



E-Mentoring

Developing digital competencies and innovative solutions to support e-mentoring for unemployed young people

Practical Activities

Project Result 2: E-MENTORING Online Platform of Open Educational Resources



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Introduction

The aim of the E-MENTORING project is to develop the digital competencies of mentors from youth-serving organizations and equip them with innovative solutions to support e-mentoring programmes for unemployed young people.

E-MENTORING project will face this challenge by means of addressing the following objectives:

- Support the adaptation of mentors to the new digital environment, by means of increasing the capacity and readiness of youth-serving organizations to manage an effective shift towards digital education and training.
- Upskill digital competences of mentors and youth-serving organizations and their expertise in the use of digital tools to support unemployed young people.
- Design, test, adapt and apply new methodologies and ICT-based tools to train mentors and youth-serving organizations in the use of innovative solutions to support e-mentoring.

To this purpose, the consortium will co-design, develop, test, and mainstream the following innovative and OER freely accessible project results:

- A **Training Curriculum on digital competencies** for mentors and youth-serving organizations, defining for the first time the competencies, knowledge and skills needed to support e-mentoring programmes for unemployed young people.
- An **Online Platform of Open Educational Resources** including several elements of innovation such as an Online Digital Database, Theoretical and Pedagogical Basis and a Blended learning course, an ICT-based educative training resource focused on teaching development of digital competencies and solutions to support e-mentoring.
- **Guidelines and recommendations on supporting e-mentoring for unemployed young people.** A Policy set of recommendations to facilitate transferability and replicability of the project results in intermediaries and youth-serving organizations working to support e-mentoring for unemployed young people.

Mentors and youth-serving organizations are the main target users of the project results and final beneficiaries are unemployed young people. The E-MENTORING project will have a positive impact in partners and other youth-serving organizations in Europe, developing the digital competencies of mentors to support e-mentoring programmes; in mentors, extending and developing their digital competencies and accessing to innovative solutions to support e-mentoring, in unemployed young people, increasing their engagement, collaboration and retention to actively participate in civic or social processes in communities they live in; and in stakeholders, accessing to innovative solutions to support e-mentoring.



Practical Activities

In this collection of **Practical Activities**, you will find different examples of dynamics, exercises, and tools for e-mentors to work on e-mentoring sessions with unemployed young people.

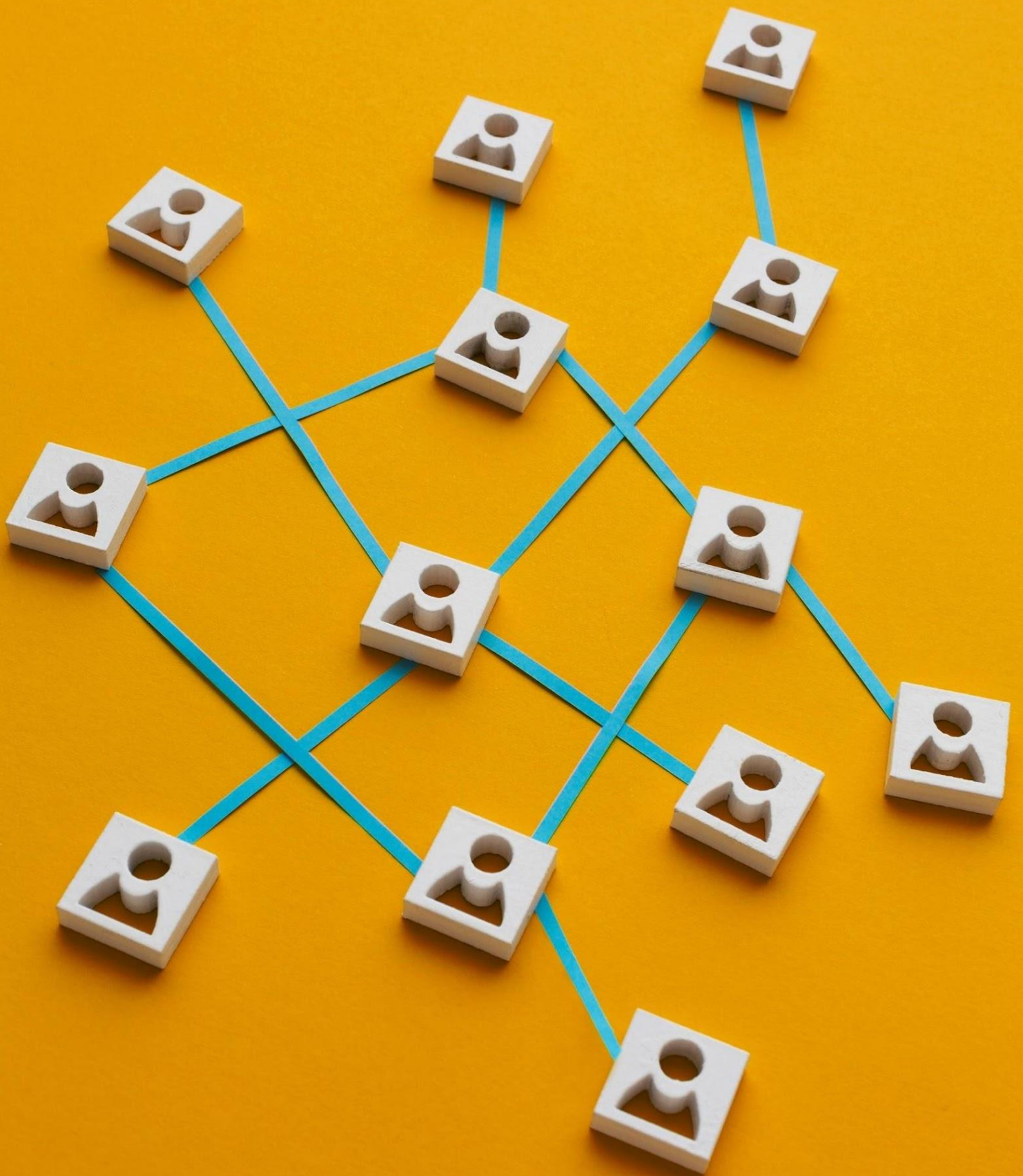
These Practical Activities have been designed to be applied online, using digital resources to support the improvement of e-mentoring.

All activities include the following elements:

1. Learning objectives
2. Detailed description
3. Useful resources
4. Materials required
5. Assessment tools

This document provides guideline to apply practical resources for the development of competences and solutions to support e-mentoring, organised in areas, levels and units, based on the previously developed Training Curriculum.

The Practical Activities document is an Open Educational Resource (OER) available in English and all the languages of the consortium and is accessible through the project Online Platform.



UNIT 1. e-Mentoring Basis



Activity 1. The search for the key

Learning Objectives



Understand the role of the mentor in an e-mentoring programme.



Identify what characteristics and skills are important in an e-mentor.



Understand what attitudes are necessary for both mentor and mentee in order to be used to their full potential.



Learn how to assess the skills and attitudes necessary for a good e-mentoring relationship.

Detailed description

Duration

90 min

Previous preparation of the activity

This activity can be carried out either by a facilitator and a group of youth professionals who want to be mentors, or by the mentor and mentees at the beginning of the programme, as an ice-breaker activity to introduce the expectations for the e-mentoring relationship, online or face-to-face, but always using the digital resources presented below.

Description of the process

Step 1. (5 min.)

The facilitator or e-mentor introduces the objective of the session and gives a brief description of what is expected from the participants, as an introduction. Several visual resources on the role of mentor and mentee can be shared in the meantime. You will find these resources in the Materials required section.

Step 2. (10 min)

The facilitator/mentor will provide participants with a questionnaire that can be shared online, asking them to identify the characteristics and skills they consider important in a mentor. In the Required Material section, you can find links to different platforms to create your own online questionnaire, as well as the battery of questions to include.

The questions will be:

- What specific experiences or knowledge do you think an e-mentor should have to be effective in their role?
- What type of communication do you prefer, e.g., verbal feedback, written feedback, synchronous, asynchronous?
- What expectations do you have regarding the frequency and intensity of interactions with the e-mentor?
- How would you like your mentor to evaluate you and provide feedback on your progress?
- What role do you expect your mentor to play in your professional development, e.g., guide, advisor, role model?
- What kind of support do you expect to receive from your mentor, e.g., guidance, resources, networking opportunities, etc?

Step 3. (30 min)

Participants split into pairs and take on the role of mentor and mentee. They are asked to simulate the first e-mentoring session, where they will have to agree on the means of communication to be used, the frequency of the sessions, what kind of objectives they would like to set and to identify and corroborate the importance of the aspects they pointed out in the questionnaire.

Each pair provides feedback on the role-play session and discusses the characteristics and skills they considered important in a mentor.

Step 4. (30 min)

The facilitator/mentor will create a discussion space where participants can share their answers and thoughts about the questionnaire they have filled in and identify common patterns and conclusions from the role-play, noting whether the expectations resemble the reality they have observed.

During this discussion, which can take place in small groups or in a single group, participants or the facilitator can use tools to visualise the shared ideas (some of them allow participants to collaborate anonymously, which can engage them more).

Step 5. (15 min)

The facilitator/e-mentor summarises the key points discussed and represented.

Methodological recommendations

This activity aims to stimulate participants in two different ways:

- with a space for reflection during the discussion, where it is important to encourage the active participation of the participants by asking open questions, asking for opinions, creating a climate of trust and respect for the diversity of opinions;
- with a space for experimentation during the small role-play, where participants must guide their own process and apply learning-by-doing. For this, it is important to make clear the objectives to be achieved and that they should take the initiative, finding in you a support in cases of doubt.

Useful resources

- Successful Mentors: Personal Characteristics and Traits
<https://study.com/academy/lesson/successful-mentors-personal-characteristics-traits.html>
- Tips for successful mentoring
<https://www.linkedin.com/pulse/tips-successful-mentoring-sandeep-uthra/>

Required material

- Computers
- Internet connection
- Online communication tools that allow sharing information such as Zoom, Skype, Teams, Google Classroom...

For the introduction part, you can share some visuals to illustrate the activity objectives.

For the online questionnaire, you can find here some technical proposals to develop it online:

- Google Forms
<https://www.google.com/forms/about/>
- Kahoot
<https://kahoot.com/blog/2021/01/28/how-to-create-kahoot-tips-teachers/>
- Survey Monkey
<https://www.surveymonkey.com/mp/how-to-create-surveys/>
- Typeform
<https://www.typeform.com/help/a/my-first-typeform-360053660271/>

For the open discussion, you can find here some technical proposals to save participants contributions, even anonymously:

- Slido
<https://www.slido.com/features-survey>
- Mentimeter
<https://www.mentimeter.com/es-ES/features/live-polling>

WHY YOU SHOULD CONSIDER
HAVING A MENTOR



"A mentor is an accomplished and experienced performer who takes a special, personal interest in helping to guide and develop a junior or more inexperienced person."
-S. Gibb-

WHAT A MENTOR WILL DO FOR YOU



Accelerate your development, improve leadership skills, teamwork, and the ability to compromise



Improve your confidence and self-esteem by giving open feedback



Show you how to navigate work politics, and help you expand your network



Give guidance on career choices & direction in life, and help you put a clear plan in action

MENTOR TYPES

THE COACH



Gets you through tough moments, helps to think big picture on projects, & helps resolve work-related issues.

THE CONNECTOR



Respected by a wide network of people, connectors are key to expand your zone of influence.

THE CHALLENGER



Will tell you if he thinks you're doing something wrong and push you to put in the hard work

THE ROLE MODEL



Will tell you about his successes, how they happened... and inspire you to do the same

MENTORING BENEFITS EVERYONE AT WORK

+88%

Increase in managerial productivity

68%

Millennials with a mentor will stay in a company more than 5 years

75%

Executives credit their mentors for helping them reach their position

94%

Millennials think their mentor provides good advice



Mentors can transform the way you perform, behave and connect at work. To engage with a mentor, there's no secret sauce; just ASK for advice, and then FOLLOW it.

WWW.CORALIESAWRUK.COM

Assessment tools

As this is an activity for reflection and initiative of the participants, some questions are proposed for the participants to work on individually and personally at the completion of the activity as a self-assessment of the experience:

1. How did you feel during the activity? What did you like? What did you find difficult?
2. How will you apply what you learned in an e-mentoring session?
3. How did the activity help you reflect on what is expected of an e-mentor figure? Is it something that affects only the mentor or also the mentee?



Activity 2. Vision of goals

Learning Objectives



Understand the importance of setting objectives.



Reflect on one's own objectives, goals, and aspirations.



Identify new ways of reproducing those objectives, contributing to the inspiration to travel the road to them.



Use new digital tools that allow the representation of abstract ideas. Learn how to assess the skills and attitudes necessary for a good e-mentoring relationship.

Detailed description

Duration

60 min

Previous preparation of the activity

As this is a creative activity, it is important to know and show image banks and other resources where participants can obtain the images and elements they need to complete their vision boards.

Description of the process

Step 1. (5 min)

The facilitator/e-mentor will explain to the participants what a vision board is and how it is built.

A Vision Board is a visual tool used to help people visualise and represent their long-term goals and objectives. It is a graphic representation of what a person wants to achieve in their life, either personally or professionally. Vision Boards often include images, words and phrases that symbolise a person's dreams and goals.

To build one, you need to define your goals and objectives. It is necessary to be clear about what you want to achieve and once you have done that, you need to collect materials: images, words, phrases, your own drawings, songs, or any other element that helps to represent your goals and objectives. This way we reflect our personality, interests, motivations, and it is personal. It should be in a visible place to be seen frequently to remind us of those goals and inspire us to work on them.

Step 2. (15 min)

Participants should choose an objective or goal that they want to represent. To facilitate this identification, they should reflect with the following questions that can be adapted to a specific field or situation experienced by the participants:

- What would you like to change or improve?
- What do you want to achieve?
- What drives you to achieve it?
- How can you incorporate your interests and passions into your goals?
- What resources and skills will you need to achieve your goals?
- How will you measure success in your goals?
- How will you ensure that you stay motivated and focused on your goals as you move forward?
- Who can support you in the process of achieving your goals?
- What steps do you need to take to reach your goal?
- Where would you start?

Step 3. (30 min)

Once the goal has been identified, participants will collect visual elements to represent it on their Vision Board.

They can do this by using the internet, their own photos, phrases, music, drawings, image banks, applications such as Pinterest, etc.

Using an online vision board tool (such as those suggested in the Required Materials section), participants will create their own personalised board with the elements they have collected.

Step 4. (10 min)

Participants can present their images and phrases to the rest of the group, explaining why each image and phrase is important to their goals.

The other participants can suggest images that remind them of these ideas and together, experiment with new ways of reaching these goals.

Methodological recommendations

At the end of the activity, each participant will have a visual board of their objectives and goals and will commit to regularly reviewing and tracking their progress.

The facilitator could provide a weekly or bi-weekly follow-up to discuss progress and support the implementation of goals. Also, this activity can be implemented as part of an e-mentoring programme or session.

Useful resources

- Development of learning objectives in Mentoring programs
<https://www.youtube.com/watch?v=SYpbhPPIFhE>
- Why the secret to success is setting the right goals
<https://www.youtube.com/watch?v=L4N1q4RNI9I>
- How to identify your long-term goals
<https://www.youtube.com/watch?v=bEELWquillAc>

Required material

For the Vision Boards, you can find here some platforms that can help you:

- Canva
<https://www.canva.com/create/vision-boards/>
- Picmonkey
<https://www.picmonkey.com/design/vision-board-maker>

Assessment tools

As this is an activity for creativity, reflection and initiative of the participants, some questions are proposed for them to work on individually and personally at the completion of the activity as a self-assessment of the experience:

- Is the goal you have identified realistic and achievable given your current resources and skills?
- Is it specific and well-defined?
- Is it relevant and important to you?
- Does it have a clear deadline?
- Is it challenging enough, but at the same time realistic enough to be achieved?
- Is it flexible to adapt to changes in your life? What would you do in that case?



Activity 3. The feedback Role

Learning Objectives



Recognise the importance of giving and receiving good feedback.



Identify patterns to avoid when giving feedback.



Improve communication skills.



Discover and understand how we are affected by the way we receive feedback from others.

Duration

30 min

Description of the process

Step 1. (5 min)

Facilitator shows information about feedback.

Feedback is a valuable tool for personal and professional development, as it helps us to identify our strengths and weaknesses and to improve our skills. However, feedback can be difficult to give and receive, especially online. It is important to give feedback effectively and constructively, and to avoid unhelpful or harmful comments.

In short, feedback should be specific, constructive, and focused on the behaviour or action, not the person. It is important to avoid personal judgements and focus on concrete actions that can be improved. It is also important to provide both positive and negative feedback, to help people see their strengths and areas for improvement.

Step 2. (15 min)

Different examples of feedback are shared with participants through an interactive tool such as Kahoot, Mentimeter or similar, where participants will read the situation and classify it in a “correct” or “wrong” category.

Here you can find the situations:

"I liked the way you handled that pressure situation in today's meeting, your communication was clear and concise".

"I didn't like anything you did, it was all wrong."

"I don't understand why you can't do this, anyone could do it."

"I noticed a great progress in your public presentation skills since last time, I especially liked how you used pictures to illustrate your points."

"You maintained excellent organisation in your report, this made it easy to read and understand."

"You are a complete disaster, you can never get it right."

"I noticed that you are putting a lot of effort into improving your ability in [specific skill], I especially liked how you applied what you learned in [specific example]"

"Your presentation at the meeting today was impressive, I liked how you used statistics to back up your points."

"Your presentation was a disaster, I don't understand how you expect to impress anyone."

"I noticed that you are working hard to achieve your goals, how can I help you overcome the obstacles you are facing?"

"You are very slow to make decisions, you should be more proactive."

"You're not doing anything right, you should stop wasting your time".

Methodological recommendations

Encouraging participation is as important as allowing time for reflection, where debates or discussions can be held on each of the situations presented.

Useful resources

- Mentors: best practices for giving feedback
<https://ictr.wisc.edu/mentoring/mentors-best-practices-for-giving-feedback/#:~:text=Why%20should%20I%20give%20feedback,work%20on%20areas%20of%20weakness.>
- Why Feedback Is So Important For Your Mentoring Sessions
<https://wiseupnetworks.com/blog/why-feedback-is-so-important-for-your-mentoring-sessions>
- Giving and receiving feedback
<https://www.ohsu.edu/school-of-medicine/mentoring/giving-and-receiving-feedback>

Required material

For the online classification questionnaire, you can find here some technical proposals to develop it online in a more appealing form:

- Kahoot
<https://kahoot.com/blog/2021/01/28/how-to-create-kahoot-tips-teachers/>
- Slido
<https://www.slido.com/features-survey>
- Menteemeter
<https://www.mentimeter.com/es-ES/features/live-polling>

Assessment tools

As this is an activity for reflection of the participants, some questions are proposed for them to work on individually and personally at the completion of the activity as a self-assessment of the experience:

- How do you feel about giving feedback to others? What strategies do you use to ensure that the feedback is constructive and useful?
- How do you feel about receiving feedback from others? What do you do to process the feedback and use it to improve your skills?
- How do you ensure that the feedback you give is specific and focused on the behaviour or action, not the person?
- How do you make sure that the feedback you receive is specific and focused on the behaviour or action, and not on the person?
- How do you ensure that the feedback you give and receive is respectful and avoids personal judgements or unhelpful comments?



UNIT 2. e-Mentoring Tools



Activity 1. Set up a structure for an e-mentoring process

Learning Objectives



Although mentoring is not necessarily a structured process it is recommendable to outline the topics that could be covered in the process. The topics could serve as the pillars of the process and adjusted according to the needs and interests of the mentee.



The second dimension of structure is the sequence of each mentoring session. Each session may have a particular rhythm which can be planned beforehand and thus optimize the session and its outcome.



The goal of this activity is to become familiar with the structural aspects of a mentoring process. Therefore it is suggested to draft a structure for a mentoring process in general and to elaborate the sequence of a sample session.



Performing this activity shall help deepening the understanding for the challenges regarding the process planning.

Detailed description

Duration

Up to 2 hours

Previous preparation of the activity

No requirements. Participants only need something to take notes with.

Description of the process

Part 1 – define the structure of a mentoring process (This can be done in mind-map manner or any other way)

1. Start off with describing a mentoring situation – briefly define the mentor and the mentee profiles, who are the people coming together and what is their intention.
2. What are the 4-5 most important topics that the mentee wants to learn about during the process? Take notes and explain why these topics are important.
3. What would be a logical sequence for the topics to be elaborated in the process?
4. What additional resources would be useful for supporting the process?
5. Take notes about the digital communication tools that could be used. How would the process be different if the mentoring would be held via:
 - a. Video-chat
 - b. Email exchange

Part 2 – Define an appropriate sequence for each mentoring session

1. How long should each mentoring session be and why? How frequently and for how many sessions should they be meeting?
2. Divide the session in 3 main parts: opening, elaborating the main topic, closing. Take notes about the things that are to be covered in each of these phases. What would a good start be? What characterizes a valuable coverage of the main topic? What would be the most important things in the closing of a mentoring session?
3. Estimate the lengths of each of the phases.
4. What could go wrong in each phase? Take a moment to reflect on the things that may not work out and then think of what can be done to react to this.
5. Imagine you are following the sequence of this session in a mentoring encounter. What would be the main takeaways for the mentor and the mentee after each session?

Methodological recommendations

The most important thing that needs to be pointed out here once again is that mentoring usually is not a structured process per se. It can be helpful to prepare key topics that may be of importance for the mentee or the mentor. However: “form follows function”! This means that although there might be a foreseen structure, the process should follow the needs emerging from the exchange between the mentor and the mentee. This requires flexibility, attention, and willingness to obey to the needs of the moment. This also points out that too much planning can be counterproductive because the process might end up taking the boat into another direction, metaphorically speaking.

Useful resources

These videos may be useful for this activity:

- https://www.youtube.com/watch?v=rY7r6A_J_jQ
- <https://www.youtube.com/watch?v=kM3Tr37gNgA>
- <https://www.youtube.com/watch?v=i14SdqqsWAc>
- <https://www.youtube.com/watch?v=R2Ecpt3g10Q>

Use these tools as online whiteboards to take notes for structuring:

- Web Whiteboard → www.webwhiteboard.com
- Miró → www.miro.com
- Collaboard → www.collaboard.app

Required material

This activity does not require any other material than something to take notes with. It is helpful to watch the videos provided in the additional resources section.

Assessment tools

The most effective way to assess this activity is by presenting the results to peers and then to discuss the different approaches, ideas and considerations. It is also possible to perform the planning part in pairs or small groups and then to compare the results of these pairs or groups.

In fact, there is no proper way to “assess” this activity. Ideally, the process is being applied and based on this experience real feedback is collected.



Activity 2. Create a questionnaire as a support element for an e-mentoring process

Learning Objectives

The participants of this activity shall learn how to set up an effective questionnaire as a support element for an e-mentoring process. This questionnaire can serve several purposes:



Taking notes of the most important topics covered in each session.



Deepening the reflection on specific topics.



Tracking the process and activities.



Furthermore, the results from the questionnaires should be extracted and cast into a form that is useful to the participants.



Ideally, the applicants of this activity field-test the questionnaires created and gather experience from that.

Detailed description

Duration

2-3 hours plus field-test

Previous preparation of the activity

Participants need to get acquainted with some of the online questionnaire tools (some are listed in additional resources). Although it's recommended to do this online, this can also be done just on a computer or tablet or simply with pen and paper.

Description of the process

Step 1.

Watch some of the videos listed in the additional resources section and take notes how to design a good questionnaire.

Step 2.

What is the purpose of your questionnaire? Take notes what you would like to find out and what a good strategy of obtaining this information would be.

Step 3. Design the questionnaire

The activity suggests creating 3 different questionnaires of 5 to 8 questions for the following purposes:

- a. Session review questionnaire
- b. Deeping the topic treated in a mentoring session
- c. Tasks and activities resulting from the mentoring session

Try to make the questionnaires in a way that they can be used as they are without the need to modify them for each session.

Step 4.

Test the questionnaire yourself. Have a couple of dry runs with your questionnaire and see if everything works well.

Step 5.

Try to field-test your questionnaires. Find some people who may be able and willing to apply your questionnaire when being engaged in a mentoring process.

Step 6.

Extract the information and write a brief report on the results. When elaborating a report make sure it can be understood by somebody who does not have any information beforehand and that it is short enough so it can be read easily.

Methodological recommendations

Creating questionnaires and writing reports takes time and experience. The more you practice this the better you will become. Consider that it is also impossible to ask people feedback about the questionnaires you are providing to them. This will help you improve your way of asking questions.

Additionally, it shall be pointed out that also in terms of questionnaires the topic of confidentiality may be relevant. The participants should be informed what will happen with the information collected and how anonymous the information will be kept.

Useful resources

These videos may be useful for this activity:

- <https://www.youtube.com/watch?v=FkX-t0Pgzzs>
- <https://www.youtube.com/watch?v=n34OnLnKzlg>
- https://www.youtube.com/watch?v=lq_fhTuY1hw

Tips for designing questionnaires:

- <https://www.enago.com/academy/14-tips-for-designing-an-effective-research-questionnaire-survey/>
- <https://www.questionpro.com/blog/example-of-a-good-questionnaire/>

There are some survey tools:

- Typeform - <https://www.typeform.com/>
- SurveyMonkey - <https://www.surveymonkey.com/>
- Google Forms - <https://www.google.com/forms/about/>
- Jotform - <https://www.jotform.com/>

Required material

Although this activity could be done with pen and paper it is much more effective if it's being done on a computer or tablet with access to the online survey tools as well as to watch the additional resources listed.

Assessment tools

There is no formal assessment that can be applied to this activity. It may be helpful to compare the questionnaires to those designed by peers and experts. It's very useful to ask the users of the questionnaires for feedback. Another indicator for the quality of the questionnaires is the quality of the results obtained. This becomes especially obvious when the data is being analysed and transferred into a report.



UNIT 3. e-Mentoring Communication between mentor and mentee



Activity 1. Rose, Bud, Thorn

Learning Objectives

Upon completion of the following activity, it is expected that the participant will have a better understanding of:



Approaches to establishing and building trust and interpersonal relationships in a digital environment.



Strategies that serve to recognize and emphasise the value of participants' individual contributions.



Demonstrate an ability to engage in active listening.

Detailed description

Duration

15-25 min

Description of the process

This reflection activity can be a useful way to start a mentoring session. It involves sharing one or several positive experiences (the Rose), something that they are hopeful about or look forward to (the Bud), and finally challenges they've encountered lately (the Thorn). It creates an arena in which strengths and weaknesses can be acknowledged and addressed in a thoughtful, constructive manner. It can ultimately provide a natural segue into the main theme or topic of the mentoring session. Useful example questions for each category are provided below.

- *Rose*: Positive highlights. Examples: meeting an old friend, completing a project, running a marathon, etc.
- *Bud*: Future opportunities, things to look forward to. Examples: A new idea, a job interview, an upcoming trip.
- *Thorn*: Challenges, disappointments, things that didn't go as planned. Examples: Oversleeping a meeting, missing a flight, not getting the job you interviewed for.

1. Start by having the mentee share, or write down at least one Rose, Bud and Thorn.
2. Take the time to talk through each point. Appreciate and celebrate the Roses, discuss ways the Buds can be further developed, and think of solutions or useful solutions for tackling the Thorns.

Tips

- Start by discussing the Thorns. This allows the conversation to shift towards a more positive direction instead of dwelling on the negative.
- When discussing solutions for Thorns, the feedback should be as constructive as possible.
- Save the Rose, Bud, Thorns from each session. These can be useful to revisit, as well as provide a clear summary of the mentee's progress over time.

Example questions

Rose

- What have you done this week that you feel proud of?
- What have you been doing that has been working well for you?
- What has been the highlight of the week?

Bud

- What can you improve on?
- What do you have to look forward to this week?
- What new ideas do you have?

Thorn

- What has caused you stress this past week?
- What has your biggest challenge been?
- What do you wish had turned out better?

Useful resources

Rose, Bud, Thorn Template from Miro (Note: The platform is free, but does require an account):

<https://miro.com/templates/rose-bud-thorn/>

Summary explanation of Rose, Bud, Thorn from Easy Retro:

<https://easyretro.io/templates/rose-bud-thorn/>

Useful how-to example from Atomic Object:

<https://spin.atomicobject.com/2018/04/03/design-thinking-rose-bud-thorn/>

Photo to visualise the terms:

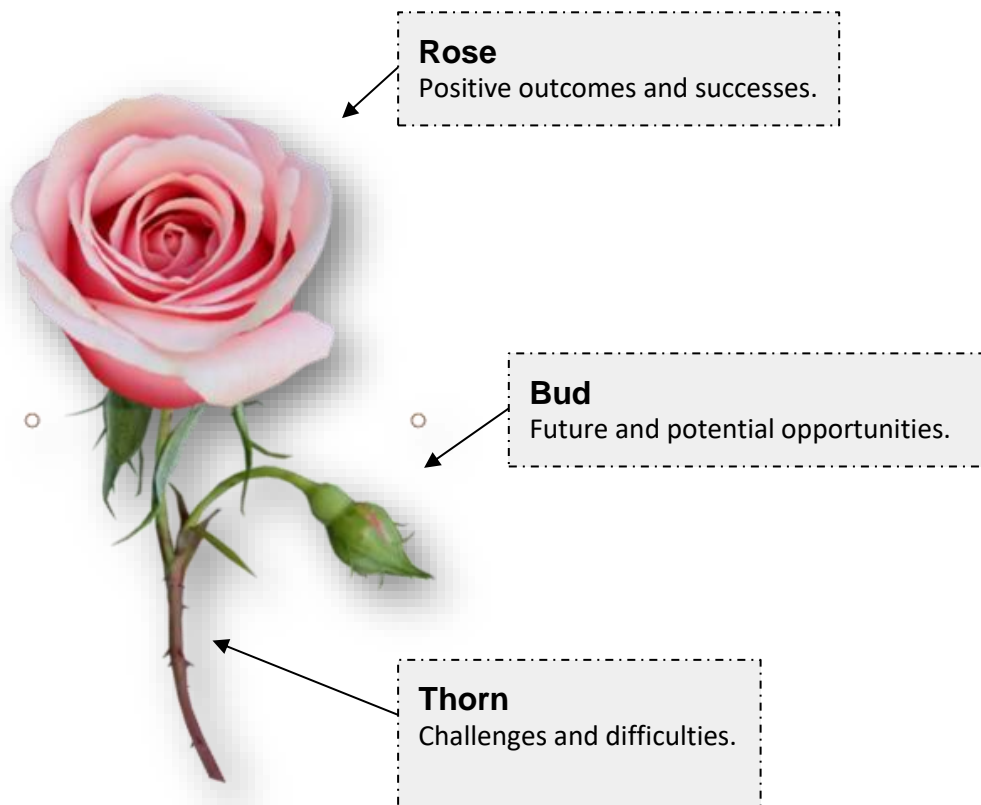


Image by Buntysmum from Pixabay

Example of a Rose, Bud, Thorn template made using shapes and text boxes in Google Docs:

Rose	Bud	Thorn

Required material

Supplies: Flexible. It can be done verbally or written.

- Device with internet access (if being conducted virtually).
 - *Verbally:* no supplies are needed.
 - *Written:* Use a ready-made, Rose, Bud, Thorn template. There are several, fully adaptable templates available for free, such as that from Miro (see link in Resource section)
 - Create your own using shapes and text boxes in collaborative documents, such as Google Docs (see example in Resource section).



Assessment tools

Questions in the form of a questionnaire at the end of the lesson:

- What did you like about the activity?
- What did you dislike?
- How could it be improved?
- Did you feel anything was missing?
- What else would have liked to do?
- Do you have any other comments?



Activity 2. How Am I Doing? Mentor (Self-)Assessment

Learning Objectives

Upon completion of this activity, it is expected that the participant will:



Have a better understanding of how they can evaluate and prepare mentoring-sessions based on active listening to the mentees implicit and explicit feedback.



Be familiar with the practical principles and approaches to asynchronous and synchronous communication formats.



Have a better understanding of approaches to establishing and building interpersonal relationships in a digital environment.

Detailed description

Duration

35-40 min

Description of the process

This activity can be used in several ways: as a tool for the mentor and mentee to reflect on the quality of their relationship and to identify potential areas for improvement or used by the mentor as an independent self-assessment. Regardless, it is important that mentors rate themselves as they *really are*, not what they would like to be. A similar self-assessment can be adapted and completed by mentees.

The assessment covers six factors considered to be key components of a successful mentoring relationship.

For each of the following factors, rate yourself as follows:

- **1 = Strongly disagree**
- **2 = Disagree**
- **3 = Agree**
- **4 = Strongly agree**

Purpose

- This mentoring relationship is a high priority for me.
- I've clarified with my mentee why they want to meet with me.
- I feel good about the focus of this relationship and what I am doing in it. ___ This relationship is a good use of my time.
- From time to time I check in to see if we should change our focus in some way.
- Once my mentee has accomplished their goal(s), I am willing to adjust the focus of the relationship.

Total points for Purpose___

Communication

- I communicate using the platforms and we agreed upon.
- I respond to my mentee within the timeframe we established.
- I sometimes contact my mentee just to say hello or give them useful information.
- I am an active listener and remember things my mentee tells me.
- I ask appropriate questions.
- I share appropriate information about myself.
- I am aware of my non-verbal language.
- I provide suggestions to my mentee on how they can improve their communication skills.
- I work to improve my communication skills.

Total points for Communication___

Trust

- My mentee and I have talked about the topics of trust and confidentiality.
- I trust my mentee more and more.
- I am less guarded than when we first entered the mentoring relationship.
- I share important information about myself with my mentee.
- It seems my mentee seems to be trusting me more and more.
- I create an open atmosphere and keep in confidence the information they share with me.
- My mentee can count on me to be honest.
- They can count on me to follow through on my promises.
- I avoid trust-breaking behaviours (e.g., cancelling appointments without explanation).
- I am willing to forgive some mistakes my mentee makes because I trust them.

Total points for Trust___

Process

- I like the platforms and tools we use for our mentoring sessions.
- I have asked my mentee if they like the platforms and tools we use.
- I like the length of our mentoring sessions.
- I have asked my mentee if they like the length of our mentoring sessions.
- I am satisfied with the structure of our meetings.
- I have asked my mentee if they are satisfied with the structure of our meetings.
- I have asked my mentee if they like the frequency and structure of our communications.

Total points for Process___

Progress

- My mentee has set one or more specific goal(s).
- I make it easy for my mentee to ask for help.
- I sometimes suggest learning experiences for my mentee.
- I ask my mentee to do at least one task or activity in between our mentoring sessions.
- I ask for the results or outcome and discuss it with them.
- Since the beginning of our mentoring relationship, my mentee has made significant progress toward their goal(s).
- I feel more confident in my ability to mentor.
- I help my mentee celebrate their/our progress.

Total points for Progress _____

Feedback

- I have asked my mentee how and how often they want positive feedback.
- I provide enough positive feedback to my mentee.
- I have asked my mentee how they want constructive/corrective feedback.
- I give my mentee enough corrective feedback.
- I give my mentee positive feedback about their actions and personal qualities.
- I am good at receiving positive feedback from my mentee.
- I have asked my mentee to give me constructive/corrective feedback about my mentoring.
- When I receive constructive/corrective feedback from my mentee, I handle it well.
- When I receive constructive/corrective feedback from my mentee, I take immediate action to change.

Total points for Feedback _____

Scoring: Add up the points for each of the factors, and then total them.

131 - 196 points: You seem to be a dedicated and engaged mentor. Enjoy your mentoring relationship and seek out new ways to grow your relationship.

66 - 130 points: You are on the right track and seem to be doing many things right. Consider talking to someone with mentoring experience and ask if they have any suggestions for how you can improve.

65 points or fewer: You must really want to improve in your role as a mentor, and it's admirable you took this assessment. You might be too harsh on yourself. Talk with someone who has mentoring experience and get feedback on specific improvements you can make.

(Source: Adapted from National Science Foundation (NSF). 2013. "MENTORING: A guide and workbook for mentors and mentees. 2013-2014."

[https://www.opm.gov/wiki/uploads/docs/Wiki/OPM/training/Mentoring/Mentoring%20Workbook 2013-2014.pdf](https://www.opm.gov/wiki/uploads/docs/Wiki/OPM/training/Mentoring/Mentoring%20Workbook%202013-2014.pdf))

Useful resources

National Science Foundation's Formal Mentoring Program has developed a guide and workbook for mentors and mentees with many useful tips and tools :

[https://www.opm.gov/wiki/uploads/docs/Wiki/OPM/training/Mentoring/Mentoring%20Workbook 2013-2014.pdf](https://www.opm.gov/wiki/uploads/docs/Wiki/OPM/training/Mentoring/Mentoring%20Workbook%202013-2014.pdf))

Oldfield, ND. 2021. "Building Trust in a Virtual World". Sage.

<https://sageforyou.com/2021/02/16/building-trust-in-a-virtual-world/>

Required material

Electronic device with internet access (if being conducted virtually).

- Assessment questions, depending on format of choice:
 - Verbal: Pen and paper. Read the assessment questions out loud and tally the points on a sheet of paper.
 - Written: Assessment questions can be printed and filled out manually.

Electronic: Assessment questions can be filled out using a collaborative platform, such as Google Docs.

Assessment tools

The activity can effectively serve as both a relationship reflection tool for the mentoring pair to fill out together (i.e., provide feedback, consider improvements that can be made to the mentoring relationship), as well as a stand-alone self-assessment.



Activity 3. Four Letters

Learning Objectives

Upon completion of the following activity, it is expected that the participant will have a better understanding of:



Approaches to establishing and building trust and interpersonal relationships in a digital environment.



Strategies that serve to recognize and emphasise the value of participants' individual contributions.

Detailed description

Duration

60-120 min

Description of the process

The MBTI assessment classifies 16 different personality types, based on four preferences of thinking and acting. These include preferences for extraversion/introversion (E or I), sensing or intuition (S or N), thinking or feeling (T or F), and judging or perceiving (J or P).

These have practical implications in terms of approaches to relationships, communication, and decision-making. Awareness of such differences can be helpful in understanding how an individual works with others, and how these might manifest themselves in a mentoring relationship.

It is important to emphasise that the purpose of the test is **not** to place participants into rigid scientific categories, nor are there are “right” or “wrong” personality types.

Rather, the test should be viewed as a starting point for reflection and discussion that will encourage learners to:

- Be more self-aware of their approach to communication.
- Gain insight into how others may perceive their actions or words.
- Consider implications for dynamics in a mentoring relationship.
- Consider areas of improvement.

1. Have participants take a version of the Myers-Briggs personality test (MBTI). There are several free online tools, such as the one from [16 Personalities](#).
2. Once participants have their results, ask them to read more about their personality type and individually reflect on that information.
3. Next, invite them to share their thoughts on the results with the group. It is important to emphasise that the personality types are not rigid categorical “truths”, and that there are no “right” or “wrong” personalities. Useful questions to stimulate discussion can include:
 - What about their results do they see as accurate?
 - What do they feel is inaccurate?
 - How might this impact communication in a mentoring relationship?
 - Does it play a role in their digital tool preferences?
4. If it is a larger group, then divide them into pairs or triads (e.g., Breakout Rooms in Zoom). Have participants spend 20 minutes exploring each of the personality type dimensions in more detail:

Introversion (I) or Extraversion (E)	How do you direct your energy and attention?
Intuition (N) or Sensing (S)	How do you prefer to take in information?
Thinking (T) or Feeling (F)	How do you prefer to make decisions?
Judging (J) or Perceiving (P)	How do you orient to the outer world?
(Table source: Martin, C. R. (2010). Looking at type the fundamentals: Using psychological type to understand and appreciate ourselves and others. Gainesville, FL: Center for Applications of Psychological Type, Inc.)	

5. Return participants to the large group and invite them to share new insights or comments from their small-group discussions.

Useful resources

16 Personalities: Online Myers-Briggs test <https://www.16personalities.com/>

Information about the 16 Myers-Briggs personality types:

<https://www.16personalities.com/personality-types>

<http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/home.htm?bhcp=1>

Required material

Electronic device with internet connection

Online Myers-Briggs test. There are several available for free, such as 16 Personalities:

<https://www.16personalities.com/>

Information about the 16 Myers-Briggs personality types:

<https://www.16personalities.com/personality-types>

<http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/home.htm?bhcp=1>

Assessment tools

At the end of the activity, participants can share and discuss their thoughts, or provide feedback through a questionnaire:

- What did you like about the activity?
- What did you dislike?
- How could it be improved?
- Did you feel anything was missing?
- What else would have liked to do?
- Do you have any other comments?



UNIT 4. e-Mentoring Unemployed Youth



Activity 1. Boosting my mentee job searching skills

Learning Objectives

After the completion of the proposed activity, it is expected the participants to be able to:



Support the mentee in identifying and assessing their own hard and soft skills.



Explain to the mentee the relevant skills needed to conduct an effective job search.



Describe to the mentee job searching techniques needed to conduct an effective job search.



Plan an e-mentoring session with the purpose of providing the mentee with the methodologies and tools to create a CV and a cover letter and to be prepared for a job interview.



Conduct the mentee in practising different job searching techniques.

Detailed description

Duration

The estimated time to complete the proposed activities is as follows:

- Step 1: approx. 60 minutes
- Step 2: approx. 90 minutes
- Step 3: approx. 90 minutes
- Step 4: approx. 60 minutes

Previous preparation of the activity

The facilitator needs to prepare and adapt the suggested activities to the situation of the participants. The links in the resources section can be used as essential reading material for each of the indicated steps indicated. Each of the suggested steps can be implemented in different and separated training sessions. Wi-fi connection will be needed to implement the proposed activities.

Description of the process

Step 1 | Personality test, identifying soft and hard skills, brainwriting exercise

A personality test is a tool a mentor can use to identify the mentee's personality traits. It can also support the mentee to orient their practices and better adapt to the mentoring relationship. For example, these tools can also be relevant to spotting a person's working style, from tracing leadership abilities to how a person handles risk or behaves in a team.

In this step, the facilitator:

- will have to explore the potential of using personality tests not only as a tool to improve the mentorship relationship, by providing the mentee with the personality traits of the mentee; but also, as a tool that the mentee can use to identify his own personal traits and working skills.
- will explain the difference between soft skills and hard skills.
- will ask the participants to take individually the personality test by Myers–Briggs Type Indicator (MBTI): www.16personalities.com/personality-types (available in all languages)
- will provide a table (Handout 1) where participants will have to match the results of their personality test with their own set of soft and hard skills. It is advised that the facilitator brings to the session a pre-filled table and explains to the participants how to fill it in.
- will ask participants to gather in small groups of three or four for a brainwriting exercise. In groups, they will have to look at the results of their previous exercise and present them to each other. Then they will create a new table where they will write down possible types of jobs that match their skills. The facilitator can also have an example prepared that can be displayed during the group discussions.
- will debrief the activity, by asking randomly to the groups to present the results of their discussions. The facilitator will then conclude by explaining how as mentors they can implement this activity with their mentees in a mentoring session, highlighting to the mentee how important it is to have a good and solid knowledge of their own skills essential for an effective job search.

Step 2 | Creating an online CV

The CV is the main tool that can be used during job research, this is the way the future employer must know the candidate and get an initial idea of who will be called for an interview.

The facilitator must start by explaining the main rules when writing a CV:

- Identification: name, phone, and email.
- Brief bio: short summary of your personal, professional, and social life - with what you are and what you have to offer (three lines maximum).
- Work experience: previous experiences with names, posts and start and end dates (four at most).
- Educational background: achievements related to the function in question, educational qualifications, and dates of completion.
- Be concise and clear, both at the language level and visually.
- Check for spelling errors.
- Avoid excessive formatting.

The facilitator can also explain the rules of a cover letter creation:

- Addressed to the person responsible for recruitment.
- It should be short and professional, avoiding repeating what is on the CV.
- Describe why you are the right person for the job, starting by saying what is your personal motivation, avoiding the use of the term "I" and focusing on how you can help the company.
- Finished with the "next step" e.g., "available for any clarification I await information".
- Must be signed by hand (if in paper format).

The facilitator can show the group some examples, and then ask participants to gather in groups of two for an exercise. In groups, they will have to create a CV and a cover letter, respecting the rules above and helping each other. In the end, participants will be asked to present to the group the results of their work. The final objective is to have a CV and a functional cover letter. This activity is also appropriate to be done in an e-mentoring session individually. In this case, the facilitator must research ahead for some platforms where the mentee can test the creation of an online CV.

Step 3 | Interview

Introduce the participants to the following video:

- A millennial job interview.
www.youtube.com/watch?v=Uo0KjdDJr1c

Conduct a brief reflection with the participants regarding what is happening of wrong in the video. While doing it, explain the main characteristics of a good job interview, such as:

- Before the interview, understand what is required for the job, the qualifications required and why you are the right person.
- Go to the job interview with some examples of how you can add value to the company.
- Try to know in advance who will interview you and understand what they are looking for.

- Try to anticipate questions you may be asked. Here are some examples.
 - What can you tell me about yourself?
 - Can you list your strengths?
 - What weakness do you have?
 - Where do you see yourself five years from now?
 - Why do you want to work here?
- Prepare your answers in advance and practice out loud, so you can be prepared for the interview day.
- Prepare some questions to ask during the interview, by doing that you are demonstrating interest and curiosity.
- Before the interview, focus on staying calm and relaxed.
- Arrive earlier.
- During the interview, stay calm, establish eye contact, sit down straight, take note of the crucial subjects.
- After the interview, send an email thanking the interviewer for their availability and reinforcing your interest in the job position.

After the explanation divide the participants into two groups, half of them will be the recruiters, and the other half will be the candidates. Two at a time will simulate a job interview and take notes on a whiteboard/flipchart/digital board of the main characteristics outlined before. The objective here is to practice the posture to adopt when in a real job interview.

Step 4 | Finding a Job

The facilitator briefly presents the LinkedIn platform and explain the importance of having a professional and positive presence online. Describe to the group the main rules of creating an online personal brand. Most recruiters do searches on social networks to know the person they will recruit. Explain to the participants that a good practice is to search for information about themselves on Google by writing their names or through some sites such as Webmii (www.webmii.com) which provides all public information about an individual.

After this, the facilitator will ask participants to explore the LinkedIn platform and then guide them in creating a profile. While doing it, the facilitator must explain how the recruitment process can take place through the LinkedIn platform and highlight the potential of this professional profile platform. The facilitator can conclude the activity by engaging participants to share results and reflect on what can be done to improve their job searching skills.

Useful resources

Google Digital Garage – Career development courses

www.learnwithgoogle.com/digitalgarage/courses?category=career_development

Required material

- PC/laptops, smartphones, and internet connection
- Whiteboard/flipchart/digital board

Assessment tools

This activity doesn't require a formal assessment to test the participants' knowledge of the different topics presents. Alternative, we advise the facilitator to observe the questions and reflections the participants share during the activities. Alternatively, the facilitators can evaluate the results expected from the participants in each one of the steps. For example, the facilitator can evaluate participants CVs and cover letters as well as their professional LinkedIn profile.

Activity 2. Knowledge matters

Learning Objectives

After the completion of the proposed activity, it is expected the participants to be able to:



Define the concept of active participation.



List the main rules of active participation.



Outline the specificities of active participation.



Learn to exercise active participation by seeing good initiatives.



Guide Unemployed Youth in building an active participation path.

Detailed description

Duration

The estimated time to complete the proposed activities is as follows:

- Step 1 – approx. 90 minutes
- Step 2 – approx. 90 minutes
- Step 3 – approx. 90 minutes

Previous preparation of the activity

The facilitator must prepare the proposed activity and adapt it to the participants. The links in the resources section can be used as essential reading material for each step provided. Each suggested step can be implemented in a different e-mentoring session.

Description of the process

Step 1 | Definition of active participation and how it is regulated

The facilitator briefly presents the contents and the objectives of the learning unit and introduce the participants to the following video:

- Understanding Youth Participation
www.youtube.com/watch?v=RAMF4-3W_8E

Following the video visualisation, the facilitator will ask the participants to gather in groups of three and/or four for a mental writing exercise. As a group, they must write a statement to answer the question: "What is active participation and what does it take to be a part of it?"

Each group then assigns a speaker to present the text to the entire group. Ask the group to take turns presenting and recording the key features outlined on the whiteboard/flipchart/digital board. The aim is to obtain a definition of active participation and the rules for carrying it out that participants reflect in their responses. Keep this list visible for the next step in the exercise.

Step 2 | Some good examples

This step aims to bring some practical examples of active participation and explain the importance of everyone in society. Using the same groups, the facilitator asks the participants to find online two good examples of active participation groups or movements. For each example, they must:

- Identify the group or movement.
- List three things that they defend.
- What changes did the selected group or movement provoke in society.
- Why they have selected these examples.

Once the groups have completed their assigned tasks, two members of each group must present their work to all the others. The facilitator can use the groups presentation to make some reflections and explain the role that this kind of movement has in society. The facilitator can also present some examples such as #blacklivesmatter or the movement "Women, life and freedom" in Iran.

Step 3 – Am I ready?

To conclude the proposed activities, ask each participant individually to think of an example in their community in which they could actively participate. After this reflection, they should share the idea with the group and explain what steps they should take to really take action. The facilitator can later engage participants to reflect on how active participation can potentiate their personal and professional development.

Useful resources

Black Lives Matter explained: The history of a movement

www.youtube.com/watch?v=YG8Gjllbbvs

TV 2 | All That We Share

www.youtube.com/watch?v=jD8tjhVO1Tc

Black Lives Matter - international activist movement

www.britannica.com/topic/Black-Lives-Matter

Women, Life. Freedom

www.thecitizen.in/gender/women-life-freedom-354878

What's behind the Iranian protest chant of 'Woman, Life, Freedom'? - BBC Newsnight

www.youtube.com/watch?v=-DPOYmjG_Og

Required material

- PC/laptops, smartphones and internet connection
- Whiteboard/flipchart/digital board

Assessment tools

This activity is primarily to be assessed through the observation of the participants intervention and how they describe and explain the concept of active participation. The facilitator is advised to have a grid to then list if the participants can relate active participation to their personal and professional development.



Activity 3. Why Netiquette is fundamental?

Learning Objectives

After the completion of the proposed activity, it is expected the participants to be able to:



Define the concept of netiquette.



List the principal rules of netiquette.



Identify the benefits of netiquette.



Contribute to a culture of netiquette.



Contribute to responsible use of the internet.

Detailed description

Duration

- Step 1: approx. 90 minutes
- Step 2: approx. 120 minutes

Previous preparation of the activities

The facilitator needs to prepare and adapt the suggested activities to the situation of the participants. The links in the resources section can be used as essential reading material for each of the indicated steps indicated. Each of the suggested steps can be implemented in individual e-mentoring sessions.

Description of the process

Step 1 | Test your netiquette

Netiquette is the term used to describe online etiquette. Online etiquette is a set of professionally and socially accepted rules that must be followed when using online media. Internet etiquette focuses on the acceptable use of online resources in social settings. The definition of netiquette means, among other things, that users must comply with copyright laws and other applicable regulations. The facilitator is advised to start by recalling the main concepts presented in the learning unit, by explaining the concept of netiquette, what are the aims of the unit and the benefits of good use of the internet.

The facilitator is advised to prepare in advance some quizzes, so participants can test their netiquette score level. There are plenty of quizzes online that can be adapted to this purpose. After finishing the tests, the facilitator will ask randomly to participants to share their results and will guide a reflection conversation about each one conducted. Questions to guide the reflection can be:

- Were you aware of your knowledge of this?
- What do you think you need to learn more?
- Is netiquette important, and why?
- Etc.

While reflecting together with the participants, the facilitator explains then the main rules of netiquette and the reason why the rule exists. Suggest a list of rules can be:

- Do not use your computer to harm third parties.
- Do not interfere with the work of others.
- Do not access the computer files of others without authorisation.
- Do not use the computer to commit crimes.
- Do not use the computer to disseminate false news.
- Do not use pirated software.
- Do not use other resources without authorization.
- Do not appropriate the intellectual work of others.
- Use respectful language.
- Be careful with sarcasm.
- Check your grammar.

After explaining to the participants, the main rules of netiquette, the facilitator should what they think are the most important rules of netiquette and why. To conclude the subject, present the video:

- Social media netiquette
www.youtube.com/watch?v=J7coJ7hkJKg

Step 2 | True or False

This step aims to contribute to a culture of netiquette and responsible use of the internet, by giving the participants some tools like a list of fact-check websites and verification of domains.

Fake news can be defined as false information that is broadcast or published as news for fraudulent or politically motivated purposes, and it can cause a lot of problems in any society or community.

The facilitator asks the participants to gather in groups of three and/or four for a mental writing exercise and give each group four pieces of news, some of them are true, and others are fake news. In groups, they must find which ones are true and which ones are false and list the sources where they find the information. Each group will then nominate a speaker to present the result of the activities.

While introducing this part of the activity, also ask participants to e-mail you the links and resources they have selected. And while they are preparing the activity to present to the whole group, make a complete list of the resources that you will later share with all participants.

At the end of the activities, give the group some resources where they can identify fake news, the origin of websites, and how they work and add the resources suggested in the previous step.

Useful resources

FactCheck.org

www.factcheck.org/

Google fact check explorer

www.toolbox.google.com/factcheck/explorer

Identify domain origin

www.whois.com/

Eurodns

www.eurodns.com/

Required material

- PC/laptops, smartphones and internet connection
- Whiteboard/flipchart/digital board

Assessment tools

The main assessment tools to be used during this activity are the online quizzes on netiquette that the facilitator can adapt from different sources, as the majority are available in English. Also, the facilitator can observe the participants' answers and guide them into reflecting on their online behaviour and conducts. How do you make sure that the feedback you receive is specific and focused on the behaviour or action, and not on the person?

KNOW
YOUR
ROLE



UNIT 5. Motivation in digital environments



Activity 1. Problem-Solving Team Building

Learning Objectives



The problem-solving team building activity is based on lesson 1: challenges and risks of the digital environments. E-mentors will have the opportunity to:



Identify different challenges and risks of the digital environment.



Trigger the awareness and importance of challenges and risks by providing solutions.



Provide and exchange ideas and solutions with different mentors which could help them in their current occupation.



Be able to solve related issues using a more organised and approachable way.



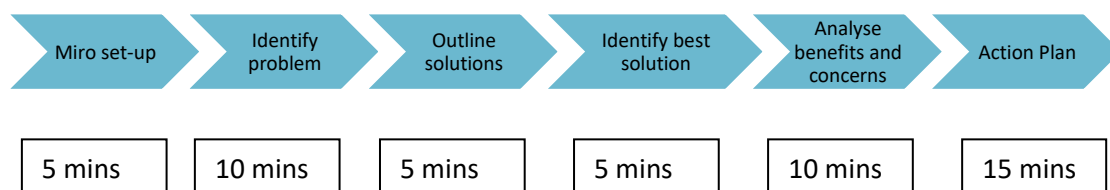
Get familiarised with the Miro Board Application

Detailed description

Duration

35 min

Description of the process

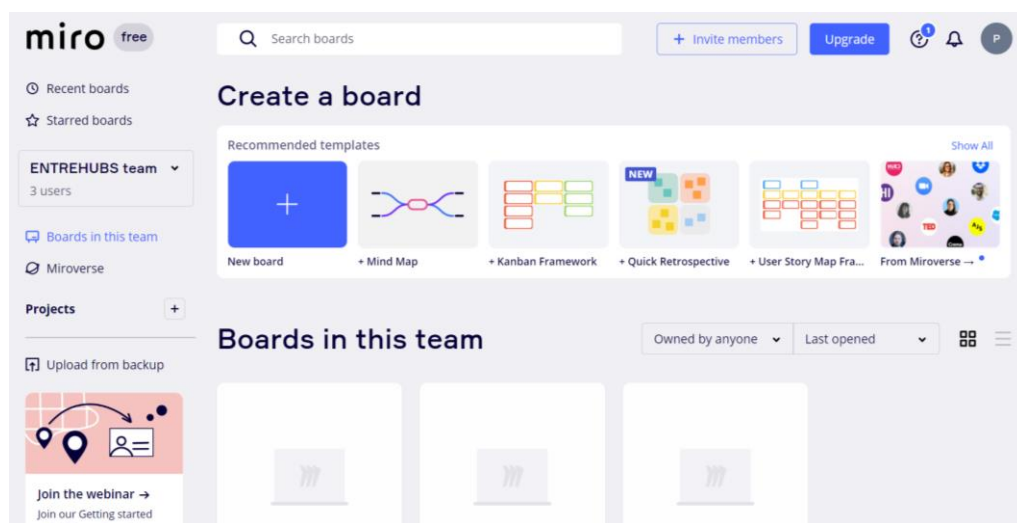


The main steps of the problem-solving team building activity are demonstrated here below along with the average time spent on each step. This activity will be performed by a facilitator on different groups of mentors (max 12 – 3 groups of 4) at a specific venue using the Miro Board Application.

Miro set-up

The facilitator will introduce himself, the activity and present the Miro Board Application to the participants, and they will have the chance to download it and familiarise themselves with it. This activity will last 5 minutes.

General overview of Miro Board Application:



Miro Board Application link: <https://miro.com/app/dashboard/>

Identify Problem

The facilitator will split the participants into 4 groups and provide 10 mins to the groups to identify a major problem related to the challenges and risks of the digital environment. The groups will also (1) define and identify the problem (2) explain reasons of selection (3) explain why it is important (4) and think if this problem could be solved. This activity will be performed in the Miro Board Application specifically working together on the software to develop a plain template based on the above.

Outline solutions

The facilitator will provide 5 mins to the groups to come up with different solutions about their chosen problem. The groups will have the opportunity to present their 5-6 different proposed solutions using the Miro Board Application. A plain template again could be selected.

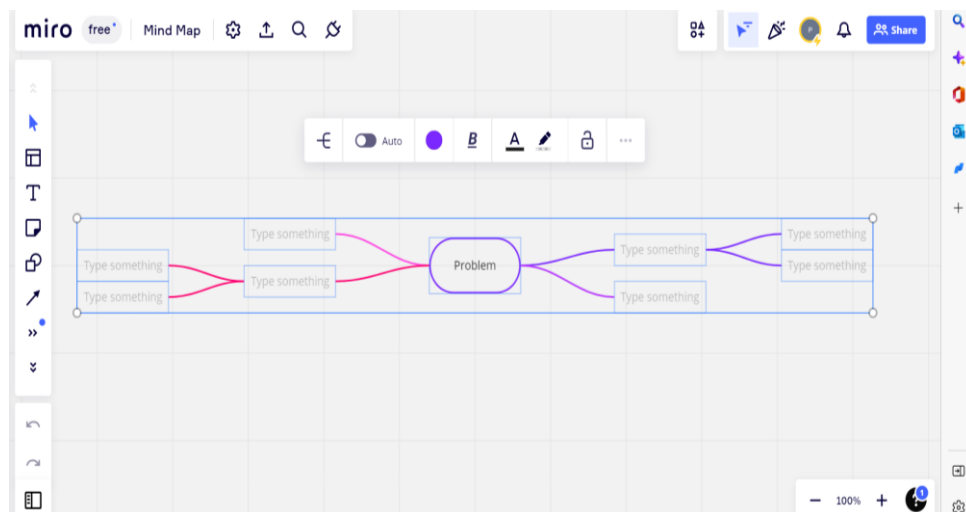
Identifying best solution

The facilitator will provide 5 mins to the groups to identify the best solution for their chosen problem. The group will need to propose their selected solution and justify their selection again using the Miro Board Application based on the previous selected template.

Analyse benefits and concerns

The facilitators will ask the groups to analyse benefits and concerns regarding their solution. The facilitator will ask the groups to brainstorm and discuss different benefits and concerns. The groups will also critically think if they could overcome the concern. The facilitator will pass through each table and discuss the proposed benefits and concerns with the groups. The Miro Board Application will be used to brainstorm ideas. 10 mins will be given for this activity.

Example of brainstorming in the Miro Board Application using the mind map:

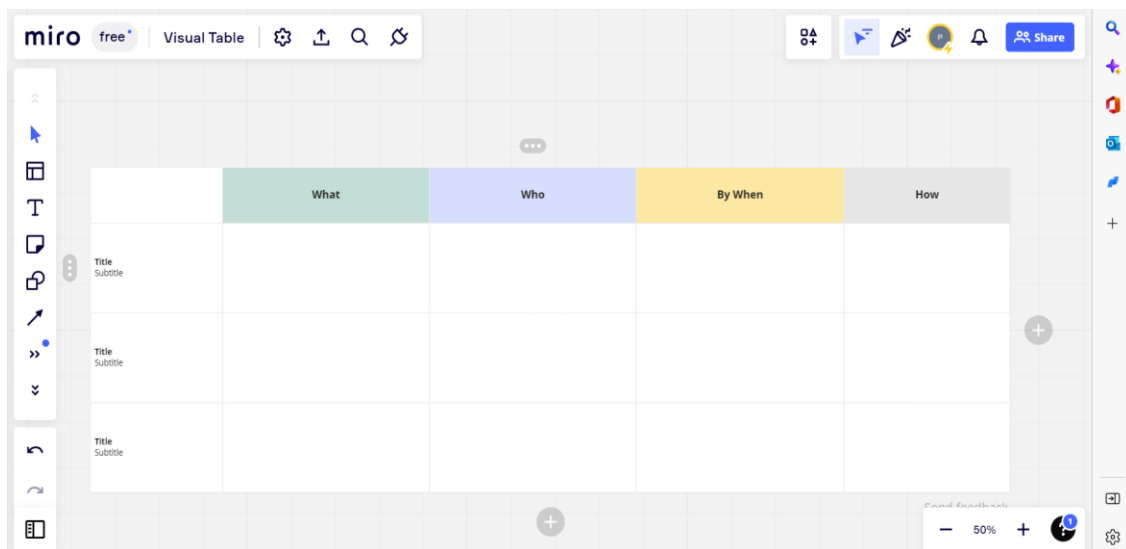


Action Plan

The facilitator will ask all groups to develop an action plan for each solution proposed specifically on what they are going to do, who will be involved, in what timeframe and how they are going to do it. The facilitator will then ask to create a template including the following components, **who, what, when and how** (10 mins). Additional components could also be added by the groups. The facilitator then will ask each group to demonstrate their template and clearly explain their action plan using the Miro Board Application (5 mins).

A sample of an action plan using The Miro Software App (visual Table):

Link of the template below: [Visual Table, Online Whiteboard for Visual Collaboration \(miro.com\)](https://miro.com/templates/visual-table)



Alternative method (Online): This activity was developed based on a face-face method. However, this activity can also be performed virtually without requiring the below-mentioned material, specifically using Zoom/Teams/Google Meet, and splitting participants into different groups virtually.

Useful resources

Gorbunovs, A., Kapenieks, A., & Cakula, S. (2016). Self-discipline as a key indicator to improve learning outcomes in an e-learning environment. *Procedia-Social and Behavioral Sciences*, 231, 256-262.

Grima, F., Paillé, P., Mejia, J. H., & Prud'Homme, L. (2014). Exploring the benefits of mentoring activities for the mentor. *Career Development International*.

[Mentor Tip: Problem Solving | DO-IT \(washington.edu\)](#)

[Problem Solving Team Building \(Free PPT and PDF Download\) \(workshopbank.com\)](#)

[17 Self-Awareness Activities and Exercises \(+ Test\) \(positivepsychology.com\)](#)

Required material

- A venue/place
- A facilitator/trainer
- 12 people (3 groups of 4)
- Projector
- Projector screen
- Microphone
- Speaker
- A private quiet open space with 5 roundtables and 15 chairs
- All mentors and trainer should have computers or phones if they would like to research
- Internet

Assessment tools

Questionnaire:

What type of Mentor Are you? (Please select)

- Youth Professional
- Youth worker
- Educator
- Coach/trainer
- Youth Counsellor

The activity

- The activity began as scheduled YES/NO
- The activity ended as scheduled YES/NO
- There were clear instructions about the activity 1 (Not at all) – 5 (Totally Agree)
- The duration of the activity was adequate 1 (Not at all) – 5 (Totally Agree)
- There were no technical problems YES/NO
- The activity was engaging and interesting 1 (Not at all) – 5 (Totally Agree)
- The activity contributed to my education and professional level 1 (Not at all) – 5 (Totally Agree)



The content

- The content of the activity was relevant to my background 1 (Not at all) – 5 (Totally Agree)
- The content was explained in a clear and organised way 1 (Not at all) – 5 (Totally Agree)
- The content was credible and up to date 1 (Not at all) – 5 (Totally Agree)
- The content was easy to understand 1 (Not at all) – 5 (Totally Agree)

The facilitator

- The facilitator had knowledge about the topic 1 (Not at all) – 5 (Totally Agree)
- The facilitator was well organised and prepared 1 (Not at all) – 5 (Totally Agree)
- The facilitator listened and responded to questions and comments 1 (Not at all) – 5 (Totally Agree)
- The facilitator was professional during the training 1 (Not at all) – 5 (Totally Agree)

Outcomes

- What knowledge/skills have you gained during this activity? Please specify
- Will you apply this in your work setting? YES/NO
- If yes, how? Please specify

Comments

- What did you like most about the activity? Please specify
- What changes would make the activity more effective? Please specify
- Any other comments/suggestions? Please specify



Activity 2. Self-Awareness

Learning Objectives

The self-awareness activity is based on lesson 2: motivational techniques: Self-determination skills. E-mentors will be able to:



Identify and understand their needs, strengths, and weaknesses, preferences, abilities, and interests at the same time.



Apply this activity to improve or change established behaviours and/or improve their professional experience.



Help other mentees or students to reflect on their own abilities, unique attributes, strengths, and limitations and write these reflections down in a journal.



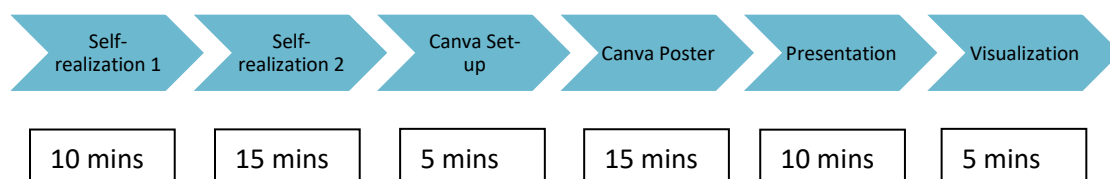
E-mentors will have the chance to familiarize themselves with the Canva application and google drive.

Detailed description

Duration

60 min

Description of the process



Self-realization 1

The facilitator will introduce himself, the activity and then he will split the participants into 5 groups of 2. Each participant will need to close their eyes and deeply think and contemplate who they are. This will be performed for 3-5 minutes. When they finish, the facilitator will ask mentors to present who they are using 5 words only. This will take a total of 10 mins.

To build one, you need to define your goals and objectives. It is necessary to be clear about

Self-realization 2

In this step mentors will be provided with a list of self-awareness questions related to mentoring via a google link and they will need to answer them using google shared word documents. Those questions are: (1) Who am I? (2) What are my strengths? (3) What are my weaknesses? (4) What behaviours, traits, or qualities do I want from people to admire me? (5) What do I hope to achieve in the future? Mentors will have 10 mins to answer those using their computers (in shared google word document) and then they will have another 5 mins to share each question with their partner. This step will take a total of 15 mins.

List of self-awareness questions:

Self-awareness Questions

Who am I? ----- ----- -----
What are my strengths? ----- ----- -----
What are my weaknesses? ----- ----- -----
What behaviors, traits or qualities do I want from people to admire me? ----- ----- ----- -----
What do I hope to achieve in the future? ----- ----- ----- -----

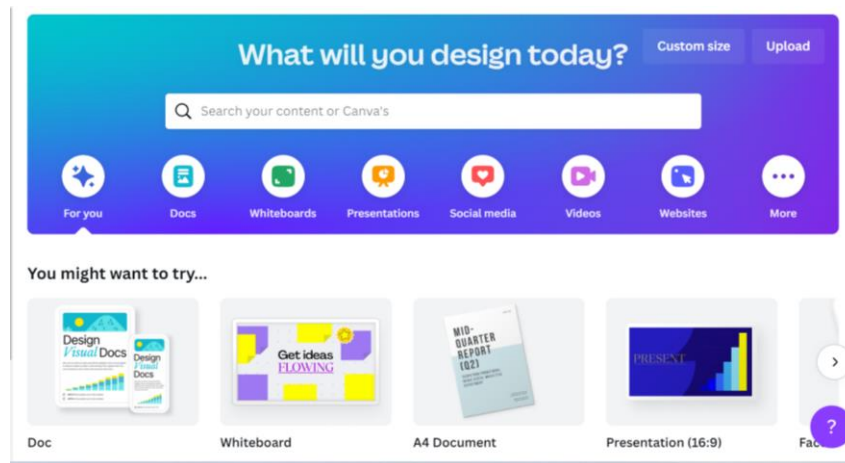
Shared google word document link:

https://docs.google.com/document/d/1wKndFA1Het97IDXbtXxHtXHmtQcqBal-e-x5NPb6h_E/edit?usp=sharing

Canva set-up:

The facilitator will present the Canva Application to the participants, and they will have the chance to familiarise themselves with it. This activity will last 5 minutes.

Photo of the Canva application:

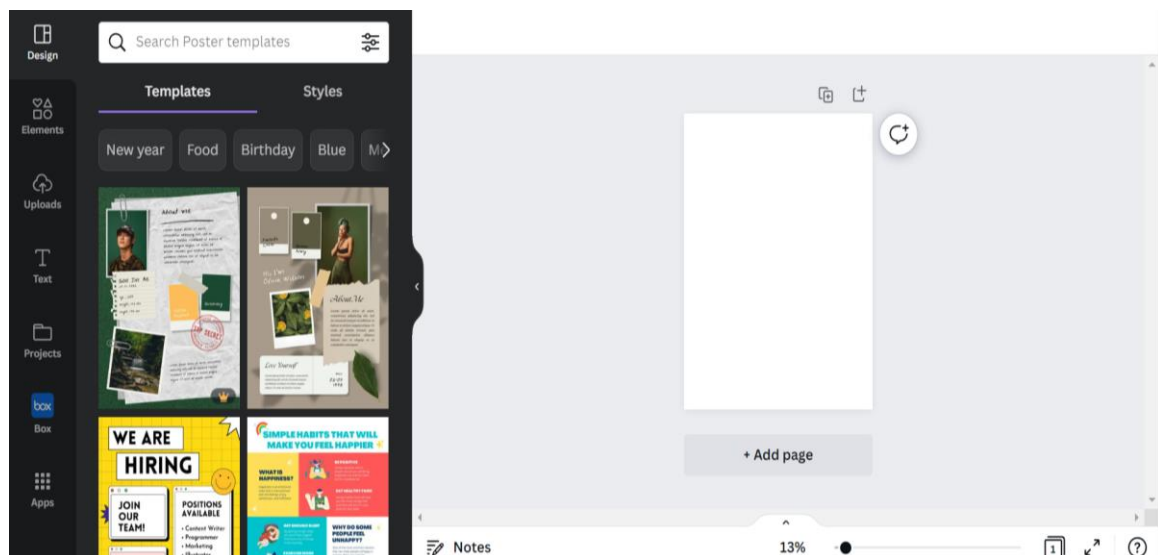


Canva link: <https://www.canva.com>

Canva Poster

The facilitator will ask each participant to create a poster about themselves based on the questions they answered using the Canva Application. The poster might be a drawing, a symbol or even a text. Participants will then share posters and ideas with their partners. Participants will need to go through the creating a design option in Canva and then create their own post. This activity will last 15 minutes.

Example photo of creating a poster in Canva:



Link: <https://www.canva.com>

Self-Presentation

In this step the facilitator will ask each mentor to present themselves using the poster they created. This activity will help individuals to observe other people and see where they also need to improve or realize their strengths and weaknesses. This will take a total of 10 mins.

Visualization

In this step the facilitator will ask each mentor to again close their eyes for 3-5 mins and visualize (1) how they can become better mentors, (2) how to solve their weaknesses and (3) how they see themselves as a successful mentor.

Alternative method (Online): This activity was developed based on a face-face teaching method. However, this activity can also be performed virtually without requiring the below-mentioned material, specifically using Zoom/Teams/Google Meet, and splitting participants into different groups virtually.

Useful resources

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, 55(1), 68.

Forner, V. W., Jones, M., Berry, Y., & Eidenfalk, J. (2020). Motivating workers: how leaders apply self-determination theory in organizations. *Organization Management Journal*.

[21 Self-Determination Skills and Activities to Utilize Today \(positivepsychology.com\)](https://www.positivepsychology.com/21-self-determination-skills-and-activities-to-utilize-today/)

[Mentor Tip: Self-Development | DO-IT \(washington.edu\)](https://www.washington.edu/do-it/mentor-tip-self-development/)

Required material

- Projector
- Projector Screen
- Microphone
- Speaker
- A venue/place
- A private quiet open space
- A facilitator/trainer
- 10 people (5 groups of 2)
- All mentors and trainer should have computers or phones
- Internet access
- 3 tables and 15 chairs

Assessment tools

Questionnaire:

What type of Mentor Are you? (Please select)

- Youth Professional
- Youth worker
- Educator
- Coach/trainer
- Youth Counsellor

The activity

- The activity began as scheduled YES/NO
- The activity ended as scheduled YES/NO
- There were clear instructions about the activity 1 (Not at all) – 5 (Totally Agree)
- The duration of the activity was adequate 1 (Not at all) – 5 (Totally Agree)
- There were no technical problems YES/NO
- The activity was engaging and interesting 1 (Not at all) – 5 (Totally Agree)
- The activity contributed to my education and professional level 1 (Not at all) – 5 (Totally Agree)

The content

- The content of the activity was relevant to my background 1 (Not at all) – 5 (Totally Agree)
- The content was explained in a clear and organised way 1 (Not at all) – 5 (Totally Agree)
- The content was credible and up to date 1 (Not at all) – 5 (Totally Agree)
- The content was easy to understand 1 (Not at all) – 5 (Totally Agree)

The facilitator

- The facilitator had knowledge about the topic 1 (Not at all) – 5 (Totally Agree)
- The facilitator was well organised and prepared 1 (Not at all) – 5 (Totally Agree)
- The facilitator listened and responded to questions and comments 1 (Not at all) – 5 (Totally Agree)
- The facilitator was professional during the training 1 (Not at all) – 5 (Totally Agree)

Outcomes

- What knowledge/skills have you gained during this activity? Please specify
- Will you apply this in your work setting? YES/NO
- If yes, how? Please specify

Comments

- What did you like most about the activity? Please specify
- What changes would make the activity more effective? Please specify
- Any other comments/suggestions? Please specify



Activity 3. Active Listening

Learning Objectives

The active listening activity is based on lesson 3: motivational techniques: Self-determination skills. E-Mentors will be able to:



Learn the importance of active listening as well as promote those activities to their workplace.



Develop active listening skills of asking questions to seek information and clarify understanding and listening attentively to the answers. This will help mentors to reduce misunderstandings when communicating with other mentors or students.



Promote effective collaboration and clear communication with other individuals.



Familiarise themselves with the Sketch Pad and Miro Board Application

Detailed description

Duration

60 min

Description of the process

In brief, the active listening activity will include one short mini game (Tell me what you see – using the Sketch Pad Application) and a group discussion. This activity will be performed by a facilitator on different groups of mentors (max 10 – 5 groups of 2) at a specific venue.

Tell me what you see – using the Sketch Pad Application (30 mins)

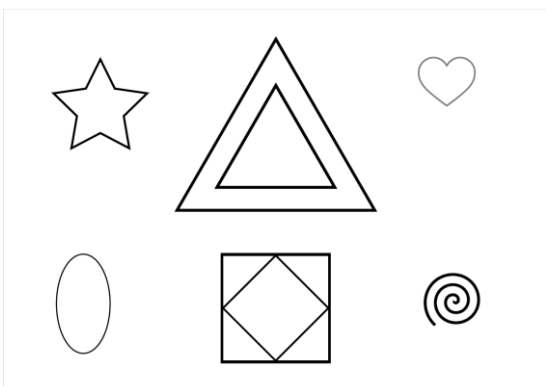
This activity is separated into 9 steps which are demonstrated here below along with the average time spent.

1. The facilitator will split the 10 mentors into pairs (participants 1 and participant 2) and have each pair sit with their backs to each other (2 mins).
2. The facilitator will send to participant 1 a simple picture (ensure that Participant 2 does not see it) to his computer (2 mins).

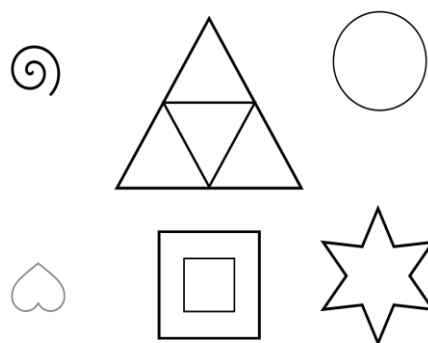
3. The facilitator tells participant 2 to open the Sketch Pad Application on his computer (Sketch Pad Application link: <https://sketchpad.app/>) (2 mins).
4. The facilitator will give 5 minutes to participant 2 to draw the picture that participant 1 is holding using the Sketch Pad Application. Participant 2 must try to ask questions to participants 1 to describe the picture as prompted by those questions, so they can collaborate and help each other. It is important that participant 2 must not see the picture (or a photo of the picture). This is because the aim of this game is to practice the skill of asking questions to seek initial information about the picture. (5 mins)
5. At the end of 5 minutes, the facilitator will give the pair two minutes to compare Participant 2's drawing with the original picture (2 mins).
6. The facilitator will then ask participants to return to sitting back-to-back (2 mins).
7. The facilitator will ask pairs to swap roles and send participant 2 a different simple picture on his computer and Participant 1 to open the Sketch Pad Application on his computer (2 mins).
8. The facilitator will give another 5 mins to the pair to repeat step 4 with participant 1 to draw using the Sketch Pad Application and ask participant 2 to give feedback (5 mins).
9. After step 8, the facilitator will give 5 minutes to the pairs to compare this second drawing with the original (5 mins).

The pictures of this activity are provided here:

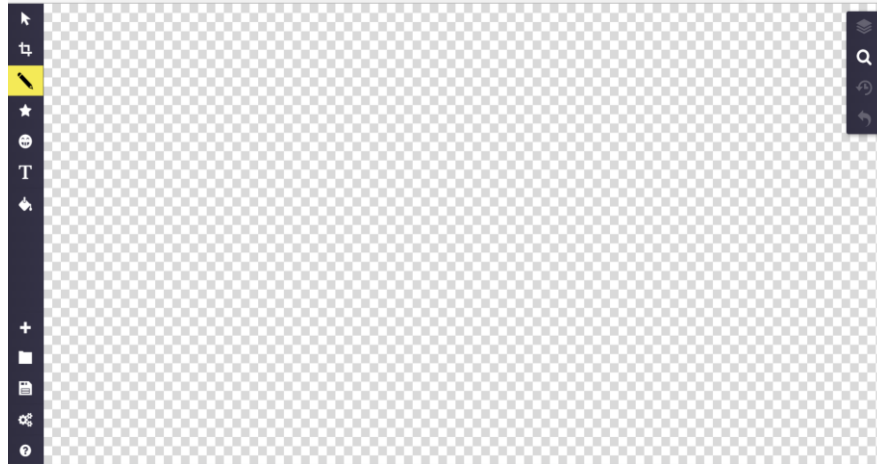
Picture 1:



Picture 2:



Example picture of the Sketch Pad Application:



Sketch Pad Application link: <https://sketchpad.app/>

Group discussion (30 minutes)

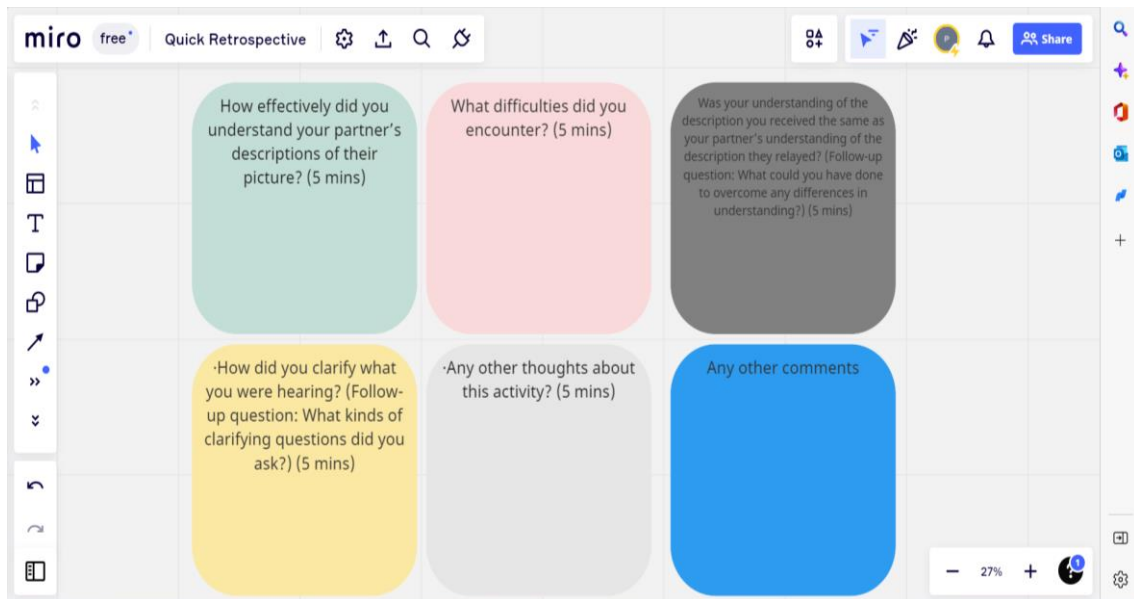
The aim of this activity is to discuss different difficulties of communicating with each other and discuss active listening strategies that they could use to overcome those difficulties. This activity could also be used to discuss how those strategies could be used in real-life situations that they've experienced. Here below you can see the steps of this activity.

1. The facilitator will call everyone back together to sit in a circle to do the group discussion activity (5 mins).
2. The facilitator will ask the following questions using the Miro Board Application as a way of communication (20 mins).
3. The facilitator will introduce the Miro Board Application to the participants and provide access to use to the Miro Board Application so they can insert their thoughts.

Questions:

- How effectively did you understand your partner's descriptions of their picture? (5 mins)
- What difficulties did you encounter? (5 mins)
- Was your understanding of the description you received the same as your partner's understanding of the description they relayed? (Follow-up question: What could you have done to overcome any differences in understanding?) (5 mins)
- How did you clarify what you were hearing? (Follow-up question: What kinds of clarifying questions did you ask?) (5 mins)
- Any other thoughts about this activity? (5 mins)

Example of the Miro Board Document:



Link of the above link: [Quick Retrospective, Online Whiteboard for Visual Collaboration \(miro.com\)](https://miro.com/app/dashboard/#/board/quick-retrospective)

Miro Board Application link: <https://miro.com/app/dashboard/>

Alternative method (Online): This activity was developed based on a face-face teaching method. However, this activity can also be performed virtually without requiring the below-mentioned material, specifically using Zoom/Teams/Google Meet, and splitting participants into different groups virtually.

Useful resources

Rost, M., & Wilson, J. J. (2013). *Active listening*. Routledge.

Friston, K. J., Sajid, N., Quiroga-Martinez, D. R., Parr, T., Price, C. J., & Holmes, E. (2021). Active listening. *Hearing research*, 399, 107998.

McBurney, E. I. (2015). Strategic mentoring: growth for mentor and mentee. *Clinics in dermatology*, 33(2), 257-260.

[Active Listening: An Essential Skill For Mentors | LinkedIn](#)

[7 Targeted Active Listening Games, Exercises and Activities for Adults \(goodlisteningkills.org\)](#)

[Active Listening Exercises: 10 Team Activities to Improve Active Listening \(the10minuteleader.com\)](#)

[How to Practice Active Listening: 16 Examples & Techniques \(positivepsychology.com\)](#)

[21 Best Active Listening Exercises with Examples - BrandonGaille.com](#)

Required material

- A venue/place
- A private quiet open space
- A facilitator/trainer
- Projector
- Projector screen
- Microphone
- Speaker
- 10 people (5 groups of 2)
- 3 tables and 15 chairs
- Mentors to bring computer and mobile phones

Assessment tools

Questionnaire:

What type of Mentor Are you? (Please select)

- Youth Professional
- Youth worker
- Educator
- Coach/trainer
- Youth Counsellor

The activity

- The activity began as scheduled YES/NO
- The activity ended as scheduled YES/NO
- There were clear instructions about the activity 1 (Not at all) – 5 (Totally Agree)
- The duration of the activity was adequate 1 (Not at all) – 5 (Totally Agree)
- There were no technical problems YES/NO
- The activity was engaging and interesting 1 (Not at all) – 5 (Totally Agree)
- The activity contributed to my education and professional level 1 (Not at all) – 5 (Totally Agree)

The content

- The content of the activity was relevant to my background 1 (Not at all) – 5 (Totally Agree)
- The content was explained in a clear and organised way 1 (Not at all) – 5 (Totally Agree)
- The content was credible and up to date 1 (Not at all) – 5 (Totally Agree)
- The content was easy to understand 1 (Not at all) – 5 (Totally Agree)



The facilitator

- The facilitator had knowledge about the topic 1 (Not at all) – 5 (Totally Agree)
- The facilitator was well organised and prepared 1 (Not at all) – 5 (Totally Agree)
- The facilitator listened and responded to questions and comments 1 (Not at all) – 5 (Totally Agree)
- The facilitator was professional during the training 1 (Not at all) – 5 (Totally Agree)

Outcomes

- What knowledge/skills have you gained during this activity? Please specify
- Will you apply this in your work setting? YES/NO
- If yes, how? Please specify

Comments

- What did you like most about the activity? Please specify
- What changes would make the activity more effective? Please specify
- Any other comments/suggestions? Please specify