

HANDBOOK FOR TRAINERS

FINAL VERSION

BUDAPEST BUSINESS SCHOOL

FEBRUARY 2017

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INTRODUCTION

This Handbook is based on the contributions of the Trust Me project partners: Adinvest International, Babeş-Bolyai University, Budapest Business School and Lahti University of Applied Sciences. The aim of the Handbook is to support the professional trainers in their activities during the soft skill module of the mentor training. The training of the future mentors comprises all important aspects of the mentoring process but can be only regarded as a starting point in the participants' personal development path. In our understanding soft skills can be only incorporated by experience-based learning. Consequently, our ambition with this Handbook is not restricted to the mechanic transfer of techniques and tools, but encompasses the enhancing of the participants' capacity for self-reflection and continuous learning.

How to read the Handbook?

The Handbook contains the detailed description of all training exercises that should be carried out during the training sessions. The training session is divided into four distinctive parts that follow the logic of the mentoring process:

- I. Preparatory phase
- II. Negotiating/contracting
- III. Facilitating mentorship
- IV. Closing the mentoring process

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The exercises are presented in a very comprehensive way with clear and detailed instructions containing the following elements.

The aim of the exercise

This part explains the following issues: What skills/competences can be developed by using the exercise and how? What are the main objectives of the exercise? In what situations the exercise can be useful? What are the expected learning outcomes?

Instructions

A short description and detailed, step-by-step instructions clarify how to use the training method. The description is focused on the technical details of the exercise.

Debrief/Tips and questions

This part is a guide to the trainer for the reflexive processing of the results, containing practical suggestions and questions in order to facilitate group work.

Time and materials needed

It is the estimated time frame necessary to the application of the exercise/method along with the description of the equipment and materials that should be used (texts, forms, questionnaires are also attached if appropriate).

If there are relevant all background materials, readings and/or further assignments, they are also attached.

PART I. PREPARING THE MENTORSHIP

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Ice-breaker / warmer

EXERCISE #1 VALUES, CHARACTERS AND SELF-PERCEPTION

The aim of the exercise

In this exercise participants describe themselves (people/ feelings) and thus boost their ability to observe, actively listen, characterise and evaluate.

Instructions

On a piece of paper each participant writes down three adjectives which (s)he feels describe himself/herself. All the papers are collected and the instructor/trainer reads out the papers one after another. With each set of adjectives the group speculates who wrote them.

Debrief/Tips and questions

1. Acknowledge accurate and proper usage of words/expressions.
2. You can expand the exercise by discussing life-like experiences of describing values among participants.

Time and materials needed

None

LENGTH: 15 mins

Background materials, readings, further assignments

None

EXERCISE #2 SIMILARITIES

The aim of the exercise

In this exercise participants describe themselves (people/ feelings) and thus boost their ability to observe, actively listen, characterise and evaluate.

Instructions

Students work in pairs, and each pair tries to find three items that are common in them.

Debrief/Tips and questions

1. Acknowledge accurate and proper usage of words/expressions.
2. You can expand the exercise by discussing life-like experiences of identifying similarities among people.

Time and materials needed

None

LENGTH: 15 mins

Background materials, readings, further assignments

None

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The mentor's personality

EXERCISE #3 Qualities of the mentor

This exercise concerns the identification of the skills needed for a mentor by an individual reflexion and a sharing session, the coordination will moderate. The results will be present on flipcharts as a list of skills sorted by importance. This exercise can be used as the introduction for the Chapter describing the key skills of the Mentor.

The aim of the exercise

The aim of this exercise must be questioning individually first, then by group, on the skills needed for a mentor. The learner starts by questioning his/her own personal life experience as a child or a young adult. He/she should think about persons who were very helpful at various and to identity why this relation was so helpful? Which skills and competences were applied?

After this first step, they will share with others and as coordinators of the exercise you will use the board to collect the idea, sort them and quantify the results. The outcome must be a list of skills sorted by importance.

Learning Outcome:

- Ability to identify the personal qualities requested for an effective mentor.

Exercise structure

Objectives:

- To identify qualities of effective mentors
- To explore roles that mentors can play in the lives of SME owners

Instructions

1. Give each participant an index card. Ask them to think back to when they were a child or youth. Ask them to silently:
 - a. Identify one person, preferably someone who is not a relative, who was a kind of mentor for them,

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- b. Think about why that person was important to them and the result for them of that person's interest,
 - c. Recall the *qualities* of that person that made her or him so valued, and write down two or three of those qualities on the index card.
 2. Have participants talk briefly about the mentor they identified and the qualities they valued. As they speak, list those qualities on the newsprint. When a quality is repeated, put a check mark next to it each time it is mentioned. (For example, the first time someone says "good listener," write that phrase. Each time someone else identifies this quality in his or her mentor, put a check mark by the phrase.)
 3. Review the items on the list. Note which were mentioned most often. Then have the participants identify which of the qualities might be categorized as:
 - a. "communication skills," such as listening, talking, asking questions, and being nonjudgmental. (Later training activities focus specifically on helping mentors develop communication skills, but their importance should be emphasized immediately.)
 4. Ask participants—again thinking back to the person they identified—to identify the *roles* a mentor can play in a SME owner business life. List their responses on the newsprint. (These might include friends, positive role model, resource, guide.) Lead a brief discussion about what each of these roles might involve. Be sure participants see that a mentor is NOT a parent, teacher, any advisor or counsellor.
 5. Allow time for participants to talk about their hopes and concerns in their new role. For example, which of the qualities that they admired in their "mentors" do they feel fairly confident they possess? Which do they need to work on developing? What other concerns do they have about their role?

Debrief/Tips and questions

To facilitate the reflexion of the learners, you may guide them to think about important situations where they have received support from particular person who invest time to help him/her solving this difficult situation. They may understand that mentoring is often used in private life even if it is not named mentorship

Time and materials needed

Pencil, paper, flipchart, index cards, newsprint and markers
LENGHT: 60 minutes

At the end of the training module: all background materials, readings, further assignments

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- Mentoring Guide:

<http://www.rackham.umich.edu/downloads/more-mentoring-guide-for-mentors.pdf>

- Competency in mentoring:

http://www.ccghr.ca/wp-content/uploads/2013/05/Mentoring_Module2_Compety-in-Mentoring_e.pdf

- A framework for conceptualizing competence to Mentor :

<http://www.rhodeslab.org/files/BJohnson.pdf>

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Non-violent communication incl. feedbacks

EXERCISE #4 - SIX THINKING HATS

The aim of the exercise

In this exercise participants enhance the adaptation to others' point of view and improve the productivity, communication and innovative thinking between individuals, voice their opinions in an appropriate way and help orient thoughts in specific directions.

The following skills/competences can be developed by this:

Integrity: (i.e. achieving a high level of trust in relationships, respecting others, communicating high standards which reflect organisation-wide accepted norms, adhering to the organizations values and guidelines of conduct)

Strategic Perspective: (i.e. emphasizing the broader, longer term visions and values of the organization as a means of guiding decisions and actions)

Sustaining Functional, Technical and Organizational Proficiency: (i.e. acquiring depth and breadth of knowledge in all aspects pertaining to departmental, professional roles and the organization)

Critical thinking: (i.e. having the ability to break a situation down into smaller pieces to identify its key or underlying issues including organizing the parts of a problem systematically, comparing all aspects and also figuring out cause-and-effect relationships.)

The main objectives of the exercise is to help consider the implications of information, decisions and actions beyond the team/department. The exercise can be useful if participants want to seek to understand issues, trends and perspectives that have importance to the organization and its stakeholders and/or analyse relationships among several parts of a problem or situation, often on the strength of theoretical knowledge or extensive experience. As the outcome of the exercise participants will be able to remain informed on the broader economic, financial and organisational factors which could impact the organization and helps others understand these factors, develop and communicate a credible vision of the future for all members of the organization.

- It is suitable for developing communication procedures within teams, building team culture, helps individual thinking and group creativity. It may be applied any time during the process of team evolution.
- The six thinking hats method helps thinking, discussion and creativity. According to this technique, participants have to done one of the different colour imaginary hats and explain their own thoughts from the perspective represented by that hat.
- The Six thinking hats method is a roleplay technique. When participants assume the role associated with the hat they are wearing, their way of thinking must be adapted to that role. Putting on the different hats, and thereby assuming the different roles symbolised by the hats shifts focus towards different things.

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- The point of using this technique is that it allows structured problem analysis and the elaboration of (creative) solutions associated with that analysis by using and exchanging different thought patterns and approaches and argument situations. At the same time, its application offers an opportunity for resolving conflicts and exploring new, innovative ideas, promoting creativity.
- It puts participants in a role: it is easier to speak when in a role compared to being directly instructed to express feelings associated with the given topic or to list creative solutions.
- It is suitable for diverse discussions on topics and increasing efficiency in decision-making situations.
- It helps to create parallel thinking on a given issue, looking at it from different perspectives.
- It helps involvement, makes people express their views and opinions, so it is a suitable tool of team-building.
- It helps to reveal 'outside the box' solutions.

Instructions

Choose different organisational divisions/ external partners etc. and label the different hats accordingly. Ask participants to act deliberately according to the different viewpoints or roles. Urge and let them look at a problem from different angles while assuming different roles. When playing a role, a person is more likely to give voice to his/her opinion than when being himself/herself.

- As the first step, briefly explain the thought pattern each hat signifies. Then, assign roles. (If the number of participants cannot be divided by six, roles can be repeated or one person may play more than one role.)
- Once the roles are explained, explain the topic to be discussed using this technique. After the maximum six minutes devoted to the task, switch roles, assign a new topic and proceed. Roles will be changed until everyone has had one to play. This is followed by discussing the outcome of the technique.
- There is a description for each hat on the behaviour and terminology of the hat's owner.
- Prepare two types of descriptions. One should be a brief outline that can easily be reviewed while the exercise goes on, the other should be a detailed presentation. Templates are set out in the annex.

Debrief/Tips and questions

1. None of the participants has a single way of thinking (a single hat); roles and thinking patterns are chosen according to the situation.
2. Take pictures during the exercise (if all participants agree) and project the pictures for further discussion and summary of experiments.
3. The most frequently used hat is the black hat in everyday life, so try to suppress that, or at least not fly it high.
4. Open with the blue hat focusing on the following questions:
 - Why we are here?
 - What we are thinking about?
 - What we want to achieve?
 - Where we want to end up?
5. ... and close with the blue hat asking:
 - What have we achieved?
 - What decisions have we reached?
 - What do we do next?

Time and materials needed

- Six coloured hats or equivalent symbols (subject to resources, hats may be substituted with eyeglasses, picture frames or simply coloured headbands). However, it is important to visualise roles; everyone should know who embodies what kind of person in the given situation.
- Description (on six separate pages, preferably separated by colour), using the behavioural and thought patterns associated with each hat. (Short introduction, to be changed with the hats.)
- Detailed description containing and presenting all roles.

LENGTH:

It depends on the topic; each participant should be given an opportunity to speak for all hats at least once. There should be a maximum of one minute per person per hat. Completing the entire exercise including switching roles, explaining the framework, carrying out the exercise and determining next steps and solutions takes about 45 to 60 minutes.

Handout #1: Six thinking hats (to be printed for participants)



Six Thinking Hats - descriptions



WHITE HAT - Objective

White means neutrality, objectivity and no emotion. The white hat is about facts and figures, without any argument or qualification. It allows only relevant and right things to be included in the discussion without any interpretation or bias. The facts include justified facts and facts assumed to be true but their origin must always be indicated. When applying facts, all observations begin with “I have read somewhere...”, or “I remember somebody said...” or “Somebody said that they heard...”, or “it is a proved fact”. All such facts must be certified before they are used.

In general, this hat is used at the beginning of a problem solving meeting or when the topic is suggested or when initial information is processed and compared to where we have arrived at.

It is also important that the white hat wearer remains neutral during the role and their statement cannot contain their opinion or views. It is useful to a group because it provides a common basis and starting point.



RED HAT - The emotional

Red reflects anger, rage and strong emotions. The red hat gives an opportunity for emotional arguments without justification or explanations, even if it is often considered to be alien to business. What you should know is that emotions are also there in business, adding an extra colour to everyday activities and influencing decisions. When ignored, they can negatively affect the results. It is better to express emotions than letting them ruin your business activities from the background.

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This emotional direction is also important because emotions are excluded from the process of thinking, they will subconsciously affect the process and cast a shade over your true thoughts. Emotions can also lead to unjustified fear, prejudice and misunderstanding, hence it is also important to bring all emotions to the surface.

The red hat is also the hat of intuition. The wearer of the hat does not have to explain or justify emotions, or refer to data related to them. Spontaneous opinions and feelings are also allowed. The feelings may be based on personal experience, information or feelings that are sometimes impossible to express. Person opinions may also belong to the red hat, when they are emotionally motivated e.g., “I think...” or “I feel...”.

As emotions go through a permanent change in a process and occasionally cover the whole range of emotions, the feelings of the players should be examined and questioned not only as an opening round, but also after the completion of the processing of the topic.



BLACK HAT - The hat of ‘not fitting’

The most appropriate slogan for this hat is “let us think about the risks and the weaknesses of the case”. Black is a dark and a negative colour. The black hat is a logical and objective hat, trying to explain why something does not work, or why it goes wrong. In fact, most thinkers prefer to the black hat. It is because Western cultures focus more on arguments and criticism. However, if we used only a black hat, we would totally disregard productive, creative and constructive thinking.

The thinking associated with the black hat is always logical. The thinking is negative, but lacks all emotions. The black hat is a tool for logical and negative thinking: it reasonably justifies why something will not work or will fail.

The thinking with the black hat looks for errors and contradictions, identifying reasons why something does not work or will not work. The thinking of the wearer of that hat is aimed at recognising the risks, threats and errors of a method, the way of thinking and planning. The thinking with the black hat compares ideas based on existing data by highlighting their inadequacies. Nonetheless, we should not forget that the way of thinking with the black hat should be supplemented with the way of thinking with the red hat.

In summary, this hat can be described as an argument which logically stands and may be supported, yet it focuses on the “no operation”.



YELLOW HAT - The optimist

Yellow is the colour of sunshine, positive thinking and optimism. The wearer of this hat looks for the benefits and values of a statement and how ideas could be implemented in everyday activities.

A yellow hat lets things happen, promotes logic progress, makes constructive proposals and creates an optimistic future vision. It is important because positive thinking is often more difficult than critical negative thinking. Positive thinking is a mixture of curiosity about things happening, pleasure, greed and intention.

To be positive is a choice. You decide to be positive and look for the respective solutions and chances attached to one thought. A yellow hat simultaneously represents the mixture of joy, game and curiosity and a desire to make certain things operable.

As a motto, it may refer to the following: “not only what you have achieved should be good, but also the way you achieve it”. Therefore the focus should be on the value of ideas, resulting from a deliberate choice, with an optimistic scenario, supported with logical arguments.

The identification of opportunities under a yellow hat may start by comparing the current situation and the outlined future vision. The opportunities of ‘what if’ could also occur as the result of thinking. In fact the ‘What if’ is one of the key components of the speculative nature of the yellow hat. The ‘What if’ also exists under the black hat in relation to the consideration of risks and threats. Speculation is a kind of imagination. This imagination is wishful thinking, which explains why something may or need to be done.



GREEN HAT - Creative ideas

It refers to a permanent provocateur whose motto is “to develop new ideas and go crazy”.

This hat represents energy: green is the colour of grass, plants, abundance, productivity and growth. Its task is to continue, modify and develop ideas. The responsibility under this hat is to make creative thinking available to anyone, accepting that in many cases their thoughts will be classified and evaluated, and perhaps also laughed at, but it may also represent the starting point of a future thought.

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Thinking under the green hat is about exaggeration and thinking differently. Humorous, wild and fantasy associations are useful. Thinking under the green hat is primarily about new ideas, approaching things from new aspects and about making the present situation better. That requires creativity; nothing else can happen, if you want to do things more easily and better. In fact that intention to do things better is the basis of thinking under the green hat.

In the course of the application of creative thinking deliberately illogical and provoking thoughts may also be useful. Often you are too critical to your own creative thinking, and therefore a lot of ideas are never expressed - fear from the opinions of others and failure. A new idea can be a springboard for another new idea even if the others criticise it as soon as it is expressed. Anyhow, several crazy ideas have turned out into the greatest inventions of our times. Often we set the scale too high for an idea to work. However, creativity also includes a certain degree of provocation, experiments and risks. We do not know where the experiments will lead to.

A green hat will itself not make people more creative, but it gives space and time to creativity. If time permits alternatives, often people do not permit them. In many cases, creative and creatively motivated people spend a lot of their time by experimenting. You cannot command anyone to be creative, but you can ask them to where a green hat with which we can help them to start thinking in the right direction.

Provocation is one and also the most important aspect of thinking with the green hat, with the objective of being different from traditional wisdom. However, provocation does not always need to be hyperbolic or illogical. Even serious ideas can be used as provocation. If someone presents an idea that you do not like and could easily refute under the black hat, why could you not use the green hat instead and handle the idea not appealing to you as provocation?

The single rule of generating ideas is that you should always have more than one idea in your head. The first idea is not necessarily the best. The best can only be chosen, if there are several options. If it still does not satisfy the requirements, then there are the reserve ideas that need to be tested. You should always look for an alternative regardless of the task. In general, there is always more than one way of completing a task or at least more than one methods to review them. Finally, it is easier to make a decision when the options can be compared.

The best assistance when using the green hat is not to be stuck with the first solution that (seems to be) is right, but to keep looking.



BLUE HAT - The moderator

Blue is the cool colour of the sky, which is above everything. The blue hat refers to the coordination and control of thoughts, the hat is the symbol for review, thinking, and observation of processes. The blue hat monitors and reflects the progress of conversations, plans measures and the time schedule, presents summaries and draws conclusions. The wearer of the blue hat is generally the same individual during the entire work process.

The main purpose of the activities of such as person is to continuously bear in mind the objectives and to bring back the process into the ordinary and usual framework when there is any diversion in the progress (off-topic issues appear).

When you wear a blue hat, you no longer think of the problem itself, but of the thinking itself: what should be the next thought in relation to the process? The role of the blue hat is comparable to the role of a conductor in an orchestra. While wearing a blue hat, you can tell yourself or others which hat should be used next. The blue hat is for the changing hats. The blue hat tells you what will happen next.

According to another analogy, i.e. the analogy of a choreographer who prescribes the next moves to the dancers. The blue hat supplies us instructions and guidance for the thinking process.

Often the thinking process shifts from one thought to another as people respond to different impulses. The blue hat helps thinking and keeping the flow of thoughts on the right track. Occasionally, diverting thoughts generate new ideas but a certain degree of control must be in place when required. If a participant would like to make comments about certain colour hats, they can request them and apply control while wearing the blue hat.

Asking questions is a good method to focus on thoughts and bringing forward the conversation. It is often said that a good question is as key to thinking. The question can be a “fishing question” (without using as bait, or knowing what you will catch) or a “shot in the dark” (to clarify open questions). In fact, the disputed problem itself is the question. The definition of the problem is what is especially important to avoid any irrelevant or superfluous solutions. Is the problem truly a problem? What would we want to resolve this problem? After all what is the problem? It is often worth defining the problem alternatively instead of defining it exactly. This process also belongs to the thinking under the blue hat, because it relates to the right guidance.

The blue hat is also about observations, introductory conversations, remarks, summaries, conclusions, corrections and reports. The most remarks stem from the chairman of the dispute, wearing a blue hat.

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	<p>WHITE HAT - Objective It provides actual data by “spitting out” data, facts, figures, graphs and research results, just like the Google search engine. The ‘proved fact’ expression, supported also by specific data, is often used.</p>
	<p>RED HAT - The emotional As the colour of the hat indicates, all reflections focus on human emotions. These emotions do not need to be justified, but definitely have to be expressed and shared with the other participants. It may change continuously during the conversation. The ‘as I feel’ or ‘your thought provoked the following in me’ expressions are often used.</p>
	<p>BLACK HAT - The hat of ‘not fitting’ For an observer risks cost nothing. The wearer of the black hat should see the threats occurring in the course of the processing of the topic, identify problems, reveal potential errors, wrong views and to analyse the process from critical aspects. The ‘it will certainly not work’ or ‘I can see the problem in’ expressions are often used, yet the discussion is definitely confrontative.</p>
	<p>YELLOW HAT - The optimist The philosophy is that not only what we achieve should be good, but also the way to achieve it. The wearer of this hat focuses on the value of a particular idea, supporting with logical arguments, the implementation, using a great of proposals, ideas and imagination. The frequently used expressions are ‘it is a definitely positive yield of the idea’ or ‘I consider the idea feasible because...’.</p>
	<p>GREEN HAT - Creative ideas The wearer of this hat does not evaluate or think, does not look into the depth of things, but says everything that comes to their mind without any filtering, even if it is very far from reality. They need to bring new ideas and move away from the current standpoint. The wearer of this hat is always provocative, often using the ‘what if’, or ‘I suddenly thought of’, or ‘another alternative to be truly considered is’ expressions.</p>
	<p>BLUE HAT - The moderator The process owner is a choreographer, responsible for controlling and structuring the conversation, the result, communication, for setting up and adhering to the framework and for making progress. One of the important task of the wearer of this hat is to set targets and to always bear them in mind. They often use the ‘as a starting point let us’, ‘let us maintain our focus on’, ‘let us summarise what we have heard and the results’ expressions.</p>

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Background materials, readings, further assignments

<https://www.youtube.com/watch?v=CHI6X7400sU>

Edward de Bono (2000) *Six Thinking Hats Revisited Edition*, Penguin Canada, ISBN 0140296662

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Communication models

EXERCISE #5 - APPEARANCE, CHARACTER & BEHAVIOUR

The aim of the exercise

In this exercise participants describe people/ situations/ feelings and thus boost their ability to observe, actively listen, characterise and evaluate.

The following skills/competences can be developed by this:

Composure: (i.e. responding constructively to emotional situations, high pressure and conflict)

Listening, understanding and responding: (i.e. combining to create effective interaction with others including the principle of dealing with people in a direct, open, trusting and respectful manner.)

Information Seeking: (i.e. being driven by an underlying desire to know more about things, people or issues including searching extensively for exact information, solving problems by asking a series of questions, or stockpiling information that may be of future use.)

Client-Service Orientation: (i.e. helping or serving others, to meet their needs, focusing on discovering needs and figuring out how to best meet them.)

The main objectives of the exercise is to highlight participants attention on how to deal with issues forthrightly and with sensitivity, how to find common ground It helps express ideas and information in a straight forward manner and openly invites to air differing points of views. The exercise can be useful if participants want to obtain basic answers from others. As the outcome of the exercise participants will be able to deal with very sensitive or emotionally charged situations while keeping things in perspective, they will be able to predict behaviour or awkward situations, as well as knowing how to uncover underlying needs that often go unsaid by trying to identify the real needs of the client.

Instructions

Ask participants to have a look at the projected situation and fill in the worksheet boxes according to their opinion. Then ask them to exchange information in pairs. When this has been done ask them to give you all the items they have gathered and confront ideas.

Debrief/Tips and questions

1. Acknowledge accurate and proper usage of words/expressions.
2. Present new notions unknown to the group (heavily used in the e-Learning background materials).
3. You can expand the exercise by discussing life-like experiences among participants.

Time and materials needed

Hand-out (worksheet, observation sheet)

Photos and film footage projected

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LENGTH: 2x45 minutes

Background materials, readings, further assignments

www.krauthammer.com

www.communicationtheory.com

www.nonviolentcommunication.com

www.gordontraining.com

www.kilmanniagnostics.com

www.ericberne.com

Kelly Lynn Fellows (2015) Risk and Crisis Communication, <http://bookboon.com/en/risk-and-crisis-communication-ebook>

Carita Nyberg (2015) Communication Skills, <http://bookboon.com/en/communication-skills-ebook>

Manmohan Joshi (2016) Business Communication, <http://bookboon.com/en/business-communication-2-ebook>

Paul Newton (2014) What is Active Listening? <http://bookboon.com/en/what-is-active-listening-ebook>

Paul Newton (2014) Setting an Agenda, <http://bookboon.com/en/what-is-active-listening-ebook>

Paul Newton (2014) How to Effectively Communicate? <http://bookboon.com/en/how-to-effectively-communicate-ebook>

Kurt Larsson (2014) Conscious body language, <http://bookboon.com/en/conscious-body-language-ebook>

Melissa Contreras (2013) Interpersonal Skills for Entrepreneurs, <http://bookboon.com/en/interpersonal-skills-for-entrepreneurs-ebook>

Cristina Muntean (2014) Strategic Communications in the Digital Age, <http://bookboon.com/en/strategic-communications-in-the-digital-age-ebook>

Apex Leadership Ltd. (2013) High-impact Interpersonal Skills, <http://bookboon.com/en/high-impact-interpersonal-skills-ebook>

Apex Leadership Ltd. (2013) Hidden Communication Skills Revealed! <http://bookboon.com/en/hidden-communication-skills-revealed-ebook>

Eric Garner (2012) The Art of Communicating, <http://bookboon.com/en/the-art-of-communicating-ebook>

MTD Training (2010) Influencing and Persuasion Skills, <http://bookboon.com/en/influencing-and-persuasion-skills-ebook>

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Handout #1: Body language (to be printed for participants)

Sheet for Communication models (D)

EXERCISE ##1 - APPEARANCE, CHARACTER & BEHAVIOUR



<https://www.youtube.com/watch?v=yPb4Ti-OsUk>

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APPEARANCE

BUILD	
STYLE	
HEIGHT	
HAIR	
AGE	
SOCIAL STATUS	
CULTURAL SIGNALS	
OTHER	

CHARACTER & BEHAVIOUR

ON THE PHONE	
IN MEETINGS	
IN PERSONAL RELATIONS	
UNDER PRESSURE	
WITH MANAGEMENT	
WITH SUBORDINATES	
IN FORMAL SITUATIONS	
IN INFORMAL SITUATIONS	

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PART II. NEGOTIATING/CONTRACTING

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Trust building

EXERCISE #6 TRUST COMES FIRST

The aim of the exercise

This training activities aims at forcing the learners to reflect on the conditions of the creation and maintain the trust between Mentor and Mentee during the complete mentoring process. It may lead the trainer to feel that the trust may be fragile when the relation is quite young

The Learning Outcome of the activity are:

- Appreciate the importance of taking the time to first build trust with their mentee
- Understand what does and does not contribute to building trust.

These learning outcomes contribute to the following key competences:

- Skill Card Competence 5 :
 - Ability to establish and maintain the rapport based on mentee's needs.
 - Ability to help in setting and pursuing clear goals.
 - Ability to handle the guidance regarding the changing conditions.

Situations where the exercise can be useful:

From the starting point of being an active listener, we should emphasize the importance of these quality for building a successful mentoring relationship. However, it is not the only one and this exercise will aware learners to the notion of Mentor-Mentee Relationship Cycle in the relation.

Instructions

The activity should follow various options;

- Solution 1: At least one day before the session, distribute the handout (Building relationships). They should have read and think about it before the session (if not you may count 8min more for reading the document).

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- Solution 2: distribution of the handout during the exercise. It needs 8 min more in the exercise, but all contributors will discover the topic. In this case, the coordinator may lead the group to a discussion which could be more open.

The session

1. Emphasize that **being an active listener** is an essential quality for building a successful mentoring relationship. However, it is not the only one. (5min)
2. Ask participants to think about their own experiences in relationships they had with adults (other than their relatives) as professionals (10min)
 - a. *How long did it take for those relationships to form?*
 - b. *How long did it take them to trust and feel attached to?*
 - c. *How long, as a SME owner (if you have the experience), did it take?*
 - d. *Why did they begin to trust that person?*
 - e. *Did the trust remain?*
 - f. *Did they ever begin to question it? If so, why?*
3. Distribute the handout “Building Relationships,” (see page 5) which draws together much of what participants have been exploring during these training sessions.
4. Allow participants a few minutes to remind the content of the handout. (5min)
5. Lead discussions about information on the handout by sub-groups (4-6 persons – name a reporter). (10min).
6. Sub-Groups feedbacks by the reporter to share key points pointed by the sub-groups. Moderate the discussion to be sure to relate the bulleted items to the underlying principle of **establishing trust**. (10-15min)

Option (20 min more): lead to introduce the phase of the mentorship relation.

After discussing the Building Relationships handout, you may also want to refer to the “Mentor-Mentee Relationship Cycle” handout, which describes the stages of a typical mentoring relationship and provides communication tips for building trust and overcoming difficulties.

Debrief/Tips and questions

Be sure to relate the bulleted items in discussions to the underlying principle of **establishing trust**.

Allow sub-group participants the opportunity to ask questions and to discuss any confusion about, or possible disagreement with, information on the hand-out.

Aware the sub-group reporter to collect all kind of confusion, disagreement about information in the hand-out for the final sharing group discussion.

Time and materials needed

Materials included:

- Hand-out: “Building Relationships”
- Optional hand-out: “The Mentor-Mentee Relationship Cycle”

According to your experiences please estimate the time frame necessary to the application of the exercise/method. Please also describe the equipment and materials that should be used and attach the texts, forms, questionnaires.

Before the session,

- Print and distribute few days before the session (or email) to the trainees;
- write the hand-out’s key points on the newsprint and display them during the discussion (step 5)
- write the question on the board or newsprint to facilitate discussion. (step 6)
 - *How long did it take for those relationships to form?*
 - *How long did it take them to trust and feel attached to?*
 - *How long, as a SME owner (if you have the experience), did it take?*
 - *Why did they begin to trust that person?*
 - *Did the trust remain?*
- *Did they ever begin to question it? If so, why?*

LENGHT: about 45-60 minutes (related to discussion time).

Background materials, readings, further assignments

You can use this background material, reading, videos, etc.

Trust in Organizations: Frontiers of Theory and Research, published by Roderick M. Kramer, Tom R. Tyler / *Chapter 7 : Developing and Maintaining Trust in Work Relationships*

<https://books.google.pl/books?hl=fr&lr=&id=t6glCgAAQBAJ&oi=fnd&pg=PA114&dq=building+trust+in+professional+re>

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[lationship&ots=19Jr1_180f&sig=bGielbLLDpVz98GEh4XYZXjLPg&redir_esc=y#v=onepage&q=building%20trust%20in%20professional%20relationship&f=false\)](#)

Cognitive Coaching: A Foundation for Renaissance Schools, Costa, Arthur L.; Garmston, Robert J. :

Chapters 3 and 4 offer strategies for developing and maintaining trust between the coach and protege and for developing flexibility in the learning process

ISBN: ISBN-0-926842-37-4

Mentoring—A Relationship Based on Trust: Qualitative Research; Ferda Erdem, Janset Özen Aytemur , *Public Personnel Management Spring 2008 37: 55-65*,

The questions defined for this research regarded which dimensions of professional relationships actually do influence protégés' trust, which of those underlying dimensions make trust stronger, and the results the trust protégés felt for their mentor produced in terms of the function of mentoring.

E-mentoring: Using Computer Mediated Communication to Enhance the Mentoring Process; Bierema, L.L. & Merriam, S.B. *Innovative Higher Education (2002) 26: 211.*

doi:10.1023/A:1017921023103,

Benefits of and barriers to e-mentoring are considered, as are strategies for establishing an e-mentoring relationship

Video TED and TEDx:

Onora O'Neill, the English Philosopher: She flips the question of trust in public relations, showing us that our three most common ideas about trust are actually misdirected. 'Trust is well placed if it's directed to matters in which the other party is reliable, competent and honest'

https://www.ted.com/talks/onora_o_neill_what_we_dont_understand_about_trust

TEDxUSU, James Davis, Building trust in business relation; drivers.

<https://www.youtube.com/watch?v=s9FBK4eprmA>

TEDxRadboudU: Marc Slors, professor of Philosophy of Mind and Cognition at Radboud University : <https://www.youtube.com/watch?v=53clQTVJlxE>

TEDxCarthage Trust at Work: An Anthropological Approach: Joel Lesley Rozen

<https://www.youtube.com/watch?v=9kgVdZV71U8>

TEDxMaastricht - Simon Sinek - "First why and then trust"

<https://www.youtube.com/watch?v=4VdO7LuoBzM>

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Handout #1: Building relationships (to be printed for participants)

What makes a mentoring relationship successful?

The key to creating effective mentoring relationships lies in the *development of trust* between two strangers of different ages and positions. Professionals come to mentoring programs because they want to help SME owners. Without establishing trust, however, mentors can never truly support the entrepreneurs with whom they interact.

Establishing communication and developing a relationship can often be difficult processes.

Learning to trust, especially for entrepreneurs who have been let down before, requires time—SME owners cannot be expected to trust their mentor simply because any trustworthy persons have put the two of them together.

The most critical factor in determining whether matches develop into satisfying and effective relationships characterized by high levels of trust is the approach of the mentor. Mentors who follow a gradual path in trust-building find that the types of support they can offer, and are accepted, broaden considerably once trust has been established.

Effective mentors are more likely to engage in the following practices:

- They see themselves as “friends” rather than supplier or advisor, and define their role as supporting the entrepreneurs in a variety of ways.
- They are “active listeners.”
- They make a commitment to being consistent and dependable, to maintaining a steady presence in the entrepreneur’s life.
- They understand that the relationship may seem fairly one-sided—they may feel like
- They are doing all the work—and they take responsibility for keeping the relationship alive. For example, early in the relationship, entrepreneurs often test mentors to determine whether they will actually stick around. Successful mentors regularly initiate contact and ensure that meetings are scheduled, rather than waiting to hear from the SME owner.
- They involve the entrepreneur in deciding how the pair will spend their time together.
- While entrepreneurs are often reticent about expressing what they want to do, successful mentors take the time to learn about the entrepreneur’s interests and

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provide them with options for how to spend their time, rather than planning everything without their input.

- They pay attention to entrepreneurs' need for "fun". Having fun together is a key part of building relationships, and it also provides entrepreneur with valuable opportunities that are otherwise often unavailable to them.
- They seek and utilize the help and advice of the mentoring program staff. Successful mentors recognize that they don't have all the answers, and they value the support and guidance that program staff can provide.

What stands in the way of a successful relationship?

Mentors who focus first on building trust and becoming "friends" with the entrepreneur tend to be more effective than mentors who immediately try to change or reform him/her. Mentors whose attention is concentrated on reforming the entrepreneur often are frustrated by his/her lack of receptivity. These mentors make the mistake of pushing too hard and too quickly on the mentee's problems: pressing them to talk about sensitive issues before they are ready, and ignoring the entrepreneur's desire to help set the agenda for the pair's activities. These mentors fail precisely because they are too focused on their own agenda.

Less successful mentors tend to do the following.

- They approach the relationship with narrow, specific goals aimed at changing the entrepreneur's behaviour.
- They have difficulty meeting with the entrepreneur on a regular and consistent basis, often demanding that the entrepreneur play an equal role in initiating contact. Unsuccessful mentors often complain that their mentees do not call them to schedule meetings, or that entrepreneur fails to show up for meetings when they say they will.
- They attempt to transform or reform the entrepreneur by setting tasks (for example, focusing on doing work during their meetings) and adopting a parental or authoritative role in their interactions. For entrepreneurs, the value of a mentor is often in having a supportive adult who is not a 'parent' or 'teacher'—adopting the posture of these authority figures undermines the development of trust between a mentor and the entrepreneur.
- They emphasize behaviour changes over developing mutual trust and respect in the relationship. Mentors cannot force entrepreneurs to change; too much focus on what is wrong with an entrepreneur is more likely to turn him or her away from the mentor.

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Adopting these ineffective strategies most often leads to dissatisfaction with the match and premature termination.

END OF THE HANDOUT

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Hand-out #2 (OPTIONAL): The mentor-mentee relationship cycle

STAGE 1: Beginning of the Match

Characteristics:	Effective Communication:
<ul style="list-style-type: none"> • Getting to know each other • The first impressions • Trying to see the positive in the relationship • Bonding 	<ul style="list-style-type: none"> • Ask open-ended questions • Use body language that is open and not guarded • Active listening • Demonstrate empathy • Avoid “prescriptive” communication • Use prompts • Speak with language that you feel comfortable with • Don’t be afraid of silence

STAGE 2: Challenging and Testing

Characteristics:	Effective Communication:
<ul style="list-style-type: none"> • Mentee challenges • Testing phase • Rethinking first impressions • Difficult feelings or emotions may surface 	<ul style="list-style-type: none"> • Be consistent in your communication, even if it is difficult • Demonstrate respect • Build problem-solving techniques into your open-ended questions • Raise sensitive issues at the beginning of your interactions • Make sure to separate behaviors from who the mentee is • Disclosure of personal feelings and experiences when appropriate

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STAGE 3: “Real” Mentoring

Characteristics:	Effective Communication:
<ul style="list-style-type: none"> • The relationship begins feeling right again • Trust is established • Growth in the mentee can be observed • A “deeper” bond and connection has been formed 	<ul style="list-style-type: none"> • Continue with disclosures when appropriate • Avoid advising, and allow youth to actively problem solve • Build off your knowledge of your mentee’s strengths to foster deeper discussions • Give positive feedback and don’t be afraid to let your mentee know when something has hurt you.

STAGE 4: Ending

Characteristics:	Effective Communication:
<ul style="list-style-type: none"> • Preparing for closure • Relationship may become deeper or mentee may start pulling away • Reflection 	<ul style="list-style-type: none"> • Find common language to sum up your feelings • Provide feedback that describes growth that you observed • Be prepared to listen and affirm fears that your mentee may have

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Conflict Management Exercises

EXERCISE #7 – CONFLICT – HOW DO YOU SEE IT?

The aim of the exercise:

- To understand one's own perception of conflict
- To consider a different perspective on conflict
- To learn techniques to better handle conflict
- To build trust

Expected learning outcomes:

- participants will become more comfortable with conflict;
- participants will be aware of the positive aspects of conflict;
- participants will understand the possible benefits of conflicts to themselves and the team (it can provide the spark that often leads to better solutions, creativity, and collaboration).

Instructions

Procedure: Have participants pair up. Provide each person with a copy of the hand-out. Allow 10 to 15 minutes for partners to interview each other. Follow with a group discussion of the interviews and then go over the discussion questions.

Variation: Have team members switch partners every three questions to increase the level of trust within the team.

Debrief/Tips and questions

Discussion questions:

1. Were your partner's perspectives different from your perspective?
2. What were some things you learned by considering another's perspective?
3. Does discussing conflict like this make it "less scary"? In what ways?
4. Is conflict good or bad?
5. What are some ways in which conflict is detrimental to the team?
6. What are some ways in which conflict enriches the team?

Time and materials needed

- Time: 30 to 40 minutes.
- Materials needed: one copy of the *Conflict – How Do You See It?* handout

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(provided) for each participant, pens.

Background materials, readings, further assignments

Shay and Margaret McConnon, 2008, Conflict management in the workplace. How to manage disagreements and develop trust and understanding, http://www.untag-smd.ac.id/files/Perpustakaan_Digital_1/CONFLICT%20MANAGEMENT%20Conflict%20management%20in%20the%20workplace.pdf

CPP, 2008, CPP Global Human Capital Report. Workplace conflict and how businesses can harness it to thrive, https://www.cpp.com/Pdfs/ CPP_Global_Human_Capital_Report_Workplace_Conflict.pdf

Dale Carnegie & Associates, 2013, Team conflict resolution strategies, <http://www.dalecarnegie.com/ebook/team-conflict-resolution-strategies/>

<https://www.youtube.com/watch?v=6xCkhV7zhuw> (TED Conflict Negotiation, William Ury, 19.15 min, for individual learning)

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Conflict – How Do You See It? (handout)

1. How do you define conflict?

2. What is your typical response to conflict?

3. What is your greatest strength when dealing with conflict?

4. If you could change one thing about the way you handle conflict, what would it be? Why?

5. What is the most important outcome of conflict?

6. In what ways have you seen your team benefit from conflict?

7. How can conflict be detrimental to a team?

8. What do you do when someone avoids conflict with you?

9. What are some reasons you choose to avoid conflict?

10. What can you do to promote a healthy attitude toward conflict within your team?

EXERCISE #8 I'M LISTENING

The aim of the exercise

- To understand what it takes to listen effectively
- To learn how to give appropriate feedback

Expected learning outcomes:

- participants will gain effective listening skills;
- participants will be able to give appropriate feedback.

Instructions

Direct everyone to find a partner and spread out in the room. Give each partnership their two hand-outs facedown and ask them to keep them facedown until everyone has the hand-outs. Announce that the activity will be played out in two rounds, Scenario #1 and Scenario #1. Each person will have a specific role to play in each scenario. Each will have the chance to be the talker and the listener. Have them all turn over the hand-outs at the same time, and give them about a minute to read the directions on the top of their hand-outs before beginning. After a minute say, "Now it's time to start talking!" Give those two to three minutes to complete Scenario #1, and then move on to Scenario #2.

Ask the discussion questions, then have partnerships join together (working in groups of four to six) to come up with appropriate listening strategies. After five minutes, have them report back to the entire team.

Debrief/Tips and questions

Discussion questions:

1. Were your partner's perspectives different from your perspective?
2. What were some things you learned by considering another's perspective?
3. Does discussing conflict like this make it "less scary"? In what ways?
4. Is conflict good or bad?
5. What are some ways in which conflict is detrimental to the team?
6. What are some ways in which conflict enriches the team

Time and materials needed

- Time: 15 to 20 minutes.
- Materials needed: one set of the 'I'm listening' hand-out (provided) for each pair (colour-code the hand-outs: Hand-out A could be green and Hand-out B could be orange), pens.

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Background materials, readings, further assignments

Spiers, C., 2012, Cool It! Anger Management & Conflict Resolution,
<http://bookboon.com/en/cool-it-ebook>

MTD Training, 2010, Dealing with conflict and complaints,
<http://bookboon.com/en/dealing-with-conflict-and-complaints-ebook>

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I'm Listening – Hand-out A

Directions

Please take a minute to read your script silently. Do not share your script with your partner. When each round begins, you will have 45 seconds to act out your script.

Scenario #1

Talker #1: You are having a very difficult day at work. You've just hung up after talking with an angry customer, your computer is down, and a co-worker just snapped at ^[L]_[SEP]you. It is one of those days when it seems that everything that could possibly go wrong does. You turn to a team member for a little empathy. You just want to talk it out for a few minutes.

Your role: Tell your partner about your difficult day and how you feel.

Scenario #2

Listener #2: One of your colleagues comes to you with good news. You are very busy and preoccupied. Because you have so much going on, you are multitasking—checking your e-mail, texting, looking through the papers on your desk, organizing your workspace, getting up to go make copies, and so on. You don't even have time to look up and make eye contact—after all, if you do, your co-worker may keep talking! And you have much more important things to do.

Your role: Use nonverbal feedback to indicate that you don't have time to listen. Everything you do indicates that you are very busy and that your tasks are far more important than taking the time to listen to your co-worker.

I'm Listening – Hand-out B

Directions

Please take a minute to read your script silently. Do not share your script with your partner. When each round begins, you will have 45 seconds to act out your script.

Scenario #1

Listener #1: A team member comes to you with some job-related problems. After listening for a few seconds, you realize that his or her problems are minor compared to yours. You interrupt to negate what your co-worker is feeling and to offer your solutions and advice.

Your role: Say things like “It’s no big deal compared to what happened to me . . .”; “Oh, that’s nothing, don’t worry about it”; “Here is what you need to do”; or “You are making something out of nothing.” Interrupt your partner constantly to give your reactions and advice.

Scenario #2

Talker #2: Great news! You just won the lottery! You are so excited that when you get to work you approach the first team member you see to tell him or her all about your good news.

Your role: Tell your partner how this money will change your life, what you plan to do with your winnings, and of course, how happy you are. Be sure to use voice inflection and nonverbal communication to convey your excitement.

EXERCISE #9 – APPROACHES TO CONFLICT: ROLE-PLAY DEMONSTRATION

The aim of the exercise

- To help participants understand that conflict is a natural occurrence, and that everyone has different approaches in dealing with conflict situations.

Expected learning outcomes:

- participants will have an opportunity to learn about conflict-management approaches in general and their own in particular.

Instructions

Explain that this activity is designed to give participants a chance to discuss and role-play a scenario, after which they will examine four major approaches to conflict resolution.

Set up groups of three and have each select one person to be an Observer-Reporter for the group. Give Handout #1: Observer Guidelines to each Observer. Distribute situation slips “A” and “B” from Handout #2 to the two remaining participants in each group. Make sure no one sees anyone else’s instructions. Allow 5–10 minutes for the two paired participants to role-play the situation, reminding them that their goal is to resolve the conflict. At the same time, the Observer follows the distributed guidelines and takes notes. Reconvene and ask the Observers to report on what happened during the role play.

Distribute Handout #3: Approaches to Conflict Resolution and review it with the group. Discuss the role play in light of the various approaches. Ask them to think about which approach is most comfortable for them. Then discuss what approaches they saw from other participants during the earlier role play. They should also discuss what they think might have been done differently.

Debrief/Tips and questions

Discussion questions:

1. Were the natural approaches used in the small groups evident, in relation to the approaches that we discussed?
2. Did this activity help you determine your own natural approach?
3. What approaches have you seen in other participants? Were the differences noticeable?
4. What did you learn from this activity?

There are many approaches to conflict resolution. One of the most useful is the Cooperation approach (I win–You win), but there are times when other approaches are also appropriate. What is important is to be aware of your own approach and to recognize the approaches

other people take. In that way, you will be able to anticipate how others might react and adjust your own approach accordingly.

Time and materials needed

- Time: 15 to 20 minutes
- Equipment: Flipchart
- Materials needed: Handout #1: Observer Guidelines; Handout #2: Situation for Role Play; Handout #3: Approaches to Conflict Resolution.

Background materials, readings, further assignments

Nancy A. Schaubhut, N. A., 2007 Technical Brief for the Thomas-Kilmann Conflict Mode Instrument, https://www.cpp.com/Pdfs/TKI_Technical_Brief.pdf

Thomas, Kenneth W., Ralph H. Kilmann, 2009, An Overview of the Thomas-Kilmann Conflict Mode Instrument (TKI), <http://www.kilmanndiagnostics.com/overview-thomas-kilmann-conflict-mode-instrument-tki>

<http://www.kilmanndiagnostics.com/videos-thomas-kilmann-conflict-mode-instrument-tki>
(videos explaining the Thomas-Kilmann Conflict Mode Instrument)

<http://www.kilmanndiagnostics.com/catalog/thomas-kilmann-conflict-mode-instrument>
(purchase of TKI)

http://www.buildingpeace.org/sites/default/files/Conflict%20Styles%20Assessment_0.pdf
(free test)

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Handout #1: Observer Guidelines

During the role play

Your task is to observe what goes on in the role play and note the conflict that occurs between participants. Jot down some of your observations about how the participants went about resolving the conflict. Specifically note whether either member withdrew or gave in. Was there competition, or cooperation?

After the role play

When the entire group reconvenes, your task is to report on the conflict that occurred and how the pair resolved it.

Handout #2: Situation for Role Play

Situation – Participant A: The role of Bob

You are Bob, regional sales manager for a small manufacturing company that is producing a narrow line of expensive builder's hardware. You have built up sales in your territory to the highest level in the company. You are now negotiating with a prestigious major distributor, who proposes that the company take your line on a limited national basis. The only catch is that they need an immediate shipment to fill an order from a very large customer. Your inventory is very low, and company policy is that only Helen's department, Product Scheduling, is allowed to allocate shipments. However, you go directly to Production and talk them into filling your order first on a priority basis, bypassing Product Scheduling. Helen discovers what has happened. She is furious and bawls you out. An argument ensues.

Situation – Participant B: The role of Helen

You are Helen, head of Product Scheduling for a small manufacturing company that is producing a narrow line of expensive builder's hardware. In the course of everyday business, you discover that Bob, regional sales manager, has gone directly to Production and filled a special order for one of his distributors. This diversion of products has thrown your schedule off and upset your entire department. You know that Bob is the "fair-haired boy" in the organization, but you feel this situation goes too far. You grab Bob and bawl him out, and an argument ensues.

Handout #3: Approaches to Conflict Resolution

AVOIDANCE (I lose, You lose)

Some people do whatever they can to stay away from issues over which conflicts are occurring. They believe it is easier to withdraw than to face conflict, and generally do not like to work with people who are quick to engage in any sort of conflict.

COMPETITION (I win, You lose)

Some competitive people believe that “winning is everything” and try to over-power their opponents by forcing their solution on them. Their goals are highly important to them, but the relationship is not. They do not feel that the needs of others are important, and seek to achieve their goals at all costs.

COOPERATION (I win, You win)

These people value their own goals and relationships. They view conflicts as problems to be solved and seek solutions where both parties achieve their goals. In fact, they often see conflict as improving relationships by reducing tension between two people. They will go to great lengths to find a solution acceptable to both parties.

ADAPTATION (I lose, You win)

People who feel that relations are more important than their personal goals fit the adaptation approach. They want to be liked and accepted by others. Harmony is the most important thing, and they are willing to give up their goals in order to save relationships.

Need/Goal Identification

EXERCISE #10 FORCE FIELD ANALYSIS

The aim of the exercise:

- To identify the forces that are helping to introduce or support a proposed change
- To identify the forces that are hindering the introduction or implementation of a proposed change
- To identify the forces where some degree of control is possible, and to begin a process of manipulating the forces to facilitate the introduction or implementation of a change

Expected learning outcomes:

- participants will learn to use the “Force Field Analysis” change implementation technique

Instructions

1. Draw a force field chart (see handout) by drawing a vertical line down a flipchart, representing the equilibrium point. Directly above the line write down the current situation. Write the desired situation at the top right-hand corner – this indicates the direction you wish the forces to take you. Label the left side of the page “Driving forces” and the right side “Restraining forces”.
2. List all of the forces working in favour of (driving) the change. Draw an arrow pointing toward the right of the chart to indicate the direction of the force.
3. Follow the same sequence as in step 2 to identify the forces acting against (restraining) the change.
4. Once all of the main forces have been listed, then analyse them by adding some relative strengths to the forces – some will be stronger drivers or restrainers than others. The different strengths can be illustrated by drawing larger and smaller arrows.
5. The force field is now in equilibrium. In order to make it change to progress toward the desired outcome, the restraining forces have to be reduced, the driving forces strengthened, or both. Experience has shown that if the driving forces are increased there is a good chance that an equal and opposite restraining effect will be produced, so the greatest benefit will derive from acting to reduce or eliminate the restraining forces. First, ask the question: Which forces are open to change? Some will not be within the group members’ control, so ignore these and brainstorm ways of overcoming or reducing the forces in their control.
6. Draw up an action plan to implement these ideas.

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Debrief/Tips and questions

The “Force Field Analysis” change implementation technique can be used in group problem-solving situations, as well as on an individual basis to highlight the processes at work in attempting to make a personal change.

When attempting to make a change, despite the fact that the change is designed to improve the current situation and has been well planned, we often find that it is not implemented as planned, or even that not progress at all is made. It seems that however hard we reason that the change is beneficial, an equal number of objections are raised that counteract our attempts to move forward.

This is the understanding of a force field – the forces present that are helping drive the change are being met by forces which restrain or act against the change.

The process of “Force Field Analysis” is designed to identify, in advance, the forces present in the implementation of a desired change, and then to facilitate positive movement toward that goal by developing a strategy to reduce the restraining forces, add to strengthen the driving forces, or both.

“Force Field Analysis” facilitates change by forcing people to think together about it, and making a commitment to change through involvement.

An easy way to teach this technique is to demonstrate, using an example from everyday life, such as making a decision to lose weight or give up smoking.

Discussion questions:

7. What are the forces helping individuals to use force field analysis in mentoring situations?
8. What are the forces restraining individuals to use force field analysis in mentoring situations?

Time and materials needed

- Time: 45 minutes.
- Materials needed: flipchart or whiteboard, markers.

Background materials, readings, further assignments

<http://www.change-management-coach.com/force-field-analysis.html>

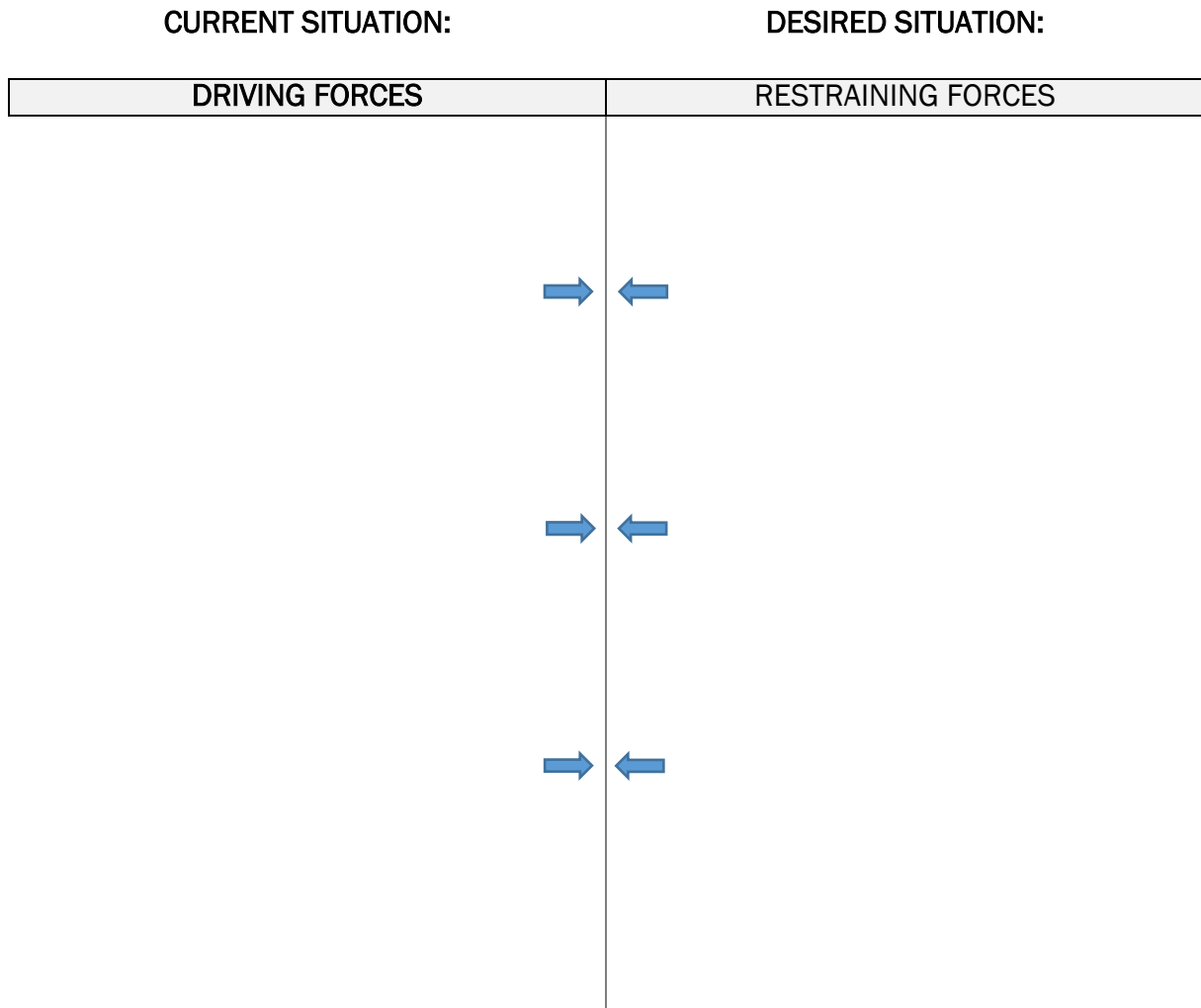
https://www.mindtools.com/pages/article/newTED_06.htm

<https://www.youtube.com/watch?v=X9ujAtYAfqU>

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Handout: Force field chart



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EXERCISE #11 FORMULATING MENTORING GOAL FORM

The aim of the exercise

The exercise aims to support the participants in developing their skills and competencies in goal setting and contract making with clients. Through the exercise participants will collect experiences in negotiating with clients, formulating clear goals and defining the frames of the mentoring process. All these issues will serve as a basis for the delineation of the mutual responsibilities of the parties involved in the mentoring process along with the making of psychological and/or written contract with the mentee.

Learning outcomes:

- Ability to frame and evaluate the process and the outcomes.
- Ability to help in setting and pursuing clear goals.
- Ability to handle the guidance regarding the changing conditions.

Instructions

Ask the participants to form small groups. Their task is to discuss and formulate a 'goal form' to be filled in by the mentee. In this document the most important common goals of the mentoring process should be laid down. After having formulated the form participants should discuss them in a plenary session and to agree on a common version.

Debrief/Tips and questions

As the goal form should be used in various mentoring situations, the goals should be formulated as general as it is possible. Remember the participants that goal setting is one of the most important periods during the mentoring process as it determines the frames of your relationship with the mentee and serves as a basis for your (both psychological and formal) contract with him/her. Precisely defined goals will support your mentee to see beyond of his/her current position and help him/her to gain clarity on how to benefit the most out of mentoring relationship. In an ideal case the goals are examined periodically, and the progress made is discussed.

If you see it necessary, you may remember the participants that when formulating the form, they should focus on the following areas:

- Define clear and specific goals

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- Think about the potential barriers
- Select indicators for measuring progress
- Define success criteria

Time and material needed

LENGTH: 25-30 minutes. Materials: flipchart, paper and pencil

Further reading:

<http://www.rackham.umich.edu/downloads/more-mentoring-guide-for-mentors.pdf>

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Examples of Goal Forms

Please do **NOT** distribute them among the participants. They serve as a supportive material to the trainer.

Example #1. MENTORING GOAL FORM 1

(To be completed by the protégé.)

Name: _____ Date: _____

What do you want to achieve through engaging in the mentoring relationship? Complete this form and discuss your goals with your mentor. Examine your goals periodically, and discuss progress made.

Goal #1:

Benefits to You:

Benefits to Your Program/Organization/Community:

Potential Barriers to Success:

Resources/Support Needed to Achieve Goal:

How Progress Will Be Measured:

Source: <http://www.rackham.umich.edu/downloads/more-mentoring-guide-for-mentors.pdf>

Example #2. MENTORING GOAL FORM 2

1. What current skills and experiences do you possess?
2. What are some developmental goals you want to achieve?
3. What resources do you have access to that could help you in this development area?
4. How will you measure your progress and/or accomplish your goals?
5. Is the time line in the mentoring agreement reasonable for meeting these goals?
6. How do you feel about the goals you've set?

Source: http://c.ymcdn.com/sites/www.mishrm.org/resource/group/d69bb4d5-f24e-4512-a7ff-cd2c5fa09939/Mentoring_Program/Detroit_SHRM_Protege_Guide.pdf

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III. FACILITATING THE MENTORING PROCESS

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Crisis management

EXERCISE #12 CASE X

CONTEXT:

In April 2004, Mr ALGAN bought with his holding company «ALGAN INVESTISSEMENT» the shares of the company OUDINOT distribution and Business of the company BERTHIER

Both companies which provide free coffee machines for enterprises are owned by Mr and Mrs NEY. During the transmission process, Mr NEY has decided to stay few year for partial time work (30%) for helping on management issues. The organization was flat; all reported to Mr NEY.

The company OUDINOT was created in 1990 and distribute coffee capsules from the famous high range Italian company named «Lavazza».

The coffee machines are built with a specific technique which allow to sell specific capsules with low competitors, could allow to provide a 10 to 20 coffee per day. The selling price of the capsules was 0,30€ for coffee machines installed for free. The company has around 1200 clients.

Le client ordered his/her caps, was delivered by road. A workplace was in charge of repairing the broken or scaled machines.

The company BERTHIER, a bit 'younger', install for free the machines which provide dry coffee, tea, chocolate in various enterprises (from 15 to 30 employees).

The company BERTHIER was very profitable because of a very good selling price (0,50€), the cost of the dry coffee product was 0,07€. But, when the coffee drinking is a 'must', the taste of this kind of coffee has a lower interest of the consumers. The technique of these machines mainly implies a usage mainly a on mid-range coffee market.

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Figures:

The global benefits were 100K€ for the OUDINOT company with no growth, where the BERTHIER one has 70K€ benefit with a constant progress.

Competitions

The OUDINOT company competition: For few years, the competition from NESPRESSO Company, which after focusing on home and small company markets was conquering new enterprise opportunities based on an aggressive marketing approach. (Very different approach for LAVAZZA).

The BERTHIER company competition:

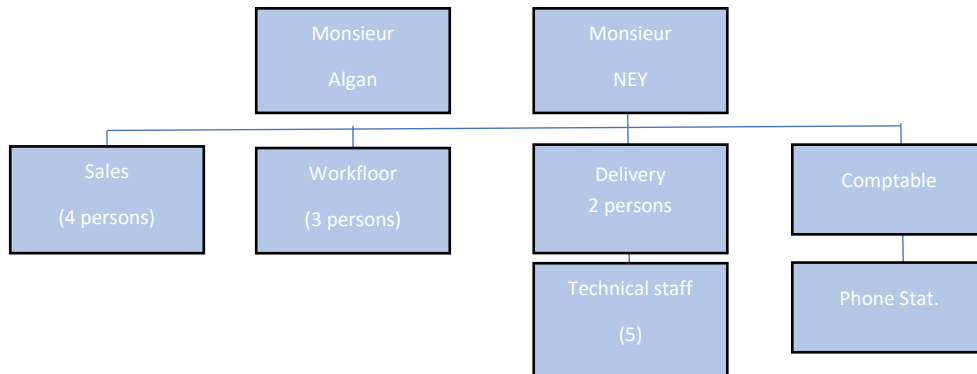
The main competitors provide:

- A coffee beans (more expensive but higher quality), requests more expensive and complex machines; the maintenance needs more qualified technicians.
- Vending machine for Sweets and sandwiches which need specific tools and logistics (Use-by dates or durability limits, refrigeration lorry, etc..)

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THE ORGANISATION AT THE ACQUISITION TIME:



As a Mentor, you are requested to support Mr ALGAN in organizing the enterprise.

During your first conversations, he told you:

- “I am questioning the future of the company OUDINOT which face a strong competitor (Nespresso) but which still provides the main part of the profit. Even if the machines owned by the company are quite ‘old’, he do not expect to invest but would like to reduce the production costs. He knows well his competitors in relation with the commercial territory
- He would like to improve the organization to have a more accurate cost control and he thinks this could be done using the existing staff; he need from you some help to evaluate the key actors in the organization to handle this approach ...
- He is questioning the interest of increasing the developing higher range products for the BERTHIER company due to the impact of this decision in the direct profitability of the organization ...

Six months after the end of your actions, Mr ALGAN meet Mrs MENIN, who owned a distribution company (MASSENA Distribution) more classically organized and settled close with the head of the District.

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After discussion and negotiation, it appeared Mrs MENIN could invest in the Holding company by transferring his company (and her job/market experience).

STEP 1 : Discuss the following situation: MASSENA acquisition

1. He would like to integrate this new way of working but doubts on the capacity of the person to really share and provide the expected added-value.
 2. With her, 2 other persons are joining the team: a very smart technician (but strongly disorganized) and a half-time accountant. There is no need for on this competence, but she (the accountant) is also a shareholder of the company.
- Question 1: Should Mr ALGAN negotiate to keep the accountant out of the deal, aware of the relationship between the 2 ladies is very strong?
 - Question 2: Regarding the organization and the job descriptions designed few months ago with your support, what do you think about the impact of the opportunity?
 - Question 3: What could be your advices to Mr ALGAN, and how to help him clarifying the different options for the future?
 - Question 4: Is this acquisition strategic? And should be done now?
 - Question 5: What is about the strategy concerning OUDINOT knowing that the development has stopped earlier than expected and the cost reduction strategy has no more effect?

STEP 2 :

One year after your last action, Mr ALGAN call you on an early morning ...

He learns you he has created for OUDINOT a warehouse in Lyon to store purchase goods and capsules for grouping for the main actors of the geographical sector. Then becoming the major customer of the company distributing “Lavazza” in France, and so upsetting the competitive balance.

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He thus makes contacts directly in Italy. The upheaval of the competition landscape in a so short time did not make for him that friends. The French importer tried to surround any direct contact with the Italian supplier in spite of the European law.

Mr ALGAN, knowing the competition law, weaken the position of the importer which considers as offended and dreads a rival organization.

- This warehouse develops but it is difficult to obtain from the company "Lavazza" the less expensive capsules for France, Italian importer having contacts favored with the family Lavazza.
- The arrival of more and more massive Nespresso forces the distributors "Lavazza" to lower their price makes facing a technology of more innovative machines and a marketing incomparably more powerful. The logistic costs increase (gas prices and kilometrages) while the sale price of capsules falls.

Mentoring Question: How to question a potential reform of the organization to lower still the costs?

STEP 3:

An international Italian group, already met by Mr Algan when looked for cheaper capsules and which has an office in Grenoble, seems to be interested in the company OUDINOT, or at least in a part of its business.

Mrs MENIN, as the General Officer was very motivated by the offer from the Italians and seems to easily give information on the OUDINOT Company.

Even if Mr ALGAN will sell the OUDINOT Company, he is convinced he must organize the development in all the axis of the vending machines like those bigger ones to sell sandwiches, sweets, drinks and better control the geographical sector.

Actually the development of OUDINOT Company is blocked; the small enterprises of the region are mainly equipped and move to the Nespresso concept (cheaper machine) and logistic costs are very critical for this activity.

Mr ALGAN is now considering it is better to be more integrated than the only one with a wide market. So, he starts looking around a targeted company and decide to sell OUDINOT to generate cash for the operation.

He requests from you:

- Comments on this strategy?
- Help to evaluate opportunities and risks for the operation?
- Opinion on the ability of the organization and Mrs MENIN, in particular, is able to provide her knowledge of the target market to a bigger company like his, and is reducing the risk of the operation?

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Mr ALGAN has targeted a company: MARMONT DISTRIBUTION.

This company is a family business with more or less 10 employees with a yearly profit of 70000€, well known in the region.

Mr ALGAN has contacted the owners of this company, who said «they are tired with this business».

The husband is managing the technical issues, the wife accounting and all sales actions are done by Mr DUPONT DE BAYLEN, a «great salesman» who has a strong relation with the customers; Mr and mainly Mrs MARMONT are very proud of his actions and results.

Mr ALGAN tried to have contact with Mr DUPONT DE BAYLEN who was much closed.

Mrs MENIN is convinced this acquisition will lead the small group in position of the leader and push to the acquisition decision. She mentioned to be able to replace Mr DUPONT DE BAYLEN if any problems appear and really assert to be THE specialist of this market of “Big vending machines”.

- Even if Mr ALGAN trust her, he has some doubts concerning her ability to replace Mr DUPONT DE BAYLEN.
- Mr AMGAN has met only Mr and Mrs MARMONT who want to keep confidential the discussions, he cannot meet the employees before any transaction and don't know the culture and the atmosphere in the company. The accounting audit was very successful.
- The loan conditions are very interesting for the moment, with favorable conditions for acquisitions; the bank is ready to support the operation and Mr ALGAN knows, once this aggregation done, the market restructuration will lead his group to be the key actor where he could have a strategy 'predator' with an investment fund or a prey strategy by selling his shares.

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Mr ALGAN sold OUDINOT Distribution and bought MARMONT Distribution; he calls you in urgency using those words: 'The fire is in the house':

- He broke his leg and cannot join the enterprise as easy as he would expect (not every days).
- He feels Mr DUPONT DE BAYLEN is playing another game (some says he has started with his wife his own business (as competitor), and he is selling his own offers, even if he is still and employee of MARMONT DISTRIBUTION.
- The customers massively request new machines, convinced the ALGAN Group has a 'predator' strategy with cash resources
- Mr ALGAN suspects Mr DUPONT DE BAYLEN of undermining the company and its customers.
- He learns from the MARMONT Family that Mr DUPONT DE BAYLEN was proposed to buy their family business. But he was not able to pay for.
- Mrs MENIN has an open conflict with Mr DUPONT de BAYLEN, because of his action and relation build with the customers of the MARMONT Company.
- We are in 2008, and the credit terms tighten stretch out.
- In parallel, the crisis has impacted on the revenue of 30%.

Mr ALGAN don't see any solution.

- He paid for investigating Mr DUPONT OF BAYLEN behavior; he actually entered in frontal competition with his employer and destabilizes the whole company.
- The repair workshop in particular, very sensitive to the arguments of DUPONT OF BAYLEN becomes extremely complex to manage.
- The technician who came with Mrs HENIN, if he is an excellent technician is deplorable one organizer and the deadlines of repair get longer.
- The doubt is growing in the company, and Mr ALGAN, better focused on the strategy than solving complex human resources situation, is completely overloaded.

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Question: How do you manage the working session with Mr ALGAN knowing that the company is closed with bankruptcy if it does not take up very fast with the peace and the profitability?

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Communication role-plays

EXERCISE #13 HANDLING DIFFICULT SITUATIONS

The aim of the exercise

The role-play exercise aims at providing possibilities to the participants to face and cope with communicational difficulties in various mentoring situations.

The Learning Outcome of the activity are:

To develop the following communication skills: active listening, questioning and giving relevant and effective feedback to the mentee. The following key competencies will be incorporated:

Skill Card Competence 3 and 5:

- Establishing and maintaining rapport
- Evaluating the process and the outcomes
- Listening - opening the mind to what the other person is saying, demonstrating interest/attention, encouraging them to speak, holding back on filling the silences
- Exiting - concluding a dialogue or segment of dialogue with clarity and alignment of understanding and agreeing on follow-up action to be taken.

Instructions

The exercise can be played in two different ways.

Version1: small group sessions.

Introduce the activity by telling the participants that through role-play, they are going to observe different ways mentors (and mentees) handling difficult situations and the way they communicate to each other. Participants should form small groups with at least three members: Mentor, Mentee and Observer.

Allow a few minutes for the two paired participants to read the content of the hand-out and further 10-15 minutes to role-play the situation, reminding them that their goal is to solve the situation. At the same time, the Observer should follow the conversation and take

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notes. Reconvene and ask the Observers to report on what happened during the role play. Then you lead the plenary discussion.

Version2: common group work.

Introduce the activity by telling the participants that through role-play, they are going to observe different ways mentors (and mentees) handling difficult situations and the way they communicate to each other. Participants should form pairs and role-play the situation in front of the rest of the group. Allow a few minutes for the two paired participants to read the content of the hand-out and further 10-15 minutes to role-play the situation, reminding them that their goal is to solve the situation. Instruct the rest of the participants to observe the role play and make notes. When the role-play is ended, the next pair of participants come up with a new situation to solve. You can play as many situations as the willingness of the group allows. At the end reconvene and lead a plenary discussion.

Debrief/Tips and questions

Possible discussion questions:

- What actually happened?
- What approaches to the conflict did you see in the different situations?
- What strategies did the mentors applied in trying to solve the situation?
- What verbal and nonverbal signals did you observe from either person? (i.e., tone changes, pitch changes, crossing arms, etc.)
- What skills did the mentor use?
- What did you learn from this activity?

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Time and materials needed

LENGTH: 40-60 minutes (depending on the number of situations used), materials: flipchart, paper and pencil

Materials included:

- Handout: “Communicative situations”

These scenarios are intended to give participants an opportunity to explore various ways of responding to their mentees, incorporating the communication skills they have been exploring during this training workshop. You can cut these along the dotted lines and give one scenario to each pair during the Communication Role Plays activity. These are examples, so you might want to create new scenarios that describe situations that more closely represent your particular group.

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Handout: Communicative situations

1. Your mentee is 45 years old. You have been meeting for more than two months, and she has never expressed an opinion about how you and she should spend your time together. You always suggest the activities. When you suggest one, she always says, "That'll be OK." When you suggest more than one and ask her to choose, she says, "It doesn't matter which one." When you ask her to suggest what she'd like to do, she says, "Anything will be nice." You know it's important for her to share in the decision making and in your meeting today you've decided to try to deal with this situation.

2. Your mentee is 40 years old. This is only your third meeting with him. Last time you have discovered he had to face personal family difficulties. They all recently moved to another town, closer with the loser big city (120km). As a result, he has just started understand the impact on his professional organization. He hadn't said much about this problem during your first two meetings. In fact, he hadn't said much about anything. But today when you meet, you immediately see that he is very tired. You ask him what happened. "Nothing," he says. "I just spend too much time in my car from the last 2 weeks."

3. Your mentee is 35 old. You have been meeting with him for six weeks, and he has always seemed to enjoy your time together. But when you meet with him today, it seems like nothing can make him happy. He doesn't want to talk about figures or evaluate the progress on business opportunities, all things he usually enjoys. He finally agrees to work on putting together his draft idea of a future organization, but when the work is halfway complete, he knocks all the papers onto the floor and starts kicking them across the room.

4. Your mentee is 42 years old. During the first two months of your relationship, things seemed to be going well between you. But then she didn't show up for your last two meetings. You phoned again and set up another meeting, this time arranging to pick her up for lunch time. She is at her office when you arrive there, and she gives you a big smile when she sees you. But you're upset about the missed meetings and feel you have to talk about it.

5. Your mentee is 52 years old, and you have been meeting with her for three months. At your meeting today, she proudly shows you the last period figure she has just received from her chartered accountant. "I didn't fail anything," she says. You look at the report: After 3 quarter losing money, the company has just barely passed the breakeven. You know she's smart and should be doing much better with this company.

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6. Your mentee is 55 years old, and you have been meeting with him for 6 months. On a Monday afternoon, you meet him at the Chamber of Commerce, and the two of you are having a great time playing football (or whatever) and talking about what else each of you likes to do to have fun. “I had a great time this weekend,” he says. “I went to a party where this guy seated at this desk brought all this beer.”

8. Your mentee is eight years old, and you have been meeting for two months. During the first half-hour of your meeting today, you and she have a turn around outside in the company. She seems a bit quieter than usual, but you don't think much about it because she is very shy and usually doesn't talk much when you are together. It's cold out and after a while the two of you decide to go inside to her office to look at the investment forecasts. When you sit down together at the table to read and she takes her coat off, receive a call from the bank announcing the non-acceptance of the loan for the new building.

9. Your mentee is 36 years old, and you have been meeting for two months. The two of you have just gone to an investor meeting together, and you want to go with her to get something to eat and talk about the meeting. “What time is it?” she asks. When you tell her, she says she has to go home to care my daughter and make dinner. “I'm already late,” she says. “My husband's going to scream at me. It's not fair. He's never home. He makes me do everything.”

Self-reflection

EXERCISE #14: REFLECT ON OUR BEHAVIOUR

The aim of the exercise

The aim of this learning activity is to put learners in position to act alternatively as a Mentor, a Mentee and an Observer and then helps him/her to identify his/her own behaviour. This awareness may lead the learner to be able to adjust it whenever it is needed. The end of the session may conduct the learner to reflect on his/her experience.

Although Mentoring requires many skills, we get back to basics by revisiting three fundamental skills: observing, listening and questioning.

To put these three key skills into practice, participants will get feedback on their performance and have the opportunity to try out improvement ideas in a safe, open and friendly environment.

Learning Objectives

- Practice listening without judgment
- Gather information more effectively
- Ask different kinds of questions to understand the real problem
- Gain fresh insights into a problem faced at work

Related to the following TRUST ME Mentoring Competences

- Awareness of own values and beliefs
- Ability to critically reflect to own behaviour, motivation and practice

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Debrief/Tips and questions

The trainer should:

- decide the 3 learning outcomes selected from the Mentor Skill Card to be used for the exercise (Select from the following list and use the relevant hand-out)
 - Maintaining objectivity
 - Being emphatic without personal involvement
 - Active Listening
 - Powerful questioning,
 - Exploiting nonverbal communication
 - Holistic view and experience on entrepreneurship and its wider (social, economic) context
- Select situations to be followed by the learner who act as a Mentee (See next page!)

Recipe

- **Number of participants:** 6 to 20
- **Team size:** work in groups of 3.
- **Duration:** 90 minutes (can be made shorter or longer)
- **Materials:** Flip chart paper and marker for each group.
- **Setup:** Chairs for sitting, walls for flipchart paper.

Facilitator Tips

- Prepare in advance flipcharts with:
 - The 3 roles
 - Timing of each mini-round
- Bring a gong or bell to let people know when to change roles. Why? People get so far down the tunnel it is hard to get them to shift gears.
- (Optional) Prepare a handout with the three skills summary. (from the skillcard)
- (Optional) Prepare own poster explaining the three skills.

Process/Mechanics

Below is the core part of the activity – practicing skills.

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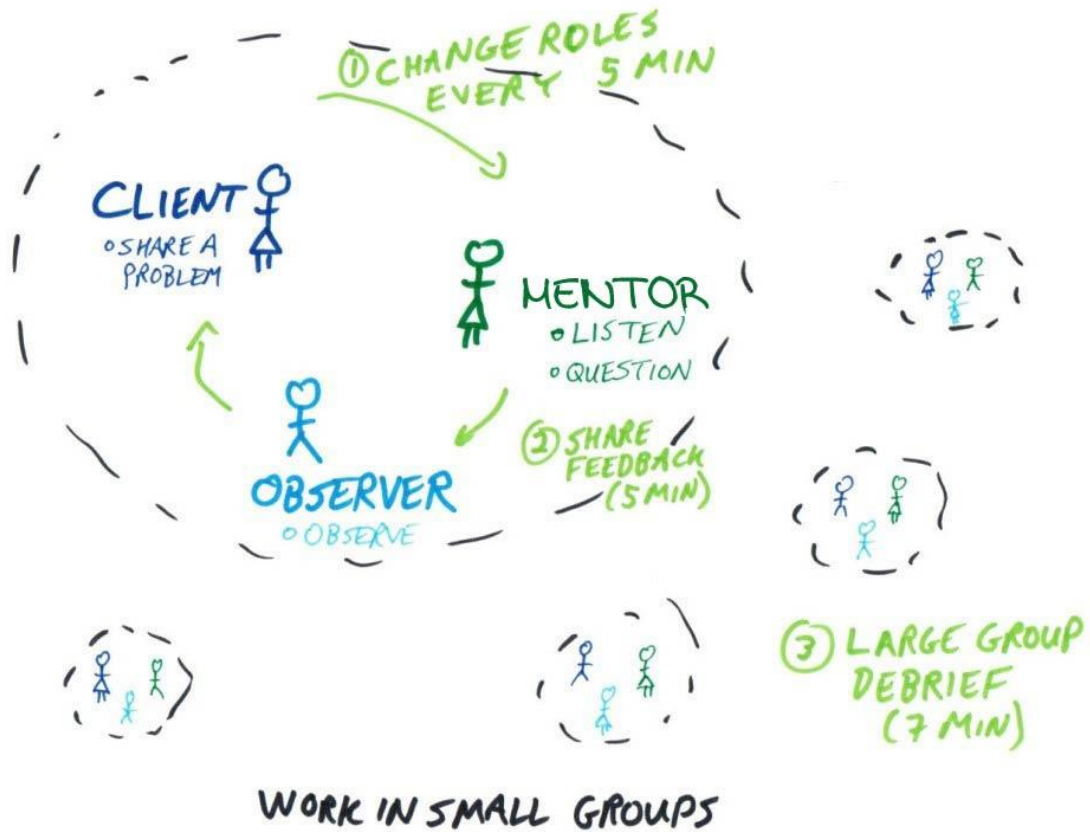


Figure 1: Activity process

We will use flipcharts and posters to support a highly interactive workshop where most of the work will be done in small groups.

- (2 min) Introduction – session objectives, activities
- (2 min) Three key mentoring skills // to be observed – tell participants that we will only focus on these three.
- (5 min) Participants order themselves by listening, observing and questioning skills (low to high)
- (1 min) Form Triads (groups of three) with neighbors
- (9 min) Build Skills poster for listening, observing and questioning
- (5 min) Each triad creates a poster to define the three skills. (Need poster, markers)
- (4 min) Triads share posters with large group; only some groups will share, not all. We will ask if anyone has something important that was missed.

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(6 min) Launch triad

- Re-iterate session goals: 1) Identify Action Points 2) Practice Skills
- Individuals brainstorm up to three problems and pick one
- Explain Roles: Client, Mentor, Observer
- Explain timing and structure of the practice rounds

(27 min) First Round of Practice

- 5 mins x 3 mini rounds (everyone rotates through roles)
- 5 mins sharing within triad
- 7 mins sharing with group

(27 min) Second Round of Practice

(2 min) Wrap-up

- Action point takeaways – close eyes for one minute and think of how the participant will use these skills for next session.

(6 min) Slack/Buffer – for possible late start or time overrun

Innovation, creativity and adult learning styles

Mentor will dedicate a lot of time to interact with the mentee and in order to support the mentee effectively it is important that the mentor knows the mentee's preferred learning style in order to be able to communicate effectively. There are many possibilities to categorize learning styles but the three main learning styles include: Visual, Auditory, and Kinesthetic. Most people experience one learning style that dominates, although some individuals have a balance between all three. It is important that the mentees will recognize their preferred learning styles, are able to help their mentees to understand their own learning and are able to choose activities that will suit the mentees preferred learning styles.

For the mentor it is important to tailor his/her communication to suit the mentees. Knowing your own learning style as a mentor will inform you whether you have similar or different styles and whether your most preferred style of communication is in alignment with the mentee. In mentor training/education the mentor students will test their learning styles with VAK test and will discuss about the findings together and how to respond different learning styles in mentoring situations. After this, the participants are offered instructions and time to create/write in small groups in challenging mentoring situation descriptions. Cases will include counselling situations and they will appear interaction, creative actions of a mentor, as well as different learning styles

EXERCISE #15: LEARNING STYLES AND ETHICAL DIMENSIONS OF MENTORING

The aim of the exercise

The aim is to introduce the mentor students to adult learning and different learning styles, as well as how to use creativity in interactive situations with mentees.

What skills/competences can be developed by using the exercise and how?

Competences of mentor for mentoring relationship. Mentor has to understand the mentees learning to be able to enhance learning. Innovation and creativity are also important elements in mentoring relationship. By using this exercise it is possible to learn to understand these important skills (conversation skills, capability to ask effective questions, interpersonal skills, reflectivity, creativity, innovativeness, constructive feedback and self-assertion)

What are the main objectives of the exercise?

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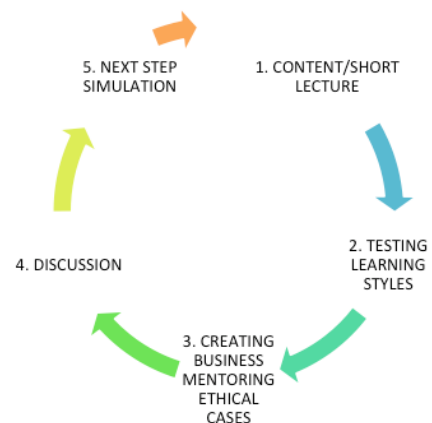
After the contact lessons the mentors are able to:
demonstrate their understanding about adult learning and learning styles and to be able to use the knowledge in simulated business mentoring situations
demonstrate skills to use creativity to create the right environment for the mentoring to take place also in challenging situations
demonstrate understanding about innovation and creativity in business mentoring and are able to apply knowledge and discuss about the issues in simulated mentoring situations

In what situations the exercise can be useful?

Exercise is helpful in understanding adult learning in mentoring relationship and also when learning to understand challenging situations in mentoring relationships.

Instructions

- Here is a short description and detailed, step-by-step instructions that clarify how to use the training method. This training is designed to be contact education (180 minutes) and it is divided to 5 steps explained below. Assignments/Individual learning material before the contact education is described in word document. Learning methods used are; lecture, learning cafe, case writing and facilitated discussion



STEP 1. Short lecture, 10 minutes

Introduce the learning outcomes and briefly describe briefly the adult learning. Introduce the structure of the learning situation

STEP 2. VAK test, discussion and learning café, 50 minutes

Give the VAK -test to the participants and provide time to fill it (10 minutes). Prepare to facilitate the discussion about the results (10 minutes). What kind of learners are the mentor students and how this may affect the mentoring relationship? Organize a Learning café activity with three (3) tables “How to support different learners in mentoring situations” (30 minutes). Divide the group to three small groups, each

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group will spend 10 minutes in one table preparing mind map. Tables: Mentoring preparation and negotiation phase, mentoring facilitation phase and challenging situations.

STEP 3. Creating mentoring cases, 45 minutes

Facilitate the creating mentoring cases exercise. Divide the group to small groups that will have 3-4 participants to write a short story of a challenging business mentoring situation containing ethical dilemmas and to document the proposed solution for the situation. Instructions for the participants (10 minutes), group work 35 minutes (writing the cases) .

STEP 4. Discussion, 60 minutes

Facilitate each group to explain the challenging situation they have created and other participants will have to consider variety of viewpoints, which can be used by mentee to solve the problem, and discuss the situations.

STEP 5. Next step, 15 minutes

Choosing possible cases to be further developed and simulated during next contact lesson.

Debrief/Tips and questions

- Number of participants: 6 to 20
- Team size: In step 3 three small groups, in step 4 small groups with 3-4 participants.
- Create a safe learning environment for discussion
- Use electronic devices for timing in Learning café activity

Time and materials needed

- Duration: All together 180 minutes, divided in steps (steps be made shorter or longer)
- Materials: VAK copied for each participant. Flip chart paper and markers for three groups, paper and pencils/computers to document challenging mentoring situations.
- Setup: Chairs and tables for Learning café activity

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IV. CLOSING AND EVALUATING THE MENTORING PROCESS

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Practicing mentor roles

EXERCISE #16 REHEARSAL FOR MENTORS

The aim of the exercise

All the participants get an experience on acting as a mentor as well as a mentee, in a safe environment. Through this exercise participants practice:

- to ask relevant questions
- to observe
- to reflect learning and mentor-mentee -relationship

Instructions

Ask the participants to form groups of 3 persons. One takes the role of a mentor, one that of a mentee, one acts as an observer making notes. The structure of the exercise is as follows:

Phase 1: Questions and Answers – Mentor has 10 minutes to ask ten relevant questions from the mentee. The goal is to find out with these questions:

- What has been the mentee's top and bottom experiences during his/her career.
- How s/he has coped in these situations.

Observer writes down the questions asked, as well as other observations from the discussion

Phase 2: Discussion – Ask the observer to summarise the case focusing on the following questions:

- What went well, why?
- What could have been better, how?

Phase 3: Plenary discussion and summary of learning outcomes

The group members change roles and start again. This can be done at the same session or use this rehearsal after separate training days.

Debrief/Tips and questions

Questions for the observers

- How did it go?
- What went well, why?
- What could have been better, how?
- What kind of questions worked well? Why?
- Did mentor listen to the answers and adjust his/her questions accordingly?
- Did you meet the goal set for the rehearsal? Why, why not?
- What are the learning outcomes to take with you in your own mentoring process?
- How did questions and process develop during the rehearsal from round 1 to round 3?

Time and materials needed

LENGTH:

Phase 1: Q & A, 10 minutes

Phase 2: Discussion, 15 minutes

Phase 3: Summary of learning outcomes, 5 minutes

Materials: paper and pencil, flipchart (if needed)

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EXERCISE #17: MENTORING/FACILITATING CASE

Mentoring simulation case

- Faced with complex mentoring situations, mentors must respond with accurate judgment
- Simulations are defined as activities that mimic the reality of a real working life environment and are designed to demonstrate procedures, decision-making, and critical thinking through techniques such as role playing
- This simulation exercise bridges the gap between classroom learning and real world working life mentoring experience
- Simulation has been used as a teaching method for decades (aviation, health care etc.)
- Based on experimental learning
- To prepare learners to combine knowledge, work in collaboration, solve problems, think critically and to reflect on their competence
- Designed to encourage active participation in the learning process

Figure1. Experimental learning (Kolb)



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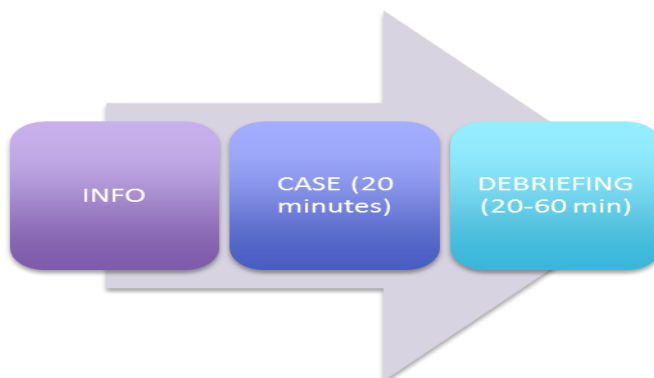
- Educator= facilitator
- Based on learning objectives
- Three phases
 - 1) Info

Participants will be given information about the situation
 - 2) Simulation scenario/case

Participants taking care of the situation, role play
 - 3) Debriefing

Participants and educator debriefing the case together

Figure 2. The 3 phases of the simulation exercise



- Facilitated by the educator
 - Provides opportunity for reflective learning
 - The design of the debriefing should be tailored to the learning objectives and the participants
- Educator's role is to guide and direct rather than to lecture
- The role of the participants is to critically analyse one's own performance retrospectively

Aim of the exercise

The aim of the exercise is to practice mentoring skills in a simulated situation and to bring together the skills learned to act as a mentor.

What skills/competences can be developed by using the exercise and how?

Skills will be learned in debriefing situations in collaborative discussion

- mentoring communication skills (verbal and non-verbal)
- observing and analysing skills
- problem-solving skills
- giving feedback

What are the main learning objectives of the exercise?

After the simulation exercise the mentors are able to:

- use mentoring facilitating knowledge and skills in simulated business mentoring situations
- demonstrate their competencies to cope in challenging business mentoring situations containing ethical dilemmas
- discuss and find solutions for challenging mentoring situations in collaboration with other learner
- reflect his/hers own competencies as a mentor

In what situations the exercise can be useful?

Exercise is helpful in understanding mentoring in challenging situation. Each mentor will face difficult mentoring situations, training will prepare mentors to reflect on possible solutions and give them new perspectives.

Instructions

Here is a short description and detailed, step-by-step instructions that clarify how to use the training method. This training is designed to be contact education (120 minutes) and it is explained below. Learning methods used are; lecture, simulation learning and debriefing discussion.

Facilitate both groups to explain the challenging situation and other participants to consider variety of viewpoints, which can be used by mentee to solve the problem, and discuss the situations.

Short lecture, 20 minutes

Introduce the simulation exercise, learning outcomes the structure of the learning situation.

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STEP 1. Dividing the group and preparation of the scenarios, 20 minutes

Divide the group is divided into two smaller groups. Give both groups one written scenario case and ask them to choose two members who will be the actors. Highlight the instructions that the idea is to prepare a challenging discussion, not an exemplary solution to the problem. The problem is solved jointly in debriefing discussion. Ask that the rest of the group will prepare to be observers and to give feedback and to discuss in debriefing discussions. Observer's role is important and they must demonstrate competence to analyse the situations presented.

STEP 2. Scenario 1 presentation, 20 minutes

Let the group 1 present their scenario. Ask them to shortly explain the situation (tell about the present situation, persons, background) and then demonstrate the mentoring discussion situation. Remain the observers about their role (to observe verbal communication, non-verbal communication, problem solving/conflict management, trust building...)

STEP 3. Debriefing discussion scenario 1, 20 minutes

Facilitate the debriefing situation. Build a safe learning environment and a clear structure for the discussion (venting, descriptive phase, analytical phase and generalization). You can use questions presented in the attachment titled: *'Materials for educator to facilitate debriefing discussion'*. Use open-ended questions; participate all in the debriefing discussion. It is advisable to discuss the situation in chronological order.

STEP 4. Scenario 2 presentation, 20 minutes

Let the group 2 present their scenario. Ask them to shortly explain the situation (tell about the present situation, persons, background) and then demonstrate the mentoring discussion situation. Remain the observers about their role (to observe verbal communication, non-verbal communication, problem solving/conflict management, trust building...)

STEP 5. Debriefing discussion scenario 2, 20 minutes

Facilitate the debriefing situation. Build a safe learning environment and a clear structure for the discussion (venting, descriptive phase, analytical phase and generalization). You can use questions presented in the attachment titled:

'Materials for educator to facilitate debriefing discussion'. Use open-ended questions; participate all in the debriefing discussion. It is advisable to discuss the situation in chronological order.

Debrief/Tips and questions

- Number of participants: 6 to 20
- Team size: Divide the group to two small groups
 - In simulation scenarios 2 participants, others will observe and provide feedback
- Create a safe learning environment for discussion
- In debriefing discussion you can use materials presented in PPT, Materials for educator to facilitate debriefing discussion

Time and materials needed

LENGTH: All together 120 minutes

Materials: Simulation cases (2) either developed with the participants earlier or use cases developed for this purpose

Setup: Chairs and tables

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Attachment: Materials for educator to facilitate debriefing discussion

What is important in debriefing?

- Safe learning environment, learner centred, non-judgemental, open questions
- Basic structure of a debriefing
 - Venting: How do you feel? What was it like? What went well?
 - Descriptive phase: Summary, chronological order
 - Analytical phase: Participants analyse the events, identification of strengths and weaknesses
 - Generalisation: What has been learnt, generalisation in the future settings

In the followings the four basic elements of debriefing will be presented more detailed.

1. Venting

Here are some tips and questions which can be used to debriefing discussion:

- Remain about the learning outcomes
- Create a safe learning environment
- How did you feel throughout the simulation experience?
- What was it like to be in a role of a mentor/mentee in this situation?
- In your opinion what went well (actors)?
- What was the main issue in this simulation (observers' opinions)?

2. Descriptive phase

Here are some questions which can be used to debriefing discussion:

- Let the participants to make a summary what happened in this scenario and go through the scenario in chronological order
- Make sure that everyone shares the same understanding of what happened
- "Let's not to judge but focus on what happened"
- Describe what happened first in this scenario? What happened next?

3. Analytical phase

Here are some tips and questions which can be used to debriefing discussion:

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- Spend the most time in analytical phase and explore what happened in detailed
- Keep discussion positive
- Reflect responses and allow participants to amend and augment
- Let participants analyse the events and identification the strengths and weaknesses
- How did the situation make you feel and why (actors and observers)?
- What was said, responded, what actions was made and where do you base your actions?
- “ I heard that....was that correct?”

4. Generalisation

Here are some questions which can be used to debriefing discussion:

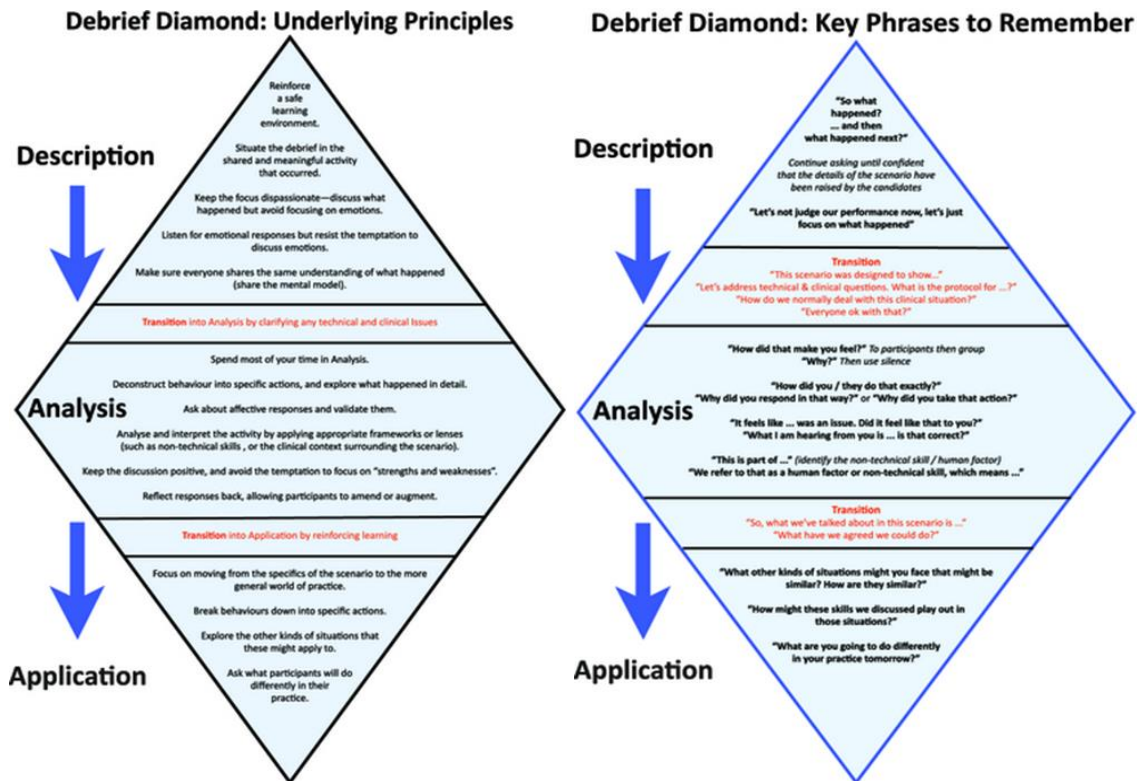
- Focus on moving from the specifics of the scenario to the more general world of mentoring practice and explore the other kinds of situations that these might apply to
- Could the actors have handled any aspects of the simulation differently?
- Ask what the mentors are going to do differently in their mentoring practice
- What other kinds of situations you could face that might be similar?
- What information learned today are you going to use in your own mentoring practice?

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The diamond model of debriefing presented here is applicable to any discipline.

Figure 3. 'The Diamond': a structure for simulation debrief



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You can also use the GROW model or the Six-category intervention analysis presented here to debrief the simulation scenarios.

Six-category intervention analysis

Prescriptive – for example advise mentee to reduce less important life activities to concentrate on working to achieve his/her objectives priority

Informative– for example give information on professional and personal matters as appropriate

Confrontational –for example ask mentee directly what he/she is doing or what/how he/she could do/ behave differently

Supportive – for example allow mentee time and silence to think over the mentor’s questions and suggestions

Cathartic – for example allow mentee to verbalise and explain in detail why he/she has difficulties

Catalytic – for example act as a facilitator to enable mentee to meet his/her learning needs (Gopee 2015)

Assessing the mentoring process

EXERCISE #18 FORMULATING ASSESSMENT CRITERIA

The aim of the exercise

The aim of the exercise is to develop the participants' competencies in assessing the effectiveness of the mentoring process. Through the exercise participants will learn how to define the assessment criteria of their performance.

Learning outcomes:

- Ability to frame and evaluate the process and the outcomes.
- Ability to self-reflect to the mentoring performance.

Instructions

Ask the participants to formulate the assessment criteria of the mentoring process using brainstorming. Their task is to discuss and create an 'evaluation form' to be filled in by the mentee. In this document the most important evaluation criteria of the mentoring process should be laid down. Brainstorming is a frequently used technique to generate the maximum number of ideas by relying on the common intellectual resources of the group. The exercise should be structured as follows.

- Review the rules of brainstorming.
- Write up the subject on the top of the flipchart.
- Appoint someone to write the ideas on the flipchart.
- Start generating ideas and record all of them
- Stop and take a break to 'digest' the ideas
- Evaluate the ideas in plenary

Debrief/Tips and questions

Brainstorming is an excellent tool for generating ideas in a short period of time, but it should be well-structured and participants should follow the basic principles. The rules of brainstorming are as follows.

No criticism

Any idea is valid. Participants are not allowed to judge or criticise each other's contributions during the idea-generation phase.

Free-wheeling

Each participant should be free to contribute and come up with his/her own ideas at any time and build on others' ideas.

Quantity, not quality

The aim is to generate as many ideas as it is possible. You can set an exact number as a target in a given period of time (for instance 50 ideas in 20 minutes).

Record every idea

Every single idea must be written down, independently from its content.

Incubate before evaluating

Participants should take a break before they evaluate the ideas in order to gain the necessary distance.

The result of the exercise should be a commonly accepted documents that contains the most important assessment criteria of the mentoring process. The formal evaluation of the mentoring process is a very important but sometimes neglected part of mentoring. It may intensively contribute to the learning and personal development of both the mentor and mentee and serves as a good framing for the closure of the process as it allows to reflect to the original goals and the achievements.

If you see it necessary, you may remember the participants that when formulating the form, they should focus on the following areas:

- to reflect on the frames/process
- to collect general experiences
- to reflect on the constraints/facilitators of the mentoring process

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- to collect and formulate exactly the lessons learned
- to collect suggestions/improvements

Time and material needed

LENGTH: 25-30 minutes for idea generating and another 30-40 for evaluation. Materials: flipchart, board markers, adhesive tape for attaching flip chart sheets on the wall

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SUGGESTED LEARNING PATH:

Training block	Exercises	Learning outcomes (collected from the exercises)	LOs from the Skills Card (Key competencies)
I. Preparatory phase	<p>Exercise#1: Values, characters and self-perception</p> <p>Exercise#2: Similarities</p> <p>Exercise#3: Qualities of the mentor</p> <p>Exercise#4: Six thinking hat</p> <p>Exercise#5: Appearance, character & behaviour</p>	<p>Ability to identify the personal qualities requested for an effective mentor</p> <p>Integrity</p> <p>Strategic Perspective</p> <p>Sustaining Functional, Technical and Organizational Proficiency</p> <p>Critical thinking</p> <p>Composure:</p> <p>Listening, understanding and responding</p> <p>Information Seeking</p> <p>Client-Service Orientation</p>	<p>Ability to create a trustful communicative atmosphere</p> <p>Active listening</p> <p>Ability to argue in an analytical way</p> <p>Powerful questioning, Exploiting non-verbal communication</p>
II. Negotiating / contracting	<p>Exercise#6: Trust comes first</p> <p>Exercise#7: Conflict – How do you see it?</p> <p>Exercise#8: I'm listening</p> <p>Exercise#9: Approaches to conflict</p> <p>Exercise#10: Force Field Analysis</p> <p>Exercise#11: Formulating mentoring goal form</p>	<p>Appreciate the importance of taking the time to first build trust with their mentee</p> <p>Understand what does and does not contribute to building trust.</p> <p>Ability to establish and maintain the rapport based on mentee's needs.</p> <p>Ability to help in setting and pursuing clear goals.</p> <p>Ability to handle the guidance regarding the changing conditions.</p> <p>Participants will become more comfortable with conflict;</p> <p>Participants will be aware of the positive aspects of conflict;</p> <p>Participants will understand the possible benefits of conflicts to themselves and the team (it can provide the spark that often leads to better solutions, creativity, and collaboration).</p>	<p>Being available and understanding in helping the mentee cope</p> <p>Forming ideas in written and oral communication in a relevant way</p> <p>Ability to establish and maintain the rapport based on mentee's needs.</p> <p>Managing own behaviour</p> <p>Being emphatic without personal involvement</p>

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		<p>Participants will gain effective listening skills;</p> <p>Participants will be able to give appropriate feedback.</p> <p>Participants will have an opportunity to learn about conflict-management approaches in general and their own in particular.</p> <p>Ability to frame and evaluate the process and the outcomes.</p> <p>Ability to help in setting and pursuing clear goals.</p> <p>Ability to handle the guidance regarding the changing conditions.</p>	
III. Facilitating mentorship	<p>Exercise#12: Case X</p> <p>Exercise#13: Handling difficult situations</p> <p>Exercise#14: Reflect on our behaviour</p> <p>Exercise#15: Learning styles and ethical dimensions of mentoring</p>	<p>Establishing and maintaining rapport</p> <p>Evaluating the process and the outcomes</p> <p>Listening - opening the mind to what the other person is saying, demonstrating interest/attention, encouraging them to speak, holding back on filling the silences</p> <p>Exiting - concluding a dialogue or segment of dialogue with clarity and alignment of understanding and agreeing on follow-up action to be taken.</p> <p>Practice listening without judgment</p> <p>Gather information more effectively</p> <p>Ask different kinds of questions to understand the real problem</p> <p>Gain fresh insights into a problem faced at work</p> <p>Conversation skills, capability to ask effective questions, interpersonal skills, reflectivity, creativity, innovativeness,</p>	<p>Holistic view and experience on entrepreneurship and its wider (social, economic) context</p> <p>Ability to realize the need/challenge of the mentee</p> <p>Putting the situation into a flexible context</p> <p>Ability of transferring knowledge and experience</p> <p>Giving and receiving constructive feedback</p> <p>Facilitating learning</p> <p>Inspiring and motivating mentees to learn</p>

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		constructive feedback and self-assertion	
IV. Closing the mentoring process	<p>Exercise#16: Rehearsal for mentors</p> <p>Exercise#17: Mentoring/facilitating case</p> <p>Exercise#18: Formulating assessment criteria</p>	<p>To ask relevant questions</p> <p>To observe</p> <p>To reflect learning and mentor-mentee -relationship</p> <p>Mentoring communication skills (verbal and non-verbal)</p> <p>Observing and analysing skills</p> <p>Problem-solving skills</p> <p>Giving feedback</p> <p>Ability to self-reflect to the mentoring performance</p>	<p>Ability to realize the need/challenge of the mentee</p> <p>Ability to create a trustful communicative atmosphere</p> <p>Active listening</p> <p>Forming ideas in written and oral communication in a relevant way</p> <p>Ability to establish and maintain the rapport based on mentee's needs.</p> <p>Facilitating learning</p> <p>Inspiring and motivating mentees to learn</p> <p>Ability to frame and evaluate the process and the outcomes.</p>

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