# Training Programme for Mentors of Young Employees and Human Resource Managers

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Learner Manual

Part 1 – Learning in Classroom

# UNWIND

Reducing Workplace Stress for Young People by Building Career Management Skills

# CONTENT

Young people spend many years at school. They can start as early as aged 4 and some of them finish at universities around the age of 25. This period can account for over 20 years of education.  In such a long time, they should be well prepared to handle their personal and professional lives independently. Nevertheless, entering the first job is full of new situations and often unpleasant surprises, both on the part of the young employee and the employer.

Both young employees and employers find out that the school has not entirely prepared a young person for practical working life. And so the young employees have to deal with the requirements and situations they are not prepared for. And they need to learn new, now practical skills that will enable them to work efficiently and smoothly in a company or organisation environment. These new skills are taught either by the painful method of trial and error, or with the help of a kind superior, colleague, or human resource manager, who often have to solve problem situations.

As part of the UNWIND project, we have prepared 36 video presentations devoted to 36 practical themes and skills useful in working life and career development.

For example:
- Emotional Intelligence
- Building Rapport
- Adapting to Organisational Change
- Active Listening
- How to Lead Team Meetings
- Constructive Criticism
- How to Delegate Tasks
- Working Efficiently in Teams
- Problem Prioritization
- Sleep and Stress
- 4 A's of Stress Management
- Procrastination

This training program will help those who provide support to young people at the beginning of their careers, i.e. to human resource workers, managers, mentors, but also counsellors working at employment offices, trainers or teachers working with the target group of young employees.

After completing this training program, you will be able to:
1. master the role of a mentor of a young employee in a company or organisation.
2. help the new employee to successfully manage the probationary period and adapt well to the new job.
3. help empathically and effectively to a young employee with a particular problem in the workplace.
4. prepare and lead a long-term mentoring program to help new employees develop the necessary and practical skills and improve their functioning in the company or organisation.

5. utilise 36 themed video presentations of the UNWIND project to discuss with young employees, analyse a topic, identify a problem and acquiring new skills.
6. create a presentation on any theme they need for mentoring.

<table>
<tr><td>Learning block 1 - Introductory teaching block of the whole training programme</td></tr>
</table>

**Learning block objectives**
- To welcome participants in the training programme and create a pleasant group atmosphere.
- To present the training agenda.
- To allow participants to get to know each other.
- To find out what the expectations of individual participants are and what experience they have in the field of mentoring.

**↓  ACTIVITY 1  ↓**

Learning objectives of the training programme

After completing the training programme you will be able to:

1. Master the role of a mentor of a young employee in a company or organisation.
2. Help the new employee to successfully manage the probationary period and adapt well to the new job.
3. Help empathically and effectively to a young employee with a particular problem in the workplace.
4. Prepare and lead a long-term mentoring program to help new employees develop the necessary and practical skills and improve their functioning in the company or organisation.
5. Utilise 36 themed video presentations of the UNWIND project to discuss with young employees, analyse a topic, identify a problem and acquiring new skills.
6. Create a presentation on any theme you need for mentoring.

**Your task now is to select the three learning objectives that you consider the most attractive or most needed from your point of view.**

Please answer the following questions:
- What is your name, and what is your profession?
- What learning objectives have you selected and marked, and why?
- Could you add some interesting information about yourself, such as your hobbies, favourite activities or something else?

**↑  END OF ACTIVITY 1  ↑**

| Learning block 2 - Utilising the first group of twelve video presentations of the UNWIND project in mentoring |
|---|

**Learning block objectives**
- To learn how to use UNWIND thematic videos to discuss with young employees, analyse a topic, identify a problem, and acquire new skills.
- To introduce the first 12 video presentations of the UNWIND project.
- To get acquainted with the learning objectives of these 12 video presentations.
- To try practically their use in mentoring.

## ↓ ACTIVITY 2 ↓

Become familiar with the topics and learning objectives of the first 12 video presentations. Please select from below table two specific video presentation topics.

1. The first topic chosen should be a topic that they know very well and feel confident about.
2. The second topic selected should be a topic that they know very little about and consider it to be rather a weakness.

| Topics and learning outcomes of video presentations | | |
|---|---|---|
| | **Video presentation topic** | **Learning outcome** |
| 1 | Change management | Better understand change management issues. Get acquainted with two effective tools, the ADKAR model and the Acceptance cycle. Improve ability to adapt to new situations and changes in personal and professional life. |
| 2 | Problem solving | Raise awareness of problem solving. Get acquainted with various types of problems. Learn PDCA problem solving technique. |
| 3 | Emotional intelligence | Acquire knowledge of the concept of emotional intelligence. Understand the 5 components of emotional intelligence and their importance in life and problem solving. Understand that different personality typologies lead to a better understanding of people's behaviour. |
| 4 | Positive self-image | Get acquainted with the terms "positive self-image" and "personal branding". Learn to maintain a positive attitude towards oneself and to be oneself. |
| 5 | Building rapport | Get acquainted with the term "rapport". Understand how rapport is established and how this communication technique helps to understand each other during communication, to build mutual trust, strengthen the relationship, but also to lead people or influence them. |
| 6 | Assertive communication | Review the benefits and principles of assertive communication. Improve the ability to express opinions and requirements clearly, comprehensibly and appropriately and to use an assertive communication style. |

| 7 | Adapting to organisational change | Get acquainted with organisational changes in companies and organizations. Understand how organisational change takes place, what stages each organizational change has. Be aware of the demands placed on changes by employees and how to deal with them personally. |
|---|---|---|
| 8 | Using technology to support social networks | Learn how to use current technology to support an individual's network of relationships. Get a basic overview of the main social networks and their potential for getting contacts, for building and supporting a relationship network. Get acquainted with some principles of behaviour on specific social networks. |
| 9 | Self-awareness and Johari window | Define the concept of "self-awareness" and understand why self-awareness is important. Get acquainted with the Johari window technique. |
| 10 | Mind mapping | Understand the basis and benefits of mind mapping, a useful technique that helps visualize and organize thoughts even on complex topics. Get acquainted with how a mind map is made. Recognize the potential of this technique in problem solving or planning. |
| 11 | Risk management | Obtain basic information about the topic "Risk management". Get acquainted with what risk is, how to identify, evaluate and manage risk. Acquire knowledge of the term "Risk management cycle" and its three steps. |
| 12 | Effective communication skills | Understand the importance of communication skills in working life. Get acquainted with several skills that can significantly improve and streamline communication with other people. |

**Which two topics did you select and why?**

↑  **END OF ACTIVITY 2**  ↑

↓  **ACTIVITY 3**  ↓

Now you will try to work with video presentations in pairs because mentoring is most often done in the form of an interview of two people - mentor and mentee. The topic of the conversation is Adapting to Organizational Change, which is the title of one of the 12 video presentations of the first group of the UNWIND project.

Your task is to exchange views and experiences on the subject of this video presentation. The below pictures and questions will help you conduct the interview. Please be open during the interview and share practical experiences and listen carefully to each other, as this is important for each mentor interview.

# ADAPTING TO ORGANISATIONAL CHANGE

The topic of this presentation is ´adapting to organisational change´. The world around us is constantly changing and all organisations must be flexible. There is a chance that your organisation will be effected by a significant change sooner or later. It is good practice to be prepared for change, to understand what happens as a result of any change and what steps can occur during the transition process.

There are many famous quotes about change. Persian theologian and poet Rumi said, "Yesterday I was clever, so I wanted to change the world. Today I am wise, so I am changing myself". American entrepreneur Mark Sanborn said, "Your success in life isn't based on your ability to simply change. It is based on your ability to change faster than your competition, customers, and business".

How often do changes take place in your department, in your company?

Which of the two quotes in slide two do you like more and why?
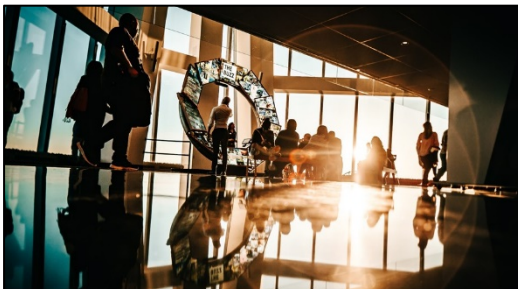
The issue of change in organisations is dealt with by a science discipline called change management. Change management is a collective term for all approaches to prepare, support and help individuals, teams, and organisations in making organisational change.

Organisations must respond to changes in the external environment, such as technological evolution, market crisis, consumer habit changes, pressure from competitors or new business entrants, globalisation, cultural and political changes. The goal of change in organisations is frequently to use resources in a better way, improve business processes or significantly change an organisation to enable it to survive, grow and be more profitable.

Does your company respond flexibly to the rapid development of new technologies?

Can you imagine that your department or business would work more effectively?

If so, what would have to change?

The change process can be divided into the following 4 phases:
1. Identifying change needs
2. Planning and designing the change
3. Implementing the change
4. Evaluating and sustaining the change
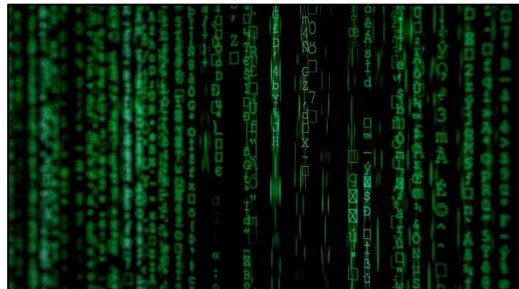
Phase 1. Identifying change needs
The outside world of the organisation is constantly changing. This brings both opportunities and threats. Some of them require a quick response and change in the organisation. Cause of change can be inside the organisation too. For example, something does not work well or some department has problems or some product or service is in financial loss.

How do you identify the need for change in your company?

Are changes made as soon as problems arise or far earlier?

Who in your company can say that this and that will change?

If you have an idea for change, who do you talk about?

Employees and, in particular, managers must understand and monitor the organisation's external and internal environments and recognise the need for change and adaptation to a changing environment. The result of this phase is finding that we need a specific change.



Phase 2. Planning and designing the change
At this phase, the managers and team leaders must perform several tasks:
- To create a vision of the final state after the change.
- To prepare a plan to implement all the change steps.
- To think carefully about how to explain the change to employees and overcome the natural resistance to change.

Do your managers understand the company's external environment, can they anticipate its development?

Do your colleagues welcome ideas and plans for change?



Phase 3. Implementing the change
At this phase, it is time to make changes in practice. The most important element is the acceptance of changes by employees. It is important to explain to them the reasons and the process of change, to provide them with sufficient support and training.



Phase 4. Evaluating and sustaining the change
At this phase, the result of the change is compared with the target state. We get feedback from key actors, including customers, and make other final improvements. If the change is successful, we will appreciate the employees and celebrate the joint success. Sustaining the change also requires care and effort for some time after implementation.

How do changes occur in your company?

Do you have any special meetings to implement changes?

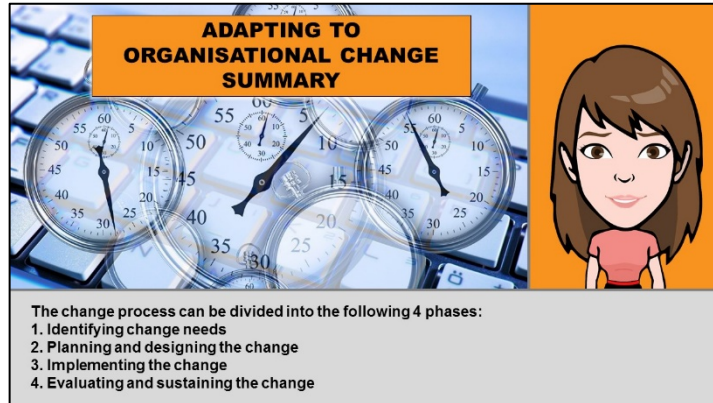Do you sometimes celebrate a successful implementation of any change?



Remember that the change process is challenging and often uncomfortable for ordinary employees as well as for managers. If you are an ordinary employee try to understand the reasons for the change and cooperate with it. Nobody welcomes changes with enthusiasm. Ordinary employees do not like changes and often criticise them. It's not an easy situation for managers. Always try to find positives on the planned change to get a positive and cooperative attitude. Otherwise, you can become an obstacle to change and it could be risky for your career.



Now, let's repeat important information from our presentation. Change management is a collective term for all approaches to prepare, support and help individuals, teams, and organisations in making organisational change.

Do you like the changes?

How do company managers deal with the situation when someone disagrees with the change?

What happens when change means the need to lay off some employees?

Do you remember any positive or negative experiences with change in the company?

Would you manage to prepare and make a change in your family or department according to the 4 phases of the change process shown in the last slide?

**↑ END OF ACTIVITY 3 ↑**

**↓ ACTIVITY 4 ↓**

Please share your experiences from the mentor interview with others. Choose some of the following questions and tell others your opinions or feelings.

Questions:

- How did you like the interview?
- How did you manage to have a conversation on the topic?
- Did presentation slides and questions help you conduct the interview?
- Have you found out what opinions and experiences relating to the topic your communication partner has?
- Did the sharing experience enrich you?
- What did you like about the interview?
- Do you have more information about the topic now than before?
- What is the benefit of using video presentations to support mentoring interview?

**↑ END OF ACTIVITY 4 ↑**

| Learning Block 3 - Mentoring and support of young employees in companies and organizations |
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**Learning block objectives**

- Review the basic knowledge of mentoring.
- Learn how mentoring and support for young employees is done in companies and organisations.
- Exchange of practical experience and opinions on mentoring to better manage the role of mentor.

**↓ ACTIVITY 5 ↓**

What is Mentoring in companies and organisations?

Mentoring in companies and organisations is a system of leadership in which one person (mentor) shares his or her knowledge, skills and experience to help the other person (mentee) progress in work and career. Mentoring can be short-term or can take many years.

Video[1] - What is mentoring

https://www.youtube.com/watch?v=qoy5MifHuLs

Practice example:

"A young man (Peter) got a job in the warehouse as an order processing manager. It is a lower management position. His main task is to manage the process of processing (completing and sending) internet orders received in the last 24 hours. It is mostly computer work. It's Peter's first job after graduating. The company has no mentoring program. Peter found this out during the first day of employment from the HR (human resource) manager. She also told him that his colleague Richard would be responsible for his initial training. This colleague leaves the company and Peter will replace him. Unfortunately, they only have one week to complete the initial training, because then the colleague is leaving for another job. "

Now you should remember how it works in your organisation or company. You can use the following questions:

- Is there a mentoring program in your company or organisation?
- Who was responsible for your initial training in the first months?
- Who was your mentor?
- Did you have only one mentor or more?
- Was your mentor assigned by the organisation or an informal mentor (one of your new colleagues in the workplace)?

**↑ END OF ACTIVITY 5 ↑**

**↓ ACTIVITY 6 ↓**

Experts agree that one of the most important days for developing an employee-employer relationship is the first day at work. You can watch short videos on this topic.

Video - Good VS Bad OnBoarding

https://www.youtube.com/watch?v=JQ6OkrH7d1s

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[1] The videos in this manual are in English because the training program was prepared and tested with a group of participants from several different countries who all knew English. If you don't understand English, you can turn on subtitles on YouTube and use the "Automatic translation" option in your native language. Of course, you can find other videos on the subject directly in your native language.

Video - Onboarding New Employees
https://www.youtube.com/watch?v=XeREWk-PyrU

Continuation of practice example:
"For Peter, the first day was full of expectations and full of surprises. The HR manager first took him to her office, where Peter had to fill out several forms for the payroll department. Then she took him to a large office where another six people worked on computers. She showed him his new workplace, where Richard was sitting and working. Richard was the employee who Peter was supposed to replace. The HR manager asked them to introduce each other. She then brought Peter a chair from the next room and told him to sit with Richard and learn everything from him quickly, because he has to take over Richard's work in a week. Then the HR manager left, and Peter stayed with Richard. Richard did not look very enthusiastic, as the teaching Peter was extra work for him. Richard knew he would be working in another company in a week, so his motivation to teach Peter was practically zero. Peter was also not pleased that Richard did not take him to lunch later, where he went with other colleagues from the office. Peter was not only hungry at the end of the first day, but also quite disappointed and feared he would not be able to do the new job well. "

Please remember the first day of your job (for example, in the current or previous position) and answer the following questions:
- Did you like the first day of your new job?
- What did you like on the first day and what did not you like?
- Who welcomed you?
- Have you been assigned your official mentor?
- What did your working place look like?
- Did someone introduce you to new colleagues and other employees?
- Did you fill out any forms?
- Did your colleagues invite you to join them for lunch?
- How did you feel like a newcomer?

| ↑  END OF ACTIVITY 6  ↑ |
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| ↓  ACTIVITY 7  ↓ |
|:---:|

Mentoring helps employees not only gain new experience and skills but also prevent problems and misunderstandings that can cause much damage. A mentor can help shorten your learning curve, open your mind to new ideas and opportunities, learn new skills not only from your own mistakes.
You can watch the following video:
Video - A guide to mentoring in the workplace[2]
https://www.youtube.com/watch?v=nXSbrYbZef8&t=56s

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[2] We remind again that the videos in this manual are in English because the training program was prepared and tested with a group of participants from several different countries who all knew English. If you don't understand English, you can turn on subtitles on YouTube and use the "Automatic translation" option in your native language. Of course, you can find other videos on the subject directly in your native language.

Continuation of practice example:

"Fortunately, Peter was quick to learn, and Richard was quite willing to answer his questions. Peter learned so many things in a week that he was able to work almost independently. When he had a problem, he turned to his superior, who helped him. When the superior had no advice, he called Richard to advise him. But Richard had already worked in another company, so calling him with questions was inappropriate. Sometimes there was no one who Peter could ask about particular cases.

Unfortunately, some problems appeared soon. Peter is an introvert and doesn't talk much. Other people in the company noticed his joining the company, but most of them soon thought he was a bit strange. The reason could be that Peter was never officially introduced to the company's employees. Besides, he didn't smile much at work, talked to practically no one, didn't go out to lunch with others, and he didn't even accept an invitation to his colleague's little birthday party, which was a Friday drink after work. One complaint about an incomplete delivery came after about a month and a half. And Peter was responsible for the mistake. The director of the company recorded this problem and informally asked some employees how they liked the new employee, Peter. Then the director met the HR manager and told her she had probably hired the wrong employee. He also asked her to talk to Peter so that the mistake would not happen again and that Peter would begin to behave better with his colleagues. The HR manager told Peter that she needed to talk to him. They agreed on an interview date. Peter asked what the interview would be about. The HR manager only told him that they had to talk about his work experiences in the company. Peter went to speak to the HR manager without knowing what to expect. He had no work experience yet, so there were different scenarios in his head. In the end, he told himself that this was probably a standard procedure, and since he was working well, he was safe. At a personal meeting, the HR manager said Peter that the director was not satisfied with him. She mentioned his mistake, but also that his behaviour towards colleagues was not friendly enough and that he did not fit into the team. Peter was shocked. He perceived the HR manager's statement as criticism, and he defended himself. He used some arguments in his defence. He mentioned that his mistake was due to the lack of initial training. He fixed the error and called the customer and apologized. Moreover, one mistake out of a thousand orders is not much. He also told the manager that he was behaving to colleagues quite reasonable and that it was not mandatory to go to a birthday party of a person he hadn't even known yet. The interview with the HR manager took about 20 minutes. Peter didn't speak much at the end, but he was angry inside. He was afraid to say something else because he knew that he must not upset the HR manager and criticise the company. In the end, the manager asked Peter to promise her to improve his behaviour towards his colleagues. Peter promised it, but he had no idea how to do it.

Peter then came home and was still thinking about it. He wasn't sure whether it was his mistake or the company's mistake. He did not know what to do. Over the next month, the situation did not change much. So Peter decided to find another job. He found a similar job position quickly. He ended up leaving the company after only three months of employment. So Peter's first job ended in this way. "

Now you should remember how it works in your organisation or company. You can use the following questions:

- If an employee has trouble at work, who helps him?
- If you don't know what to do with a particular problem, who are you asking for help?

- Does a mentor take care of you?
- If so, do you have regular mentoring meetings?
- How difficult are the first months for a new employee?
- How can regular mentoring help with difficulties and problems?

**↑   END OF ACTIVITY 7   ↑**

If you are interested in the difference between Mentoring and Coaching, you can watch the following short video on this topic.

Video - Coaching vs Mentoring

https://www.youtube.com/watch?v=3fFQiLOtDkc

Mentoring is not only about the mentor sharing experience with the mentee, but also the mentee shares his experience with the mentor. Mentoring is an exchange of experience, opinions and views on different situations, problems and challenges. Even a mentor can learn from a mentee. This fact is illustrated by the following funny video, which you can watch.

Video - Head Up

https://www.youtube.com/watch?v=dWDIoW7f6js

| Learning block 4 - Utilising the second group of twelve video presentations of the UNWIND project in mentoring |
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| **Learning block objectives**<br>- To learn how to use UNWIND thematic video presentations to discuss with young employees, analyse a topic, identify a problem, and acquiring new skills.<br>- To introduce the second 12 video presentations of the UNWIND project.<br>- To get acquainted with the learning objectives of these 12 video presentations.<br>- To try practically their use in mentoring. |

**↓   ACTIVITY 8   ↓**

Become familiar with the topics and learning objectives of the second 12 video presentations. Please select from below table two specific video presentation topics.

1. The first topic chosen should be a topic that they know very well and feel confident about.
2. The second topic selected should be a topic that they know very little about and consider it to be rather a weakness.

| | Topics and learning outcomes of video presentations | |
|---|---|---|
| | **Video presentation topic** | **Learning outcome** |
| 1 | Active listening | Become acquainted with "active listening", which is one of the most important communication skills. Acquire the main principles of active listening, thus improving this communication skills. |
| 2 | How to lead team meetings | Learn how to conduct business meetings productively and effectively. Acquire useful advice and recommendations that are easy to use for preparing and managing work meetings. |
| 3 | Constructive Criticism | Get acquainted with constructive criticism. Learn to cope better when we have to say something critical or give negative feedback. |
| 4 | Small talk | Get acquainted with what is "small talk". Understand how it works and why it is important in everyday personal and professional life. Learn to start a natural conversation with a stranger and remove the initial barriers between people by using "small talk". |
| 5 | 5 levels of delegation | Deepen their knowledge in the field of a delegation of tasks, which is a necessary skill of successful leaders. Understand different levels of delegation and clarify when to use each level. |
| 6 | How to delegate tasks | Get acquainted with the topic of delegation, which is one of the basic skills for successful teamwork and team management. Understand the content and definition of delegation. Be able to describe why delegation is important and what particular steps need to be taken in order to properly delegate tasks. |
| 7 | Crisis management | Get acquainted with the definition of crisis management. Understand the basic principles of crisis management. Being able to recognize and respond to a crisis. |
| 8 | Working efficiently in teams | Learn to be a better team player and work more effectively with others. Acquire skills on how to assign team roles and responsibilities, how to communicate or solve conflicts in a team. |
| 9 | Conflict resolution | Learn what a conflict is, how it arises and how it escalates. Learn to cope better in conflict situations and to solve conflicts better in the workplace, in social life or within their family. |
| 10 | Decision making for problem solving | Learn what procedure to follow when dealing with problems, how to define the problem and analyse how to solve the problem. Understand what to do if we encounter a very difficult or complicated problem. |
| 11 | Choosing team members | Get acquainted with the principles of team building. Learn how to choose the right people and build a successful team. Learn some useful and practical tips that can be put into practice immediately when building a team. |
| 12 | Problem prioritization | Understand how to behave in a situation where the number of tasks exceeds the individual's time possibilities. Learn how to prioritize tasks and better organize daily work responsibilities and time. |

**Which two topics did you select and why?**

**↑  END OF ACTIVITY 8  ↑**

**↓ ACTIVITY 9 ↓**

Now you will try to work with video presentations in pairs because mentoring is most often done in the form of an interview of two people - mentor and mentee. The topic of the conversation is How to Lead Team Meetings, which is the title of one of the 12 video presentations of the second group of the UNWIND project.

Your task is to exchange views and experiences on the subject of this video presentation. The below pictures and questions will help you conduct the interview. Please be open during the interview and share practical experiences and listen carefully to each other, as this is important for each mentor interview.



**HOW TO LEAD TEAM MEETINGS**

Funded by the Erasmus+ Programme of the European Union — UNWIND

The topic of this presentation is 'how to lead team meetings'. You will learn how to lead team meetings productively and effectively. This will hopefully make your meetings become a way to reconnect with your team, increase motivation, decide on strategies and actions, get support and generate a productive team spirit. We will present useful advice and recommendations you can use for preparation and managing each meeting.



Poorly managed meetings can be frustrating and a waste of time. Leading an effective team meeting and getting people to work together isn't easy. Organizing your team meetings, planning, executing and evaluating them is more difficult, intimidating and stressful than simply attending the meeting. You can learn how to do it properly in this presentation. Let's look at the most important recommendations.

How often do you attend team meetings?

Do you ever lead team meeting?

How do you like team meetings, and why?



**1. Set clear goals and outcomes**
Set a clear goal for the meeting and have a clear picture of the expected results and desired outcomes. The aim of the meeting is not 'having a meeting because it is Monday'! If an issue can be resolved without a meeting, such as by email, there is no need to organize and have a meeting.



Some people think that the meetings are cheap activities because they do not count the wage cost of the participants. If you count the time of all participants at the meeting and calculate their wage costs, you will find that a meeting is an expensive activity. Time is precious and can be costly!

Do meetings have a clear goal in your company?

Is the time you spend on meetings effectively utilised?

**2. Invite the right people**
To lead a really productive meeting, take time to consider who will be involved. It is not necessary to invite all team members for every meeting. Focus on people who will bring a productive contribution, not passive bystanders. You need people who will add value, who will be active contributors, who have necessary knowledge and skills, are decision makers, are action takers and who will be directly impacted by the outcomes of the meeting.

**3. Prepare a meeting agenda**
Preparing an agenda helps you identify the objectives and priority topics for the meeting. Send out a call for ideas several days before the meeting, so that team members can suggest their agenda items. Be sensitive to the time you are allocating for the whole meeting as well as for individual items. There is nothing worse than a useless and endless meeting, consuming the working time of all team members. It's a good idea to email the final agenda to everyone invited.

How many people usually attend the meeting?

Are they the right people?

Do you know the meeting agenda in advance and can you influence it?

**4. Have a clear meeting leader**
Someone in the meeting room has to take charge of directing and leading the meeting. This person will manage the meeting according to the agenda, makes sure nobody turns away from the topics and will ensure the meeting stays within an agreed timeframe.
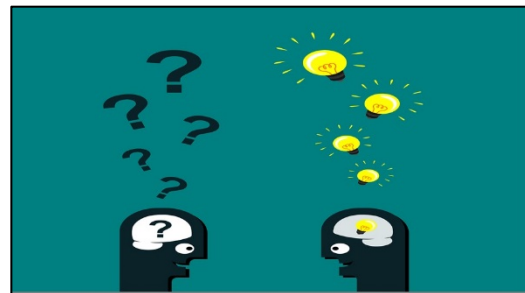
This leader will often formulate agreed conclusions, they will give clarity on what needs to happen after the meeting, and get commitments from people in the meeting on future actions. If there is no one taking control, chaos may prevail without a clear goal or the strongest personalities or the loudest opinions may dominate proceedings.

Does every meeting have a clear leader?

What is the role of this leader?

A lot of poorly-run meetings result from a lack of leadership. Leading the meeting doesn't mean dominating the discussion; rather, it entails paying attention to the flow of the discussion, keeping people on topic and on schedule, asking follow-up questions where necessary, and defining conclusions and next action steps at the end of the meeting.

**5. End the meeting with clear conclusions, agreed actions and responsibilities**
It is the responsibility of the meeting's leader to clearly lay out the conclusions, agreed actions, personal responsibilities and timeframes for taking action on the key topics of the meeting. You need to agree on what actions and steps you need to take. Moreover, you have to agree on who is responsible for each action and what are the deadlines.

How much time does a meeting take, usually?

Do you have any minutes from the meetings?

Do the meetings have clear conclusions?
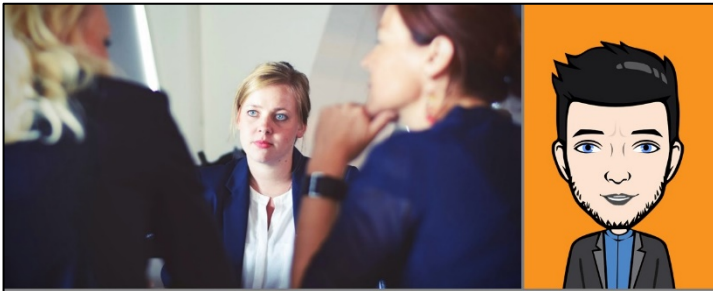
**6. Let all participants contribute**
Often introverts think more deeply about problems, but they can be restrained in any discussion as they do not always share their point of view. Some people in your team may have great ideas and key insights but if they don't say it out loud then you'll never know about it. So, ask these people for opinions and ideas during the meeting, ensure that you ask for every participant's opinion or point of view.

**7. Allow time for brainstorming**
One of the values of a meeting is that it brings people together to discuss things in-depth, and brainstorming is an essential piece of that. When appropriate, give the group the time and freedom to share individual perspectives. Some of the best ideas are generated through collective thinking and discussion.

Are all meeting participants active or rather only two or three people speak at meetings?

Do you use brainstorming or other techniques at the meetings?

**8. Evaluate and improve the meetings**
After completing a meeting, take time to reflect and evaluate the outcome. Try to identify what can be improved for next time. Do not ignore feedback or defect signals. Be creative, for example, if you find that meetings are becoming stale or the participants disengaged, it might be time to change up your environment. You can simply leave the office and go to a more inspiring venue, or have a meeting in a local park.

In an article in the Journal of Applied Psychology, the authors found that sit down meetings took 34% longer than stand up meetings. If you are finding that your sit down meetings are not being as productive as you wish them to be, you can change things up and get all participants to stand. I guarantee you an improvement as this can focus the minds of the participants and bring clarity of thought.

Have you ever prepared and led a team meeting?

If so, how did you manage it?

Have you ever had a meeting at an unusual place?

If you have the autonomy to arrange your meetings however you like, focus on doing it so they deliver the most productive results. Well-lead team meetings help complex projects run more efficiently and even help to develop stronger rapport between team members. During a busy week, the last thing an employee wants is a wasted two or three hours sat in an unproductive meeting. If you follow our recommendations, your meetings will be far more intentional and productive, that deliver real, tangible results. So let's repeat our recommendations again.

**HOW TO LEAD TEAM MEETINGS SUMMARY**

1. Set clear goals and outcomes
2. Invite the right people
3. Prepare a meeting agenda
4. Have a clear meeting leader

What influence do the meetings have on your team atmosphere?

What feelings do you experience when you are invited to a meeting?

What feelings do you have when you have to organise a meeting?
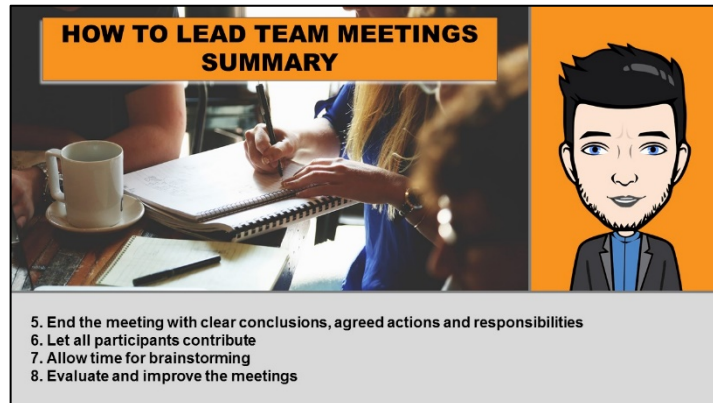
Do you think that our eight recommendations are the right way to organise meetings?

Do you have any funny or exciting experience from any team meeting?

Please share your experiences from the mentor interview with others. Choose some of the following questions and tell others your opinions or feelings.

Questions:

- How did you like the interview?
- How did you manage to have a conversation on the topic?
- Have you found out what opinions and experience relating the topic your communication partner has?
- Did the sharing experience enrich you?
- What did you like about the interview?
- Do you have more information about the topic now than before?

↑  **END OF ACTIVITY 9**  ↑

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**Learning Block 5 - How to help a new employee pass the probationary period successfully and adapt well to a new job.**

**Learning block objectives**
- Learn how to help a new employee pass the probationary period successfully and adapt well to a new job.
- Acquire a new method for mentoring a new employee in the initial period.
- ~~To~~ learn how to combine this method with video presentations of the UNWIND project.
- Try out new skills practically and discuss their effectiveness and application possibilities in mentoring.

To get started, you can watch the following video:

Video - Onboarding New Hires

https://www.youtube.com/watch?v=aaSSPYxXhNU

In the following learning block, you will learn how to use a practical and illustrative method that facilitates mentoring of new employees when they are just hired to a company or organisation.

**Method Title:** My Field of Certainty - How to Pass the Probationary Period Successfully
**Method Objective:** To pass the probationary period successfully, integrate well into the company and gain a good position in the new work team.

This method is designed for young people who have just obtained new employment. The objective of the method is to help the new employee pass the probationary period successfully and acquire a good position at their new work team. The method focuses the employee's attention on particular areas which decide whether they have got through the probationary period and initial training successfully or not. With the help of graphical representation, the new employee can follow their progress in individual areas in the course of the probationary period. Thanks to this method, the new employee acquires control over the situation, their behaviour becomes more self-confident, and their chances of keeping the new job are considerably higher. The method is well structured and also very illustrative. It helps both the mentor and the mentee to analyse the current situation and focus on the next steps leading to progress.

|   ↓   **ACTIVITY 10**   ↓   |
| :---: |

The first step of the method is to help the mentee to put themselves in the role of employer. Therefore, take on the role of an employer who has just hired a new young employee. Your task is to answer the question "What does the employer expect of a new employee during the first 2 to 3 months?"

|   ↑   **END OF ACTIVITY 10**   ↑   |
| :---: |

|   ↓   **ACTIVITY 11**   ↓   |
| :---: |

The next step of the method is to work with the form called "Crucial areas for successful passing of the probationary period".

Your task in pairs is to remember the beginnings of your current job and fill in the form "Crucial areas for successful passing of the probationary period". Recall yourselves in a situation where you have been in your current job for only one week or six months and fill in the below form according to the situation in which you were in the company after this period. The form is filled in by circling the numbers on a scale of 1 to 10. Number 1 is the lowest rating, and number 10 is the highest (number 1 means "Not at all", and number 10 means "Definitely YES" in answering the questions).

# CRUCIAL AREAS FOR SUCCESSFUL PASSING OF THE PROBATIONARY PERIOD

**KNOWLEDGE OF DUTIES**

Do I know exactly what my job duties are? Do I know exactly what my everyday tasks are? Do I know what my job description is? Do I know exactly what my work procedures are? Do I know where to obtain information or who to turn to when I have any doubts? Do I know perfectly how to operate all the equipment and tools which are needed to perform my work activities? Do I know exactly what I am supposed to accomplish in my work (e.g. the number of pieces, the standard of quality etc.)?

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**EFFICIENCY**

Is the quality of fulfilling my tasks above average, e.g. do I produce an above-average number of pieces or units? Do I give a better performance than other workers who do the same work?

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**FULFILLING TASKS INDEPENDENTLY**

Am I able to fulfil my work assignments on my own? Is my performance reliable and flawless?

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**RESPONSIBILITY FOR THE TASKS**

Am I willing and able to bear responsibility for all the tasks that I have been assigned? Can my superiors and colleagues rely on my flawless fulfilling them?

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**KNOWING MY COLLEAGUES**

Do I know all the colleagues who I work with or who work at the same workplace? Do I remember their names? Do I know what each of them is responsible for? Do I know who works where, in which office, workshop etc.? Do I communicate with my colleagues and have I built a positive relationship with them? Do I know who I can turn to when I need help with a specific work problem or procedure?

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**KNOWING MY SUPERIOR**

Do I know who my superior is and do I know them by name? Do I know where their office is? Do I communicate with my superior? Do I know their telephone number or e-mail address? Do I know when and about what kind of things I can consult them? Do I know who is responsible for my initial training and what the exact procedure of the initial training should be?
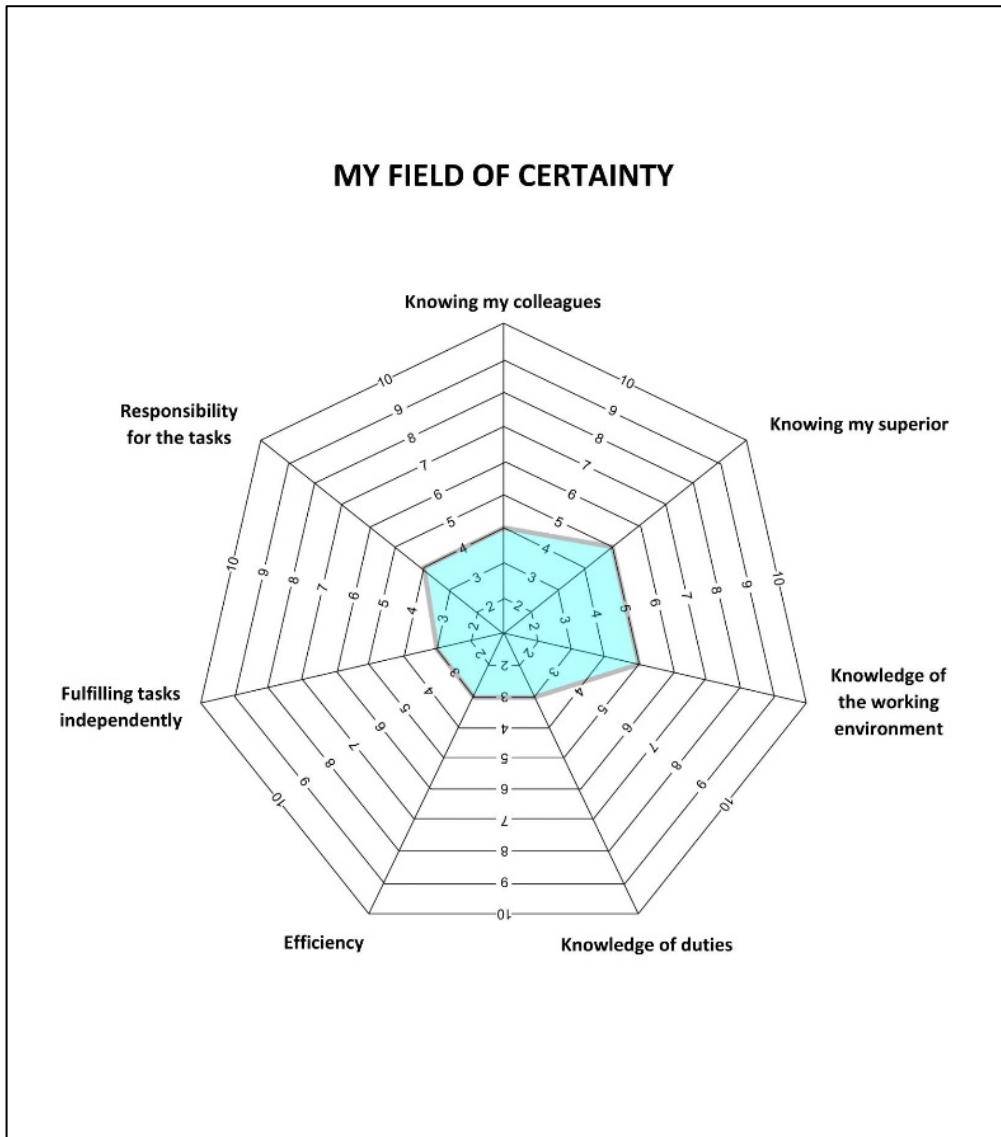
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**KNOWLEDGE OF THE WORKING ENVIRONMENT**

Do I know well the building/premises where I work? Do I know where I can find the toilet, kitchenette or canteen, and other facilities which the employees can use? Do I know where I can leave my car or bicycle if I use them to get to work? Do I know how and when I can enter my workplace, e.g. who has the keys, what time the building is unlocked, who sets the alarm system etc.? Do I know what machines and equipment I can operate? Do I know which rooms and halls I am allowed to move about?

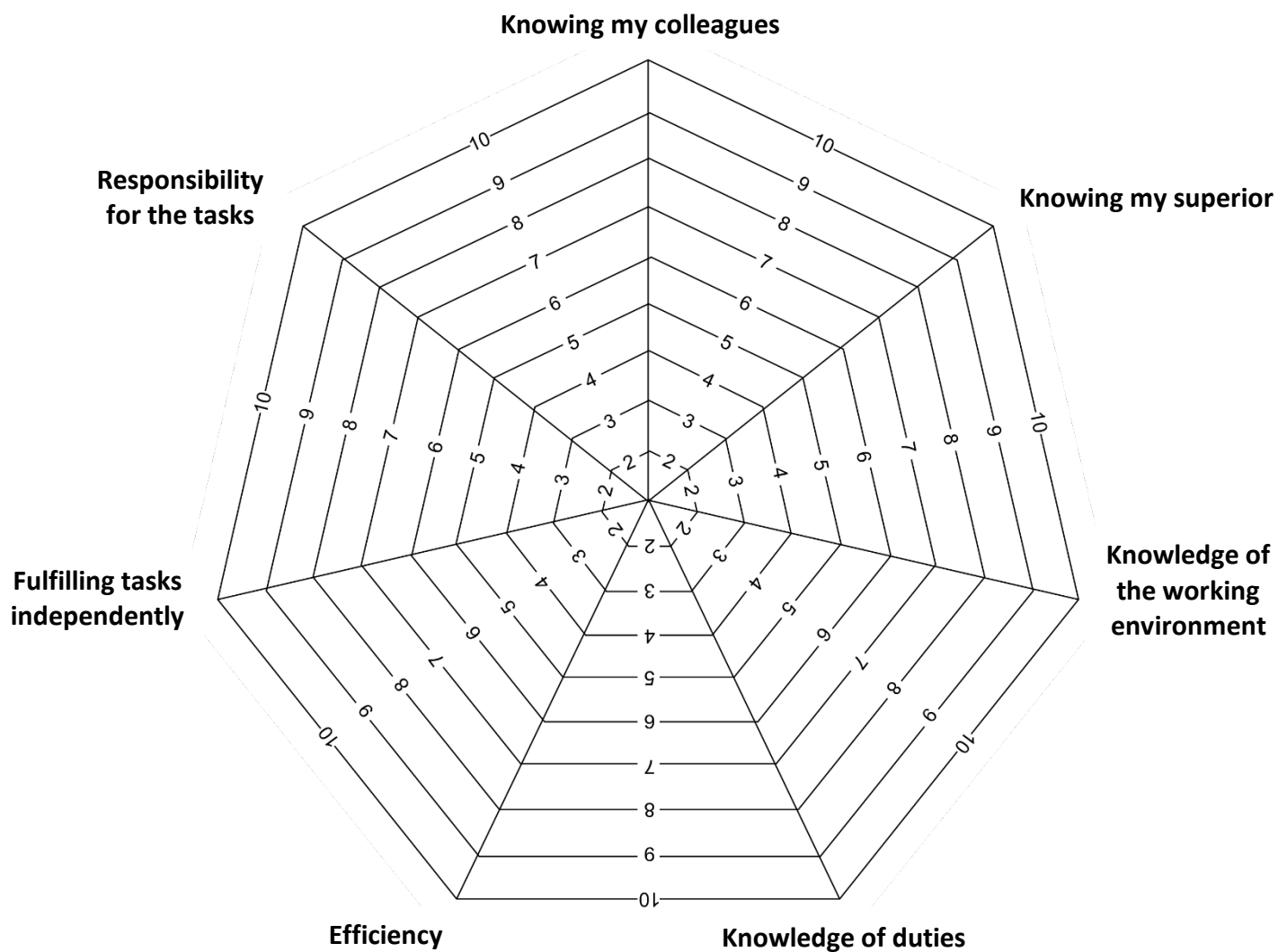| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Now, draw your answers in a graphical diagram called "My Field of Certainty". Join the individual points in a curve, and the closed inner surface can graphically differ, e.g. you can colour it. It creates the Field of Certainty. The larger the area, the higher the confidence that the new employee can handle the probationary period successfully.



Result example

# MY FIELD OF CERTAINTY



Radar chart with axes: Knowing my colleagues, Knowing my superior, Knowledge of the working environment, Knowledge of duties, Efficiency, Fulfilling tasks independently, Responsibility for the tasks. Each axis is scaled from 2 to 10.

**↓   ACTIVITY 12   ↓**

Now, you will try the conversation between the mentor and the mentee. One will be a mentor, the other a mentee. The mentor's task will be to ask questions and listen carefully to the mentee's answers.
Suitable questions:

- Why did you choose this rating for the area?
- Which area has the highest rating, and what is the reason for this?
- Which area has the lowest rating, and what is the reason for this?
- What practical steps would lead to improvements in the area?

After some time, you will exchange the roles. The mentee will be a mentor and ask using similar or the same questions.

**↑   END OF ACTIVITY 12   ↑**

**↓   ACTIVITY 13   ↓**

Please, share your experiences and feelings from the mentoring conversation. You can choose the questions you want to answer.
Questions:

- Was it difficult to assess individual areas?
- How can this method be combined with UNWIND video presentations?
- How did you feel about your "Field of Certainty"?
- How did you feel as a mentee?
- How did you feel as a mentor?
- What steps have you found to improve the lowest-ranked area?
- What feelings were initiated in you by remembering your work beginnings?

**↑   END OF ACTIVITY 13   ↑**

**↓   ACTIVITY 14   ↓**

Your task is to discuss the possibilities of practical use of the method. Think and answer the following questions:

- In your opinion, what are the positives of this method?
- How can this method help a new employee?
- How can this method help a mentor?
- Why should we use this method repeatedly, for example, every 14 days during the probationary period?
- What should a mentor do to increase the mentee's Field of Certainty?

- What should the mentee do to increase their Field of Certainty?
- Has any of you already used a similar method in mentoring?

**↑ END OF ACTIVITY 14 ↑**

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### Learning block 6 - Application of Flipped Classroom principles in mentoring

**Learning block objectives**
- To learn the principles of the Flipped Classroom.
- Learn to apply the principles of Flipped Classroom in mentoring in your company or organisation.
- Understand the advantages and benefits of long-term mentoring.
- Prepare and implement a long-term mentoring program to help new employees develop the necessary and practical skills and improve their functioning in the company or organisation.

---

In the following learning block, you will familiarise with a modern teaching concept called "Flipped Classroom". You will concentrate on the principles and benefits of this style of learning and explore how these principles can be used in modern mentoring.

**↓ ACTIVITY 15 ↓**

You can start by watching a video on the topic of the Flipped Classroom. For example, the following two videos are appropriate.
Video - The Flipped Classroom Model
https://www.youtube.com/watch?v=qdKzSq_t8k8
Video - Blended learning & flipped classroom
https://www.youtube.com/watch?v=paQCE58334M

Now, try to answer the following question:
- What are the principles and advantages of a Flipped Classroom?

In the next part of the learning block, your task will be to find parallels between the Flipped Classroom, as a modern form of teaching, and modern mentoring.

Mentoring is a form of learning. The less experienced employee (mentee) learns new knowledge and skills from the more experienced one (mentor). Similarly, pupils learn from the teacher at schools. Examples of questions to discuss:
- Why is it possible in some companies to choose a mentor, why is this advantageous?
- Why in companies, where mentoring is not established, many employees protect their know-how and do not want to pass it on to new colleagues?

- Why is it profitable for a company to reward good mentors financially?
- Why is the high staff turnover problematic and expensive for the company?
- Can a mentoring program reduce the excessive turnover of employees?

Mentoring time is relatively precious and limited. It is a pity to use this limited time to transfer knowledge that the mentee can study by themselves, for example, at home from the Internet. Therefore, in modern mentoring, we encounter that the mentee knows the topic of a mentoring meeting ahead and can prepare for it. For example, the mentees can study the issue from the UNWIND project video presentations. Then during a meeting between the mentor and the mentee, they focus on answering questions, practising new skills, transferring skills in practice, and other crucial areas where the mentor's presence is important.

Examples of questions to discuss:
- Why is it a good idea if the topic of the mentoring meeting is known in advance?
- Why is it advantageous if a mentee studies the topic in advance?
- Why is it useful for a mentor to have at the disposal UNWIND video presentations or YouTube videos on different topics?
- Why is it a pity to invest the mentoring meeting time to transmit knowledge that can be easily found on the Internet by mentee?
- Why should modern mentoring focus on actively acquiring skills rather than simple knowledge transfer?

In modern mentoring, the mentees can choose what they need to help with. Thay can determine the topics of mentoring meetings according to their needs. For example, the UNWIND project offers 36 different themes. The mentees can choose which of these topics they are interested in and thus determine the subject of the next meeting with the mentor.

Examples of questions to discuss:
- Why is it not appropriate that only the mentor determines the topic of mentoring meetings?
- Why is modern mentoring based on the needs of the mentee, not the needs of the mentor?
- How could the needs of the company or organisation be reflected in mentoring?
- Why is it advantageous if the mentor has a list of topics or a list of videos from which a mentee can choose topics of interest?

Modern mentoring is long-lasting, regular and systematic. It aims to develop the mentee's skills and to share experience between the mentor and the mentee. Long-lasting mentoring allows for a deeper relationship between both sides. It allows focussing on more different topics and skills.

Examples of questions to discuss:
- Why is longer-term mentoring better than short-term mentoring?
- Why is some regularity in mentoring good?
- Why is it good to have a system in mentoring, such as setting a goal and rules for both the mentor and the mentee?
- Why is the mutual exchange of experience and opinions better than a one-sided influence of the mentor on the mentee?

If the mentee has a problem at the workplace or team, the mentor can help solve the problem. Mentoring is a much better option than being reprimanded by a superior or a chief executive officer. Especially when dealing with work team problems or conflicts, mentoring is invaluable.

Examples of questions to discuss:

- Why is criticism more acceptable from a mentor than from a superior or HR manager?
- Why do unsolved problems often lead to employees leaving the company?
- How does mentoring contribute to a better atmosphere in the company?

**↑ END OF ACTIVITY 15 ↑**

**↓ ACTIVITY 16 ↓**

At this stage of the training programme, you already have enough knowledge and skills to suggest a long-term mentoring program that helps new employees develop the necessary and practical skills and improve their functioning in the company or organisation. Remember the story of Peter, who got the job in the warehouse. Imagine that you are commissioned to be Peter's mentor. Your task is to plan a mentoring program for Peter so that his story does not end with him leaving the company.

Plan how you would act as Peter's mentor in the first 2 months after joining the company. For example, how you would plan his first working day or first working week. Or how often you would organise mentoring meetings, what their topics and programme would be, etc.

**↑ END OF ACTIVITY 16 ↑**

| Learning block 7 - Utilising the third group of twelve video presentations of the UNWIND project in mentoring |
|---|

**Learning block objectives**

- Learn how to use UNWIND thematic video presentations to discuss with young employees, analyse a topic, identify a problem, and acquiring new skills.
- Introduce the third 12 video presentations of the UNWIND project.
- Get acquainted with the learning objectives of these 12 video presentations.
- Practise their use in mentoring.

**↓ ACTIVITY 17 ↓**

Become familiar with the topics and learning objectives of the third 12 video presentations. Please select from below table two specific video presentation topics.

1. The first topic chosen should be a topic that they know very well and feel confident about.
2. The second topic selected should be a topic that they know very little about and consider it to be rather a weakness.

| Topics and learning outcomes of video presentations | | |
|---|---|---|
| | Video presentation topic | Learning outcome |
| 1 | Sleep and stress | Realize the importance of sleep in combating stress and its impact on humans. To learn practical tips on how to improve sleep and thus mental and physical health. |
| 2 | What is anger and how to manage it | Understand what anger is, why it arises, and how to manage it. Learn some practical tips on controlling anger and venting that emotion in a healthier and better way. |
| 3 | What is stress and how to control it | Understand the concept of stress and how the human body reacts to stress. Be aware of the negative effects of long-term stress. Learn several practical procedures for better stress management. |
| 4 | How other people shape your personality | Consider how other people influence the process of shaping one´s personality. Get acquainted with 5 basic factors (dimensions) of personality. Learn some useful tips on how to improve relationships with family and friends. |
| 5 | Support systems in your life | Realize that everybody is part of a wider society and that relationship networks play an important supportive role in everyone's life. Learn how to build a stable support network, how to strengthen it, and where to find help and advice if needed. |
| 6 | Support in new environment | Learn how to start working successfully in a new environment, such as a new job. How to get used to how to behave, what skills help in successful adaptation to the new environment. |
| 7 | 4 A´s of stress management | Become familiar with a strategy called "4A's of Stress Management". Acquire 4 recommendations of this strategy and learn how to apply them in everyday life. Get a tool to help to prevent and counter stress situations. |
| 8 | Taking a timeout | Understand how important the role of rest is in the fight against stress. Get acquainted with the concept of stress and to realize its effects on our life, body and mind. Learn what activities and attitudes help to manage stress. |
| 9 | Time management | Review the term "Time Management". Get acquainted with several practical procedures and advice for better planning and use of time. |
| 10 | Declutter your life | Realize how an excess of belongings, activities and any unnecessary things can negatively affect life. Learn how to declutter not only belongings but also relationships and home life. |
| 11 | Procrastination | Get acquainted with the term "Procrastination". Understand why people postpone certain tasks and responsibilities, even when they need to be performed. To acquire practical skills that work effectively against the tendency to postpone tasks and duties. |
| 12 | Thinking styles prone to anger and stress | To learn what personality factors make an individual susceptible or on the contrary resistant to anger and stress. To reflect on the differences between the perception of pessimistic and optimistic people. |

**Which two topics did you select and why?**

↓   **ACTIVITY 18**   ↓

Now you will try to work with video presentations in pairs because mentoring is most often done in the form of an interview of two people - mentor and mentee. The topic of the conversation is 4 A's of Stress Management, which is the title of one of the 12 video presentations of the third group of the UNWIND project.

Your task is to exchange views and experience on the subject of this video presentation. The below pictures and questions will help you conduct the interview. Please be open during the interview and share practical experience and listen carefully to each other, as this is important for each mentor interview.



**4 A'S OF STRESS MANAGEMENT**

Funded by the Erasmus+ Programme of the European Union

UNWIND

The topic of this presentation is the '4 A's of Stress Management', a strategy to help you deal with stressful situations. The 4 A's stand for:
✓ Avoid unnecessary stress
✓ Alter the situation
✓ Adapt to the stressor
✓ Accept the things you cannot change



From time to time, everyone feels overwhelmed and stressed. We have to be very careful with these feelings, because even small stressors can end up damaging our health. Stress affects both mind and body. It can cause physical symptoms such as headaches, stomach disorders, heart disease and stroke. It can also cause mental health issues such as low self-esteem, anxiety and depression.

What is your experience with stress?

How often do you feel stressed?



Whether we like it or not, it is impossible to live our life without stress. However, this does not mean that we need to hold all the negative emotions that stress brings or let stress overwhelm us. There are many techniques you can use to limit stress in order to improve and enjoy your life. One such method is 'The 4 A's of stress management'. This technique can help you to deal with stressful situations and the negative effects they can cause.



The first A stands for – Avoid unnecessary stress
If there is any way to avoid a potentially stressful situation - do so. However, you need to understand that not all stress can be avoided, and there are some situations that, one way or another, you have to face. Remember, stress can also be a positive source of motivation if focused correctly.

Do you use any anti-stress methods or techniques?

What do you do to avoid stress?

But! Let's speak about positive factors. The most common ways to avoid stress include:
- ✓ keep away from stress-inducing people
- ✓ plan things in advance
- ✓ reduce the demands on yourself
- ✓ develop 'positive' coping mechanisms



Have an understanding of your resilience and stress stamina, ensure you stay within your limits. Take a break and rest whenever you have exerted beyond your limits. Ensure you sleep well on a regular basis. Having a productive routine in a daily life is also important. That is why we advise you to have a purpose for the day to begin and have the discipline to reflect on your achievements at the end of the day.

Which of the above ideas did you find so interesting that you would like to try it in practice?

How high expectations do you have for yourself?



Try to build healthy relationships with those around you and avoid unnecessary negativity whenever possible. Negative energy can come from unnecessary rumors, gossip, propaganda, promotions and enticements etc. Some people can bring negativity to their relationships and it is advised to avoid these people if possible.



The second A stands for - Alter the situation
If you cannot avoid a stressful situation then do what you can to alter it. Changing things that are causing stress can save you from being subjected to prolonged stress in the future. When faced with a stressful situation, figure out what you can do or how you can change things to reduce stress.

What stressful situation repeats in your life?

Is it possible to change this situation?



Here are different approaches you can employ to change a stressful situation:
- ✓ apply assertive communication techniques
- ✓ build effective time management strategies
- ✓ learn to compromise with yourself and others
- ✓ be positive and proactive rather than negative and passive



Do not be afraid to ask others to change their behaviour if it effects you negatively. If you're tired of being the target of a friend's jokes, then tell them that you do not like it and ask them to respect you by stopping the jokes. Communicate your feelings openly so that others are aware how things are affecting you. Remember to use 'I' statements explaining your feelings. It's always better to say 'I feel frustrated', 'I feel disappointed' instead of 'you disappointed me'.

Which of the above ideas did you find so engaging that you would like to try it in practice?

How often do you tell people openly that something bothers you?

**The third A stands for - Adapt to the stressor**
Sometimes the only way to manage a stressful situation is to accept it and adapt to it. There are situations that are beyond your control and cannot be changed, so there is no sense trying to change them. You may need to change your approach to dealing with the stressor rather than changing the stressor itself. Do not waste your energy on things you cannot control.

Looking at the situation from a new point of view instead of feeling frustrated can make your life easier and happier. Always try to find the positives from any situation, see problems as challenges to be overcome or as opportunities to learn. This will allow you to turn 'negatives' into 'positives' and see 'solutions' not 'problems'. Quite often the worst case scenario is only in our mind and we can 'overthink' things, that's why stopping negative thoughts is very useful technique to adopt.

Is there a stressful situation in your life that you cannot avoid?

Some of the things you can do to deal with stress through adaptation are:
✓ resisting perfectionism as it only causes stress and disappointment
✓ emphasise the positive sides of a situation
✓ adjust your attitude to see problems as opportunities
✓ create a positive personal mantra that helps you cope with all situations

**The fourth and final A stands for – Accept the things you cannot change**
Not everything is within your control. It is inevitable that you will experience things which are unavoidable. You must learn to accept that you cannot control everything that happens in your life. This will help you to focus on the things you can control and expend less energy on trying achieve the impossible. Identify your priorities and focus your energy on achieving them.

Which of the above ideas do you find so interesting that you would like to try it in practice?

You may not be able to change a situation, but that doesn't mean your feelings aren't legitimate. If your personal and professional relationships are causing you stress then you may need to accept things and move on. Forgiving is a very important approach, however, it may take time to learn to forgive. However, by doing so you will free yourself from any burning negative energy inside and be able to focus on improving your relationships.

Sometimes, when you cannot change a situation, it is a good idea to see things as an opportunity to learn. Ask yourself; what is this lesson about? what can you learn from it? what can I do to avoid such a situation in the future? Answering these questions will help you to both overcome challenges and to make adjustments to avoid future problems from arising.

How do you vent stress?
How do you express negative feelings?
What do you do if you make an error?

4 A'S OF STRESS MANAGEMENT SUMMARY

Remember, life is full of stressful situations and you cannot control everything. Do not let these situations control you, because every problem is a lesson and an opportunity to learn. Try to turn all negatives into positives. Look at the full picture of the situation and ask yourself, 'will this matter in a year or in five years time?'. Most probably, the answer will be 'no'. Realising this makes a stressful situation seem less overwhelming and enables you to put things in perspective.

Do you look at the world in an optimistic, pessimistic or realistic way?

How many per cent of close people around you do you consider optimists?

Please share your experiences from the mentor interview with others. Choose some of the following questions and tell others your opinions or feelings.

Questions:

- How did you like the interview?
- How did you manage to have a conversation on the topic?
- Have you found out what opinions and experience relating the topic your communication partner has?
- Did the sharing experience enrich you?
- What did you like about the interview?
- Do you have more information about the topic now than before?

↑  **END OF ACTIVITY 18**  ↑

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**Learning block 8 - How to create your own presentation on any topic you need for your good mentoring**

**Learning block objectives**
- Create a presentation on any topic suitable for mentoring.
- How to select a presentation topic.
- Learn how to prepare individual slides of the presentation.
- Try out new skills practically and create a presentation for the needs of mentoring.

In the following learning block, you will try to prepare your own presentation for the needs of mentoring. You will begin by selecting a topic and then preparing each slide of the presentation. Your main task is to create the content of the presentation - text of individual slides. The graphic aspect of the presentation slides is secondary in the following activities.

Choosing a presentation theme is crucial. The topic must correspond to the needs of the mentee or the problems and challenges they face. The topic of the presentation should not be extensive.

**The topic of the presentation should be a specific practical skill that will help the mentee in their work or personal life.**

When you join a company as a new employee, you will be surrounded by people you don't know. One useful skill is undoubtedly the ability to establish an informal conversation with new colleagues and other company employees. For example, in the hall, in the elevator, at lunch, at the coffee machine or photocopier, etc.

For our demonstration, we will use the presentation that you already know from the first day of the training programme. Its topic is "Small talk", a skill that helps us make informal conversations with people we don't know. We will watch again the "Small Talk" video presentation. This presentation is on the UNWIND project learning portal. Here is the link: https://www.unwind.work/en/learning-portal/skill-development-tool-kit/

Your task now will be to choose a topic for your presentation. It should be some practical and useful skill for working life and functioning in the company. You can use Google to find a topic for the presentation.

↑  **END OF ACTIVITY 19**  ↑

You can use one of the Microsoft PowerPoint presentation templates. And now it's time to start making the first slide.

↓  **ACTIVITY 20**  ↓

**SLIDE 1**

The task of the first slide is to inform the mentee what the topic of the presentation is. Next, the first slide should answer mentee's essential questions: "Why should I spend my time watching this presentation? Why will this presentation be useful to me? " Look at the first slide of our sample "Small Talk" presentation.

The topic of this presentation is 'small talk', a useful communication skill in everyday life. You will learn what small talk is, how to use it and why it is useful.

Please now create the text of the first slide. If you want to add some pictures you can find suitable ones on the Internet, for example, at the following links:

https://unsplash.com/
https://pixabay.com/

**↑ END OF ACTIVITY 20 ↑**

**↓ ACTIVITY 21 ↓**

**SLIDE 2**

The task of the second slide is to engage the mentee even more and show that the presented skill is really important and practical. You can do it in several ways, for example:

- To emphasise it with a story or an example from real life.
- To give some facts, for example, from some research concerning the presented skill.
- Ask an interesting question and then answer it.
- Quote an interesting statement of some famous personality related to the topic of presentation.



The following story is an example of when small talk would be useful. I'm at a conference and we have a break. There are a lot of strangers all around. They're sitting and talking. It looks easy and natural. Some are having a good fun. I'm sitting next to another man and I would like to start a conversation. However, I don't know how to start. The silence feels uncomfortable. Help, help! I begin to play with my cell phone pretending I have to handle something. I start mindlessly scrolling through my apps and I'm thinking why I didn't start up a conversation.

### SLIDE 3

Now is the time to look deeper into the topic of presentation. The way to do this depends on the specific topic of the presentation. You have several options for this slide, including:

- Define the basic concepts or terms of the topic.
- Provide general information on the subject.
- Say three essential points that you will discuss in more detail in the following slides.
- Tell your main opinion or argument, the truth of which will be demonstrated in the following slides.



The silence when two people don't have anything to say can be called an 'awkward silence'. To avoid these awkward silences, it often helps to know how to make small talk. Making small talk can help you not only avoid these awkward silences, but also help you get to know someone new or become closer with workmates and acquaintances. In short, small talk is a useful and practical skill for everyday life. It can help you be perceived as polite, friendly and approachable. It can help you to make a good impression with others.

### SLIDE 4 to 9 (number of slides depends on the length of the presentation)

Your task now is to fulfil the promises from the first slide and to familiarise the mentee with the new skill more in-depth. The slides content depends on the specific theme of the presentation. You have many options, for example:

- Explain how the skill works.
- Show how to use the skill step-by-step.
- Explain the skill in a practical example.
- Explain the essence of the skill, the causes and consequences of a particular behaviour.
- Present crucial or exciting facts and necessary knowledge concerning the skill.
- Explain why the skill is vital for work or private life.

Your main task is to create the content - text of the slides. The graphic design of the presentation is secondary. The source of information is, of course, the Internet. You can also get inspired by the sample Small Talk presentation whose slides are here.



Small talk is 'small' because you talk about simple topics in a way that fills up silences and can make two or more people feel more comfortable and friendly with each other. Small talk involves an informal exchange or discussion of general, everyday topics. These can include the weather, traffic, sports, cultural events or holiday plans etc. Topics to avoid may include those that polarise people (e.g. politics, religion etc.) or make them uncomfortable (e.g. personal issues etc.).



To begin small talk, you just have to say something informally on a general topic that is relevant to all parties. For example, "Is this your first conference on this topic?". Or, "I have heard a lot about this city, it is well known for its cultural heritage. Have you been here before?". Or, "It's an interesting conference, isn't it?". Or, „Which hotel are you staying in?"



**OBSERVE SITUATION**

The best small talk is the situational kind, something you observe about your environment. It should be something appropriate for the situation and allow the person to respond easily. For example, you can tell the person you're in the elevator with that the weather is terrible or ask if they are looking forward to the weekend (if it's a Friday), but you probably shouldn't ask them more personal questions, such as what hobbies they are interested in - that's just strange!

So, how do I start small talk correctly? Most people think that small talk begins with the correct sentence or question, but that's not exactly true. Body language is still a crucial factor before any words are spoken. If you are going to start small talk, try not to look unfriendly, but instead make positive eye contact and smile!!!



We have just covered how to start and use small talk correctly. Now I'll tell you how to bring small talk to an end. You can say thank you and signal the end of the conversation. For example, "thank you for the pleasant conversation, enjoy the rest of your day". You can further show that you were listening by including something from the previous conversation. For example, "thanks for telling me about your new project", or "thanks for the great holiday tips".
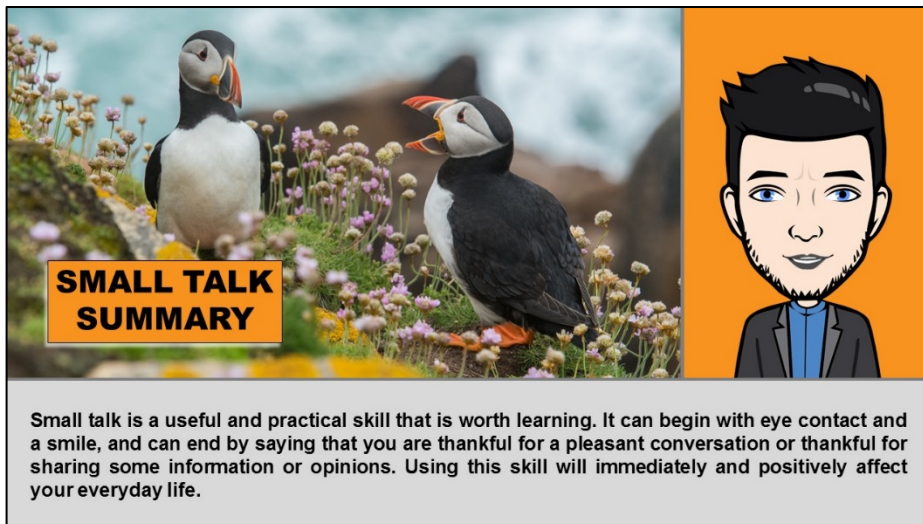


Small talk is a key communication skill that you can learn and improve. It is useful to learn a few sentences for common situations where you need to apply small talk skills. The more you practice small talk, the easier you will find it.

↑  END OF ACTIVITY 23   ↑

**PENULTIMATE SLIDE**

A summary should be at the end of each presentation, as repetition is necessary to preserve knowledge longer. Therefore, in this penultimate slide, you should repeat the most important points of the presentation. You can also add a strong argument of why to transfer the new skill to real life. Even here, depending on the theme of the presentation, you can choose from several options, for example:

- Repeat the main points of the presentation briefly and add some final information or recommendations.
- Repeat how the skill works and add some recommendations for application to practice.
- Repeat the main ideas of the presentation and emphasise how important the skill is for everyday life.



**LAST SLIDE**

In the last slide, it is good to thank the mentee for their attention and encourage them to use the new skills in practice. You can also mention that you are looking forward to a personal mentoring meeting on this topic.

For example, the text of the last slide might be this.

It is the conclusion of the presentation. Thank you for your attention, and I look forward to exchanging experience on this topic at our next mentoring meeting. And if you want, you can start practising this skill in your life. I am curious about your practical experience and opinions relating to Small Talk.

↑  **END OF ACTIVITY 24**  ↑

| Overall evaluation of the training programme |
| :-- |

**Learning block objectives**
- Evaluate the ending educational programme.
- Evaluate the impact of the training programme, and identify the skills that the participants have improved during the training programme.
- Say goodbye to the participants and arrange further potential cooperation between the trainer and the participants as well as between the participants.

We would like to ask you for an overall evaluation of the training programme. Would you please fill in two short following questionnaires? The first questionnaire is devoted to the evaluation of the quality assessment, and the second one is for the impact assessment.

**QUALITY EVALUATION**

**Please evaluate the quality of the following aspects of the training programme on the following rating scale.**

| 1 – Poor | 2 - Fair | 3 - Good | 4 – Very good | 5 - Excellent |
|----------|----------|----------|---------------|---------------|

**Please, cross the correct answer**

| Evaluated aspect | 1 | 2 | 3 | 4 | 5 |
|------------------|---|---|---|---|---|
| Training agenda was at the disposal | ☐ | ☐ | ☐ | ☐ | ☐ |
| The training started on time | ☐ | ☐ | ☐ | ☐ | ☐ |
| The main learning objectives were defined clearly | ☐ | ☐ | ☐ | ☐ | ☐ |
| Quality of presentations used within the training | ☐ | ☐ | ☐ | ☐ | ☐ |
| Quality of the trainer | ☐ | ☐ | ☐ | ☐ | ☐ |
| Quality of learning blocks | ☐ | ☐ | ☐ | ☐ | ☐ |
| The classroom was large enough | ☐ | ☐ | ☐ | ☐ | ☐ |
| Quality of WIFI | ☐ | ☐ | ☐ | ☐ | ☐ |
| Technical equipment (tables, chairs, projector, flipchart, etc.) | ☐ | ☐ | ☐ | ☐ | ☐ |
| Coffee breaks (water, coffee, tea, etc.) | ☐ | ☐ | ☐ | ☐ | ☐ |

**IMPACT EVALUATION**

**Your task is to evaluate the level of your skills BEFORE and AFTER the training programme. Please rate based on the following scale.**

**1** means **NO, NOT AT ALL**          **5** means **ONLY PARTIALLY**          **10** means **YES, DEFINITELY**

| ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ 6 | ☐ 7 | ☐ 8 | ☐ 9 | ☐ 10 |
|---|---|---|---|---|---|---|---|---|---|

**Please, cross the correct answer.**

**BEFORE THE TRAINING** - Were you able to be a good mentor of a young employee in a company or organization?

| ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ 6 | ☐ 7 | ☐ 8 | ☐ 9 | ☐ 10 |
|---|---|---|---|---|---|---|---|---|---|

**AFTER THE TRAINING** - Are you able to be a good mentor of a young employee in a company or organization?

| ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ 6 | ☐ 7 | ☐ 8 | ☐ 9 | ☐ 10 |
|---|---|---|---|---|---|---|---|---|---|

**BEFORE THE TRAINING** - Were you able to help a new employee manage successfully the probationary period and adapt well to the new job?

| ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ 6 | ☐ 7 | ☐ 8 | ☐ 9 | ☐ 10 |
|---|---|---|---|---|---|---|---|---|---|

**AFTER THE TRAINING** - Are you able to help a new employee manage successfully the probationary period and adapt well to the new job?

| ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ 6 | ☐ 7 | ☐ 8 | ☐ 9 | ☐ 10 |
|---|---|---|---|---|---|---|---|---|---|

**BEFORE THE TRAINING** - Were you able to help empathically and effectively to a young employee with a particular problem in the workplace?

| ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ 6 | ☐ 7 | ☐ 8 | ☐ 9 | ☐ 10 |
|---|---|---|---|---|---|---|---|---|---|

**AFTER THE TRAINING** - Are you able to help empathically and effectively to a young employee with a particular problem in the workplace?

| ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ 6 | ☐ 7 | ☐ 8 | ☐ 9 | ☐ 10 |
|---|---|---|---|---|---|---|---|---|---|

**BEFORE THE TRAINING** - Were you able to prepare and lead a long-term mentoring program to help new employees develop the necessary and practical skills and improve their functioning in the company or organization?

| ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ 6 | ☐ 7 | ☐ 8 | ☐ 9 | ☐ 10 |
|---|---|---|---|---|---|---|---|---|---|

**AFTER THE TRAINING** - Are you able to prepare and lead a long-term mentoring program to help new employees develop the necessary and practical skills and improve their functioning in the company or organization?

| ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ 6 | ☐ 7 | ☐ 8 | ☐ 9 | ☐ 10 |
|---|---|---|---|---|---|---|---|---|---|

**BEFORE THE TRAINING** - Were you able to utilise 36 themed video presentations of the UNWIND project to discuss with young employees, analyse the topic, identify a problem and acquiring new skills?

| ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ 6 | ☐ 7 | ☐ 8 | ☐ 9 | ☐ 10 |
|------|------|------|------|------|------|------|------|------|-------|

**AFTER THE TRAINING** - Are you able to to utilise 36 themed video presentations of the UNWIND project to discuss with young employees, analyse the topic, identify a problem and acquiring new skills?

| ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ 6 | ☐ 7 | ☐ 8 | ☐ 9 | ☐ 10 |
|------|------|------|------|------|------|------|------|------|-------|

**BEFORE THE TRAINING** - Were you able to create a presentations on any topic you need for mentoring?

| ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ 6 | ☐ 7 | ☐ 8 | ☐ 9 | ☐ 10 |
|------|------|------|------|------|------|------|------|------|-------|

**AFTER THE TRAINING** - Are you able to create a presentations on any topic you need for mentoring?

| ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ 6 | ☐ 7 | ☐ 8 | ☐ 9 | ☐ 10 |
|------|------|------|------|------|------|------|------|------|-------|

**Is there anything else you would like to share about the meeting?**

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**Thank you for your evaluation!**