



# Intergenerational Learning Curriculum

## Module 5 -Portugal - Mindshift



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## Introduction

In the Odyssey, Mentor was a friend of Odysseus and adviser of his son Telemachus. Mentor failed in his guidance role and then the wisdom goddess Athena, disguised as Mentor, provided the guardianship and counselling Telemachus needed.

A mentor is a trusted adviser, an experienced individual who gives counselling, support and guidance to someone less experienced (mentee). The relationship between the mentor and the mentee is known as mentoring.

Mentoring relationships are focused on personal and professional development. Designed to build confidence in the mentee, a mentoring relationship is based on honesty, trust; exchange of knowledge; encouragement and empowerment. Regardless of the context and purpose, all mentoring programmes should place the mentee at the centre.

There are different mentoring models: one-to-one peer mentoring; group peer mentoring; team peer mentoring. All models require a formal setting up for the mentoring relationship:

- Mentorship agreement (clear aims and objectives, rules and boundaries, action plan)
- Regular mentoring meetings (clear structure and purpose)
- Ending the mentoring relationship (revise initial goals and compare them with the final outcomes)

To conduct successful mentoring meetings the mentor must have a comprehensive knowledge of the mentee's needs, identify areas for improvement and provide tools and information the mentee could act on.

### Aims:

This module intends to provide managers, HR professionals and in-service trainers with relevant knowledge, tools, and material to design a Train the Mentor programme.

### Learning Outcomes:

After the completion of this module participants will be able to:

- Define the following concepts: mentoring; intergenerational mentoring; intergenerational learning; reverse mentoring.
- Distinguish mentoring from reverse mentoring.
- List the benefits and disadvantages of having a mentoring programme in the workplace.
- Define strategies to prepare an intergenerational mentoring programme.
- Conceptualise a Train the Mentor programme.
- Implement a Train the Mentor programme.

## Outline:

This module is divided into three learning units, comprising four main activities:

### Unit 1: The basics of mentoring

Activity 1.1. : How to start a mentoring programme?

### Unit 2: Building positive attitudes towards reverse mentoring

Activity 2.1. : Questioning concepts

Activity 2.2. : The power of a good e-portfolio

### Unit 3: Checklist for a Train the Mentor programme

Activity 3.1.: Taking action

Each activity is supported by a scenario-based exercise and the time indicated to its development is indicative for face-to-face sessions. The total of hours to complete this module, in a face-to-face format, is three hours, one hour dedicated to theory and two hours to practical activities. The activities were designed to be easily adapted to online format and in that case, it will be up to the facilitator to decide the time to allocate to each activity. The assessment part consists of a quiz that can be completed in 10/15 minutes.

## Module 5 -Train the Mentor programme

### Units

Unit 1. The basics of mentoring

Unit 2. Building positive attitudes towards reverse mentoring

Unit 3. Checklist for a Train the Mentor programme



## Unit 1: The basics of mentoring

| Activity 1.1.   |   |
|-----------------|---|
| Title:          | How to start a mentoring programme?   |
| Implementation: | This activity is designed for face-to-face training, but it can be adapted to online format.  |
| Objective:      | The aim of this activity is to introduce the learners to the basics of mentoring.   |
| Competency/ies: | <b>Research skills</b> (source searching and selecting; analysis)<br><b>Report writing</b> (summary)<br><b>Critical thinking</b><br><b>Problem-solving</b><br><b>Creativity</b> |
| Duration:       | 60 minutes  |

### Activity Description

- **Brief Description**

The activity is divided into four steps: 1) topic introduction (Brainwriting exercise); 2) theoretical presentation of the unit topic (Theory); 3) practical activity (Hands-on-session) and debriefing. If conducted face-to-face, participants will sit in a circle or “U” shape for group activities and a space/area for individual/pair activities must be reserved. Material needed for this session: Laptop/PC/Tablet; access to internet; pen and notebooks.

- **Implementation Directions**

#### Step 1: Brainwriting exercise [approx. 10 min]

The facilitator divides the exercise in three rounds and in each round participants will write down their answers to the following questions:

Round 1) What is mentoring for you?

Round 2) Can anyone be a mentor? What does it take to be a mentor?

Round 3) Can anyone be a mentee? What does it take to be a mentee?

After each round (approx. 3 min), the answers are collected and displayed on a whiteboard/flipchart (face-to-face sessions) or shared via digital collaborative tools like [Padlet](#) or [Slido](#).

#### Step 2: Theory [approx. 15 minutes]

The facilitator will use participants' answers to introduce the basics of mentoring and present Scenario 1 as an exercise to be developed as indicated in step 3.

**Step 3: Hands-on session** [approx. 25 min]

Participants will have to complete the tasks indicated in “**Scenario 1: How to start a mentoring programme?**”. In face-to-face training the main objective is to complete at least tasks 1 to 4. Task 5 can be assigned as autonomous learning to be done after the training session. If online, this last task can be done in an asynchronous session (max. 4 hours). The facilitator will use a collaborative tool to collect all memorandum and share the results with all participants. Individual feedback must be provided directly.

**Step 4: Debriefing** [approx. 15 min]

To close the activity, the facilitator will ask participants to give their insights about how they have solved Scenario 1. The facilitator will use participants' contributions to summarise the basics of mentoring.

- **Links to tools**

Padlet

<https://padlet.com/>

Slido

<https://www.sli.do/>

- **Resources**

*Effective mentor programs: recruiting and training mentors.* (November 6, 2017).

Retrieved from Training Industry:

<https://trainingindustry.com/articles/leadership/effective-mentor-programs-recruiting-and-training-mentors/>

Hatton, Alan, Telfer, Scott. (2008). A guide to mentoring across generations. The Scottish Centre for Intergenerational Practice. Retrieved from:

[https://generationsworkingtogether.org/downloads/504decd7a096f-Guide to Mentoring Across Generations updated 15 Aug 2011.pdf](https://generationsworkingtogether.org/downloads/504decd7a096f-Guide%20to%20Mentoring%20Across%20Generations%20updated%2015%20Aug%202011.pdf)

*Which companies use mentoring?* (n.d.). Retrieved from Mentorloop:

<https://mentorloop.com/blog/which-companies-mentoring/>

## Unit 2: Building positive attitudes towards reverse mentoring

| Activity 2.1    |  |
|-----------------|--|
| Title:          | Questioning concepts   |
| Implementation: | This activity is designed for face-to-face training, but it can be adapted to online format.   |
| Objective:      | The purpose of this activity is for participants to question the differences between mentoring and reverse mentoring and to reflect to what extent these practices are valuable in their workplaces. |
| Competency/ies: | Assertiveness<br>Inquisitiveness<br>Critical thinking<br>Problem-solving<br>Creativity   |
| Duration:       | 30 minutes   |

### Activity Description

- **Brief Description**

The activity is divided into three steps: 1) topic introduction (Theory); 2) practical activity (Hands-on-session) and debriefing. If conducted face-to-face, participants will sit in a circle or “U” shape for group activities and a space/area for individual/pair activities must be reserved. Material needed for this session: Laptop/PC/Tablet; access to internet; pen and notebooks. If conducted online, facilitators can use collaborative panels like Padlet or Slido to collect participants feedback and work results.

- **Implementation Directions**

#### Step 1: Theory [approx. 5 min]

The facilitator recalls the last unit (the basics of mentoring) highlighting the following concepts: mentoring, reverse mentoring, intergenerational learning and uses the suggested video ([“The power of intergenerational mentoring”](#)) to present **Scenario 2 – Part 1 Questioning concepts** as an exercise to be developed as indicated in step 2

#### Step 2 Hands-on session [approx. 20 min]

Participants will have to complete the tasks indicated in **Scenario 2 – Part 1 Questioning concepts**. The facilitator will organise small groups or pairs to work on



the tasks. To ease the process, each member of the group must be assigned with one task. Due to time limitations, the facilitator might opt to: 1) ask one or two groups of participants to present their conclusions results briefly and use those insights to debrief; or 2) ask participants to share their conclusions in a collaborative platform. If choosing for this last option, the facilitator must mediate the process and keep the discussions going.

### Step 3: Debriefing [approx. 5 min]

Facilitators will use participants' conclusions on the topic discussion to present Scenario 2 – Part 2 The power of a good portfolio.

- Links to tools

Padlet

<https://padlet.com/>

Slido

<https://www.sli.do/>

Videoclip: The Power of intergenerational mentoring

<https://www.youtube.com/watch?v=0rC1gBxNNHk>

- Resources

Betereli, Carolina. *Fostering a culture of reverse mentoring in the workplace* Retrieved from For-Managers: <https://for-managers.com/reverse-mentoring/>

Deakins, Charles Goff-. *It's time to get rid of reverse mentoring*. (July 31, 2018). Retrieved from HRZone: <https://www.hrzone.com/lead/change/its-time-to-get-rid-of-reverse-mentoring>

Högemark, F. (2018). *How to design and deliver an inclusive workplace learning strategy*, Strategic HR Review, Vol. 17 No. 5, pp. 259-260. <https://doi.org/10.1108/SHR-10-2018-144>

Wilson, Fred. *Reverse mentoring guide for agile businesses* (December 30, 2020). Retrieved from Task: <https://www.ntaskmanager.com/blog/reverse-mentoring/>

| Activity 2.2    |   |
|-----------------|---|
| Title:          | The power of a good e-portfolio   |
| Implementation: | This activity is designed for face-to-face training, but it can be adapted to online format.  |
| Objective:      | The objective of this activity is to outline the importance of establishing a previous strategy before designing and implementing an intergenerational mentoring programme. |
| Competency/ies: | Decision making<br>Critical thinking<br>Problem-solving<br>Strategic thinking<br>Digital skills<br>Creativity   |
| Duration:       | 45 minutes  |

### Activity Description

- **Brief Description**

The activity is divided into two steps: 1) practical activity (Hands-on-session) and group work presentation (Debriefing). If conducted face-to-face, participants will sit in a circle or “U” shape for group activities and a space/area for individual/pair activities must be reserved. Material needed for this session: Laptop/PC/Tablet; access to internet; pen and notebooks. If conducted online facilitators can use collaborative panels like Padlet or Slido to collect participants feedback and work results.

- **Implementation Directions**

#### Step 1 : Hands-on session [approx. 30 min]

Participants will have to complete the tasks indicated in **Scenario 2 – Part 2 The power of a good e-portfolio**. The facilitator will organise small groups or pairs to work on the tasks. To ease the process, each member of the group must be assigned with one task.

#### Step 2: Work group presentations [approx. 15 min]

Each group will have 5 minutes to present their strategies. The facilitator will use participants' conclusions for debriefing to outline the importance of good portfolio design as an example of a first strategy to implement an intergenerational mentoring programme.

- Links

Padlet

<https://padlet.com/>

Slido

<https://www.sli.do/>

The Power of intergenerational mentoring

<https://www.youtube.com/watch?v=0rC1gBxNNHk>

- Resources

Barret, Helen C. *Balancing the two faces of ePortfolios*. (May 2010). Retrieved from Educação, formação e Tecnologias:

<http://eft.educom.pt/index.php/eft/article/viewFile/161/102><http://eft.educom.pt/index.php/eft/article/viewFile/161/102>

Davis, Vicki. *11 essentials for excellent digital portfolios*. (November 17 2017). Retrieved from Edutopia: [https://www.edutopia.org/blog/11-essentials-for-excellent-eportfolios-vicki-davis?utm\\_source=twitter&utm\\_medium=socialflow](https://www.edutopia.org/blog/11-essentials-for-excellent-eportfolios-vicki-davis?utm_source=twitter&utm_medium=socialflow)

Lievens, Ronald. *ePortfolios in the workplace for human capital management: a multiple case study*. (2015). Retrieved from International Journal of ePortfolio:

<https://www.theijep.com/pdf/IJEP177.pdf>

The value of ePortfolios in recruitment and human capital management processes.

(n.d.). Retrieved from Hamk Unlimited: <https://unlimited.hamk.fi/ammattilinen-osaaminen-ja-opetus/the-value-of-eportfolios-in-recruitment/#.YFx2-vn7SUK>

## Unit 3: Checklist for a Train the Mentor programme

| Activity 3.1.   |  |
|-----------------|--|
| Title:          | Taking action  |
| Implementation: | This activity is designed for face-to-face training, but it can be adapted to online format.   |
| Objective:      | The objective of this activity is to engage participants into developing their own Train the Mentor programme using their own real workplace experience. |
| Competency/ies: | Decision making<br>Critical thinking<br>Problem-solving<br>Strategic thinking<br>Digital skills<br>Creativity  |
| Duration:       | 45 minutes   |

### Activity Description

- **Brief Description**

The activity is divided in 3 steps: 1) topic introduction (theory); 2) practical activity (hands-on-session) and individual work presentation [to be displayed online as a discussion forum). If conducted face-to-face, participants will sit in a circle or "U" shape for group activities and a space/area for individual/pair activities must be reserved. Material needed for this session: Laptop/PC/Tablet; access to internet; pen and notebooks. If conducted online facilitators can use collaborative panels like Padlet or Slido to collect participants feedback and work results.

- **Implementation Directions**

#### Step 1 : Theory [approx. 10 min]

The facilitator will summarise the principles of an effective mentoring programme to introduce **Scenario 3: Taking action**. The facilitator is advised to briefly cover the mentoring key-areas indicated in the training material.

#### Step 2: Hands-on session [approx. 25 min]

Participants will have to complete the challenge indicated in **Scenario 3: taking action**. It is an individual work that participants can start to develop within the context of a face-to-face training session. In this context, the facilitator will have to provide

support. Scenario 3 is described in a way so that the facilitator can better adjust to its training style and needs. For that reason, it might require additional preparation to fit the participant's specific profile and training needs. In the resources section, a selection of additional reading is listed to provide the facilitator with additional knowledge and tools to conduct this hands-on session. The facilitator will also have to define the length of this final work.

### Step 3: Individual work presentations

The tasks required in Scenario 3 are demanding and need extra time to be completed. For that reason, it is suggested that participants complete this task in autonomous learning sessions. The facilitator will have to use an open online forum so that participants can display their work results. This online engagement must be organised as a forum discussion where participants are encouraged to present their ideas and learn from each other's experiences.

- **Links**

Mentoring guide

[https://www.ppd.admin.cam.ac.uk/files/mentoring\\_guide\\_2020\\_v3.pdf](https://www.ppd.admin.cam.ac.uk/files/mentoring_guide_2020_v3.pdf)

Mentoring skills practice

[https://www.ppd.admin.cam.ac.uk/files/mentoring\\_skills\\_2020.pdf](https://www.ppd.admin.cam.ac.uk/files/mentoring_skills_2020.pdf)

Padlet

<https://padlet.com/>

Slido

<https://www.sli.do/>

- **Resources**

Cannata, Ana, Garringer, Michel. (2006). *Preparing participants for mentoring*.

Mentoring Resource Center, retrieved from:

[https://educationnorthwest.org/sites/default/files/resources/training\\_initial.pdf](https://educationnorthwest.org/sites/default/files/resources/training_initial.pdf)

Jucovy, Linda. (2001). *Training new mentors*. National Mentoring Center. Retrieved from: <https://core.ac.uk/download/pdf/71356731.pdf>

Oesch, Taryn. *Effective mentor programs: recruiting and training mentors*. (November 6 2017). Retrieved from Training industry:

<https://trainingindustry.com/articles/leadership/effective-mentor-programs-recruiting-and-training-mentors/>

*Training adult mentors.* Retrieved from Community Toolbox:

<https://ctb.ku.edu/en/table-of-contents/implement/youth-mentoring/train-members/main>



## Module Training Assessment

### Quiz

1. What is the best definition for mentoring?
  - a. Mentoring is a reciprocal relationship between two individuals that share a common goal.
  - b. Mentoring is a teaching and learning relationship focused on career development.
  - c. Mentoring relationships are focused on personal and professional development. Designed to build confidence in the mentee, a mentoring relationship is based on honesty, trust; exchange of knowledge; encouragement and empowerment.
2. In your opinion, are there any major differences between mentoring and reverse mentoring? Justify your answer.
  - a. Yes
  - b. No
3. Which of the following list is referring to the qualities needed to be a good mentor? J
  - a. Facilitator and a teacher; Problem-solver; Motivator; Listener; Guide; Influencer; Networker.
  - b. Your best friend; Excellent listener; Someone who Open doors; Not always available.
4. What is a mentor's major role in a mentoring relation?
  - a. Pay special attention to cultural and social differences; gender considerations; confidentiality and conflict of interest.
  - b. Give support and feedback when the mentee is having problems.
  - c. To be a facilitator and a teacher, a problem-solver, a motivator, a listener, a guide, an influencer and someone that opens doors.
5. What are the main responsibilities of a mentee in a mentoring relationship?
  - a. Be willing to learn.
  - b. Have the ability to listen.
  - c. Participate actively in all mentoring sessions.
6. Is active listening an exclusive skill required in a mentor? Justify your answer
  - a. Yes
  - b. No

7. What makes an effective mentoring relationship?
  - a. Establishing formal meetings and sessions with common goals between the mentor and the mentee.
  - b. Setting up formal arrangements like mentorship agreements; regular meetings and a formal closure for the mentoring relation.
  - c. The friendship and trust between two people that are willing to learn from each other.
  
8. What defines a good mentoring programme?
  - a. The tools used to match mentors and mentees.
  - b. The clear definition of a strategy, the establishment of clear objectives and goals, and setting evaluation standards.
  - c. The will to make a difference.
  
9. What is best definition of a professional e-portfolio?
  - a. Tangible summary about someone's work accomplishments, skills and competencies presented in a digital format (for example a personal website).
  - b. Document that briefly describes someone's educational and professional experience.
  
10. What are the main steps involved in designing a mentoring programme?
  - a. Creating activities and selecting mentors to mentees.
  - b. Define a strategy; design the mentoring programme; train the mentors; evaluate the programme.
  - c. Select mentors, select mentees, and arrange meetings.



## Answers to the Quiz

|             |  |
|-------------|--|
| Question 1  | c  |
| Question 2  |  |
| Question 3  | a  |
| Question 4  | a, b & c   |
| Question 5  | a, b & c   |
| Question 6  | Active listening is also a skill a mentee must have, acquire or develop. |
| Question 7  | b  |
| Question 8  | b  |
| Question 9  | a  |
| Question 10 | b  |

## Module Training Material

### Unit 1: The basics of mentoring

#### Scenario 1: How to start a mentoring programme?

Participating in a seminar about human resources management, the board of directors of your company heard that organisations must ensure that they are adapting to provide different generations in their workforce with the right conditions they need to properly do their job and respond to different challenges. In that seminar, topics like **mentoring, intergenerational mentoring, intergenerational learning, reverse mentoring** were approached. The board of directors were completely aware of the topics but realised this could be something to adopt as a way to improve the relations between the employees, as well as an opportunity to review your company internal training programme. You are called to a meeting and they do a briefing about that seminar, asking you **to prepare a document with the benefits and disadvantages of having a mentoring programme** to boost relations, and knowledge sharing between different employees' generations.

You left the meeting with one question in your mind: **How to start a mentoring programme?** Since this is something you have never done, you will have to start with the basics to prepare the document you were asked to do.

#### TASKS

To prepare your document you will have to:

1. Research for three companies that have their own mentoring programme.
2. Select only one as a good example you can learn from.
3. List the benefits of having a mentoring programme for that company.
4. List, if applicable, the disadvantages of having a mentoring programme for that company.
5. Draft a memorandum (max 1 A4 page) where you briefly explain how mentoring programmes work. To do it, make sure you revise the following: what is the definition of mentoring? What type of mentoring models/programmes exist? What are the differences between formal and informal mentoring?
6. Organise and keep a list of the resources (articles, texts, links) used to complete these steps.

## Unit 2: Building positive attitudes towards reverse mentoring

### Scenario 2: Designing an inclusive workplace learning strategy

#### Part 1 – Questioning concepts

After writing a memorandum about how mentoring programmes work, you began to question some of the concepts you have learned. More specifically you haven't quite understood what the biggest difference between mentoring and reverse mentoring is. And as the good researcher that you are, you decide to dig into the subject once again and you find the following article:

#### *It's time to get rid of reverse mentoring*

*In a culture where continuous, on-the-job learning for all ages is encouraged, the term 'reverse mentoring' is archaic and potentially damaging. But why exactly is this the case?*

*With a multigenerational workforce being the norm nowadays, does the term 'reverse mentoring' have a place within it? The first article mentioned above talks about "the alliance between juniors and seniors" – should we not already be working in alliance?*

Charles Goff-Deakins. *It's time to get rid of reverse mentoring*. (July 31, 2018).

#### TASKS

1. Read the full article here: <https://www.hrzone.com/lead/change/its-time-to-get-rid-of-reverse-mentoring>
2. Search for an article that states a different approach about the concept of reverse mentoring.
3. Summarise both articles' main opinions in a table. Focus at least three main aspects.
4. State your thoughts on the subject: what is your opinion about it? To which article do you relate and why?
5. Decide on how you will present your ideas to the other participants. Don't just present it; convince your audience.
6. Organise and keep a list of the resources (articles, texts, links) used to complete these steps.

## Unit 2: Building positive attitudes towards reverse mentoring

### Scenario 2: Designing an inclusive workplace learning strategy

#### Part 2 – The power of a good e-portfolio

Now that you have realised the potential of mentoring, reverse mentoring and intergenerational learning and how all is deeply connected, you still feel like you are back to square one: *How am I going to pull this off? How am I going to design, manage and implement these practices in my company?*

You work in an SME specialised in the distribution of industrial vehicles (tractors, carriers, trailers and semi-trailers). Your company provides the following services: purchase and sale of industrial vehicles; vehicles repair shops; short- and long-term rental of industrial and utility vehicles; fleet management and sale of telematics services. The company has been running for over 30 years and has around 150 employees. Your company still has a very rigid organisational structure that doesn't allow collaboration between teams and departments. Also, you have just realised that it would be a huge challenge to match people inside your organisation because the information about your employee's knowledge, skills and abilities is not stored with easy access. It would take you loads of time to match employees for a mentoring programme.

As you have been doing a lot of research about this topic you've realised that having an employee e-portfolio would ease the matchmaking process. This way you would be able to centralise information and display it in an easy and creative way. But there is a small problem: your company can't afford fancy software to do it! How would you solve this situation to achieve your objective?

#### TASKS

1. Search for relevant information (links, articles, tools, etc) about the use of e-portfolios. Be objective and narrow your research to only three entries.
2. Choose a methodology and draft a 250 word paragraph to justify why your company would benefit from having employees' e-portfolios.
3. Design your employee e-portfolio strategy considering the following:
  - a. Tools (free software, free online platforms, etc.).
  - b. Type of information to include (biography; skills, courses; main achievements).
  - c. How will you display information internally, i.e., will it only be HR managers to access this information or all employees?
4. Present a finalised example of how your employees' e-portfolio would look like.
5. When presenting your company employee portfolio explain how this strategy could leverage mentoring practices.

6. Organise and keep a list of the resources (articles, texts, links) used to complete these steps.

## Unit 3: Checklist for a Train the Mentor programme

### Scenario 3: Taking action

You now know the fundamentals of mentoring, the benefits and disadvantages of having an intergenerational mentoring programme in the workplace and how to start. At this stage you will have to prepare yourself to train your company employees into being mentors. The scenario here is a real one, your company, your employees! **How would you design and implement an intergenerational programme in your workplace?** At this stage you will be asked to follow the indicated steps below to draft a programme you will further develop and implement. For each of the following key areas you will have to indicate:

1. A teaching strategy (how you would develop your employees' skills and competences)?
2. An implementation methodology (the instructions you would give your employees when they are mentoring each other).
3. Tools that you would use and recommend your employees to use in their mentoring practices.

#### Key-areas

##### Mentoring mindset, the skills that matter

- Mentor profile: developing capabilities, inspiring, providing corrective feedback, managing risks and opening doors.
- Mentee profile: active learning, initiative taking, follow through and managing relations.

##### Establishing and managing relations

- Developing relational skills development: the ability to establish and maintain relationships, to foster a sense of belonging and trust.
- Developing communication skills: the ability to engage in active listening, to questioning effectively (inquisitiveness), to actively provide feedback, to give encouragement (reinforcement) and to reflect.
- Developing resolution skills: to effectively manage conflicts and disagreements, and to negotiate (effective problem solving).

##### Planning and managing mentoring meetings/sessions

- Main steps involved in formal mentoring meetings/sessions.
- Methodologies, strategies, tools and resources involved in formal mentoring meetings/sessions.

