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EMPLOYOUTH

Project Title:
"CREATING EMPLOYMENT OPPORTUNITIES OF YOUNG GRADUATES IN THE CB AREA"

Project Acronym:
EMPLOYOUTH

Deliverable:
D3.2.2 Mentors Handbook

EDUCATIONAL MATERIAL FOR MENTOR TRAINING

UNIVERSITY OF WESTERN MACEDONIA

CONTENTS

Disclaimer:

"The views expressed in this publication do not necessarily reflect the views of the European Union, the participating countries and the Managing Authority".

Introduction - What is Mentoring

Mentor is a mythical person who goes back to our cultural heritage, from the Homer's Odyssey. Leaving for Troy, Ulysses entrusted his son, Telemachus, with the education of his mentor friend. The mentor guided Telemachus by asking him questions about the important issues concerning him. His advice was wise but never relevant, that is to say, he never took a position suggesting solutions.

Mentoring in the modern age has been proclaimed as a learning process whereby a person with clearly experienced knowledge transfers knowledge and experience to a person who is just starting out in a field, a career, a business. Mentoring differs in content and process according to the people involved, the target groups and the bodies that implement it. The forms, techniques, process will vary depending on the specific program that has been decided. There are many examples of mentoring programs today: for students - students on their successful course in the educational process, or their post-university career, on the introduction of new employees in large enterprises into unemployed people facing multiple factors of exclusion from the labor market, for women, young people, potential entrepreneurs, for women who want to lead businesses, organizations or succeed in politics, etc.

But in general we can say that mentoring is a process of introducing people who have been designated as beneficiaries into a new world which for some reasons, and mainly because of lack of experience, seems to be very difficult to open up to them.

At this point, the experienced mentor comes to support, train, organize with the aim to guide the success of this journey.

But seeing the essence of mentoring should not be overlooked as a two-way interaction process that promotes the personal development of both sides: both the mentor and the beneficiary.

We can define it as:

- The process of supporting a person to achieve his or her goals
- The process of facilitating another person's learning and personal development
- Supporting one person through the transfer of knowledge, thoughts and practices from another person

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INTRODUCTION TO
MENTORING
EDUCATIONAL MATERIAL

The educational material you have at hand is the material that will be used in the training undertaken by the University of Western Macedonia in Mentorship, implemented under the project "Creating job opportunities for young graduates in the cross-border area" (Creating employment opportunities for young graduates in the CB area - EMPLOYOUTH).

The purpose of mentor training is to provide mentoring relationships where the beneficiaries will have potential entrepreneurs in the project's target areas. The program is open to anyone who wants to move forward and enrich a business idea either simply for the sake of improving it, or for experimenting and setting up a real business. The role of mentors in this case is to either theoretically improve the knowledge of the business plan or convey the stigma of real business, to try to put the ideas and plans of the students into real life.

The educational material is divided into 5 chapters dealing with the following topics:

- getting to know each other and breaking the ice,
- empowerment through positive dynamic behavior,
- empowerment through self-awareness,
- the adult learning process
- or finally the role and function of the mentor.

The first 3 chapters play a double role, coming to empower the mentor himself as well as teach the ways that they should use themselves to empower their beneficiaries. The adult learning process has been chosen as a theoretical luggage because mentoring is such a process and a mentor needs to understand how he or she will be able to transfer his / her knowledge and experience to another adult. Finally, the role and function of the mentor is the final and most important chapter because it encompasses the knowledge and experience we have gained as a University from several mentoring programs we have implemented in the past.

1ST CHAPTER

"Breaking the ice"
Communication skills

CHAPTER 1: "Breaking the Ice" Communication Skills

The simplest things in our lives are the most difficult to describe.

What is communication and how can it be more effective? Few have been able to adequately define what Communication is, even though it is considered one of the most intimate human activities.

The term communication is used more widely for different phenomena and varies depending on the theoretical frame of reference used.

In an attempt to simplify this complex process, Laswell already proposed in 1948:

One useful way to describe a communication act is to answer the following questions:

Who; He says what?

By what means? To whom;

With what result?

This phrase, known as the trick of the question, formed the basis for many communication definitions.

Thus, communication is defined as a process in which a transmitter directs a message through symbols to a receiver and has some effect.

To these five key points we can add two more concepts: the context in which communication works (physical, economic, social, political, etc.) and the purpose or need that determines why we communicate.

The realization of communicative intentions and the interpretation of the intentions of others is due to people's communicative ability.

People's communication ability is about knowing when and where we think it is appropriate to talk about, on what subject, to whom and how.

In addition, communication is not only a process of expressing and interpreting stimuli, but also a process of interaction aimed at mutual understanding. It is a dynamic, transactional process that concerns both the person sending the message and the person receiving it.

Interpersonal communication describes any means of direct communication, verbal or non-verbal, between two or more people.

I usually think that interpersonal communication is more about exchanging personal information.

However, interpersonal communication is not primarily concerned with the exchange of information:

"If interpersonal communication has some essential element, it is that individuals influence each other's behavior, beyond the influence that is always exercised in any form of interpersonal activity."

In interpersonal communication, the **speech** still holds the privileged position it has always had in people's interactions, despite the fact that many new direct communication modes have been developed (fax, email, etc.).

Speech is the meeting point of people and discussion is the most widespread tool of any form of communication.

H.P. Grice named the principles that contribute to the success of a "**collaboration principles**" debate between those involved. These are the positions that the interlocutors obey in every communication act. This does not mean that they fully agree on the content of the discussion, but that they do agree on having the discussion.

The successful outcome of a discussion is based on the following principles:

1. The quantity

We need to help our interlocutor to exchange information, but no more or less than necessary. This principle is violated when one responds permanently, either unilaterally or with multiple parentheses.

2. **Quality**

We must not say things that we consider wrong or for which we do not have sufficient evidence. It is also important that we strive to be authentic in what we say, without necessarily denying the consequences of our speech.

3. **Relevance**

It is important to address issues that are the subject of discussion.

4. **Of the way**

It is helpful when we speak shortly, with order and organization without ambiguity and ambiguity.

Nonverbal communication is the process in which a person influences one's behavior, mental state, or feelings, using one or more nonverbal channels.

Integrated communication between two people is achieved by transmitting the cognitive part through the verbal path and the emotional or emotional part of the communication through the non verbal path.

Therefore, the proper use of non-verbal communication is one of the most important elements for the success of interpersonal relationships.

The following **non-verbal behaviors** seem particularly relevant to relationship messages:

- **Proximity**: transmits intimacy, attraction, confidence, interest, dominance, persuasion and aggression
- **Smile**: transmits emotional arousal, self-control and formality, as well as intimacy and sympathy
- **Touch**: transmits intimacy
- **Eye contact**: it transmits admiration that enhances all other non-verbal messages and at the same time serves many functions, such as gathering information and checking intimacy.

Functional Communication Skills *

Discussion skills

The ability to start, maintain and close the conversation in a way that pleases everyone.

Consolation skills

The ability to make people feel better when they are in a bad mood, anxious or distressed.

Presentation skills

The ability to pass information on to others in an easy-to-understand way.

Conflict Handling Skills

The ability to find solutions mutually satisfactory for conflict or disagreement members.

Persuasion skills

The ability to make people believe or do things that they would not believe or do.

Storytelling skills

The ability to tell stories, jokes, situations.

Adjustment skills

The ability to make someone who has violated an accepted rule understand the reasons why their actions were wrong and find a way to correct their mistake.

***Source: M. Parks (1994) Communicative Competence and interpersonal control

"Breaking the ice"
Minutes of a training meeting with Mentors

Getting acquainted:

Divide into pairs and take a few minutes to get to know each other, in addition to sharing personal information with each other and what motivated you to attend this program and what you expect from this seminar.

Is there anything you are worried about or do not want to happen?

Then in the group plenary one introduces each other.

... .To break the ice

... we recommend

… We try to get close to each other

... we are examining our expectations

… We are expressing our concerns

After recommendation:

How did the meeting process look to you? Was it pleasant?

What made it difficult for you?

Did you learn something new for you?

Contract

"Good accounts make good friends"

Imagine your first meeting with the beneficiary. What do you think is important to agree on first?

Practical issues:

-   regularity of meetings
-   meeting place
-   way of communication
-   consistency in agreements

Quality issues:

-   expectations that exist from this relationship
-   the possibilities and limitations of this relationship
-   what they both need to avoid

- acceptance and respect for the relationship
- the opportunity to discuss how their cooperation is going

Empathy sensitivity

"Try to get in my place"

Exercise: Imagine the beneficiary at your first meeting. How do you imagine him, how do you say he feels?

Theoretical material, experiential exercises, examples

In the section on team bonding, ice breaking, communication skills, we present in detail the structure of a 6-session team training aimed at getting to know team members, creating a good climate and safety, bonding and good communication between their.

1st group meeting entitled "Team Tying - Communication"

1. Welcome - Cooperation Framework

2. Getting to Know Couples - Communication

• Exercise "I know ... I imagine ..."

3. Team Binding

• Exercise "The Emblem of Our Team"

4. Emerging Wishes, Topics that are of interest to each / everyone individually & the whole group

• Exercise "I Want - I Don't Want"

6. Recast what has been said - Feedback - Close the 1st meeting

Detailed Exercise Instructions - Schedule

• **Exercise "I know ... I imagine ..."**

Someone picks a colleague from the group and introduces him to the group by first saying what he / she knows about them and then what he / she imagines! The 2nd person listens & at the end corrects & completes it if desired. In turn / does the same and so on. Average 3 '/ person + 5' comments.

• **Exercise "The Emblem of Our Team"**

We use 3 rough A4 cartons where we draw the outline of a banner. The group is divided into 3 subgroups and each subgroup undertakes to paint its own piece. They may mark their names. We stick them to A3. We need markers, glue.

Presentation of works. Discussion**.**

● Exercise "I Want - I Don't Want"

It takes 1 / A4 paper each and divides it in half (horizontal). In the first half he writes I WANT & in the second half I WANT. Below, it notes respectively what she wants and what she doesn't want. (10 ') We are divided into subgroups (with different members from the previous ones) of 3-4 persons. Each one in turn presents to the subgroup what they wrote & the others listened without interruption !. One of each subgroup undertakes to present all that his / her subgroup has gathered in the Group.

Someone notes in the Board the I WANT & I WANT to hear. We talk to each other.

"Communication Skills"

We propose that the following material be disclosed and taken into consideration by trainees prior to the implementation of the experiential exercises listed below.

Communication is probably the most basic skill of modern humans. Both written and oral as well as visual communication must be at a level that not only helps in the transmission of messages and in understanding, but also in improving understanding and therefore service. Our professional behavior is shaped accordingly.

So it is essential for us to make the right choice and make good use of our behavior to facilitate a transaction, as well as avoid mistakes.

Having one's communication skills means that he has developed a sense of teamwork, confidence, respect and self-esteem and of course morality.

The purpose of Mentor Training is to enable participants at the end of the training to:

- · know the key features of effective communication

- · be satisfied with their behavior and the impression they give to the beneficiaries / beneficiaries

- · become more observant about the way beneficiaries behave so they can better understand their needs

- · Make choices about their own behavior so they can help others

- · seek "Effective Listening". Specifically, to understand the message being conveyed, to reduce conflict and negativity, to show genuine interest in their speaker

- · control Visual Behavior

Experiential exercises

Exercise: "I hear you actively"

The exercise works in pairs and consists of 2 parts. In the 1st, one speaker narrates a real event that matters for him to the other person. The listener summarizes what he or she has heard and repeats it briefly to the narrator. Then the interlocutors switch roles.

Key Points for Narrators:

• Focus on what you are describing. Not unnecessary details

• Focus on key points that he / she can remember

• Show Interest to your listener

 • Show Understanding of the possible questions it asks

• Have Patience - Repeat what she didn't understand

• Be honest with what you tell

• You have a sense of time

Audience Key Points:

- Pay the required attention

- You have direct eye contact with your interlocutor

- You don't think of other things that distract you

- Do not be influenced by external factors

- Observe the movements of the body, the limbs

- When you work in a group do not discuss with others

• Really listen

- Use facial expressions, smile, frown depending on what you hear

- Encourage the speaker to continue with small comments such as a shake of the head, or a "yes" or "understand".

• Summarize what you have been told

-With expressions like "... what I understood is that ...", ".. I hear you say ..."

- Ask questions to understand specific points. "What do you mean by what you said?"

"What I understood is the same?"

• Postpone the review

-Don't do hypotheses, criticism, "second thoughts"

-Allow the speaker to complete the narration

-Don't stop with counter-arguments

• Respect and Earn

The golden rule of good listening is to respect and understand your interlocutor! That is the only way to benefit both sides. Exchange of information, experience, positive messages. You will not gain anything by verbally attacking or reducing the speaker

- Treat others as you would like others to treat you!

Exercise: "The Chairs Opposite"

Exercise works in pairs. We need chairs for all the team members and much more ... imagination! In each pair, the 1st person starts by doing only movements, grimacing, changing body postures (without talking). The 2nd person decodes the messages that receives through visual communication and is required to externalize them. Then people change roles.

Examined: the accurate transmission of messages, the feelings (how 2 people feel), the effort to improve communication, etc. The reason is that sometimes we send mixed messages - we feel or think something and our body shows something different. This outward communication will influence how we act and react to others and how others react to us. Following is a discussion and conclusions.

Exercise: "TEST: Can I hear you?"

TEST: Can I hear you		
Communication Skills	**Yes**	**Improvement needed**
1. I have eye contact when they talk to me		
2. I have a friendly posture		
3. I am totally focused on what they tell me		
4. I ask questions about issues that I do not understand		
5. Show others that I care for them		
6. I wait for someone to finish talking before I start. I think what I will answer		
7. I confirm that I understood what my interlocutor meant by repeating his / her message		
8. I summarize what I have heard so that I can remember them		
9. I know when and where to talk		
10. I encourage and support my interlocutor		
11. I am actively looking for feedback		
12. I'm looking for feelings and needs		

13. I can hear what the other person tells me as feedback		
14. I avoid getting into trouble when I receive it feedback		27
15. I can make negative comments with positive and creative way		
16. I can make positive comments		

Measure how many Yes · you scored. In the above tool there is no "True or False". The goal is to make each one of us aware of what and how many communication skills he or she has and where they need improvement. So we try to understand & record if & to what extent we can hear & understand what we are told in our daily relationships, both personally and professionally.

Instructions-Suggestions: It is suggested that time be given for discussion, focusing on the answers that said "I need improvement".

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2ND CHAPTER

MENTOR'S Awareness

(and boosting the beneficiary's self-knowledge)

CHAPTER CONTENTS:

CHAPTER 2: MENTOR'S Awareness
(and boosting the beneficiary's self-knowledge)

1 Introduction

The following exercises and questionnaires are part of our effort to get to know ourselves. The purpose of this re-recognition is to identify our strengths and weaknesses, to remember / identify our motivations and values, to see our personal characteristics recorded, which we most often do not activate, do not use, perhaps because we do not recognize them as such or we don't give them their true value because we consider them self-evident.

All of this falls under the general heading 'self-knowledge', but we note that this is not a scientific / research paper, but a collection of material used and used in the advisory process under the heading 'who am I' and which aims has explored a part of ourselves in those areas that prove to be important when the consultant attempts to integrate / reintegrate into the job market or into subordinate jobs; with the self-employment sector and in important decision-making stage for professional career. Another part of this material has been used in other mentoring training programs, namely its value and utility.

Why is a mentor manual devoted to a piece of "who am I?"

The answer may be easier to say with a few words to the following:

1) what is Mentoring,

2) what are its functions,

3) what the mentor's qualifications and skills are and

4) what the difficulties are and problems encountered during the process.

2. What is Mentoring.

In simple terms we can say that it is a relationship between two people, a relationship between a mentor and a beneficiary inevitably, at an interpersonal level after mobilizing both members of the couple by engaging in:

- qualifications and skills,
- Personal characteristics
- life and work values,
- Motivate goals and objectives on both sides.

3. What are the functions of Mentoring

THE MENTOR WORKS:

-As "CONTRACTOR"

-As a COACH

- "CAUSE" GIVES IDEAS / SUPPORTS KNOWLEDGE DEVELOPMENTS

- "SHOWS" ATTITUDES AND BEHAVIORS ASSISTING THE DEVELOPMENT OF SKILLS AND SKILLS

- ADVISES / SUPPORTS HELPING SELF-ASSOCIATION

- INTERESTED IN THE BENEFICIARY

So if the mentor needs to act as a trainer, contractor, brainstormer and outsource tasks, if the mentor needs to be interested in the beneficiary, support him / her by "showing" attitudes and behaviors that help develop his / her abilities and skills, it goes without saying that a process through which he / she can re-approach himself / herself is necessary.

So knowing the 'things' of ourselves involved in the mentoring process is important. But it is also effective on a second level since this knowledge works by shaping and at the same time animating and improving.

This improvement is multidimensional since it concerns:

- self-esteem

-the understanding of others

- the realization of goals and objectives

- confidence in ourselves and finally

-the creation of new attitudes and perspectives.

4. The qualifications and skills of the mentor

The effectiveness of mentoring depends on the ability of the mentor to focus on the experiences of the beneficiary so as to facilitate the learning process. The ability to listen carefully to the other is the key word in this process. Listening attentively and

energetically means encouraging and evaluating the prospects of the beneficiary. Active hearing is expressed through the content of what is said but also through body language.

The qualifications required in mentoring can be classified into two general categories: Knowing to listen to one another or, for example, negotiating falls into the general category of interpersonal qualifications. We all use these skills in our daily lives in a way that is self-evident and very often unaware. However, we can easily recognize their value because if we have developed them, we can see how they facilitate us in our daily lives, in the workplace, in our social and family environment. In mentoring these skills seem to be of the utmost importance as they relate to them and are directly related to their development.

Organization skills are related to organization and process. The effectiveness of these qualifications is a function of the mentor's bargaining ability and the bargaining ability of the prior class.

The two categories of qualifications in practice are not clearly separated. The attempt to categorize them is made in the spirit of recognizing our strengths and weaknesses and in recognizing that the relationship to mentoring is not one-dimensional but based on a number of factors affecting the personality traits of the individuals who make up it.

Exercise 1

-Fill the table below:

ORGANIZING	INTERPERSONAL RELATIONSHIPS
- I organize the time - I organize action plans - I record data - I keep the boundaries - evaluate	-nogotiate -listen -feedback -intervene -ask -motivate -train -teach

Exercise 2

My qualifications

There are various qualifications that are essential in our daily lives that help us coexist with others and make us feel good about ourselves.

In this exercise you will find a number of such skills. Read carefully and answer honestly. There are no right or wrong answers, you will only evaluate yourself by identifying your strengths and weaknesses. Then you can think about what you can do to improve points that you think are difficult for you in your daily, professional, social, or family life.

A/A	QUALIFICATIONS	VERY GOOD	MEDIUM	NOT GOOD AT ALL
1.	CAN I START A DISCUSSION: Talk to me someone on general topics leading the discussion to more serious and interesting topics			
2.	CAN I KEEP A DEBATE: I open one subject, I promote it, I respond to the reactions of my interlocutor			
3.	CAN I CLOSE A DISCUSSION: I give it to my interlocutor to understand that I have listened to him carefully, I have understood what he said and that the discussion will stop here.			
4.	LISTEN: I listen carefully to others, trying to understand them, letting them understand that I am working in this direction			
5.	CAN I SAY A COMPLAINT: I say to others what I like about them, what they say or do			
6.	CAN I EXPRESS MY ASSESSMENT: I let others understand my appreciation or gratitude for something they have done for me			
7.	I CAN ENCOURAGE: I encourage others to do things when I see that they are not sure for themselves			

8.	CAN I ASK FOR HELP: When I have difficulties that I cannot manage, I am reaching out to people who have the ability to help me.			
9.	CAN I ADVISE: I help others by listening to and discussing issues and issues that concern them			
10.	CAN I GIVE INSTRUCTIONS: I clearly explain to others how they can do a particular job			
11.	CAN I EXPECT SYMBOLS: I let them others to understand that I like and care about them			
12.	CAN I SPEAK ABOUT: I say to my other grievances when they are responsible for creating problems and difficulties I face and trying to find solutions.			
13.	CAN persuade: I try to convince others of my ideas and their usefulness			
14.	CAN I EXPRESS ANGER: I express my anger in a straightforward and honest way			
15.	CAN I RESPOND TO THE FEELINGS OF OTHER: I try to understand what others are feeling and I show them that I understand them			
16.	I CAN REPORT: I express my sincere apologies to others when I do something that causes them dissatisfaction or embarrasses them.			
17.	I CAN FOLLOW INSTRUCTIONS: I understand and follow instructions and directions in an effective way			
18.	I CAN TRAIN: Encourage and support others to achieve their goals and improve their performance			
19.	I CAN BELIEVE: I take the ideas and opinions of others seriously, compare them with my own, and in the end decide what is best to do.			

20.	CAN I TAKE FAILURE: Identify what went wrong and what I can do to be more effective / successful in similar situations in the future			
21.	CAN I SPECIFY DIFFERENT / MISCELLANEOUS MESSAGES: I recognize and manage situations of confusion when a person says something and means and / or does something else			
22.	CAN I TAKE THE ABOVE: I handle the resentment and grievances of others fairly when I am responsible for it			
23.	CAN TAKE THYMO: I Try to understand the anger of others and show them			
24.	CAN I SAY OBJECTIVES: I decide what to do and I can judge if this is realistic			
25.	CAN I CONTRACT WORKS: I'm in a position outsource tasks and responsibilities at the right time, before I even feel overwhelmed			
26.	CAN I GET INFORMATION: I decide what information is useful / necessary for me and reach out to the right people			
27.	CAN I ASK: I ask the right questions that will allow me to have useful information, ideas and thoughts			
28.	CAN I FOCUS ON THE PROJECT: I do necessary preparations that will allow me to do my job effectively			
29.	CAN I EVALUATE THE CAPACITIES MY: I am honestly and honestly reviewing my achievements to know how good I am at specific issues			

30.	CAN I EVALUATE THE CAPACITIES OF OTHERS: I examine their achievements fairly and objectively so that I know how good they are at specific issues and I do not hesitate to express them constructively.			
31.	CAN I TAKE AN APPROACH DISCUSSION: I am preparing to present my views in a discussion that can be difficult			
32.	CAN I THINK CREATIVE AND SOLVING PROBLEMS: I am able to think creatively and present my thoughts in a way that others take them seriously.			
33.	I CAN Setting PRIORITIES: I decide which issues are urgent and need to be addressed before others			
34.	I CAN DECIDE: Realistically decide what needs to be done for the best			
35.	CAN I WORK IN A TEAM: I can participate in teamwork, support the team, and share things with other team members			
36.	CAN I RECOGNIZE FEELINGS MY: I recognize and accept what I feel			
37.	CAN I SPECIFY RESPONSIBILITIES: I identify and acknowledge my own responsibilities and responsibilities			
38.	CAN I REQUEST: I get the right people for what I want or need			
39.	CAN I STOP STRESS: I recognize and prevent stressful situations and am able to manage any unavoidable stress			
40.	I CAN RELAX: I can relax and reduce the tension I feel			

41.	CAN I CHECK MY SELF: I CHECK my anger before things become uncontrollable			
42.	I CAN INFLUENCE: I have a positive influence on others			
43.	I CAN NEGOTIATE: I can I reach satisfactory agreements for both myself and the others who originally had a different position			
44.	I CAN HELP OTHERS: I help someone who has difficulty coping with a situation on their own			
45.	I CAN HAVE POSITIVE POWER BEHAVIOR: I talk to others clearly about what I need, what I want, how I feel and think			

After you have completed the exercise with sincerity, complete the following boxes:

Exercise 4

My strengths and weaknesses

Record your strengths - the points you noted in the exercise above as strong points, the qualifications you have - in the upper left box. Fill it out, trying to be as honest as possible.	
STRENGTHS	
- I can control myself - I can be persuative - - - - - - - - - - - -	
	WEAKNESSES
	- I can't relax - I can't deal stressful situations - - - - - - - - - -

Knowing your strengths and qualifications you can:

- Be more confident about yourself

- Choose the right goals

- Know when you can reach your goals

- To know what situations you can handle well

We should always keep in mind that:

THE POSSIBILITIES AND IMPOSSIBLE POINTS ARE TWO VIEWS OF THE SAME COIN

Whether that will be the strong or the weak side is determined by the orientation that prevails at the particular moment of our lives, which changes qualitatively by acting differently on the material or emotional or spiritual realm of our activity.

A positive trait becomes strength when it responds to your own needs and situations.

A positive trait becomes weakness when under certain conditions it manifests itself excessively or in some other unsatisfactory way, for us or for the situation you are in.

Examples: Flexibility is a positive feature. But if you overdo it in a particular situation you lose your true purpose and become a part of the situation or others, or even lose your principles and values. If you overdo it on the opposite side this time, then you become a monolithic / or no positive characteristic.

Tolerance is a strong point. But the tolerant man under certain circumstances may become indifferent, the curious may become indifferent, the loyal subordinate, the sensitive coward, the generous wastelander and the stingy housekeeper.

Go back to the previous exercise and try to think about what are the good things about your weaknesses. So take the first big step to convert them into strengths.

5. Problems in mentoring

Our experience in mentoring programs that we have already implemented convinces us of the need for this chapter as the process presents malfunctions and problems related to personality traits, expectations, values and perspectives that define us while defining our attitude towards people

Mentoring problems usually arise on two levels:

- At the level of work, when the beneficiary's difficulties persist, negatively affecting the learning process, and

- At the level of the relationship between the mentor and the beneficiary, usually as a result of inadequate organization of the relationship or even as a result:

- Dislike of one another

- Differential values and perspectives

- Non-acceptance of differences (gender or origin)

- Different expectations

- Of emotional involvement

- The very close and friendly relationship

- The very formal relationship

Still problems can arise when the beneficiary:

- Not qualified enough to move on

- Has reduced social qualifications

- She is very independent and does not accept or even ask for support

- Has reduced motivation

Problems will also arise:

- If the mentor has too high or too low expectations -If he is insufficient or unreliable

- If he has reduced motivation

Exercise 5

My opinion on the problems I have

This exercise will help you better understand your reactions to the problems. Answer quickly, without much thought and most of all honestly. There are no right and wrong answers, they only give you the opportunity to rate yourself.

1. If I have difficulties, I think most of the time, what causes have started and how can I overcome them.

yes   no

2. I think I have a 'natural' ability to overcome difficulties if I do my best.

yes   no

3. If I have problems, I often think: no one can do anything, that's how things came to be.

yes   no

4. I think the way I was educated and my experiences do not leave much room for me to defend myself.

yes   no

5. If I am in a difficult situation, I usually think very well of what I can do to make things clear.

yes   no

6. Even though there are situations that are difficult I am sure I will find some way to fix things.

yes   no

7. Many times I want to change something in myself or in my environment, but I'm sure I can't fulfill my wish.

yes   no

8. When I have difficulties, then I wait for a while in the hope that things will change on their own.

yes   no

9. I think I can change my life and my behavior.

yes   no

10. When I have problems I expect the help of others

yes   no

11. Whatever I do, I can no longer change anything major in my behavior.

yes   no

12. If I have problems I often try to do something to solve them

yes   no

13. One has to take things as they are, because no one can change them anyway.

yes   no

14. If I have difficulties I often try to come up with a solution as soon as possible.

 yes   no

Grading:

1,2,5,6,9,12,14   yes = 1 point no = 0 points

3,4,7,8,10,11,13 no = 1 point yes = 0 points

Total =

8-14 points: You seem to have a pretty positive perception of your individual abilities. You have confidence in your abilities and you feel quite 'free'. You can change yourself and your behavior to the goals you pursue. When a difficulty begins you fight it. You are looking for a sure way of both the causes and the appropriate solutions.

0-7 points: You seem to believe that the way you were educated, your environment and your past experiences have already shaped your behavior to a significant degree. You don't count too much on your own abilities. Difficulties and problems discourage you. You find it difficult to do something to change a situation. Wait for what will happen or hope someone else will help you.

6. Support / Challenge

Important aspects of mentoring are the support and challenge that the mentor is required to give to the beneficiary.

It seems that the levels of these parameters need to be varied depending on the phase the relationship is going through.

Initially the beneficiary needs a lot of support. Over time, developing confidence and gaining autonomy with the mentor, the need for support decreases.

Challenge is an important factor in the relationship and its levels vary from phase to phase.

If the mentor can be effective in provoking and supporting as needed depending on the phase of the relationship, it is up to the individual to be ready to identify the stages by identifying the beneficiary's behavior

Exercises will follow that will allow you to identify how supportive you are and how much you can cause your beneficiary to push him / her into searches and solutions that support business / business choice.

M CHALLENGE	2nd phase	3rd phase
m CHALENGE	1st phase	4th phase
	M SUPPORT	m SUPPORT

M= big

m= small

7. My surroundings and their roles / my network

- People around me influence me in a variety of ways.
- I am looking to find out who they are and how they affect me to know how to exploit them or to avoid their impact if it impedes me.
- I'm trying to figure out everyone's role and I don't forget that maybe some people play more than one role!
- As a mentor I will play one or more of the following roles.
- As a person I will recognize my support network or enhance it with people who have not so far effectively evaluated their role.

The support we have from your family and friendly environment and more generally networking with different people. It should be noted here that:

Networking is a process of collecting and distributing information that benefits both the individual himself and those who make up his network. Networking answers the key third question, "Who should know an entrepreneur".

Networking means:

- the outcome and the relationships
- efficiency and competence
- categorization, but also courtesy
- perseverance, but also trust
- promoting ourselves and others
- Success in work and relationships

- I get, but I also give
- I support, but I also contribute
- I ask, but I also offer.

Networking does NOT mean:

- sell out
- I use others for my own benefit
- manipulate others to 'become mine'
- benefit from my friends, acquaintances, co-workers, partners
- I'm only interested in my job.

Networking is not just an acceptable and effective way to get a job, or to support my business. It is something that applies to all situations in my daily life, because:

- It facilitates our access to information
- It creates opportunities for exchanges
- It leads to new relationships, new opportunities
- It opens our horizons, professional and personal
- It helps us achieve our goals and expectations
- It meets my basic need for contacts

IMPROVING OUR PERSONAL AND PROFESSIONAL LIFE

THE WORLD IS A GREAT NETWORK

People on my network

- ➢ family
- ➢ neighbours
- ➢ relatives
- ➢ classmates
- ➢ groups of common interests
- ➢ people I met on vacation
- ➢ members of women's groups
- ➢ colleagues (former colleagues)

Complete:

teachers (former teachers)

…………………………..

ME
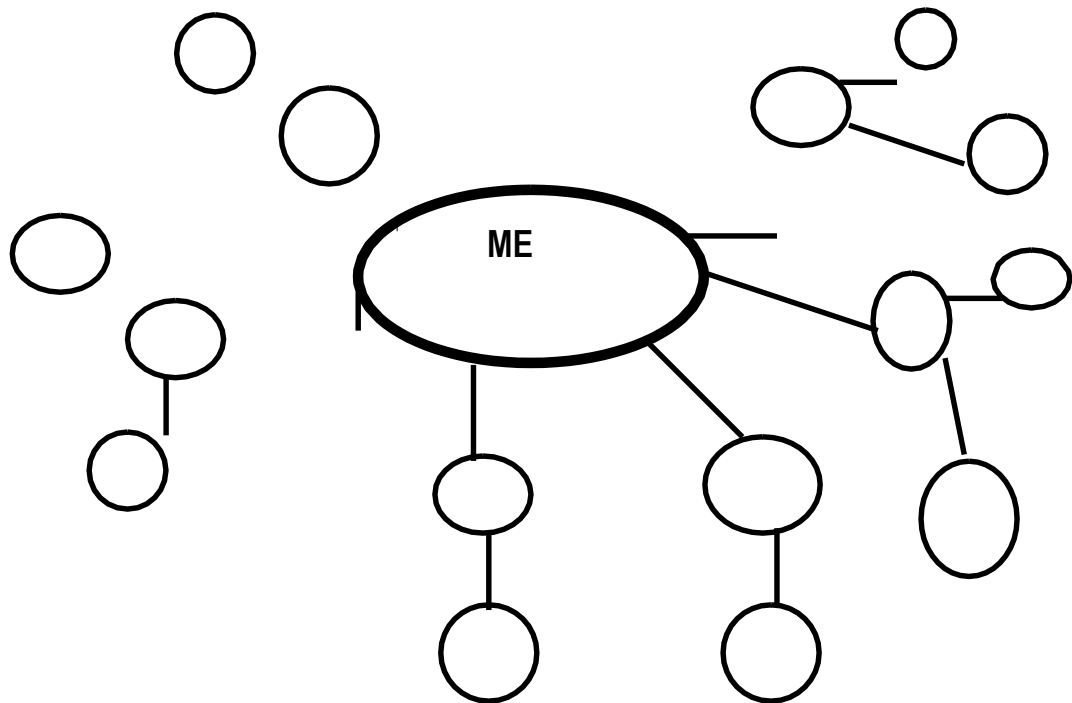
Exercise 6

My surroundings and their roles / my network

1. The people who give me energy - warmth, confidence and confidence

2. People who take my time and energy, exhaust me, and oppress me

3. The people I admire that I want to look like

4. The people who inspire me

5. The people who control my access to opportunities

6. Neutral people, the ones who will help me if I ask

7. The people that hinder my growth

8. People who believe in me

9. The people who give me opportunities

10. The people I help and encourage

8. My personal characteristics

The personality of each person, shaped by his personal history and experiences but also based on his inherent idiosyncratic elements, presents some of the characteristics that prevail. These traits are directly related to professional skills and functions within the social and professional environment and I have to consider them in my choice to become a mentor.

Exercise 7

The following exercise will help me evaluate myself for certain traits and abilities.

These attributes are divided into four groups: physical characteristics, mental abilities, human relationships, personality / character. I will evaluate myself by trying to be objective, that is, who I really am and not what I would like to be. One way is to compare myself to other people of the same age.

a. BODY CHARACTERISTICS

Compare yourself to other people of your age and put a + on those traits you think you have a great deal of, that is, your strengths.

Attributes Categories	Description of attributes	Strengths
1.1 External appearance	1.1.1 My height is one of my trumps	
	1.1.2 I have a nice presentation	
1.2 Physical endurance - physical activity	1.2.1 I have fast reactions	
	1.2.2 I'm physically active (I like movement and I'm not tired easily)	
	1.2.3 I have no particular health problems (respiratory, allergic, skin etc).	
	1.2.4 I am physically strong	
	1.2.5 I am often involved in sports	
1.3 Sensory and motor abilities	1.3.1 I have no sensory problems (I have good eyesight, hearing, touch, taste, odor, etc.).	
	1.3.2 I am skilful in my hands (I make them in construction, repairs).	
	1.3.3 I have finger dexterity (in small, fine movements).	

Composition

My most important strengths that I would like to use in my work are:

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b. INTELLIGENT SKILLS

Compare yourself with other people of your age and put a + on those skills that you think you have a great deal of, that is, your strengths.

Attributes Categories	Description of attributes	Strengths
2.1 Caution Observation	2.1.1 I can easily notice details or errors in written texts or numerical tables	
	2.1.2 I quickly notice and detect details in shapes, drawings and images	
	2.1.3 I notice fast details and changes in the environment.	
2.2 Practical and Mechanical Intelligence	2.2.1 I can easily understand the mechanisms or how the machines work.	
	2.2.2 I can give solutions to common technical problems.	
	2.2.3 I am practical - effective and find easy solutions to everyday practical problems.	
2.3 Creativity	2.3.1 I have a lot of imagination and originality.	
	2.3.2 I attach great importance to aesthetically pleasing.	
	2.3.3 I manage to create beautiful things with my hands.	
	2.3.4 I can express myself through photos, drawing, theater, play, etc.	
2.4 Speech ability	2.4.1 I am comfortable speaking orally.	
	2.4.2 I express myself comfortably in writing.	
	2.4.3 I can easily understand abstract meanings.	
	2.4.4 I can easily understand literary texts or poems	
2.5	2.5.1 I handle the numbers comfortably.	

Numerical Ability	2.5.2 Easily solve practical arithmetic problems	
	2.5.3 Solve comfortable math exercises.	
2.6 Space Perception Ability	2.6.1 I can easily understand two- and three-dimensional shapes.	
	2.6.2 When I look at a shape on paper I can easily imagine the shape it will have in space.	
2.7 Special Abilities	2.7.1 I am able to watch for a long time	
	2.7.2 I have a good memory.	
	2.7.3 Easy to store.	

Composition

My most important strengths that I would like to use in my work are:

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c. HUMAN RELATIONS SKILLS

Compare yourself with other people of your age and put a + on the skills you think you have to a great extent, that is your strengths.

Attributes Categories	Description of attributes	Strengths
3.1 Ability to Communicate with Others	3.1.1 I understand other people and communicate effectively.	
	3.1.2 I can easily convince others.	
3.2 Ability to build relationships with others	3.2.1 I need to be in constant communication with other people.	
	3.2.2. I can easily join a team and be accepted.	
	3.2.3 I talk to other people easily.	
3.3 Leadership	3.3.1 I like it and I usually do it to become the focus of attention.	
	3.3.2 Others recognize my value and accept my views.	
	3.3.3 People trust me too they say their problems	
3.4 Interesting for people - Social Sensor	3.4.1 I'm interested in other people.	
	3.4.2 I am capable of listening attentively to other people	
	3.4.3 I justify people for their mistakes. I find them soothing.	
	3.4.4 I love helping others in their jobs	

Composition

My most important strengths that I would like to use in my work are:

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d. CHARACTER - PERSONALITY

Compare yourself to other people of your age and put a + on those traits you think you have a great deal of, that is, your strengths.

Attributes Categories	Description of attributes	Strengths
4.1 Autonomy	4.1.1 I have confidence in my strengths and abilities.	
	4.1.2 I have the initiative and risk. I am capable of seizing the opportunities presented to me.	
	4.1.3 I have strong personal motivations views. I am firm in my beliefs and my goals	
4.2 Willpower Dynamism Resolute spirit	4.2.1 I have a desire for professional success and will invest effort and effort into it.	
	4.2.2 I have stubbornness, stability and perseverance.	
	4.2.3 I make my decisions easily. I'm not easily moved by my decisions.	
4.3 Mental balance	4.3.1 I have emotional stability: self-control, calm, balance and good mood.	
	4.3.2 I am optimistic.	
4.4 Self confidence	4.4.1 I know myself well and accept it as it is.	
	4.4.2 I have a sense of humor towards myself. I accept others' criticism of me.	
4.5 Good faith	4.5.1 I am benevolent, bona fide.	
	4.5.2 I justify people for their mistakes. I find them soothing.	
	4.5.3 I usually trust people.	

Composition

My most important strengths that I would like to use in my work are:

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EXERCISE

TYPES OF PERSONALITY BY HOLLAND

Evaluation Sheet

Aspects of Personality	GRADES		
	3	2	1
	1st place	2nd place	3rd place
Preferences:			
Interests:			
Abilities:			
Personally characteristics			
Values-Needs:			

:

Total Score by Type:

P	Δ	A	Σ	E	K

My type code:

1o   2o   3o

MY PROFESSIONAL PREFERENCES

Score from 1-6 the following groups, putting 1 in the group that expresses more than all your other professional preferences and 6 in the group that expresses you the least.	*Grades*
- to help and understand people - to serve and provide services to the public - communicate with people to support and encourage them - to listen, to counsel, to guide and inform	
- to express myself in any way - express my emotions using my imagination - express myself through some material - to create - to work independently	
- perform physical, manual, and specific tasks - handling objects, tools and machines - exercise activities that require dexterity and physical strength - see the outcome of my work	
- directing others and making plans - to persuade others about an issue - take initiatives and take responsibility - organize the work - to exercise power	
- organize and sort - do office work - engage in clearly defined activities - engage in practical and systematic activities - adapting to the rules and organization that exists	
- observe and analyze phenomena after methodological research - to examine and analyze - to analyze and think - to acquire knowledge and invent new things	

MY INTERESTS

Score from 1-6 the following groups, putting 1 in the group that expresses more than all your other professional preferences and 6 in the group that expresses you the least.	Grades
I get more absorbed in my thoughts and I like to come up with ideas. I value knowledge very much and seek to acquire it. I have an interest in: • the sciences • mathematics • the combination of data	
• sales managements • trade public things • revenues authority	
I am attracted to everything that has to do with human beings: psychology, the social sciences, politics, literature, history, the arts and music. I like: • the humanities • hands-on speech activities	
I love the classroom. I don't accept some and I hate ambiguities. I always want work with clear goals and results. I want to be given clear instructions in my work. I'm interested in : • Classification and class • the method • • clear instructions	
I love working with objects. I'm interested in the tools and machines I use. In general I love the open space, the nature, the animals, the physical movement. I like: • engineering • physical movement • the open space	
I am very interested in aesthetics and I like to deal with any form of expression. We are interested in: • the arts • literature • aesthetics	

MY SKILLS

Score from 1-6 the following groups, putting 1 in the group that expresses more than all your other professional preferences and 6 in the group that expresses you the least.	Grades
I owe my effectiveness to the quality of my relationships with others. I know how to communicate. • I am responsible • Make good relationships with people • I have ease of expression and communication • I have the ability to help others	
I deal with specific tasks. I am skilful in the hands. I use tools and machines. I understand their function. I have physical strength. I have: • hands-on ability • optical - motor coordination • mechanical perception • physical strength	
I am capable of handling the word and convincing my environment. I have plans and I want to finish them. I have a strong desire to succeed. I have: • persuasion ability • ability to make decisions • the ability to command and become a leader	
I have the ability to understand and analyze phenomena and processes. I am logical and methodical and use my specialized knowledge to solve problems. I have: • good academic (school) performance • Ability to analyze and understand mechanisms	
I am contractual because I adhere to specific rules: calculations must be correct, accounts selected, typed texts error-free. It distinguishes me: • accuracy • the speed of execution • the methodical spirit	
I create based on my emotions and emotions. I have : • sensitivity • imagination • talent (High Performance)	

MY PERSONAL CHARACTERISTICS

Score from 1-6 the following groups, putting 1 in the group that expresses more than all your other professional preferences and 6 in the group that expresses you the least.	Grades
It all starts with me. I have an inner flame that counts far more than material goods. That is why I am often an idealist and very little practical. • expressive • I have imagination • strong • I have intuition • impulsive • independent	
I show understanding, I am committed, I am adaptable, responsible. My tendency to offer starts with a need to be loved. • I care about others and I am cooperative • To be happy I need to give	
Usually I'm a person: • conscientious • effective • careful • practical • persistent • measured • strict • preservative	
I'm not particularly social. I am not moved by power. I dedicate my time to what interests me. I am: • curious • intellectual • challenger • scholar • critical • methodical • logical • restrained • I'm not interested in being popular	
I want to achieve things. I am: • active • dynamic • I have a will • optimistic • ambitious • bold • leader • sure	
I'm above all practical - or. I don't particularly like to analyze things logically and express myself in writing. I am: • Practical • I have a common mind	

MY VALUES-MY NEEDS

Score from 1-6 the following groups, putting 1 in the group that expresses more than all your other professional preferences and 6 in the group that expresses you the least.	Grades
I need a pleasant environment and clear instructions	
It is very important for me to do something that is mentally stimulating. Usually I prefer to work alone and be independent in my work.	
It is very important for me to perform tasks, to operate devices, to move physically. I place great importance on material goods.	
It is important for me to communicate with people, to offer, to work with others.	
It is important for me to manage and supervise, to organize, to pursue and to hold high positions. I also give importance to prestige and material goods.	
It is very important to me: Aesthetics, creation, leisure, autonomy.	

My values

All people have some values, life values, work values, on which they base their choices throughout their lives. These values are the result of the relationship we have with individuals around us and with life in general. It is the result of the influence of those around us, and especially of our family, but also of the suffering they have undergone in our hitherto life, that is, our personal experience.

Some of these values are:

- social life / friends
- time for family
- social recognition
- leisure / fun
- career and career opportunities
- social contribution
- acquisition of large sums of money / assets
- self-actualization through professional activity
- self-actualization through non-professional activities
- other values like. . . . .

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However, depending on the stage we are in, the age and living conditions, the hierarchy of these values varies.

List the five (5) most important values for you, in order of priority from 1 (the most important) to 5 (the least important):

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9. My motivation to become a mentor

We have so far had the opportunity to take a short inner journey exploring our qualifications and skills, our personal traits, life values and work values that represent us. This exploration may help us respond to the mentor's role more effectively as we are better prepared to listen, to support, to challenge, to train. We are aware of the difficulties and problems we are likely to encounter. Some of these are inherent in the mentoring process itself but others are related to our own difficulties, our weaknesses, and others to our respective mentors' weaknesses.

It is time to ask why we chose to become mentors, to endure all of the above. Everyone has chosen it for their own particular reasons, but it is important to record them.

- Training / education opportunity
- Getting new acquaintances
- Developing my qualifications
- Utilizing my knowledge and skills
- Gaining new experiences
- Acquire prestige
- Wish to bid
- Utilizing new experiences in my business
- Satisfying my need for personal creation
- dealing with an object of interest to me
- Other

For me, the five (5) most important motivations for becoming a mentor, in the order of priority from 1 (most important) to 5 (least important) are:

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10. The Mentor's Role & His Expectations

Mentor's self-awareness is enriched with additional experiential specialized understandings of the 'I' and values, goals and intentions, in order to prepare one of the mentors / candidates to understand their role and their own desires and expectations, and on the other hand to detect the expectations that their tomorrow's beneficiaries will have in order to be able to meet them.

By self-knowledge we mean the accurate knowledge of our physical, mental and moral abilities and weaknesses. Etymologically, the word derives from this pronoun and the essential knowledge (I know) and means: the knowledge of ourselves - the awareness of ourselves.

Important prerequisites for cultivating self-awareness are:

a) Education with the importance of general education

b) The school

(c) The family

d) The wider social environment

e) Continuous self-control and self-criticism

g) The lack of selfishness

h) Personal struggle and effort

A key factor in progress at the individual and social level is the development and integration of human personality. This is done by limiting and eliminating the negative elements and nurturing those that contribute to success. To do so, one must first obtain the self-knowledge of each individual.

The importance and need for self-awareness is even more pressing today, due to the insecurity we all feel, the financial crisis and psychological pressure. So we are committed to a constant pursuit of goods for our survival. But because of this effort we have moved away not only from our fellow human beings but also from ourselves. We ignore the problems of others around us, we do not participate in joint actions, but the worst is the deterioration of our neighbor's well-being! We feel alone in our social environment, alone in our inner world, and that is a deterrent to all economic and social growth, progress and development.

The answer to this is self-awareness as a factor of progress because:

a) Helps to explore and identify all of our physical, moral, and spiritual abilities. This is how we know our strengths and accordingly determine our areas of action within society.

b) It leads to the discovery, cultivation and exploitation of our positive personality traits (virtues). The results are positive mainly in terms of our sound career guidance.

c) Correspondingly, it leads to the discovery and acceptance of our weaknesses and defects (bad instincts, malice, selfishness, etc.). With constant effort and perseverance we improve our character and complete our personality.

d) Knowing our own strengths does not overestimate ourselves. We acquire social virtues such as self-control, prudence and modesty. On the other hand, we fight against our selfishness, philanthropy and passions. Therefore, we usually make the right choices and achieve not only our own individual progress but also through working with our fellow human beings and the social.

e) Knowing our own strengths does not underestimate ourselves. Instead, we gain the

courage, confidence and faith to continue our efforts. So, we deal with difficulties effectively, set goals and try to achieve them.

Self-awareness is essential in the Mentor-Beneficiary relationship. When the two members of the relationship have self-control and always strive to integrate their personality, then they collaborate excellently and achieve their goal!

Focusing on Mentor's expectations, we must explain what the expectation is: to wait, to hope that what we wish will happen. We feel the way others see us and handle their expectations accordingly.

A good exercise to learn about ourselves is to think about how different people can see us in different ways. We examine & record how our family, colleagues, or partner think about us. Here's an interesting question: to what extent do we perceive and handle expectations of how others view us?

The notion that other people's expectations of us have a direct impact on how we behave was examined in a classic study of social psychology conducted by Dr. Mark Snyder from the University of Minnesota and his colleagues (Snyder et al, 1977). They claimed that people feel how others see them and immediately begin to display expected behaviors.

Feeling of attraction

They tested this idea in the context of interpersonal attraction. There were conversations between male and female students / three students they had just met through microphones and headphones. One of the fastest ways to see if people, who have just met, are working on social stereotypes, is to look at the criterion of external appearance. People automatically assume that those who are more attractive are also more social, humorous, intelligent and so on (Tesser, Kinch, Felson, etc.).

So to handle this parameter, just before the conversation, along with the biographical information about the person they were going to talk to, the men were given a photo. Half were given a photo of a woman rated 8 out of 10, and the other half given a photo of 2 out of 10. Men then spoke to women but did not see them. So they did not know that they were not actually talking to the woman in the picture in front of them. Half believed that they were talking to the attractive woman and the other half believed to be the unattractive woman. The question is this: would women respond to this fact and unconsciously conform to the stereotype in which they were randomly assigned? In this way, experimenters could exclude the influence of individual personalities and focus on the impact of expectations.

When freelance observers listened to the conversations, they found that when women spoke to men they considered very attractive, women reported more of the stereotypical behaviors associated with attractive people: they spoke louder and seemed to enjoy the conversation more. What happened was that women adapted to the stereotype presented to them. So people really feel how they are treated by others and change their behavior to match that expectation.

This experiment was conducted to show the manipulation of the attraction stereotype but the same rule applies to many different areas of life. Think of any of the standard stereotypes about class, race and citizenship. Each of them creates expectations in people's minds, expectations that are difficult for us to handle.

Changing the behavior of others

Understanding that other people's expectations of us impact our behavior directly and quickly is a vital component in understanding how we can be quite different in different social situations. By changing our expectations of others, we can really change their behavior for the worse or, even better, for the better.

The effect may be subtle, but it is a strong awareness that the behavior of others comes in part from how we see them, just as our behavior comes in part from how others see us.

Detecting the expectations of the beneficiaries

In corresponding past Mentor meetings, in order to train and familiarize them with the role of the Mentor and what the beneficiaries expect from him / her, many questions are raised, anxiety is expressed, anxiety over and to what extent they can respond, "Ready stands" but also appetite and expectations.

The first meeting is used to get to know and connect the trainees through the group formation process. Unknown people are invited to engage, collaborate, act, implement, interact, manage processes and capabilities, learn how to interpret the messages of the beneficiary student / beneficiary student.

In our experience the keywords for the Mentor-Beneficiary relationship are Acceptance, Encouragement, Reward and Collaboration. Recognition, Positive Energy, Friendly Atmosphere, Interaction, Innovation, Love, Fun, Good Mood, Communication, Interest, Warmth, Play, Humor, Confidence, Intimacy.

All of us when we start something new have our fears and expectations. The goal will be to become more efficient, modern, flexible and capable. Leverage our knowledge and experience and be able to follow developments in the relationship.

Exercise - Detailed instructions for the instructor

Self-Knowledge - Emergence - Expression of Desires

• Exercise "The circle of desires ..."

We all sit in a circle. Each time one enters the center and goes in front of someone expressing 1 wish that the other can immediately fulfill. B.C. We say "I want to ..." and not "I wish I could ..."

- How do we feel when our 1 desire is fulfilled?

- How do we feel when we ask for something?

- How do we feel when we are asked for something?

Self-Knowledge - Investigating Self-Esteem

• Exercising 'Advertising'

We use 10 rough A4 cartons where everyone creates a poster for themselves by informing the rest of their qualifications. (Drawings, words, etc.). We expose the works & go through them. Discussion.

- What does it mean for us to project ourselves?

- It is easy for us to evaluate our qualifications;

- Do we recognize others' qualifications that they did not display?

Self-knowledge - Expectations

• Exercise "1 truth & 1 lie"

The whole team stands in a circle. The trainer tells himself / herself a truth and a lie. He holds a ball in his hand and throws it at random to a person in the group.

He asks her to say which sentence expresses a true event and which one is fantastic. After answering what he believes, it is his / her turn to tell a truth and a lie about himself / herself with no particular order and as convincingly as possible! He then throws the ball to another team member.

- Is it easy for us to interpret what we hear;

- Can we judge realistically or be influenced by one's external image?

- How much are we influenced by our expectations of others?

Self-knowledge - Feedback

Recast what was said - Feedback - Close the meeting

● Exercise "Philosophy"

After what has been said, anyone who wishes will start by saying to his / her next to the right 1 positive comment about his / her appearance, behavior or participation in the group. The other person will respond any way they want.

- Is it easy for us to accept the positive comment they make on us;
- How do we feel if they refuse or decline it? How do we react?
- Did we know that we have this positive thing?

* "When I really started to love myself, I realized how difficult it was for someone to come up with my wishes, even though I knew that neither the time was right nor the man was ready, even if that man was me. I. Today I know we call it self-esteem. " (Charlie Chaplin)

Exercise: "My Public and Private Self"

Detailed instructions - Purpose

Note which of the following topics you choose to discuss with your "Public" self (that is, if you feel comfortable discussing them and sharing them with friends, acquaintances, colleagues, strangers, travelers, etc.) and which one with "I" yourself (that is, if you feel comfortable discussing and sharing them only with yourself and your closest, your own people).

The purpose of the exercise is to identify and reflect on each and every one of the Self-Knowledge elements available, as well as any possible Stereotypes and Prejudices that follow. Does he know?

A/A	ASPECTS	PUBLIC SELF	PRIVATE SELF
1.	Religious views / beliefs		
2.	Political views / beliefs		
3.	Opinions / Beliefs about Racial Differences		
4.	Opinions / Beliefs about Habits and Habits , Customs of my country		
5.	Musical tastes		
6.	Movies and TV programs set I see		
7.	My social activities		
8.	My abilities and my assets at work		
9.	My business goals / plans		
10.	The difficulties and problems that I have at work		

11.	The feelings I have for my partners		
12.	My job satisfaction or disappointment		
13.	The money I earn		
14.	My deposits or if I have deposits		
15.	My consumer needs		
16.	Negative personality traits		
17.	The emotions that I can't control		
18.	Sexual Facts dealing my life / relationships		
19.	My sexual ability		
19.	Things I'm ashamed of		
20.	Things I'm proud of		
21.	How I would like to be		
22.	How I feel about my appearance		
23.	Health problems I have or had		
	Total		

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3RD CHAPTER

POSITIVE - DYNAMIC BEHAVIOR

CHAPTER CONTENTS:

1. **INTRODUCTION: Mentoring and Training in Positive Dynamic Behavior What Positive - Dynamic Behavior Means**
2. **WHY DO YOU NOT INTEREST IN A POSITIVE-DYNAMIC WAY?**
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CHAPTER 3: POSITIVE - DYNAMIC BEHAVIOR

3.1 Introduction

a. Mentoring and Training in Positive Dynamic Behavior

A key component of the Mentoring process is to **empower - encourage** the mentor / beneficiary.

By **empowerment** we mean the process by which the beneficiaries become more autonomous and acquire the skills necessary to communicate creatively and effectively with those around them.

Encouragement means that process through which the creative expression of the beneficiaries is developed through relationships based on cooperation, initiative and mutual trust.

In this context, the mentor is called upon to help the beneficiary "believe" in himself / herself and his / her "strengths" as well as to empower him / her to acquire the skills needed to achieve the goals.

The Positive Behavioral Training program aims to enhance interpersonal skills with a particular emphasis on enhancing self-confidence and competence.

It is a program aimed at learning new behaviors that make it easier for people to be more effective in achieving their goals.

In the framework of Mentoring the Positive-Dynamic Behavior Education program offers:

- A methodology for empowering and animating the beneficiaries.
- A tool for identifying ineffective behaviors in the professional development of beneficiaries.
- Help understand the behavior of beneficiaries who have difficulty in claiming and achieving their goals.
- Ideas for personal development of mentors and beneficiaries
- Practical instructions and tips for "training" the beneficiaries in strengthening their interpersonal skills.

b. What does positive - dynamic behavior mean

Positive - dynamic behavior describes a particular way that allows us to express our needs, our desires and our feelings directly and honestly, without violating the rights of others.

It expresses the confidence we have in ourselves that we show without aggression, passivity or a disposition to manipulate others.

People who behave in a positive way:

- are straightforward and honest
- they respect themselves and others
- they know their rights and claim them
- they recognize their own needs
- take responsibility for their actions

- they do not receive the refusal or criticism of others as rejection
- they do not avoid confrontation

c. What are the Benefits of Positive Dynamic Behavior?

- Positive dynamic behavior helps one to express his / her requirements in a direct and honest way. It does not, of course, ensure that they will be satisfied in this way.
- Positive dynamic behavior helps us not to feel bad about ourselves when we fail to achieve our goal. We will admit that "At least we did our best" with respect for ourselves and others.
- People with positive dynamic behavior know both their strengths and weaknesses. They are not afraid to take risks and know that they are likely to make mistakes.
- When you believe in yourself, you can profit from your mistakes by viewing them as an opportunity for learning and improvement.
- You also learn to charge success in your own abilities (and not in happy times). By knowing your abilities and difficulties, you can choose realistic goals and avoid situations that exceed your strengths.
- People with positive dynamic behavior cannot be accepted or liked by everyone else. They have the ability to react when they feel that others are exploiting them and know how to deal with negative or unfair criticism.
- People with positive dynamic behaviors know when to show their strength and when to back down.

d. Recognize how positive - dynamic your behavior is:

	YES	NO
1. Do you find it difficult to refuse the demands of others?		
2. When someone tries to get you in turn do you complain?		
3. Do you usually fall back on family matters?		
4. Do you think it is important to assert your rights because if you do not do so you will be lost anyway?		
5. Do you complain when the product you are selling is not good quality?		
6. Do you find it difficult to get out of a situation when your patience is exhausted?		
7. Do you find it difficult to get rid of a plasterer who insists on wasting your time?		
8. Do you hesitate to ask for some unknown information?		
9. If you were working in an organization would you be willing to take responsibility?		
10. When you do not serve the public services do you insist?		

Measure for each NO you answer 1,3,6,7,8 two points, and for every YES 2,4,5,9,10 one point.

The more points you get, the more positive the dynamic behavior is. The highest score is 15.

If you score 10-15 points then you are quite assertive and / or not difficult to persuade or deny the demands of others.

If you are scoring below 10 degrees then you are an easy-going person and find it difficult to claim what you deserve.

➢ *Is it time to make a new start?*

3.2 Why do we not behave in a positive-dynamic way?

a. How much do you value yourself?

One of the main reasons we find it difficult to behave in a positive way is that we have low self-esteem.

Underestimating oneself is one of the characteristics of low self-esteem. This is expressed when we reject ourselves, criticize him harshly, or when we anticipate that others will reject us and avoid risking failure to avoid failure.

On the contrary, when we feel that we accept ourselves, that we like and respect him as we respect others around us, then we feel that we are a worthy person. This does not mean that we believe we are perfect. We may need to improve on some issues. The important thing is that we believe we deserve as individuals.

High self-esteem creates a positive cycle: when we feel good about ourselves, those around us perceive it by our behavior and feel correspondingly positive about us.

Their own positive reaction reinforces the positive feelings we have for ourselves and thus our self-esteem.

The following adjectives can help you assess whether you have low or high self-esteem. When you want to change your mind about yourself this list will be useful.

Feelings of low self-esteem

I'm feeling:

- clumsy
- insecure
- insignificant
- unwanted
- that they don't love me
- disadvantages
- that I cannot love
- insufficient
- that I despise myself
- that I reject myself
- unsatisfied
- without confidence
- deterred
- frustrated
- useless

Feelings of high self-esteem

I'm feeling:

- self confidence

- confidence in myself

- respectable

- relaxed

- remarkable

- self respect

- adequate

- capable

- lovable

- significant

- safe

- active

- nice

- skillful

Note the adjectives that suit you and compare the two directories with each other. Which features are superior?

b. Sources of Self-Esteem - How We Affect Our Positive Dynamic Behavior.

Observing young children, one finds that they have no difficulty in asking their wishes to be fulfilled immediately and honestly, while expressing their emotions without interruption.

As they grow older, children soon learn to adapt their behavior to the reactions they receive from those around them. So they might learn that if they behave like quiet, cute, good little children they will get what they need or want. Correspondingly, in a different environment, they may learn that if they shout, squeal and kick, they will sooner be able to meet their needs.

At school, children experience a similar learning process. They might find at school that their behavior at home may not have the same results. So they experiment and try new ways and differentiate their behavior at school from the family. Many parents are surprised by teachers' comments about their child's behavior at school. Most of the time it is like describing another child and not their own.

This process of learning how to adapt one's behavior to different social situations and choosing the most appropriate one at a time is not all that easy for everyone.

The ability to adapt depends a great deal on how successful and satisfying the relationship with the first important reference persons (usually parents) is and what opportunities she has had to exercise in different roles.

If a child's needs and needs for food and emotional care are met in a positive way, the child will later be able to adapt his or her behavior to different social situations. If these needs are not met by the first reference persons, then the child will seek the fulfillment of their needs by other persons.

Unfortunately, the child is very likely to seek inappropriate ways or from inappropriate people to satisfy their basic emotional needs and consequently experience rejection. For example, a child who tries to satisfy his or her need for attention and care at school is usually punished for wanting to be distracted, annoyed, or trying too hard to be pleasant.

In our cultural context, great care is taken to meet the material needs of children, often neglecting their emotional needs.

In addition, a particular difficulty that many women face is the "good girl syndrome". Many girls in order to receive recognition and love from their parents, but also from other adults such as teachers, have learned to prioritize their own needs and to be helpful and helpful. So for example, instead of going to play with the other kids willingly helping mom at home, instead of allying with the other kids in the classroom she becomes the little teacher's helpers.

The "good girls" do not learn how to claim for themselves and how to withstand the fact that their own desires often contradict the desires of adults. Later they find it difficult to insist on fulfilling their own needs and pursue personal goals against the expectations of others.

In order for children to gain confidence in themselves and to later behave as adults in a positive way, they need to:

- a model of positive-dynamic behavior: someone who is confident, trusted and respected and who they want to look like,

- love and encouragement: to believe in their own worth,

- constructive criticism: to be able to realistically assess their abilities, their actions and their demands,

- a system of values: to enable them to develop their own values,

- a basic sense of security: to dare to experiment, risk and make mistakes.

Of course, it is not just the influence of parents that is crucial for the development of positive dynamic behavior.

The following factors also play an important role:

- position within the family - whether we are the first, middle or last child,

- the influence of other relatives such as; older siblings,

- school and first experiences with classmates and teachers,

- gender - in our society girls are more encouraged in passive behavior, while boys are more aggressive,

- social status - sometimes the financial surface and power facilitate positive dynamic behavior.

➢ It is helpful to recognize how much the development of confidence in oneself has been influenced by family and early social relationships. Most people with low self-esteem blame themselves and feel guilty for the lack of confidence they feel.

Consider the influences you received during your childhood and adolescence that may have influenced your self-esteem:

- Did your parents have confidence?

- Have you been allowed to claim within the family?

- Were you a "good girl" or a "good boy"?

- How were your brothers? Did you have older siblings that got all the attention?
- What was your behavior at school?
- You had authoritarian teachers

> ➢ **Remember, we are not condemned**

to live in the experiences of our past.

In adulthood we have the opportunity to change and live according to our own choices.

c. The power of negative thoughts

As already mentioned, one of the main characteristics of people with low self-esteem is that they do not believe that they can do it and that they foretell the failure of their actions.

This creates a negative vicious circle: by failing themselves, they usually do not understand and create those situations that help them to fail. Failure confirms their negative self-image and reinforces their low self-esteem. The end result of this vicious cycle is that they no longer try at all when they believe they will not succeed. In this way, of course, they no longer give themselves the opportunity to live and eventual success and the negative image of themselves is becoming more and more stable.

The reaction of others around them is similar. Others quickly realize that a person is undervalued and in turn lacks the respect and appreciation that they truly deserve. This behavior reinforces the low self-esteem of the person who thinks "I should be worthy of such behavior for treating me like this" and the vicious cycle continues.

Examples of negative thoughts:

- I can't manage to get a job with my misfortune.
- If I try to speak in front of the world, surely everyone will understand my embarrassment and become a ruse.
- It makes no sense to try to convince him otherwise. He won't listen to me anyway.
- Now what to do with seminars and trainings.
- If I had rich parents who would provide me with everything I would have done better in life.
- I'm afraid I will fail if I take risks.
- If I do this, everyone will think I'm stupid.
- I am the most disorganized person.
- Did you see everyone look at me when I complained? I knew I wasn't supposed to talk ...
- Others are usually smarter than me.
- I am not qualified enough to do it.
- My family will not support me in my plans so let me leave it alone.

Which of the above phrases have you thought of?
Can you remember any other similar statements you made
or thought of?
Note the following.

d. Become an ally with yourself. Cultivate your positive thinking

- Having recognized how much your negative thoughts about yourself are being negatively affected, it's time to try to change them.

- Changing one's view of oneself is difficult, but not impossible.

- You can start by making a list of your positive qualifications.

- Think and record what features you like about yourself that make you feel proud.

- If you find it difficult to find them - because negative thoughts are so prevalent - consult people you trust and appreciate by asking what they think are your positive qualifications.

> ➢ ***And don't forget: we all have many positive traits. You may just need to learn to recognize them and not view them as inferior to the negative.***

List of my qualifications:

1 . . . .
. . . .

2 . . . .
. . . . . .

3 . . . .
. . . . .

4 . . . .
. . . . . .

5 . . . .
. . . . . .

6 . . . .
. . . . . .

7 . . . .
. . . . . .

8 . . . .
. . . . . .

9 . . . .
. . . . . .

10 . . . .
. . . . . .

3.3 Basic principles of positive - dynamic behavior

a. Differences between positive-dynamic behavior, aggression, and passivity

Every human being, at some point, is faced with a situation where he or she feels that he or she is being wronged, that his or her interests are being violated or that he or she has a different opinion and viewpoint. There are three main different ways to respond to these situations.

There are two main instinctive reactions that people often show in troubled situations: fleeing (passivity) and attack (aggression).

Many mental problems and many difficulties in interpersonal situations are due to the overemphasis on these reactions.

Man has also developed a third way of dealing with his problems, which is more responsive to the needs created by coexistence and living with other people. It is a way of exploiting his social and personal skills and his ability to discuss, argue and negotiate: it is positive - dynamic behavior.

When we behave aggressively or passively, usually the results of our behavior are not what we want.

Aggressive behavior can in the short term bring about the result we seek, but ultimately does not make us trustworthy or cooperative.

Passive behavior is an open invitation to others to take advantage of us!

Differences between Aggressive, Passive and Positive Dynamic Behavior

Aggressive behavior	Passive behavior	Positive Dynamic Behavior
Extravagant behavior		
loud voices	quiet voice	calm and controlled tone of voice
Nervous hand	Hand rubbing	Comfortable body posture
Tight hand crossed	Eyes lowering	Direct eye contact
Still poze	tilted body - crawling legs	upright posture, open arms
Voice messages combined with extravagant behavior		
...if I do not ...	I think...	I believe....
Be carefull	I wonder	feel...
..come on now	Would you mind if...	want
should	Would you	let ...
That is very bad	Forgive me	How can we solve that;
stupid	but..	What do you think;
see;	anyway	What is your opinion;

Think about what your behavior is:

	Aggressive	Passive behavior	Positive

	behavior		Dynamic Behavior
• **When you want to claim something you are entitled to**	eg. you put the voices	e.g. beg or cry	for example speaking calmly but persistently
• **When you want to refuse a claim**	e.g. do you speak sharply.	eg you do not object or refuse and feel terrible guilt	e.g. Refuse calmly explaining the reasons
• **When you want to criticize**	eg. you become offensive and / or	eg avoid expressing your opinion immediately and say implicitly	eg. you try to explain in a friendly tone what you don't like
• **When criticizing**	eg. you get very angry and you don't talk for	example offend and say nothing	eg you try to understand what they are saying and you are right

b. Rights and obligations to ourselves

Many times, the behavior of people with low self-esteem is guided by misconceptions about their needs and emotions. Many people believe that they are not entitled to certain emotions, such as anger, insecurity or pride in themselves.

They also easily treat their needs as unjustified, irrational or unacceptable and reject them.

Similarly in many cases, they find their desires excessive and silence them. It is important to acknowledge our right to have specific emotions, our own needs and desires.

> **It is important that we accept our right to have specific emotions, our own needs and desires.**

Although each person has his or her own values and beliefs, there are certain rights that are fundamental to every person. These rights summarize the perceptions we need to have in order to behave in a positive way.

Many people with low self-esteem have difficulty accepting these basic rights for themselves. They are usually very tolerant when others make mistakes, finding easy excuses and not accepting mistakes.

RIGHTS AND OBLIGATIONS TO OURSELVES

1. We have the right to ask for what we want by recognizing that others have the right to deny it to us.

2. We have the right to have our own opinion, our own feelings and to be moved by what touches us.

3. We have the right to decide for ourselves and to face the consequences of our decisions.

4. We have the right to decide whether or not to get involved in someone else's

5. We have the right not to know anything and not to understand it.

6. We have the right to make mistakes.

7. We have the right to succeed in our lives.

8. We have the right to change our mind.

9. We have the right to claim our privacy and to be independent.

10. We have the right to change ourselves and gain more self-esteem.

Read the list of your rights by marking 1 when you feel you are living this right and 0 when you think you are never exercising that right.

Having identified which rights you do not use, record two or three recent instances where you have infringed, or let others infringe on your right:

c. Assessing difficulties and setting new goals

Assessment of difficulties

When people want to train to gain more confidence, it is usually their motivation to solve some of the difficulties they face in interpersonal relationships - either in person (with family members, with friends) or with professionals. Often these problems are quite complex and complex and require several changes.

> ➤ ***It is important to start practicing positive dynamic behavior in situations and relationships that are less emotionally charged.***

First of all it is necessary

- to recognize the difficulties it has

- evaluate them according to their priority.

The following categorization will help you evaluate your difficulties.

Potential problem areas

I am able to express positive emotions

Examples:

I like your clothes.

I liked the way you handled it. Today I feel happy.

I am able to express negative emotions.

Examples:

I didn't like the way you handled it.

I prefer you with the natural color of your hair. I'm afraid.

Today I feel very bad.

I am able to refuse requests and invitations

Examples:

No, today I can't work.

No, I don't like that kind of music. I don't want to get mixed up.

I can't help you today or ever again. I don't want to make love today.

I am able to express my personal opinion

Examples:

Disagree....

I think we discussed it quite a bit. My opinion is ...

I am able to express my anger.

Examples:

You are late again and you have annoyed me. It makes me very angry when ..

> **Using the above list of difficulties, note which relationships you find difficult:**

Relations with ..

- same-sex friends
- friends of the opposite sex
- close relatives
- with sex partners
- people in a superior position
- colleagues
- people in a lower position
- salesmen, technicians etc.

Correspondingly note in which situations you have encountered problems:

- at home
- at work
- in social life
- neighbours
- visiting services - tax office, bank etc.
- visiting specialists - doctors, consultants
- to the wider family
- in clubs, groups to which you belong

Use your observations throughout the list and prioritize your difficulties.

Examples:

1. My relationship with my partner
2. My difficulty in coping with my sister's aggression
3. To refuse to work overtime.
4. Criticize colleagues.
5. Do not break my anger at my children.
6. Ask my neighbor to lower the music
7. To compliment my girlfriends.

List of my difficulties:

89

-

-

-

-

-

-

Having recognized your difficulties and expressed your desire to change, you need to set clear goals for yourself, that is, exactly what you want to achieve.

> ➢ It is important to consider how realistic your goals are. Many people fail in their quest for change because their goals are too high or impossible.

It is also helpful to think about how you will reward yourself every time you successfully tackle a challenge.

B.C. I will call my mother and tell her that I have changed my mind and will not visit her tomorrow and then listen to my favorite music for half an hour.

What I want to do:

1. . . . .

2. . . . .

3. . . . .

4. . . . .

5. . . . .

6. . . . .

7. . . . .

8. . . . .

9. . . . .

10. . . . .

Ways I will reward myself every time I accomplish a goal:

d. Positive behavior in interpersonal relationships

Positive dynamic behavior is not just about dealing with negative and problematic situations. It is also about taking positive and creative initiatives that will shape the lifestyle we desire.

The person with positive dynamic behavior will not wait for "life to show ...". He will strive to achieve whatever he wants in his life - for example to get the job that suits him, friends who offer and support him, jobs that 'fill' him. In this effort his confidence will allow him to take risks (take risks) and make mistakes. What is at stake is, of course, person-to-person, and everyone will decide what changes they want.

Many people with low self-esteem have been living safely for years and end up feeling overwhelmed at work, in their family or social life. Although they do not have a particular

problem, they are not satisfied with their life which does not provide them with fun and excitement.

e. Positive comments

One relatively safe way to start risking your life is to make and receive positive comments (compliments).

The risk we take when making a positive comment to someone is that he / she may reject it. Unfortunately, this reaction to compliments is widespread.

Example:

"Your dress is very beautiful, Mary, and you are well!" Answer: "That? I wonder if you like it, it's too old! "

"Today I saw your son at school. What a lively and intelligent child "Answer:" That's how you think. There is a tyrant at home. "

If we want to improve our ability to make positive comments, we need first to learn to accept the compliments that are addressed to us with confidence. We need to learn not to reject them and to accept them with a smile and thanks. If we really disagree with the comment we can say our opinion but remember that the other person still has the right to find us wonderful.

If we have learned to accept compliments and feel the positive influence they have on us, we can start giving ourselves compliments.

There is no better way to cultivate friendship, love, and respect in our relationships. We don't have to wait for the special occasion to tell our friends and relatives how much we appreciate them.

Think: It is especially painful if, when we lose a loved one, we find out that we never told him how much we love him or appreciate him!

f. New horizons

Another way to increase one's ability to take risks is to test oneself in new situations.

For example you can make a deal with yourself and try a new behavior daily.

Examples:

- catch a conversation with someone unknown on the bus

- to go out on my own

- to wear something different

- to ask for a service from someone

- make a compliment to a friend of mine and so on

  > ***It is important to remember the basic rule of practice gradually, starting with situations that involve small risks and then experimenting with more difficult ones.***

g. Effective communication

Positive dynamic behavior does not require being an orator or extremely fluent, but it can:

- to listen

- develop his subject briefly

- open a conversation and continue it

- to talk about his thoughts and feelings

- take care of his / her extrinsic behavior

- have the ability to be calm and cool

Our ability to communicate effectively does not depend particularly on our intelligence or education. It is often the result of practicing and the opportunities we have or create for discussion.

h. The appearance

People with positive dynamic behavior feel safe both for their behavior and for their appearance.

It is helpful to become more aware of why she is dressed this way or chooses this hairstyle. It is also useful to ask the impression you want to make with this particular look and through the opinion of others, to confirm to what extent it creates the impression you want.

Whatever style you choose, it is important to express and reflect on your mood.

I insist and negotiate: Basic principles of positive dynamic behavior

i. I insist and negotiate

Insist

Most people with low self-esteem readily accept the refusal of others and fall back on their demands.

Many fear that if they insist too much on others, they will find them excessive, "grumpy" or "hysterical." In many cases, in order to make a fuss (as they fear), they fall back on their needs or desires.

Repeating again and again, in a relaxed way, one wishes to succeed, whether the other agrees with him or is ready to negotiate.

A very useful way to learn to persevere is to simply repeat the same words many times.

In addition, one does not have to think many arguments to convince the other. What persuades is perseverance.

This technique is particularly useful in cases where:

- You may be exploited

- Treat someone with a lot of clever arguments

- fear that you will easily lose your self-esteem and that your criticism will be disoriented.

When you have practiced the basic technique of perseverance you can slightly change your own words so that the repetition is not monotonous.

Negotiate

When your persistence seems not to work, you may need to negotiate a compromise with your interlocutor.

Some tips for the negotiation process:

- Try to get in the other's place and show that you understand how he or she feels about what he or she is defending (expressions such as, for example, I understand that this is important to you .... or I see you busy etc.)

- Make sure you fully understand each other's position - ask for clarifications if needed.

- Stay cool

- Be prepared - think about your arguments and their wording

- Do not shy away from the subject. If your interlocutor escapes you can reset him to the issue at hand.

- Propose a compromise. Don't wait for the other person to step in first and propose.

I. Facing criticism

Addressing criticism

This is probably the most difficult issue in terms of positive dynamic behavior.

Few are people who are not really affected by the criticism of others and able to handle it in a positive way. Most of us have one of the following reactions:

- We avoid criticism either by our passive behavior or by flattering others. Sometimes it is helpful to avoid talking about maintaining a good image, but when generally avoiding a position the result is usually to comment negatively on the back or receive a rejection.

- To suffer from unfair criticism. If our self-esteem is not very firm, it is easy to receive and accept unfair criticism even though we do not agree with it in depth. This attitude further infringes on our self-esteem, while anger and reaction that are not expressed accumulate.

- To respond aggressively to criticism that we are being subjected to. Often, when criticized, we tend to respond with a negative comment as well. This reaction usually results in a dispute, which is certainly not the best way to resolve your differences. It can only have a positive impact on a stable relationship if it serves to express tensions. Most of the time the consequences of such a reaction are catastrophic. Many times afterwards one wonders, "I don't even know why I said that. I didn't mean it. " The most common reason we say "things" that we later regret is because we feel threatened by our direct or indirect criticism.

People with positive dynamic behavior are not afraid of criticism because they are prepared to accept it and because they know it can be helpful.

Critical

A key prerequisite for resisting criticism from others is to be aware of their flaws and shortcomings and either accept them or think seriously about improving them. The clearer we are, the easier it is to accept our mistakes and to point out the mistakes of others in a constructive way.

Criticizing others

Some helpful guidelines for constructive criticism of others:

• Be specific.

The main rule in criticizing others is to avoid generalizations.

 Is it better to say, for example?

"I don't think your dark colors go away," rather

"I don't like the way you dress. As well,

"I didn't like the comment you made yesterday," and no

"The way you behave is unacceptable"

• Identify the positive points.

If you can comment on each other's positives, do it.

For example: "I like your hair, but I prefer your natural color." Referring to positives is not meant to be "good-natured" to undo your criticism, but it makes your interlocutor more receptive.

• Maintain your temper.

If you have a tendency to be aggressive when criticized, think in advance what exactly you will say and avoid loud or intense gestures.

• Only mention this topic.

Do not be tempted to refer to other complaints from this person.

• Focus on behavior.

Don't offend each other's personality. Refer to the behavior you disagree with or the characteristics of its appearance.

For example it is better to say:

"You always leave the bathroom in a big mess when you use it," she says

"You're the most messy person I've ever met."

• Do not use stereotypes and labels.

Avoid terms like "you are lazy", "you are behaving like a baby", "you are unconscious", etc.

> ➤ **And finally don't be discouraged by the instructions above! Your ability criticizing can certainly be improved through practice.**

When we receive criticism from others

In the following three ways you can cope with the most positive result for you, the criticism that you have.

The three methods of treatment are very similar and in practice we use variants of all three. However, they are presented separately for easier understanding.

1. Accept the criticism

Once you've completed your self-criticism, this way of dealing with it will be easy for you.

It is simply to accept in a calm way that the other is right. For example:

"What a mess it is. Your office is unacceptable. "

"You're right, I'm not very regular in my things."

The counterpoint to this reaction may be that we may give others the right to make comments.

The fact is, however, that when we are inclined to admit that we make mistakes, others avoid offending us or making further comments. Few people feel able to continually tell others what is right. Most are aware that they themselves are not perfect.

A key prerequisite for dealing with the criticism of others in this way, however, is to have confidence in themselves and to be confident that they can be improved if they so desire.

It is also helpful to remember that others are usually bothered by things that they themselves have not been able to overcome.

2. Recast

This approach is helpful when your criticism is offensive, when it is intended to make you feel bad about your behavior, or when trying to get you to do something you do not want. There is often some truth to what is said, but the way you are criticized is exaggerated.

Example:

"It's too late to come this morning .... always late ... nothing to worry about here anymore .... you are waiting for us to arrange your tasks ..."

Most likely, the only truth in all these categories is that you are late, but you may feel so bad about yourself that you propose to work overtime without pay to atone.

One answer that acknowledges the right of observation but also gives your own assessment of the situation is:

"I was really late today. Maybe last time I'm not as dedicated to work as I could be, but that doesn't mean I don't offer. "

Another example:

"What a mess you have today. Your clothes are wrinkled and unwashed and your hair »

"Yes you are right. I'm not in my beauty today. "

This way of responding stops the insults of others and protects your confidence. What you do get is not to take the offense. The one who attacks you in this way usually tries to hurt you and if he or she fails to do so he is unlikely to try again.

> ➢ When dealing with criticism of others in this way, remember that regardless of the opinion of others, you have the right to have your own view of your behavior and the right to defend it.

3. Asking for clarifications

This is perhaps the most difficult way to deal with criticism, but it is useful to improve communication in close interpersonal relationships.

This requires you to ask for more clarification on the criticism you are dealing with.

Example:

"I imagined you wouldn't make it, you're always so abstract!"

"What do you mean I'm abstract?"

With this question you can determine if the other person is criticizing you for pointing out that you are abstract or just wanting to offend you. Since he really wants to tell you something about your behavior, it may be helpful to hear his opinion and appreciation for something specific he has noticed. If its purpose is to offend you, it will show through the fact that it will not be able to substantiate what it is accusing you of. In this case you may refuse to accept the criticism.

Of course, this approach is important to apply to people you trust and whose opinion is important.

CHAPTER 4: THE ADULT LEARNING PROCEDURE

4.1 Preface

Galileo once remarked that "You cannot teach a person anything. All you can do is help him discover something inside him. " This finding is very important for understanding the process of mentoring as well as adult education.

These are similar situations that connect people on an equal footing, encourage the transfer of knowledge, experience, know-how in a climate of encouragement, mutual respect and genuine interest.

Generally, from this chapter of the adult learning process mentors are able to understand the characteristics of their (adult) beneficiaries, the obstacles that their beneficiaries may be negatively contributing to an advisory relationship whose ultimate purpose is learning .Also a mentor can understand under what conditions the transfer of knowledge and experience will be effective and what techniques can be used in the process of finding information.

A mentor does not work much differently than an adult trainer, although the former actually works on a personal level. Both seek the active involvement of their beneficiary / trainee in the process, they are supportive, organizational and less instructive. It is important for mentors to understand the qualifications of an adult educator and to apply them in order to apply them in their counseling relationship.

In addition, the general philosophy behind adult education leads a mentor not to regard himself as authoritative, to maintain a 'learn how to learn' attitude and to re-evaluate and be open to new situations that contribute to knowledge. The above attitude - philosophy creates the climate of encouragement and support mentioned above.

Finally, in the study of this chapter we should not forget that mentoring is a counseling-supportive interaction of an experienced person with a young person with the ultimate goal of learning, knowledge.

4.2 Introduction

There are many theories about learning with two basic models, traditional (suggesting passive learning through a teacher-centered approach) and contemporary (with fundamental principles of dynamic learning, searching, experience, self-learning, problem solving). . There is a growing recognition by Merizow, Kolb, Freire, Bandura that experience is a crucial factor in learning that enables critical reflection and leads to practice and new knowledge. Experience shapes attitudes and values, influencing the way an adult learns but also his / her availability to acquire new knowledge.

Experience completes the social nature of the human being socially according to Aristotle and allows the individual to suppress his knowledge. How effective would the training of a company's staff be if it were not included, in addition to seminars and lectures and training methods that allow for the acquisition of experience? For example, apprenticeships, on-the-job training, coaching, mentoring, training, simulation, as suggested by modern methods in the workplace (Organizational-Industrial Psychology, Aristotle Kant, Athens 1997), seem to be effective. vocational training methods. Through this process individuals learn more effectively, develop their social skills but also gain more confidence, become more able to collaborate, think critically and learn how to learn.

It is clear from the above considerations that the value of experience in an educational and counseling process is for adults.

Conceptual definition of terms

Adult Education is a new scientific field that has developed over the last forty years, where the main features of the study were the sections on "adult learner characteristics" and "adult education methodology". Various theoretical approaches have been developed that examine Adult Education on a completely new basis from that of children and adolescents (Adult Education, Fourth Edition of the Scientific Adult Education Association, Jan.-Apr.2004).

Around this new field of science various concepts were developed, such as formal, non-formal, informal education, lifelong learning, adult education, which need to be clarified and differentiated.

Formal education is the institutionalized, hierarchically structured education system from pre-school to university.

Non-formal education, which includes any organized educational activity outside the formal educational system, individually or as part of a broader activity with a specific purpose and group

Informal learning is the lifelong process where each person shapes knowledge, attitudes, values from their experiences within the social environment in which they live.

The term **lifelong education** has been used to refer to all types of education (formal - non - formal - informal), referring to a philosophical concept, where education is considered a long - term process that begins at birth and continues throughout one 's life. person.

Adult education is a concept similar to lifelong education but refers to the education of a particular age group.

As defined by UNESCO (1976, p. 2), the term adult education defines "The full range of organized educational processes, of any content or level and of any method, whether they relate to recognized or free studies or continue or complement. initial education in schools, colleges and universities, as well as in apprenticeships, whereby individuals, regarded as adults by the society to which they belong, develop their abilities; their knowledge, improve their technical and professional training, or turning to new directions and change attitudes and behaviors towards the dual perspective of the comprehensive personal development and participation in balanced and independent social, economic and

cultural development. "

The OECD states that "Adult education refers to any learning activity or program deliberately designed by an educational provider to satisfy the need for training or interest that may occur at any stage of human life beyond the age of compulsory education and its main activity is no longer education. Its scope therefore covers non-vocational, vocational, general, formal and non-formal studies, as well as collegiate education (Teacher Training Program Manual, ThanassisKaralis, Athens 2003).

Adult Education in Europe &Greece

In Europe, Adult Education began in the late 19th century in the form of literacy courses in educational associations and labor unions. It has since gone through several phases to experience the most flourishing in the last two decades where adult learning activities have multiplied.

In Greece, Adult Education began almost simultaneously with European countries. The actors involved are the Parnassos Philological Association, the Ladies Association for Women's Education, the LaborCenter& the Chambers of Athens. After 1950 several professional or professional programs for farmers and craftsmen were organized by the Prefectural Committees of Popular Education (NELE), ELKEPA etc.

Today, even after Greece's accession to the European Union, a large number of bodies such as OAED, EOMMEX, Municipalities, Prefectures and Vocational Training Centers (VET) provide vocational training to unemployed or working citizens. (Adult Education, Four Monthly Edition of the Scientific Adult Education Association, Jan.-Apr. 2004).

The main reasons why these activities were developed at European level are:

- The inability of formal education to meet the needs of the labor market

- Citizens' needs for education, training, retraining, and creative use of leisure time

- Efforts to tackle unemployment and social inclusion of vulnerable social groups

- The influx of Community resources for upgrading the knowledge and skills of the human resources (Training Manual for the Trainer Training Program, Thanasis Karalis, Athens 2003)

Since the time of the EEC's founding (Part III), the need for Member States to cooperate in the fields of employment and vocational training, areas of particular interest to Europe's social policy, has been laid down in the relevant Treaty.

In 1996, it was proclaimed by the European Union, the European Year of Education and Lifelong Learning, and four years later in 2000 - the European Council of Prime Ministers set a goal for Europe to become a knowledge society by ensuring the next decade. such as universal access to learning, increasing investment in human resources and developing appropriate methods for learning and continuing education.

The European Commission, in its "White Paper on Education and Training" (1996), stresses that modern citizens face multiple demands on their professional life and diverse social and cultural situations for which they must have:

- General education to understand social developments, to combine and develop knowledge

- Basic social skills such as communication, collaboration, creativity, decision-making, so that they can respond and adapt to developments. (Training Manual of the Trainer Training Program, Alexis Kokkos, Athens 2003)

In order to achieve the above goals, it was considered necessary to extend education throughout the life of people and to implement new educational methods, where traditional teacher-centered pedagogy gave way to more active learning methods. The teacher's model of knowledge transfer, teaching, explaining does not apply to modern learning methods where the trainer needs to be less carrier and more coordinator, consultant, facilitator / learner to explore on their own the educational objects, to develop their knowledge and experiences.

A 2002 survey of European citizens aged 25-64 found that 8.5% had participated in a continuing education or training program. The highest rates are recorded in England 19.3%, the Netherlands 16.9%, and Finland 16.5%. In Greece, there is an increasing trend in adult participation in continuing education programs, but the rate is still low (1.2%) compared to other European Union countries (Adult Education, Fourth Edition of the Scientific Adult Education Association, Jan .- Apr 2004).

Summary

Adult education began in Europe in the late 19th century, at a time when new social conditions of post-industrial society emerged, such as illiteracy, unskilled labor, unemployment and a lack of connection to education and the labor market. At the end of the 19th century in the US and Europe, pedagogies and philosophies were shaped in support of the new pedagogy, empirical pedagogy based on empirically acquired knowledge.

Over the last 30 - 40 years Adult Education has become an industry itself and has taken on the character of vocational training of unemployed or in-company training of workers or even more general psychosocial support for vulnerable social groups. Adult education is, of course, one of the main scientific areas of interest in Europe today and includes higher education (Open University) or Postgraduate (Postgraduate) studies or even third-generation creative activities.

In the above presentation of historical evolution, it is often seen that those who undertook adult education, as knowledgeable of social conditions, did not rely solely on it but contributed to the general guidance and support of their trainees' development, through the informal role of the animator and mentor*.*

4.3 Learning theories

During the 20th century, psychologists and researchers have formulated important theories on learning.

The most representative theories are categorized into the following four: Behavioral, Cognitive, Humanistic, and Social Learning Theories. One must be wary of adopting any theory of learning that excludes any other view.

Behavioral Theories had Watson, Thorndike, Tolman, Hull & Skinner as their main expressors.

The main elements of these theories are that the environment is the major determinant of human behavior and learning and the characteristics of the individual have little impact. Emphasis is placed on externally measurable behavioral elements. Also, the timing and reinforcement of two events are important factors in the learning process. (Training Manual of the Trainer Training Program, Zacharias Palios, Athens 2003). In particular, the central axis of Skinner's theory states that behavior is caused by its consequences (Sakild N., Theories of Human Development, Athens 1990).

Behavioral theories argue that there is a clear distinction between right and wrong. Knowledge is identified with the truth and is easy to conquer. It is independent of the trainer and trainee and is the same for all trainees. (Alan Rogers, Athens, 1998).

In these theories, the trainer carefully designs the skills that his or her trainees want to develop and with appropriate stimuli and rewards provokes responses and reinforces learning. The role of the trainee is rather passive as the trainer offering a range of reactions is able to identify and reward the correct reaction and discourage another. (Training Manual of the Trainer Training Program, Zacharias Palios, Athens 2003).

Cognitive Theories were formulated in the 1960s mainly by Piaget, Gagne & Bruner.

These theories link the learning process to the role of the brain's cognitive functions such as perception, memory, information processing, and perception of abstract concepts. The individual (internal mental functions, personal moods) is an important factor in the acquisition of knowledge. Simple elements are the basis on which the most complex ones are built. In order to learn, it is essential to understand the material, which must be collected, sorted, and become the property of the trainees. Feedback is an important factor in the learning process. (Training Manual of the Trainer Training Program, Zacharias Palios, Athens 2003).

According to Piaget, the five stages of human cognitive development are the senso-kinetic, the pre-thinking stage of that particular logical thinking, the formal logical thinking and the abstract logical thinking. (Sakild N., Theories of Human Development, Athens 1990). Bruner particularly referred to the student's readiness to learn as a critical factor in the success of both the evolutionary and the learning process. (Sakild N., Theories of Human Development, Athens 1990)

The trainer of these theories informs his / her trainees what they need to learn, reminds them of what they know and makes use of the learners' existing knowledge and experience to obtain new material. It also triggers their minds to gradually explore all aspects of the object. (Training Manual of the Trainer Training Program, Zacharias Palios,

Athens 2003).

Both behavioral and cognitive theories presuppose a hierarchy of learning processes, ie they note that there are strategies for lower and higher level learning. Learning progresses as more and more learning happens. (Alan Rogers, Athens, 1998).

Humanistic Theories were mainly formulated by Rogers, Maslow, Cy Houle, Mc Clintock,Berne.

The above theorists view learning as one of the basic needs of man as well as a factor in his development. They do not view it as a consequence of environmental conditions but argue that it is the result of consciously exploiting the potential of individuals, the impetus for growth and the development of movements for greater autonomy. (Sakild N., Theories of Human Development, Athens 1990). In other words, learning occurs when and when the individual is actively involved in it with all his or her mental and emotional powers. Also, attitudes and their relation to knowledge are the contribution of these theories to understanding of learning. (Training Manual of the Trainer Training Program, Zacharias Palios, Athens 2003).

The trainer is not a teacher (a knowledge holder) but an animator who tries to emphasize to his / her trainees the need for learning and motivates their interest and potential for learning. It expands the range of their experiences so that trainees can use them in whatever way they wish to achieve their own learning changes. (Training Manual of the Trainer Training Program, Zacharias Palios, Athens 2003).

Social Learning Theories are represented by Bandura & Sears.

In these theories, learning is the result of the external environment, where the individual, based on his or her own experiences as well as those of others, selects and interprets external influences, organizes them and then acts. The individual does not act mechanistically but there is an interaction between the individual (with active participation) and the external environmental conditions. (Training Manual of the Trainer Training Program, Zacharias Palios, Athens 2003).

An important axis of social learning theory is that effective learning occurs through the process of imitation. (Sakild N., Theories of Human Development, Athens 1990)

Sears, on the other hand, dealt with the different strategies that parents use to raise their children. One of the important findings is the finding that maternal affection is a determining factor in the development of the child. In particular, punishment and remuneration make an important contribution to the child's education process. (Sakild N., Theories of Human Development, Athens 1990)

Theories of social learning have important applications in the field of education, such as working groups that are representative sample and effective method of applying the above theories. (Training Manual of the Trainer Training Program, Zacharias Palios, Athens 2003).

4.4 Adult Learning Theories

During the last 30 - 35 years, important theories have been developed about adult learning. These are categorized and classified into three categories according to the focus of their interest.

M. Knowles Theory

M. Knowles stresses, through his theory known as 'Andragogic', that the adult has a natural tendency to be self-directed and must be treated as such. It thus seeks to make its adult learners more effective and mature, while highlighting the differences between adult education and juvenile education. His theory, which seeks to influence American society by promoting more democratic methods of education, was influenced by the Humanities School of Education, having for some time worked with Sheldin A., Rogers' assistant.

The basic assumptions of his theory are:

- Adults are encouraged to learn more by internal rather than external motivation

- An adult person switches from a dependent personality state to a self-directed individual

- Every adult has a deep psychological need to be responsible for his or her decisions and choices in life

According to Knowles, adults learn in an atmosphere characterized by mutual respect, freedom of expression, teacher-trainee interaction. (Training Manual of the Trainer Training Program, Zacharias Palios, Athens 2003).

Knowles' theory, while raising important issues for adult learning, was strongly criticized for its radical content and not unfairly, and he adapted the Andragogy model over time. (Adult Education, Four Monthly Edition of the Scientific Adult Education Association, Jan.-Apr. 2004).

The Theories of A. Knox & P. Jarvis

Knox & Jarvis focus on the individual as a social being and focus on the adult's life in modern societies, experiences, responsibilities and roles.

In particular, Knox's theory points to the need for the adult to learn the roles required to achieve the highest possible professional performance. Learning involves a set of knowledge, attitudes, and abilities. An important point in his theory is the conflict between

the existing level of competence and the desired. For Knox, learning comes from a variety of factors such as the environment, past and present personality traits, ambitions, conflicts, special environments, learning activities, the role of teachers, and more. (Training Manual of the Trainer Training Program, Zacharias Palios, Athens 2003).

Jarvis emphasizes the process of adult learning as it occurs in the context of social experience. Every kind of learning starts from experience, although he thinks that not every experience leads to learning. Life can be seen as a continuous learning phenomenon that takes place in a diverse social & cultural environment. Learning occurs when a person experiences a social experience.

Jarvis's theory seems to approach the issues of adult learning quite satisfactorily. Learning is considered to be the result of varying cognitive processing of external stimuli and is dictated by one's participation in the community.

(Training Manual of the Trainer Training Program, Zacharias Palios, Athens 2003).

The Theories of J. Mezirow & P. Freire

The above link learning with the potential for changes in consciousness and focuses on the study of the self and its internal change processes (Zacharias Palio, Athens 2003).

In particular, J.Mezirow (1981), referred to the concept of Conscious Transformation as a gradual awareness of how our beliefs determine how we perceive, understand, interpret, and interpret the environment and the world. Adult education should not be limited to the recruitment of new data, it should be able to open new horizons.

Learning begins with experience, reflects on experience, and ends with practice, which becomes an experience for the next learning cycle. Learning is to create meanings, to find the keys, to understand the experience, a process as natural as breathing (Alan Rogers, Athens, 1998). Of course, reflection on experience is a critical approach. There is an active search for new material on which to base the experience. (Training Manual of the Trainer Training Program, Zacharias Palios, Athens 2003).

According to J. Mezirow, the development of critical thinking and awareness is considered the most important motivation for learning and the most important goal of adult education.

Mezirow's theory has been criticized by many educators and psychologists as one-sided. It was thought to promote apathy, abstinence from the common by focusing on the study of the self and the processes of internal change. (Training Manual of the Trainer Training Program, Zacharias Palios, Athens 2003).

The theory of Brazilian educator P. Freire (1972), focuses on the fact that through collective effort, social change is brought about by liberation thinking and learning. Through education, Mr Freire emphasizes that individuals as active subjects acquire a deeper awareness of both socio - cultural reality and their ability to change.

The mission of education is through the efforts of trainers / trainees and trainees to critically analyze theproblems that trainees face in their daily lives. Such critical treatment can therefore never be neutral. His theory is approaching an integrated education system.

He describes the educational process as a cultural action for freedom: knowledge is power. In this sense it is something political and therefore education is definitely a

political act. The ultimate goal of the educational process is to bring awareness and intervention to people in the world, with the aim of improving and advancing. (Training Manual of the Trainer Training Program, Zacharias Palios, Athens 2003).

The Kolb Learning Cycle

An important theoretical model has been described by David Kolb known as the model«Of the Learning Cycle (LC)». Kolb's model seems to fit for adult education in the workplace. (The Mentoring Manager, Gareth Lewis, Pitman Publishing). This refers to the process by which adults, groups and organizations understand their experiences and modify their behaviors. (Adult Learning & Mentorship Process, Counselor, Trainer, Miss Sarrie's Recommendation in the Mentor Training Program (Recite II-Entre), Athens February 2001).

The Learning Cycle comprises the following four stages: (Alan Rogers, Athens, 1998).

1.   **Experience:** At this stage the adult is either actively participating or watching others experience an experience. E.g. I watch people playing a new game

2.   **Critical reflection:**It refers to thinking about the experience, the events that took place. B.C. I see what happens and who does what

3.   **Conceptualization of abstract concepts:**It involves the interpretation of the facts and the deeper relationships between them. B.C. I understand the purpose and rules of the game

4.   **Experimentation:**It involves the planning of the actions, the decision making and finally the actions that contribute to learning. B.C. I play the game. (Adult Learning & Mentorship Process, Counselor, Trainer, Miss Sarrie's Recommendation in the Mentor Training Program (Recite II-Entre), Athens February 2001).

3. Perception of abstract concepts

What does it mean?

4. Experimentation

What will happen next; notice?
What do you want to change

2. Critical reflection

What did you

1. Experience

Involvement of the person in the project

4.5 Preferred ways of learning for adults

As can be seen from the above theories, learning is an active process rather than a passive one, and there are different ways of learning used by every adult. These can be information acquisition, memorization, observation, experimentation and exploration, thinking, empirical learning, etc. As observed by Kolb (1976, 1984), Huney, and Mumford (1986) in terms of learning modes, adults fall into the following categories (The Mentoring Manager, Gareth Lewis, Pitman Publishing):

Active trainees

This includes people who prefer to learn by doing something immediately, do not follow the instructions given to them, and start work immediately. When they are asked a question, they immediately give the answer without thinking.

They get excited about new things, they want to know many people, they like the many experiences so when they finish one activity they move quickly to the next. They like short-term goals and are bored with the process of implementing & designing a program. These people want to discover situations on their own and often accept to lead an activity. One of the professions that work this way is the sellers. (Alan Rogers, Athens, 1998).

Their philosophy: I would try anything right away

Theoretical trainees

These people are concerned with the fundamental principles and not with the real cases. They want to understand the whole, general principles. They usually question the underlying assumptions, formulate rules for all cases, deal with problems step by step. They try to be objective, they don't pay attention to human emotions, they don't like the many different opinions and subjective judgments of people.

Their Philosophy: Since it is reasonable it is also good

This category includes Production Managers, Marketing Managers (Adult Learning & Mentor, Counselor, Trainer, Ms Sarrie's Recommendation in the Mentor Training Program (Recite II-Entre), Athens, February 2001).

Thoughtful trainees

It is individuals who distance themselves and observe others before performing the same task themselves. When asked, they will wait to think, they do not give the first answer that comes to their mind, they want more information before they give the real answer. Before making a decision they want to think about all the consequences for themselves and others. They prefer to learn with others because they take into account various opinions before deciding. (Alan Rogers, Athens, 1998).

Their Philosophy: Be Careful, I Should Not Stay Without Looking Before I Act

This category includes teachers, graduates / faculties, finance managers.

Experientialtrainees

These trainees like to apply their ideas, experiment with what they have learned, and check to see if it applies to themselves. They are trying to find the shortest way to solve a problem and invent new ways of working.

They are confident, they are active. They like to solve problems and new situations are a challenge to new knowledge. They receive suggestions on how they should work but are frustrated when they are prevented from independently resolving a problem.

Their Philosophy: There is always a better way or working it out is good

Experimenters are salesmen, trainers, marketing managers, finance managers and production managers. (Adult Learning & Mentorship Process, Counselor, Trainer, Ms Sarrie's Recommendation in the Mentor Training Program (Recite II- Entre), Athens February 2001)

Summary

Learning theories range from conformism to liberation (disciplinary learning - discovery learning, role modeling - group learning) and attach great importance to the instructor and learner in the learning process. Adult learning theories treat the adult learner as a self-contained person whose experiences, roles, self-criticism, or self-study are factors that determine the learning process. Almost everyone emphasizes that learning is active, not passive, and therefore the learner's involvement in the acquisition of knowledge is essential. The mentoring relationship is an educational process that is based on both the mentor's and the beneficiary's experiences and works as a pedagogue for both parts of the relationship. In the mentoring process the above theories and especially the humanitarian theories seem to be appealing as the whole of the mentoring relationship is based on the active involvement of the beneficiary and the utilization of the above factors in order to gain knowledge and in the mentor; a mentor who encourages and motivates his / her beneficiary to learn.

Also in any learning or counseling process there will be adults with a wide range of different learning modes, so the trainer must

- Adopt a wide range of activities to support those who learn through active blending of experience, those with critical thinking, those who prefer to experiment or develop more general views and theories. In mentoring, the differentiations of preferred learning modes are important to take into account so that the whole counseling process responds to the needs of the beneficiary and is effective. The mentor is invited to consider the above models and ways of learning through his / her own experience.

4.6   Characteristics of adult learners

Points that differentiate adults from minors in all societies can be categorized into the following (Alan Rogers, Athens 1998):

Adulthood / Maturity	Childhood
Personaldevelopment / fulldevelopment	Lack of awareness of competences, interest
Perspective / mature judgments about others and oneself	No prospect Overestimating the value of the self or underestimating the value of the self
Autonomy of decisions / self-determination / decision making	Nottakingresponsibility / initiatives

On the basis of the above adult-child discrimination, the characteristics of adults as trainees become apparent. These appear to be the following:

A. They participate in a training program for specific reasons and need to be responsible for their training.

Adults participate in a training or education program after conscious choice and for specific reasons that are inherent to the needs that arise or the personal goals they set in their lives. This is why their education must provide them with specific knowledge and skills that are directly related to their personal goals and daily practice.

Unlike minors who are involved in education somewhat indefinitely, that is, they go to school to be educated either because they should, or because they are all, adults are trained to acquire specific knowledge and skills in order to cope. to the requirements of their profession or to move to new professional or social roles. (Adult Education, Advice by Mr. Kokkou at the launch of the teacher training program, Athens, 17/2/2004). They are educated because they feel the need to broaden their interests and want tobe informed on topics such as the arts, the environment, psychology, pedagogy, entrepreneurship, etc.

Of course, there are also cases where trainees participate in a training program with confusing and somewhat vague goals or their motivation is some subsidy for their training. For this reason, it is necessary for adults to develop a sense of responsibility for their own education.

B. They have gained valuable experiences and bring a set of values

Adults have many different experiences stemming from their professional, family life, involvement in social activities and the education system and more. Because they have gained significant experience in their education and their experiences, they often, in a successful way, prefer an educational program that respects and takes into account their

experiences and values and actively uses them in the education process to achieve new learning. (Adult Education, Advice by Mr. Kokkou at the launch of the teacher training program, Athens, 17/2/2004).

For example, in a training program for training in new farming techniques involving several adult farmers, one adult trainer / agronomist - will devote considerable time to the techniques used by his trainees to date. and which have proved useful. Having accepted enough, he will introduce the new know-how that, based on his or her scientific knowledge, is more effective or appropriate for the modern age.

C. They face obstacles to learning

The adult learning path is not entirely uninterrupted, as there are various factors that negatively affect the learning process. Obviously, there are obstacles, as long as they are visible and appropriately addressed at all times.

Specifically, learning seems to be influenced by several factors: Lack of coordination, inadequate infrastructure (poor lighting, heating or ventilation), unclear program objectives, and poor organization in general are elements that drive an educational program to failure.

Various physical factors such as thirst, fatigue of trainees, or social such as family or professional obligations burden trainees and make it difficult for them to participate in education. Internal barriers due to trainees' personality, past knowledge, values and prejudices make it difficult for them to accept or assimilate new theories or learning content into a new educational process. In many cases, trainees have low self-esteem or emotional difficulties associated with anxiety or fear of failure and criticism.

At this point in trying to understand the difficulties in learning) a story will be made about an island whose inhabitants are eager to move to another place where they can build a healthier and fairer life. The problem, however, was that the art and science of bathing and navigation had never been developed - or perhaps lost for some time. And that is why some locals did not allow themselves to find solutions to their problems without having to worry about acquiring the knowledge they needed to cross the sea. From time to time some islanders re-inspired the art of bathing and navigation and from time to time a scholar approached them. Then there was a dialogue like this:

- I want to travel to another place

- Then you have to learn to swim. Are you ready for something like this?

- Yes, but I want to take a ton of my vegetables with me

- Which sprouts?

- The food I will need on the other side or wherever I settle

- And if there are foods on the other side?

- -I do not understand what you mean. I'm not sure. I have to take my cabbages with me.

- But you won't be able to swim with a ton of sprouts! It is very heavy.

- But it is inappropriate for me to learn to swim. You call my sprouts weight, I call them my basic diet.

Assuming this is an allegory and that we are not talking about sprouts, but obsessive ideas, speculations or certainties?

- Hmmm ... I'm going to transfer my vegetables to someone who understands my needs. (The Tree of Knowledge, Maturana&Varela, Athens 1992).

In this story the protagonist was called upon to learn to swim in order to survive and taste new experiences. But his already existing experiences on the island with his vegetables make him blind to understanding the new experiences that are given to him. Of course, his trainer also seems unable to exploit our hero's sprouts.

D. Have a clear view of the ways in which they learn and tend to participate actively in an educational program

Every adult has a different personality, has different abilities and experiences. Therefore, each learner develops his or her own learning strategies and models that help him / her learn easier and faster. Individual learning rates also vary, and they also appear to be high when the curriculum is related to trainees' experiences and lower when an educational task requires memorization. (Training Manual of the Trainer Training Program, Alexis Kokkos, Athens 2003).

4.7 Conditions for effective learning

Taking into account the characteristics of adult learners and the obstacles to learning, here are the basic conditions on which adults can learn effectively.

A. Education is voluntary.

Adults need to know that they are not obliged if they do not really want to participate in a program. If they are pressured to participate this will have a negative effect on the program and more on themselves / adults. For this, an educational program must motivate the genuine interest in participation.

B. The educational objectives must be clear.

At the start of a program, its goals must be clearly stated, linked to the needs of the learners as well as to the needs of the time. For this reason, presenting the content of a training program should give participants the opportunity to express their expectations so that their training needs are apparent and that the training program can be included.

C. The curriculum must be perfectly organized

The issues of organization and coordination of the program must be clearly identified. Have the trainees directly in their hands with the educational material and meet the requirements of the space, the appropriate temperature and the appropriate technological equipment.

D. The content of the training is directly related to the needs and experiences of the trainees

The examples and issues that are examined each time must be directly related to the situations that the trainee (s) are experiencing or are going to face. (Adult Education, Allan Rogers, Athens, June 1999). For example, in a training program on "Learning difficulties in secondary education" involving secondary education teachers, it should be provided, in addition to the conceptual clarification of terms and the presentation of some research data, to present some practical strategies (eg. understanding text, writing, decoding, and retaining information) that will help teachers substantially improve their work. angry at the school for students with learning difficulties. It is advisable for teachers / teachers to refer to specific examples of children with learning disabilities and ask questions based on them in order to further understand the content.

E. Taking into account learners' preferred ways of learning and enhancing their active involvement

Adult educators need to organize their training flexibly, taking into account the different ways in which adults learn and their tendency for active participation. They discuss with them their expectations, content and methodology of training and make the necessary changes so that the program is tailored to the needs of the trainees.

As P. Muchielli puts it in his book "Les methodses actives de la pedagogie des adultes", "when we are careful we hold about 90% of what we say and at the same time perform actions that require thought and active involvement. When we hear and see at the same time we hold 50%, while when we read we hold only 10% and when we see only 30% of information. " (Training Manual of the Trainer Training Program, Alexis Kokkos, Athens 2003).

4.8 The qualifications of the adult trainer

As it can be seen from the above, in order for an adult trainer to meet the requirements of his / her role, he / she has some responsibilities and needs to be qualified.

It basically has to identify the learning goals of the educational unit that will teach them on the basis of which they will determine his / her way of working. The main concern is the end product: what the trainees will have achieved at the end of the module. In other words, his / her role is closely linked to the immediate improvement of performance and the development of one's skills through the learning process.

It chooses what will be taught and what is important to present in order to achieve the goals and thus the learning. It prescribes possible ways of interacting with the team ie appropriate training techniques such as (role playing, working groups) as well as the appropriate logistics / equipment to be provided.

Mocker & Noble made an effort (now considered classical) to classify their adult instructor qualifications into the following:

- Communicate effectively with trainees
- Strengthen their positive moods
- Encourage their participation
- To create foundations of mutual respect

- Adapt the pace and content of learning to learners' abilities and ways of learning

- Apply the principles of adult learning & education

- Maintain an interest in educational techniques

- To summarize / summarize the main points of each lesson

- Adapt the program to the needs of the adult and the space / time available

- Motivate adults to study independently

- Use innovative ways of learning and connect the learning process with learners' experiences (Adult Education, Four-Month Edition of the Scientific Adult Education Association, Jan.-Apr. 2004).

Summary

All of the above is equally valid in mentoring. There, adults learn through the counseling process, which should have clear goals and respond to the needs of their adults. Also, the mentor should create a climate of respect, communication and encouragement, accepting the experience and values of his / her beneficiary.

In the mentor-beneficiary matching process, the above characteristics and difficulties of adult learners must be taken into account and identified by each beneficiary. The mentor who based on his / her knowledge, experience and personal experiences and characteristics can best meet the expectations and particular characteristics of the beneficiary should also be selected during the matching process.

The beneficiary must be interested in participating in the program and supported by the organization and the mentor to set goals, work plan, framework for collaboration and evaluation processes of the relationship and its effectiveness. The broader context of the program, and in particular the skills and skills of her mentor, play a key role in the successful outcome of the advisory process. In this sense, the process of self-knowledge and improvement of the necessary skills of mentors is an integral part of mentor training.

4.9 Educational techniques

The above presented some important elements that should be taken into account in adult education such as the need for active involvement of trainees and the consideration of their needs, preferred learning styles, prior knowledge, their values and potential barriers to learning. At this point a series of training techniques will be presented that promote active participation of trainees. These are:

Questions - Answers Discussion

Brainstorming Exercises

Exercises

Demonstration

Workgroups

Case study

Role Playing

Simulation

Solution of a problem

Self-directed learning
Interview by a specialist
Educational visit

Recommendation

Questions- Answers

One practical way to raise a new topic is to ask the trainer some questions to the trainees and One practical way to raise a new topic is to ask the trainer some questions to the trainees and after gathering their answers on the topic, then make the necessary corrections / modifications and formulate the different views that were heard.

Some examples of questions that can be asked in a presentation are:

We will present the topic today …… I would like anyone who knows something about this to share it with the group

- What are the disadvantages and advantages of… ..
- What is your opinion about ……
- What are your suggestions… ..

- What alternative would you think of the problem… ..
- What conclusions do you reach… ..

- Of all the factors mentioned which do you consider to be most important…

The questions are sometimes asked to explore existing knowledge and experiences (1) or to elaborate on an issue (2,3) or to elaborate on a solution or make some decisions (4,5) and sometimes to test the knowledge gained (6.7). In many cases, questions help learners to express themselves clearly or give clarifications. For example: Why are you reporting this? How do you explain that ..

Of course, the trainer is not the only one asking questions. And the trainees can ask questions to both the trainer and the other participants.

On the question-and-answer technique, the questions should be formulated in a simple style, addressed to everyone, matched to the possibilities and raised by the adults involved. Take time to answer a question and not rush the teacher to answer it himself. This technique enables trainees to think and express themselves, to express their views freely and to participate actively in the process. (Training Manual of the Trainer Training Program, Alexis Kokkos, Athens 2003).

Discussion

Discussion is an educational technique that has similarities to questions - answers. Both strive to achieve learning through the dialogue between the trainer and the trainee. The difference is that the purpose of the discussion is to achieve an in-depth elaboration of a question by contributing to some questions that are gradually approached, while in the case of questions and answers they are often spontaneously improvised and without thorough study of the subject. Of particular interest is the application of this technique when starting to approach an issue (any of the humanities or even the sciences) in the first few minutes of a lesson. (Training Manual of the Trainer Training Program, Alexis Kokkos, Athens 2003).

For example in a tutorial on the mathematical goal of his / her instructor

It is important for trainees to understand the subject, reduce their anxiety and find out how they can benefit from its practical applications. Questions that the instructor might ask as a starting point for discussion could be:

- What is math? You can make a definition based on your own experience.

- How do you use them in your daily life?

- What use of math do you do at work, at home? What use is made of television programs and newspapers?

- What difficulties do you face because you do not use mathematics comfortably?

- Can you give examples of people using math? For what purpose do they do it?

Brainstorming

It is a dynamic educational technique that is completed in a short period of time in a climate of relaxation and humor. It is about looking at an issue or a central idea where learners are encouraged to express their ideas or thinking spontaneously whether they

know the subject or not. They are encouraged to express themselves spontaneously, one after the other, and in the form of a storm to develop their critical thinking and creativity. All ideas are written in writing without any suggestions. These words, ideas are then categorized into categories, and the development of other techniques such as questions, answers or discussion can comment on the resulting categories. (Training Manual of the Trainer Training Program, Alexis Kokkos, Athens 2003).

For example in a Business Management Training Program and on the Entrepreneurship theme participants could mention (respondents about the concept of Entrepreneurship) the terms risk, hard work, innovation, PR, creativity, stress, competition , investment as well as others thus revealing how they understand the above concept.

Exercises

It is the educational technique that is carried out on an individual or collective level, which deals with the processing of a problem, the solution of a problem and the practice of a technical topic. It is a good practice to use this technique to put an end to a kind of teaching test of what new knowledge has been acquired. The advantage of this technique is that it connects theory with practice, promotes adult participation, learners become more responsible, and confidence increases. (Training Manual of the Trainer Training Program, Alexis Kokkos, Athens 2003).

Workgroups

It is an educational technique that encourages the study of one or more topics in small equal groups. It is advisable to record the results of the groups in writing on large sheets of paper or transparencies, and after presenting them in plenary to make a creative synthesis of the groups' views.

Workgroups are usually composed at random, with a mixed mix of experience knowledge, etc. The objectives of the work and the work schedule need to be clear. It is important to keep an eye on the work of the teams and make their views at the end of the presentations. It is advisable to change their composition after a time so that there is more interaction between the members of the group.

The above training technique activates the participation of trainees, provides flexibility in the way of work, enables the development of team spirit and initiatives by individuals. The technique is widespread in the education system of countries such as Denmark, Sweden, Canada.

A typical example is mentioned by Brazilian educator P. Freire, who, using the educational techniques of the working groups in the thematic module on environmental pollution, observed that one group reported that the main problem was the traffic pollution and the second was the swearing of children in the roads. He found that under no circumstances did he himself in the 'Environmental Pollution' educational section develop the children's swearing as a factor. The above example demonstrates the power of working groups in defining the learning object. (Training Manual of the Trainer Training Program, Zacharias Palios, Athens 2003).

Role Play

In this teaching technique, trainees play roles associated with a situation being examined. This educational technique is quite familiar and is often used by adult social science educators such as sociologists, social workers, psychologists, social anthropologists, and others.

For example if the issue concerned eg. job search techniques and more specifically the interview process then role playing is recommended. Two members of the team who wish to play the roles of Personnel Manager and unemployed (candidate for the job) are voluntarily selected. Some written instructions on the roles are given, followed by a role-play that allows the protagonists to put their personal details, while other team members record the pros and cons so that they can be discussed later. It is mainly sought through this educational technique to analyze problems, attitudes and issues of communication and behavior through an experiential technique.

Here, too, the involvement of trainees is activated, the ability to communicate and negotiate is developed, and the change in adult attitude through the experience or observation of the role is promoted. (Training Manual of the Trainer Training Program, Alexis Kokkos, Athens 2003).

Interview by Specialist

In the training process, adults can derive information other than the trainer and other people who are considered to be more specific and who can pass on their experience to trainees. Appropriate preparation must be done in order to be successful.

The purpose of the interview and the expected results are initially determined. Following is the information about the specialist (resume details, info onits task and responsibilities). The questions are being prepared and some basic principles of the interview will be repeated. It also points out the other points that the participants pay attention to besides his speech, that is, his reactions, body language and more. (Training Manual of the Trainer Training Program, Alexis Kokkos, Athens 2003).

Educational visit

Another source of learning is gaining experience through another workplace that visits trainees because they are able to observe situations, functions that cannot be theoretically represented in a training.

Recommendation

Introducing the above educational techniques does not mean that the widely used teaching technique of the Proposal should be abolished.

The reason many people prefer to use the presentation is because it makes it possible to transmit knowledge in a short period of time, requiring easier preparation for other teaching techniques. Many rapporteurs do not know or cannot effectively use other teaching techniques or have the philosophy that they must fully cover a subject that the

trainees must fully understand. Also, many trainees seem to prefer this way of presentation because they distrust new techniques. There is a long tradition in Greece that teaching is used throughout the education system.

The trainer should make sure that the interest is kept constant, allow the participants to be actively involved, and even make their suggestions clear.

It is advisable to start and complete (recapitulate) an educational module with a few minutes of instruction, which should be clear and at the same time use other educational techniques. It is important for the rapporteur to make good use of spoken language so that both body language and style of speech express the respect and solidarity with the learner and not the authority of the instructor.

It follows that the suggestion should not be removed as a way of presenting a topic. On the contrary, it can be used wisely when a subject allows. (Training Manual of the Trainer Training Program, Alexis Kokkos, Athens 2003).

Summary

The educational techniques of 'question and answer', 'brainstorm', 'exercise', "Study visit", "role playing" can be as appropriate used by mentors. In a mentoring process such as mentoring, the 'expert interview' technique is also very useful because it promotes the active involvement of the beneficiary, promotes the information seeking model from other sources and contributes to the development of networking and interaction of the people.

In other chapters of this manual, which refer to learning theories, adult learner characteristics, effective learning conditions, adult educator qualifications, principles, ways and techniques of adult learning are immediately applicable.

4.10 Exercises

1. The success of a professional depends on his / her curiosity and willingness to learn. Nowadays, the important knowledge about the profession is renewed every 8 years. Therefore, the work space will only be available to those who are in the mood for lifelong learning.

List 2-3 opportunities for learning that helped you get better services and work together:

(This exercise was derived from the three-year training program in Systemic Therapy, Tasos Zisis, Clinical Psychologist)

What did you learn?

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How did you find out?

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Proof of learning:

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2. **Based on what you have read so far, try to complete the table below. The exercise will help you to code and compare the four basic learning theories.**

	Behavioral Theories	Cognitive Theories	Humanistic Theories	Theories of Social Learning
Main Source of Learning				
Role of the lecturer				

3. **What or which educational techniques would you use in an adult education or counseling process?**

(mentoring);

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4. Based on your own experience and I believe you would describe a good adult trainer?

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5. Remember a case (seminar or training program) where you participated (as an adult) as a trainee. How did you feel as a trainee? Do you make an effort to interpret the reasons for your feelings?

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CHAPTER 5th

THE MENTORING PROCEDURE - THE ROLE OF THE MENTOR

CHAPTER CONTENTS:

CHAPTER 5: THE MENTORING PROCEDURE - THE ROLE OF MENTORS

5.1 Introduction to the business process of mentoring.

Mentoring is a two-way process that promotes the development of both the mentee and the mentor. Mentoring can be said to be:

- The process of supporting a person to achieve his or her goals.

- The process of facilitating another person's learning and personal development.

- Supporting one person through the transfer of knowledge, thinking and action practices from another person.

Beneficial entrepreneurs often, if not always want to achieve their goals, but do not know how to succeed.

Here comes the role of Mentor. The active manager & mentor, who acts right in advance, seeing the coming, not as a fortune teller but as an experienced detector, with his particular ability to see far.

The mentor must be able to anticipate the events and intervene timely and rescuers. Not oppressively. Without depriving the beneficiaries of freedom of thought, choice and energy. As a guide, yes. Deterrent, yes. No imposition. With a choice of more alternatives…

Mentor is the invisible white angel of the beneficiaries. He is their guardian and their guide. It is the friend who will propose original solutions to the beneficiaries and who will multiply and creatively return their inspiration, turning it into a measurable financial one, in confirmation, in success, in profit. He is the ally who will compete with the beneficiaries of the real battles that he is de facto obliged to give, to build a profitable business and secure their future, the future of their families and our society.

In addition, Mentor's role in delivering the business idea, by helping to fulfill the expectations of the beneficiaries, in helping them achieve a better quality of working life, by supporting them in seemingly insurmountable business difficulties, is crucial.

It is the balancer between the social and economic activity that the program beneficiaries will develop. It is the driver of the flexibility and stability that the beneficiaries need to develop so that their business and their new business idea can react immediately to the modern conditions of globalization in which they will be called upon to operate.

Ultimately, the role and influence of the mentor in implementing a business idea is as important and effective as the mentor's scope and capabilities. For this reason, collaboration between mentors and beneficiaries is necessary and beneficial.

5.2 What is a Mentoring Program

The Mentoring program, in general, builds on the successful practices of older European initiatives aimed at promoting entrepreneurship by supporting young entrepreneurs.

The aim of the program is to provide mentors with support for young entrepreneurs to be complementary to other forms of support, such as providing consulting services, whileits central aim is to flesh out the plans of the beneficiaries by creating new businesses and developing new ones.

The ancillary objectives of Mentoring are broken down into two components. As far as beneficiaries are concerned, the aim is to provide information on national and European programs, network with other new entrepreneurs and develop partnerships within and outside Greece. With regard to Mentors, the objective is not only to improve their communication and consulting skills, but also to establish a Mentor network, provide information on other relevant programs, develop partnerships with businesses in other countries participating in the program and enhance their experience. at national and transnational level.

The broader impact that the program is expected to have is also significant. In addition to its obvious social contribution to times when lifelong learning is a necessity, the program can work towards institutionalizing and expanding Mentoring to federations and professional bodies through the creation of a Mentoring Register and the transfer of their know-how to other cities. of Greece, but also of Europe.

5.3 The problems of startups and startups today.

What are the everyday problems that entrepreneurs face today, especially small and medium-sized ones?

The short-sighted perspective. The reaction to every difficult step. The retrospective correction of any unfortunate act or act. And all because of lack of experience and knowledge. Because there is a lack of a long-term perspective. So while he wants to succeed most of the time he doesn't know how to succeed.

It is well known to everyone that the bureaucratic processes that every young entrepreneur is called upon to overcome are so numerous that they often lead to the failure of the business idea and therefore to the failure of the business. Hence the non-increase in entrepreneurship and the reduction of unemployment in the primary and the secondary, with the consequent non-recruitment of employees in the young entrepreneur's business.

At this first and difficult stage, which is the key to the process of starting a new business, it is the mentor's role to act as a catalyst, to influence the knowledge, experience and capabilities of his mature personality, help, support and promote the implementation and implementation of the business idea.

We should always remember that the breadth of knowledge, experience, analogous or similar circumstances - circumstances that every Mentor in his / her professional field has been confronted to date are the strongest core of positive data that will be directed to the beneficiary, sometimes as a deterrent and sometimes as a supportive force.

Knowledge of the steps to be followed by Mentee is the basis of the mentor's correct direction to slowly transfer knowledge and experience to Mentee and empower him with a gradual and final result. to transform him into an autonomous and strong business personality.

But why should all this happen?

What is the purpose of Mentor?

Is the role of today necessary?

The essential issue is the person, the young entrepreneur. The mentor has the role of activating this person, improving and developing his personality, exploiting the substance of the mind, seeking the motivation, motivating to manifest and grow. Motivation is the business idea that wants to turn it into a tangible one.

This particular business idea is the " property " of the entrepreneur, it is the " goodwill ", the " goodwill ". Without it there is no sense. As trivial as it is for others, it is more important to him / her than anything else. It is the source of life, the principle of solving the problem of income, finding the financial means, implementing his plans. On this itinerary, in the journey of financial exploration, the driving force is motivation. Mentor holds her lever. The experienced, experienced, cool and fair player who draws strength and confidence from his hitherto successful professional presence. It is the guide that shows the young entrepreneur the ways to go, where to start.

The Mentor trusts the new entrepreneur and his / her idea. With complete sympathy for what he is planning to accomplish, he begins with him, having as a starting point any problem, small or large, and begins to unfold it. The obvious purpose is to help grow the business that has just started or is going to start right away, implementing the business idea. With his patience, steadfastness, positive critical penetration, realism, the Mentor expresses his deep faith in Mentee's Business Idea and in his pursuit of success in business who decided to follow.

Who needs mentoring today?

The continued increase in the number of new SMEs in Greece in recent years (a positive "balance" of around 250,000 SMEs) has contributed substantially to the creation of new jobs, to a competitive market structure, and to better service delivery. the Greek consumer and the Business to business market.

However, this very important offer by the media. does not seem to be perceived by the Greek state, which does not support as many young professionals as it should. This conclusion is reached by studying the results of recent surveys of various government agencies and pointing out that there are a number of small and medium-sized businesses that have been locked out after their first two years of operation! But what are the reasons for closing a media outlet?

Characteristically, in Greece, there is virtually no state-of-the-art advisory or other technical assistance to start a new small and medium-sized business that could guide the prospective new entrepreneur to properly plan his new business. / her start. There is also no support for the needs for flexibility, financing and training of the stakeholder, thus opening up a new media. to be faced with difficult, economically predominant problems.

All of this, of course, happens if one succeeds in setting up the new business he or she wishes, as, according to the European Union's research conclusions, on setting up a media in Greece, the young person concerned an entrepreneur needs an average of 53 days and 13 agencies or ministries licenses, and the cost of the whole process is high. So should anyone, mentally, that is to say, have to advise and guide not only the young entrepreneur (s), but also all sorts of government agencies and policymakers, so that the new media can. become viable and acceptable?

Currently this role is covered by the ERGANI Center and the Mentor who is interested in developing a new media. and demonstrates it in practice by advising, ethically supporting and creatively challenging the young entrepreneur. However, its contribution to the new media, though significant, should not stop there.

In addition, Mentor's role in implementing the Entrepreneurial Idea, by helping to fulfill the entrepreneur's aspirations, in helping him to achieve a better quality of working life, by supporting him in seemingly insurmountable business difficulties, is crucial. It is the balancer between the social and economic activity that the beneficiary / Mentee will develop. He is the trainer of the flexibility and stability that Mentee needs to develop in order for his business to respond immediately to the modern conditions of globalization in which he will be called upon to operate.

Ultimately, the role and influence of the mentor in implementing a business idea is as important and effective as the mentor's scope and capabilities. For this reason, cooperation between Mentor and Mentee is necessary and beneficial. The entrepreneur who recognizes that he must follow the shortest and safest path through the combination of new technology, foresight, immediate reaction and quality, is the one who will be justified and justified through his success and his mentor.

5.4   What exactly is mentoring?

Mentoring has become the most common tool for human resource development. The learning process, in general, is most effective when it is directly applicable and when the learner has the opportunity to transform the knowledge they receive into practice, as well as to reflect on issues that arise during learning.

The myth

When Telemachus, frustrated by his progress in developing his character and qualifications in preparation for his royal duties, asked for Athena's help, he knew of course that he was questioning the established way of teaching.

Sensing that he would be forced to enforce a highly competitive and complex environment (Penelope's suicide bombers), and that he would have to guarantee the continuation of Odysseus's royal home, he realized that the framework of personal development " I tell you - you are learning - you apply ", which up to that time the wise Mentor gave him, was totally inadequate for the circumstances.

Athena did not disappoint him. She did not show herself to convey her wisdom through her divine power. After all, this divine is approached through constant search, which in turn produces reason and elevates thought. Athena did all she could to call Mentor and ask him if he even knew how to ask questions to others. That was enough for Mentor.

The foundations for spiritual growth coupled with capacity building had been laid. A new frame of knowledge (teaching) had been given to man.

This box contains the axes: I Ask You - Thinking - Looking - Conquering. You conquer not the kingdom, of course, but the infinite knowledge around you and the experience of applying the knowledge. Of course, owning a particular knowledge and at the same time knowing how to apply it yourself already signals the creation of another knowledge or the extension of the existing one. Nowadays there are no social, business, political phenomena that can be explained and then influenced by traditional forecasting theories

at least on a macro level.

The increasing number of applications of systematic thinking and nonlinear functions (assumptions of possible states of chaos) render classical teaching methods completely inadequate for one who aspires to succeed in an environment that is thought to pass through turbulent situations. It is no coincidence, then, that the ancient myth of Mentor came to the surface again.

The reality

Today Mentoring has become the most common tool for human resource development.

A wide range of staff, but also of Schools / Universities / Social programs, is increasingly using it. A 1994 survey in England showed that all of the up to 500 largest companies have experimented with mentoring in one way or another and many have established it as a formal development tool. The learning process, in general, is most effective when it is directly applicable and when the learner has the opportunity to transform the knowledge they receive into practice, as well as to reflect on issues that arise during learning.

There are several reasons for the sudden development of mentoring:

The rapidly expanding 'Human Resource Development' policy is beginning to focus its attention on 'one-on-one' approaches to individual development. The skills one needs to be able to respond to the ever-changing jobs that he or she cannot acquire can be obtained by reading books and attending seminars alone, and applying the relevant knowledge on the job.

At managerial level, there has also been a focus on the need to provide some kind of assistance to those executives who have a duty to think about how to improve the image and results of the company as a whole.

Recognizing that employee evaluations on their own rarely made real changes to the evaluator, creates an urgent need for assistance on a daily basis in order to make real improvements. That is, an increased emphasis on self-development, that is, on how to make people take more initiative for their own development.

Another problem in the daily lives of the economic and scientific development of executives and entrepreneurs is the increased complexity of career creation. Very few employees / executives, but also the entrepreneurs themselves, are now on a steady pace, which would allow them to see their next steps. In fact, most (s) need to maximize their abilities for the position they are in and at the same time be alert for any opportunity that may arise. Being able to handle both of these issues on your own becomes extremely difficult and having a mentor to assist in this direction is essential.

In addition to the mentor's contribution, there is now an urgent need to enrich and 'update' the knowledge of entrepreneurs and executives throughfrom long-term training programs, "Masters in Business Administration" style. So, the "very good idea" is not enough, but also the way and methodology of its development. And not only that. There is also a need for systematic cultivation and development of what is called the language of management soft skills, that is, skills.

The tendency for lean and flat organization requires new directors / managers and business executives to impart new qualifications and impose new data on their roles. In this case, guidance from experienced executives, internally or externally, is considered necessary. Some organizations are moving into even more complex organizational formats

(alternating administration, self-governing teams, cross-departmental tasks, etc.). These organizations do this by using different teammates / mentors as mentors.

5.5 The role and function of mentoring.

The mentor's role is threefold:

- **Teacher**: Facilitates the beneficiary to recognize his / her strengths and weaknesses, to develop new qualifications, to gain knowledge through practice and experience.

- **Supportive**: Offers opportunities for the beneficiary to express his / her feelings, personal and professional dilemmas. The mentor creates trust and ease of communication. Provides appreciation and rewards that enhance the beneficiary's confidence.

- Organizational: Ensures that the beneficiary recognizes boundaries and roles, operates on the goals of his / her cooperation and the agreed framework.

The Mentor functions:

- ➢ As a 'contractor'
- ➢ As a 'coach'
- ➢ Challenges, gives ideas, assigns tasks that develop knowledge. Demonstrates attitudes and behaviors that help develop competencies and skills.
- ➢ Counsels and supports by helping to enhance self-confidence.
- ➢ Interested in his / her beneficiaries (s).

In general, the role of the mentor is similar to that of the parent because he or she is forced to look at professional situations from a newer, more contemporary perspective. At the same time it is a growth opportunity, and for him / her, as it can help their reputation in the industry and if they provide Mentor services to other colleagues, the business will benefit overall.

From the mentoring relationship, sometimes problems can arise, which mainly relate to the relationship with the protected one, who often requires more time than originally planned.

Problems with the operation of Mentoring usually arise on two levels:

- At the level of work, when the difficulties of the beneficiaries persist, negatively affecting the learning process.
- At the level of the relationship between the mentor and the beneficiaries usually as a result of an inadequate organization of the relationship or even as a result of different values and perspectives, disagreement, different expectations, emotional involvement, too much close and friendly, very formal and antagonistic to each other.

Even more problems arise in mentoring when beneficiaries lack the necessary skills to

move forward, have diminished social skills, are highly independent and do not receive or even seek support, have reduced motivation.

It is sometimes observed that even the mentor has very high or very low expectations from his beneficiaries, is inadequate or unreliable and has low motivation.

Problems that have been identified shortly can be practically avoided:

- With good supervision of the relationship.

- By creating the conditions for experiential learning.

- With a clear contract.

- With the time available for thought and feedback.

- By securing feedback from others such as the relationship supervisor, the context and / or the body within which the mentoring relationship develops.

5.6 Principles on which Mentoring is based internationally.

The "internationally" mentor is a person possibly older in age and hierarchy and, by the beneficiary, acts in a somewhat guided manner, expecting their devotion. The process is directed by the Mentor himself. What the beneficiaries are basically asking for is an opinion and a direction so that they can learn to solve their day-to-day problems in a safe and effective way.

The mentoring relationship ends up with a kind of sponsoring that gives opportunities to / to the beneficiary of the business. Often we have dependency creation.

The most prevalent international models for Mentoring are those that consider this process two-way, meaning that both sides (Mentor and trainees) are developing.

Here are the two best known:

- NAT (North American Traditional) and European Collegiate. NAT emphasizes career development rather than personal development, while EC does just the opposite. According to NAT, Mentoring is a process in which one person (Mentor) is responsible for the career and development of another person (Mentee) outside of the normal boss / subordinate relationship. Mentor is more experienced than Mentee but not necessarily superior.

- Mentor acts in a non-guiding way by helping Mentee develop his own wisdom rather than impose his own. The one who develops the relationship is Mentee.

- The purpose of the relationship is for Mentee to detach himself from the Mentor within a reasonable time in order to develop his or her own personality and administrative capacity.

- There is a remarkable level of mutual learning.

According to EC, mentoring is the extraordinary help from one person to another in order to assure knowledge and thinking.

5.7 Seven Ways to Help a Mentor

Mentors serve the key needs of the beneficiaries, who are at a particular crossroads in their lives. They can therefore help solve the problems of day-to-day life in young entrepreneurs or help them make decisions so that the beneficiaries can then proceed successfully on their own.

Research into several private companies and government agencies reveals seven types of mentors that can help their beneficiaries, who are very helpful in promoting their growth. These types are:

1. Helping a person convert and improve their spiritual content.
2. Listen when the beneficiaries have a problem.
3. Recognize the feelings of the beneficiaries and provide feedback.
4. Coping with negative behaviors effectively.
5. Provide correct information when needed.
6. Give freedom of movement and directions.
7. Promote exploration of options.

5.8 Mentoring problems and how they are avoided or what prospective mentors should look out for.

The role of the mentor is based on 4 axes: **WANTING, ACTING, FEEDING, ASSIMILATING**. Based on these axes, the mentor develops all those arguments and the relationship with the beneficiaries, so as to convey his experience and at the same time to "receive" from the beneficiaries all possible concerns that are the subject of the relationship. of mentoring.

Problems in the day-to-day implementation of Mentoring occur at the level of the job when the beneficiary's difficulties persist, negatively affecting the learning process, as well as at the level of the relationship between the mentor and the beneficiary usually as a result of inadequate organization of the relationship.

Do you yearn to share your valuable work experience with a rising colleague? At some point in their career, many business executives and executives strongly feel the need to take on the role of mentor for younger executives in the same or another business.

Mentor's role does not suit everyone, it is more of a mission than a mere voluntary task and requires excellent human relations skills and a sincere willingness on the part of the Mentor to take the lead but serve the Mentor-Protected relationship. This role also requires many hours of work, effort and patience, but the reward can be extremely satisfying. But it can also prove to be a source of resentment, a job in which you don't hear a thank you.

So before you decide to get excited about joining a Mentor program, it would be helpful to consider the pros and cons of the Mentor role.

Advantages

The role of a mentor is similar to that of a parent, because it helps you transfer important knowledge and working methods to the next generation. Your protégé becomes the heir to your professional experience and a reflection of the best work practices you've accumulated over the years of your hard-earned experience. Watching your protected person in action and thinking "I taught them this" is a source of great personal satisfaction. The Mentor is forced to look at business situations from a newer, more contemporary perspective. As you advise your protégé, you also learn by seeing things through his own eyes. The help you have in planning your career can be the trigger to think about your own again.

Mentor's role is an opportunity for growth, and for you as well. Instead of giving the right answers, you will learn to ask the right questions. Mentor's role is very good leadership and interpersonal counselor. Successful Mentors have a lot more career opportunities.

It can also help your reputation in your industry. New employees today have high mobility and can easily transition from one company to another, keeping vivid memories of excellent Mentors they met in their careers. You never know when one of your protectors will recommend you to your new employer for a senior position.

If you offer Mentoring services to other female colleagues, the business will benefit the whole. Smart companies encourage diversity at all levels. Encouraging women to improve their professional abilities and support them to rise to managerial positions is the policy of successful companies.

While a mentor can be happy with the talent and reflection of his / her success, he / she can also be very unhappy with his or her unwise decisions or unacceptable behavior. Think about how you would feel and react to one of the following situations:

Relationship with the protected person takes more time than you had planned. You're supposed to be available when you need it. If his demands for your time are too much, the relationship will suffer.

And when he asks about the smallest problem. Instead of trying to become mainly self-sufficient, the protected person turns to you for issues that his / her own solution can find. You have loaded an adult toddler who wants nothing to do without asking you.

He blames you for the mistakes he has made. As your child says "you told me to do it and look what happened". Intelligence and ambition do not always go hand in hand with emotional intelligence.

Even if he doesn't blame you, others within the company may blame you.

The relationship relaxes. The protected person decides that he has outgrown you and wants to get rid of your mediation.

Maybe your guardian has learned everything you had to teach him and wants to move on. If you are not prepared to let it fly on its own wings, you will feel alone for a while.

Before deciding to become a Mentor, carefully examine your personality, your goals, and your behavior to see if they fit in with those of your protected. If they fit in, start building the relationship, if not look for someone else to match your character or give up your ambition to become a Mentor for someone else who best fits the role.

5.9 Implementation phases of mentoring.

The phases of applying mentoring go through four different "periods": The **honeymoon**, during which there is a climate of euphoria for relationship and understanding. This is followed by **adolescence**, during which both parties develop their own skills in achieving the best outcome. Then comes the **maturity**, where the two parties are fully coordinated and "enjoying" the fruits of **mentoring**. After this phase comes **the end of the relationship**.

Let's look at these phases in detail:

Phase 1: THE ORIENTATION OF THE RELATIONSHIP: "HONEYMOON"

This phase becomes the first meaningful encounter between the two parties / partners in mentoring, during which they both make "cognitive moves" and try to "mobilize" and start their relationship.

Caution: at this stage a first "superficial" friendship is created, but at the same time a first

superficial confrontation of the problems and difficulties of the beneficiaries. Many times "anxiety" and "insecurity" overwhelm both parties, because we must not forget that through matching we ask two completely unknowns to work together and "open their hearts and thoughts".

What happens in these cases? the mentor takes initiatives to encourage the beneficiaries and create a climate of trust between the twofirst parties. But it is equally important, in this first phase of the relationship, that the mentor constantly seeks positive feedback from the beneficiaries in order to prevent potential procedural or even communication problems.

Phase 2: ESTABLISHING A RELATIONSHIP: "THE ADOLESCENCE "

During phase 2, the relations between the two partners go through a period of autonomy and dependence. That is, the beneficiaries try to develop an autonomy over their actions during the relationship, while still having a dependency on their mentor. Confidence, insecurity and questioning the relationship are features of this phase.

The mentor should address this situation in a more supportive way, but also more 'challenge' to the beneficiaries. Addressing this situation will be less "didactic" and more psychological here.

Phase 3: THE FUNCTIONING OF THE RELATIONSHIP: "MATURITY"

If the problems of the second phase are overcome then the relationship goes through a period of acquaintance, custom and parity between the two parties. Beneficiaries are developing their independence and autonomy, and the mentor is now starting to offer less support to the relationship.

Phase 4: THE END OF THE RELATIONSHIP

At the end of the 6 month (approximately) relationship between the mentor and the beneficiaries, a special preparation is needed:

- Reporting and evaluating the relationship
- Sincerity
- Positive points from both parties
- expressing complaints about an incident or something received

At the end of the relationship, the essential thing is the independent and successful development of the beneficiaries, without the involvement and support of the mentor. If the relationship was good, then certainly both parties may have some regrets about breaking it. But if the relationship was inadequate, then both parties might express anger and / or frustration.

5.10 The mentor relationship and the language of encouraging the beneficiaries

The relationship between the two parties is inspired by the triptych:

> ➤ **ΗΘΟΣ(ETHOS)**
> ➤ **ΠΑΘΟΣ(PATHOS)**
> ➤ **ΛΟΓΟΣ (LOGOS)**

What does ETHOS mean? In the mentor's relationships with the beneficiaries, ETHOS is translated as harmony in the relationship, trust, honesty, honesty, faith in the relationship, values, integrity. All of these concepts must apply in the case of mentors and beneficiaries, especially if the two parties are of the opposite sex.

PATHOS. The passion for mentoring translates into pure emotional terms: I feel like the other, there is a positive reward for our efforts, there are positive revelations about your relationships (trusts you), a mutual support develops.

LOGOS finally refers to the vocabulary used by the mentor and the beneficiary(s), as well as to body language expressions. As is known in everyday human and professional relationships, our posture, facial expressions, gestures, breathing, gaze, tone of voice, rhythm and speed of speech, the way we look at our neighbor, etc. ., are typical communication data, which in the phase of the mentor relationship with the beneficiaries, play an extremely important and decisive role.

Phrases that show acceptance and acceptance of a relationship, as well as phrases that identify the effort and improvement of the mentoring beneficiary (s), are used in a relationship, such as:

Phrases that's how acceptance:

- I like the way you deal with this problem.
- I like the way you handled it.
- I'm glad you enjoyed it.
- If you are not satisfied, what do you think you can do to be satisfied enough?
- How do you feel about it?

Phrases that recognize effort and improvement.

- It seems like you have put a lot of effort into it.
- I see that you are doing well.
- Look how much progress you have made (precisely identify how it has made progress).
- You have a great improvement on (specify precisely).
- Maybe you think you haven't reached your goal. But look how far you've come

5.11 From Myth to Today's Challenge

Mentors are people who have an extraordinary influence on us, or an influence that is unforgettable and helps us in our lives. In each of the following categories, write the name of a person who had such an influence on you. Encode the person's name if desired, or use only the first person's name. If you can't think of someone for a particular area, keep going back to that object if you remember someone.

Mentors who make important contributions to:

Knowledge of how social systems and social functions work

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Values

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Ability to technical knowledge

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Character development

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Know how to behave in a social setting

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Understanding the world around us

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Understanding how to get things done within or through our organization

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Moraldevelopment

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Spiritual, physical health and fitness

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Understanding other people and their views

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Almost anything else you can think of

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5.12 We share our Resources

Mentors bring a variety of sources of ideas and information to a mentoring event or situation. These can vary depending on our work, our personality, our interests, our experiences, the circle of friends and associates, and the time and energy we have. Identify some of your assets below and bring them to a mentoring event. Record one or more assets in each category.

My position or work experience:

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Things I like to do:

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My education and / or experience:

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My free time and / or my hobbies:

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My special skills and knowledge:

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My Passions:

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Another advantage:

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5.13 Indirect mentoring methods that do not direct

Identify three situations in which you worked or could serve as an effective role model / example:

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Identify two positive behaviors displayed and two ways you help others overcome negative emotions for themselves.

Positive behaviors

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Helping others

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How comfortable are you with just listening to people with problems?

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Just listening can help the beneficiaries to leave their negative emotions behind. What are the two ways you use the best you can hear?

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We rarely like to tell others what to do or how to do it, but an idea or some information that is offered in a neutral way can become something we recognize and use. Diagnose your own ability to share ideas and information within a neutral content.

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5.14. Mentoring style

There is a need to match the styles of mentoring with the beneficiaries / startups and develop your own knowledge, skills and abilities in ways that are compatible with your personality.

Do you enjoy thinking, discussing, and arguing about interesting things?

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What is your reaction / response to this type of mentoring?

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Do you enjoy being active, interested in the things that work and move?

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What is your reaction / response to this type of mentoring?

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The questions above are a simplified way to get you thinking about mentors and mentoring styles. What kind of beneficiary would you work with more productively?

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Write down three types of personal development that you are thinking of to become the type of mentor you would like to be.

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5.15. Checking the requirements and aspirations of the beneficiaries

Three methods that determine the requirements of the beneficiaries:

1. Ask the beneficiary (s) to write a short report of one or two pages describing what they expect to gain from the relationship, whether short or long term.

2. Ask the beneficiaries to quickly identify their understanding of the roles and responsibilities on each side of the relationship.

3. Ask the beneficiary (s) to write down some specific needs or characteristics of the relationship that one should consider in developing the relationship.

This exercise is extremely important if the mentor develops similar data and does not simply react to the beneficiary's work. The unwillingness to make one's affairs clear can be the basis for future relationship problems.

It is important that the mentor does not overreact to the requirements of the beneficiary. Too often these requirements are a sincere statement that has overwhelmed the beneficiary's past and his / her ideas for mentoring. If the requirements of the beneficiary are higher than what the mentor wants to accept, then they should negotiate.

5.16. Recognizing your special situations & needs

Now that you are familiar with mentoring and all of its implications for working with your mentor, write FIVE categories of topics that you think will impact your business activities, where mentoring could be useful.

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Think about how competition, changes in the external environment, the purpose of your organization, or other external factors influence the future of your organization. Identify FIVE problems that could affect you and your other employees / associates.

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Identify three ways in which guidance could be used to influence the future of the organization and the future of people within it.

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