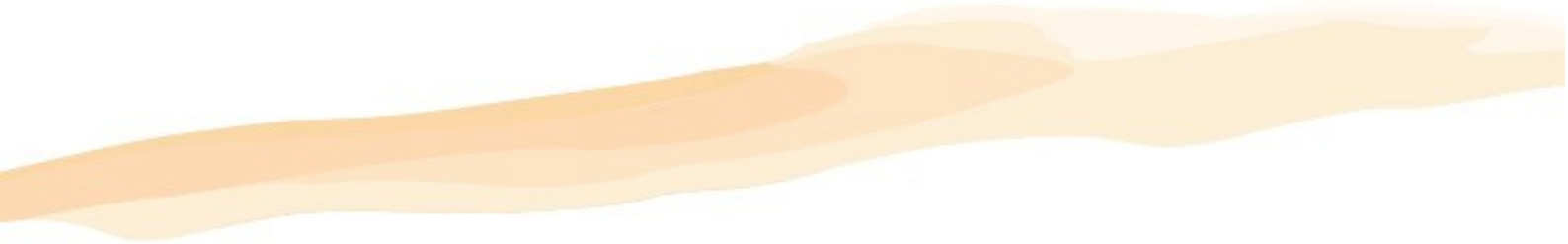


Training Programme for Mentors of Young
Employees and Human Resource Managers

Learner Manual
Part 2 – Self-directed online learning



UNWIND



Reducing Workplace Stress for Young People by
Building Career Management Skills

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Introduction

This part of the training programme follows the learning in the classroom. This part contains study materials for about 21 hours of self-study. You can manage your studies yourself and choose the topics and learning blocks you need.

We remind you that the whole training programme consists of two parts: learning in the classroom (21 hours) and self-study (21 hours). The training programme helps 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 the whole training program, you will be able to:

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

Learning block 1 - Mentors in famous movies

Learning block objectives

- Have some fun watching a movie where mentoring is important.
- Get a better idea of the mentor's role in life.

↓ ACTIVITY 1 ↓

Each person prefers different movies. So we have prepared four options for you. You can choose the movie genre you like. Your task is to choose one or two films from the list below. Then watch the selected movie, and:

- focus on the role the mentor plays in the film and what importance it has for the mentee.
- observe the relationship between the mentor and the mentee.

- 1) **Good Will Hunting** is a 1997 American drama film directed by Gus Van Sant, and starring Robin Williams, Matt Damon, Ben Affleck, Minnie Driver, and Stellan Skarsgård. The film follows 20-year-old South Boston janitor Will Hunting, an unrecognized genius who, as part of a deferred prosecution agreement after assaulting a police officer, becomes a client of a therapist and studies advanced mathematics with a renowned professor. Through his therapy sessions, Will re-evaluates his relationships with his best friend, his girlfriend, and himself, facing the significant task of confronting his past and thinking about his future.
- 2) **Kung Fu Panda** is a 2008 American computer-animated wuxia comedy film produced by DreamWorks Animation. It was directed by John Stevenson and Mark Osborne in their directorial debuts and stars the voices of Jack Black, Dustin Hoffman, Angelina Jolie, Ian McShane, Seth Rogen, Lucy Liu, David Cross, Randall Duk Kim, James Hong, Dan Fogler, Michael Clarke Duncan, and Jackie Chan. The film is set in a version of ancient China populated by anthropomorphic talking animals and revolves around a bumbling panda named Po, a kung fu enthusiast. When an evil kung fu warrior named Tai Lung is foretold to escape from prison, Po is unwittingly named the "Dragon Warrior" that was destined to defeat him.
- 3) **The Intern** is a 2015 American comedy film directed, written and produced by Nancy Meyers. The film stars Robert De Niro, Anne Hathaway and Rene Russo, with supporting performances from Anders Holm, Andrew Rannells, Adam DeVine and Zack Pearlman. The plot follows a 70-year-old widower who becomes a senior intern at an online fashion website.
- 4) **The Matrix** is a 1999 science fiction action film written and directed by the Wachowskis. It stars Keanu Reeves, Laurence Fishburne, Carrie-Anne Moss, Hugo Weaving, and Joe Pantoliano and is the first instalment in the Matrix franchise. It depicts a dystopian future in which humanity is unknowingly trapped inside a simulated reality, the Matrix, created by intelligent machines to distract humans while using their bodies as an energy source. When computer programmer Thomas Anderson, under the hacker alias "Neo", uncovers the truth, he "is drawn into a rebellion against the machines" along with other people who have been freed from the Matrix.¹

The origins of the story of the Mentor comes from Homer's *Odyssey*. When Odysseus, King of Ithaca, leaves to fight in the Trojan War, he entrusts the care of his household to Mentor, the teacher and overseer of Odysseus's son. After the war, Odysseus is condemned to wander for 10 years in his attempt to return home. The son, now grown and accompanied by Mentor, goes in search of his father. Eventually, father and son are reunited and together they cast down many who wished to lay claim to Odysseus' throne. With these examples in mind, let us look in more depth at what we mean by mentoring in learning block 2.

↑ END OF ACTIVITY 1 ↑

¹ The source of the film descriptions is Wikipedia

Learning block 2 - What do we mean by mentoring?

Learning block objectives

- To get acquainted with the definition of mentoring
- To understand what the role of a mentor involves
- To gain knowledge about the different types of mentoring

↓ ACTIVITY 2 ↓

What is mentoring?

A successful career involves constant self-improvement and development. Along the way, it is common to feel lost, unsure, or out of your depth. This is why mentoring is so important. Having someone neutral to turn to and bounce ideas off can give us the confidence to realise our true potential.

Mentoring is a formal or informal relationship established between an experienced, knowledgeable employee and an inexperienced or new employee. It is essentially a supportive form of professional development. It focuses on helping an individual manage their career and improve their skills. It is a human process and provides an opportunity for the mentee to confide in their mentor and connect on an interpersonal level.

Some of the key features of mentoring include;

- An ongoing relationship that can last for a long time and can be a formal or informal arrangement
- Mentors provide a safe environment in which employees can reflect introspectively without being judged, mentoring is built on a relationship of trust and values
- Mentor usually passes on experience and is normally more senior in the organisation
- Meetings can take place as and when the mentored individual needs some guidance and or support
- Agenda is set by the mentored person with the mentor providing support and guidance to prepare them for future roles
- The focus is on career and personal development
- Mentors provide accurate feedback rather than advice
- Mentors listen, collaborate, challenge and uncover ways for employees to become self-directed
- Should be seen as reciprocal arrangement where both parties develop and improve.

Mentoring should be seen as an essential part of an individual's development. The positive impact of a good mentor cannot be underestimated, and can have a strong influence on the mentees career choices and self-confidence. From the mentee's perspective, this dynamic allows them to access a wealth of knowledge and expertise, and provides a go-to person to bounce ideas off around their development, progress and future goals.

Who can be a mentor?

Mentors are typically senior employees with sufficient experience and expertise in a role to offer reliable advice and insights to less experienced colleagues. A mentor will generally (but not necessarily always) be older than the mentee as their experience has been developed over a longer career. The most important attribute of the mentor is that they are willing and enthusiastic about undertaking the responsibility of mentoring someone. The mentor must be dedicated to the role in order to ensure the mentee can trust and rely on them when necessary.

Learning Block 6 will go into more detail regarding the skills and attributes that make someone an effective mentor.

What does a mentor do?

A mentor is responsible for providing a supportive relationship to a colleague. The main aim is for the mentor to provide professional assistance to the mentee to support their development both professionally and personally. The mentee should feel comfortable enough to approach their mentor with any questions, queries or issues that they are struggling to solve by themselves.

A mentor can also serve as a 'sounding board' as the new employee is assimilated into the company. The mentor can help the continuing employee become more knowledgeable and effective in their role. They can be used to help employees reach new levels of knowledge, sophistication, and career development. The mentoring relationship can also be evaluative in nature to assess the assimilation of the new employee into their role and company working practices.

Mentoring helps the employee navigate the learning curve inherent in any new role, organisation, or relationship and can be provided in addition to your new employee induction programme.

What are the different types of mentoring activities?

Mentoring can take many different forms within an organisation. If you implement a mentoring programme within your organisation you must try to identify the format that best suits your workforce, the mentor and the mentee.

Traditional one-on-one mentoring

- A mentee and mentor are matched, either through a program or on their own. Mentee-mentor partners participate in a mentoring relationship with structure and timeframe of their making or as established by a formal mentoring program.

Distance mentoring

- A mentoring relationship in which the two parties (or group) are in different locations. Sometimes called "virtual" mentoring and may be used in larger multi-national organisations.

Group mentoring

- A single mentor is matched with a cohort of mentees. Initial program structure is provided while allowing mentor to direct progress, pace and activities.

Learning block 3 - Utilising the first group of twelve video presentations of the UNWIND project in mentoring

Learning block objectives

- Watch and study the remaining video presentations of the first group of UNWIND video presentations.
- Prepare UNWIND video presentations for instant use in your mentoring.

↓ ACTIVITY 3 ↓

In the classroom training part, you had the opportunity to work with only a few video presentations of the UNWIND project. Now you can watch the remaining video presentations and study them more in-depth. You can find them on the UNWIND project e-learning portal.

The project website link is <https://www.unwind.work/>

The first group of 12 UNWIND video presentations is at the subsection named CAREER MANAGEMENT RESOURCE TOOL-KIT. The unifying theme of the first group of these video presentations is career management skills.

Here are the titles of all video presentation:

1. Change management
2. Problem solving
3. Emotional intelligence
4. Positive self-image
5. Building rapport
6. Assertive communication
7. Adapting to organisational change
8. Using technology to support social networks
9. Self-awareness and Johari window
10. Mind mapping
11. Risk management
12. Effective communication skills

You can watch them but also prepare these video presentations for instant use in your mentoring. It means studying these presentations and preparing potential questions for the mentee. As soon as the mentee is interested in the topic, send them the video presentation link and questions they can think over before the mentoring meeting. This procedure saves a lot of time. The mentee will have knowledge of the topic before the mentoring session, which is a great advantage. Let's show an example of how questions on a particular topic might look.

Let's say the mentee had a loud conflict in the workplace. He yelled at a colleague with whom he had a dispute. You, as a mentor, and the mentee have agreed to discuss this situation and its causes in the next mentoring session. Send him a link to the video presentation titled Assertive Communication. Ask him to study the video presentation and think over the following questions:

- What was the cause of the conflict?
- What were your needs and interests that you defended during the conflict?
- What interests and needs did the other party defend?
- Why has the conflict escalated in your opinion?
- How did you express your feelings and needs during the conflict?
- How often do you use a passive, aggressive and assertive communication style?
- What do you think about assertiveness?
- Do you know some assertive techniques?
- Are you able to say "NO" to other people's requests?
- When someone interferes with your rights, what do you do?
- How often you use sentences "It doesn't matter" or "I don't care"?

In this way, you can work with other UNWIND video presentations. You can prepare for a variety of typical situations that happen in the workplace or prepare for topics that are often discussed during your mentoring meetings. For sure, your mentees will appreciate that they can watch a video presentation on the theme and think over some questions in advance. The subsequent mentoring will be much more efficient.

↑ END OF ACTIVITY number 3 ↑

Learning block 4 - The benefits of successful mentoring

Learning block objectives

- To understand the benefits of mentoring to all parties involved

↓ ACTIVITY 4 ↓

What are the benefits of workplace mentoring?

Mentoring brings value at many levels for mentees, mentors, supervisors and the organisation for which they are employed. Mentees have an opportunity to gain practical knowledge and insight from a seasoned employee who has achieved a level of expertise they aspire to attain. Mentors have an opportunity to expand their repertoire of professional knowledge and skills through their instruction and facilitation of others. The organisation has the opportunity to further develop and disseminate the wealth of talent, skill and knowledge of its employees.

Let us look in more detail at the value a successful mentoring programme can bring to all the parties involved.

Benefits to the organisation;

- significant impact upon staff recruitment and retention
- effective succession planning within teams
- makes organisations adaptable to change or unforeseen circumstances
- increased productivity through better engagement and job satisfaction
- facilitates the growth and development of high-potential leaders
- demonstrates visible commitment to staff development and continuous learning
- transfers and maintains institutional knowledge
- fosters an inclusive, diverse and collaborative environment
- line managers and HR also benefit from better employee focus and engagement.

Benefits to the mentee;

- identify developmental outcomes which include, knowledge, technical and behavioural improvements
- better management of career goals
- developing wider network of influence within the organisation
- increased confidence and self-awareness which helps build performance and contribution
- receives guidance and support from a respected colleague
- professional development opportunities
- increased institutional knowledge and understanding of how the organisation works
- greater awareness of other approaches to work
- builds a network of colleagues and expanded knowledge of different areas of the organisation
- providing a confidential sounding board for ideas and challenges.

Benefits to the mentor;

- provides fulfilment and satisfaction of helping others and contributing to the development of colleagues and the organisation
- benefit from the satisfaction of developing their colleagues and of passing on their knowledge, skills and expertise
- extends network colleagues and builds a sense of community
- supports use and development of key competencies leading to growth
- encourages examination of working practices and alternative possibilities
- encourages renewed ideas and perspectives on one's leadership role.

The following short video explains the benefits of effective workplace mentoring on both the mentee and the mentor - <https://www.youtube.com/watch?v=JGvCOeshPQM>

Learning block 5 - Utilising the second group of twelve video presentations of the UNWIND project in mentoring

Learning block objectives

- Watch and study the remaining video presentations of the second group of UNWIND video presentations.
- Prepare UNWIND video presentations for instant use in your mentoring.

↓ ACTIVITY number 5 ↓

In the classroom training part, you had the opportunity to work with only a few video presentations of the UNWIND project. Now you can watch the remaining video presentations and study them more in-depth. You can find them on the UNWIND project e-learning portal.

The project website link is <https://www.unwind.work/>

The second group of 12 UNWIND video presentations is at the subsection named SKILLS DEVELOPMENT TOOL-KIT. The unifying theme of the second group of these video presentations is High-value skills.

Here are the titles of all video presentation:

1. Active listening
2. How to lead team meetings
3. Constructive Criticism
4. Small talk
5. 5 levels of delegation
6. How to delegate tasks
7. Crisis management
8. Working efficiently in teams
9. Conflict resolution
10. Decision making for problem solving
11. Choosing team members
12. Problem prioritization

You can watch them but also prepare these video presentations for instant use in your mentoring. It means studying these presentations and preparing potential questions for the mentee. As soon as the mentee is interested in the topic, send them the video presentation link and questions they can think over before the mentoring meeting. This procedure saves a lot of time. The mentee will have knowledge of the topic before the mentoring session, which is a great advantage.

In this way, you can prepare for a variety of typical situations that happen in the workplace or prepare for topics that are often discussed during your mentoring meetings. For sure, your mentees will

appreciate that they can watch a video presentation on the theme and think over some questions in advance. The subsequent mentoring will be much more efficient.

↑ END OF ACTIVITY 5 ↑

Learning block 6 - What makes an effective mentor?

Learning block objectives

- To understand the qualities of a good mentor
- To understand the benefits of mentoring to all parties involved

↓ ACTIVITY 6 ↓

The characteristics and skill-set of a good mentor

An important aspect of mentoring in any educational or employment setting is the suitability of the individual responsible for conducting the mentoring. Mentoring can be a challenging and frustrating process, it requires a specific type of character and skill-set to be fully effective.

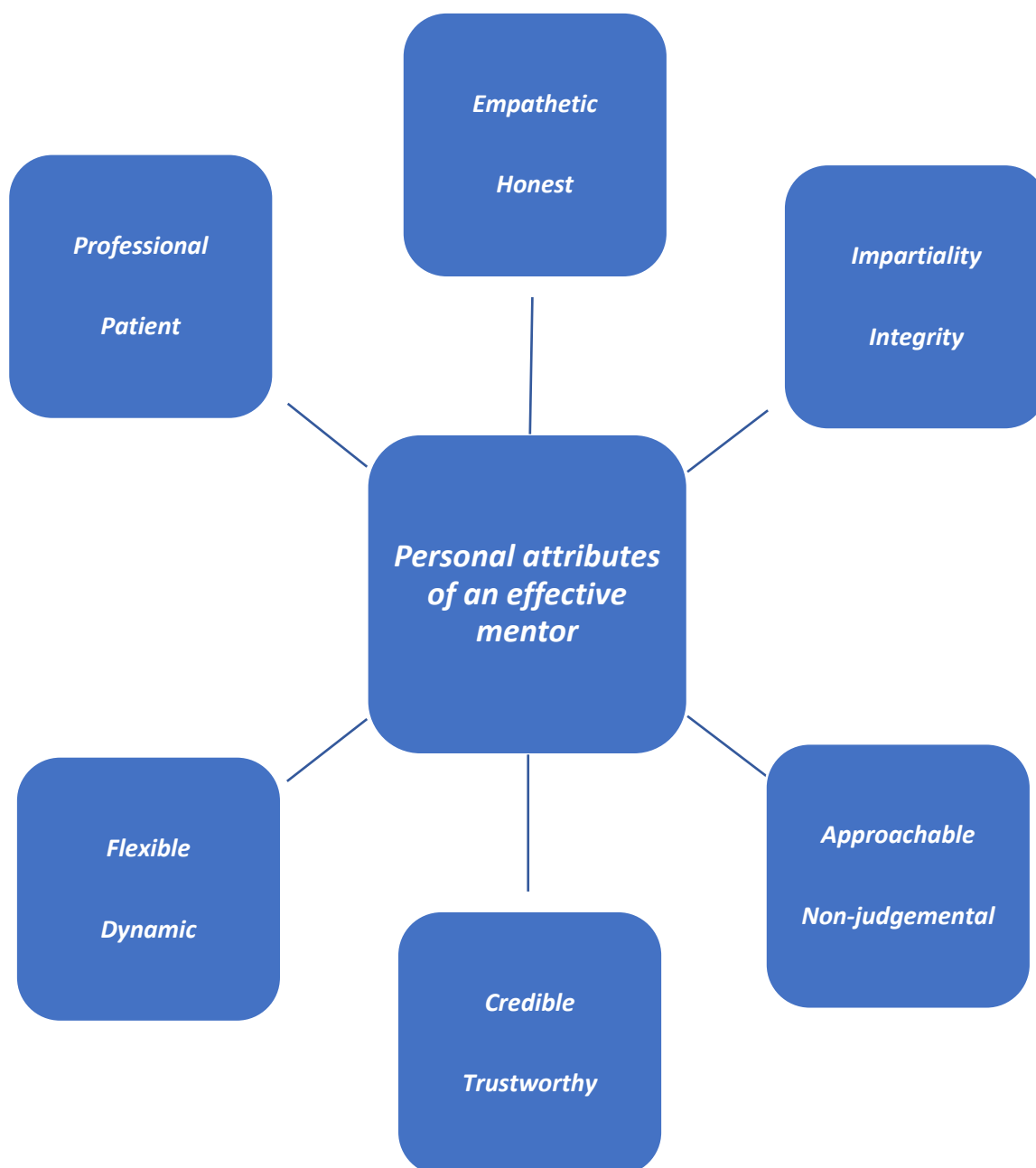
A good mentor needs to be more than just a successful individual. A good mentor must have the disposition and desire to develop other people. It requires a willingness to reflect on and share one's own experiences, including one's failures.

Qualities to look for in a mentor:

- A desire to develop and help others. A good mentor is sincerely interested in helping someone else without any "official" reward. Good mentors do it because they genuinely want to see someone else succeed.
- The ability and availability to commit real time and energy to the mentoring relationship. Good intentions aren't enough—mentoring takes time!
- Current and relevant industry or organisational knowledge, expertise, and/or skills. The best mentors have deep knowledge in an area that the mentee wishes to develop.
- A willingness to share failures and personal experiences. Mentors need to share both their "how I did it right" and their "how I did it wrong" stories. Both experiences provide valuable opportunities for learning.
- A growth mind-set and learning attitude. The best teachers have always been and always will be those who remain curious learners themselves. Would you rather be advised by someone whose mind is shut because he knows it all or by someone whose mind is open because they are always looking to deepen their knowledge?

- Skill in developing others. This includes the very real skills of: active listening, asking powerful, open-ended questions, self-reflection, providing feedback and being able to share stories that include personal anecdotes, case examples, and honest insight.

The following diagrams show a range of skills, competencies and characteristics that an effective mentor may possess. Not all of these are essential, and it is unlikely that every mentor will possess all of the attributes listed. However, many of the necessary attributes can depend on the dynamic of the relationship, most mentors will develop their skill-set as they gain more experience in dealing with various types of situations.





This talk is an in-depth look at how you can be an effective mentor within the workplace - https://www.youtube.com/watch?v=G3q8kEn_nsg

↑ END OF ACTIVITY number 6 ↑

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

Learning block objectives

- Watch and study the remaining video presentations of the third group of UNWIND video presentations.
- Prepare UNWIND video presentations for instant use in your mentoring.

↓ ACTIVITY 7 ↓

In the classroom training part, you had the opportunity to work with only a few video presentations of the UNWIND project. Now you can watch the remaining video presentations and study them more in-depth. You can find them on the UNWIND project e-learning portal.

The project website link is <https://www.unwind.work/>

The third group of 12 UNWIND video presentations is at the subsection named STRESS MANAGEMENT RESOURCE TOOL-KIT. The unifying theme of the second group of these video presentations is Stress management skills

Here are the titles of all video presentation:

1. Sleep and stress
2. What is anger and how to manage it
3. What is stress and how to control it
4. How other people shape your personality
5. Support systems in your life
6. Support in new environment
7. 4 A's of stress management
8. Taking a timeout
9. Time management
10. Declutter your life
11. Procrastination
12. Thinking styles prone to anger and stress

You can watch them but also prepare these video presentations for instant use in your mentoring. It means studying these presentations and preparing potential questions for the mentee. As soon as the mentee is interested in the topic, send them the video presentation link and questions they can think over before the mentoring meeting. This procedure saves a lot of time. The mentee will have knowledge of the topic before the mentoring session, which is a great advantage.

In this way, you can prepare for a variety of typical situations that happen in the workplace or prepare for topics that are often discussed during your mentoring meetings. For sure, your mentees will appreciate that they can watch a video presentation on the theme and think over some questions in advance. The subsequent mentoring will be much more efficient.

↑ END OF ACTIVITY 7 ↑

Learning block 8 - The mentoring process

Learning block objectives

- To understand the phases of the mentoring process
- To understand the practicalities of the mentoring process

↓ ACTIVITY 8 ↓

The structured phases of mentoring

Mentoring relationships are more successful and have more impact when they have a certain amount of structure. A four-step structure to follow during the pre, beginning, middle, and end of your partnership may look like this;

1. Planning for mentoring and finding a mentor: creating a good match
2. Initiation phase meetings: building the relationship and developing the mentoring agreement
3. Mid-phase meetings: development goals and continued success
4. Ending the formal relationship: closure and evaluation

These phases' best occur over a specific time period lasting anything from six to 12-months or even longer if necessary. The amount of time for each phase will vary depending on the needs and personal style of both the mentor and mentee. Throughout the mid-phase meetings, make certain that progress analysis and progress checks are completed.

1. Planning for mentoring and finding a mentor: creating a good match

Creating a good match between the mentor and mentee is vitally important. If you are initiating an organisation wide mentoring programme then it can be a complex process to match up all new members of staff with a suitable mentor. This process should be undertaken on a case by case basis with the personality type, age and experience level of each mentee matched accordingly to their potential mentor. This relationship will be vital to the development of the new member of staff so finding a suitable match it key for the mentoring process to be successful for all parties.

2. Initiation phase meetings: building the relationship and developing the mentoring agreement

Once a mentor and mentee have been matched it is important to establish some key goals during the initial meeting between the two parties;

- **Becoming acquainted** - Spend some time getting to know each other, build a rapport, share career histories and explore what you may have in common. Meeting somewhere other than the office can encourage conversation in a more relaxed and neutral environment.
- **Verbalise YOUR vision and aims for the mentoring** - It is important to establish that both the mentor and mentee's individual expectations form a good match. Take this opportunity to delve deeper into the mutual motivations such as; why you wanted to participate in the mentoring process, what you hope to get out of the relationship and what you hope to achieve in the longer-term. Discuss your learning and communications styles so you can work well together. The mentee should state career goals, strengths and talents, and identify ways the mentor can provide support. Review the many roles of the mentor and identify which ones best support the goals of this specific relationship. It is also important to state your preferences, barriers and perceived limitations in order to provide as much information as possible to ensure success. Additionally, discuss confidentiality, including what is and is not acceptable to share with others.
- **Establish the parameters of the relationship** - This is where you negotiate the mentoring arrangements, including agreements on goals, expectations, length of the relationship, confidentiality, feedback processes, and meeting logistics. The mentee should take responsibility for setting up and managing the meetings. Establish if it is appropriate to contact each other outside of the scheduled meetings. These ground rules provide the necessary framework to optimise the mentoring relationship.
- **Develop the Mentoring Agreement** - This agreement spells out the expectations and goals as well as the specifics of the relationship. The agreement should include contact information, establish a meeting schedule, identify objectives and goals of both parties, set progress review dates, and a completion date. After this is negotiated and completed, you are ready to start your mentoring relationship.

3. Mid-phase meetings: development goals and continued success

The main challenge facing a mentoring relationship is the required time commitment. The mentoring process is taken on as an additional responsibility alongside your professional and personal schedule. The mentoring relationship requires time, energy and work to ensure success. To help balance these aspects well-structured meetings can minimise wasted time and energy.

- **Making the most of your meeting time** - Regular and scheduled contact is paramount, consult your calendars and schedule meetings at least three months in advance. A reoccurring time/day is easiest to honour. The mentee should structure the meeting and become good at making the most of time limited encounters. The mentee should prepare for the meetings with a pre-shared agenda as well as specific questions and ideas. The mentor should have some dialogue prompts and be prepared for what is to be discussed on the agenda.
- **Stretch the learning opportunities** - The mentee can attend pre-scheduled meetings of the mentor to learn from these interactions. A debrief can occur on the walk back from the meeting or during informal conversations. There may be scope for the mentor and mentee to work side-

by-side on a project. Develop productive lines of communication including via email or telephone.

During mentoring meetings, the mentor and mentee should identify several ongoing development activities to work towards. To do this, it is crucial that the mentee has explored their personal vision and articulated specific goals to the mentor. These development goals should be incorporated into your regular meeting agendas and can include;

- Talking together about past experiences, goals, plans, skills, career paths, problem solving strategies
- Attending meetings, workshops, conferences and other events together with follow-up discussion
- Working together on tasks or even a project which allows opportunity for the mentor to role model skills and techniques for managing projects and handling challenging situations
- Follow-up discussions and debriefings are vital to the learning and development process and should be used by both parties at every opportunity.

Regular progress checks are integral to the mentoring process and enable both parties to assess the success of the relationship. Schedule progress checks periodically throughout the established timeframe of the relationship. These can be incorporated into to the regularly scheduled meetings. Continual assessment involves both the mentor and mentee asking themselves the following important questions throughout the mentoring process;

1. What goals or objectives are we currently attempting to address?
2. What goals or objectives remain?
3. What level of success have we attained thus far in the process?
4. Are we headed in the right direction? Will the further accomplishment of our initial goals and objectives take us where we want to go?
5. What changes or adjustments to our original plan are needed?
6. Have we discovered a previously unidentified goal or objective?

4. Ending the formal relationship: closure and evaluation

Many formal mentoring relationships will come to an end at some point, especially if it has been established as part of the induction process of a new employee. It is important to bring the formal mentoring relationship to an end in a structured and productive manner. This can be accomplished using a closure checklist that includes the following;

1. Conduct a review of the mentee's goals and progress
2. Ensure no important goals have been overlooked
3. Discuss how the relationship will be manifested after the formal mentoring is complete
4. Prepare for the final review
5. Conduct the final review and evaluation

The final review is an instrument to identify what has been accomplished and what each party has gained. The objectives are to discuss the completion of the relationship, identify accomplishments as a mentor-mentee pair, and examine what you have both learned through the process.

The practicalities of the mentoring process

When implementing a mentoring programme it is important to consider the day to day practicalities of the mentoring process and how the mentor/mentee interactions will progress. This process can be broken down into 3 key stages, in each stage there are responsibilities for both the mentor and the mentee;

1. exploration – to explore issues which are identified by the mentor or the mentee
2. developing new understanding – identifying potential areas for development
3. action planning for improvement – creating an achievable and realistic action plan to follow

The following tables detail the strategies and methods involved in each of the 3 stages.

Exploration	
Strategies	Methods
Take the lead	Active listening
Pay attention to and develop your relationship	Asking open questions
Clarify aims and objectives of mentoring	Negotiating an agenda
Support and counsel	

Developing New Understanding	
Strategies	Methods
Support and counsel	Listen and challenge
Give constructive feedback	Ask open and closed questions
Coach and demonstrate skills	Recognise strengths and weaknesses
	Establish priorities
	Identify developmental needs
	Give information and advice
	Share experience and anecdotes

Action Planning for Improvement	
Strategies	Methods
Examine options for action and their consequences	Encourage new and creative way of thinking
Attend to the mentoring process and the relationship	Help to make decision and solve problems
Negotiate an action plan	Agree action plans
	Monitor progress and evaluate outcomes

↑ END OF ACTIVITY number 8 ↑