

Intellectual output 1

“How to become a good mentor for young people (18+) working as nurses, social workers and teachers”

Curricula of the blended-learning mentorship and career guidance training course



MENTOR ONLINE
No. 2017-3-RO01-KA205-047183

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The purpose of the course – to help to understand how to become a good mentor for young people (18+) working as nurses, social workers, and teachers.

Partners:

1. Asociatia Everest, Romania
2. STEP Institut, Slovenija
3. Gender studies, o.p.s, Czech Republic
4. Balkanplan, Bulgaria
5. SC Ludor Engineering SRL, Romania
6. KAI, Lithuania

The course consists of 6 modules:

Module	Title	Partner responsible
Module 1	Introduction to mentorship and career guidance	KAI, Lithuania
Module 2	Mentorship area. Benefits and positive effects of mentorship and career guidance	Balkanplan, Bulgaria
Module 3	The components of mentoring process	SC Ludor Engineering SRL, Romania
Module 4	Competencies and qualities of a mentor	Asociatia Everest, Romania
Module 5	Critical thinking, adaptation to the regular changes in professional area in mentoring process	STEP Institut, Slovenija
Module 6	Empathy and non-discrimination of learners in mentoring process	Gender studies, o.p.s, Czech Republic

The curricula for the blended-learning training course on mentorship and career guidance is elaborated with two types of modules: for the online training and for face to face course with the participants.

The curricula are based on requirements at academic level and specify the training objectives, the methodology, the time and the resources needed. Methodology includes formal, informal and non formal methods of learning.

For the online modules (non formal methods): video/audio presentations, case studies, role plays, presentations, podcasts, images and other resources created or adapted from online spaces will represent the ICT materials for the online modules

For the face to face modules (formal methods): The learning material for face to face blended-learning training course on mentorship skills and career guidance is conceived for an in depth training where the participants can consolidate and complement the knowledge, skills and

experiences already achieved during the online course. For the face to face training a theory and exercise booklet will be elaborated and distributed among the participants.

The duration of the online training is 5 hours and of face to face training is 30 hours.

Modules	Face to face hours	Online study hours	Total
Introduction to mentorship and career guidance	5 hrs	50 min.	5 hrs 50 min.
Mentorship area. Benefits and positive effects of mentorship and career guidance	5 hrs	50 min.	5 hrs 50 min.
The components of mentoring process	5 hrs	50 min.	5 hrs 50 min.
Competencies and qualities of a mentor	5 hrs	50 min.	5 hrs 50 min.
Critical thinking, adaptation to the regular changes in professional area in mentoring process	5 hrs	50 min.	5 hrs 50 min.
Empathy and non-discrimination of learners in mentoring process	5 hrs	50 min.	5 hrs 50 min.
Total:	30 hrs	5 hrs	35 hrs

Training program:

Module 1 Introduction to mentorship and career guidance.

Structure of the training	Online training	50 minutes/ module
	Face to face	5 hours/ module
Annotation	This module is intended to introduce the characteristics of mentorship and career guidance peculiarities. There is also information on the differences between mentorship and educational leadership. After the training, individuals will be able to define the characteristics and effectiveness of mentorship and to evaluate the mentor's career changes.	
General goal(s)	To provide the necessary knowledge and skills for the characteristics of mentorship and to understand the peculiarities of career guidance, analyze and evaluate them critically. Also, to develop the ability to practice the main aspects of mentor's career planning and implementation.	
Objectives	<p>To reveal the concept of mentorship.</p> <p>To indicate the differences between mentorship and educational leadership.</p> <p>To analyze the characteristics and effectiveness of mentorship.</p> <p>To present career planning and implementation.</p> <p>To explain the peculiarities of the assessment of mentor career changes.</p>	
Methods	<p>Formal methods: E-slides, Lecture, Self-assessment tests.</p> <p>Informal methods: Practical tasks, Discussions in groups.</p> <p>Non-formal methods: Role playing games, Capacity-building practical tasks, Modeling situations, Self-reflexion.</p>	
Resources	Computer (Wi-Fi network), Internet sources Projector, Paper, Writing Board, Markers.	
Order of activities	<p>1 subject. The concept of mentorship and career guidance.</p> <p>2 subject. Differences in mentorship and educational leadership.</p> <p>3 subject. The characteristics and effectiveness of mentorship.</p> <p>4 subject. Career planning and implementation.</p> <p>5 subject. The assessment of mentor career changes.</p>	<p>(Online training) 50 min.</p> <p>(Face to face) 1 hr</p> <p>(Face to face) 1 hr</p> <p>(Face to face) 2 hrs</p> <p>(Face to face) 1 hr</p>
Learning outcomes	<p>Knowledge - at the end of the unit the learner will be able to:</p> <p>Present the concept of mentorship.</p> <p>Define the key aspects of career guidance.</p> <p>Skills - at the end of the unit the learner will be able to:</p> <p>Recognize differences in mentorship and educational leadership.</p> <p>Compare socio-educational aspects of mentorship and educational leadership.</p> <p>Discuss the issues of mentorship characteristics and effectiveness.</p> <p>Be able to anticipate the consequences of mentorship effectiveness.</p> <p>Competencies - at the end of the unit the learner will be able to:</p> <p>Be able to carry out career planning and implementation.</p> <p>Evaluate the changes in career as a mentor.</p>	
Achievement assessment methods	<p>On-going evaluation during the practical tasks.</p> <p>Self-reflection.</p> <p>Self-assessment questionnaire.</p>	
Literature/References	<p>Coaching and Mentoring Course. https://www.impactfactory.com/node/101.</p> <p>Kram K. E. <i>Phases of the Mentor Relationship</i>. Academy of Management Journal. 2017. Vol. 26, No. 4.</p> <p>Odell S. J. Mentor Teacher Programs. What Research Says to the Teacher. https://eric.ed.gov/?id=ED323185.</p>	

Module 2 Mentorship area. Benefits and positive effects of mentorship and career guidance

Structure of the training	Online training	50 minutes/ module
	Face to face	5 hours/ module
Annotation	This module will take a close look at the mentorship area, shedding light on the important motivational and inspirational aspects of mentorship. The information provided will develop in depth knowledge of the positive aspects of mentorship and explain why it is a vital part of career development. Another component of the module will provide a description of career guidance and the role it has in choosing a career.	
General goal(s)	The main goal of the course is to give the participants a chance to explore exactly how mentoring affects not only the young learners, but also the mentors themselves. The module will concentrate on different benefits of career guidance, demonstrate the mutual learning process in the mentorship area and show how much of a difference it can make.	
Objectives	<p>To develop in depth knowledge of the benefits of mentoring.</p> <p>To provide information about the process of mutual learning.</p> <p>To explain the aspects of the Mentoring effect.</p> <p>To highlight the importance of knowing how mentoring is beneficial.</p> <p>To help mentors build realistic expectations of the mentoring process and results.</p> <p>To achieve a deep understanding of both sides in the mentoring process.</p>	
Methods	<p>Formal methods: PowerPoint presentations, Self-assessment tools, Lectures</p> <p>Informal methods: Debriefing and discussions, Group activities and practical tasks</p> <p>Non-formal methods: Videos, Self-reflection, Role play games and psychological games, Brainstorming, Capacity-building practical tasks.</p>	
Resources	Laptop or computer, Internet, Paper, Flipchart, Projects, Sticky notes, Markers, Multimedia	
Order of activities	<p>1 subject. The Mentoring effect – Aspirations and outcomes</p> <p>2 subject. A mentor’s benefits to mentoring</p> <p>3 subject. A hero’s journey and the role of the mentor</p> <p>4 subject. Mutual learning or mutual mentoring – Development and effects</p> <p>5 subject. Career guidance – tools and results</p>	<p>(Face to face) 1 hr 30 min.</p> <p>(Face to face) 1 hr 30 min.</p> <p>(Face to face) 30 min.</p> <p>(Online training) 50 min.</p> <p>(Face to face) 1 hr 30 min.</p>
Learning outcomes	<p>Knowledge - at the end of the unit the learner will be able to:</p> <p>To differentiate the importance of mentoring not only for the mentor but for the mentoree as well.</p> <p>To adequately present the positive aspects of mentoring and the vital role it has in career development.</p> <p>Understand better how mentorship influences</p> <p>Skills - at the end of the unit the learner will be able to:</p> <p>Motivate and aspire the learners in their career path.</p> <p>Enrich the mentorship process by setting goals to achieve specific positive aspects.</p> <p>Competencies - at the end of the unit the learner will be able to:</p> <p>Use the knowledge to help with the development of the mentor, the mentoree and an organisation.</p> <p>To personalise a mentorship programme in order to achieve better results.</p>	
Achievement assessment methods	<p>Self-assesment tools.</p> <p>Self-reflection.</p> <p>E-questionnaire.</p> <p>Results in practical tasks.</p>	
Literature/References	Bruce, Mary and Bridgeland, John (2014). <i>The Mentoring Effect: Young People’s Perspectives on the Outcomes and Availability of Mentoring</i> . Washington, D.C.: Civic	

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Campbell, Joseph, Cousineau, Phil. (1999) *The hero's journey : Joseph Campbell on his life and work ; collected works of Joseph Campbell* Shaftesbury : Element

Marilyn Price-Mitchell Ph.D. (2013) Mentoring Youth Matters retrieved from <https://www.psychologytoday.com/us/blog/the-moment-youth/201301/mentoring-youth-matters>

M. Dittmann (2003) Guidance by a research mentor strongly influences career direction. Retrieved from <http://www.apa.org/gradpsych/2003/09/guidance.aspx#>

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Module 3 The components of mentoring process

Structure of the training	Online training	50 minutes/ module
	Face to face	5 hours/ module
Annotation	The module concentrates on revealing the components of mentoring process, starting with the characteristics of mentoring relationship, the way it can be built in a trusting manner and the possible factors of influence. It also presents the key elements of running the mentoring process during the meetings, supporting the progress, and assessing it. The module emphasizes the role of learning styles in this process. In addition, it aims to develop skills of offering and receiving feedback and using certain models and strategies of mentoring and coaching.	
General goal(s)	To help the participants understand the way they can build a trusting relationship with their mentees, to achieve models and strategies of mentoring, coaching and career guidance and to apply them during the mentoring meetings, as well as to indicate how to structure them and support the progress of mentees. To demonstrate that mentoring is a learning process and to point out the importance of learning styles. Also to provide information, knowledge and skills to correctly offer and receive feedback and to assess the mentoring process.	
Objectives	<p>To present the characteristics and phases of mentoring relationship and ways of building it.</p> <p>To explain two main models and strategies of mentoring and coaching.</p> <p>To highlight the importance of learning styles in mentoring process.</p> <p>To identify the features of offering and receiving feedback in an appropriate way.</p> <p>To describe the main elements of mentoring meetings.</p> <p>To point out aspects related to the assessment and crediting the mentoring process.</p>	
Methods	<p>Formal methods: E-slides, Lecture, Self-assessment test, PowerPoint presentations.</p> <p>Informal methods: Practical tasks, Case studies, Group discussions.</p> <p>Non-formal methods: Interactive video, Self-reflection, Role play games, Brainstorming, Capacity-building practical tasks.</p>	
Resources	Computer (wi-fi network), paper, pencils, markers, worksheets, multimedia, white board, flipchart, projector	
Order of activities	<p>1 subject. Building the mentoring relationship</p> <p>2 subject. Models and strategies of mentoring and coaching: GROW model and 4 steps model</p> <p>3 subject. Learning styles and the mentoring process</p> <p>4 subject. Offering and receiving feedback</p> <p>5 subject. Mentoring meetings and progress</p> <p>6 subject. Assessment of mentoring process</p>	<p>(Online training) 50 min.</p> <p>(Face to face) 1 hr 15 min.</p> <p>(Face to face) 1 hr 15 min.</p> <p>(Face to face) 1 hr</p> <p>(Face to face) 1 hr 10 min.</p> <p>(Face to face) 20 min.</p>
Learning outcomes	<p>Knowledge - at the end of the unit the learner will be able to:</p> <p>To identify the phases of mentoring relationship.</p> <p>To describe assessment components of mentoring process.</p> <p>To compare the learning styles.</p> <p>Skills - at the end of the unit the learner will be able to:</p> <p>To built rapport and trust with mentees.</p> <p>To use GROW model in coaching and mentoring.</p> <p>To encourage the progress of mentees.</p> <p>Competencies - at the end of the unit the learner will be able to:</p> <p>To guide, coach and support the mentees during the mentoring sessions.</p> <p>To provide appropriate feedback for mentees.</p>	
Achievement assessment methods	<p>On-going evaluation during the practical tasks.</p> <p>Self-reflection.</p> <p>Self-assessment questionnaire.</p>	
Literature/References	<p>Clutterbuck, David. (2004). <i>Everyone Needs a Mentor: Fostering Talent in Your Organisation</i>. London: CIPD Enterprises.</p> <p>Clutterbuck, David & Megginson, David. (2005). <i>Techniques for coaching and mentoring</i>. Oxford: Elsevier.</p> <p>Johnson, W. B., & Ridley, C. R. (2004). <i>The elements of mentoring</i>. New York: Palgrave</p>	

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 Kay, David & Hinds, Roger. (2009). *A Practical Guide to Mentoring: How to Help Others Achieve Their Goals*. Oxford: Howtobooks.
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 Pask, Roger & Joy, Barrie. (2007). *Mentoring-Coaching. A Guide for Education Professionals*, Berkshire: Open University Press.
 Straus, S. E., Johnson, M. O., Marquez, C., & Feldman, M. D. (2013). Characteristics of Successful and Failed Mentoring Relationships: A Qualitative Study Across Two Academic Health Centers. *Academic Medicine: Journal of the Association of American Medical Colleges*, 88(1), 82–89.
 Walsh, Danny. (2010). *The Nurse Mentor's Handbook: Supporting Students in Clinical Practice*. Berkshire: Open University Press.
 Whitmore, J. (2002). *Coaching for performance: GROWing people, performance and purpose* (3rd ed.). London; Naperville, USA: Nicholas Brealey.
 HSCB (2014). *Coaching and Mentoring in Social Work – A Review of the Evidence*: http://www.hscboard.hscni.net/download/PUBLICATIONS/SOCIAL-WORK-STRATEGY/Coaching_and_Mentoring_in_Social_Work-Review_of_the_Evidence.pdf.
 National Center for Women & Information Technology. *Evaluating a Mentoring Program Guide*: https://www.ncwit.org/sites/default/files/resources/evaluatingmentoringprogramguide_web.pdf
 The Center for Health Leadership & Practice Public Health Institute. (2003). *Mentoring Guide: A Guide for Mentors*: <http://www.rackham.umich.edu/downloads/more-mentoring-guide-for-mentors.pdf>

Module 4 Competencies and qualities of a mentor

Structure of the training	Online training	50 minutes/ module
	Face to face	5 hours/ module
Annotation	The module draws the profile of a good mentor in terms of key competencies and qualities for this role and it offer the context to develop them. After the training, the individuals will be able to define their roles and responsibilities as mentors, and skills, knowledge, attitudes and behaviours required, to self-assess their level of competence, to find ways to improve them and to act according to these characteristics.	
General goal(s)	To identify and illustrate the characteristics of a good mentor, to guide and supervise participants develop mentorship key skills and competences. To point out the importance of entrepreneurship for career start and provide basic entrepreneurship knowledge, skills and competences for a successful career.	
Objectives	<p>To analyse the main roles and responsibilities of a good mentor and the key competencies related to them.</p> <p>To identify the knowledge required for a good mentor.</p> <p>To describe the qualities of a good mentor as attitudes and behaviours.</p> <p>To emphasize the most important communication and interpersonal skills in mentoring.</p> <p>To explain the importance of leadership styles and values in mentoring young people.</p> <p>To define ways of developing basic entrepreneurship skills for career start.</p>	
Methods	<p>Formal methods: Lecture, Self-assessment test, PowerPoint presentations.</p> <p>Informal methods: Practical tasks, group discussions,</p> <p>Non-formal methods: Video presentations, Self-reflection, Role play, Brainstorming, Capacity-building practical tasks, Interactive games.</p>	
Resources	Computer (Wi-Fi network), paper, pencils, markers, worksheets, multimedia, white board or flipchart, projector	
Order of activities	<ol style="list-style-type: none"> 1.Key competencies related to main roles and responsibilities of a mentor 2. Knowledge of a good mentor 3. Attitudes and behaviours of a mentor 4. Communication and interpersonal skills 5. Leadership styles and values in mentoring 6. Basic entrepreneurship skills for career start 	<p>(Online training)</p> <p>(Online training)</p> <p>(Online training)</p> <p>(Face to face) 2 hrs 30 min.</p> <p>(Face to face) 1 hr</p> <p>(Face to face) 1hr 30 min.</p>
Learning outcomes	<p>Knowledge - at the end of the unit the learner will be able to:</p> <p>To list and describe the key competencies of a mentor</p> <p>To identify the correct attitudes and behaviors of a mentor</p> <p>To understand the basic entrepreneurship skills for career start</p> <p>Skills - at the end of the unit the learner will be able to:</p> <p>To assess the organisational environment and propose specific directions</p> <p>To motivate mentees in establishing and following career goals</p> <p>To be able to evaluate mentees` attitudes and behaviours</p> <p>Competencies - at the end of the unit the learner will be able to:</p> <p>To be able to provide professional guidance, advice and directions to mentees</p> <p>To ensure efficient communication, leadership and monitoring during the mentoring process</p>	
Achievement assessment methods	<p>On-going evaluation exercises.</p> <p>E-questionnaire.</p> <p>Self evaluation.</p> <p>Evaluation questionnaire.</p>	
Literature/References	<p>Beggs, Katherine & Solheid, Lacey (2013). Leadership Games and Activities: https://www.slideshare.net/Isolheid/leadership-games-and-activities</p> <p>Jennifer Boddy, Kylie Agllias & Mel Gray (2012) Mentoring in social work: key findings from a women's community-based mentoring program, Journal of Social Work Practice, 26:3, 385-405.</p>	

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- Phillips-Jones, Linda (2003). *75 Things To Do with Your Mentee: Practical and Effective Development Ideas You can Try*: <https://my.lerner.udel.edu/wp-content/uploads/75-Things-To-Do-With-Your-Mentees.pdf>
- Walsh, Danny. (2010). *The Nurse Mentor’s Handbook: Supporting Students in Clinical Practice*. Berkshire: Open University Press.

Module 5 Critical thinking, adaptation to the regular changes in professional area in mentoring process

Structure of the training	Online training	50 minutes/ module
	Face to face	5 hours/ module
Annotation	This module is intended to introduce the characteristics of critical thinking in the mentoring process (of the mentor and of the mentee). It will mainly provide ideas and methods for developing the skill of critical thinking. Moreover, it will address the topic of changes in professional area (at work, in the mentoring process, in the process of starting or developing career etc.) and how to manage changes. After the training, individuals will be able to encourage their own critical thinking and to better understand and manage changes.	
General goal(s)	<p>To provide the necessary knowledge about critical thinking and to point out the importance of critical thinking and of the awareness when and how to use it. To teach how to encourage it and how to develop skills necessary to become a critical thinker. To encourage the use of critical thinking in the process of mentoring and for assessment of the relationship between mentor and mentee.</p> <p>To gain knowledge about change management and develop skills for a successful adaptation to changes, especially in the field of career and professional development. To develop the ability (of mentor and mentee) to practice critical thinking and effective change management regularly, especially in the process of mentoring, career guidance and career development. To become aware of defence mechanisms in the change process.</p>	
Objectives	<p>To gain knowledge about the concept of critical thinking.</p> <p>To learn methods and ways to encourage and develop the skills of critical thinking.</p> <p>To use critical thinking in the process of mentoring and career guidance.</p> <p>To learn about change management.</p> <p>To understand changes and be able to adapt successfully.</p> <p>To become aware of defence mechanisms in the change process.</p> <p>To develop skills for an effective change management (also in the mentoring process).</p> <p>To teach mentors how to encourage the mentored to become critical thinkers and persons who can adapt to regular changes well.</p>	
Methods	<p>Formal methods: lecture, PPT presentation, online learning, self-assessment tests.</p> <p>Informal methods: Workshop approach, working in pairs and groups, discussions</p> <p>Non-formal methods: role playing games, video material, practical tasks and games, self-reflection.</p>	
Resources	Computer, internet access, projector, paper (a4 and flipchart), flipchart and or/writing board, markers, post-it papers.	
Order of activities	<p>1 subject. ABC of critical thinking and change management</p> <p>2 subject. The concept of critical thinking.</p> <p>3 subject. Developing skills of critical thinking.</p> <p>4 subject. The concept of change management.</p> <p>5 subject. Developing skills to effectively manage and adapt to changes.</p>	<p>(Online training) 50 min</p> <p>(Face to face) 1 hr</p> <p>(Face to face) 1 hr 30 min.</p> <p>(Face to face) 1 hrs</p> <p>(Face to face) 1 hr 30 min.</p>
Learning outcomes	<p>Knowledge - at the end of the unit the learner will be able to:</p> <p>Understand and present the concept of critical thinking.</p> <p>Understand and present the concept of change management.</p> <p>Skills - at the end of the unit the learner will be able to:</p> <p>Reflect upon his/her thinking style.</p> <p>Encourage critical thinking.</p> <p>Think critically about different aspects of professional life.</p> <p>Adapt to changes and manage them successfully.</p> <p>Think critically about the mentoring or career guidance process.</p> <p>Competencies - at the end of the unit the learner will be able to:</p> <p>Teach the mentees how to encourage and develop critical thinking (in professional life and</p>	

	<p>in the process of mentoring or career guidance). Teach the mentored how to manage and adapt to changes. Evaluate the process of mentoring and career guidance with the use of critical thinking techniques.</p>
<p>Achievement assessment methods</p>	<p>Self assessment before and after training. Oral evaluation: participants give examples how they can use the skills of critical thinking and change management in practice – for themselves and in the mentoring or career guidance process. Evaluation questionnaire.</p>
<p>Literature/References</p>	<p>Bowers, B (2011). Managing change by empowering staff. <i>Nursing Times</i>, 107: 32/33. Available at: https://www.nursingtimes.net/roles/nurse-managers/managing-change-by-empowering-staff/5033731.article Brewer, A.M. (2016). Mentoring from a Positive Psychology Perspective. Learning for Mentors and Mentees. Springer International Publishing Switzerland Becoming Aware – Mentoring and Critical Thinking (2018). http://mentoring-works.com/becoming-aware-mentoring-and-critical-thinking/ Change Management Coach (2018). Available at: https://www.change-management-coach.com Critical Thinking Skills (2018). Available at: https://www.skillsyouneed.com/learn/critical-thinking.html De Bono, E. (2017). Six Thinking Hats. UK: Penguin. De Bono, E. (2010). Teach Yourself to Think. UK: Penguin Books Limited. De Bono, E. (2006). Thinking course. UK: Pearson Education Limited. Education Change Management PPTA Toolkit 2016. New Zealand Post Primary Teacher's Association. Management 3.0 (2018). Available at: https://management30.com/ Rose, M. and Best, D. (2005). Transforming Practice through Clinical Education, Professional supervision and Mentoring. UK: Elsevier. Rupnik Vec, T. (2011). Izzivi poučevanja: spodbujanje razvoja kritičnega mišljenja. Ljubljana: Zavod Republike Slovenije za šolstvo. Travaglia J., Debono D. et al. (2011). <i>Change management strategies and practice development in nursing: a review of the literature</i>. Sydney: Centre for Clinical Governance Research, Australian Institute of Health Innovation, Faculty of Medicine, University of New South Wales. VIA Institute on Character: Character Strengths (2018). Available at: http://www.viacharacter.org/www</p>

Module 6 Empathy and non-discrimination of learners in mentoring process

Structure of the training	Online training	50 minutes/ module
	Face to face	5 hours/ module
Annotation	The module is focused on the elaborating of the sensitiveness to the various topic of disadvantage which could occur during the mentoring process. It includes the question of gender, age, sexual orientation, handicap, religion etc. Therefore module focuses on the question of power in the process of mentoring, power in the helping profession and inequalities in the relationship during the mentoring process. The focus will be paid on the topic of communication, as well as the topic of stereotypes and biases prevailed in the society as well as in the individuals themselves.	
General goal(s)	Main goal of the module is to support the empathy approach in the mentoring. Also to elaborate the sensitivity to the different forms of the disadvantage. General goal of the module is to rise the awareness about internal stereotypes of the mentor and biases which could interfere into the process of mentoring.	
Objectives	<p>To get aware about different forms of disadvantage.</p> <p>To distinguish potentially discriminatory practices.</p> <p>To understand cross-sectional operation of gender biases.</p> <p>To be get sensitized to pitfalls of the power-relationships.</p> <p>To create the non-discriminatory environment during the mentoring process.</p> <p>To create the environment which empowers the target groups and which cross the stereotypes and biases in the society as well as in the individuals themselves.</p> <p>To understand different forms of participative approaches and techniques of communication inspired for example by Rogerians therapy and systemic approach.</p>	
Methods	<p>Formal methods: E-slides, Lecture, Self-assessment tests.</p> <p>Informal methods: Practical tasks, Discussions in groups.</p> <p>Non-formal methods: Role playing games, Capacity-building practical tasks, Modelling situations, Self-reflexion. Socio mapping and maps of gender inter-relationships</p>	
Resources	Computer (Wi-Fi network), Internet sources Projector, Paper, Writing Board, Markers.	
Order of activities	<p>1 subject. Power, help and responsibility</p> <p>2 subject. Definitions, discrimination and anti-discriminatory approach</p> <p>3 subject. Different forms of disadvantage and mentoring process</p> <p>4 subject. Gender stereotypes and gender sensitiveness</p> <p>5 subject. Communication practices, language, systemic approaches, Rogerians approach</p>	<p>Face to face – 1 hr</p> <p>Online training – 50 min</p> <p>Face to face – 1 hr</p> <p>Face to face – 1 hr</p> <p>Face to face – 1 hr</p>
Learning outcomes	<p>Knowledge - at the end of the unit the learner will be able to:</p> <p>To define discrimination grounds and discrimination areas.</p> <p>To know about gender stereotypes.</p> <p>To understand participatory approaches and techniques in communication.</p> <p>To get aware about power relationship in the society and its reflection in the mentor relationships.</p> <p>Skills - at the end of the unit the learner will be able to:</p> <p>To use the different methods to encounter the stereotypes.</p> <p>To be able to anticipate gender stereotypes facing in the mentoring process.</p> <p>Competencies - at the end of the unit the learner will be able to:</p> <p>Create open atmosphere of mentoring process.</p> <p>Facilitate participation of both sides of the process.</p>	
Achievement assessment methods	<p>Self evaluating questionnaire filling.</p> <p>Self-reflexion.</p>	
Literature/References	<p>Sosik, John, J. And Veronica M. Godshalk: The Role of Gender in Mentoring: Implications for Diversified and Homogenous Mentoring Relationships. Journal of Vocational Behavior. Volume 57, Issue 1, August 2000. P. 102-122.</p>	

Diversity Activities Resource Guide Book.

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