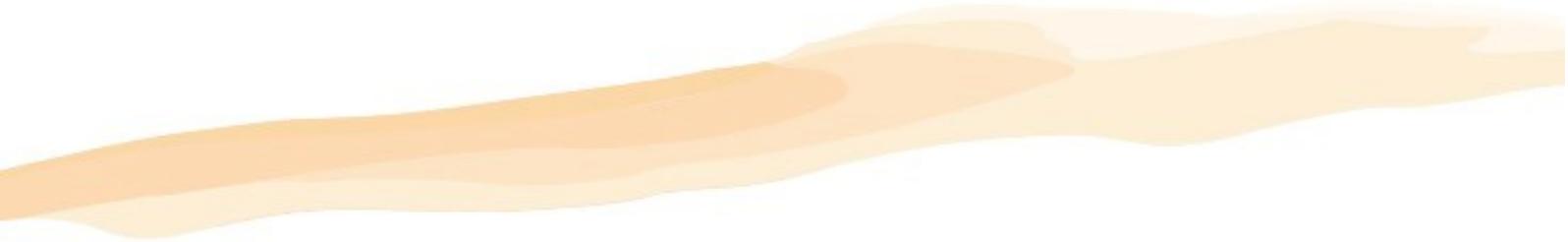




Training Programme for Mentors of Young
Employees and Human Resource Managers

Training Programme Handbook



UNWIND



Reducing Workplace Stress for Young People by
Building Career Management Skills

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Introduction

This handbook is intended primarily for trainers and teachers and enables them to easily implement the “Training Programme for Mentors of Young Employees and Human Resource Managers”. In the handbook, you will find teaching instructions, descriptions of all training activities, objectives of the training blocks and other necessary information that enables the implementation of this training programme.

The training programme includes 21 hours of face to face instruction in a classroom and 21 hours of self-directed online learning. There is also a practical “Learner Manual”, which includes content for both parts (learning in a classroom and self-directed online learning). In addition to that, you can utilise 36 video presentations that participants can use in the subsequent mentoring of young employees as well as in the practical application of acquired skills.

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 programme, participants 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.

Learning block 1 - Introductory teaching block of the whole training programme	Time
<p>Learning block objectives</p> <ul style="list-style-type: none"> ▪ 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. 	60 min ¹

As a trainer, you should introduce yourself to participants at the beginning of the training programme. You can mention your teaching experience and your relation to the topic of the training. It is also a good idea to unwind the atmosphere with some cheerful story that is related to the topic or you. You can also reveal something personal, like your favourite proverb, movies or books, to help participants get to know you better. At the beginning of the first training day, the participants usually feel a little insecure. They, therefore, need to know what to expect. Introducing the training agenda is, therefore, another appropriate step. During introducing the agenda, you can answer any questions the participants can have about the programme, as well as you can add another information, such as refreshment possibilities, etc.

¹ The duration of the learning blocks is indicative. The trainer reacts to the situation in the classroom as well as to the needs and abilities of the participants. Thus, you can adjust the content of the proposed activities and the length of the learning blocks. You can also include breaks in the learning blocks according to the needs of the participants.



TIPS: The agenda should be provided to the participants before the start of the training so that they know what to expect. For example, you can give the agenda to them when they arrive in the classroom, or email it to them a few days in advance.

Some trainers set specific rules of classroom behaviour at the beginning of the first day. For example, rules on not using mobile phones during education, rules on using first names or surnames during discussions within learning blocks, etc.

↓ ACTIVITY 1 ↓

Your task as a trainer is to allow participants to get to know each other. You should also identify the expectations of each participant and their experience in the field of mentoring and supporting young employees. For this activity, you will need special equipment - three small coloured paper circles for each participant.

Now is an excellent opportunity to give participants a chance to get to know each other. It is also useful to identify the level of experience and skills of participants and to identify their expectations and needs. What do they expect to learn during the training programme, and what are their motivation and needs? If you want to attract the attention of all participants (even those who missed the morning coffee), actively involve the participants. You can do this as follows.

"Ladies and gentlemen, here on the flipchart, I have written the essential learning objectives of our training programme in advance. I will introduce them to you in a moment. Your task will be to select the three objectives you consider most attractive or most needed. Now I will give you three small coloured paper circles that you will use to mark your chosen objectives once I have completed their brief introduction. "

Now read to the participants and briefly describe the selected learning objectives (what participants can learn within the training programme). For example, you can use these essential objectives.

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.

Then invite the participants to come to the flipchart and mark their preferred three learning objectives with three coloured circles. The result is the flipchart showing the real preferences of the participants.

Afterwards, ask each participant to answer the following questions:

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

At the end of the activity, as a trainer, you should provide some summary. Summarise what learning objectives seem most useful or interesting to participants. You should also thank the participants for the information, and you can promise them to take into account their preferences during the training programme.



TIP: Identifying participants' internal expectations is crucial. If the training does not match the participants' wishes and expectations, the participants will not be actively involved in the education process and will be disappointed at the end.

↑ END OF ACTIVITY 1 ↑

Before the break, thank the participants for their activity. Show them one of the video presentations of the UNWIND project as an appetiser of further learning. The video presentation is called "Small Talk" and can be found on the UNWIND project website, in the E-Learning Portal section, in the subsection titled "High-value skills development tool-kit".

Before you start playing the video presentation, you can tell the participants that they can practice "Small talk" skills during the upcoming break. Then, watch the Small Talk video presentation.



TIP: Do not forget to appreciate the participants' activity and opinions at the end of each learning block. And before the first break, tell the participants what refreshments are available, where the toilets are, and what time the next learning block starts.

Learning block 2 - Utilising the first group of twelve video presentations of the UNWIND project in mentoring	Time
<p>Learning block objectives</p> <ul style="list-style-type: none"> ▪ To learn how to use UNWIND thematic video presentations to discuss with young employees, analyse a topic, identify a problem, and acquiring 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. 	120 min

In this learning block, participants will learn about the first group of video presentations of the UNWIND project. These video presentations are ready for use in mentoring. Participants will practically test their application in mentoring. They will also get familiar with the topics covered by these 12 video presentations so that they know which tools are available for mentoring thanks to the UNWIND project. Your task as a trainer is to present the UNWIND project briefly. For example, you can do this by browsing the project's website at <https://www.unwind.work/>

After that, you will focus on introducing the first group of 12 video presentations that participants can use in mentoring of young employees. The unifying theme of the first group of these video presentations is career management skills. These video presentations are based on the following four subtopics defined in the Scottish Framework for Career Management:

1. SELF - competences that enable young people to develop their sense of self within society;
2. STRENGTHS - competences that enable young people to build on their strengths to pursue rewarding learning or work opportunities;
3. HORIZONS - competences that enable young people to visualise, plan and achieve their career aspirations;
4. NETWORKS - competences that enable young people to develop networks of support.

↓ ACTIVITY 2 ↓

The task of the participants is to become familiar with the topics and learning objectives of the first 12 video presentations. To make this activity more interesting, they will not only study the table below, but they will also select 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.

The following table is in the Learner Manual. The participants will study the table, and each of them will select one of the two presentation topics.

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.

Now ask each participant to reveal their two selected topics. They may also briefly explain their choice.

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.

You, as a trainer, can record responses on the flipchart and then say which topic appeared most often in the selection of participants as strong and which as weak. These two video presentations can then be presented to the participants to see what the video presentations look like, where to find them, and how they work.

↑ END OF ACTIVITY 2 ↑

It is important to spend as much time as possible learning new skills during classroom learning. Learning by Practising is a very efficient style of learning. Mentoring of young employees most often takes the form of an interview between the mentor and the mentee. Interviews in pairs are therefore included in this training program.

↓ ACTIVITY 3 ↓

Now participants 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. To do this, divide all participants into pairs.



TIP: Use entertaining techniques to divide participants into pairs. For example, ask participants to line up as follows. On one end of the line there will be the person with the shortest work experience and on the other end the person with the most extended work experience. So everyone first calculates how many years in his/her life he/she has worked in a company or organisation. Then the participants will put themselves in line. Participants must communicate this information to each other to put in line correctly. The trainer will then ask everyone to speak out the number indicating the length of their work experience. In this way, a check is made to ensure that the participants have handled this small task correctly. Then you make pairs of people who stand side by side and have a similar length of work experience.

Explain to the participants that they will now try practically the interview in pairs. The conversation will take approximately 20 to 30 minutes. The topic of the interview is Adapting to Organizational Change, which is the title of one of the 12 video presentations of the first group of the UNWIND project.

First, you play them the whole video presentation. After that, each pair sits separately and, following the instructions in their learner manual, conduct a mentor interview. Their task is to exchange views and experience on the subject of this video presentation. The pictures and questions in their Manual will help them conduct the interview.

Encourage participants to be open during the interview, to share practical experience and to listen carefully to each other, as this is important for each mentor interview.

As a trainer, you are available to participants during these mentor interviews. If some participants have a question or problem, they can ask you. Let the conversations run freely and see how your participants are doing.

Once some of the pairs have finished the conversation, let others know they have just 2 minutes to end the conversation. Then all participants will sit back in one group again and work together.

↑ END OF ACTIVITY 3 ↑

Your task now is to provide participants with a space to express their feelings and experiences from having just finished practical testing of the mentoring interview.

↓ ACTIVITY 4 ↓

Ask participants to share their experiences and feelings. They can answer some of the following questions. Each participant can choose the questions they want to answer. If you wish, you can limit the participants, for example, by selecting and answering only two of these questions. It depends on how much time you have for this discussion.

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?



TIP: Expressing the feelings and experiences of practical testing is essential for processing the practical experiences and its internal closure. By closing, we mean the inner state of the participants, when they no longer deal internally with emotions caused by the experience because they had the opportunity to process and express them, to ventilate them.

↑ END OF ACTIVITY 4 ↑

The end of the learning block is approaching. As a trainer, your task is to make a summary shortly so that participants can better memorise new knowledge and strengthen new skills. You can repeat and briefly comment on what the learning objectives of the training block were, whether and how they were achieved.

The training block learning objectives were:

- To learn how to use UNWIND thematic video presentations to discuss with young employees, analyse a topic, identify a problem, and acquiring 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.

At the end of the learning block, do not forget to thank the participants for their cooperation and activity, but also for their openness and sharing their opinions and experiences.

Learning Block 3 - Mentoring and support of young employees in companies and organizations	Time
<p>Learning block objectives</p> <ul style="list-style-type: none"> ▪ 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. 	180 min

Participants from different companies and organisations but also various regions or even different countries met in this training programme. As part of the learning block, you allow them to exchange experiences and views on mentoring and supporting young employees. You will repeat with them the basic knowledge of mentoring, show them videos on the topic and a practice example. All this will help them to deepen the understanding of mentoring and to learn what forms of support young employees can take in practice.

↓ **ACTIVITY 5** ↓

You can start with one of the mentoring definitions that participants will find in their Learner Manual.

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.

Play a short video about mentoring to participants. For example, the following video:

Video - What is mentoring

<https://www.youtube.com/watch?v=goy5MifHuLs>



TIP: The videos in this handbook are in English because the training programme was prepared and tested with a group of participants from several different countries who all knew English. If your training participants are from one country and speak a single language, you should find

appropriate videos in this language before teaching. Or you can also turn on subtitles on YouTube for the video and use the “Automatic translation” option in a language that suits the participants. However, auto-translation can have imperfections, so always test the suitability of this option for a particular video in advance.

Now, read the 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 ask the participants how similar situations happen in their 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)?

The answers to the questions will help you and the participants learn how mentoring works in different companies and organisations. As a trainer, you can encourage participants in the discussion by appreciating their answers, but also by asking appropriate questions such as “Do you like having an official mentoring program in your company?; Do you like having a direct superior as your mentor?”; etc.

↑ 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. Play some short video to participants.

For example, the following videos:

Video - Good VS Bad OnBoarding

<https://www.youtube.com/watch?v=JQ60krH7d1s>

Video - Onboarding New Employees

<https://www.youtube.com/watch?v=XeREWk-PyrU>



TIP: We remind again that the videos in this handbook are in English because the training programme was prepared and tested with a group of participants from several different countries who all knew English. If your training participants are from one country and speak a single language, you should find appropriate videos in this language before teaching. Or you can also turn on subtitles on YouTube for the video and use the “Automatic translation” option in a language that suits the participants. However, auto-translation can have imperfections, so always test the suitability of this option for a particular video in advance.

Now, read the next part of the 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.”

Now ask participants to remember the first day of their 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?

The answers to the questions will help you and the participants learn how mentoring works in different companies and organisations. As a trainer, you can encourage participants in the discussion by appreciating their answers, but also by asking additional questions.

↓ ACTIVITY 7 ↓

You can now remind participants that 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.

Play some short video about mentoring. For example, the following video:

A guide to mentoring in the workplace

<https://www.youtube.com/watch?v=nXSbrYbZef8&t=56s>

Now, read to participants the next part of the 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 ask training participants how it works in their 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?

The answers to the questions will help you and the participants learn how mentoring works in different companies and organisations. As a trainer, you can encourage participants in the discussion by appreciating their answers, but also by asking additional questions.

↑ END OF ACTIVITY 7 ↑



TIP: If you have some time left in the learning block, you can briefly mention the difference between Mentoring and Coaching. Participants can watch a short video on this topic, such as the following video.

Video - Coaching vs Mentoring

<https://www.youtube.com/watch?v=3fFQilOtDkc>

At the end of the learning block, you should summarise the most important knowledge, views and ideas you learned. Also, you can emphasise that 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 play at the end of the learning block, for example, before a break.

Video - Head Up

<https://www.youtube.com/watch?v=dWDloW7f6js>

Learning block 4 - Utilising the second group of twelve video presentations of the UNWIND project in mentoring	Time
<p>Learning block objectives</p> <ul style="list-style-type: none"> ▪ To learn how to use UNWIND thematic video presentations to discuss with young employees, analyse a topic, identify a problem, and acquiring new skills. ▪ To introduce the second 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. 	120 min

In this learning block, participants will learn about the second group of video presentations of the UNWIND project. These video presentations are ready for use in mentoring. Participants will practically test their application in mentoring. They will also get familiar with the topics covered by these 12 video presentations so that they know which tools are available for mentoring thanks to the UNWIND project.

Your task, as a trainer, is now to introduce the second group of 12 video presentations that participants can use in mentoring of young employees. The unifying theme of the second group of these video presentations is High-value skills. The subtopics are the following:

1. COMMUNICATION – video presentations that focus on building the skills to be an effective communicator and helping young people to develop an understanding of different communication styles;
2. TEAMWORK – video presentations that focus on building the capacity of young people to bring together a combination of individual skills in pursuit of a common goal by helping, persuading, sharing, being flexible, and showing commitment;
3. PROBLEM SOLVING - video presentations that focus on building the skills of young workers to effectively define a problem; determine the cause of the problem; identify, prioritise, select and implement a solution to address the issue at hand;
4. LEADERSHIP - video presentations that focus on building skills to be an effective leader able to motivate and inspire those around you.

↓ **ACTIVITY 8** ↓

The task of the participants is to become familiar with the topics and learning objectives of the second 12 video presentations. To make this activity more interesting, they will not only study the table below, but they will also select 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.

The following table is in the Learner Manual. The participants will study the table, and each of them will select the above mentioned two presentation topics.

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. To learn to cope better in conflict situations and to better solve conflicts 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.

Now ask each participant to reveal their two selected topics. They may also briefly explain their choice.

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.

You, as a trainer, can record responses on the flipchart and then say which topic appeared most often in the selection of participants as strong and which as weak. These two video presentations can then be presented to the participants to see what the video presentations look like, where to find them, and how they work.

↑ END OF ACTIVITY 8 ↑

↓ ACTIVITY 9 ↓

Now participants 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. To do this, divide all participants into pairs.



TIP: TIP: Use entertaining techniques to divide participants into pairs.

Explain to the participants that they will now try practically the interview in pairs. The conversation will take approximately 20 to 30 minutes. The topic of the interview 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.

First, you play them the whole video presentation. After that, each pair sits separately and, following the instructions in their learner manual, conduct a mentor interview. Their task is to exchange views and experiences on the subject of this video presentation. The pictures and questions in their Manual will help them conduct the interview.

Encourage participants to be open during the interview, to share practical experience and to listen carefully to each other, as this is important for each mentor interview.

As a trainer, you are available to participants during these mentor interviews. If some participants have a question or problem, they can ask you. Let the conversations run freely and see how your participants are doing.

Once some of the pairs have finished the conversation, let others know they have just 2 minutes to end the conversation. Then all participants will sit back in one group again and work together.

Your task now is to provide participants with a space to express their feelings and experiences from having just finished practical testing of the mentoring interview. Ask participants to share their experiences and feelings. They can answer some of the following questions. Each participant can choose

the questions they want to answer. If you wish, you can limit the participants, for example, by selecting and answering only two of these questions. It depends on how much time you have for this discussion.

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 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?



TIP: We remind again that the expressing the feelings and experiences of practical testing is essential for processing the practical experience and its internal closure. By closing, we mean the inner state of the participants, when they no longer deal internally with emotions caused by the experience because they had the opportunity to process and express them, to ventilate them.

↑ END OF ACTIVITY 9 ↑

The end of the learning block is approaching. As a trainer, your task is to make a summary shortly so that participants can better memorise new knowledge and strengthen new skills. You can repeat and briefly comment on what the learning objectives of the training block were, whether and how they were achieved.

The training block learning objectives were:

- To learn how to use UNWIND thematic video presentations to discuss with young employees, analyse a topic, identify a problem, and acquiring new skills.
- To introduce the second 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.

At the end of the learning block, do not forget to thank the participants for their cooperation and activity, but also for their openness and sharing their opinions and experiences.

Learning Block 5 - How to help a new employee pass the probationary period successfully and adapt well to a new job.	Time
<p>Learning block objectives</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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. 	150 min

As an exciting introduction to this block, you can play the following video to participants.

Video - Onboarding New Hires

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

In the following learning block, you will teach participants how to use a practical and illustrative method that facilitates mentoring of new employees when they are just hired by a company or organisation. This method is called My Field of Certainty - How to Pass the Probationary Period Successfully

In the beginning, introduce the title and objective of the method.

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.

Then you can mention some of the following information.

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.

Then show participants two forms that the method uses. The forms are part of their Learner Manual.

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?

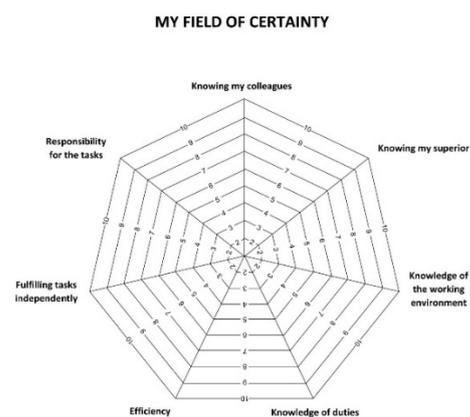
1 2 3 4 5 6 7 8 9 10

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 you can tell participants that they will practice the method and learn it. Then you will explain the method procedure, which is in the following.

↓ ACTIVITY 10 ↓

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



TIP: If you want, you can also specify the job position of a new employee, such as a computer network administrator, assistant of manager, receptionist, etc.

The participants then name different expectations that you can write on the flipchart. It is essential that participants put themselves in the employer's place and look through the employer's eyes for a while. The activity may take approximately 10 minutes. You then summarise all the expectations that the participants mentioned, and you can add some more. At the end of the activity, you will also add a generalisation of the information found.

For example: "For the employer, the probationary period is a time in which they expect the new employee to go through the initial training and become a fully-fledged member of the working team. They expect them to become acquainted with all their duties and tasks, to be efficient and independent in fulfilling their tasks for which they assume responsibility, to be on good terms with their colleagues and superiors and to become familiar with their workplace. The employer does not expect the employee to cope with everything on their first day at work. Nevertheless, it is their concern that it happens as soon as possible. The probationary period is also a time in which both the employer and the employee can terminate the employment without any difficulty. The employer uses this option, particularly in cases when the employee does not meet the expectations mentioned above. If the new employee fulfils the employer's expectations, he/she completes the probationary period successfully and gain a good position in the new work team."

↑ END OF ACTIVITY 10 ↑

↓ AKTIVITA č. 11 ↓

The next step of the method is to work with the form called "Crucial areas for successful passing of the probationary period". Participants have this form in their Learner Manual. Divide the participants into pairs.



TIP: Use fun techniques to divide participants into pairs. For example, cut some pictures (e.g. pictures of animals or flowers) into two pieces. Then randomly distribute these pieces to the participants and invite them to find their other half of the image. And the pairs are ready.

The task of the two participants in the pair will be to remember the beginnings of their current job. Both participants will then complete the form “Crucial areas for successful passing of the probationary period” in their Manuals. One participant recalls himself in a situation where he has been in his current job for only one week and fills in the form according to the situation in which he was in the company after one week. The other participant finds himself in a situation where he has been in his current job for 6 months and fills in the form according to this situation. 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. The trainer can show an example of the completed form so that the participants can see how to fill it in.



TIP: If participants have difficulties with understanding the rating scale, you may mention that 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

FULLFILLING 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

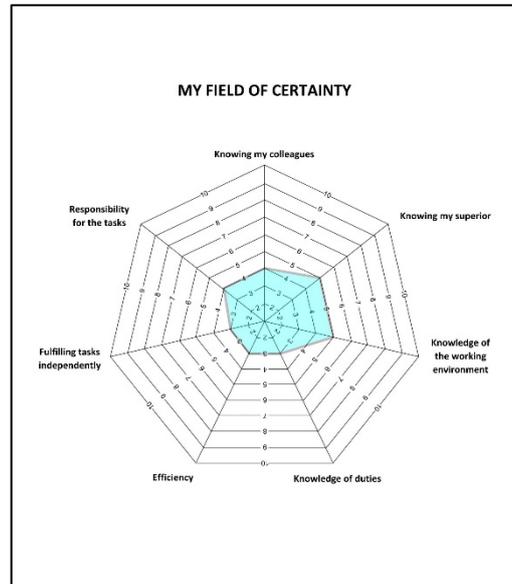
KNOWING MY SUPERIOR
Do I know who my superior is and do I know them by name? Do I know where their office is? Do I communicate with my superior? Do I know their telephone number or e-mail address? Do I know when and about what kind of things I can consult them? Do I know who is responsible for my initial 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

Once the participants complete the form, you will ask them to draw their answers in a graphical diagram called "My Field of Certainty", which they also have in their Manuals. You can again show an example of a filled diagram. The individual points are joined in a curve, and the closed inner surface can be coloured. It creates a Field of Certainty. The larger the area, the higher the confidence that the new employee can handle the probationary period successfully.



↑ **END OF ACTIVITY 11** ↑

↓ **ACTIVITY 12** ↓

Now, the participants 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 ask the participants to exchange roles. The mentee is now a mentor and asks using similar or the same questions. Once some pairs complete the task, you will give others 5 minutes to complete the conversation. Then you will all work together in one group again.

↑ **END OF ACTIVITY 12** ↑

↓ **ACTIVITY 13** ↓

Your task now is to provide participants with a space to express their feelings and experiences from just finished practical testing of this method. Ask participants to share their experiences and feelings. They can answer some of the following questions. Each participant can choose the questions they 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 as a trainer is to repeat information about the method and its procedural steps. Further, discuss with the participants the possibilities of its practical use. For this purpose, you can ask 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 ↑

The end of the learning block is approaching. Your task is to make a summary so that participants can better memorise new knowledge and strengthen new skills. You can repeat and briefly comment on what the learning objectives of the training block were, whether and how they were achieved.

The training block learning objectives were:

- 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.

At the end of the learning block, do not forget to thank the participants for their cooperation and activity, but also for their openness and sharing their opinions and experiences.

Learning block 6 - Application of Flipped Classroom principles in mentoring	Time
Learning block objectives <ul style="list-style-type: none"> ▪ To learn the principles of the Flipped Classroom. 	180 min

- 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 participants 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 playing a video on the topic to participants. 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>

Invite the participants to answer the following question after watching the videos:

- What are the principles and advantages of a Flipped Classroom?

Your task, as a trainer, will be to write down the correct answers on the flipchart. These notes will be used to find parallels between modern teaching form and modern mentoring. Once the participants have no more ideas, you will end flipchart writing and start searching for parallels between the Flipped Classroom, as a modern form of teaching, and modern mentoring. You can start from notes on the flipchart and find many parallels. In the following paragraphs there are several of these parallels.

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 suggest 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 help with. They 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 ↑

At this stage of the training programme, participants already have enough knowledge and skills to try 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.

↓ AKTIVITY 16 ↓

Divide participants into smaller groups of three or four. Tell them to remember the story of Peter, who got a job in the warehouse. Let them imagine that they were commissioned to be Peter's mentor. Their task in groups is to plan a mentoring program for Peter so that his story does not end with him leaving the company.

Each group of participants will sit alone and plan how they would act as Peter's mentor in the first 2 months after joining the company. For example, how they would plan Peter's first working day or first working week. Or how often they would organise mentoring meetings, what would their topics and form be, etc.

Groups work independently for 20 to 30 minutes. Then you end the activity and participants will sit together again. Each group presents its proposals aloud to others. As a trainer, you can ask additional questions and praise good ideas.

↑ END OF ACTIVITY 16 ↑

The end of the learning block is approaching. Your task is to make a summary so that participants can better memorise new knowledge and strengthen new skills. You can repeat and briefly comment on what the learning objectives of the training block were, whether and how they were achieved.

The training block learning objectives were:

- 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.

At the end of the learning block, do not forget to thank the participants for their cooperation and activity, but also for their openness and sharing their opinions and experiences.

Learning block 7 - Utilising the third group of twelve video presentations of the UNWIND project in mentoring	Time
<p>Learning block objectives</p> <ul style="list-style-type: none"> ▪ 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. 	120 min

In this learning block, participants will learn about the third group of video presentations of the UNWIND project. These video presentations are ready for use in mentoring. Participants will practically test their application in mentoring. They will also get familiar with the topics covered by these 12 video presentations so that they know which tools are available for mentoring thanks to the UNWIND project.

Your task, as a trainer, is now to introduce the third group of 12 video presentations that participants can use in mentoring of young employees. The unifying theme of the third group of these video presentations is Stress management skills. The subtopics are the following:

1. KNOWING WHAT IS IMPORTANT - skills that can help young people to prioritize their workload;
2. LESS ANGER; LESS STRESS - anger is a stress emotion young people can do without, and learning how to control the expression of anger is an important skill;
3. BEING ORGANIZED - feeling a sense of control over your environment and knowing how to spend your time for the best results;
4. SUPPORT SYSTEMS - 'no man is an island' and it is essential that young people surround themselves with individuals they can trust and relate to.

↓ **ACTIVITY 17** ↓

The task of the participants is to become familiar with the topics and learning objectives of the third 12 video presentations. To make this activity more interesting, they will not only study the table below, but they will also select two specific video presentation topics.

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

The following table is in the Learner Manual. The participants will study the table, and each of them will select the above mentioned two presentation topics.

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.

Now ask each participant to reveal their two selected topics. They may also briefly explain their choice.

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

You, as a trainer, can record responses on the flipchart and then say which topic appeared most often in the selection of participants as strong and which as weak. These two video presentations can then be presented to the participants to see what the video presentations look like, where to find them, and how they work.

↑ END OF ACTIVITY 17 ↑

↓ ACTIVITY 18 ↓

Now participants 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. To do this, divide all participants into pairs.

Explain to the participants that they will now try practically the interview in pairs. The conversation will take approximately 20 to 30 minutes. The topic of the interview 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.

First, you play them the whole video presentation. After that, each pair sits separately and, following the instructions in their learner manual, conduct a mentor interview. Their task is to exchange views and experience on the subject of this video presentation. The pictures and questions in their Manual will help them conduct the interview.

Encourage participants to be open during the interview, to share practical experience and to listen carefully to each other, as this is important for each mentor interview.

As a trainer, you are available to participants during these mentor interviews. If some participants have a question or problem, they can ask you. Let the conversations run freely and see how your participants are doing.

Once some of the pairs have finished the conversation, let others know they have the last 2 minutes to end the conversation. Then all participants will sit back in one group again and work together.

Your task now is to provide participants with a space to express their feelings and experiences from just finished practical testing of the mentoring interview. Ask participants to share their experiences and feelings. They can answer some of the following questions. Each participant can choose the questions they want to answer. If you wish, you can limit the participants, for example, by selecting and answering only two of these questions. It depends on how much time you have for this discussion.

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 ↑

The end of the learning block is approaching. As a trainer, your task is to make a summary shortly so that participants can better memorise new knowledge and strengthen new skills. You can repeat and briefly comment on what the learning objectives of the training block were, whether and how they were achieved.

The training block learning objectives were:

- To learn how to use UNWIND thematic video presentations to discuss with young employees, analyse a topic, identify a problem, and acquiring new skills.
- To introduce the third 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.

At the end of the learning block, do not forget to thank the participants for their cooperation and activity, but also for their openness and sharing their opinions and experiences.

Learning block 8 - How to create your own presentation on any topic you need for your good mentoring	Time
<p>Learning block objectives</p> <ul style="list-style-type: none"> ▪ Create a presentation on any topic suitable for mentoring. ▪ How to select a presentation topic. ▪ Learn how to prepare individual slides of the presentation. ▪ Practise new skills and create a presentation on the needs of mentoring. 	270 min

In the following learning block, participants will try to prepare their own presentation on the needs of mentoring. They will begin by selecting a topic and then preparing each slide of the presentation. The main task of the participants 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.

↓ ACTIVITY 19 ↓

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 the participants 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.

Play again the "Small Talk" video presentation to participants. This presentation is on the UNWIND project learning portal. Here is the link: <https://www.unwind.work/en/learning-portal/skill-development-tool-kit/>

The task of each participant will be to choose a topic for their presentation. It should be some practical and useful skill for working life and functioning in the company. Participants will use Google to find a topic for their presentation. This activity can take up to 15 minutes as it is not easy for participants to choose a presentation theme. You will then ask each participant to speak out their topic and briefly justify their choice. Some of the participants may select the same topic. But it doesn't matter at all. At least you can compare better their final presentations.

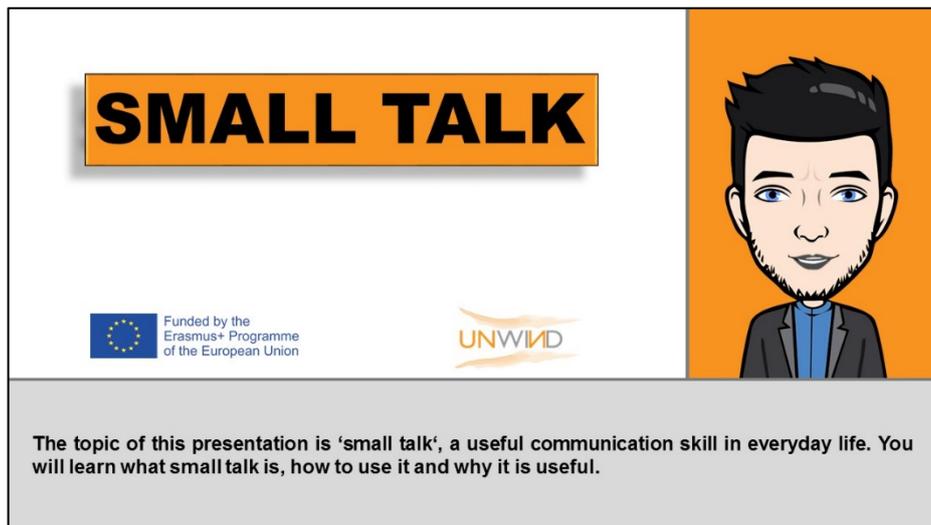
↑ END OF ACTIVITY 19 ↑

You can provide participants with a presentation template, or they can use one of the Microsoft PowerPoint 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?" You will show participants the first slide of our sample "Small Talk" presentation.



The slide features a white background with an orange header box containing the text "SMALL TALK" in bold black letters. Below the header, there is a small European Union flag logo followed by the text "Funded by the Erasmus+ Programme of the European Union". To the right of this text is the UNWIND logo. On the far right, there is a vertical orange bar containing a cartoon illustration of a man with dark hair, a beard, and a blue suit. At the bottom of the slide, a grey box contains the text: "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."

You will then give the participants time to create the text of the first slide. Faster participants can also create graphic design. They can find suitable images on the Internet, for example, at the following links:

<https://unsplash.com/>

<https://pixabay.com/>

Once participants finish the text of the first slide, each of them can read the slide text out loud. In this way, the participants learn from each other and get inspired.

↑ 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. Participants can do this 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.

Now you will show participants the second slide of our sample presentation "Small Talk".



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.

Once participants finish the text of the second slide, each of them can read the slide text out loud. In this way, the participants learn from each other and get inspired.

↑ END OF ACTIVITY 21 ↑

↓ ACTIVITY 22 ↓

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. Participants 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.

Once participants complete the text of the third slide, each of them can read the slide text out loud. In this way, the participants learn from each other and get inspired.

↑ END OF ACTIVITY 22 ↑

↓ ACTIVITY 23 ↓

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

The task of the participants is now 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.

Participants 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.

Participants work independently on these slides. If someone has a question, they can ask you. The main task of the participants is to create the content - text of the slides. The graphic design of the presentation is secondary. Participants no longer read their slides aloud to be able to better focus on the topic. The source of information is, of course, the Internet. Participants can get inspired by the sample Small Talk presentation whose slides are in their Manuals.

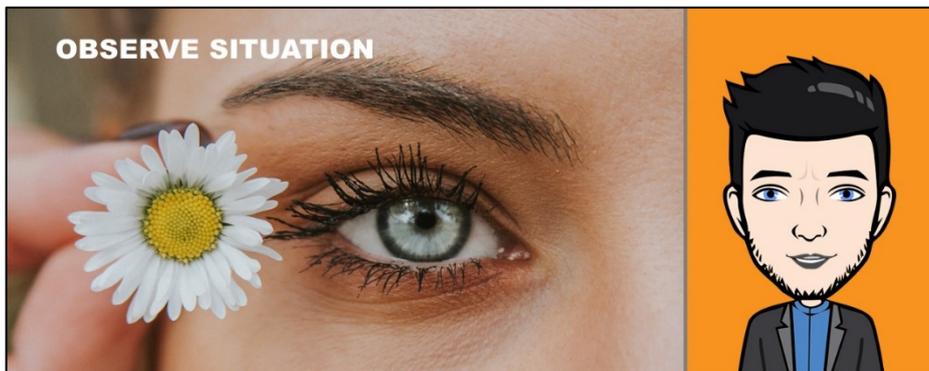


TIP: Encourage participants to create slide text first. Once they are done, the participants can search for and add pictures and dedicate to presentation visual appearance. This procedure will equalise the pace of slower and faster participants.





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?"



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 ↑

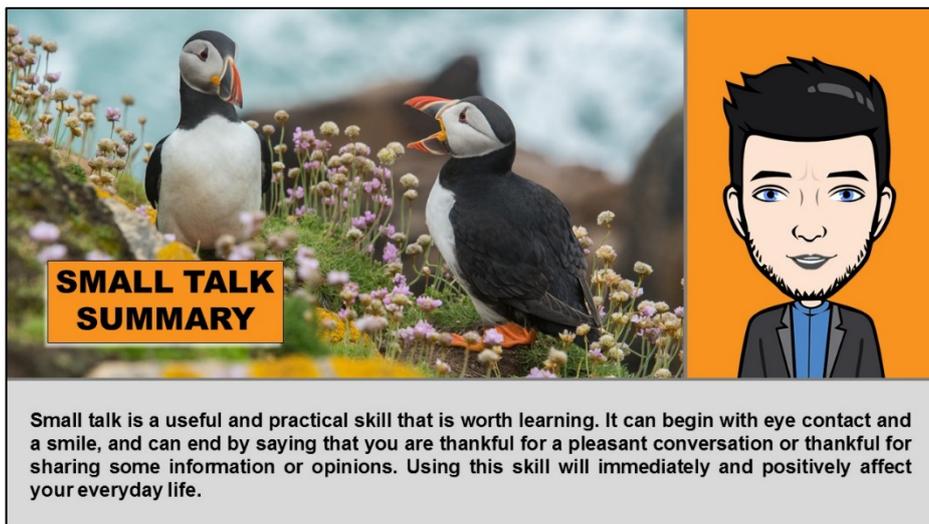
↓ ACTIVITZ 24 ↓

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, participants should repeat the most important points of the presentation. They 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, they 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.

You will show participants the penultimate slide of our sample "Small Talk" presentation.



SMALL TALK SUMMARY

Small talk is a useful and practical skill that is worth learning. It can begin with eye contact and a smile, and can end by saying that you are thankful for a pleasant conversation or thankful for sharing some information or opinions. Using this skill will immediately and positively affect your everyday life.



TIP: Some participants may mention that this information cannot be put together in a single slide. Yes, that may be true on some topics. Therefore, answer that they can prepare more slides that contain the summary. The presentations are theirs, and they can make it according to their wishes.

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 ↑

Participants devoted a lot of effort and time to the preparation of their presentation. Some participants are undoubtedly interested in showing it to others and you. However, some did not manage to finish the presentation perfectly, and they do not want to present it to others. As a trainer, you must wisely manage this situation. Keep an eye on who is doing well while preparing presentations. It will give you a good overview of whose presentation is well prepared. Ask these people, for example, during a coffee break, whether they would be willing to show their presentation to others. If some don't want it, respect it.

Now is the time for each of the participant interested to show the result of their work to others. They will present their presentations in front of others, slide by slide. They can also add any comments. After

finishing each presentation, do not forget to appreciate the participant's efforts with praise or applause, which will surely be joined by all participants.



TIP: At this part, there is no room for criticism but only for appreciation and praise. Therefore, do not criticise or point to errors. Praise and highlight the positives of each presentation.

The end of the learning block is approaching. As a trainer, your task is to make a summary shortly so that participants can better memorise new knowledge and strengthen new skills. You can repeat and briefly comment on what the learning objectives of the training block were, whether and how they were achieved.

The training block learning objectives were:

- 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.

At the end of the learning block, do not forget to thank the participants for their cooperation and activity, but also for their openness and sharing their opinions and experiences.

Overall evaluation of the training programme	Time
<p>Learning block objectives</p> <ul style="list-style-type: none"> ▪ 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. 	60 min

In this last block, you can use the two short questionnaires that participants have in their manuals to evaluate the training programme. The first questionnaire is devoted to the evaluation of the quality assessment, and the second one is for the impact assessment. Explain to participants how to fill in the questionnaires and ask them to complete them.

Completed questionnaires can be taken out of the manuals and handed over to you. If participants want to keep the manuals intact, they can take a photo and send you the questionnaires' photos to your email.

Besides the written assessment, you should devote part of the final block to appreciating the participants for their attendance. You should mention what you liked as a trainer. Participants should also have a

chance to express their feelings and opinions about the ending educational program. For example, you can ask them to answer the following questions:

- How would you evaluate the outgoing educational program?
- What did you like?
- Which of the learned skills and knowledge can you use in your practical life?

Do not forget to say goodbye to the participants and arrange any further cooperation between you and them or between the participants if they have shown interest in it during the learning blocks.

