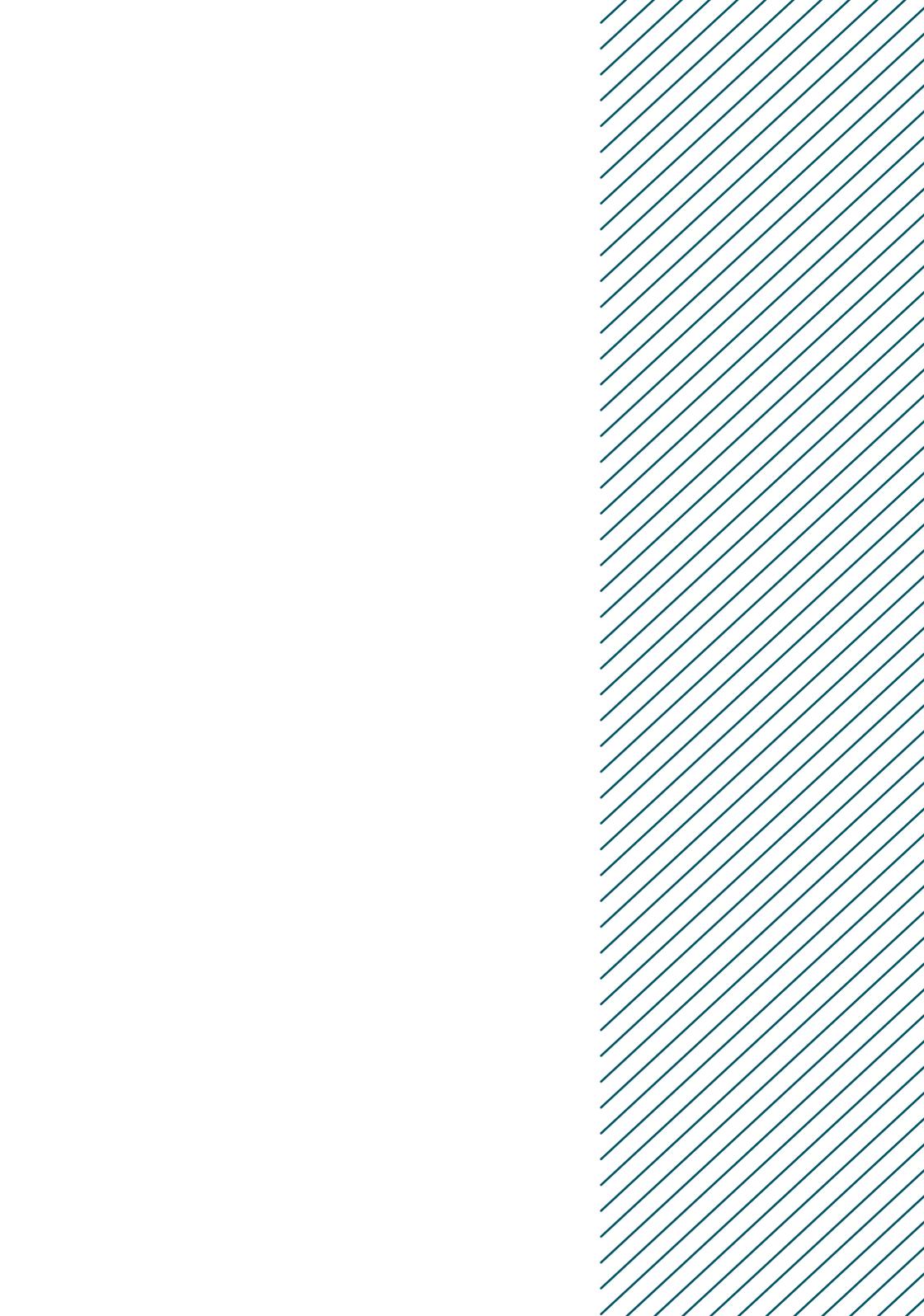


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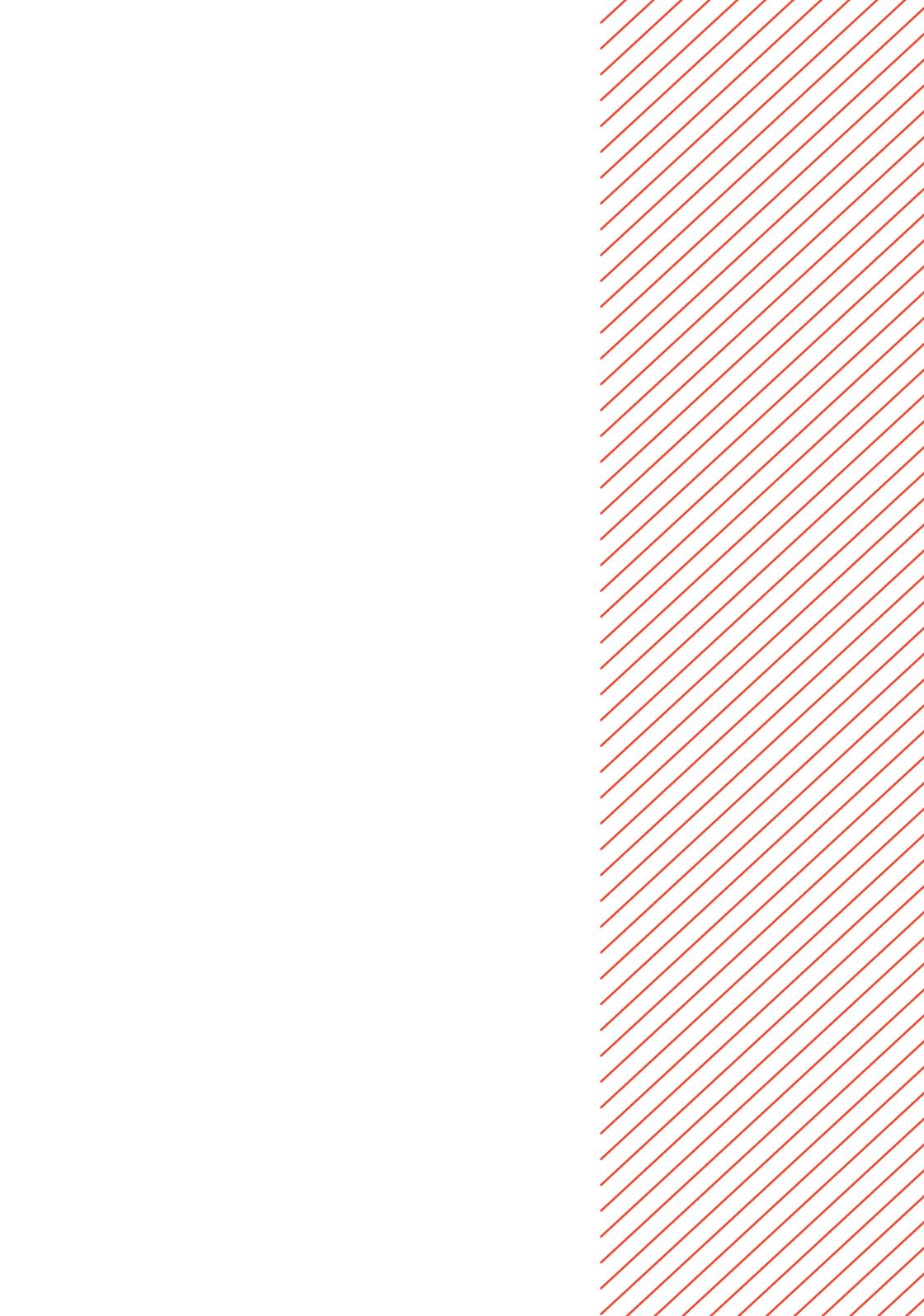
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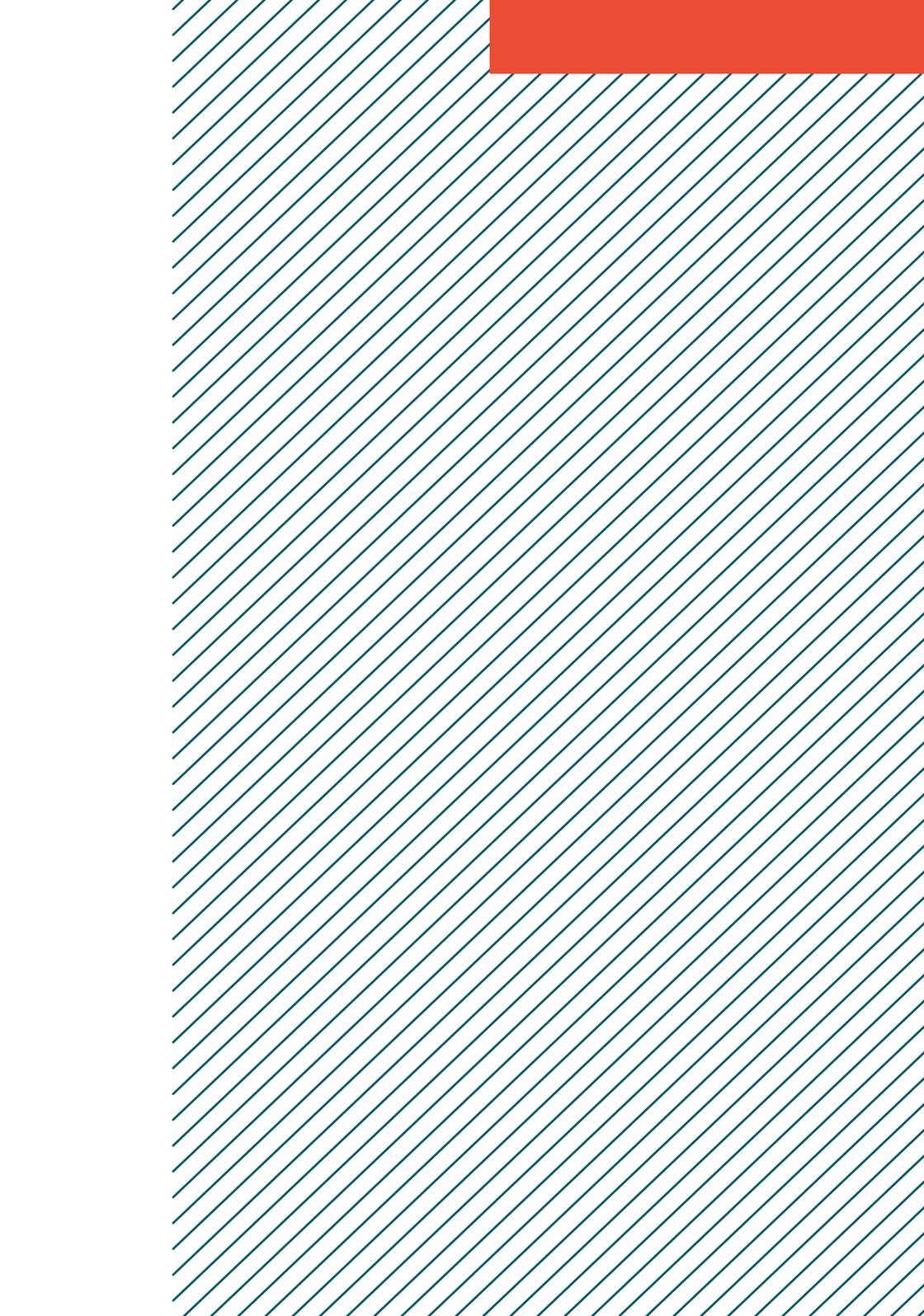
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# A few words beforehand

Mentors have played a significant role in the European Voluntary Service projects starting with the Youth, Youth in Action Programme till now, the Erasmus+ Programme. Over these years EVS support structure has been developed by host organisations and by National Agencies.

Since 2011 the Polish National Agency has been supporting mentors by organising annual training courses dedicated specifically to them<sup>1</sup> in order to ensure a high quality level of support for volunteers' learning process during EVS activities.

Experience gained during the training courses and the need to address this issue led to an innovative idea to create a long-term project guiding mentors step by step through the whole EVS project cycle. The content of this blended training "Meant to be a Mentor" was the basis for this workbook.

Both the training event and the publication would not exist without close cooperation with the Lithuanian National Agency: Monika Kėžaitė-Jakniūnienė – trainer, Viktorija Malinauskienė and Aistė Natkevičiūtė-Čiplinskienė – European Voluntary Service members of staff, Michael Kimmig – trainer and author of this book and Urszula Buchowicz – European Voluntary Service member of staff.

I believe that this workbook will provide a helpful set of tools and methods for mentors and all people interested in mentoring in the EVS context as a special way of supporting the learning process of young people.

## **Mr. Tomasz Bratek**

Deputy of the General Director of the FDES,  
Director of the Erasmus+ Programme  
Warsaw, July 2015

1. "Mentor w roli głównej" (2011), "Mentor, czyli kto?" (2012, 2013), and "Mentoring for Change" (2013). Download links to the final reports of these events in the chapter "Resources – Links and literature".

# How to use this workbook?

## **This workbook is for you!**

What you won't find here is a lot of information about EVS nor the perspective of the National Agencies on EVS. There is no need to reinvent the wheel - there are already a lot of great publications on the European Voluntary Service (EVS) out there.<sup>2</sup>

However, what is not out there is a practical guide with ideas how EVS mentors can work with their volunteers. With this workbook we would like to fill this gap. It is meant to serve as a practical guide for your work with your volunteer(s).

## **How to get started?**

Every chapter is divided into several parts:

- » a chapter outline and overview,
- » a brief introduction into the main content,
- » a suggestion for one or more activities that you can carry out and practise mentoring skills,
- » a few questions that help you to review your experience, and
- » a list of useful resources.

To make these activities work for you, your volunteer and your organisational context you might need to adapt them to your needs and situation.

<sup>2</sup>. For examples please look in the chapter "Resources - Links and literature".

## How can I make the best of this workbook?

### 1. Follow the outline of the chapters

The most important points will be presented and lead you directly to a practical activity. You'll benefit most from this workbook if you don't only read about, but actually carry out the suggested activities.

### 2. Find a partner to learn/practise with

Some activities are for yourself only, some others you may want to carry out directly with your volunteer. You might feel more comfortable trying out the activities with someone first to see if you are heading in the right direction. You can do this with another mentor, a co-worker or a friend. If you feel ready, you can integrate them into your mentoring activities.

### 3. Take notes and reflect on your experience

How did it work? What went well? What doesn't work for you? What would you change/do differently next time? You can take notes for yourself right in this workbook (Yes, it's yours!) So, underline, circle around, write down your thoughts, comments, recommendations, etc.

4.

## Share and discuss your experience with other mentors

If you have the chance to share and reflect on your experience with someone else, great. Otherwise (or additionally!) subscribe to the Google+ Community “Meant to be a Mentor” and share your experience and recommendations with other mentors.



[www.goo.gl/qiXKeR](http://www.goo.gl/qiXKeR)

Ready to go?

Enjoy exploring, practising and learning!

**Michael Kimmig**

# 1. Pictures of EVS – Picture EVS

“ Act as if what you do  
makes a difference. It does. ”

**William James**

Voluntary work has very different faces: short-term, mid-term and long-term services, voluntary activities on local, regional, national and international level, volunteering as a service, a learning experience, a contribution to community development, as part of development cooperation, etc. Each one has its own approach, philosophy and values.

Even if we look only at European Voluntary Service (EVS), the world of voluntary projects is very colourful and diverse. Reality shows that EVS is organised and carried out in many different ways.

In this part we will explore pictures of EVS, mainly from the volunteers' perspective: What does EVS mean to volunteers? What is the main idea of and what are the main values behind EVS?

Your part will be to add to this picture YOUR point of view, taking into account the local and organisational context.

## AIMS

Getting to know the EVS programme from the volunteers' side

Reflecting on your own experience of EVS

## CONTENT

The volunteers' perspective on EVS

The main ideas/values of EVS

My personal ideas/values of EVS as a mentor

## ACTIVITIES

Pictures of EVS

Picture EVS



Let's look for some inspiration. Just watch a few videos on EVS, each of them highlighting different aspects of volunteering. Focus on the different ideas and values that are shown in these videos.

[www.goo.gl/176CKC](http://www.goo.gl/176CKC)

**These videos are just the tip of an iceberg!**

- » Did you enjoy watching them?
- » Do you know any other video examples?

# 1.

## ACTIVITY: PICTURES OF EVS

**The first activity is about gathering even more inspiration, from various sources...**

1. Search for other “pictures” of EVS on YouTube, Vimeo, Facebook or other video platforms. Maybe you'll also find videos that represent the perspective of the programme, of organisations, of mentors?
2. Post them in the M2beaM community on Google+. Write one or two sentences explaining your choice.

Think about all the different actors involved in realising EVS:

*What values and main ideas do you think EVS represents?*

*What values are there for all the different actors involved?*

# 2.

## ACTIVITY: PICTURE EVS

**Now it is time to explore your picture of EVS:**

- » How do you understand EVS?
  - » How did you see it in your own experience as a volunteer?
  - » How do you experience it from your perspective now (taking into consideration your organisation's profile, the local community and regional context)?
1. Find a creative way to express your picture:
    - » take a photograph and/or use an existing one,
    - » create a mind-map, a collage or land art (using materials from nature),
    - » build something from plasticine or any other modelling material,
    - » draw, paint, write, or
    - » do anything else that comes to your mind!



## 2. EVS as a process of change

“ Things do not change;  
we change. ”

**Henry David Thoreau**

Looking at its overall picture EVS looks like a journey with the main character going on a quest. S/he encounters a problem, conflict or challenge, which s/he needs to cope with. After going through a series of adventures, the hero(ine) manages to complete the quest and finishes his/her journey enriched...

This journey is often a journey of change (or changes).

EVS is full of changes: arriving in another country, carrying out new tasks/projects, finding a new role within an organisation, organising everyday life, building new contacts and creating a new social net, trying out new things, changing routines, behaviour, habits, etc.

“ Change is the key word during an EVS project. Since the preparations until the return to your country you have to face millions of changes, in your lifestyle, in your routine, in your habits, and hopefully, in yourself. ”

**An ex-volunteer from Portugal**

If you want to support volunteers during change, it is crucial to understand the very phenomenon of change and conduct an in-depth analysis of key moments related to the participation in EVS.

## AIMS

Understanding the process of change

Identifying important aspects and stages of changes

Identifying key moments in the overall EVS process of a volunteer

Identifying mentor's roles and tasks connected to these key moments

## CONTENT

Change, Change process and stages

EVS as a process of change/ changes

Roles and tasks of mentors

## ACTIVITIES

Understanding change

Key moments in EVS

Roles and tasks of a mentor

Life is full of changes - smaller or bigger ones. Life is an ongoing process of change. If you look back on your own experience as a volunteer or your own life experience it makes very much sense to look at it as a process of change or even changes.

Instead of looking into theory, let's develop it ourselves. Let's have a closer look at change and change stages...

## 1.

### ACTIVITY: UNDERSTANDING CHANGE

If you look into literature you'll find plenty of stories or fairy tales about change. Here are a few inspirations...

- » "Autobiography In Five Chapters" (Sogyal Rinpoche: Tibetan Book of Living & Dying) [www.goo.gl/apLguD](http://www.goo.gl/apLguD)
- » "Alice's Adventures in Wonderland" book and a fragment of the animated film "Alice in Wonderland - Caterpillar" (the caterpillar asking "who are you")
- » "Who moved my cheese?", book and animated film (by Spencer Johnson, 1998)
- » A fragment of the programme "Britain's got talent" featuring Susan Boyle

(You find all video clips available on [www.youtube.com](http://www.youtube.com) or on the YouTube playlist "Stories of change")

[www.goo.gl/EYBUA9](http://www.goo.gl/EYBUA9)



### **Enjoy the material.**

- » Which one is your favourite?
- » What other stories and fairy tales about change do you know?

Choose one story or fairy tale on which you would like to focus. Maybe the inspiration provided does not fit your image of change and you would like to work with another fairy tale, poem, novel, story, etc. Feel free to do so. Do not analyse your own story of change, rather see your own journey reflecting in the material. Choose something and use it as a metaphor.

Look closely at the chosen story and answer the following questions:

1. What is change? How would you describe it?
2. What different aspects of the change process have you discovered by reading/watching your material?
3. What stages/phases of change can you identify?

Based on the material you created your own model of change and change stages. As a follow-up you can do the following...

1. Look up several change models in literature.
2. Ask yourself:
  - » What are they especially focussing on?
  - » How do these models compare to the one you created?
  - » What would you like to add to your own model of change?

In the literature you may find plenty of models that describe personal change. I personally like John Fisher's Transition Curve because it describes emotions that are associated with moving through the transition (anxiety, happiness, fear, threat, guilt, anger) as well as reactions towards change (depression, denial, disillusionment, hostility, gradual acceptance, moving forward). With the help of this model one can identify and read better the signs of emotions one gets caught in in the process of change. (View Fisher's "Process of Transition" diagram on pdf)

[www.goo.gl/JCKwtc](http://www.goo.gl/JCKwtc)

## 2. **ACTIVITY: KEY MOMENTS IN EVS**

So far you have worked on your own understanding of change and had a look at Fisher's model of transition.

Based on your understanding of change and change stages, have a look at the EVS volunteer's life cycle:

1. What key moments of change can you identify in the EVS project? Additionally you can ask: What change processes does the volunteer go through during his/her service? What challenges does s/he meet?
2. Go through the whole time of being a volunteer. Note down all key moments that come to your mind and create a timeline for all the changes a volunteer goes through.

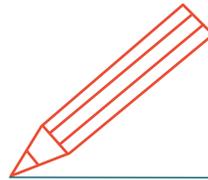
## 3. **ACTIVITY: ROLE AND TASKS OF A MENTOR**

You might want to compare your list with the collection below. These key moments were developed by mentors in our "Meant to be a Mentor" blended training course.

Now analyse the different key moments and ask yourself:

1. What are the volunteer's emotions in these moments? (or: How does the volunteer feel in this moment/situation?)
2. What are the volunteer's needs in these moments? (or: What does s/he need facing those challenges and/or going through these changes?)
3. And last but not least: What is my role and my task as a mentor?

Fill in your ideas into the table below.



## Key moments of EVS

Stages	Key moments	Emotions	Needs	Mentor's tasks/role
I. Before leaving	"Birth" of EVS (getting the idea for EVS)			
	Decision and being accepted			
	Preparations and goodbyes			
II. Arrival	Arriving and first impressions			
	Transition crisis (Culture shock)			
	Growing independence			

III. In-between	Mid-evaluation				
	Unfolding the full potential				
	Change of one's role within the organisation				
	Confronting the future				
IV. Ending	Summarising and closing				
	Final Happening (initiative, project)				
	Reflection and evaluation				
	Planning the future				
	Departure and goodbyes				
V. After EVS	Follow-up EVS				
	Transition crisis (Re-entry shock)				
	Returning or starting over				
Anytime	Unexpected incidents				

Finally, there comes one more question to reflect on:

*How does the perspective on change and change stages on the one hand and key moments of a volunteer's journey on the other hand, change your image of mentor's role?*



# 3. My role as a mentor

“ The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves. ”

**Steven Spielberg**

After picturing EVS and a more in-depth understanding of changes during EVS, let's stop here for a moment and take the opportunity to clarify and define the mentor's role.

“ Mentor is a person that can help a volunteer to reflect on his/her experiences and through the process of reflection help to find a personal way of change, if it is wanted by the volunteer. Mentor also oversees such processes as acculturation, cultural shock, learning process during the volunteering experience, and is capable of reacting in those moments when the need is felt or observed. Mentor can be also open to meeting the volunteer not only for reflection, but also bonding as friends, to be able to create a trust-based relation between them. ”

**A mentor of the M2beaM BTC  
2014-2015**

What would be YOUR definition of an EVS mentor?

A general definition would lead us in a wrong direction. The activity suggested is meant to send you out and clarify this together with your volunteer in a form of an agreement or contract.

## AIMS

Clarifying and defining the role of a mentor

Making an agreement/  
contract with your volunteer

## CONTENT

Role of a mentor

Contract guidelines

## ACTIVITIES

Make an agreement/  
contract with the volunteer

### My role as a mentor

One of the most frequently asked questions of mentors is about his/her role:

- » What is exactly a mentor?
- » What does a mentor do?
- » What are his/her tasks and roles?

“

Mentor is at the same time both a friend and a professional.

“

Mentor is accompanying the volunteer but at the same time he can learn from him, too.

“

... a problem shooter, crisis manager, information point and friend to the volunteer.

“

Mentor is a friend in a foreign country.

“

Mentor (...) a wise and trusted counsellor or teacher, supporter.

Source: Mentors of the M2beaM BTC  
2014-2015

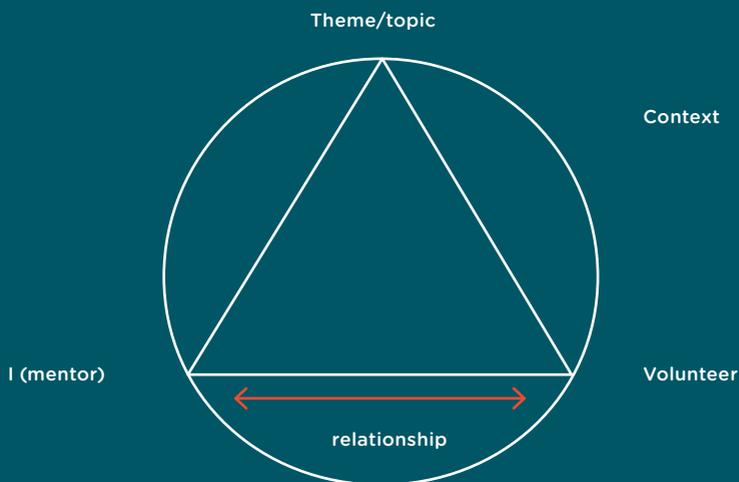
It is not only a tricky question for mentors who are new to EVS, but also for those who supported many generations of volunteers. The mentor's role depends very much on the reality of the project, the organisational context (the Hosting and/or Coordinating organization, whether s/he is part of the organisation or not, etc.) and, last but not least, on the volunteer themselves.

The mentor's role needs to be constantly redefined and agreed on with every single volunteer for every project and organisation.

How to do this? How to shape your relationship with your volunteer?

Looking at the mentor-volunteer relationship, we can identify four main elements that have an impact on the relationship: the mentor, the volunteer, the theme/topic and the context.

## The relationship between mentor and volunteer



## Let's have a look at them one by one:

### The mentor

- » motivation,
- » socialisation,
- » experience (as a volunteer),
- » needs and interests,
- » professional experience and competence (language, communication, intercultural competence, problem-solving, mentoring, etc.).

### The volunteer

- » motivation,
- » socialisation,
- » experience,
- » needs and interests,
- » competences (language, communication, intercultural competence, cooperation, problem-solving, etc.),
- » etc.

### The theme/topic

- » building a trusting relationship,
- » sharing and reflecting on experiences,
- » process of acculturation,
- » learning and personal development,
- » problem-solving, conflict-resolution and/or crisis management,
- » etc.

### The context

- » meeting environment (at the office, during a walk, in a cafe, etc.),
- » organisational context (working fields, size of the organisation,

experience and competence of staff members in working with volunteers, the mentor's place in/outside the organisation, etc.),

- » local community (profile of the target group of the organisation, needs of community members, etc.),
- » the EVS programme (programme guidelines, country specifications, support structures, etc.),
- » global impact (especially the economic and political situation in the volunteer's home country),
- » etc.

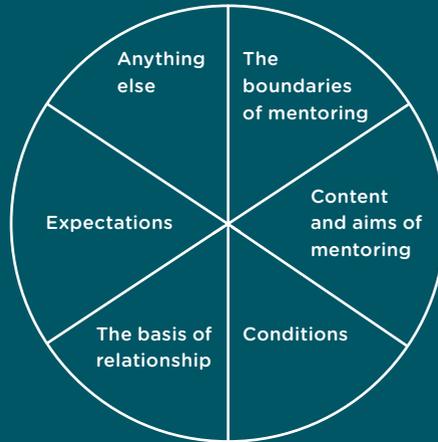
If you put your situation into that picture, what would your triangle in a circle look like?

### The mentor-volunteer contract

Clarifying expectations towards one another, agreeing on how to work together and defining what mentoring is all about is part of the so-called contracting.

What is a contract in the context of EVS mentoring? At first it might sound like a formal procedure, but it definitely is not. It's more of a verbal agreement between you and the volunteer. We invite you to look at contracting like a process which helps you to discuss important issues for your work together, which also gives you a more structured approach.

## Contract – topic areas



Source: Materials of the M2beaM BTC 2014-2015

**The boundaries of mentoring** – *deciding on the “general territory” of the relationship – which field of EVS experience will you be focusing on?*

- » Which areas of the EVS volunteer’s life are we going to cover in our process?
- » Which areas of the EVS volunteer’s life are we not going to cover in our process?

**Content and aims of mentoring** – *specific learning and development objectives you will be working on*

- » What is the purpose of our mentoring relationship?
- » What would be the primary goals in this process?
- » Which questions/issues do we want to focus on?
- » How will you know when the mentoring relationship has served its purpose?

**Conditions** - *the way you will work together*

- » How often will we meet? When and where will we meet? For how long?
- » Who will be responsible for scheduling our meetings?
- » How do we cancel our meetings?
- » How formal/arranged do we want our meetings to be?
- » How do we communicate in between the meetings?

**The basis of relationship** - *principles you'll basing your cooperation on*

- » Confidentiality - what needs to remain only between us? What can be communicated to the organization/ others?
- » Openness and honesty - how can we encourage mutual trust so we can be open and honest with each other?

**Expectations** - *what you expect from the process and each other*

- » What expectations does the volunteer have of the mentor?
- » What expectations does the mentor have of the volunteer?
- » What type of assistance does the volunteer want from the mentor?
- » What will be the role of the mentor in this process?
- » What kind of learning support experiences has the volunteer got?

**Anything else**

- » Are there any other aspects/ issues that need to be discussed?

Source: Materials of the M2beaM BTC 2014-2015

# 1.

## ACTIVITY: THE CONTRACT WITH MY VOLUNTEER

Your starting point might be quite different. Depending on at which point in the overall EVS process you are, this activity might look quite different.

- » Maybe you've only just started the process of mentoring and this activity comes ideally in the right moment then off you go,
- » or you started already some months ago, you are right in the middle of the process, so it is more like revisiting your common agreement and renewing it,
- » or you have not started yet (your new volunteer is only about to arrive in a couple of weeks), then you can this activity as a preparation.

Now it is your turn: What kind of contract are you going to develop with your volunteer?

1. Have a look at the guidelines on contracting with the volunteer and decide: What are you going to talk about? Which areas would you like to focus on? Which questions do you want to use?
2. Prepare a script for the conversation.
3. Meet with your volunteer and make an agreement/contract with your volunteer.

Here are a few questions to review this process:

- » *How did you prepare? How does your script look like?*
- » *How did it work out? How did your volunteer react?*
- » *What would you do differently next time?*
- » *What impact did contracting have on your mentor-volunteer relationship?*
- » *How do you see your role as a mentor now?*



## 4. CLEAR meetings



**Cat: Where are you going?**

**Alice: Which way should I go?**

**Cat: That depends on where you are going.**

**Alice: I don't know.**

**Cat: Then it doesn't matter which way you go.** 

**Lewis Carroll,  
*Alice in Wonderland***

What does a meeting of the mentor and the volunteer look like? Do you have a certain routine, a structure you follow? Which skills related to conducting a meeting do you need as a mentor?

It is easy to get lost during a meeting, jumping from one topic to another, lacking a clear aim and direction and finishing without setting follow-up activities for the volunteer.

There are various options how to avoid getting lost and give your meeting a clear structure. The CLEAR model derived from the world of coaching is one option that is a good model to start with. It is easy to adopt, and will help you and your volunteer to stay focussed and use the time of your meeting effectively.

## AIMS

Developing skills as a listener

Creating a script for a structured conversation with the volunteer

Starting collecting questions for mentor-volunteer meetings

## CONTENT

Questions

The CLEAR model

## ACTIVITIES

Different ways/intensity of listening

Creating a CLEAR script

### The CLEAR model

**CLEAR** stands for **C**ontracting, **L**istening, **E**xploring, **A**ction and **R**eview.

Peter Hawkins and Nick Smith describe the CLEAR model as a “systemic transformational coaching” model, that supports adult learning and transformation (Hawkins & Smith 2006, p.28). The model provides a structure for the meeting and a set of questions for the volunteer to reflect on their work, which would lead to a meaningful insight and a plan for incorporating the new components into their EVS.

The five stages of a meeting are:

- » Contracting,
- » Listening,
- » Exploring,
- » Action and
- » Review.



## Contracting

Contracting is about opening the meeting, deciding on what issue(s) to focus on, establishing the desired outcomes, and eventually agreeing on or recalling some ground rules (from an earlier contract).

The idea of the contract was already introduced in the previous chapter. Also each meeting starts with a contract about what the meeting is about and what is its desired outcome: exchanging point of views, solving a problem, getting some advice, being heard/listened to, reviewing the volunteer's learning progress, etc.

Picking the right issue is really important and may take a bit of time to explore. Optionally, you can relate to and follow up an issue from a previous meeting or start from scratch about what is important at that very moment for the volunteer.

Good opening questions that lead you towards what is at stake are:

- » What would you like to talk about?
- » What would you like to happen today?
- » What are the major issues you are confronted with right now?

Questions to clarify the desired outcomes:

- » What would you like to have achieved by the end of this meeting?
- » What result of our meeting would you expect?
- » What outcome of our meeting would you like to achieve?
- » What would you like to take away from our meeting today?
- » What will happen in this meeting that in the end you will say "It was worth coming today"?

Clarifying the issue (topic) and the expected outcome of the meeting allows also for seeing more clearly what the volunteer expects from you as a mentor: whether you are expected to be a listener, someone who encourages, who helps solving a problem, who gives feedback, etc. An easy way to find out is simply by asking: How can I help? – Don't worry! Volunteers usually do not expect wonders of you.



## Listening

Listening here means using active listening skills to encourage your volunteer to develop their understanding and gain a personal insight.

Here the volunteer explains in his/her own words what the issue is, and how s/he feels about it. You are not only listening to his/her story (the content), but also to the feelings, the underlying reasons and motivations of the volunteer.

It is always good to listen carefully and discover strengths and resources within the story-telling of the other person. Not right away, but later if the volunteer finds him-/herself troubled by a problem situation, a conflict or a crisis, you can "remind" them of their own strengths and ability to activate certain resources that will help them to resolve, overcome and manage difficulties and challenges.

Useful questions for this stage focus on clarifying your understanding, and ensuring that all the relevant information comes to light.

- » What is the situation right now? (facts!)
- » What happened? Why do you think it happened?
- » How did others react?
- » How do you feel about this?
- » How do you think others feel about this?

Here it is not necessary to invent lots of questions but to think of ways to deepen the volunteer's story and broaden his/her perspective, e.g. Can you tell me more about it? Could you describe the situation? Can you give me an example? etc.

## Exploring

Exploring is about supporting your volunteer in understanding the context of his/her issue and thinking through possibilities for future action to resolve the situation.

Exploring can go in various directions: it can lead to a more in-depth analysis to understand the situation better, open alternative perspectives to see the situation differently, or clarify a desired future in which the issue is resolved.

Personally, I would recommend not going too deep into the problem, but reaching out to create solutions. For this you need to clarify with the volunteer what s/he would like to achieve/resolve, as well as explore possible steps the volunteer can take to bring him/her closer to that solution.

Useful questions could be:

- » What do you want to achieve?
- » What does your situation look like when your issue is resolved?
- » What could be the possible steps you can take to reach your aim?
- » What are the greatest challenges in reaching this? How will you manage them?

## Action

Action focuses on making a decision on a specific direction to take that will bring him/her closer to a solution of the problem/situation, developing next steps to take as well as identifying the strengths and resources the volunteer can use in the process.

This stage focuses on actions/steps the volunteer will take after the meeting to move towards the desired solution. This should be as specific as possible. You can help the volunteer to clarify his/her steps and/or confirm his/her actions.

This is not about laying a whole plan of action (like in project management). It is about designing the first steps the volunteer will take that will bring him/her closer to a solution. Already small changes lead to bigger ones.

It is better to agree on another meeting soon and check what has already improved, than to overload the volunteer with activities and tasks risking that nothing is put in practise.

You can ask one of the following questions:

- » What will you do? (When? How?)
- » What are the first three things you will do after our meeting?
- » What (exactly) are you going to say to X?

It might be helpful to identify resources:

- » Which resources and/or experience do you already have that can help you to achieve this?
- » What kind of support (from the mentor? from others?) would you need to reach this?
- » Who (else) could help you in reaching this?

## Review

Review is about empowerment and feedback on how the session went, and closing the meeting.

This is the moment when you can encourage the volunteer to head for his/her solution, even empower him/her by pointing out his/her strengths and resources that will help him/her to get there.

At the same time, it might be useful for the sake of future meetings to review the mentoring meeting and find out what was helpful. Good questions could be the following ones:

- » Have we achieved what we set out to do today?
- » How do you feel about how the meeting went?
- » In what way did it help? How did it help?
- » What was especially useful for you today?

Closely connected with the CLEAR structure of a mentor-volunteer meeting are CLEAR skills of a mentor that need to be developed. So, before creating your own CLEAR script here is an idea on developing your listening skills...

# 1.

## ACTIVITY: DIFFERENT WAYS/INTENSITY OF LISTENING

Imagine that you are listening to another person in different ways. You give the other person 20%, 80% or even 140% of your attention. How do you do this? What changes for the person you listen to?

You can best try it out with a partner. Choose a topic your partner can talk about for longer. For three minutes listen with 20% of attention, then another three minutes with 80% and the final three minutes with 140% of your attention.

For the “speaker”:

- » What differences did you feel in 3 situations?
- » How did it affect your relationship with the listener?

For the listener:

- » Which situation did you feel most comfortable with?
- » What did you do differently in these situations?

# 2.

## ACTIVITY: CREATING A CLEAR SCRIPT

A script helps you to structure your meeting with the volunteer, to ensure that you both reach a desired outcome and end your meeting satisfied and empowered.

Now it's time to create your own script for the next meeting with your volunteer and try it out!

1. Go back to the CLEAR model. Choose the questions that best fit your style and which you would like to use/try out in a future meeting with your volunteer.
2. Create a script for your next meeting.
3. Meet with the volunteer and try it out.

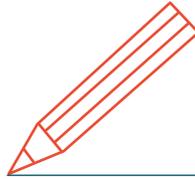
Let's review the last activity:

- » How did you prepare? What does your script look like?
- » What worked out well?
- » What would you do differently next time?



**If you want to, share your experience in our M2beaM community!**

[www.goo.gl/qiXKeR](http://www.goo.gl/qiXKeR)



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**Resources**

- » CLEAR model ... or how not to get lost in supporting volunteer's learning (by Monika Kėžaitė-Jakniūnienė, Monika, without year)
- » One to one. Supporting learning face to face (by Monika Kėžaitė-Jakniūnienė and Mark Taylor 2015)

# 5. Exploring possibilities, taking action

“ If we are growing we are always going to be outside our comfort zone. ”

**John C. Maxwell**

The CLEAR model might not apply to all situations and all volunteers. Often volunteers (as well as mentors) are challenged with situations that require an assessment of the current situation, a decision on which direction to go in and which steps to take to move forward.

The GROW model is an easy to follow framework to start with. It provides a clear structure and a set of questions that will enable the volunteer to find solutions to his/her issues and challenges.

## **The GROW model**

The GROW model helps to structure the mentoring conversations with your volunteers. It was originally developed by Graham Alexander (in the mid-80s), and became popular after Sir John Whitmore's publication „Coaching for Performance“ in 1992.

GROW stands for: Goal, (current) Reality, Options and Will (or way forward). The model suggests a simple four-step process that enables you to support volunteers in setting goals and exploring possibilities to improve their project,

## AIMS

- Developing skills as a listener
- Developing skills in conducting a mentoring conversation
- Creating a script for a structured conversation with the volunteer
- Collecting questions for mentor-volunteer conversations

## CONTENT

- Questions
- Mindset
- The GROW model

## ACTIVITIES

- Listening with different mindsets
- Practising using the GROW model
- A GROW conversation

to help them plan for and reach their learning objectives. In short, it can facilitate personal growth of volunteers in various areas.

Personal development and growth is like a journey. And a good way of looking at the GROW process is the planning of this journey: First, you decide where you would like to go (the goal). Then, in the second step, you establish where you are at the moment (your current reality) before you explore a variety of different routes how to get to your destination (the options). Finally, you mobilise your energy and resources to start your journey and prepare for obstacles you may face during the journey (will or way forward).

### **The role of a mentor**

The GROW model supports learning through experience: reflection on experience, formulating insights, exploring options, making choices and taking action.

The volunteer her- or himself is active in identifying problems and generating ideas for solutions. S/he is an expert in his/her journey. S/he is in charge of making decisions and taking the next steps.

As a mentor, you act as a facilitator and help the volunteer to choose the best options and the most effective steps. You don't need to be an expert. Your job is to guide the volunteer through the four steps and ask questions.

It is very important for the volunteer to draw conclusions for him-/herself, and you should avoid giving recommendations and advice. On the other hand, you may be asked directly for your opinion and then you answer as an experienced traveller. However, regardless of the extent to which you actively engage, it is the volunteer who retains the ownership of his/her development and growing.

### **The GROW framework**

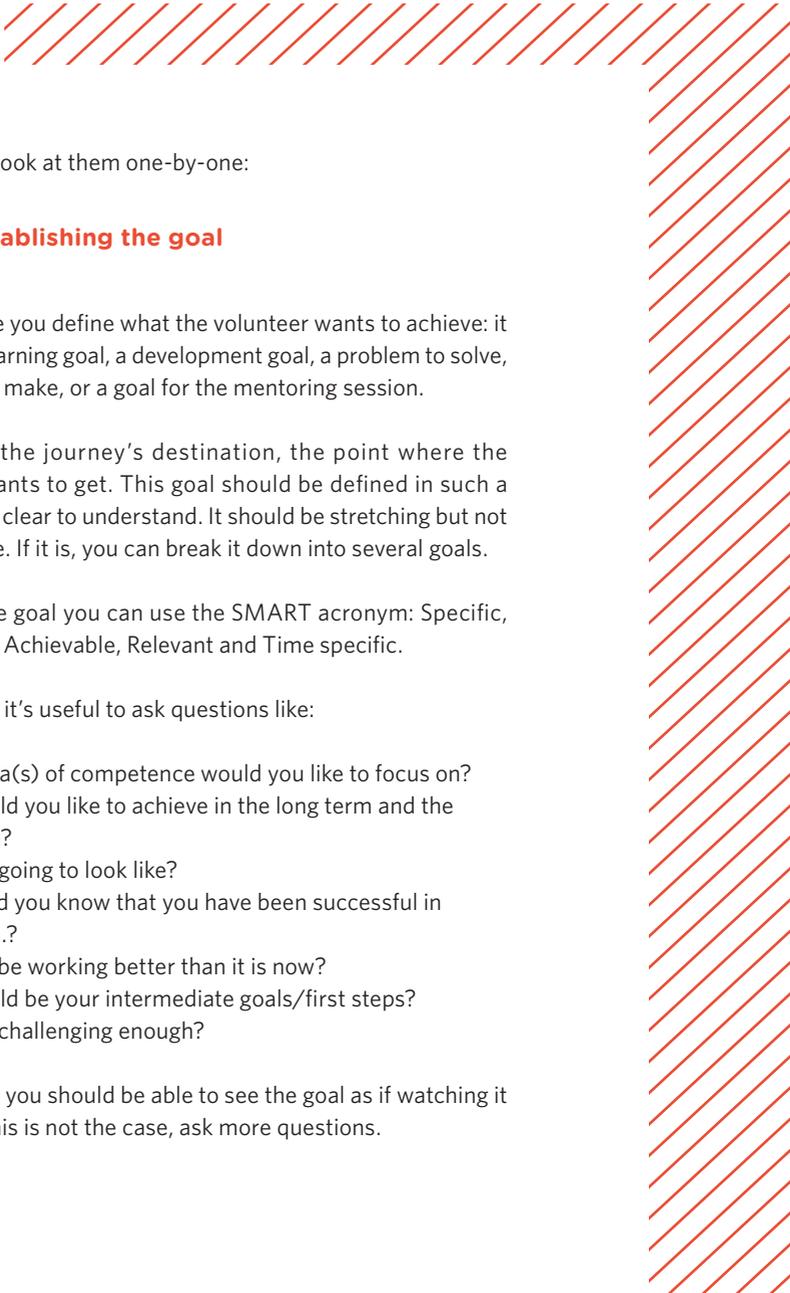
The key to the GROW model is all about asking questions. The model suggests four steps to go through during a meeting:

- Step 1: Establishing the goal
- Step 2: Examining the reality
- Step 3: Exploring the options
- Step 4: Establishing the way forward.

#### The GROW model



Source: adapted from Grant 2011



Let's have a look at them one-by-one:

### **Step 1: Establishing the goal**

This is where you define what the volunteer wants to achieve: it could be a learning goal, a development goal, a problem to solve, a decision to make, or a goal for the mentoring session.

The goal is the journey's destination, the point where the volunteer wants to get. This goal should be defined in such a way that it is clear to understand. It should be stretching but not unachievable. If it is, you can break it down into several goals.

To clarify the goal you can use the SMART acronym: Specific, Measurable, Achievable, Relevant and Time specific.

At this stage it's useful to ask questions like:

- » Which area(s) of competence would you like to focus on?
- » What would you like to achieve in the long term and the short term?
- » What is it going to look like?
- » How would you know that you have been successful in achieving...?
- » What will be working better than it is now?
- » What would be your intermediate goals/first steps?
- » Are these challenging enough?

As a mentor, you should be able to see the goal as if watching it in a film. If this is not the case, ask more questions.



## Step 2: Examining the reality

At this stage, you help the volunteer to define where s/he is currently in relation to her/ his goal.

The volunteer is invited to describe his/her current situation: what's going on, how s/he is feeling, what the issues and challenges are, how s/he sees the situation, the context, the meaning of the situation, etc.

This takes some time. Do not rush it. Let the volunteer think and reflect. Try to listen actively.

You can point out skills, knowledge and resources that the volunteer has available and can take advantage of in reaching their goal.

Useful questions in this step include the following:

- » What is the situation right now? (try to focus on facts!)
  - » What is working? What is not working?
  - » In what situations was this competence needed?
  - » Could you tell me a story about your greatest achievements in this area so far?
  - » What does it tell you about your strengths?
  - » What strengths of yours could help you in achieving your goals?
  - » What are the greatest external (or personal) challenges in further development of this competence?
- 

### Step 3: Exploring the options

Once the current reality is examined and both of you have a clear understanding of the situation, it's time to look for possible solutions, that is all the possible options for reaching the volunteer's goal.

Help your volunteer brainstorm as many good options as possible. Let him/her offer suggestions first, and let him/her do most of the talking. Try to use questions starting with "suppose..." or "if..." to help your volunteer to put aside the censorship of the rational mind and unleash more creative ideas. Then, analyse and discuss these options and help him/her to decide on the best ones. Try to guide her in the right direction without actually making decisions for him/her.

It might be useful to clarify what is stopping the volunteer from moving toward his/her goal. These obstacles can be internal, can be caused by other people, or they can be caused by a lack of resources (time, money, skills, information or support). You can list each obstacle separately and then create some ways around them: a temporary solution which could work, learning skills how to deal with a certain obstacle, finding ways how to activate resources, etc.

Typical questions that you can use to explore options are the following:

- » What are your preferred courses of action?
- » What are the possible actions you may take to reach your goal?
- » What other alternatives could you think of?
- » What would happen if you had more ... energy/ self-confidence/ money/time?
- » If you were to start everything from the beginning, what would you do?
- » If the existing limitations would be eliminated, what would you do?
- » What kind of support – from me and from others – would you need in order to do this?
- » Who can help you?

#### **Step 4: Establishing the way forward**

Mentors work with learners to identify specific steps and obstacles, write an action plan, and check for commitment.

This is the last step in the GROW model. It is all about commitment and taking action.

After setting a goal, examining the current reality and exploring the options, your volunteer will now have a good idea of how s/he can achieve his/her goal. It's time to go on this journey and decide on the next steps: what is to be done, when and how. Each of the chosen options is taken into consideration and actions are created on their basis. Check what support the volunteer needs and offer your own support if necessary.

And finally, the will to act is confirmed.

Useful questions to ask here include:

- » Which steps/actions are you going to take?
- » What difficulties do you see in relation to particular steps?
- » What can you do to reduce/eliminate these difficulties?
- » Who needs to know about your plans?
- » How big, on a scale from 1 to 10, is your motivation to take these steps?
- » What is it that makes it less than 10; what can you do to increase your motivation?

## The follow-up meetings

Every journey holds a lot of surprises and challenges which make it necessary to change goals and continually redefine and adjust one's actions.

For this, Anthony Grant (2011) added two more steps to this journey and turned GROW into **RE**-GROW. He highlights the importance of reflecting on the process and achievements (**R**eview and **E**valuate).

Once it is established in your first GROW meeting what actions the volunteer will take, you can start the next meeting with reviewing the process and outcomes of his/her actions.

You may use the following questions for reflecting on what happened:

- » What has happened since we last met?
- » What did you do? Which steps did you take?
- » What did you manage to realise? What did you achieve?
- » How satisfied are you with ...?
- » What worked out well? What didn't work?
- » What would you have done differently?

After the review and evaluation it is important to link those insights to the volunteer's goals and – if necessary – adjust or redefine them. With these two steps you already start a new GROW process which will lead you to specifying a direction and a path for the volunteer's journey.

The GROW model is a great tool to start with as a mentor. Once you've gained some experience, you will automatically go beyond it: create your questions, adjust the steps to the volunteer's needs and situation, etc.

Here are some activities to start with...

1.

## **ACTIVITY: LISTENING WITH DIFFERENT MINDSETS**

Our mindset has a great influence on how we interact and communicate with other people. This is also true of all helping professions, including mentoring.

This activity is an invitation to try out the impact of different mindsets. Again, you can carry out this activity with a partner. Choose a topic your partner can talk about for longer. While the other person is speaking change your focus/mindset in listening every three minutes by imagining the following:

1. "I am listening to a problem."
2. "I am listening to a person who has a problem."
3. "I am listening to a person who is able to solve his/her problem."

For the "speaker":

What differences did you feel in the 3 situations?

How did it affect your relationship with the listener?

For the listener:

Which situation did you feel most comfortable with?

What did you do differently in these situations?

2.

## **ACTIVITY: PRACTISING USING THE GROW MODEL**

A great way to practice using the GROW model is to address your own issues and challenges. You can practice on your own, get yourself "unstuck" and learn how to ask the most helpful questions.

1. Choose an issue or challenge that you are facing.
2. Go through the GROW framework step by step.
3. Try out different questions and take notes of your answers.

How did you experience this process?  
Which questions worked best for you?

Finally, create a list of questions you would like to use in each step of the GROW framework.

### 3.

#### **ACTIVITY: A GROW CONVERSATION**

Now it's time to learn and practise in a real conversation. You may want to try it out first with your partner, a friend, a colleague or another mentor. Or do it right away together with your volunteer.

1. Go back to the GROW model. Check your collection of useful questions. Choose these questions that you found the most helpful and which suit your style best.
2. Create a script for your next meeting.
3. Meet with your volunteer and try it out.

The two most important things to practise here are: the ability to ask good questions and the ability to listen effectively. Listen actively and let your volunteer do most of the talking. Don't jump to the next question in moments of silence. Silence provides valuable thinking time. Just wait or ask „What else comes to your mind?“ or even just „What else?“

Let's review the last activities...

How did you prepare? Which questions did you choose for your script?  
How did your volunteer experience this conversation?  
Which questions helped him/her best? Which didn't?  
What would you do differently next time?



## 6. Supporting the learning of volunteers

“ There is no change without learning and no learning without change. Without learning sustainable change is not possible. ”

**Peter Kruse**

Learning might not be the first idea volunteers come up with when they talk about their EVS. And for some it might not be the most attractive either.

When young people come to EVS they often just finished or take a break from their education path. They just left learning behind – gathering, remembering and applying knowledge, studying various subjects, preparing for tests and exams, etc. – a way of learning that was mostly shaped by the formal education system.

From this formal learning experience young people jump into one huge learning space, called EVS: learning from everyday events, through carrying out various activities, exploring another culture, connecting with other people, etc. This way of learning – non-formal and informal learning – is fascinating and exciting. It is based on experience and quite different from formal learning. Maybe it is not even seen as learning, but more like an adventure or a journey of personal growth and development.

## AIMS

Encouraging you to speak about learning with your volunteer

Raising awareness and understanding about learning

Introducing the model of competence - a way to express what person has learnt

Supporting you in reflecting, summarising and documenting learning together with your volunteer

## CONTENT

Learning process and outcomes

Competence (knowledge, skills and attitudes)

Youthpass and youthpass writing

## ACTIVITIES

Understanding learning:  
Choose a quote

Exploring learning during  
EVS

The starting point to talk about learning with your volunteer might be very different for each volunteer. There are those who had just „escaped“ formal learning in school or university. Some might be resistant to the topic of learning in EVS, whereas other volunteers are hungry for learning. They easily connect to learning experience outside the education system or link EVS to previous non-formal and informal learning experience in other settings.

Over the years the EVS programme shifted from a „service“ to a „learning service“. The aspect of learning and developing skills is strongly promoted. Today more and more volunteers seek to develop their personal and professional competence, make a real work experience or prove themselves in a very different area than their studies or professional career. Most of them might not use the word „learning“ to describe their motivation, but such terms as „growing“, „developing new skills“, „personal development“, etc.

Either way, many are just about to re-discover learning during EVS.

## Talking about learning

A conversation about EVS often revolves around what volunteers did and what they experienced. A conversation about learning during EVS shifts the focus onto the learning process and learning outcomes.

Supporting learning of volunteers means, first of all, raising awareness about one's own way of learning and, building upon that, laying out together a learning path to follow for EVS:

- » clarifying expected learning outcomes,
- » raising awareness of the way(s) your volunteer learn best,
- » identifying appropriate activities to achieve desired learning outcomes,
- » establishing learning steps (or milestones),
- » identifying resources that can help the volunteer in their learning, and
- » deciding on ways how to assess, evaluate and document learning progress.

Already during EVS, but especially by its end, the focus shifts more to assessing the learning outcomes and results. These results will be described in the Youthpass.

## Learning outcomes and the language of competence

Talking about what volunteers would like to learn and finding out what they have learnt requires a different language, the language of competence.

Competence can be understood as an ability to successfully or efficiently do something in a specific field. A certain competence is a set of knowledge, skills and attitudes. For example, team competence encompasses such competence aspects as...

- » knowledge about groups and group dynamics,
- » skills like communication, co-operation and decision-making which are related to working in a team, and
- » attitudes like openness for and readiness to work in a team.

What is essential for raising the awareness of one's own learning is reflection. Reflecting on learning means noticing, rethinking, understanding and evaluating internal and external events of everyday life during EVS.

Reflective practice, according to Donald A. Schön (1983), is „a dialogue of thinking and doing“ through which one becomes more skillful. This works best in an open and respectful relationship with another person when a volunteer reflects and clearly perceives his/her experience in the light of his/her personal development. Needless to say, a mentor can play a key role in this process.

### **Youthpass writing**

Once you've been through the process of reflection together with your volunteer, s/he is ready to put everything on paper and create the Youthpass certificate. Here are a few points to consider:

- » What is the volunteer going to do in the future?
- » How does the volunteer want to use his/her Youthpass?
- » How to write about competences?

### ***What is the volunteer going to do in the future?***

The question of what happens after EVS is crucial for the volunteer: Will s/he ... go back to his/her country? stay? start over somewhere else? go back into the profession his/her studies prepared her/him for? learn/study something new? Which career path will s/he choose? Etc.

Clarifying these questions together with the volunteer will make it easier to match learning outcomes to specific competence areas and give the Youthpass a focus.

Youthpass suggests eight key competences (see below) and learning outcomes often fit in more than one competence area, e.g. a photo exhibition can fit into „cultural expression“ if you focus on the creative and artistic side, and into „sense of initiative and entrepreneurship“ if you want to highlight the overall project from the idea to the final opening of the photo

exhibition. Knowing if one would like to be a professional photographer or a project coordinator in an NGO helps a lot to figure out what to focus on in writing your youthpass.

### **Find out more about the key competences in the Youthpass Guide**

[www.youthpass.eu/en/youthpass/guide](http://www.youthpass.eu/en/youthpass/guide)

### **Key competences**

- » Communication in the mother tongue
- » Communication in foreign languages
- » Mathematical competence and basic competences in science and technology
- » Digital competence
- » Learning to learn
- » Social and civic competences
- » Sense of initiative and entrepreneurship
- » Cultural awareness and expression

Source: Youthpass Guide

### ***How does the volunteer want to use his/her Youthpass?***

It is very important to clarify with the volunteer who the recipient(s) of the Youthpass will be. This largely defines the style of how volunteers will write about their competences.

Is the Youthpass certificate meant for the future employer (a company, an administration, an educational institution, etc.), a national or international company/organisation, a non-governmental organisation? Or is it a document the volunteer is creating for his or her personal use?

### ***How to write about competences?***

Considering that the heart of Youthpass is a self-assessment of one's learning progress and outcomes, competences can be described in the first person, e.g. "I have developed ...", "I am able to ..." etc. However, for some recipients, following some country standards, it might be recommended to write in the third person, "She has developed ...", "XY is able to, ...", etc.

Useful phrases could include:

- » I feel more comfortable with/in ...
- » I found out that ...
- » I learnt ...
- » I feel confident doing ...
- » I made progress in ...
- » I'm able to ...
- » I know now how to ...
- » I developed ...
- » I have a clear view on ...

A good way of addressing a certain learning outcome is to describe also the activity that helped the volunteer achieve this learning result. For example, instead of writing "I developed my language skills and now speak English fluently." one could write: "Through regular presentations about Human Rights in secondary schools, I am able to express my thoughts and speak English fluently." Describing the activity provides a clearer picture for the reader to understand which level of competence has been reached.

And, last but not least, it's a good idea to keep it short, keep it simple.

There are many resources on learning to learn and supporting learning. For more inspiration have a look at the resource section of this chapter.



## **ACTIVITY: UNDERSTANDING LEARNING: CHOOSE A QUOTE**

Let's dive into the topic of learning...

- » What is learning?
- » What does learning mean to you?
- » What are your images of learning?

Here are seven different sample quotes on learning:

## Quotes on learning

“

You take your life in your own hands and what happens? A terrible thing: no one to blame.

**Erica Jong**

“

It is what we know already that often prevents us from learning.

**Claude Bernard**

“

Change is the end result of all true learning.

**Leo Buscaglia**

“

Experience is not what happens to you; it's what you do with what happens to you.

**Aldous Huxley**

Live as if you were to die tomorrow. Learn as if you were to live forever.

**Mahatma Gandhi**

“

That is what learning is. You suddenly understand something you've understood all your life, but in a new way.

**Doris Lessing**

“

Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results

**John Dewey**

Source: Learning out of the box

These quotes are taken from the card game „Learning out of the box“, but there are many other platforms where you can look up quotes, e.g. [wikiquote.org](https://www.wikiquote.org) or [brainyquote.com](https://www.brainyquote.com).

Here's what you can do...

... for yourself:

1. Choose the quote which best describes what learning means for you. (If on this list there isn't a quote reflecting your understanding, look up quotes from other sources or create one yourself!)
2. Write it down in the middle of an A4 paper. Add some thoughts, images, reflections you associate with this quote.

... together with your volunteer:

3. Download the „Learning out of the box“ and cut out the cards. (Or use your own collection of learning quotes!)
4. Let your volunteer choose one (or more) quote(s). Start talking/sharing what learning means for both of you and in what way learning is present in EVS.

Share your experience in our online community.



## 2.

### **ACTIVITY: EXPLORING LEARNING DURING EVS**

Any questions about various activities or experience are good opening questions for a conversation which can ultimately lead to the question of learning. Starting with facts and stories, it's then your job to re-direct the focus from activities and experiences towards learning outcomes and results.

If you want to shift the focus to assessing and evaluating learning results, you'll need other questions: "What did you learn?" is one of them - a simple, but difficult question. Still, it leads us straight to describing the learning outcomes in the language of competences (knowledge, skills and attitudes).

Below you have a whole set of questions to start a conversation with your volunteer on learning experience during EVS. The questions cover four areas:

- » people and relations,
- » the country/culture and its people,
- » the volunteer's project and work, and
- » everyday life.

Here's what you can do...

1. Choose (together with your volunteer) the questions you would like to talk about.
2. Listen actively to the stories of your volunteer. Don't jump from one situation to another, but stay with each situation for a while and explore how s/he experienced it. „Extend“ this experience with questions like: Can you tell me more about it? How did you experience this? Could you give me an example? Etc.
3. Try to stimulate reflections on learning outcomes with questions like: What did you learn? What did you take away from this experience? What skill did you develop here? Etc.
4. Write down the knowledge, skills and attitudes you hear.
5. At the end of the conversation, lay out the various competences on the table. You may want to sort or prioritise them. (And: rejoice together with the volunteer over what s/he learnt!)

## Exploring learning during EVS - Questions

### People and Relations

- » Which “life stories“ of other people inspired you?
- » How did you manage to build a “social network“ around you?
- » How did you improve your communication skills?
- » How did you solve conflicts?
- » How did you manage to stay in contact with people at home?
- » What did you learn about yourself while interacting with other people?

## The country/culture and its people

- » What interesting places did you get to know during your stay?  
... during travelling around the country?
- » What did you learn about ... culture, history, politics?
- » What did you learn about the mentality of ... people?
- » What did you learn about ... culture and habits?
- » What did you learn about yourself and your own culture being in ...?

## My project and my work

- » What new skills did you learn at work?
- » What competences did you extend at your project?
- » What new things/perspectives/ways of working did you bring to your project? (and vice versa)
- » How did you manage to co-operate with ... people?
- » What did you discover about ways of working of ... organisations?
- » How did you manage to find solutions to problems at work?
- » In what way did your project's work inspire you or your future plans?
- » What did you learn about yourself working at your project?

## Everyday life

- » What did you learn by living alone/with other people?
- » How did you manage to cope with everyday life not knowing the language?
- » How did you manage to organise your everyday life (shopping, cooking, etc.)
- » In what way does this experience support your vision how you would like to live in the future?
- » What did you learn about yourself living far away from your friends and family?

# 3.

## ACTIVITY: KEY COMPETENCES AND YOUTHPASS

Once you have reflected together with your volunteer on his/her whole EVS process, you already identified learning results. If you have difficulties naming competences, you might want to use a prepared set of cards with names of competences on them.

### List of competences

- » Acceptance of different values and beliefs
- » Active listening
- » Active participation
- » Artistic expression
- » Budget management skills
- » Commitment
- » Communicating effectively
- » Conducting research
- » Co-operation
- » Coping with failure
- » Creative imaging
- » Creativity
- » Critical thinking
- » Cultural awareness
- » Dealing with change
- » Digital competence
- » Empathy
- » Encouraging people
- » European citizenship
- » Expressing solidarity
- » Foreign language skills
- » Giving/receiving feedback
- » Group facilitating
- » Guiding others
- » Identifying problems
- » Independence
- » Intercultural co-operation
- » Intercultural sensitivity
- » Knowledge about other cultures
- » Leadership skills
- » Learning to learn
- » Living independently
- » Managing conflicts
- » Managing projects
- » Managing stress
- » Managing time
- » Motivating others
- » Musical talent
- » Negotiation skills
- » Photographing
- » Planning and organisational skills
- » Presentation skills
- » Problem-solving skills
- » Respect for difference and diversity
- » Responsible citizenship
- » Self-awareness
- » Self-confidence
- » Self-management
- » Sense of initiative
- » Shopping

- » Taking responsibility
- » Teaching/training skills
- » Team work
- » Tolerance of ambiguity
- » Troubleshooting
- » Understanding one's own attitudes
- » Working independently
- » Working in a multilingual environment
- » Working with animals
- » Writing skills
- » ...

Source: Self-assessment cards. M2beaM training materials

1. Create your own list of competences. You can use the suggestions above, search for different competence lists on the Internet or use notes from previous reflections together with your volunteer.
2. Create a set of self-assessment cards. Write on each card one competence. Leave some cards blank so you or your volunteer can add competences.
3. Place all the cards on the table. Ask the volunteer to pick these which s/he feels that s/he developed knowledge, skills or attitudes within this competence.
4. Introduce the Youthpass key competences and clarify what they are about.
5. Ask the volunteer to sort his/her competence cards according to the competence areas and according to importance (very and little important).
6. Take some blank cards and ask your volunteer to write down for each competence an activity through which s/he was able to develop this competence.

In a follow-up, you can get started with writing the Youthpass certificate. Invite your volunteer to formulate his/her competences and the activities that led him/her to this learning outcome. Look for other volunteers' examples, compare, rewrite, etc.

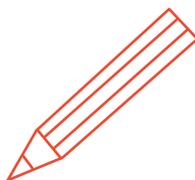
Three activities that led us from initiating a conversation about learning, reflecting on learning during EVS to Youthpass writing.

- » How did you carry out these activities?
- » How did your volunteer experience these activities?
- » How did you as a mentor experience this process?
- » Which activity was more/less useful?
- » What was missing? What would you add/change?



Share and get some other opinions in our online community!

[www.goo.gl/qiXKeR](http://www.goo.gl/qiXKeR)



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#### Resources

- » Context of writing key competences (by Wojtek Sychała without year)
- » Core Professional Competencies (from Middlebury College)
- » Exploring learning during EVS – a guided reflection (by Michael Kimmig and Eliza Zadłużna 2009)
- » Learning out of the box (by Evrard, Gisele, Markovic, Darko and Nemutlu-Üna Gülesin, 2013)
- » Learning to Learn (L2L). Handbook for facilitators (by Mark Taylor and Paul Kloosterman, 2010)
- » Self-assessment cards (by Monika Kėžaitė-Jakniūnienė and Michael Kimmig)
- » YouthpassForAll. A Companion to the Youthpass Guide (by Kathy Schroeder 2009)
- » Youthpass Guide. Making the most of your learning (by Bergstein, R., Hebel, M., Kloosterman, P., Markovic, D., Pernits, K. and Taylor, M. 2011)

# 7.

## Mentors for Mentors

“ The most valuable resource that all [mentors] have is each other. Without collaboration our growth is limited to our own perspectives. ”

Robert John Meehan

There comes a time in your work as a mentor where you also need to reach out for support.

In many cases, mentors are quite alone with what they do. EVS organisations that are hosting/ coordinating several volunteers might engage more mentors and there is a chance that the organisations have already created a support network for them. Others, if they are in touch with their organisation, may at least have a chance to share experiences with other staff members of the organisation.

However, the question remains how to establish a support network as a mentor and how to support one another in a way that helps to improve your work as a mentor.

## AIMS

Creating opportunities for ongoing mutual support

Working on current issues and cases

Developing problem-solving skills

Getting to know a method for professional development as a mentor

## CONTENT

Peer supervision

Case studies

## ACTIVITIES

Building a mentors' support network

Mentors 4 Mentors case reflections

Case supervision is a component of many educational and social professions and aims at improving the professional work and job satisfaction. It is an intense reflection on the professional activity in the context of the individual's biography and professional working conditions.

Case supervision doesn't need to be carried out by a supervisor or a coach. It can be organised among colleagues who work in the same field and share similar experiences in their work. This form of case supervision is often called peer supervision, case work or supervision among colleagues.

### Peer Supervision

Peer supervision introduces a structured way of working on cases and aims at:

- » creating and finding solutions for specific challenges in everyday work,
- » developing one's own skills in analysing and solving problems and difficulties,
- » expanding one's own options to communicate and act,
- » examining and understanding one's own role in the workplace better.



Peer supervision takes place in a group and takes advantage of the different individual perspectives and opinions of its group members. During peer supervision one person presents his/her case – a difficult situation, a conflict, a problem at work which s/he would like to consult and/or ask the group members for advice. The group members explore the case, put themselves into the shoes of this person and suggest solutions based on their own experience and competence in that field. The protagonist is able to broaden his/her perspective on the case, gain new insights and choose from a variety of options how s/he could act in the future.

Both, the person introducing his/her case and the group members can learn from one another, gain new insights into their work and in that way develop their professional competence.

This process is usually facilitated by someone from outside the group.

## **Mentors' Peer Support**

Mentors can also take advantage of mutual support. They can improve their work with volunteers through reflecting on interactions and conversations they had with their volunteers. The subject of these “cases” can be difficult situations during mentor-volunteer meetings, difficulties and conflicts volunteers are struggling with and which require mentors' support, problems in the organisation where mentors have to intervene, conflicts between the organisation and volunteers where mentors have to mediate, etc.

Peer supervision among mentors can be organised within an organisation or in cooperation with several organisations. It can take place face-to-face (during regular meetings), but it can be also carried out online.

## **Case Reflection guidelines**

### ***The roles***

The case work – reflecting on cases and finding solutions – is most effective if the roles in this process are clearly divided:

- » the person who presents his/her case (the protagonist),
- » the group members, and
- » a moderator who facilitates the process.

If the group is bigger, you may delegate the task of having an eye on the time to someone (the time-keeper).

### ***The procedure***

Before you start, you need to divide the roles. Find out who has a case s/he would like to present and who would like to facilitate the process/discussion.

Then you are ready to take off...

### ***Stage 1 - The presentation of the case***

The protagonist presents his/her case, a problem, a difficult situation s/he was confronted with during the mentoring process. The other group members listen.

The moderator encourages the protagonist to describe his/her case and to formulate his/her question towards the group. S/he also takes care that the group members don't interrupt or make comments.

This takes about 3 to 5 minutes.

### ***Stage 2 - Clarifying the situation***

Now the moderator invites the group members to ask for information they need in order to understand the case better. S/he only allows questions that help clarifying the situation. (Questions that suggest already certain solutions should be rejected!) The protagonist answers.

This is the only phase when the protagonist and group members directly interact with one another. It takes also about 3 to 5 minutes, depending on the complexity of the case.

### ***Stage 3 - Finding solutions***

At this stage, the moderator together with the other group members create as many solutions for this case as possible. They put themselves into the shoes of the protagonist: "If I were in that situation, I would ...".

The moderator encourages the group to suggest very different ways to communicate and act in that situation. If the group members fall into a debate on what is the best solution, the moderator's task is to remind them to find as many options as possible. The protagonist only listens and takes notes.

This stage can take up to 20-25 minutes.

#### ***Stage 4 - Choosing one solution***

Now the group members listen again and it is the protagonist's turn to choose one solution that s/he feels works best for him/her in this situation. S/he gives an explanation why s/he thinks so and what s/he will do next. The moderator thanks the group members for their ideas and the protagonist for the case they could learn from and ends the session.

This takes about 3 to 5 minutes.

#### ***Remarks***

Two things are very important here: First, following the structure allows intensive listening to possible solutions and a deeper reflection on the case. In that way you avoid "Yes, but..." debates, when someone is suggesting something which is immediately evaluated and rejected. Second, when the session ends, don't come back to the case. The reflection is closed. Now, leave it to the protagonist to follow up the case and put the solution into practice.

#### ***Advanced version***

When you feel more confident with this approach, you might want to include two more stages:

#### ***Stage 2a - Creating hypotheses***

Before you start finding solutions it is often helpful to discuss the case in more detail within the group. What went wrong? Why? Which aspects are important to consider? Why? Who has an impact on the situation? In what way? etc. The aim is to create many hypotheses about the situation. This allows for looking at the case from different angles (and later for finding better solutions).

The protagonist listens.

The group discussion to create different hypotheses can take up to 5 minutes.

### **Stage 2b - Revisiting the case**

The moderator asks the protagonist in what way this discussion changed his/her perception of/perspective on the case: Which hypotheses were most relevant to the case? Which ones allowed new insights? Or, which ones opened a new perspective on the situation? This may lead to the protagonist's changing/reformulating the question s/he asks the group.

The moderator asks the protagonist questions. The group members listen.

This stage can also take up to 3 minutes.

## 1.

### **ACTIVITY: FIND AND BUILD A SUPPORT NETWORK**

Before you can start working on cases, you need to find a group of mentors to join:

- » mentors in your organisation,
- » mentors of organisations in your region, or
- » mentors in your country or in Europe.

The easiest is of course to start with mentors in your organisation and in your region and to meet face-to-face. But you might as well connect with mentors in the G+ community and do it online.

Obviously, reflection on cases can be organised among mentors only, but it can also be fruitful to build a group of mixed professions that are involved in EVS, e.g. project and work coordinators of EVS, projects and co-workers (youth and social workers, teachers, youth leaders, trainers, etc.) of your organisation.

The task here is to find and build your own support network.

## 2.

### **ACTIVITY: MENTORS 4 MENTORS CASE REFLECTIONS**

Now that you succeeded in creating a support network of mentors, you can start working on cases. A good way to start is also to invite someone who knows the method to facilitate the first meetings. When you feel more comfortable with the method, you can take over and do it yourself.

1. Make yourself familiar with peer supervision and the case reflection guidelines (or: invite someone who is able to moderate/facilitate your meeting).
2. Make an appointment with other mentors and start.
3. Adapt the guidelines to your needs.

The following questions help to review this process:

How did you build your support network?

What worked? What would you recommend to other mentors?

How did your case work out for you?

What helped? What didn't?



# 8. Meant to be a Mentor Blended Training Course

“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.”

John Dewey

“Meant to be a Mentor” (M2beaM) – organised by the Polish and Lithuanian national Agencies of the EU Programme Erasmus+ Youth was carried out as a pilot project in 2014-2015. It aimed at giving mentors within the European Voluntary Service (EVS) an opportunity to discover and develop themselves as EVS mentors.

The M2beaM Blended Training Course (BTC) was designed as a long-term course with mixed on- and offline elements (“blended”): one-to-one consultations, online learning and an international training course.

The pilot project aimed also to raise the quality of mentoring within the EVS support structure. This project outline presents also a model for a long-term support of mentors within EVS that that combines online consultations, an ongoing online support

with a classic training course. It can be easily adapted and carried out by other National Agencies of the Erasmus+ Youth Programme.

In this chapter you'll find the the project outline as well as recommendations from this project based on the final report of the project by Monika Kėžaitė-Jakniūnienė and Michael Kimmig.

## **“Meant to be a Mentor” BTC - The project outline**

### **1. General aim of the project**

M2beaM aimed at creating an innovative long-term support model for EVS mentors that would encompass raising their awareness of the importance of the mentor's role as well as developing competences necessary for performing the job as a mentor. Thus the project aimed at raising the quality of mentoring within the EVS support structure.

### **2. Expected outcomes of the project**

The M2beaM BTC aimed at...

- » raising awareness about the learning process of a volunteer and a mentor,
- » developing knowledge and skills of a mentor, and
- » experiencing working in an intercultural environment.

### ***Awareness about the learning process of a volunteer and a mentor***

At the end of the project participants will:

- » be conscious of the learning processes volunteers and mentors are involved in
- » be able to identify key moments in the volunteer's and their own development,
- » understand better how learning, development and personal change occur.

### ***Knowledge and skills of a mentor***

At the end of the project participants will:

- » see EVS mentoring as a long-term process and know their various roles and tasks as a mentor within this process
- » be able to define their role in the entire EVS volunteer support structure within the new Erasmus+ Programme and understand better their valuable contribution,
- » develop skills and be able to apply different tools and methods to support EVS volunteers,
- » improve their own reflection skills and be capable of better facilitating the reflection of the learning process and outcomes of another person.

### ***Experience in working in an intercultural setting***

At the end of the project participants will:

- » be experienced in acting in an intercultural setting,
- » be able to support volunteers and facilitate their learning reflections taking into account cultural influences,
- » know good practices of mentoring.

And last but not least, mentors will be more motivated to be engaged in their organisations since they can "advertise" the value of their work within their organisation.

### 3. Target group of this project

This project is designed for EVS mentors, who...

- » have experience in being an EVS mentor,
- » are starting or are in the process of being a mentor in at least one long term EVS,
- » value the subject of personal change and learning and are curious to explore it further,
- » would like to commit themselves to a long-term involvement both in this project and in their organisation,
- » are at least 18 years old residents in participating Erasmus+ programme/partner countries.

### 4. Estimated number of participants

Approximately 30 participants  
(equally from each participating country)

### 5. The structure of the project

The primary idea of M2beaM is to combine different learning methods:

- » individual learning support,
- » online learning, and
- » an international training course.

These elements are integrated into a coherent learning process which will consist of 5 major stages:

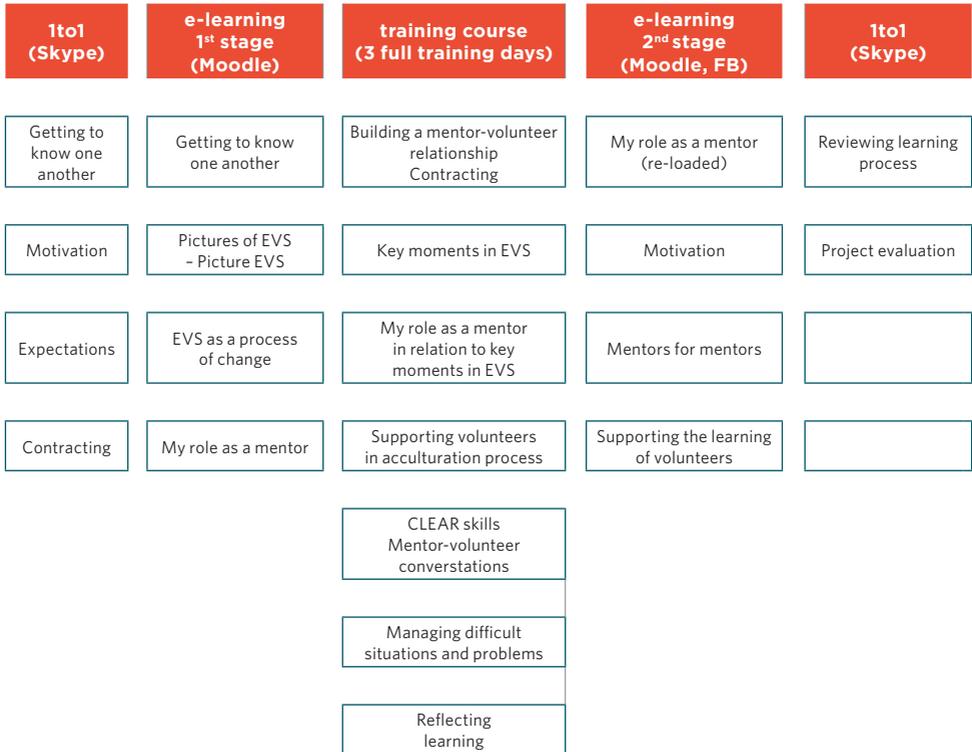
1. One-to-one consultations
2. E-learning
3. Training course
4. E-learning
5. One-to-one consultations.

	<b>Activity</b>	<b>Timeline</b>	<b>Short description</b>
1 <sup>st</sup> stage	One-to-one consultations with each participant of the project (Skype)	2 Weeks in September	<p>Making a first personal contact with the participants to clarify their personal motivation for participating, explore their experience in EVS mentoring, and answer any questions they may have</p> <p>Trainers contact participants from their countries</p>
2 <sup>nd</sup> stage	E-learning 1st phase	September - December	The ongoing online support includes: a) input from the trainer (content and practical tools), b) peer-to-peer exchange and mutual support between participants (moderated by the trainers), and c) opportunities to consult with the trainers
3 <sup>rd</sup> stage	Training course in Lithuania	December (min. 3, better 4 training days)	Training course programme will be based on participants needs, which will be revealed during the first stages of the project
4 <sup>th</sup> stage	E-learning 2nd phase	December - April	See above
5 <sup>th</sup> stage	One-to-one consultations with each participant of the project (Skype)	2 weeks in April	Afterthoughts about the participation in the course: reflecting on their own and their volunteer's learning process: How have they managed to put things into practice? What helped? How did they overcome difficulties?
Ongoing	One-to-one consultations with each participant of the project (Skype)	Between the stages	<p>Reflecting on the learning progress, supporting mentors facing challenges in their mentoring process</p> <p>Consultations on content and technical support</p>
Ongoing	Practice and application	Between the stages	Participants will be invited to relate immediately what they have learned to their work with EVS volunteers, so this will be an ongoing practice for them

## 6. The content

In the pilot project 2014-2015 the content was created and implemented on the go. Based on the needs and expectations of participants and the consideration of the trainers' team, the programme flow and topics were planned and adjusted from project stage to project stage.

The overall picture of the entire process and headlines of the project 2014-2015 is shown below.



## 7. Evaluation

The M2beaM project consisted of formative and summative evaluation:

- » **Formative evaluation** is very helpful for pilot projects and new programmes. In this type of evaluation, the project is typically assessed during its development and implementation. Formative evaluation provides information about how to best revise and modify the programme and can be used for monitoring progress of ongoing programmes.
- » **Summative evaluation** is an assessment of programmes or projects at the end. The findings are typically used to help decide whether a programme should be adopted, continued, or modified for improvement.

The evaluation was an ongoing process, a mixture of formative and summative evaluation:

- » Exploring needs and expectations before each main stage of the process - in the application form, during the first one-to-one consultations, at the end of the first e-learning stage, at the end of the training course.
- » Process (mid-project) evaluation at the beginning and end of the training course.
- » Final evaluation at the end of the M2beaM project: One-to-one consultations, Learning impact questionnaire (online), Group discussions (on Moodle and Facebook), Team evaluation (via Skype).

## 8. Calculation of project costs

The basis of calculation for this project is SALTO's daily fee of 290,- Euro.

SALTO-YOUTH recommendations are followed to calculate total fee for training course (4 training days + 2 day for preparation and report).

For the calculation of other stages than the training course the principle of "contact hours" (CH) and "non-contact hours" (NCH) is used, based on the SALTO one-to-one project.

### **Contact hours (CH)**

The trainer is in direct contact (live or online) with participant.  
CH (290,- Euro divided into 8 hours (full working day) = 36,- Euro

### **Non-contact hours (NCH)**

The trainer is not in direct contact with participants, but is working for the project and learning of participants, e.g. Inputs on the online platform, moderation or forum communication, etc.

NCH (50 % of CH) = 18,- Euro

Recommendations for future M2baM BTC

Based on the experience in the pilot project, the recommended trainers' involvement in the project, based on which the costs could be calculated looks like this:

1. 1 hour per participant for one-to-one consultations (1st stage),
2. 5-6 hours per week for the e-learning (from the beginning of September till the end of April),
3. 1 hour per participant for extra one-to-one consultations and mentors' support in-between the stages, and
4. 1 hour per participant for one-to-one consultations (5th stage).

## **Experience and recommendations**

The following represents a summary of the experience made and recommendations for future long-term projects for mentors.

### **1. The idea**

The M2beaM BTC proved to be a valuable experience for the participating mentors. We recommend keeping, spreading and repeating this practice of an innovative, long-term support for mentors in order to raise the quality of mentoring within the EVS support structure.



## 2. The project structure

There are many ways to alter the design of the M2beaM project. The concept we are presenting here is a good compromise between establishing a long-term support and reducing the overall costs (which are normally incurred when you organise international events) and we recommend keeping up this structure. However, we suggest that some adjustments are taken into consideration:

### ***One-to-one consultations***

The one-to-one consultations on Skype are a good starting point (to break the ice and start building relationships, especially if you don't have a training course to start with). Additional one-to-one consultations should be offered and promoted as a way of working on issues mentors are challenged with during the process. This would also give a living example of mentor-volunteer conversations.

### ***Online learning***

The first e-learning phase could be a bit shorter (focussing more on exchanging experiences, basic information about EVS and first reflections about the mentors role), while the second e-learning phase could be longer (with more focus on the practical activities mentors can carry out with their volunteers, and building up a support network among mentors).

### ***Training course***

Three days were quite a rush through different mentor's skills. One more day for the training course would give the chance to do something more on group building (in order to raise the engagement in the second part of the e-learning phase), develop the digital competence (to overcome barriers) as well as establish and inspire a mutual support among mentors.



### 3. Learners' support and participants' engagement

#### ***Participants' engagement***

Ensure volunteer participation in this project. Motivation is a crucial factor. One-to-one consultations is a helpful element to build the relationship and explore the diverse previous experience, current needs and expectations towards the project.

Our other recommendations for supporting the participants' engagement include:

- » initiating and facilitating group building (online and during the training course),
- » supporting participants in overcoming challenges and developing the English language competence and digital competence,
- » offering an online learning space (or better: spaces) that motivate and inspire participants to learn, connect and exchange with one another,
- » suggesting practical tasks that allow participants to engage deeper with the course content,
- » offering additional one-to-one consultations during the overall process,
- » ensuring active online facilitation/moderation of online discussions.

#### ***Online learning platform***

Taking into account the individual preferences as far as web 2.0 technologies are concerned, the ideal solution might not be an all-inclusive platform, but to offer various technologies to create, present and share content. We also have to make it easier to communicate and interact with others while sometimes the all-inclusive platforms are not very transparent. We think it would be worth going in the direction of a bundle of web technologies as an open education approach, e.g. content that would be open and available on a website, a course forum within a closed Facebook group, Hooogle+ community or Google/Uahoo group, discussions/chats on Twitter, creating and sharing content on blogs, etc.

#### ***Web 2.0 technologies***

Additionally, we recommend experimenting with other forms of ITC or web 2.0 technologies, e.g. live events (via Skype conferences, hangouts, webinars), group chat (via Tweet chat), etc.





## **4. Pedagogical approaches**

### ***Ongoing planning***

In our pilot project we tried to stay very close to mentors' needs and expectations. Most of the content was created "on demand" and from scratch. Next editions of M2beaM can already take advantage of the pre-prepared content which means less ongoing planning (thus reducing the workload).

### ***Mentoring mentors***

In this programme one of the roles of the trainers is being mentors for the participating mentors. We recommend that you pay a lot of attention to this role in order to give mentors an orientation or example what mentoring could look like in their one-to-one process. They experience at the same time someone else in a mentor's role and being "the client" in a mentoring process. Especially the one-to-one consultations can serve as a very good learning opportunity.

### ***Online facilitation /moderation***

Moderation/facilitation of online discussions demands quite an active engagement with participants and their opinions. It is not a neutral moderation that does not engage with the content.

### ***Non-formal online learning approach***

What makes online learning non-formal? Is there something like non-formal online learning (nfol)? - That's a bigger question. We would suggest that you include and experiment (especially during the second e-learning stage) with three elements: supporting and developing self-directed learning, initiating project-based learning (through practical activities or "mini-projects" that



mentors carry out together with others) and cooperating in culturally-mixed teams (mentors create and/or carry out activities together in virtual mixed teams). Practical tasks proved to be very useful and valuable and so we recommend not only keeping them up but also increasing their number as they help to engage deeper with the course content.

## 5. Challenges

### ***Language competence***

The English language can be a challenge in every international project. Following and understanding communication, expressing your thoughts verbally, interacting with others are several levels of competence you can achieve. When it comes to online learning and sharing and discussing something in forum groups, the additional challenge is to interact with others in written English. One needs to be aware that participants might not engage in discussions as a result of being afraid to make mistakes and not feeling confident enough to do so. Try to offer support, give “permission” to make mistakes, allow the participants to post in their mother tongue, let them record an audio file, etc.

### ***Digital competence***

A blended training course demands a certain level of digital competence from both, mentors and trainers. Internet technology can be very useful and enhance learning and exchange, at the same time simple operations like opening an account, logging in, navigating through the content or commenting on a post can become a huge barrier. Not to mention creating and sharing digital products (like images and videos) and working together in virtual teams. We highly recommend you to reserve time, energy and patience for this to support participants in overcoming any barriers and developing these skills.

## ***Asynchronous realities***

A third challenge is about the different “timing” of e-learning process and mentor-volunteer process. The way the content is structured and the time when it is delivered (e.g. in our case in a two-week rhythm) is not synchronised with the mentoring process. For example, just because the topic motivation is introduced online, it doesn't mean that all mentors need to apply this knowledge immediately – carry out the practical activity right now and feed back their experience within the two week time frame. Some mentors would have needed this knowledge weeks before, others may need it later. Consequently, not everyone can share their experience immediately, but over a longer period of time. Be aware that this affects the sharing and discussions on course content.

## **6. Project coordination**

Long-term projects like the M2beaM BTC require ongoing planning, monitoring, adjusting and fine-tuning. Content has to be created, activities invented, meetings arranged etc. To keep the project together we recommend having regular Skype meetings. What worked quite well for us was a regular contact between trainers (every two weeks) and one common Skype conference with all team members, i.e. trainers and organisers (once per month).

We recommend that you take some time to figure out the technology needed (Skype, hangouts, internet connection, microphone, headsets, etc.) and what works best.

Keep track of your timeline. Choose one person or more persons to keep the general overview. And think of how to document your discussions, decisions and to-do lists. We took notes of all meetings (in real-time on titanpad.com), which could be accessed any time by all team members.

Source: Meant to be a Mentor. Discover and develop yourself as an EVS mentor. Final report (by Monika Kėžaitė-Jakniūnienė and Michael Kimmig)

# 9. Resources - Links and literature



## **M2beaM Google+ Community**

Community "Meant to be a Mentor [M2beaM]"

[www.goo.gl/qiXKeR](http://www.goo.gl/qiXKeR)



## **Video links, handouts, worksheets - M2beaM BTC Resources**

Videos „Pictures of EVS“ - YouTube playlist (A)

[www.goo.gl/176CKC](http://www.goo.gl/176CKC)



Videos „Stories of Change“ - YouTube playlist (B)

[www.goo.gl/EYBUA9](http://www.goo.gl/EYBUA9)



M2beaM Workbook Resources - Google Drive folder (C)

[www.goo.gl/t2ejXN](http://www.goo.gl/t2ejXN)

## Articles, brochures, handouts and tools

(in alphabetical order, partly available on YouTube  
- A, B - and on Google Drive - C -)

Alexander, Graham (2006): Behavioural coaching - the GROW model; in: Passmore, Jonathan. Excellence in coaching: the industry guide (2nd ed. 2010). London; Philadelphia: Kogan Page. pp. 83-93

Bergstein, R., Hebel, M., Kloosterman, P., Markovic, D., Pernits, K. and Taylor, M. (2011): Youthpass Guide. Making the most of your learning. SALTO-YOUTH Training and Cooperation Resource Center, Bonn, 2009 (revised 2011)  
Website [/www.youthpass.eu/en/youthpass/guide/](http://www.youthpass.eu/en/youthpass/guide/)  
| PDF download [www.youthpass.eu/downloads/13-62-64/Youthpass%20Guide%2018-10-2011.pdf](http://www.youthpass.eu/downloads/13-62-64/Youthpass%20Guide%2018-10-2011.pdf)

Bielska, Agnieszka, Kimmig, Michael and Miksiewicz, Melania (eds): The undiscovered country. Future, Personal development and Managing change in the context of EVS trainings; Warsaw, 2012  
PDF download [www.goo.gl/eepCis](http://www.goo.gl/eepCis)

Businessballs (2015): Fisher's process of personal change (revised 2012). John Fisher's personal transition curve - the stages of personal change - and introduction to personal construct psychology;  
Website [www.businessballs.com/personalchangeprocess.htm](http://www.businessballs.com/personalchangeprocess.htm)

European Commission (2007): Key competences for lifelong learning. European Reference Framework; Office for Official Publications of the European Communities, Belgium (C)

Evrard, Gisele, Markovic, Darko and Nemetlu-Üna Gülesin (2013): Learning out of the box; SALTO Training and Cooperation Resource Centre and JUGEND für Europa, German National Agency for Youth in Action, Bonn, Germany  
Website [www.youthpass.eu/en/youthpass/downloads/learning-out-of-the-box/](http://www.youthpass.eu/en/youthpass/downloads/learning-out-of-the-box/)

Fisher, John M. (1999/2012): The transition process (diagram);  
businessballs.com

PDF download [www.goo.gl/JCKwtc](http://www.goo.gl/JCKwtc)

Gmitrowicz, Dagna and Spychała, Wojciech (2011): Mentor  
w roli głównej, czyli jak być dobrym mentorem wolontariusza  
europejskiego. Raport końcowy (in Polish) (C)

PDF download [www.mlodziej.org.pl/sites/mlodziej.org.pl/files/page/1524/raport\\_mentorzy\\_2011.pdf](http://www.mlodziej.org.pl/sites/mlodziej.org.pl/files/page/1524/raport_mentorzy_2011.pdf)

Grant, Anthony M. (2011): Is it time to REGROW the GROW  
model? Issues related to teaching coaching session structures;  
in: The Coaching Psychologist, Vol. 7, No. 2, December 2011,  
p. 118-126

Kėžaitė-Jakniūnienė, Monika (without year): CLEAR model ...  
or how not to get lost in supporting volunteer's learning; SOHO  
International Training Courses (C)

Kėžaitė-Jakniūnienė, Monika and Kimmig, Michael (2015):  
Guidelines for mentoring contract with EVS volunteer;  
M2beaM BTC materials (C)

Kėžaitė-Jakniūnienė, Monika and Taylor, Mark (2015): One to  
one. Supporting learning face to face (unpublished, expected  
release: end of 2015)

Kėžaitė-Jakniūnienė, Monika and Kimmig, Michael (2015):  
Self-assessment cards; M2beaM training materials (C)

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European Voluntary Service (EVS) is a part of Erasmus + Key Action 1 Mobility for young people and youth workers, which provides young people aged 17-30 with opportunities for voluntary activities abroad. Participants of European Voluntary Service contribute to the work of various non-governmental organisations in the countries of the European Union, Eastern Europe and Caucasus, as well as in other countries, without bearing major costs of participation in the project. European Voluntary Service is a source of satisfaction from doing something for others, and is an opportunity to gain specialist knowledge and competences which may be difficult to gain in the local environment.



### Michael Kimmig

Psychologist, intercultural trainer and coach, online learning facilitator based in Poznań. Since 1997 trainer in the framework of European Voluntary Service and the EU programme Erasmus+ in Poland and Germany.

Expertise: Intercultural voluntary service. Intercultural competence training. Solution-oriented Coaching. Supporting personal and team development. Change management. Moderation. E-learning. Approaches, pedagogical concepts and methods of Intercultural Training and Non-formal Education. Training for trainers.

[m.kimmig@lexicon-team.eu](mailto:m.kimmig@lexicon-team.eu)

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Author: Michael Kimmig

Editors: Urszula Buchowicz, Michael Kimmig

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Narodowa Agencja Programu Erasmus+

43 Mokotowska St.,

00-551 Warsaw, Poland

tel.: +48 22 4631 323

fax: +48 22 4631 025

e-mail: kontakt@erasmusplus.org.pl

www.erasmusplus.org.pl

www.frse.org.pl

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