



**Low skilled women empowerment through
global competence and mentorship**

2021-1-BG01-KA220-ADU-000033670

**MENTORSHIP PROGRAMME
& GUIDELINES**



**Co-funded by
the European Union**

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein



Co-funded by
the European Union



Disclaimer

The production and design of this document was coordinated by Mindshift Talent Advisory under project result 3 – UPCOMING WOMEN Mentorship Programme

Developers

Domain 1: Right to Childhood foundation

Domain 2: Solidaridad Sin Fronteras

Domain 3: CEIPES - International Centre for the Promotion of Education and Development

Domain 4: Mindshift Talent Advisory

© UPCOMING WOMEN CONSORTIUM, January 2023

www.upcomingwomen.eu

Country	Organisation
Bulgaria	Right to Childhood Foundation
Spain	Solidaridad Sin Fronteras
Portugal	Mindshift Talent Advisory
Greece	European Institute for Local Development
Italy	CEIPES - International Centre for the Promotion of Education and Development
Turkey	AIEG



Foreword.....	5
Part I - UPCOMING WOMEN Mentorship Programme	8
Part II - UPCOMING WOMEN Mentorship Guidelines.....	12
Mentoring guiding principles	12
Mentoring cycles.....	15
Domain 1: INVESTIGATE THE WORLD	19
Resource 1.1.: Analytical thinking	20
Resource 1.2.: Research skills	23
Resource 1.3.: Critical thinking.....	25
Resource 1.4.: Curiosity	27
Resource 1.5.: Effective questioning.....	29
Domain 2: RECOGNISE PERSPECTIVES	30
Resource 2.1.: Adaptability	31
Resource 2.2.: Co-operative skills	33
Resource 2.3.: Self-awareness	35
Resource 2.4.: Intercultural awareness.....	37
Resource 2.5.: Flexibility	39
Domain 3: COMMUNICATE IDEAS.....	41
Resource 3.1.: Effective listening	42
Resource 3.2.: Verbal communication	44
Resource 3.3: Empathy	46
Resource 3.4: Emotional intelligence.....	48
Resource 3.5: Non-verbal communication.....	50
Domain 4: TAKE ACTION.....	52
Resource 4.1: Resilience	53
Resource 4.2.: Action-oriented.....	55
Resource 4.3.:Problem-solving.....	57
Resource 4.4.: Social-action skills	59
Resource 4.5.: Creative thinking	61
Part III - UPCOMING WOMEN Mentoring templates.....	62
Template 1: Mentoring cycle planning	62
Template 2: Mentoring agreement.....	62



Template 3: Goal-setting template.....	62
Template 4: Action plan template	62
This document is addressed to the mentee, and the mentor is advised to support the mentee in filling it. I can be used in different mentoring sessions.	62
Template 5: Conversation starter	62
Template 6: Mentoring session log.....	62
Template 7: Progress-check-in	62
Template 8: Mentoring closure plan.....	62
References and tools	75



Foreword

*Globalisation is not remotely new, it has been occurring, at different rates and with different degrees of scale, for centuries, **Linda Colley**¹*

Gender inequality is a global problem and according to the Gender Equality Strategy 2020-2025, by the United Nations Development Programme (UNDP's) no Member State has achieved full gender equality and progress to achieve it is marching slowly. According to the Gender Equality Index (2020) which measures the level of achievement and gender gaps in certain domains across Europe, the EU-28's score is 67.9 over 100. Most of the partner's countries are below this average.

In the context of gender discrimination, women, and especially low-skilled women, are placed in situations that create vulnerability. Low-skilled women are those with little knowledge of their rights, limited access to justice and disadvantaged by low literacy levels and meagre means.

Women are not inherently vulnerable but different contexts place them in different susceptible situations, when compared to men. These situations can be a migrant background and cultural differences, gender based discrimination and segregation in labour market, wage gaps, domestic violence, human trafficking, and women living in remote or rural areas. In this sense, gender equality by 2030 requires urgent action to eliminate the many root causes of discrimination that still curtail women's rights.

Women's empowerment is crucial to accelerating sustainable development. That is why Gender equality and women's empowerment is the fifth of the 17 Sustainable Development Goals (SDG) to transform our world and it is a cross cutting priority of all SDGs. On the other hand, emerging economic, digital, cultural demographic and environmental forces are shaping our lives around the planet and increasing our intercultural encounters on a daily basis. We live in an interconnected, diverse and rapidly changing world and this complex environment present an opportunity and a challenge to also appreciate and benefit from cultural differences.

That can be achieved by the promotion of Global Competence defined as "the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and worldviews of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development". According to this definition of the OECD PISA global competence framework individuals that are globally competent can:

1. Live harmoniously in multicultural communities
2. Thrive in a changing labour market
3. Use media platforms effectively and responsibly
4. Support the Sustainable Development Goals
5. Pursuit lifelong learning and stay active, open and curious

¹ <http://lindacolley.com>



Co-funded by
the European Union



The Center for Global Education² defines global competence as “the capacity and disposition to understand and act on issues of global significance. Globally competent individuals are aware, curious and interested in learning about the world and how it works. They can use the big ideas, tools, methods, and languages that are central to any discipline (...) to engage the pressing issues of our time. They deploy and develop expertise as they investigate such issues, recognizing multiple perspectives, communicating their views effectively and taking action to improve conditions.” According to this definition, globally competent individuals mobilise the following four competences:

1. **Investigate the world** beyond their immediate environment
2. **Recognise their own and other people’s perspectives**
3. **Communicate their ideas** effectively with diverse audiences
4. **Translate their ideas into appropriate actions** to improve conditions

² <https://asiasociety.org/education>



Co-funded by the European Union



Identify an issue, generate questions and explain its significance

Use a variety of languages, sources and media to identify and weigh relevant evidence

Analyse, integrate and synthesize evidence to construct coherent responses

Develop argument based on compelling evidence and draws defensible conclusions

Identify and create opportunities for personal or collaborative action to improve conditions

Assess options and plan actions based on evidence and potential for impact

Act personally or collaboratively in creative and ethical ways to contribute to improvement and assess impact of actions taken

Reflect on capacity to advocate for and contribute to improvement



Recognise and express their own perspectives and identify influences on that perspective

Examine others' perspectives and identify what influenced them

Explain the impact of cultural interactions

Articulate how differential access to knowledge, technology and resources affects quality of life and perspectives

Recognise and express how diverse audiences perceive meaning and how that affects communication

Listen to and communicate effectively with diverse people

Select and use appropriate technology and media to communicate with diverse audience

Reflect on how effective communication affects understanding and collaboration in an interdependent world

Graphic 1 – Dynamic interaction among dimensions of global competence by the Center of Global Education



Part I - UPCOMING WOMEN Mentorship Programme

Globalisation will make our societies more creative and prosperous, but also more vulnerable, Lord Robertson³

UPCOMING WOMEN⁴ (**UW**) is an ERASMUS+ project, running from 2021 to 2022, motivated by the need to address existing and persisting gender inequalities in the countries of the project consortium, with the aim to benefit from global competence and mentorship approaches to empower low-skilled women and in situations of vulnerability for advancing their social and labour inclusion.

To achieve that the UW consortium has designed a mentorship programme that includes a global-competence methodology to equip professionals (trainers, educators, social workers, counsellors and other staff) in providing mentoring support to low-skilled women and in situations of vulnerability.

This global-competence methodology is drawn from the global competence framework, proposed by the Center of Global Education, and based on four domains of Global Competence⁵:



Figure 1 – The Four Domains of Global Competence by the Asia Society

³ https://en.wikipedia.org/wiki/George_Robertson,_Baron_Robertson_of_Port_Ellen

⁴ <https://upcomingwomen.eu>

⁵ <https://asiasociety.org/education/what-global-competence>



GLOBAL COMPETENCE

Competence-based methodology to support
low-skilled women and in situations of vulnerability



1

INVESTIGATE THE WORLD

Be aware, curious and interested in learning about the world and how it works

2

RECOGNISE PERSPECTIVES

Recognise that we have a particular perspective, and that others may or may not share it

3

COMMUNICATE IDEAS

Effectively communicate, verbally and non-verbally, with diverse audiences

4

TAKE ACTION

To have the competences to not just learn about the world, but also to make a difference in the world



The objective of the UM mentorship programme is to set the guidelines that will assist professionals to provide mentoring support to low-skilled women and in situations of vulnerability observing, achieving and assessing the set of competences defined under each of the four domains of global competence. Each domain encompasses five (5) core competences to be addressed in the mentoring cycles.

Investigate the world

1

Analytic skills leads individuals to achieve change and to develop solutions, collecting data, observing subjects, listening actively, analysing problems and brainstorming ideas.

Curiosity is the urge to know more about something. It makes individuals more observant and to think about things and try to figure them out.

Critical thinking is what helps individuals to think clearly and rationally, understanding the logical connection between ideas.

Effective questioning means promoting deeper intellectual thought and inspiration for conversation instead of only asking. Those questions should be carefully prepared to serve a goal.

Research skills is the ability gather and assess information, to collect data and make interpretations.

Recognise perspectives

2

Adaptability is the ability or willingness to change and adjust to different conditions or circumstances

Co-operative skills is the understanding of how to work effectively with other people on an equal basis towards commonly held aims and objectives

Intercultural awareness is having an understanding of both your own and other cultures

Flexibility is the ability to make changes or to deal with a situation that is changing quickly

Self-awareness is the ability to focus on yourself and how your actions, thoughts, or emotions do or don't align with your internal standards



Communicate ideas

3

Effective listening is the ability to actively understand information and display interest in the topic discussed

Verbal communication is the use of words -both written and spoken- to share information with other people

Emotional intelligence is the ability to perceive, interpret, demonstrate, control, and use emotions to communicate

Empathy is the capacity to understand or feel what another person is experiencing and to place oneself in another's position

Non-verbal communication is the process of communicating without using words and it includes gestures, tone of voice, facial expressions

Take action

4

Action oriented skills comprise pragmatism, strategic planning and proactivity

Creative thinking is defined as the ability to solve situations, problems or challenges using different approaches

Problem-solving is the ability to act by defining a problem, determining its causes, plus identifying, prioritizing and selecting alternative solutions, and then implementing a solution

Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress

Social action skills are a set of competences needed for the practice of taking action to create a positive change or outcome



Part II - UPCOMING WOMEN Mentorship Guidelines

The path to diversity begins with supporting, mentoring, and sponsoring diverse women and men to become leaders and entrepreneurs, Denise Morrison⁶

Mentoring guiding principles

Mentoring can be a formal or an informal relationship where a more experienced person (mentor) shares their knowledge, skills and experience with someone (mentee) who needs professional or personal guidance. The UPCOMING WOMEN Mentoring Programme is designed to provide tailored mentorship to low-skilled women and in vulnerable situations achieving a specific personal or professional goal, supported by a set of required specifications and resources.

The specifications refer to the profile of the mentors who can guide the mentoring relationships. This mentoring programme is addressed to trainers, educators, social workers, counsellors or any other professional working with low-skilled women or in a vulnerable situation. These vulnerable situations can be a migrant background and cultural differences, gender based discrimination and segregation in labour market, wage gaps, domestic violence, human trafficking, and women living in remote or rural areas.

Experience has shown that women tend to underestimate their own abilities far more often than men. This tends to aggravate when women are part of considered socially excluded groups. Against this reality, strengthening self-confidence is an important pillar in supporting these women in achieving sustainable social and work integration. Under this context, sustainable work integration refers to the new paradigm shift regarding the labour market integration of these women focused on empowering them and strengthening their self-confidence and competences.

Designed to build confidence in women facing social obstacles, the mentoring relationship should be based on five core values:

- Honesty
- Trust
- Exchange of knowledge
- Encouragement and empowerment

To achieve the objective of the UPCOMING WOMEN Mentoring Programme to provide support to low-skilled, professionals are required to observe if they meet the essential skills and abilities that mentors gather. Table 1, ahead, presents, a set of core competencies expected in the role of a mentor are presented.

⁶ https://en.wikipedia.org/wiki/Denise_Morrison



MENTOR PROFILE

Enthusiastic about mentoring

Willingness to help, compassion and authenticity

Committed, honest, diplomatic, objective and with a sense of fairness

Encouraging spirit with the ability to provide and receive feedback

Relevant technical, management and life experience to share

Effective listening

Effective questioning (reflecting)

Relationship builder

Community networker

Solution-oriented (foster possibility thinking)

Table 1 - UPCOMING WOMEN Mentor profile

The UPCOMING WOMEN tailored mentoring resources considered to encourage women to develop their full potential includes five types of resources for mentoring practice support, these are:

- **Mentoring didactic tools**

One central aspect of mentoring is that it is also a learning process. In this sense, mentoring didactic tools refer to any resource designed to aid the women (mentee) learning experience in a specific competence. In this programme there are available four mentoring didactic tools addressing the following competences: analytical thinking, adaptability, effective listening, resilience.

- **Effective mentoring strategies**

Mentoring can be considered the art of mastering the following techniques:

Setting goals is an essential aspect to be taken into account at the beginning of each mentoring cycle, as it is the setting-up phase. At the same time, this is a relevant skill to develop with the women (mentee) as it is related to the different global competence domains, and it is necessary for them so they can advance in their professional and personal life. An effective mentor will guide the mentee to not only define goals but also to achieve them. The different resources provided suggest appropriate approaches to reach both aspects.



Effective listening is a core skill in any mentoring relationship, and it is a shared skill between the mentor and the mentee. The mentor's ability to effectively listen will define the success in defining and achieving the mentoring relationship objectives. On the other hand, the mentee will need to master this skill to be able to be globally competent. For example, to navigate in multicultural settings one needs to be proficient at listening. This will also improve appropriate communication skills.

Effective questioning is about not only making the right questions but also using them at the right moment, i.e., with efficiency

Effective feedback is connected to the mentor's ability to empower by providing constructive feedback, offering different perspectives, encouragement and support. Mentors inspire others to achieve their potential by enforcing their qualities and outlining needs/areas for improvement.

- **Step-by-step recommendations**

This type of resource presents an explanatory process, framed in a step by step framework, followed by an action to be completed by the mentee. Competences like critical thinking, self-awareness, empathy and problem-solving have been covered using this approach.

- **Mentoring vignettes**

Case studies, best practices, powerful stories to provide context to the topics and competences under each of the global competence domain. The UPCOMING WOMEN mentoring vignettes cover skills like curiosity, intercultural awareness, emotional intelligence, social-action skills.

- **Practical tips**

Case studies, best practices, and powerful stories provide context to the topics and competences under each of the global competence domains. The UPCOMING WOMEN mentoring vignettes cover skills like effective questioning, flexibility, non-verbal communication, and creative thinking

Adding to these resources, the programme also includes examples of mentoring templates, namely:

- a mentoring cycle planning scheme;
- a mentoring agreement,
- a goal-setting template;
- an action plan template
- one conversation stater;
- a mentoring session template;
- one progress-check-in template and
- a mentoring closure plan.



Mentoring cycles

The UPCOMING Mentoring cycles consists of the implementation of the mentoring relationship between professionals and women. They will follow a flexible structure framed in the following steps:

- **STEP1:** identification of personal/professional needs and goals
- **STEP2:** a collection of evidence to monitor and measure progress toward goals
- **STEP3:** feedback conversations to set new goals
- **STEP4:** start a new cycle

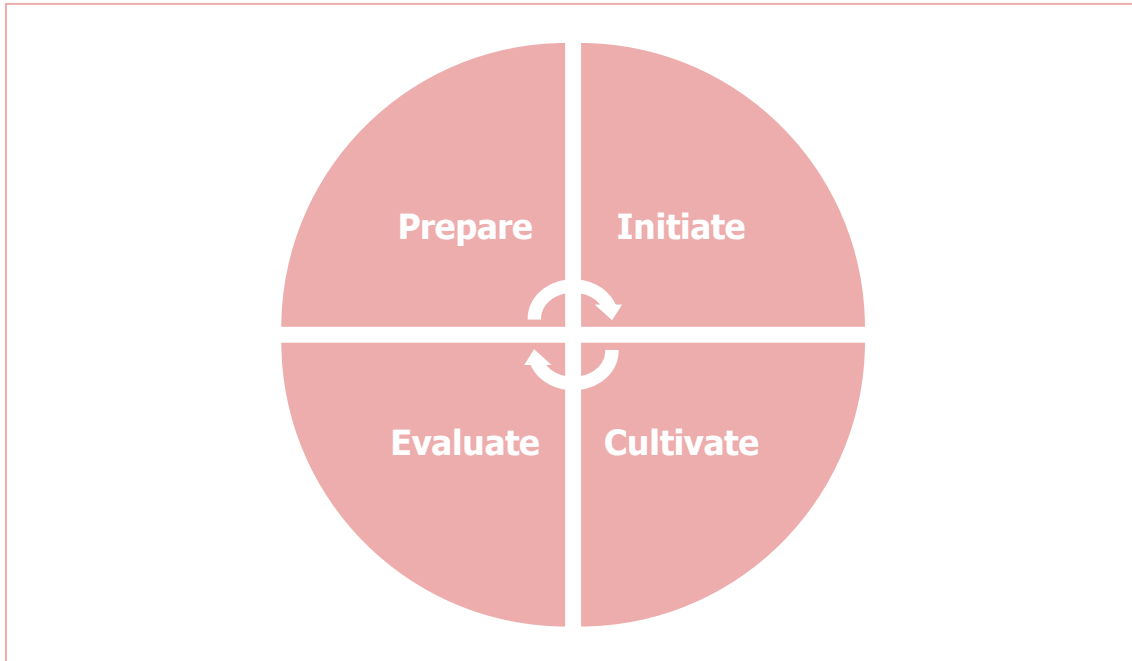


- 1 INVESTIGATE THE WORLD
- 2 RECOGNISE PERSPECTIVES
- 3 COMMUNICATE IDEAS
- 4 TAKE ACTION

Each global competence domain matches one mentoring cycle, i.e., for each domain, a mentoring cycle, comprehending a determined number of mentoring sessions must be planned. The aim is to support women develop the set of competences outlined in each domain (see pages 10 to 11). For each competence development, there is a specific tool that can be used. Ahead, in each domain chapter, mentors will find a detailed description of these resources with indications of how to use them.



Each mentoring cycle is framed in the four phases of a mentoring relationship:



1. Prepare

The preparation phase of the mentoring relationship is reserved to assess the personal and professional characteristics of the woman (mentee) and to determine what they want/needs and what they expect to bring to the relationship. This phase is also where mentors will build rapport, set boundaries and establish trust.

2. Initiate

At this phase mentors and mentees will officially start the mentoring process, with the signing off of the mentoring agreement (see Template 2). At this phase, it is also important to establish the number of sessions needed to work towards supporting the mentee to achieve the goals identified before. Both mentor and mentee will set goals and expectations, agree on a timeline and on success criteria.

3. Cultivate

At this stage, the mentor will work towards supporting the mentee accomplishing the goals. For that, mentors are advised to use the set of resources included under each global competence domain. Since this is the development and maturation phase of the mentoring relationship, the mentor is advised to measure the mentee progress.

4. Evaluate

Once you have decided on the timeframe of the mentoring you will know exactly when the cycle will end. At this stage you both will evaluate to what extent the mentoring sessions were successful, capture lessons learnt, reflect on the journey and decide on the next steps.



Co-funded by
the European Union



Note that the mentoring cycle process is circular, which means that after finishing one mentoring cycle, in a specific domain, another mentoring cycle is advised to start. In this sense, to fully complete the UPCOMING WOMEN mentoring programme a total of four completed mentoring cycles must be achieved. The number of sessions can vary depending on women's needs and expectations. It is important to make sure that a realistic timeframe for each mentoring session is set.

The next table presents an example of a mentoring cycle planning for global competence domain 4 – Take action. Mentors can use Template 1 - Mentoring cycle planning scheme to plan their mentoring cycles ahead. Mentors are also advised to work on the development of two competences per mentoring cycle, at maximum.



MENTORING CYCLE PLANNING

Domain 4 - Take action **Competence(s)** Problem-solving **Number of sessions** 4

STEP1 →	STEP2 →	STEP3 →	STEP4 ↻
Identification of personal/professional needs and goals	Collection of evidence to monitor and measure progress toward goals	Feedback conversations to set new goals	Start a new cycle

PREPARE →	INITIATE →	CULTIVATE →	EVALUATE ↻
-----------	------------	-------------	------------

	PREPARE	INITIATE	CULTIVATE	EVALUATE
Templates	Mentoring cycle planning Goal setting template	Mentoring agreement Conversation starter	-----	Progress-check in template Action plan template
Resources	-----	-----	Resource 4.3.	-----
Notes	-----	<i>Ask mentee to provide an e-mail for contacts</i>	<i>Suggest an e-mentoring session</i>	-----

Table 2 - Planning example of a mentoring cycle planning for global competence domain 4 – Take action



Co-funded by
the European Union



Domain 1: INVESTIGATE THE WORLD

Be aware, curious and interested in learning about the world and how it works



1

Mentoring didactic tool

Resource 1.1.: Analytical thinking

Analytical skills refer to the ability to collect and analyse information and solve problems based on that information. This involves data analysis, research, critical thinking, communication, problem-solving, visualisation and creativity.

Analytical skills are used when detecting patterns, brainstorming ideas, observing data, collecting data, interpreting data, integrating new information, synthesising information, and making decisions based on the situation.

Being analytical means seeking a better understanding of the world around us.

Title	Thumbelina story
Type of resource	Reading with understanding
Objective	<p>Thinking analytically is something that we can learn to do with practice and consideration.</p> <p>Some of the best ways to practise analytical thinking are by playing brain games. But we can also keep ourselves informed because new information can lead to a different perspective.</p> <p>This tool is designed to provoke mentees for perspective thinking, asking questions, staying focused, and data collection and analysis. It will also aim to improve communication skills and self-representation.</p>



How to use resource 1.1.:Analytical thinking

GUIDE & MATERIALS

Action1

Tell your mentee that you are going to read them the excerpt from Hans Christian Andersen's fairy tale "Thumbelina". Their first task is to listen carefully and to take notes on small details because afterwards they will be asked to think analytically about the content and to think from a new perspective, different from the one they may already know from the story. Read the passage slowly and clearly. Do this twice. Remain your mentee it is good to take notes on details.

....A walnut-shell, elegantly polished, served her for a cradle; her bed was formed of blue violet leaves, with a roseleaf for a counterpane. Here she slept at night, but during the day she amused herself on a table, where the woman had placed a plateful of water. Round this plate were wreaths of flowers with their stems in the water, and upon it floated a large tulip-leaf, which served Tiny for a boat. Here the little maiden sat and rowed herself from side to side, with two oars made of white horsehair. It really was a very pretty sight. Tiny could, also, sing so softly and sweetly that nothing like her singing had ever before been heard. One night, while she lay in her pretty bed, a large, ugly, wet toad crept through a broken pane of glass in the window and leaped right upon the table where Tiny lay sleeping under her rose-leaf quilt. "What a pretty little wife this would make for my son," said the toad, and she took up the walnut-shell in which little Tiny lay asleep and jumped through the window with it into the garden.

In the swampy margin of a broad stream in the garden lived the toad, with her son. He was uglier even than his mother, and when he saw the pretty little maiden in her elegant bed, he could only cry, "Croak, croak, croak."

"Don't speak so loud, or she will wake," said the toad, "and then she might run away, for she is as light as swan's down. We will place her on one of the waterlily leaves out in the stream; it will be like an island to her, she is so light and small, and then she cannot escape; and, while she is away, we will make haste and prepare the stateroom under the marsh, in which you are to live when you are married."

Action 2

Read the passage slowly and clearly. Do this twice. Remain your mentee it is good to take notes on details.



Action 3

Ask your mentee to tell from her perspective the story she heard, emphasising the details in it that she thinks are important. Ask the following questions:

- What is it generally about? (Answer in one sentence)
- Who are the characters and what do we know about them?
- Is there a problem? What?
- Is there another problem? What?
- What are the possible solutions?
- What resources are available?
- What are the risks?
- Participants may answer in writing if they prefer



1

Effective mentoring strategies

Resource 1.2.: Research skills

Research skills refer to the ability to search for, locate, extract, organise, evaluate, and use or present information that is relevant to a particular topic. Employers value research skills because they help a company develop new products or services, identify the needs and wants of their customers, improve what they do, keep up with changes in the industry and compete in their market. Knowing how to develop good research skills and highlight them for employers can help you in several ways throughout your career.

<p>Type of strategy to be used</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Setting goals <input type="checkbox"/> Effective listening <input checked="" type="checkbox"/> Effective questioning <input type="checkbox"/> Effective feedback
<p>Context</p>	<p>The ability to set goals is fundamental and universal. Numerous studies prove that setting goals literally helps anyone achieving them. Moreover, the more ambitious the goal and the greater the desire to achieve it, the less energy it will take to achieve it. Effective questioning is a key aspect not only to the teaching but learning process, as the kinds of questions we ask determine the level of thinking we develop. The research question, if correctly completed, will help your mentee to set out what it is that she want to answer. This can help her make a plan for her research but might also help her to foresee any potential challenges or problems. This will save her time, energy, and effort.</p> <p>To conduct efficient research certain research skills are essential. These skills are important for companies to develop new products and services or make enhancements to existing products. Developing excellent research skills is important for both the individual as well as the company. Explain this to your mentee, highlighting how research skills can help her to find a good job</p>



How to use resource 1.2.:Research skills

GUIDE & MATERIALS

Action 1

Ask your mentee to think about a topic of her interest and challenge her to learn more about it! She will have to write a brief research paper at the end. Ask her to conduct a preliminary search for information to determine whether there is enough information out there for her needs and to set the context of her research. Tell her that she needs to mark her own keywords.

Action 2

Using the keywords, she has defined, she has to formulate a good title and set up her goal using effective questions. For example:

- What do you want to achieve with this research?
- A problem to solve?

Action 3

At this stage, she must consult the resources she has chosen and take notes about all useful information. Tell her she must be sure to document all the sources she has consulted, even if there is a chance, she may not use that source.

Tell her to write her brief research paper on her topic of interest by organising the information she has collected. Support her at this stage if needed, by telling her that she can't give up even if she realises her first draft is not very organised or doesn't look so good. This is exactly what this exercise is for. This step will help her organise her ideas and determine the form her final paper will take. After this, she will revise the draft as many times as she thinks necessary to create a final product. Tell her to give credit where credit is due and cite her sources.



1

Step by step recommendations

Resource 1.3.: Critical thinking

Following, a list of recommendations of how the mentor can support the mentee to improve her critical thinking

Step by step recommendations to master critical thinking

STEP1

QUESTIONING

Tell your mentee that questioning is an essential tool for developing critical thinking skills. Effective questions are those encouraging you to go deeper. It's better to ask "what?" than "why?"

Mentee action

Ask the mentee to think about a question that is important to her future.

STEP2

DEFINING GOALS

Setting goals can help us move forward in life. Goals give us a roadmap to follow. Goals are a great way to hold ourselves accountable, even if we fail. Setting goals and working to achieve them helps us define what we truly want in life.

Mentee action

Ask your mentee to set a short-term goal, based on her question.

STEP2

DEVIL'S ADVOCATE

Pretending in an argument or discussion, to be against your mentees' ideas or plans will make her think critically.

Mentee action

Engage in a discussion about something important for you.



Co-funded by
the European Union



Step by step recommendations toolbox

Critical thinking

<https://www.youtube.com/watch?v=HnJ1bqXUnIM>

Right Question Institute

<https://rightquestion.org/what-is-the-qft/>

Setting SMART Goals:

<https://positive.b-cdn.net/wp-content/uploads/2020/11/Setting-SMARTR-Goals.pdf>



1

Mentoring vignette

Resource 1.4.: Curiosity

Curiosity and curiosity-driven questioning are important for developing scientific thinking and more general interest and motivation to pursue scientific questions.

THE MOST CURIOUS SCIENTIST

Marie Sklodowska was born in Warsaw, Poland, in 1867. Her early years were sorrowful. As a child, she suffered the deaths of her sister and her mother. Because of the political situation of her time and because of her family story, she struggled to get a good education in Poland during her youth. She couldn't get into college in Poland, and this has nothing in common with the political situation or her family, but her gender. At the time, colleges and universities in Poland did not accept female students. This led Marie and her sister Bronislawa to join the secret Flying University, which, unlike official colleges and universities, accepted female students.

After moving in with her sister in Paris, Marie began studying chemistry, mathematics, and physics at the University of Paris. Curie received her physics degree in 1893, as well as her physics degree a year later. Marie met her future husband Pierre while working together on the magnetic properties of steel. They found common ground in their shared interest in science, but Marie refused Pierre's proposal at first because of her plans to return to Poland. She only reconsidered after Pierre agreed to go back to Poland with her, even if it meant abandoning his research and becoming a French teacher.

She shared 1903's year Nobel Prize in Physics with her husband Pierre, and fellow scientist Henri Becquerel. Originally, the Royal Swedish Academy of Sciences awarded the prize to Pierre and Henri, but Pierre refused the award unless they awarded it to his wife as well. This led to Marie becoming the first woman to ever receive a Nobel Prize. Marie Curie received her Nobel Prize in Chemistry in 1911. This made her the first person in history to receive 2 Nobel Prizes and the first person to receive Nobel Prizes in more than one field. After receiving her second award, a group of Polish academicians met with Marie and asked her to return to Poland and continue her research there. This led the French government to support her in founding what would become the Radium Institute at the University of Paris.



MENTORING GUIDING QUESTIONS

1. What makes Marie Curie extraordinary women?
2. Does Marie Curie had goals? How did these goals help her in her life?
3. Do you know something more about this woman scientist? Do you know where to find some more information?
4. What are you curious about after reading the article?
5. What key messages from her story could you formulate?
6. Do you think curiosity is important for science? How?

Mentoring vignette toolbox

Inspiring facts about Marie Curie

<https://facts.net/marie-curie-facts/>

A comprehensive resource on curiosity

<https://curiosity.britannica.com/what-is-curiosity.html>



1

Practical tips

Resource 1.5.: Effective questioning

Effective questions are questions that are powerful and thought-provoking. Effective questions are open-ended and not leading questions. They are not "why?" questions, but rather "what?" or "how?" questions.).

5 practical tips to boost effective questioning

TIP1

Listening is a part of effective questioning. When mentees are listened to, they feel understood and are more trusting of you. Effective listening is a skill that requires nurturing and needs development.

TIP2

Keep questions open-ended and focus on experiences, interests, and wishes.

TIP3

Good questions get right to the point. They're concise and descriptive but not too wordy. When you ask a good question, the person you're talking to understands exactly what you mean.

TIP4

Don't be afraid of your questions! If you're confused about something, you have every right to ask for clarity.

TIP4

Know your purpose. Every question you ask should help you gather either facts or an opinion. Know which kind of information you need and frame your questions accordingly.



Co-funded by
the European Union



Domain 2: RECOGNISE PERSPECTIVES

Recognise that we have a particular perspective, and that others may or may not share it



2

Mentoring didactic tools

Resource 2.1.: Adaptability

Adaptability is the skill of shaping your actions and reactions to the changing environment around you. Being adaptable means you are flexible in your thinking and behaviours when the circumstances around you are changing. It is a skill that can be learned with instruction and practice.

It is important this skill since change is a constant of life, therefore, adaptability allows you to effectively adjust to that change.

Title	Adapting to changes
Type of resource	STAR Method
Objective	<p>The STAR Method is normally used for job interviews when you are required to give an example in order to demonstrate that you possess a skill. In the case of adaptability, it can be used to improve this competence. STAR stands for:</p> <p>S - Define the Situation</p> <p>T - Identify the Task</p> <p>A - Describe your Action</p> <p>R - Explain the Result</p> <p>We can use this technique to adapt to change by analysing the situation, what we have to do in response to the change and our role in the following actions and finally make a decision and analyse the result obtained.</p>



How to use resource 2.1.:Adaptability

GUIDE & MATERIALS

Action1

Explain to your mentee the importance of adaptability in her personal and professional life. Adaptability relies strongly on personal resilience and will help her to feel more confident in the face of change and/or adversity. You will print the cards below for the activity. You can also ask your mentee which situations make her feel uncomfortable in order to propose them for the activity.

Action 2

Ask your mentee to complete the activity described below. You allocate the cards upside down on the table and ask your mentee to choose one. Ask her to role play how she would react in the face of change to her allocated situation.

Action 3

Proposed situations:

**A family member
becomes ill / injured**

**You face a financial
difficulty this month**

**You are put in a new
work group, and you
don't get along with a
colleague**

**The local bus route
no longer drives past
your house**

**You are asked to
move to another city
to work there**

**You've planned a
whole day outside
and suddenly it rains**



2

Effective mentoring strategies

Resource 2.2.: Co-operative skills

Cooperation happens when people work together to achieve a common goal. Therefore, cooperative skills cover everything it takes to work well with others and deliver results as a team. When cooperating, you need to build relationships with teammates, know how to resolve conflict when it arises, and create an inclusive, respectful working environment.

<p>Type of strategy to be used</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Setting goals <input checked="" type="checkbox"/> Effective listening <input type="checkbox"/> Effective questioning <input type="checkbox"/> Effective feedback
<p>Context?</p>	<p>Cooperation takes place when people work together to achieve a goal. Therefore, you need to listen actively to the other person in order to understand what they want to say, and you need to agree on certain goals.</p> <p>Cooperating needs active listening, which means, listening attentively and with an open mind. This skill includes clarifying and asking the speaker open-ended questions. In other words, it is about listening to understand other peoples' ideas and perspectives.</p> <p>On the other hand, setting goals is essential to successful cooperation. You can use the GROW Model, a simple but effective method. Having realistic goals also ensures you can complete them, motivating you and your team to keep setting and reaching goals. Determining specific goals ahead of time will also help you and your team delegate tasks to work more efficiently.</p>



How to use resource 1.2.: Co-operative skills

GUIDE & MATERIALS

Action 1

Explain and put into practice the concept of active listening and how to implement goal setting

Action 2

Present to the mentee different techniques to show their interlocutor that they are actively listening to them. We can divide these techniques into verbal and non-verbal:
Verbal:

- Use short positive affirmations, for example: "I understand", "I see".
- Paraphrase what you heard, reiterate a statement or idea back to the speaker to confirm your understanding
- Demonstrate empathy, for example: "I'm sorry to hear that".

Non-verbal:

- Make eye contact
- Maintain open posture

In order to practice active listening you can present the mentee different situations and do a role play with her in order for her to implement it.

**A friend tells you
about a problem she
has experienced**

**Your boss tells you
about a new work
project**

**A friend tells you the
story of the new
book he has read.**

Action 3

On the other hand, to practice setting goals, you can present the mentee the GROW Model, a simple method which stands for:

- Goals, (template: <https://positive.b-cdn.net/wp-content/uploads/G-Stands-for-Goal.pdf>)
- Reality, (template: <https://positive.b-cdn.net/wp-content/uploads/R-Stands-For-REALITY.pdf>)
- Options, (template: <https://positive.b-cdn.net/wp-content/uploads/O-Stands-for-Options.pdf>)
- Way Forward, (template: <https://positive.b-cdn.net/wp-content/uploads/W-Stands-For-WAY-FORWARD.pdf>)

In each template there are a series of questions your mentee needs to ask herself and/or the team before in order to set goals. Working through each of these will help your mentees to understand which goals are important to them



2

Step by step recommendations

Resource 2.3.: Self-awareness

Self-awareness is the ability to focus on yourself and how your actions, thoughts, or emotions do or do not align with your internal standards. If you are highly self-aware, you can objectively evaluate yourself, manage your emotions, align your behaviour with your values, and understand correctly how others perceive you. There are two types:

- **Public self-awareness:** Being aware of how we can appear to others and
- **Private self-awareness:** Being able to notice and reflect on one's internal state.

Step by step recommendations to master self-awareness

STEP1	<p>Meditate Meditation is the practice of improving your moment-by-moment awareness.</p>
Mentee action	<p>Ask your mentee to try to create a meditation routine. Ask her to find a few minutes a day to focus on something as simple as her breathing. She doesn't need any big rituals; she just needs to decide that the time she takes out of her day is just to switch off and focus on herself.</p>
STEP2	<p>Ask yourself questions Explain to your mentee that it is important to ask oneself questions, from the most general to the deepest ones. In this way we can analyse ourselves and know what worries us, what makes us happy, what helps us, what we don't like, etc.</p>
Mentee action	<p>Ask your mentee to answer the following questions after having enough time to reflect about them:</p> <ul style="list-style-type: none"> • What am I trying to achieve? • What am I doing that is working? • What am I doing that is slowing me down? • What can I do to change?



STEP3	<p>Write down your key plans and priorities</p> <p>By writing down our objectives, we make them more tangible and help to ensure that they are not forgotten. However, it is just as necessary to track whether we are going in the right direction or whether we need to look at something that is going wrong.</p>
Mentee action	<p>Ask your mentee to set short-, medium- and long-term goals and to place them in a visible place so that she can always be aware of them.</p>
STEP4	<p>Ask trusted friends</p> <p>Ask other people how they perceive you in general and in certain situations. Getting specific will help to give you the most concrete feedback. Also, you can ask them how they would like to see you behave.</p>
Mentee action	<p>Ask your mentee to pick out a scenario(s) she would like to receive feedback on and list them. Make two columns. Column A: How I see myself Column B: How others see me Look out for discrepancies and similarities.</p>

Step by step recommendations toolbox

17 activities of self-awareness
<https://positivepsychology.com/self-awareness-exercises-activities-test/#questions>

Increase your self-awareness with one simple fix | Tasha Eurich | TEDxMileHigh
<https://www.youtube.com/watch?v=tGdsOXZpyWE>

Self-awareness for kids
<https://www.youtube.com/watch?v=2yWgddTi5q0>



2

Mentoring vignette

Resource 2.4.: Intercultural awareness

Intercultural awareness implies the ability to become aware not only of our cultural values, beliefs and perceptions, but also those of other cultures. Cultural awareness becomes essential when people of different cultures communicate. As people see, interpret and evaluate things in different ways, what is considered appropriate in one culture is probably inappropriate in another, and therefore misunderstandings arise.

INTERCULTURAL SENSITIVE

The following is a good practice of implementing a training workshop on intercultural sensitivity for women professionals. Clara is an employment counsellor who is implementing a workshop with professionals from different countries. In one of the dynamics, participants were lined up next to each other and were told situations or phrases that women and men experience or hear throughout their lives. When the person has experienced or heard that phrase, she or he has to take a step forward. In the end, women are likely to be much further ahead than men. Finally, in circle, participants reflected on what they had experienced and the feelings of each person. One of the participants, who is Muslim, commented that she felt uncomfortable having to talk about her experiences in front of people she did not trust. This makes Clara reflect on cultural differences, as she is used to dealing with the subject naturally, but she had not thought that other women and men from other cultures might not be used to talking about it.



MENTORING GUIDING QUESTIONS

1. Have you experienced a situation similar to Clara's?
2. Why do you think Clara did not take into account other cultural perspectives?
3. What do you think Clara could do to improve the workshop with professionals?
4. Have you had any encounters with people from other cultures?
5. What skills do you think are needed to be interculturally sensitive?
6. How have you dealt with situations where you have encountered cultural differences?
7. Do you know of important cultural differences about words or gestures that mean one thing in one country and another in another country?
8. How do you think we can improve our cultural awareness? What do you do to improve it?

Mentoring vignette toolbox

Cultural iceberg

https://adeaconsmissing.ca/wp-content/uploads/2015/10/151015.ucc_culture.iceberg.pdf

Intercultural training exercise pack

<https://www.culturewise.net/wp-content/uploads/2013/05/Cultural-awareness-training-exercise-pack.pdf>

Gestures across cultures quiz

<https://www.commisceo-global.com/resources/quizzes/quiz/9>



2

Practical tips

Resource 2.5.: Flexibility

Flexibility is often interchanged with the term adaptability without realising that they have some significant differences. Flexibility means to be able to react quickly to new circumstances and find compromises with people about how to do something. It often refers to offering more or taking less of something, depending on the situation.

5 practical tips to boost flexibility

TIP1

Accept that change is inevitable

Accepting that changes are coming can reduce some of the fear and anxiety you may experience when your circumstances change.

TIP2

Become more confident

Confidence can make you hopeful about the future and feel like you can handle what comes next. Finding ways to make yourself more comfortable with potential changes will likely raise your confidence. Ask your mentee to watch herself in front of a mirror and say 5 things she likes about herself physically and 5 about the way she is.

TIP3

Maintain a positive attitude

While going out of your comfort zone can be difficult, it can be helpful to maintain a positive attitude as you work on creating new thought patterns. Propose your mentee to create a list with music that cheers her up to use when she feels downcast.



TIP4

Be empathic

Understanding each other is probably one of the most difficult things in the world. Making our relationship with others more flexible is about understanding and feeling understood. We can try to understand others, explain our point of view and seek agreement. A simple exercise to start practising empathy is through positive messages to others. Ask your mentee to start saying 'have a nice day' or 'thank you' after all her conversations.

TIP5

Focus on the present

What is past is past, and the future is totally uncertain. The only real thing we have is the now, so focus on the present and what you can do now. Ask your mentee to identify the elements that indicate that she is spinning things instead of being present. Ask her to write down alternative actions to take when those situations are occurring and to apply them when she identifies that she is ruminating in her head.



Co-funded by
the European Union



Domain 3: COMMUNICATE IDEAS

Effectively communicate, verbally and non-verbally, with diverse audiences



3

Mentoring didactic tool

Resource 3.1.: Effective listening

Listening effectively is something that very few of us can do. This is because most of us have never developed the habits that would make us effective listeners.

Effective listening is actively absorbing the information given by a speaker, showing interest, and providing feedback to the speaker so that he or she knows the message was received. By developing this ability, you will get more information from the people you talk to, you will increase others' trust in you, you will reduce conflict and you will better understand how to motivate others in order to inspire a higher level of commitment in people.

Title	Practise through introduction
Type of resource	Practical activity
Objective	<p>The following activity aims to:</p> <ul style="list-style-type: none"> ▪ Develop the skill of effective listening ▪ Develop the skill of summarising effectively ▪ Build a relation between mentor and mentee ▪ Develop the skill of linking one's own thoughts to the flow of ideas ▪ Make the right questions to get information



How to use resource 3.1.:Effective listening

GUIDE & MATERIALS

Action 1

The mentor can propose this activity to the mentee in order to check her effective listening skill. This is also an ice-breaking activity to build a good relationship with the mentee.

Action 2

The mentor will introduce himself/herself and tell a short story of his/her past. The story should be long and articulate; it is recommended to include feelings and details. The mentee must ask at least three questions regarding the story told. After that, the mentee will rephrase what has been said in two minutes. The mentor has to check if the summary is correct, and whether they have dwelt on the most important information.

Action 3

Ask the mentee to introduce herself and to share her own similar experience. The mentor will not ask questions and has to act distracted (for example, checking the phone, looking at other parts of the room...). After that, the mentee will rephrase what has been said in less than a minute trying to make mistakes.

Discuss about what happened. The following questions can help the discussion:

- Did you feel heard?
- Would you have wanted to receive questions?
- Did asking questions allow you to listen to my story better?



3

Effective mentoring strategies

Resource 3.2.: Verbal communication

Verbal communication is about language, both written and spoken, and it can be identified as the use of words to share information with other people. It is about the words that you choose, and how they are heard and interpreted. Effectively conveying your idea or message needs more than just talking and here is where effective verbal communication skills come into play.

There are a large number of different verbal communication skills ranging from the ability to speak clearly to the ability to reflect and organise thoughts. The most common barriers to effective verbal communication are lack of clarity, using stereotypes and generalisations, jumping to conclusions and lack of confidence.

When people are able to understand each other and pass information easily, they save valuable time and invest their energies in completing their tasks and not in trying to understand each other's intentions. Having good skills as a communicator also allows one to resolve disputes and deal quickly with any problem as soon as it arises.

<p>Type of strategy to be used</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Setting goals <input checked="" type="checkbox"/> Effective listening <input type="checkbox"/> Effective questioning <input type="checkbox"/> Effective feedback
<p>Context</p>	<p>Effective communication is an essential skill for achieving success in all areas of life, whether personal or professional. Communication skills breed confidence and optimism that allow you to accomplish goals. In order to do so, it is important to identify your objectives and set your goals. Understanding your objectives will help shape your communication style and make you more effective. Communication is also to listen actively. When everyone is actively involved, communication is far more effective. competence and explain the objective of the selected resource.</p> <p>In this resource, mentors are provided with a set of powerful actions to support the woman (mentee) to practise a good way to communicate.</p>



How to use resource 3.2.:Insert competence here

GUIDE & MATERIALS

Action 1

Defensiveness is a root cause of miscommunication and conflict. We are not always ready to receive and learn from criticism, especially when it is delivered insensitively. When a person feels that they are being blamed- whether rightly or wrongly- it is common that they respond with defensiveness. Being able to properly communicate with others means avoiding conflicts and achieving objectives.

Action 2

Introduce the mentee the "I" statement way of speaking, a simple way that will help to reduce feelings of blame. A good "I" statement takes responsibility for one's own feelings, while tactfully describing a problem.

"I feel *emotion word* when *explanation*"

- "I feel..." must be followed with an emotion word, such as "angry", "hurt", or "worried".
- Use a soft and even tone: careful wording will not help you if your voice still sounds blaming.
- In your explanation, gently describe how the other person's actions affect you.

Action 3

Mentors can propose the following scenarios to practise a good way of communicating feelings and issues:

- **Scenario 1:** a friend always cancels plans at the last minute. Recently, you were waiting for them at a restaurant when they called to say they could not make it.
- **Scenario 2:** you are working on a group project, and one member is not completing their portion. You have repeatedly had to finish their work.
- **Scenario 3:** your boss keeps dumping new work on you, with little instruction, and not enough time. Despite working overtime, you are weeks behind.



3

Step by step recommendations

Resource 3.3: Empathy

Empathy is the ability to emotionally understand what other people feel, see things from their point of view, and imagine yourself in their place. It means putting yourself into someone else’s position and feeling what they are feeling.

Being able to experience empathy has many beneficial uses:
Allows you to build social connections with others.

- Helps you learn to regulate your own emotions.
- Promotes helping behaviours.

Having a great deal of empathy, it also means that you can sometimes get overwhelmed or even overstimulated from always thinking about other people’s emotions and it can lead to empathy fatigue. This is the reason why it is important to master this ability.

Following we provide a list of recommendations of how the mentor can support the mentee to improve her empathy skills.

Step by step recommendations to master empathy

STEP1	Identify your biases Cognitive biases are unreasonable and unfair distortions of judgement in favour of or against a person or thing. Explain to your mentee that biases affect her empathy for others and identifying them means controlling them.
Mentee action	Ask your mentee to write down at least 5 things that make her angry when she talks to someone.
STEP2	Facing problems Arguing with someone is inevitable, but the important thing is to find a solution that takes everyone's emotions into consideration.
Mentee action	Ask your mentee to talk about a difficult or uncomfortable situation she is having with someone. Ask her to write down her thoughts and feelings about it.



STEP3

Walking in others people's shoes

Explain to your mentee that she has to learn to understand people, even when she does not agree with them.

Mentee action

Ask her to write down the feeling she thinks the other person may have regarding the former argument.

STEP4

Learning from mistakes

One of the many strengths of mindfulness is its ability to shift perspective from our personal subjectivity to impersonal objectivity.

Mentee action

Ask her to reprocess now the argument considering the other person's feelings and thoughts. After that ask her to say what she thinks were her mistakes in the discussion.

Step by step recommendations toolbox

5 exercises to help you to build more empathy

<https://ideas.ted.com/5-exercises-to-help-you-build-more-empathy/>

500 years ago role play to improve empathy

<https://positive.b-cdn.net/wp-content/uploads/2020/09/500-Years-Ago-Worksheet.pdf>

Creating an empathy picture

<https://positive.b-cdn.net/wp-content/uploads/2020/09/Creating-an-Empathy-Picture.pdf>



3

Mentoring vignette

Resource 3.4: Emotional intelligence

Emotional intelligence refers to the ability to identify and regulate our own emotions, to recognize emotions of other people and feel empathy toward them, and to use these abilities to communicate effectively and build healthy, productive relationships with others.

Components of emotional intelligence are:

- **Perceiving emotions:** the first step in understanding emotions is to perceive them. This might involve understanding nonverbal signals such as body language and facial expressions.
- **Reasoning with emotions:** the next step involves using emotions to promote thinking. Emotions help prioritise what we pay attention and react to.
- **Understanding emotions:** the emotions that we perceive can carry a wide variety of meanings.
- **Managing emotions:** regulating emotions and responding appropriately as well as responding to the emotions of others are all important aspects of emotional management.

The presented mentoring vignette aims to present a case study to support the mentor to provide to the mentee relevant context about the skills in this field that needs to be improved.

NOT GETTING WHAT YOU WANT

Alice is a junior manager in a manufacturing company. Her manager recently retired and recommended Alice for a management training program to carry out the position.

Alice did not get the promotion because she failed her management training. She is very bitter at the lost opportunity and complains to her co-workers that she did not get the promotion because of them, accusing them of overloading her with work and leaving her with no time to study.

Alice also complains to her husband that if he had taken on more responsibilities into the household, she would not have failed his management training. She is also jealous of her new manager for getting the promotion ahead of her. She complains that if she had not been sabotaged by others the job would have been her. Alice's work performance has dropped during time.



MENTORING GUIDING QUESTIONS

1. Do you think that Alice's reaction is reasonable?
2. Is Alice responding to her failure in an emotionally intelligent way?
3. Can you find the emotional intelligence issues, if they are present?
4. Can you identify the negative emotions felt by Alice?
5. Do you think that context influences Alice's reaction?
6. Do you think that other people have the power to influence your actions?
7. If yes, what can you do to limit this influence?
8. What would have been an emotionally intelligent reaction into the case study?
9. Considering that Alice's reaction is wrong, what can she do now to fix it?

Mentoring vignette toolbox

Emotional intelligence questionnaire

https://www.drugsandalcohol.ie/26776/1/Emotional_intelligence_questionnaire-LAL1.pdf

Ramona Hacker : Six steps to improve your emotional intelligence

https://www.ted.com/talks/ramona_hacker_6_steps_to_improve_your_emotional_intelligence?language=en

Ten characteristics of people with high emotional intelligence

<https://www.inc.com/paul-grossinger/10-characteristics-of-people-with-high-emotional-intelligence.html>



3

Practical tips

Resource 3.5: Non-verbal communication

Non-verbal communication is the process of sending and receiving messages without using words, either spoken or written. The ways in which your body either emphasises or contradicts spoken words is just as important as the word you use, or even more so, in those moments when actions speak louder than words.

The non-verbal platform includes eye contact or the lack thereof, facial expressions, gestures, posture, personal appearance.

5 practical tips to boost non-verbal communication

TIP1

Pay attention to nonverbal signals

People communicate information in numerous ways, so pay attention to a variety of signals that can convey information that is not put into words. For example, eye contact can help establish how attentive a person is. Tone of voice might reveal hints about their emotional state.

TIP2

Look for incongruent behaviours

You should pay attention if someone's words do not match their nonverbal behaviours. For example, someone might tell you they are happy while frowning and staring at the ground.

TIP3

Focus on tone of voice

Tone can be an effective way to amplify your message. Start noticing how your tone of voice affects how others respond to you and try using your tone to emphasise ideas that you want to communicate.



TIP4

Use good eye contact

Good eye contact is an essential nonverbal communication skill. When people fail to look others in the eye, it can seem as if they are evading or trying to hide something. On the other hand, too much eye contact can seem confrontational or intimidating. Some communication experts recommend intervals of eye contact lasting three to four seconds.

TIP5

Ask questions

If you are confused about another person's nonverbal signals, do not be afraid to ask questions. A good idea is to repeat back your interpretation of what has been said and ask for clarification. For example, use expressions as:

- "So, what you are saying is that..."
- "Do you mean that we should..."

TIP6

Use signals to add meaning

You can improve your spoken communication by using body language that reinforces and supports what you are saying. For example, suppose your goal is to appear confident and prepared during a presentation. In that case, you will want to focus on sending nonverbal signals that ensure that others see you as self-assured and capable i.e., standing firmly in one place, keeping your shoulders back and keeping your weight balanced on both feet.

TIP7

Practice

Some people seem to have a knack for using nonverbal communication, but it is a skill you can improve. You can build this skill by paying careful attention to nonverbal behaviour and practising different types of nonverbal communication with others.



Co-funded by
the European Union



Domain 4: TAKE ACTION

To have the competences to not just learn
about the world, but also to make a
difference in the world



4

Mentoring didactic tool

Resource 4.1: Resilience

Challenging situations are part of everyone’s lives from time to time. But the way people react to them may vary across time, situations, and personal characteristics and capacities.

Resilience is about one’s capacity to thrive through hard times, overcoming challenging and stressful situations. It doesn’t mean resilient people do not experience distress. They do, but they can manage it to thrive and grow.

This means resilience is not an innate capacity one has or not. It is a trainable competence that can be developed and strengthened throughout time.

Title	Telling my story
Type of resource	Storytelling
Objective	<p>Everything revolves around a good or a bad story. The question, therefore, is to what extent do we acknowledge the significance of how a narrative architecture can help us adjust our paradigms and exercise our resilience skills?</p> <p>Being stuck in a bad story (as in a difficult moment of our lives) is a typical characteristic of resistance. To practice your resilience, you need to move forward and give room to new chapters in your story.</p> <p>This tool is designed so you can guide the mentee in the process of narrating their own story. This is expected to help her be more self-conscious and learn about what is it that is preventing her to make changes and move on.</p> <p>Resilience is the ability to accept change, the ability to be flexible, the ability to find a purpose in life. Use storytelling to support your mentee achieving her goals at his level.</p>



How to use resource 4.1.: Resilience?

GUIDE & MATERIALS

Action 1

Ask your mentee to think about an episode of her life and to register (it can be mentally). To support her on this, provide her the following questions:

1. Specific details like: When did it happen? Where did it happen? Who was part of the episode?
2. The sequence of the events that happen.
3. The element/situation that caused this story to be a difficult situation.
4. What have you learned so far from that situation?
5. Did those lessons produced any change in the way you behave or perceive your life situations?

Action 2

Challenge her to write down her story in one A4 format page, by answering the following questions: When? Where? Who? and What?

Action 3

Advise her to choose if she wants to share her story, using the following formats:

- Written story: easy way to do it, through articles, blog posts, books. Tools like [Daily Page](#), [750 Words](#) or [Help me Write](#), will help her to create writing habits.
- Spoken story: this requires some oratory skills. The art of public speaking can help her build her confidence, but it requires practice. [The TEDx Speaker Guide](#) can be a good way to start.
- Audio story: if she is afraid of public speaking, suggest her to record story by using her mobile or like Google Hangouts on Air or Google Voice
- Digital story: making use of different media channels like video, animation, interactive information disposal and games. She can use tools like [Kumu](#) to map her story. Instead of having a traditional timeline story, challenge her to create a visual history where she can have as many interconnected branches as she want. This is a good exercise to also put things into a different perspective.



4

Effective mentoring strategies

Resource 4.2.: Action-oriented

Implementation is the corner stone to turn great ideas into reality. Not worthy having good ideas if someone doesn't bring them to an outcome. The moto is: "don't just think – do it". But how so?

An action-oriented person is someone who is ready to take challenges, is able to identify and seize opportunities, and has that can-do attitude. Together with these traits there are a set of competences that they master to get things done. These are pragmatism, proactivity and strategic planning.

<p>Type of strategy to be used</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Setting goals <input type="checkbox"/> Effective listening <input checked="" type="checkbox"/> Effective questioning <input type="checkbox"/> Effective feedback
<p>Context</p>	<p>Most of the times, it is not about the amount of the work you do but how wisely you get things done. This is called efficiency or the ability of getting things done with less effort. First rule of getting things done is SMART goal setting.</p> <p>A pragmatic person is a strategic planner oriented to action; this means also an objective oriented person. This is essential when it is up to turn ideas into reality. In this process, of turning ideas into reality, a pragmatic person works on their ability to follow a plan in order to attain a goal.</p> <p>It is all about having a clear objective and focus on the best way to get it done. This requires at the same time some self-discipline that will guarantee you to keep on track, eliminating any chances of deviations or distracting factors.</p> <p>In this resource, mentors are provided with a set of powerful questions to support the woman (mentee) to practice SMART goals definition.</p>



How to use resource 4.2.: Action-oriented?

GUIDE & MATERIALS

Action 1

Reinforce the concept of being a pragmatic person: a clear orientation for action lead by strategic and analytical thinking

Action 2

Introduce the mentee to the concept of SMART goals, by relating them to strategic planning. SMART goals are:

- **Specific:** goals need to be clear and linked to an activity (something you want to achieve).
- **Measurable:** goals need to be measured, i.e. you need have evidence of your progression towards achieving the goal.
- **Achievable:** goals need to be broken down into tasks or actions.
- **Relevant:** goals need to be realistic, something you can reasonably accomplish.
- **Time-bound:** goals need to be time framed.

Action 3

As the mentee to think about one objective she would like to accomplish, something that can be possible to complete in six months. After that, break down the SMART goals definition using the following questions:

- **Specific:** is the goal linked to any activity? Is it clear?
- **Measurable:** is it possible to measure the progress of this goal?
- **Achievable:** can this goal be broken down into tasks or specific actions?
- **Relevant:** is this a realistic goal? Is it aligned with my purposes or intentions?
- **Time-bound:** is there a time period to achieve this goal?

Additionally, the mentor can use the following example to prove the point:

Any decisions you must take is linked to a goal you are trying to meet. Let's take career goals as an example. In this case, the problem could be: "I feel stuck in this 9:00 till 17:00 job". Can you find one possible related goal to achieve that could help you solve that problem? A possible goal could be:

"To attend three networking events quarterly to connect with potential partners or employers".



4

Step by step recommendations

Resource 4.3.: Problem-solving

Saying that problem-solving is a skill is not totally true. Problem-solving is not only one skill but a set of skills that together contribute to this ability. Some of these skills are referred to in the UPCOMING WOMEN Global Competence framework, such as effective listening, analytical thinking, creativity, communication to name a few.

Following we provide a list of recommendations of how the mentor can support the mentee to improve her problem-solving skills, covering the problem-solving process

Step by step recommendations to master problem-solving

STEP1	Define the problem Explain to your mentee that she has to learn how to differentiate facts from opinions and trust on reliable data before stating a specific problem.
--------------	--

Mentee action	Ask the mentee to state a problem related to her professional life.
----------------------	---

STEP2	Generate alternative solutions There isn't only one solution for a specific problem. One must look beyond the obvious and point out alternative solutions
--------------	---

Mentee action	Conduct a brainstorming exercise with your mentee to seek for alternative solutions for the problem she has stated.
----------------------	---

STEP3	Evaluate and select an alternative All alternatives that resulted from the brainstorming phase must now be evaluated without bias
--------------	---

Mentee action	Ask your mentee to evaluate all the solutions she has presented before. You can support her doing this by using a decision tree as a tool. Once she has selected the final solution for the problem stated, she must state the selected alternative explicitly. Ask her to write it down!
----------------------	---



STEP4

Implement and follow up on the solution

Now it is time to take action! An important aspect of this is to plan and implement the chosen alternative.

Mentee action

Ask your mentee to create an action plan to implement the solution found.

Step by step recommendations toolbox

Decision tree template

<https://rb.gy/sm3rnw>

How to perform a root cause analysis

www.masterclass.com/articles/how-to-perform-a-root-cause-analysis

Root cause analysis templates

www.perkbox.com/uk/resources/blog/7-free-root-cause-analysis-templates-and-how-to-use-them



4

Mentoring vignette

Resource 4.4.: Social-action skills

Social action is basically taking action to create a positive change. This positive change can be in our personal lives or for the benefit of the community we are in. Related with the DOMAIN 4 – Take Action, aiming to develop in the low-skilled woman and in vulnerable situations the competences to not just learn about the world, but also to make a difference in the world, the presented mentoring vignette aims to present a powerful story to support the mentor to provide to the mentee relevant context about the skills in this field that needs to be improved.

PROPELLING URGENT ACTION ON GENDER EQUALITY AND THE RIGHTS OF GIRLS AND WOMEN

This is the title of Global issue number 4 of the year 2022, listed in the United Nations Foundations page. Every year this organisation list the top five most pressing global issues to be held into account. Gender equality and the rights of women are issues that are still listed every year

The **United Nation Women** promotes each year a worldwide campaign called “Around the world:16 days of activism”, gathering local, regional and national events sparking action and awareness on ending gender based violence.

Gender-based violence is defined as s harmful acts directed at an individual based on their gender. It is a constant threat for girls and women around the world regardless of their age, race, or socioeconomic status.

According to data provided by United Women Nation (2022):

- More than 1 in 3 women experience gender-based violence during their lifetime
- More than 5 women or girls are killed every hour by someone in their own family.
- Less than 40 per cent of women who experience violence seek help of any sort.



MENTORING GUIDING QUESTIONS

1. Where you aware of this situation regarding gender-based violence?
2. To what extend to you involve yourself in these global issues?
3. Does it affect you personally?
4. If yes, how? Would you be so kind to explain?
5. Dou you know any women who has been victim of any kind of violence?
6. Would you engage in a particular action to support ending gender-based violence?
7. If yes, explain what type of action.
8. If no, would you be so kind to justify why?
9. In your opinion what does it take to end violence against women?

Mentoring vignette toolbox

Around the world: 16 Days of Activism

www.unwomen.org/en/news-stories/news/2022/12/around-the-world-16-days-of-activism

In focus: 16 Days of Activism against Gender-Based Violence

<https://www.unwomen.org/en/news-stories/in-focus/2022/11/in-focus-16-days-of-activism-against-gender-based-violence>

Push forward: 10 ways to end violence against women

www.unwomen.org/en/news-stories/feature-story/2022/11/push-forward-10-ways-to-end-violence-against-women

Stand with her: 6 women-led organisation tackling gender-based violence

<https://rb.gy/mgfbtp>



4

Practical tips

Resource 4.5.: Creative thinking

Creativity is the ability to create something. It is normally associated to artists but every person that creates something, even if that creation does not end up having a worldly impact, is a creator. Therefore, creativity is a skill that all people have. Creative thinking is defined as the ability to solve situations, problems or challenges using different approaches.

5 practical tips to boost creative thinking

TIP1

Ask your mentee when was the last time she has created something new. Outline that when developing creativity skills, it is not expected that you create something new, especially from scratch. There are plenty resources available that can help her come up with solutions to situations or problems she must solve.

TIP2

Support your mentee creating a "Individual brand strategy", a personal and/or professional footprint of her best features. She can use a social media account to broadcast this information. You can also guide her in improving her digital footprint.

TIP3

Advise her to consume content that's way outside of her comfort zone. Suggest her a list of topics she has no knowledge about!

TIP4

Create together an "Inspirational box", a set of motivational resources to have in hand to boost your creativity thinking. These resources can be a music list; a vision board; a Podcast, a book, a movie etc. Share your creative tips together!

TIP5

Introduce your mentee to some exercises that use the right-side brain: journaling, drawing, reading, playing games that require imagination.



Part III - UPCOMING WOMEN Mentoring templates

Following is suggested a list of tools to use during the mentoring session. These can be adaptable to the needs of both mentors and mentees.

Template 1: Mentoring cycle planning

For mentors to plan their mentoring cycles.

Template 2: Mentoring agreement

A document to be signed by both mentor and mentee at the beginning of the mentoring relationship.

Template 3: Goal-setting template

This document is addressed to the mentee, and the mentor is advised to support the mentee in filling it. It can be used in different mentoring sessions.

Template 4: Action plan template

This document is addressed to the mentee, and the mentor is advised to support the mentee in filling it. It can be used in different mentoring sessions.

Template 5: Conversation starter

This template contains tips for mentors to use when starting each mentoring session.

Template 6: Mentoring session log

This template corresponds to the records the mentor must keep from one session to another, working also as a planning tool.

Template 7: Progress-check-in

This document is addressed to the mentee working as a self-assessment tool that the mentor can ask her to fill in after a certain number of sessions, or even at the end of the mentoring relationship.

Template 8: Mentoring closure plan

A checklist of procedures both mentors, and mentee must observe to plan ahead for the end of the mentoring relationship.



MENTORING CYCLE PLANNING

Domain	Competence(s)	Number of sessions
--------	---------------	--------------------

STEP1 →	STEP2 →	STEP3 →	STEP4 ↻
---------	---------	---------	---------

Identification of personal/professional needs and goals	Collection of evidence to monitor and measure progress toward goals	Feedback conversations to set new goals	Start a new cycle
---	---	---	-------------------

PREPARE →	INITIATE →	CULTIVATE →	EVALUATE ↻
-----------	------------	-------------	------------

Templates				
Resources				
Notes				



Co-funded by
the European Union



MENTORING AGREEMENT

	Mentor	Mentee
Name		
Email		
Phone Number		
Other		

What areas would you like mentoring in?

What would you like to achieve by the end of this mentoring cycle?

What are your expectations from the UPCOMING WOMEN mentoring programme?

What ground rules should we establish?

Number of sessions defined for the mentoring cycle: _____

Confidentiality statement:

I agree to keep our conversations confidential unless both parties agree to do otherwise (unless there is a mandatory reporting issue).

Mentor _____

Date _____

Mentee _____

Date _____



GOAL-SETTING

My Goal:

My resources	Obstacles
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

add more if needed



GOAL-SETTING TEMPLATE

Strategy to overcome obstacles			
Obstacle number	Strategy	Useful resource	How do I know my goal has been achieved?

add more if needed



ACTION PLAN

ACTION PLAN		Task to be completed	Due date	Resources required	Reflections
Action 1	name & description	Step 1....			
		Step 2.....			
		Step 3....			
Action 2	name & description	Step 1....			
		Step 2.....			
		Step 3...			
Action 2	name & description	Step 1...			
		Step 2...			
		Step 3...			

Replicate table if needed



CONVERSTATION STARTER

INTENTION	GUIDING QUESTIONS
STARTER	What do you expect from your mentor? Are there any topics that are off-limits? What are your expectations from these sessions? Which values do we consider important in our relationship?
BACKGROUND	What has been going on in your life lately? What is slowing you down? and stopping you? What skills did you always want to learn? Which are your strengths? and your weaknesses? How important are your current goals?
EXPLORATION	What is the steps/actions you possibly need to do to move in the right direction? What should it look like in a week/month/year from now? Which people you can rely on? Which role would you need to adopt in future situations? How Will you know you are successful in implementing new learnings?
ACTION	What is the steps/actions you possibly need to do to move in the right direction? What should it look like in a week/month/year from now? Which people you can you rely on? Which role would you need to adopt in future situations? How will you know you are successful in implementing new learnings?
REFLECTION	What was particularly helpful today? What should we continue doing to keep helping you? What should we drop because it is not helping you? Are there any topics which you would like to revise next time? In which topics/aspects do you want to put an emphasis during our next session?



TIPS TO USE WITH THE CONVERSATION STARTERS

PARAPHRASING	So, what you mean is that...? If I heard you correctly, you said...?
PROBING	What is another way that you could approach this? What do you think would happen if...? Why do you think? What could you do differently?
CLARIFYING & SUMMARISING	So, could you explain that in a more detailed...? Tell me a bit more about what you mean. Let me see if I understood. You said that... If I summarise your main points, they are...
ACTION	What are the steps/actions you possibly need to do to move in the right direction? What should it look like in a week/month/year from now? Which people can you rely on? Which role would you need to adopt in future situations? How will you know you are successful in implementing new learnings?
REFLECTION	What was particularly helpful today? What should we continue doing to keep helping you? What should we drop because it is not helping you? Are there any topics which you would like to revise next time? In which topics/aspects do you want to put an emphasis during our next session?



MENTORING SESSION LOG

Mentor	
Mentee	
Date	
Session number	

Domain	
Skill	

Check-in

[Reserve some time at the beginning of the session to have an informal conversation and build rapport]

Review actions

Recent wins

[Discuss progress achieve so far, if applicable]

Obstacles

[Reflect on the obstacles faced when trying to achieve the objectives defined in previous sessions]



Session plan	
Objective(s)	Obstacles
<p><i>[Define the session specific objectives]</i></p> <p><i>[Review agreed objectives and establish a time frame to achieve it]</i></p>	<p><i>[Reflect on the possible obstacles that might prevent the mentee to achieve the established objectives]</i></p>



Planning next session	
Next steps and goals	Progress reflection
<i>[List the actions to be completed by the mentee until the next session]</i>	<i>[Reflect on the progress made so far: what achievements have been made so far; lessons learnt, feedback to share, etc.]</i>
Date for next session	

Comment and reflections

Signatures
Mentor
Mentee



PROGRESS-CHECK-IN

Domain	
Skill	
Mentee	

	Poor	Fair	Average	Good	Excellent
What level of knowledge did your mentor possess regarding this domains?					
How skilled was your mentor at providing a kind of thoughtful and learning environment?					
How would you rate your overall experience with your mentor?					
How do you assess your level in the indicated skill?					
Which skill do you think you still need to practice or improve?					
What was your greatest difficulty in achieving the goal under this domain?					
Describe a recent event in which you used a skill you have acquired in this domain					
What did you enjoy about this mentoring session?					



MENTORING CLOSURE PLAN



Closure checklist

- Review mentees goals and progress
- Make sure an important goal has not been overlooked
- Plan a formal acknowledgement or celebration of the relationship
- Prepare for a final review



Keep in touch

- Define your relationship after the ending of the mentoring programme
- Exchange phone number, social media accounts if you want to



Final review for the mentor

- What major challenges you faced in this position?
- What skills have been most beneficial for you?
- Do you think this program helped your mentee develop the skills and knowledge needed to take on larger roles and more challenges?
- Which part of the mentoring experience do you feel was the most useful in helping the mentee reach the stated goals?
- Was there an element that you felt was not useful?
- Would you recommend this experience as a mentor?
- Are you interested in serving as a mentor again?



Final review for the mentee

- Specific changes/growth in me as a result of my mentoring relationship
- Something I'll stop doing or do less
- Which part of the mentoring experience did you feel was the most useful in helping you reach the stated goals?
- Something I plan to do/do more in the future
- Was there an element that you felt was not useful?
- Was there an element that you felt was not useful?



References and tools

5 exercises to help you to build more empathy

<https://ideas.ted.com/5-exercises-to-help-you-build-more-empathy/>

5 Global issues to watch in 2022

<https://unfoundation.org/blog/post/5-global-issues-to-watch-in-2022/>

15 Global challenges for the next decades

www.bbvaopenmind.com/en/articles/15-global-challenges-for-the-next-decades/

500 years ago role play to improve empathy

<https://positive.b-cdn.net/wp-content/uploads/2020/09/500-Years-Ago-Worksheet.pdf>

750 Words

<http://750words.com/>

Adaptability: definition, example and tips

<https://www.berkeleywellbeing.com/adaptability.html>

Adaptability vs. Flexibility: definitions and differences

<https://www.indeed.com/career-advice/career-development/adaptability-vs-flexibility>

Creating an empathy picture

<https://positive.b-cdn.net/wp-content/uploads/2020/09/Creating-an-Empathy-Picture.pdf>

Daily page

www.dailypage.co/

Effective questioning

www.coachingforchange.com/pub10.html

Emotional intelligence questionnaire

https://www.drugsandalcohol.ie/26776/1/Emotional_intelligence_questionnaire-LAL1.pdf

EU Action Plan on Integration and Inclusion (2021- 2027)

https://ec.europa.eu/migrant-integration/home_en

Flexibility and adaptability

<https://www.skills-up.eu/adaptability/>

Gender inequality index (GII)

<https://rb.gy/natdsb>

Gender Equality Strategy 2022-2025, United Nations Development Programme

<https://rb.gy/satwbh>



Goal setting

www.inc.com/geoffrey-james/what-goal-setting-does-to-your-brain-why-its-spectacularly-effective.html

Grow model

<https://www.mindtools.com/an0fzpz/the-grow-model-of-coaching-and-mentoring>

Help me write

<http://helpmewrite.co/>

Intercultural awareness

<https://www.skillsyouneed.com/ips/intercultural-awareness.html>

Intercultural awareness

<https://www.skillsyouneed.com/ips/intercultural-awareness.html>

Kumu

<https://kumu.io/>

Mansilla, Veronica, Jackson, Anthony. (2011). *Educating for Global Competence: preparing our youth to engage the world*. Asia Society.

OECD Programme for International Student Assessment global competence framework

<https://www.oecd.org/pisa/innovation/global-competence/>

Research skills

www.indeed.com/career-advice/career-development/research-skills

Ramona Hacker : six steps to improve your emotional intelligence

https://www.ted.com/talks/ramona_hacker_6_steps_to_improve_your_emotional_intelligence?language=en

SDG 5 - Achieve gender equality and empower all women and girls

<https://sdgs.un.org/goals/goal5>

TEDx Speaker Guide

https://storage.ted.com/tedx/manuals/tedx_speaker_guide.pdf

Ten characteristics of people with high emotional intelligence

<https://www.inc.com/paul-grossinger/10-characteristics-of-people-with-high-emotional-intelligence.html>

The Grow model

<https://positivepsychology.com/grow-coaching-model/>

The Star Method

<https://www.themuse.com/advice/star-interview-methodTitle>



Co-funded by
the European Union



Thumbelina story

http://hca.gilead.org.il/li_tiny.html

Top 10 world problems and their solutions

www.developmentaid.org/news-stream/post/147458/top-10-world-problems-and-their-solutions

United Nation Women

www.unwomen.org/en/about-us/about-un-women

UN Women - Explainer: Sustainable Development Goal 5

<https://rb.gy/cwdv6q>

UPCOMING WOMEN - Low skilled women' empowerment through global competence and mentorship

<https://upcomingwomen.eu>

What are collaboration skills?

<https://www.thebalancemoney.com/collaboration-skills-with-examples-2059686>

What are collaboration skills? Definition and examples

<https://www.theforage.com/blog/skills/collaboration-skills>

What is self-awareness and why is it important?

<https://www.betterup.com/blog/what-is-self-awareness>