¹²

As to the role of mentors, we can see various different functions and role perceptions. Here we present two models which findings and elements were used during the *MotivAction* project.

First, let's see the model of Anderson and Shannon¹³

¹⁰ Németh 2010, 8-15.

¹¹ Sipe, Roder 1999

¹² Therefore, the following models, competence areas and the stages of mentoring illustrated here cannot provide a full and comprehensive picture.

¹³ See also: Image 1. Anderson and Shannon 1988, 41.

Teach	Sponsor	Encourage	Counsel	Befriend
Model	Protect	Affirm	Listen	Accept
Inform	Support	Inspire	Probe	Relate
Confirm/ disconfirm	Promote	Challenge	Clarify	
Prescribe			Advise	
Question				

We can deduce, that a mentor can support the volunteer using different actions and attitudes. Meaning, that a mentor may in part be a teacher, trainer, tutor, mother, psychologist, coach and so on – however, a mentor is none of these, but has these roles, and their relationship represents a different quality.

The second model is developed by Dennis Fox, Principal Lecturer in Staff Development at Trent Polytechnic in Nottingham, who divided teaching theories into four categories.

- transfer theories,
- shaping theories,
- travel theories, and
- growth theories.

The essential features of the theories are listed in the table below.

	Transfer Theory	Shaping Theory	Travelling Theory	Growing Theory
Verbs commonly used	Convey, impart, implant, imbue, give, expound, transmit, put over, propound, tell	Develop, mould, demonstrate, produce, instruct, condition, prepare, direct (give orders)	Lead, point the way, guide, initiate, help, show, direct (show the way).	Cultivate, encourage, nurture, develop, foster, enable, help, bring out.
The subject matter	Commodity to be transferred to fill a container.	Shaping tools, pattern, blue print.	Terrain to be explored. Vantage points.	Experiences to be incorporated into developing personality.
The student	Container to be filled.	Inert material (clay, wood, metal) to be shaped.	Explorer.	Developing personality, growing plants.
The teacher	Pump attendant, food processor, bar maid.	Skilled craftsman working on raw material or selecting and assembling components.	Experienced and expert travelling companion. Guide. Provider of travelling aids.	Resource provider. Gardner.

Standard teaching methods	Lectures, reading lists, duplicated notes.	Laboratory, workshop, practical instructions like recipes. Exercise with predictable outcomes.	Simulations, projects etc. Exercises with unpredictable outcomes. Discussions. Independent learning.	Experiential methods similar to travelling theory but less structured and more spontaneous.
Monitoring progress	Measuring and sampling contents of vessel.	Checking size and shape of product.	Comparing notes with travelling companion.	Listening to reflections on personal development.
Explanations of failure: teacher's view	Leaky vessels, small container.	Flawed, faulty raw material.	Blinkered vision. Lack of stamina. Unadventurous, lethargic.	Poor start, inadequately prepared, no will to develop.
Explanations of failure: student's view	Poor transfer skills, poor aim.	Incompetent craftsman. Poor or missing blueprint.	Poor guides, poor equipment, too many restrictions on route.	Restricted diet, unsuitable food. Incompetent gardener.
Attitude to training	Need simple skills of transfer.	Need shaping to British Standard Teacher.	Need skills of expert guide as well as knowledge of terrain.	Need skills of diagnosing needs of individual plants.

Analyzing the tables, we can easily recognize that a mentor or a companion is a person who possesses a mixture of qualities from the first table and who is able to use them in the right way in the right time. As to the transfer of knowledge and experience, he/she can be effective using the approach of growth and travel theories.

2.3. Competences of mentors and mentees

Following the description of different mentor roles and functions it is worth speaking about some competences that mentors and mentees should possess in order to build a successful and constructive mentoring relationship.¹⁴

Useful competences of mentors:

- Active attention.
- Guidance and instruction skills.
- They promote the setting of goals and priorities with their practicality.
- They are open to learn and to use their own experience (including their previous mistakes.)
- They are available for the mentor both regarding resources and time.
- They have a supporting attitude; however, they are critical as well if it is necessary, and are able to give constructive criticism. They give specific feedback.

¹⁴ MENTOR 2005, 126.

- They care for their mentee's person, relationship and professional development as well. They can realize the success of others also, not just their own.

Furthermore, if we look at mentoring as a professional relationship (consciously organized, having a framework) then we should consider the following aspects, among others:¹⁵

- Personal commitment to be involved with another person for an extended time
- Respect for individuals and for their abilities and their right to make their own choices in life
- Ability to listen and to accept different points of view
- Ability to empathize with another person's struggles – not only feeling sorry for the mentee
- Ability to see solutions and opportunities as well as barriers
- Flexibility and openness: the mentor needs to recognize that relationships need time and regularity to develop, and that difficulties and conflicts are part of relationships

It is important to underline that besides the personality, competences and skills of the mentor, the mentee can play a similarly important role if it turns to the success of mentoring. Surprisingly, several studies list similar qualities regarding "good" mentees, as they do for mentors.¹⁶ Based on these studies, the most relevant competences of mentees are as follows.

- Flexibility,
- Openness,
- Ability to ask (good) questions and openness to solving problems,
- willingness to mutual feedback,
- the mentee shall have goals and expectations regarding the process,
- the mentee shall be able to develop a confidential relationship and care about that relationship,
- Respect the mentor as well as the framework and boundaries of mentoring.
- Communicate sincerely about expectations and needs.

All in all, according to Rhodes the pledge of a good relationship, similarly to the qualities structuring a relationship, is the emotional, confidential, two-way communication between the participants during a longer period of time.¹⁷

2.4. The stages of mentoring

After the analysis of the participants of a mentoring process, it is essential to discuss the characteristics of the process itself. Be it any field of mentoring, we can observe that the participants' meeting is not even-like, rather these occasions are built on each other as a process, and this process has a specific inner logic. The mentors (may) have an emotional and cognitive effect on the mentee, their experience and learning process and vice versa; for this reason, it is worthwhile to introduce the process to the participants and help them prepare to it. Mentoring remains a progressive process even with the conscious planning that – similarly to other guidance relationships – possesses specific qualities and particular dynamics.

¹⁵ MENTOR 2005, 127.

¹⁶ Nagy 2014, 49.

¹⁷ Nagy 2014, 49.

There are several models to differentiate the stages of mentoring. The majority describes similar dynamics, but they differ in the placement of the emphasis. Thus, Clutterbuck¹⁸ points at the importance of rapport, on which the partners need to work during the relationship. From the different theories, this study highlights Keller's model (2005, 86), who – regarding the mentoring of youth and the general qualities of the shifts between relationship stages – recommends the following.¹⁹

Stage	Conceptual features	Factors addressed in research	Program practices
Contemplation	Anticipating and preparing for relationship	Mentor motivations, expectations, goals	Recruiting, screening, training
Initiation	Beginning relationship and becoming acquainted	Mentor patience, similarity of mentor and youth interests	Matching, making introductions
Growth and maintenance	Meeting regularly and establishing patterns of interaction	Frequency and nature of activities, mentor style	Supervising and supporting, ongoing training
Decline and dissolution	Addressing challenges to relationships or ending relationships	Mentor and youth characteristics, mentor style	Supervising and supporting, facilitating closure
Redefinition	Negotiating term of future contact or rejuvenating relationship	N/A	Facilitating closure, rematching

At this point, we must also mention the mechanisms of action. A few researchers, while examining the changes of social and emotive life concluded that the mentor as a reference person provides feedback to the positive behaviours of the mentee and thus creates positive changes. Other researchers (Rhodes, Spencer, Keller, Liang and Noam) ascertained the following mechanisms of action: “(1) the social situations and recreational activities experienced together with the mentor may have an effect on the mentee’s wellbeing and social relationships; (2) the joint learning process, the intellectually challenging situations, discourses may help cognitive development; (3) while the role-model provided by the mentor may affect identity development positively”.²⁰

The time span plays a stressed role in the achievement of the expected effect, since the basis of the mentor relationship is the safe bond and reliable surroundings – the creation and preservation of which requires time spent. An important and related step is the “pairing, joining” process of mentors and mentees which ideally is based on the personalities, professional skills and opinions of the participants. If all this is settled²¹ then the mentor can take up the function of a reference person, as an identification example for the mentee. All these (can) mean a high emotional involvement; and in this situation (also) the clear and anticipated frameworks provide guidance.

¹⁸ Clutterbuck 2001.

¹⁹ Keller 2005, 86.

²⁰ Fejes et al 2009, 45.

²¹ Besides the real-time relationship between the two, the individual psycho-social, cultural background and history can also be an influence in this situation.

As we implied previously, the quality of the relationship is key regarding the effect of mentoring: namely, to what extent can the participants pay attention to the other, have an empathic attitude, have a relationship based on mutual respect and partnership. Different studies prove that mentoring cannot function well if the relationship is negative (e.g. subordination, there are hierarchy between the mentor and the mentee in either direction, a highly permissive or depending relationship is developed), or the participants have differing expectations – not agreed on or compatible – regarding mentoring.²²

In the course of mentoring, creating a suitable learning space is essential, where the mentee is out of their comfort zone but is not in the panic zone yet, and is able to solve challenges again and again and reflect on the whole experience. The mentors provide adequate and effective support to their mentees. The emphasis is on effectivity. During the process the mentor may experience their effect in the mentee while the latter is in the spotlight of attention in a positive environment and may grow following the feedback they receive; and the mentors (can and do) notice that their presence, support means a lot to the other. In this relationship system both the mentor and the mentee can develop, learn personally as well, alongside the area of professional materials. However, the emphasis can easily shift and thus cause problems endangering the effectiveness of the mentoring and the emotional safety of the participants. For example, the mentor should not complete tasks in the stead of the mentee, taking all the responsibility from the other and depriving them of it, or be overprotective. Although the mentor spends time with his mentee, they meet regularly, but this time is jointly defined, and it is not the mentor's responsibility to immediately come to the mentee's aid in all situations. Effective mentoring tools are empathy, active attention, or even the use of open questions. At the same time, it is the positive, accepting atmosphere that can result in, for example, talking about privacy issues when the mentoring is aimed at supporting the integration in the workplace.

Although we could still detail the characteristics of each section at length, we believe that it is worth drawing attention to some aspects of the decline and closure. Closure and saying goodbye alone can be a challenge for many mentors and mentees (even if the relationship was difficult for them or for some reason prematurely halted) – which is why it is important to clarify the framework for participants at the beginning of the process. However the relationship ends, it is worth paying attention to closure on cognitive and emotional levels, where the mentor and the mentee can jointly review where they have come from, what has changed, whether they want to keep in touch with each other in the future and, if so, in what form.

Of course, within the practice of mentoring situations generally are not so black and white and clear. However, it is necessary to clarify the frameworks jointly in order to provide effective mentoring (similarly to other facilitating relationships), as they protect and providing security for both the parties involved and the relationship itself. A tool for this is, for example, a contract that is concluded in writing, orally or even in a symbolic way. An important goal of this is that the participants settle the conditions and circumstances necessary for successful mentoring, their mutual expectations and the purpose of mentoring in a joint

²² Scandura 1998

discussion. In addition, the contract may contain basic points of cooperation (e.g. confidentiality, honesty, what communication channels we use etc.). In the event of an excessive decrease or increase in the distance between the mentor and the mentee, it may be worth returning to this, if necessary, to modify it – in this way, to keep it in balance, to consciously manage the degree of emotional involvement.

At this point, it is worth mentioning, albeit briefly, the mental well-being of mentors. In many cases, conscientious mentoring involves hard and strenuous situations, and supporting the mentee requires both cognitive and also emotional work. It is therefore essential to be conscious of professional self-awareness issues, to be aware of your own (role)boundaries, to celebrate the successes achieved (even together) and from time to time observe mentoring externally (e.g. in the framework of a supervision) or, if necessary, to seek help in the event of a halt in the process.

3. Framework of the MotivAction mentorship program

Following the theoretic background of mentorship in general, it is time to present *MotivAction* mentorship program which is the second pillar of the complex support of high school students. The mentorship program is seen as a way of supporting that makes the training series complex, since mentor occasions make possible to discuss the topics of the trainings in details, based on the specific needs of mentees. The mentorship program is consciously built on the learning outcomes of the training series as knowledge, competences and skills gathered are activated and used during mentor occasions as well.

During the elaboration of the mentorship program, partners followed the already well-working method, namely, based on common principles, they were free to define concrete characteristics of their mentorship programs, fitting to local target groups' needs.²³ The term "*mentorship program*" includes the following elements in the *MotivAction* project:

- Recruitment and preparation of mentors (mentor training),
- Support of mentors during mentoring,
- Evaluation of mentoring processes with mentors,
- Planning of the process of mentoring (macro planning),
- Planning of mentor occasions (micro planning),
- Hosting organizations keep track of the work of mentors.

In the mentorship programs mentors worked with fix groups. One group consisted of 1 mentor and 5-8 students. Students are the same who took part in the training series. Partners defined the following common principles and guidelines regarding local mentorship programs.

- Mentor occasions are dedicated to discussing training topics in details, based on the needs of participants.
- Concrete topics and methods of each occasion are chosen by mentors, based on lessons learnt at the mentor training.
- The course of mentorship processes shall last at least 6 months, but the suggested period is equal to the academic year.
- Mentor occasions should be kept at least every two weeks, which makes possible to realize peer-to-peer learning effects and group cohesion.
- Group mentor occasions can be completed by one-to-one mentor occasions or one-to one coaching.

3.1. The definition of the term "mentor" in the *MotivAction* project

How we can describe a *MotivAction* mentor? What traits he/she shall have?

Project partners agreed that a mentor is someone who stands by youngsters and gives them personal and/or professional support in the course of growing up, with special attention to career orientation

²³ For more information about professional discussions at the beginning of the elaboration process of IO-s see Self-consciousness and personal development trainings- international experience and national implementation.

and other life-shaping decisions. The role of the mentor is perceived as source of support and as a companion who is present in youngsters' life for a longer period (at least one academic year), not just for one decision. The mentor can give guidance and show different perspectives. If it is the case, he/she can give advice and express his/her opinion, but it is still important that the mentor cannot solve the problems of youngsters instead of them. Various mentor roles are described in the chapter entitled *Theoretic background*. Mentor roles and the construction of a personal ars poetica of mentoring were discussed at the mentor trainings, too. This way mentors could think about their personal attitude to mentoring and could define for themselves the values and principles they intend to convey in the mentorship process.

3.2. Recruitment, selection and training of mentors

Mentorship programs in general have two main forms of recruitment: 1. open calls for application; 2. participation based on personal invitation.

The two methods can be implemented in different forms. For example, in the case of open calls for application, we can also request a CV or motivation letter from the applicant, or even a mentorship ars poetica. If we choose this option, we can select among participants and it is also possible that there will be more applicants than mentor positions, creating competition for participation. Project partners used the combination of the two basic methods, as some participants were involved on the basis of open call applications, while others were personally invited.

3.3. Profiles of mentors participating in the project

Personality and preparedness of mentors have a key role in the success of a mentorship process. Besides his/her personality, it is also important that he/she can build a confidential relationship with the mentee. An ideal mentor has the following traits according to partners' perception.

Personal traits and attitude

- open-minded, passionate, reliable, empathic,
- he/she is able to build a trust-based relationship with the students,
- he/she retains important the outside-of-school possibilities (for example non-formal educational tools),
- he/she values community, the activities and learnings it makes together,
- he/she is motivated to learn.

Professional experience

It was an added value during the recruitment and selection process, if the applicant had relevant experience about education and/or youth activities, both as a professional or as a volunteer. Such professional fields of experience can be pedagogy, psychology, social work, while voluntary experience could have been gained as Scouts, youth leaders etc. Besides the role of mentors in the relationship with

students, it is also essential to put emphasis on their role in the professional group of mentors. For this reason, it is important that mentors are not only prepared and competent to mentorship one by one, but can make a real group together.

It is advantageous if:

1. Teachers coming from different types of education institutions and other education professionals are part of the mentor's team,
2. the rate of men and women is proportionated in the group,
3. mentors have experience about working with youth, gathered in formal or nonformal fields,
4. mentors are open-minded and cooperative towards other mentors.

3.4. Tasks of mentors

During the recruitment and preparation of mentors, it is essential to put emphasis on the clarification of the framework of the future mentorship, such as expectations, clear description of tasks, if there are someone who can help/give advice to the mentors in case of professional questions/doubts etc. In addition, the clear setting of frameworks is a way of supporting mentors and can also contribute to the success of mentoring processes.

Tasks of mentors can be:

- Participation at the mentor training,
- Regular meeting with students (mentor occasion), preparation of the macro plan of the mentoring process and micro plans of each occasions,
- Respect professional ethics of mentoring, with special regard to keeping secrets,
- Documentation of mentor occasions and follow the development of mentees,
- Participation at the closing and evaluation event of mentorship.

3.5. Mentor-student relation

The relation between mentors and mentees has a strong impact on the whole process and on its results as well. How can we create well-working mentor groups? We can match mentees and mentors in three different forms. First, we can create the groups randomly. The second and the third options are based on a conscious choice, or the mentor, or the mentee can choose who to work with. It turned out to be a good practice if students can choose their mentors. First, personal sympathy supports the student's motivation in the mentorship process. Second, using this selection method, students can choose a mentor who has a relevant profession or field of interest for him/her. The mentor-selection process shall be realized in a structured way, via some common cooperation exercise (escape room, problem-solving challenge etc.) Based on our experience, it is useful to organize this event at a dedicated time, lasting at least 1,5-2 hours. It is fruitful if the occasion has no fixed end, so students and mentors have the possibility to chatting, networking, which supports group dynamics of future mentor groups as well.

As inspiration, a well-working mentor selection occasion is presented below. Students (future mentees) and mentors take part in the event.

Time	Activity	Description
17.00 - 17.15	Welcome, aims of the meeting	
17.15 - 17.25	Introduction of mentors	Every mentor says his/her name and 1 interest information about oneself.
17.25 - 17.45	Sociometric questions	There is a question posted in a central place of the room and some different answers in various points of the room. Participants are asked to go to the answer they prefer. Free discussions can be started. After a certain time, the trainer put a new question with new answers on the places. ²⁴
17.45 - 18.30	Investigation game	The aim of the game is to decide about commonly available information, which mentor can be characterized by those concrete facts. In advance, a presentation poster is prepared about every mentor, containing 5 information (not usual, common information). There is a blank part on the poster, for putting a photo there at the end of the game. Every mentor chooses a small sign, symbol for oneself (smiley, car, cherry etc.), which will be his/her symbol during the game. Everyone is walking around in the room. Students have the task to find out which poster belongs to which mentor. They can ask questions from the mentors, but some types of questions (concrete questions about a given information on a poster, such as "Are you the one who likes fishing?" are prohibited. Every student gets one symbol that mentors have (every student shall have equal nr of symbols to the nr of mentors). When a student think he/she could find out the proprietor of a poster, they put the symbol there. At the end of the game, each mentor presents his/her own poster and participants discuss the experience of the game.
18.30 - 18.45	Discussion of the game	
18.45-	Formation of future mentor groups	Free discussion among group members.

²⁴ Some examples for Q&A:

What kind of films do you like? Horror, Comedy, Romantic films, Fantasy

Which is your favorite subject in school? Math and Physics, Literature, Foreign languages, Chemistry and Biology

What is an ideal holiday looks like? Seaside, nothing-to-do, Eating-drinking, active, sports (trekking), Family holiday in a camping

4. Working with mentors: preparation, support and evaluation

MotivAction mentorship program is characterized by a double focus. Naturally, the primary target group is composed by mentees. However, we also put special attention to mentors as a secondary target group. As it is already mentioned, we retain important that besides mentors, we can also give help/inspiration to organizations realizing mentorship programs. So, the following pages are dedicated to the presentation of the work with mentors in *MotivAction* project.

The following topics are included when we speak about “work with mentors”:

- recruitment of mentors (interviews)
- preparation of mentors for the mentorship process (mentor training)
- personal and professional support of mentors during mentoring
- evaluation of mentorship processes with mentors.

4.1. Preparation of mentors

Mentor training has the aim to prepare mentors to the guidance of the 6-8 months-long mentorship period, in terms of professional knowledge as well as fundamental skills and competences. It is also important that mentors can gather transformable knowledge at the mentor training, namely they can use gathered information and experience in similar situations of supporting youngsters in the future.

It is fruitful to put the following topics in the mentor training agenda:

Mentor role

- mentor approach
- mentor roles, frameworks, tasks
- prejudices
- opportunities of support and limits of the mentoring relationship, possibilities of further professional support (if needed, for example official child protection)
- elaboration of a personal *ars poetica* about mentoring (every mentor is asked to develop it, *ars poeticas* can be shared in the group, if mentors wish so)

Generational characteristics

- psychology for mentors
- characteristics of generation Z
- motivation and motivating students

Networking

- trust
- active listening

- emphatic conversation
- communication and non-violent communication
- coaching tools
- feedback techniques
- asking the right questions
- setting goals (SMART)

Other skills

- organizational techniques
- learning techniques
- time management
- documentation

Partners organized mentor trainings for their local target groups (i.e. mentors) on the basis of the above-mentioned topics, with the following aims:

- discussion of the framework of mentorship activity in the project (frequency of meeting with students, macro and micro planning etc.),
- discussion of professional guidelines: mentoring process, mentor role, methodology of mentoring,
- presentation of methods for macro and micro planning,
- sharing concrete tools, good practices that can be used at mentor occasions,
- giving possibility to mentors to get to know each other, start of building a professional community from them (preparation of a resource map),
- Q&A.

The following pages are dedicated to the presentation of mentor trainings realized by each partner.

4.1.1. Mentor training organized by Kathaz Ltd

The training lasted one full day. It was held by a trainer, who has voluntary experience as mentor and worked as professional leader of various mentorship programs for youngsters.

Participants of the training:

- All mentors could take part in the training,
- The proportion of genders is quite balanced,
- Age of participants is between 25 and 40,
- The composition of the group regarding studies and profession is heteronomous, but still, the majority of mentors work as a teacher or as a psychologist,
- All mentors have previous mentorship experience. At least half of them took part in the first round of the *MotivAction* mentorship program organized in the academic year of 2018-2019. Some of mentors are also trained youth leaders.

- Some of them have been working for years (or still working) with youth in nonformal context as volunteers.

Time	Topic	Description
10.00 - 10.30	Welcome, getting-to-know	Welcome, introduction of participants. <ul style="list-style-type: none"> • Plenary introduction of participants: name, thoughts and feelings about the training, personal motivation, previous mentor experiences, if any. • Getting-to-know in pairs: participants were asked in advance to bring a symbolic thing with them to the training. They present these things to each other.
10.30 - 11.00	Professional self-knowledge 1.	Presentation of the program of the day, the training process and topics. <ul style="list-style-type: none"> • Personal motivation regarding mentoring and <i>MotivAction</i> mentorship program. • Questions, fears, feelings about being a mentor (Dixit cards) • Preparation and presentation of a resource map of mentors (special skills, strengths, weaknesses)
11.30 - 11.50	Break	
11.50 - 13.00	Professional self-knowledge 2.	Mentoring, mentor role and framework of <i>MotivAction</i> project <ul style="list-style-type: none"> • Self-knowledge: moments when I would have needed a mentor in past; how he/she could have helped me? • storytelling in pairs • Who is a mentor? (competences, dos and don'ts): preparation of a montage about the role of a mentor, competences. • Framework of the project: discussion of responsibilities of the mentor, time plan, trainings of students, focuses for mentoring)
13.00 - 14.00	Lunch	
14.45 -16.00	Methods of mentoring	<ul style="list-style-type: none"> • Energizer: counting in pairs to 3, with extras • Mentoring methods (contract, rapport, open questions, active listening, feedback, setting learning goals, building confidential relationship) • Participants can vote which topics shall be discussed in details and which not. • Contracting: plenary session. Importance of the contract, points, ideas, importance of framework for mentors and mentees. • Active listening: 3 small groups, 3 different table games to practice active listening. Reflection: what I had to pay attention to during playing the games? Feelings, thoughts. • Importance of active listening in mentorship.
16.00 - 16.10	Break	
16.10-17.00	Brainstorming	Q&A, on the basis of participants' needs: rapport, open questions, brainstorming for finding methods and tools for working with mentees
17.00-17.30	Evaluation, reflection	Feelings, thoughts about the training, take-away messages form the training.

4.1.2. Mentor training organized by Socialna Akademija

Participants of the training:

- **Teachers in secondary schools:** teachers of various subjects (science, social sciences etc.), as career orientation and life motivation are topics that are broader than an individual subject.
- **Counsellors in secondary schools:** social pedagogues, psychologists etc.
- **Educators in boarding schools** who live with students coming from the countryside
- **Youth workers:** they are usually employed in youth centres (at the local level) and in other youth organizations.
- **Youth leaders,** usually volunteers in youth organizations. Most often they are the executors of certain programs for young people and with young people.
- **Career guidance counsellors,** most often employed in various career guidance projects, in different types of organizations.
- **Other enthusiasts,** interested by the topic.

Information about participants

- More women than men attended the trainings.
- The age of the vast majority was between 30 and 50 years.
- Due to the different profiles, the needs of the target group were very diverse.
- Because participation was voluntary, we observed that the vast majority of participants had a strong common denominator: a passion for informal youth work in the field of motivation.
- The training program was also based on this item, as we were able to start by analysing the situation in which young people find themselves today.
- Another need expressed by participants was to compare time and circumstances when they were in the role of young people and the circumstances young people live in today.
- The vast majority of participants also expressed a very strong desire to learn about new methods of working with young people, less strong was their interest about the development of attitudes and approaches in working with them. Throughout the training, we also tried to respond to this need in two ways:
 - we offered participants a wide range of methods,
 - we reminded them in different parts of the program that attitudes are more crucial than methods.

Structure of the training

Mentor training lasts two days and each day consists of 4 sessions. The first day is dedicated to the position of youngsters in nowadays society, and to the definition of a companion. The second day is dedicated to methods and tools that can be used at mentor occasions.

First day

8:30 – 9:00	Arrival Morning coffee or tea
9:00 – 10:30	Session 1: Introduction and World After 4th Industrial Revolution
10:30 – 10:50	Coffee break
10:50 – 12:20	Session 2: The Process of Growing up in Current Times
12:20 – 13:30	Lunch break
13:30 – 14.40	Session 3: Dynamics of Finding a Personal Mission
14:40 – 15:00	Coffee break
15:00 – 16:00	Session 4: Attitude of a Companion

Second day

8:30 – 9:00	Arrival Morning coffee or tea
9:00 – 10:30	Session 5: The Digital World: An Adversary or an Ally in Finding a Personal Mission?
10:30 – 10:50	Coffee break
10:50 – 12:20	Session 6: An Overview of Useful Tools (1/2)
12:20 – 13:30	Lunch break
13:30 – 14.40	Session 7: An Overview of Useful Tools (2/2)
14:40 – 15:00	Coffee break
15:00 – 16:00	Session 8: Evaluation and “How to go forward?”

Session 1: Introduction and World After 4th Industrial Revolution

Duration: 90 minutes

Aims: Participants understand the main factors that influence the positioning of an individual in society (empathy for yourself, when you were young, building empathy, growing up, who are the supporters etc.).

Program

Content	Duration	Short description of activities
Introduction	40	<ul style="list-style-type: none"> • Presentation of trainers • Presentation of participants by name • Introductory Ice-breaker: presentation with personal coats of arms • Presentation of the purposes and objectives of the training • Presentation of the triangle: young people, youth environment, companion
Presentation of the manual „My step forward“ and references of the organization in the field of motivation and career guidance of young people	5	An overview of the manual “My step forward”, which participants receive in printed version. ²⁵ A short personal story of the performers related to this topic: „How did we get here?“
Silent floor method with key concepts	15	Key concepts: <ul style="list-style-type: none"> • Career orientation • Vision • Mission • World 4.0 • Self-management Each concept is written on a separate large poster and all are staged on the floor in the room. Participants walk among the posters in silence and correspond to associations to concepts and to associations of participants.
Reflection in small groups	15	Each group chooses one or two posters (depending on the number of participants) and first identifies the things they are addressing on the poster. A brief report by group follows.
Presentation of the relevant concepts	15	PowerPoint presentation: <ul style="list-style-type: none"> • World 4.0 • with its characteristics, • silenced the leaders, • and now we want young people to lead themselves. • What are leadership, vision, mission?

²⁵ https://issuu.com/socialnaakademija/docs/inkubator_knjiga_v22_web

Session 2: The Process of Growing up in Current Times

Duration: 90 minutes

Aims: Participants understand the main factors that influence the position of an individual in society (get into the role “when I was young”, building empathy, the period of adolescence and growing up, who are the supporters etc.). Continuing the purpose from the previous set.

Program

Content	Duration	Short description of activities
Being a young person in the World 4.0	35	Presentation of growing up as a life period, the challenges that young people face and the developmental tasks of individuals. ²⁶
Introduction to biographical learning	10	Why to choose biographical learning? What can it contribute to? ²⁷
Individual biographical learning	15	Independent reflection through drawing a personal life path on a poster/A4 paper: Title: My path / My growing up. Participants focus on: <ul style="list-style-type: none"> • other people around them and their characteristics, • strong learning experiences gained during adolescence, • the falls and small victories they faced.
Division by groups and independent work	15	Participants form groups of 4 members (ideally). Questions for conversation: <ul style="list-style-type: none"> • What are you willing to share from your path? • What are the main differences between growing up in your time and growing up today?
Reflection of Biographical learning methods	10	Participants share experiences with the implementation of the method they have just experienced. The trainers also give some insight on the experience from a theoretical point of view. The group also considers in what contexts this method can be used when working with young people.

²⁶ <https://prezi.com/p/wiwgwiolpvco/odrascanje-mladih-v-druzbi-40/?present=1>

²⁷ Publication by Socialna akademija: Prisluskovanje življenju (https://issuu.com/socialnaakademija/docs/prisluskovanje_zivljenju_biografsko_ucenje_v_skupi)

Session 3: Dynamics of Finding a Personal Mission

Duration: 70 minutes

Aims: Participants understand the processes that take place inside young people when they think about their mission, their vision, when they make decisions, when they gather the courage to embark on a journey.

Additionally: How do young people search (for all those things) today?

Program

Content	Duration	Short description of activities
Saying "Yes!"	10	A brief PowerPoint presentation on the following topics: <ul style="list-style-type: none"> • Making a decision; • Obstacles connected with decision making; • What does it mean to say "yes"?
What is the mission? The experiential part	15	We spread photos across the room. Participants look at the photos in silence and reflect on how each photo addresses them on the topic of „personal mission“. Taking photos is initially prohibited, as this triggers a chain reaction (when one takes a photo, everyone takes it) and the time for reflection is greatly shortened. When everyone chooses their photo and sits down, we share the knowledge in small groups (ideally formed by 5-6 people).
What is the mission? The theoretical part	15	Three conceptualizations of a mission: <ul style="list-style-type: none"> • IKIGAI; • Burning bush²⁸; • Can't not do.
Independent individual work – Testing exercises	20	Participants choose one out of three conceptualizations of the mission and try to think about a personal mission in connection to it.
Reflection of independent work	10	Short sharing of realisations and questions together as a whole group.

²⁸ <https://www.youtube.com/watch?v=GuLT4yQXUHg>

Session 4: Attitude of a Companion

Duration: 60 minutes

Aim: Participants learn about the attitudes of the companion.

Program:

Content	Duration	Short description of activities
When did you, as a companion, feel successful?	35	Method: appreciative inquiry The group is divided into triplets. One person narrates the answer to the question (7 minutes), the other listens and tries to identify strong points in the narrative, giving feedback at the end of the story (3 minutes). The third person is a witness focused on the story. Leading question: „Tell me about a time when, as a companion, you really felt you were contributing to a better life for young people.“ We spend the last 5 minutes collecting impressions: Which of the things that were said would you like to share with the whole group?
Reflection about the methods	5	A short sharing about different possibilities of using the methods you have just experienced when working with young people.
Attitudes of the companion	10	Discussion in a whole group. We try to extract the key attitudes of the companion from the stories and speak about different point of views
Short evaluation of the day and homework	10	How are you feeling in the group at the moment? (participants point thumb up, down, somewhere in between) Question to all: What would you keep for the next day, what would you change? Homework: Observe when and how you are companions to young people in the time until the next meeting. Try to remember specific situations.

Session 5: The Digital World: An Adversary or an Ally in Finding a Personal Mission?

Duration: 90 minutes

Aim: getting to tools that can support young people and take a critical look at the digital world.

Program

Content	Duration	Short description of activities
Welcome and new start	15	Welcome to the second part. Feedback to trainers after the first day of training: What important thing has happened to you since last time we met?
Homework discussion	10	When and in what situations were you companion? (conversation in a circle)
Digital tools: Theoretical part	25	What are the tools? The division of tools into the following categories: <ul style="list-style-type: none"> • hardware, • communities, • applications. • Prezi presentation²⁹

²⁹ <https://prezi.com/p/hw5llygutanh/digitalno-in-karierna-orientacija/?present=1>

Reflection 1: Which digital tools do you use?	15	Group conversation.
Reflection 2: Where are the potentials for using digital tools in your work?	25	Division in 6 groups. 2 groups each receive the same category of tools from the presentation. Conversation in small groups which is followed by sharing to the whole group.

Session 6 and 7: An Overview of Useful Tools

Duration: 90 + 70 minutes

Aims: Participants test 8 methods or tools, the rest are collected in the study material.

Program

Content	Duration	Short description of activities
Introduction: how to link methods to each other?	5	<p>So far, we've looked at a few methods. We will encounter more of them in the next two sessions. But before that, let's look into something about their interconnectedness.</p> <p>We are increasingly recognizing the importance of longer interventions when dealing with a development of the life motivation of young people.</p> <p>The main forms of action in longer interventions are:</p> <ul style="list-style-type: none"> • small groups that meet permanently, • 1 on 1 coaching, • a series of short trainings and workshops. <p>For longer interventions, we talk about micro and macro planning. A macro plan connects micro plans to each other.</p> <p>We will look at three models on which we can build a macro plan.</p>
Three models that are suitable for macro planning	20	<p>Theoretical presentation of three models that can be used:</p> <p>Breathing pattern; Dilts pyramid; The Hero's journey.</p> <p>In the next step we explain the Dilts pyramid in particular, as our further work will be based on it.</p>
Classification of methods in the Dilts pyramid	5	<p>In the middle of the room there is a large picture of the Dilts pyramid. Coach's introduction: „From now on, we will try to place every method we have already tried (or we will try) in the Dilts pyramid, at the appropriate level“</p> <p>Participants sort the pieces of paper with the names of the methods used so far onto the pyramid.</p>
Testing different methods	60	<p>Under the guidance of trainers, participants try out different methods. Some possible methods to try:</p> <ul style="list-style-type: none"> • Drawing a personal coat of arms. • The „flower“ method – in the middle of the flower, the group writes what they all have in common, and in the slips, each for oneself what is his characteristic or talent that no one else in the group has. • Writing feedback on the back. • Auction of values. • Collages. <p>It is also possible to reflect on some approaches, e.g.:</p> <ul style="list-style-type: none"> • silence, • adventure learning, • outdoor learning.
Coffee break		

Development of longer programs in small groups	40	<p>Division of participants into smaller groups of 4. Each group can choose what longer-term program they will prepare. They can choose between:</p> <ul style="list-style-type: none"> • Coaching 1 to 1 (multiple meetings), • After school activity – a group of 5 young people (multiple meetings), • Training or a longer workshop. <p>Task for groups: prepare a macro plan based on the Dilts pyramid. You can use the methods we learned in the training, or any other. Write the products on posters/flip charts.</p>
Presentations and responses	30	<p>All groups present their products. The trainers give each group a feedback, as does the rest of the group.</p>

Session 8: Evaluation and “How to go Forward?”

Duration: 60 minutes

Aims: Participants explore how they use the knowledge gained at this training in their future work with young people.

Program

Content	Duration (in min)	Short description of activities
Planning future steps	40	<p>20 minutes: independent work that is based on the canvas prepared by the trainer (Where am I? What have I gained? What am I still missing? What could be the next steps?)</p> <p>20 minutes: comments from participants in groups of three based on the presentation of the canvases.</p>
Evaluation of the training	10	<p>Evaluation through the use of a mobile phone with the Mentimeter tool: https://www.mentimeter.com/.</p> <p>At the same time, the activity is also useful as learning experience about usage of digital tools, which is very useful for carrying out processes with larger groups of young people.</p> <p>A short word from each individual in the circle.</p>
Conclusion and awarding of certificates	10	<p>A short word from each individual in the circle.</p>

4.1.3. Mentor training organized by Akademie Klausenhof

- All mentors participated at the training. They are tutors and trainers of Akademie Klausenhof. Relevant part of them has previous experience in mentoring.
- We intended to have a proportionated gender ratio among mentors. However, finally more men than women took part in the mentorship activity.
- Age of mentors is between 25 and 40.
- Mentors have previous experience regarding working with young migrants which is important because the majority of mentees have migrant background.
- In the framework of the program, mentors were free to decide about methods of mentor occasions. A relevant methodology collection was available for mentors.

Structure of the mentor training

Time	Topic	Description of activity
14.00 - 14.30	Welcome	Welcome, free chatting, tea, coffee
14.30 - 15.30	Ice-brakers Basis of mentoring and the role of the mentor	Ice brakers Basis of mentoring: general notes and the framework of <i>MotivAction</i> project. Personal fears, expectations, hopes of mentors (Dixit cards, symbols)
15.30 - 15.45	Coffee break	
15.45 - 17.00	Mentees	<p>Characteristics of mentees of <i>MotivAction</i> project, description and need of the target group. Being a migrant, inclusion, difficulties.</p> <p>Role-play: At the beginning, 3 people are selected from the group. The chosen ones leave the room. The remaining participants of the group are thinking about a topic they will be able to talk about some time. When the theme is fixed, three words that are important to the conversation are replaced by new words that have nothing to do with the topic. After that, three other words that are important for the topic are searched for and replaced by three gestures. When the new words and gestures were learned, the group should talk about the subject. When the group is in the conversation, the three chosen are put in the room again without further explanation and are left alone with the group.</p> <p>Reflection on the role-play. Questions: Feelings about being chosen? Feelings about being in the circle? Experience about joining the circle without explanation, being excluded.</p> <p>The role-play shed light on the situations of being included/ excluded, which can be a starting point for discussing the topic of social inclusion, tolerance and discrimination.</p> <p>As a mentor, how can I help mentees in social inclusion? Preparation of posters about the topic of helping in social inclusion in small groups.</p>

17.00 - 18.30	A mentor occasion: topics and methods	<p>Steps of macro planning: the trainer gives a short presentation about the structure of a possible/ideal mentor occasion (90 min.).</p> <p>Collection of topics for mentor occasions, also in connection with the topics of the student trainings.</p> <p>Participants are asked to collect 4-5 sub-topics per each student training's topic. Then, pairs are formed, and participants shall discuss the collected topics in pairs in a role-play form. One member of the pair is in the role of the mentor, the other is in the role of a mentee. Mentor speaks about the topic he/she has collected, while the mentee asks questions regarding the topics. After 8 minutes they change roles.</p> <p>After both of them presented his/her selected topics, new pairs are formed. The task is to find methods for the previously discussed topics.</p> <p>Finally, plenary discussion takes place about frequent topics and methods. Remarks, Q&A are also welcome.</p>
18.30-19.15.	Evaluation and closing	<p>Evaluation of the training and presentation of the collection of methodology tools.</p> <p>Questions/topics for reflection: My mood/feelings about the training; What I have learnt?; What answers did I get for my previous questions?</p>

4.2. Supporting mentors in the process of mentoring

Adequate personal and professional support of mentors has strategic importance. On the one hand, it is crucial that mentors can ask their questions and express their difficulties during mentoring. On the other hand, it is also useful to provide occasion for mentors for changing experience and thoughts, as well as for processing the activity of mentoring. Third, supporting mentors can also open the way for building a professional community that can work/remain active after the end of the *MotivAction* project.

An important pillar of professional support of mentors is to name a professional leader of the mentorship program. He/she is someone who have knowledge and experience about mentoring, so can give relevant help/support to mentors in case of professional questions and problems. Concretely how this professional leader can help?

- Support/advice about planning of mentorship activity (macro planning),
- Content and methods for mentor occasions,
- In case of problems: difficulties of building a confidential relationship, personal/specific problems in connection with mentees,
- Case studies, other forms of support.

Furthermore, supporting mentors can take place via the publication and sharing methodology toolkits, handbooks and professional materials, as well as via the preparation of a common toolbox (in concrete, physical form), which can be stored at the place where mentoring occasions are organized. The toolbox can be filled in with useful device by the professional leader or the hosting organization. It is productive if we ask mentors to put things in the toolbox, sharing good practices with others this way.

The toolbox can contain:

- methodology toolkits (printed version and/or online form),
- methodology cards for starting a conversation,
- tools, devices for discussing certain topics, card games and table games for communication, expressing feelings etc.,
- training devices (balls, rings etc.).

4.3. Evaluation with mentors

We consider extremely important to evaluate the 6-10 months-long process with mentors, so as to summarize experience, draw conclusions and point at those fields that shall be developed in the future. In addition, this evaluation can help closing the mentoring process both on emotional and cognitive levels. Finally, such occasion can open the way for further cooperation with mentors. It is suggested to ask feedback from mentors at a dedicated event in a well-structured form and to provide space for free reflection and chatting as well. An evaluation event can be organized as follows.

Aim of the event: closing the mentorship program, changing experience among mentors, feedback from mentors, future planning and saying thank you.

It is suggested to calculate at least 1,5-2 hours for the event.

Time	Content	Description of activity
17.00 – 17.30	Welcome	Welcome Icebreaker and introduction
17.30 – 18.30	Evaluation of mentoring in a structured feedback form. Possible questions, points: 1. Personal experience on mentoring <ul style="list-style-type: none"> • How did you like the experience? Positive/negative feelings? • Was it useful to the students? • You as a mentor what did you learn from the experience? 2. Well-working parts and fields to be developed regarding the program (such as mentor training, methodology toolkit, toolbox, professional and personal support during mentoring) 3. Infrastructure, background: opinion about available rooms, tools, devices.	Mentors get the planned topics and questions in advance. We also ask them to think about their own points for evaluation/reflection. Discussion of each topic/question can be realized with the use of post its, Dixit cards, symbols, hammer-rocket-rubbish bin method etc.
18.30 – 19.00	Ideas for the future	Suggestions for future mentor programs: process, methods, support of mentors... Personal plans for the future: eventual cooperation as a mentor or in other positions.
19.00 – 19.30	Closing	Farewell, certificates and gifts

Following the chapters dedicated to the preparation and support of mentors, let's see mentorship processes realized with mentees.

4.4. Process and structure of mentoring

The mentor program aims to help youngsters to find their personal mission in life, to equip them tools for fluent decision-making as well as for handling obstacles and challenges of life. Furthermore, it provides occasion to discuss in details the topics of the training and to develop related competences and skills.

In the context of the *MotivAction* project, partners voted for small group mentoring, namely one mentor supports 5-8 youngsters. This way the advantages of learning from an experienced adult can be combined with the positive impact of peer-to-peer learning. Mentor groups are created in the beginning of the project, ideally on the basis of youngsters' choices, and the groups are fixed till the end of the process. If a vis maior makes necessary to change the group members, hosting organization shall do it in the most cautious way, taking into consideration group dynamic processes.

The suggested nr of mentees in a group is from 5 to 8 people. This way everyone can get personal attention, and at the same time, topics can be discussed in details. It is important to fix the frameworks of mentoring together with mentees and it is suggested to organize at least every second week mentor occasions lasting 1,5-2 hours. It is useful if mentor occasions have similar structure, because this makes the process predictable and thus, creates a safe environment for participants. Every mentor occasion shall start and end with a check-in/check-out round. This guarantees a structure for the mentor occasions and makes possible to start and close processes. There are three principles in the circle:

- Speak with intention: noting what has relevance to the conversation in the moment.
- Listen with attention: respectful of the learning process for all members of the group.
- Tend to the well-being of the circle: remaining aware of the impact of our contributions.

In the beginning of the mentorship process it is useful to conclude an agreement with mentees about the framework and methods. Such agreements in general include:

- We hold all stories or personal material in confidentiality.
- We listen to each other with compassion and curiosity.
- We ask for what we need and offer what we can.

As to the content of mentor occasions, the following two directions are suggested: first, personal development of participants, second, concrete knowledge/information transfer about the topics of *MotivAction* trainings, on the basis of participants' needs. Possible topics of the second direction: career orientation, further education, mobility, financial literacy, entrepreneurship possibilities etc. Thanks to the nonformal context, mentors can involve mentees in the creation of the content ("curricula") of the mentorship process. This has a core importance regarding the motivation and engagement of students. The common selection of topics to be involved in the mentorship process shall take place at the first mentoring occasion. The suggested method for this is Open Space.

Open Space is a self-organizing practice of inner discipline and collective activity. By inviting people to take responsibility for what they care about, Open Space establishes a marketplace of inquiry, reflection

and learning, bringing out the best in both individuals and the whole. Why Open Space? Open Space methodology builds energy, commitment and shared leadership, participants accept responsibility for what does or doesn't happen. Together with the group, we write down the areas (3) in which they face challenges (e.g.: areas of personal mission search, career orientation, life decisions). The mentor explains the process and its rules.

The Law of Two Feet means you take responsibility for what you care about – standing up for that and using your own two feet to move to whatever place you can best contribute.

Four principles apply to how you navigate in open space:

- Whoever comes is the right people.
- Whatever happens is the only thing that could've.
- When it starts is the right time.
- When it's over, it's over.

For each of the chosen areas, we need two hosts to monitor it (they change places during the implementation so that they can also co-create the content). The group has about 30 minutes to write down in each area the topics, questions, concerns, interests they would like to cover in the mentoring meetings. After 30 minutes (or when the group writes down everything they wanted), we gather again and examine the harvesting. This is followed by vote on the content of the meetings. Each participant receives 5 votes, which are awarded to one or more topics. The mentor identifies the 20 most relevant topics. After that participants vote again, this time with three votes. At the end, the group chooses a number of topics that matches the number of meetings.

Based on the selected topics, the mentor prepares a mentorship structure, a so-called macro plan. This plan can be developed by the concept of the Dilts Pyramid.



The mentor can place the selected topics in the pyramid. He/She starts with topics related to the environment (at the bottom), then slowly progress to topics related to personal identity and personal mission (at the top). This is also the most optimal sequence how the topics can be addressed and discussed by the mentorship group. Trust is strengthened in the group meeting by meeting, so more personal and deeper topics (beliefs, identity, personal mission) shall be discussed at a later meeting. The concept of Dilts pyramid offers us two possibilities of use. The path from the bottom to the top allows us to analyse our own lives and identify the things that define us and influence our decisions and path choices. Starting the path from the top of the pyramid, however, we can examine the changes that we want to implement in our lives, regarding our beliefs, abilities, behaviour or even in the environment, too.

Finally, besides the precise planning of mentoring occasions, it is also essential to choose an appropriate venue for it. If it is possible, mentor occasions shall be organized at the same place during the process, because this also helps predictability and thus, feeling safe. It is suggested to choose a place outside of the school participants go to, so that they can keep distance from everyday routine and have open minds for mentoring. The place shall be in an area that is easy to reach as well as appropriate for sitting in a circle in a comfortable way or realizing training methods with little movement. It is evidential to ensure that no one can disturb the meeting, and that the place is cosy and silent, helping the creation of a safe learning place where mentees can open up and concentrate on the process.

5. Innovative aspects

As it is well-known, mentorship programs are not new at all, thus we put special emphasis on highlighting the unique characteristics of *MotivAction* mentorship program. What are the aspects that makes it special among other similar supporting possibilities for students?

Innovative aspects of the MotivAction project

- **MotivAction mentorship program is the second pillar of a complex nonformal education program** for high school students. The first pillar is a series of trainings composed by 3 events (topics: self-consciousness and personal development; career orientation; financial literacy and entrepreneurial skills). The two pillars are completing each other.
- **The advantage of combining trainings with a mentorship program** is that topics can be discussed with many different methods, resulting that every participant can find the appropriate way of learning.
- **Creation of mentor group:** mentors can be chosen by mentees, based on the introduction of mentors and a common, structured experience (cooperation exercise, escape game etc). This helps youngsters to find an appropriate mentor who can give relevant support regarding his/her fields of interests. Personal preferences also can be taken into consideration when choosing a mentor.
- **Age proximity of the mentors.** The age of the mentors has been deliberately chosen so that they represent a link between parents and the circle of friends of the participants. Mentors are still close to the life of youngsters and do not have the instructive character of a parent but can pass on experiences and wisdom.
- **Individual attention despite working with groups:** Due to the fact that mentor groups consist of 5-8 persons, mentors can take care of the needs of each individual in a targeted and appropriate manner. However, alternatives for action can still be seen and discussed with the other group members.
- **The mentorship program offers a long-term, individual-oriented and tailor-made support** for handling new situations and challenges in life.
- **Using non-formal methods and coaching attitude** with the aim of empowering young people to recognize their uniqueness and to take a step forward in their life.
- **The mentorship program addresses two topics** that are essential for youngsters, but they are often not even addressed in public education, let alone connected to each other: life motivation and career orientation.
- **The mentorship program is built on the character of a “companion”** who is more than a simple counsellor. He/she is not only present in very limited moments of life decisions of youngsters’ but support the mentee in a broader context.
- **During mentoring processes, we put special emphasis on mentors considering them as the secondary target group of the project.** Thus, mentors get personal and professional

support, resulting that mentoring becomes a learning occasion for them, developing various competences and skills. Furthermore, we also aimed to boost forming a professional community from standing-alone-mentors.

Training of mentors

- **The training is based on the situation of young people today** and operates with concepts such as “fear of missing out”, “instant gratification” and other similar ones that are a result of the greatly increased use of digital technologies among young people.
- **The training was accredited in Slovenia** in the program that offers additional training of pedagogical staff. Teachers participating in such trainings get pedagogical points, which indirectly contributes to their advancement in titles and in salary classes.
- **The training not only offers individual methods** of working with young people but also allows the participant to learn macro planning, e.g. assembling several methods into meaningful longer processes.

6. Tools and methods for mentor occasions

The following tools and methods are collected by partners to support mentors in planning and organizing mentor occasions. Offered methods and tools can be useful:

- for discussing a certain topic with students,
- for group dynamics purposes,
- for introducing mentoring occasions,
- for closing the occasions and for reflection in general.

Furthermore, previous items of *MotivAction* series contains several methods for specific topics of self-consciousness, career orientation and financial literacy & entrepreneurial skills.³⁰

6.1. Method for starting an occasion & coaching methods & cooperative exercises

The Wheel of Life: It is a simple but powerful tool that helps you visualize all the important areas of your life at the same time. It is often used by life coaches and career coaches to give their clients a “bird’s eye” view of their lives. By looking at a visual representation of all the areas of your life at once, the wheel helps you to better understand which of your life areas are flourishing and which ones need the most work.

River of life: The metaphor of a river as a way of depicting a personal journey or history is widely understood across cultures. Through the visualization the river can become a compass, a guide as it captures the milestones, failures and successes over time.

Identity Molecule: The method helps you to raise self awareness on the concepts of multiple identity and self identification by analysing and sharing our own Identities. It is also an opportunity to self-identify, rather than be labelled by others, and it can establish a broad definition of diversity in a seemingly homogeneous group.

Thinking traps: Method helps you to recognise your own thinking traps and apply model ABC (Dr. Albert Ellis) to support change to better thoughts and feel better.

STAR coaching method: The STAR (Situation, Task, Action, Result) format help the coachee to re-visit an experience, learn from it, and implement change in the future.

Future pacing: Future Pacing is the process of mentally visualizing and rehearsing a future situation in order to help ensure that the desired outcome will occur.

³⁰ Self-consciousness and personal development trainings – international experience and national implementation; Self-consciousness focused career orientation trainings. International experience, good practices; Financial literacy and entrepreneurship trainings for high school students: from personal finances to starting a business. All publications are available at: <https://kathaz.hu/rolunk/#tenders>.

GROW coaching method: The GROW model (or process) is a simple method for goal setting and problem solving. The GROW coaching model stands for learning through experience: reflection, insight, making choices and pursuing them.

School/job fair: Depending on the interests of your group, you can invite different students or workers from a sector of interest to join the participants at the meeting. It can be also done in the form of a living library.

Jobs of the Future (card game): To explore ideas about what employment might look like in 2030. It can widen horizons of your group regarding their potential employment.

Johari window: The Johari Window model is a simple and useful tool for illustrating and improving self-awareness, and mutual understanding between individuals within a group. This model can also be used to assess and improve a group's relationship with other groups. This model is particularly useful in team development.

Reflected best self exercise: The Reflected Best Self Exercise™ (RBSE) is a feedback seeking exercise that helps you identify and understand your unique strengths and talents. After you gather feedback from significant people in your life, the RBSE guides you through the process of creating a portrait of your best self and an action plan for leveraging your strengths.

Our house

The exercise is appropriate for developing cooperation and cohesion in the group. It also can be used for discussing (personal) values. Participants sit in a circle. The trainers ask them to think about the situation if all of them lives in the same house. Their task is to conclude an agreement about common rules of life. After the agreement is ready, there is a reflection round to discuss the process (how they came to a common agreement, personal interest vs community interest, values that are reflected in the agreement etc.).

I have never done

It is an appropriate exercise for groups in the phase of forming. Participants are sitting in a circle. Their task is to think about information of themselves that they have never done before, but other group members presumably yes. For example, "I have never been to Paris." If someone can say sth that is true for all other members, he/she gets a point. The winner is the member who reaches three points first.

Three facts: true or false?

The game helps getting-to-know each other. Furthermore, it contributes to creating a good atmosphere and cohesion in the group. Participants shall tell three facts about themselves, two of them are true, one is false. Group members shall invent which is the false fact.

Three objects

The game helps getting-to-know each other. Furthermore, it contributes to creating a good atmosphere and cohesion in the group. Everyone is asked before the training/mentorship occasion to bring three objects with himself/herself, that can characterize him/her. Participants will be asked to introduce themselves via the objects (important moments of life, personal traits, hobbies, etc). After everyone has presented oneself, a reflection round is coming.

Stars

This exercise is perfect for getting-to-know purposes. Every participant shall answer the following question: If a film was directed on your life, who would be the main actor/actress? Why?

Guests for dinner

It is an appropriate game for groups in the forming phase. Participants shall answer the following question: if you had the possibility to invite anyone for dinner you wish, who would be that person? Dead or alive people both can come into consideration.

Menu for a restaurant

This is a cooperative exercise, that can develop group dynamics. Participants are asked to imagine the situation as if they aim to open a restaurant together. They shall plan the perfect menu for the restaurant. The discussion shall last 10-15 minutes. After that, a reflection round is coming, referring to the experience about decision-making process and arguing.

6.2. Reflection exercises

What are the goals of reflecting?

- Close the mentorship occasion together,
- Participants can process individually and in group the experience gathered, feelings and thoughts generated by the occasion,
- Process the impressions consciously,
- Make the experiences rationally comprehensible,
- Underline the woes and needs of the participants,
- Give feedback to the mentor,
- Mentor can give feedback to mentees.

As an introduction to the reflection round, it is important to speak about its basic guidelines. Most important ones are as follows.

- Reflection is not a discussion!
- Speak in your name!
- Interruptions are no embarrassing breakdowns.
- Accept the feelings and impressions of others.

- Speak as it pops up to your mind instead of trying to communicate as elaborately as possible.
- Do not evaluate the contributions of the others.
- Use the "I"-term and not "(some)one", "we".
- Try to articulate yourself as precisely as possible (mention examples).
- Express positive and negative feelings.
- Inquiries are permitted to clarify understanding.

Finally, we have collected some good examples for reflection methods.

Doors and gates

The mentor collects in advance pictures/postcards which represents gates and doors in different styles. Pictures are put on the table and every participant is invited to select one that best reflects his/her current state of feeling. After that, participants present the picture and explain their motivation for choice. Doors and gates shall be interpreted as a way to participant's goals.

Dice reflection

For every site of the dice there is a different question/aspect:

1 = my own behaviour

2 = group

3 = content

4 = method

5 = highlights

6 = trainer/teamer/teacher

In one turn everyone can roll the dice and answer. Several turns are possible.

Thumb barometer

The group stands in a circle. Now everyone closes the eyes and reach their thumbs out. The trainer asks questions, and the participants answer with their thumb. Good means thumbs up, neutral means thumb in the middle, bad means thumb down. Nuances can be added.

5 fingers reflection

Every participant gets a paper with a handprint (as an alternative the participants draw their own handprint on a blank paper). Now they complete the reflection paper.

Thumb: That was awesome.

Pointer: That's what I want more of.

Middle finger. That was not so good.

Ring finger: That is what I keep in mind.

Little Finger: That was too short.

Palm: evaluation of the trainer.

Postcard reflection

The trainer collects post cards/pictures in advance and put them on the table. Every postcard has its own meaning. Every participant can choose one or two of them, which describe his/her current situation/mood etc. the best. Participants present their choices.

Note: instead of postcards we can use Dixit cards as well.

7. Good practices and suggestions for further implementation

Regarding mentor occasions

- **Fixed groups at the mentor occasions.** Participants go through the process together, experience progress and let it build on each other. We can save time as participants already know each other, so there is no time-consuming getting to know each other, no re-adjustment to strangers (learning to trust). According to our experience, small group mentorship is really useful, and in case of choosing this method, it is necessary to have fixed groups.
- **It is highly important to find the appropriate form of mentoring,** including time and frequency of meetings, length, methods etc. The careful choice of the venue of the meeting is also important (concentration, comfort, safe learning space).
- **It was useful that students could choose their mentors.** Points of view for choosing a mentor were the following ones: experience of the mentor, special expertise, profession, personal sympathy. Choosing mentors shall be put in a structured framework, organizing a common experience for students and mentors is a useful idea (common exercise, investigation game, escape room).
- **Setting the framework of the mentorship process together with mentees.** It is fruitful to involve mentees in choosing the topics for mentoring. The first meeting can be dedicated to such common planning, so the whole process reflects on participants' needs. Open Space Technology is a useful tool for common planning.
- **Content of mentoring:** it is suggested to dedicate one part of the mentoring occasions to soft skill development, while at other occasions we can deal with concrete information/knowledge transfer about further education, career choices, mobility etc.
- **It is suggested to organize mentoring occasions at least every second week,** in total at least 8-10 occasions are suggested.
- **It can be useful if the hosting organization of the mentorship program gives tools and provides space** for meeting. It helps mentors' work and has the added value to build a link with participants as well as makes possible involving them in other activities of the organization.
- **It is worth asking mentors to write notes about mentoring occasions.** It is useful for further occasions and for following learning processes/personal development processes of mentees. Furthermore, such notes are useful for the evaluation of the mentorship program and for defining further improvement.
- **Personal starting interviews with mentees.** Mentors of Akademie Klausenhof started the mentorship process with a personal interview with every mentee of the group. The aim was to set goals for the process. Such discussion was repeated at least twice during the mentorship process (keeping track of the realization of goals, modification of goals if needed).

Training and support of mentors

- **It is necessary to enable more connections between formal (school) environments and informal ones** (youth organizations). Each environment has certain advantages. Young people can better express their unique gifts in non-formal settings, while formal education can reach a larger number of students.
- **If we can provide adequate financial resources**, it would make sense to organize a longer training for mentors, as a 1- or 2-day-long event introduces some skills and attitudes only superficially and leaves no time for participants to practice them and to try them out.
- **It would make sense to integrate this training into a broader educational process** for teachers in the future. This way, a higher nr of participants can take part in the training, as well as the approach of mentoring can be involved step by step in the formal education context, too.
- **It is justified that personal and professional support of mentors is especially important during the mentorship process.** The elements of such support were useful for mentors, however, based on their feedback they would have needed more time for common case studies and sharing professional experience.
- **Mentor trainings were useful starting points** for planning mentorship processes, for macro and micro planning. According to mentors' feedback, relevant topics of the mentor trainings are the following ones:
 - role, function and tasks of the mentor,
 - concrete steps of a mentoring process,
 - frameworks of the concrete mentorship program,
 - structure of a mentoring occasion,
 - collection of methods and tools,
 - possibility of changing mentor during the process (conditions, changing mentor is an ultima ratio),
 - online mentoring: advances, concrete forms,
 - data protection issues,
 - whether it is necessary (in legal terms) or not having the permission of parents of mentees,
 - child protection issues.
- **It turned out that it is still important to speak about professional basis of mentoring** even if mentors have previous experience in youth work. Discussion of the framework of the concrete mentorship program is also important.
- **Sometimes it was difficult that mentors had different professional background about mentoring** and working with youth. This way, it happened that a term was understood in different ways or the other way round, its explanation was too evident for someone, which made difficult to put the information in the context of the concrete mentorship program.
- **At the mentor training we used nonformal methods that can also be used by mentors themselves in the work with the mentees.**

8. Conclusions

In this material we tried to give insight to the *MotivAction* mentorship program, realized for two academic years. Following the presentation of the theoretic background of mentoring in general, we highlighted the special characteristics of the mentorship program realized in the project, drawing attention to the importance of personal and professional support of mentors. Furthermore, the structure of the mentor trainings was also described as well as innovative aspects of *MotivAction* mentorship program. Finally, in order to make this handbook more user-friendly, we have collected some tools and methods, as well as listed good practices and experience of implementation.

We sincerely hope that the *Handbook* can be useful to all who are interested in mentoring both at personal and at organizational level. In case of getting inspired by reading this material, we suggest to get involved in mentorship activities in the future.

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10. Annexes

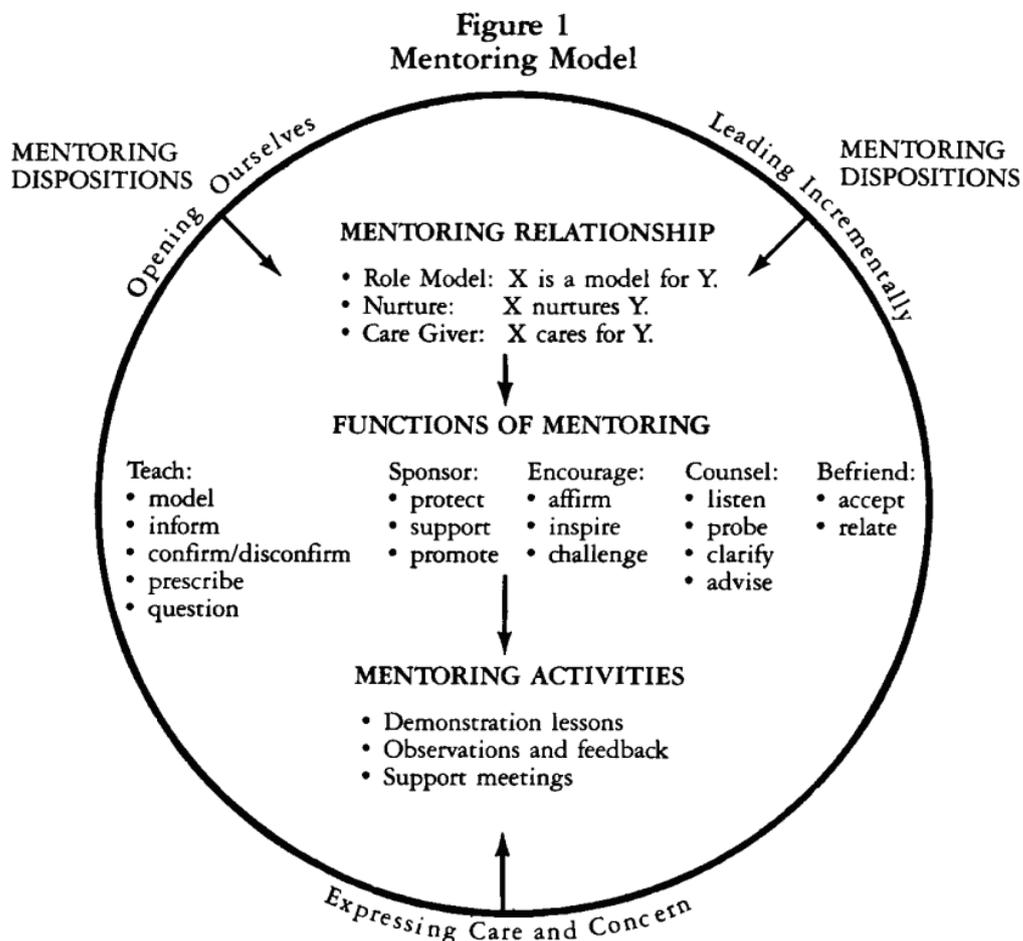
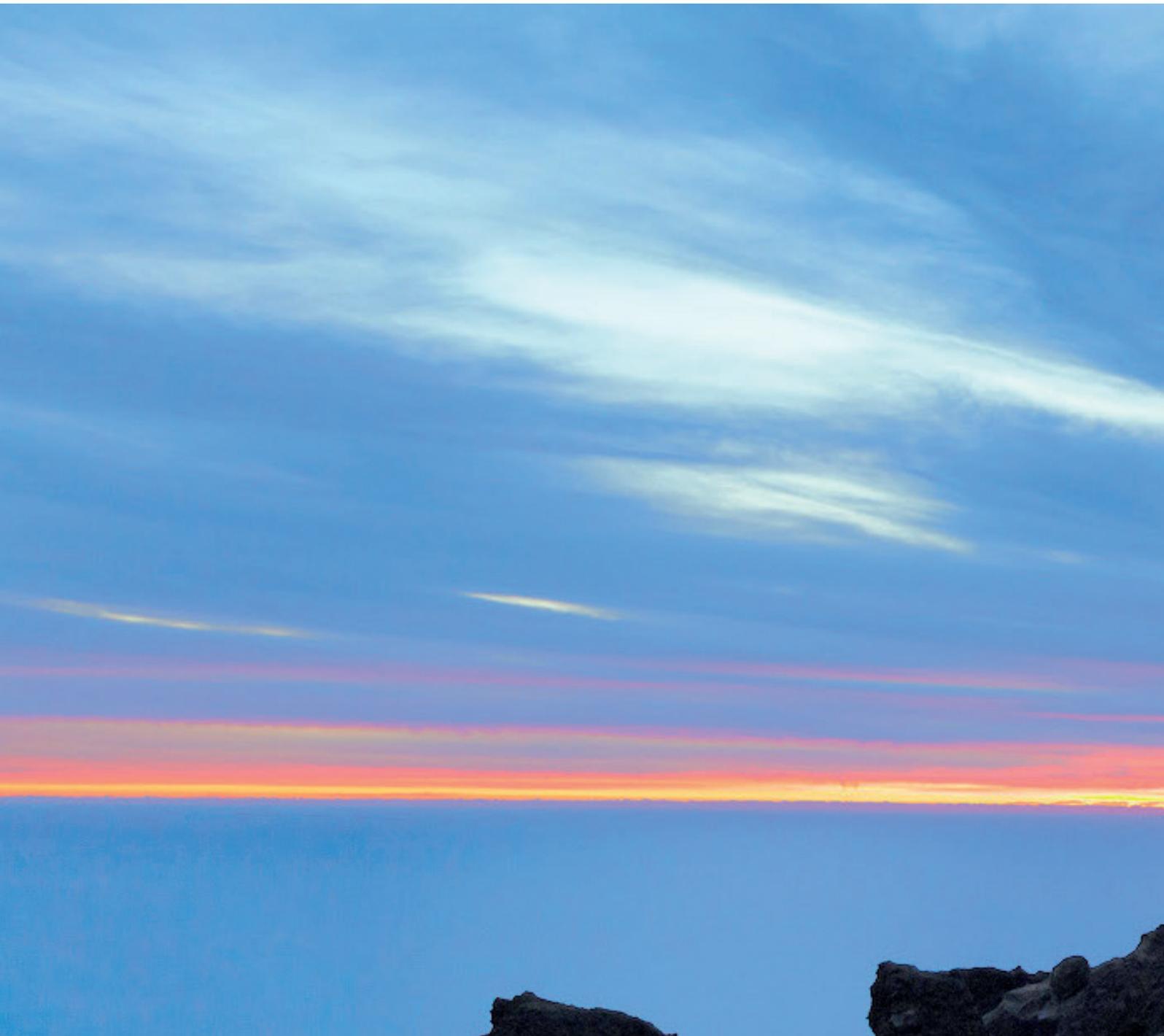


Image 1: The process of mentoring (Anderson & Shannon 1988, 41)

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