



Peer Mentor Training

Peer Mentors of the 21st Century for People 50+

INTERACTIVE PRACTICAL EXERCISES

**Strengthening Capacities to Support Active Ageing in the Conditions of the
21st Century - Peer Mentoring Programme for People 50+**

PEER-TRAIN

KA2 KA220-ADU - Cooperation partnerships in adult education

Form ID: Form ID KA220-ADU-0F1F5E31

Project Number: 2021-1-DE02-KA220-ADU-000028253

Strengthening Capacities to Support Active Ageing in the Conditions of the 21st Century - Peer Mentoring Programme for People 50+

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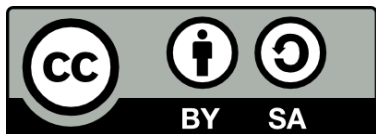


Peer Mentor Training “Peer Mentors of the 21st Century for People 50+”

This publication has been approved by a consortium of partners within the framework of Erasmus+ KA2 project 2021-1-DE02-KA220-ADU-000028253 Strengthening Capacities to Support Active Ageing in the Conditions of the 21st Century - Peer Mentoring Programme for People 50+ - PEER-TRAIN.

Main objectives of the project are to contribute to the professionalisation of partner organisations, increase the knowledge and develop professional and digital competencies of experts, developing competences of peer mentors for people 50+ in line with the requirements of the 21st century by means of innovative solutions and digital technologies. The project specifically focuses on supporting and developing international cooperation of participating organisations, building, and strengthening partnership networks.

The *Peer Mentor Training* will focus on increasing key competencies - personal, social, methodological and digital competencies of experts and future peer mentors. By involving well-skilled peer mentors who are more acceptable to their peers, mentees 50+ will be more motivated to engage in activities, especially in the field of lifelong learning.



Coordinated by EureCons Förderagentur GmbH and created by PEER-TRAIN consortium
November 2022

2021-1-DE02-KA220-ADU-000028253

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

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Introduction

1. Getting know the training participants

Intro activity 1	
MODULE	Introduction
TOPIC	Getting know the training participants
Title of the activity	Introduction of the group members
Pedagogical objective	Getting know the group members, introduction of the group members to the group
Target group	Future trainers of the Peer Mentor Training and peer mentors
Duration (minutes)	30 min.
Settings	The pairs sit on chairs facing each other, the pairs are arranged at an appropriate distance from each other.
Size of the group	10-14 people
Method	Structured pairs interview, presentation
Tools	A/4 size sheets, pens
Description of the activity	

Group members work in pairs. The lecturer handles each participant a sheet of white paper (A4) and tells them instructions 1, 2. Participants prepare for each other name tags after 6 minutes of discussion (3'-3 'each). Instruction 3 will then be told and each participant will introduce a colleague based on the name tag. The lecturer can also make the best presentation contest. In the end, the participant, who had the most interesting life story and also the one who had the best presentation will be acknowledged.

Text of the instructions for learners (peer mentors)

1. Please take one sheet of paper and fold it in half.
2. Imagine being a local TV editor. Your job is to collect 5 facts about your colleague within 3 minutes.

Everyone has 3 minutes (3'-3 '). On a paper then write down:

- your colleague's name,
- his profession / occupation,
- other information/facts which you think are interesting to the whole group,
- Please find as much information as you can about your partner.

3. Please put the name tag in front of your colleague and present your colleague to the whole group as the most interesting person in the world.
4. Write on the ticket, which life story and which presentation was the most interesting one for you.

Summary

Interviewing and describing each other help ease the inconvenience caused by unknown people and situations as well as improve concentration.

2. Group rules

Intro activity 2

MODULE	Introduction
TOPIC	Group rules
Title of the activity	Creation of the group rules
Pedagogical objective	Creation of the group rules in order goals of the training are fulfilled
Target group	Future trainers of the Peer Mentor Training and peer mentors
Duration (minutes)	10 min.
Settings	Chairs arranged in a circle
Size of the group	10-14 people
Method	Whole group, plenary discussion
Tools	A/4 size sheets, pens, flipchart sheet, flipchart marker

Description of the activity

In order to achieve training goals, the participants, together with the lecturer, agree on group rules. Group rules are to be formulated together within the group under the supervision of the lecturer. Group rules apply to addressing, use of mobiles, forms of discussion (only one person speaks at a time, everybody has the right to say their opinion, nobody is being judged, the last word always has a lecturer), adherence to the timetable, closed doors (information belongs to the group), everybody is responsible for her/himself. The lecturer writes down the group rules on a flipchart.

The group rules will be placed in a well-visible place during the entire training.

Each participant gets a block of post-it notes and draws on it the symbol which describes her/himself. Everyone affixes a symbol under group rules as an approval sign.

Text of the instructions for learners (peer mentors)

1. Think about what you specifically would like to agree on:
Addressing within and outside of training,
Mobile use during the training,
Forms of discussion (only one person speaks at a time, everybody has the right to say their opinion, nobody is being judged, the last word always has a lecturer),
Adherence to the timetable,
Closed doors (information belongs to the group),
Everyone is responsible for her/himself.
2. I would like to ask you to draw the symbol which describes you on the post-it note and place it under the group rules as an approval sign.

Summary

It is recommended that training participants start the work in small groups and then discuss their lists with the whole group and create the final version accepted by everyone. The rules must be approved by each individual with their own signature and a self-made drawing which symbolises the specific training participant.

1. Peer Mentoring Methodology

1.1. What is Peer Mentoring

Activity No. 1.1.	
MODULE	1. Peer Mentoring Methodology
TOPIC	1.1. What is Peer Mentoring?
Title of the activity	Peer Mentoring in YouTube and Canva.
Pedagogical objective	Using YouTube and Canva's templates in order to better understand the topic „What is Peer Mentoring?“
Target group	Future trainers of the Peer-Mentor Training
Duration (minutes)	90 minutes
Settings	3 – 5 tables, each table equipped with three chairs and one laptop.
Size of the group	9-15
Method	<p>Group work based on practical experience of learners in the area of searching films on YouTube and preparing one presentation per group using Canva's templates.</p> <p>The method supports the development of key competences, the so-called 4C: communication (C), cooperation (C), critical thinking (C) and creativity (C).</p>
Tools	Smartphones, laptops, YouTube, Canva
Description of the activity	

While working in a group the activity strengthens co-operation, creativity and commitment. Dividing into groups is voluntary based but if there is a problem it can be organised by draw. It is important to organise table location in a distance in order not to disturb each other. The lecturer should introduce YouTube and Canva and should help learners if they ask. Presentations delivered by each group should be evaluated by all learners using for example boxes and matches. Each learner should put to the group box the selected number of matches 1,2,3,4,5 (the best is 5, the worst is 1).

It is recommended to download all presentations for future use.

The lecturer summarises the activity and asks the participants the final questions:

- What did I learn during the online and face-to-face session?
- What do I take with me to my own peer mentoring practice?
- What is the influence on my current and future way of peer mentoring?
- What step can I take tomorrow, based on what I learned in the module?

Text of the instructions for learners (peer-mentors)

1. Introducing the subject "Peer Mentoring in YouTube and Canva".
2. Present the exercise:
 - Open YouTube and look for "What's a peer mentor?".
 - Use a short film https://youtu.be/Ulo2Za_6jJI in order to show how to open and save a transcript.
 - Introduce Canva, an Australian graphic design platform that is used to create social media graphics, presentations, posters, documents and other visual content. The app includes templates for users to use. The platform is free as well as offers paid subscriptions such as Canva Pro and Canva for Enterprise for additional functionality.
 - Run Canva and look for an example template for presentation
3. Ask learners for forming groups of three members and give them 45 min. for preparing a presentation in Canva.
4. Use random selection for organising presentations' order (15 minutes).
5. Organise evaluation of all presentations using boxes and matches. Each learner can put to the group box the selected number of matches 1,2,3,4,5.
6. Sum up the exercise and ask for sending all the presentations to your e-mail address.

Summary

The activity is recommended for group work and practising searching for YouTube films as well as using Canva for preparing presentations.

Co-operation, creativity, commitment of learners is crucial.

The theoretical knowledge obtained through self-study is helpful.

1.2. Who is a Peer Mentor? What do you essentially have to know?

Activity No. 1.2.

MODULE

1. Peer Mentoring Methodology

TOPIC

1.2. Who is a Peer Mentor? Personality – knowledge, skills, competences of Peer Mentor in the 21st century for 50+. What do you essentially have to know?

Title of the activity	Can I be a good peer-mentor?
Pedagogical objective	<ol style="list-style-type: none"> 1. Writing an opening statement for a debate 2. Using facts gained from research to support the team's point of view. 3. Demonstrating that the opposing argument is wrong while remaining polite.
Target group	Future trainers of the Peer-Mentor Training
Duration (minutes)	90 min.
Settings	Tables with three chairs are set up in a distance in order not to disturb others.
Size of the group	9-15
Method	<p>Teaching cutting-edge research skills by using debate.</p> <p>The method supports the development of key competences, the so-called 4C: communication (C), cooperation (C), critical thinking (C) and creativity (C).</p>
Tools	Paper, pen, laptops, smartphones.

Description of the activity

This activity strengthens self-confidence, creativity, commitment and develops searching skills. For the preparatory phase tables should be located in a distance in order not to disturb each other.

Dividing into groups is voluntary based but if there is a problem it can be organised by draw. The lecturer introduces the logistic of the debate and moderates the whole event. It is recommended to record the debate for future use.

The lecturer summarises the activity and asks the participants the final questions:

- What did I learn during the online and face-to-face session?
- What do I take with me to my own peer mentoring practice?
- What is the influence on my current and future way of peer mentoring?
- What step can I take tomorrow, based on what I learned in the module?

Text of the instructions for learners (peer-mentors)

1. Introduce the research topic: Who is a Peer Mentor? Personality – knowledge, skills, competences of Peer Mentor in the 21st century for 50+. What do you essentially have to know?

2. Collect facts about the topic, remember that supporting evidence should come from two or more reliable sources of information including self-study materials.
3. State the argument and support it with facts: Write down the team's opinion on the debated topic.
4. List the facts that support this point of view, quoting the sources.
5. Make sure the opening statement sounds logical, with each argument flowing naturally from one to another.
6. Remind the rules of the debate: In the opening statement, avoid personal attacks and inflammatory statements. Remain polite to the other side and respectful toward the people and issues mentioned in the statement.
7. Start and moderate the debate.
8. Summarise the debate.

Summary

The activity is recommended for introducing a debate, a process that involves formal discourse on a particular topic, often including a moderator and audience. In a debate, arguments are put forward for often opposing viewpoints.

Self-confidence, creativity, commitment, communication, cooperation and critical thinking of learners are strengthened.

The theoretical knowledge obtained through self-study is helpful.

1.3. Roles of Peer Mentor

Activity No. 1.3.

MODULE	1. Peer Mentoring Methodology
TOPIC	1.3. Roles of Peer Mentor
Title of the activity	I am a good peer-mentor and my strengths are following...
Pedagogical objective	<ol style="list-style-type: none"> 1. Using brainstorming for finding a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its participants. 2. Using posters for making findings clear and visible.
Target group	Future trainers of the Peer-Mentor Training
Duration (minutes)	90 min.
Settings	Tables and chairs arranged in a U-shape or in a circle.

Size of the group	9-15
Method	Brainstorming and mentimeter. The method supports the development of key competences, the so-called 4C: communication (C), cooperation (C), critical thinking (C) and creativity (C).
Tools	Paper, pen, laptop, smartphones

Description of the activity

The lecturer introduces brainstorming as a situation where a group of learners meet to generate new ideas and solutions around a specific domain of interest by removing inhibitions. Learners are able to think more freely and they suggest as many spontaneous new ideas as possible. All the ideas are noted down without criticism and after the brainstorming session the ideas are evaluated.

For collecting three individual choices the lecturer uses the mentimeter app which focuses on online collaboration for the education sector allowing participants to answer questions anonymously.

The lecturer explains that mentimeter enables learners to share knowledge and real-time feedback on mobile with presentations, polls or brainstorming sessions in classes, meetings, gatherings, conferences and other group activities.

The lecturer summarises the activity and asks the participants the final questions:

- What did I learn during the online and face-to-face session?
- What do I take with me to my own peer mentoring practice?
- What is the influence on my current and future way of peer mentoring?
- What step can I take tomorrow, based on what I learned in the module?

Text of the instructions for learners (peer-mentors)

1. Introduce the activity "I am a good peer-mentor and my strengths are following...".
2. Describe a method of brainstorming as a situation where a group of learners meet to generate new ideas and solutions around a specific domain of interest by removing inhibitions.
3. Say that learners are able to think more freely and ask for generating as many spontaneous new ideas as possible.
4. Underline that all the ideas should be noted down without criticism.
5. After the brainstorming session ask learners for individual evaluation of the ideas and choosing three which are the learner's strength.
6. Run mentimeter and ask for sharing their three choices.
7. Save the poster generated from learners' inputs and save for future use.

Summary

The activity is recommended for individual work, practising brainstorming and mentimeter usage.

Self-confidence, creativity, commitment, communication, cooperation and critical thinking of learners are strengthened.

The theoretical knowledge obtained through self-study is helpful.

1.4. Benefits of Peer Mentoring for Mentors and Mentees

Activity No. 1.4.	
MODULE	1. Peer Mentoring Methodology
TOPIC	1.4. Benefits of Peer Mentoring for Mentors and Mentees
Title of the activity	How Mentors and Mentees can benefit from Peer Mentoring?
Pedagogical objective	To know how to use the pitch elevator method for convincing the whole group why the chosen benefits are so important.
Target group	Future trainers of the Peer-Mentor Training
Duration (minutes)	90 minutes
Settings	Tables with three chairs are set up in a distance in order not to disturb others.
Size of the group	9 – 15 persons
Method	Group work and pitch elevator. The method supports the development of key competences, the so-called 4C: communication (C), cooperation (C), critical thinking (C) and creativity (C).
Tools	Paper, pen, flipchart, self-adhesive cards

Description of the activity

This activity strengthens critical thinking and supports group work in the subject of Mentors and Mentees benefits from Peer Mentoring.

Dividing into groups is voluntary based but if there is a problem it can be organised by draw.

It is important to organise table location in a distance in order not to disturb each other.

The lecturer should control the time of the elevator speech delivered by learners and each presentation should last no more than 2 minutes.

The last task should be performed by using small self-adhesive cards and fixing them on a flipchart.

The lecturer summarises the activity and asks the participants the final questions:

- What did I learn during the online and face-to-face session?
- What do I take with me to my own peer mentoring practice?
- What is the influence on my current and future way of peer mentoring?
- What step can I take tomorrow, based on what I learned in the module?

Text of the instructions for learners (peer-mentors)

1. Introduce the activity “How Mentors and Mentees can benefit from Peer Mentoring”.
2. Describe a method of elevator speech as a short description of your idea, that explains the concept in a way such that any listener can understand it in a short period of time.
3. Explain that the name “elevator speech” reflects the idea that it should be possible to deliver the summary in the time span of an elevator ride, or approximately thirty seconds to two minutes.
4. Ask learners to form groups of three members. They should agree on roles in the group so that one of the three members is in the position of peer mentor, the second in the position of mentee and the third in the position of the elevator speech reporter.
5. After 30 minutes of preparatory phase let learners work in a group of three for 30 minutes in order to prepare the elevator speech no longer than 2 minutes.
6. Use random selection for organising presentations’ order and watch/record elevator speeches (20 minutes).
7. Ask each learner to choose one the most important benefit for Mentor and one benefit Mentee (10 minutes) and write it on a flipchart.

Summary

The activity is recommended for group work and practising the elevator speech.

Self-confidence, creativity, commitment, communication, cooperation and critical thinking of learners are strengthened.

The theoretical knowledge obtained through self-study is helpful.

Final questions for participants

What did I learn during the online and face-to-face session?

What do I take with me to my own peer mentoring practice?

What is the influence on my current and future way of peer mentoring?

What step can I take tomorrow, based on what I learned in the module?

2. Mentees – People 50+

2.1. SWOT Analysis of the Target Group (people 50+)

Activity No. 2.1.	
MODULE	2. Mentees – People 50+
TOPIC	2.1. SWOT Analysis of the Target Group (people 50+)
Title of the activity	Your own personal SWOT analysis
Pedagogical objective	Applying the method developed for analysing corporate strategies is useful if you want to become stronger by realising yourself in a social context.
Target group	Future mentors of the Peer-Mentor Training
Duration (minutes)	60 minutes
Settings	Comfortable environment
Size of the group	Up to 10-12 people
Method	SWOT Analysis
Tools	Papers, pens, questionnaire
Description of the activity	

Practice analysing the social portrait of one's group. By examining our social self - which is the result of many years of interaction with people and society - we can approach the identification of our value orientations. Make a list for each of the traits listed -**at least five items on each list.**

Text of the instructions for learners (peer-mentors)

The lecturers give instructions: Everyone can find their own strengths, weaknesses, opportunities, and threats in these generalised lists.

STRENGTHS

- Self-confidence
- Energy, drive
- Personal charm
- Developed intellect

- Integrity
- Purposefulness
- Openness
- Learnability
- Responsibility, reliability
- Creative approach
- Erudition
- Developed intuition
- Empathy, empathy for others
- Independence
- Groundedness
- Logicality, rationality
- Positive thinking

WEAKNESSES

- Lack of life experience
- Lack of self-awareness, poor reflection
- Lack of the right competences
- Fear of rejection
- Lack of motivation, laziness
- Lack of resources
- Lack of confidence
- Indecisiveness
- Inability to speak convincingly
- Naivety
- Short-tempered, emotional
- Procrastination
- Vanity
- Inadequate judgement

OPPORTUNITIES

- Teamwork
- Trust in people
- Competence development
- Use of intelligence
- More direct interaction with people
- Overcoming fear
- Self-development
- Realising your strengths
- Openness to new experiences
- Proving their worth
- Develop your team

THREATS

- Being misunderstood, not accepted

- Losing resources
- Wasting motivation
- Being discredited
- Breakdown of communication
- Self-deceived
- Getting bogged down
- Energy drain, illness
- Defocused
- Disorganisation
-

That's because we live in the same era and in very similar socio-political conditions - so our personalities are similar, because personality becomes a marketable commodity, as Fromm said. In case some people know each other well they can answer questions for the other person regarding their perceptions of his/her qualities. The impressions of this analysis are enough to last for years to come. Moreover – he/she is able to realise his/her goals with such reserve, with such advancement, that it is as if he/she wants to rewind time a little.

Summary

On the basis of similar characteristics of each one, the mentors can create a common social profile of the group – mentees, 50+. We can summarise the most important traits/needs of the group 50+.

2.2. Specifics of the Education of Participants 50+ and Practical Methodological Recommendations

Activity No. 2.2.	
MODULE	2. Mentees – People 50+
TOPIC	2.2. Specifics of the Education of Participants 50+ and Practical Methodological Recommendations
Title of the activity	Learning development and self-development
Pedagogical objective	1.Objective: to identify the capacity for self-development. 2.Objective: to identify the factors stimulating and hindering the learning development and self-development of the mentees. Barrier factors Trigger factors
Target group	Future mentors of the Peer-Mentor Training
Duration (minutes)	2 x 40 minutes

Settings	Comfortable environment
Size of the group	Up to 10-12
Method	Self-development Analysis
Tools	Papers, pens, questionnaire

Description of the activity

1.Objective: **to identify the capacity for self-development.**

Answer the questions and rate your answers on a 5-point system.

1. I am seeking to learn about myself
2. I leave time for development, no matter how busy I am with work and household chores
3. Obstacles that arise stimulate me to be active
4. I look for feedback as it helps me get to know and appreciate myself
5. I reflect on my activities by taking time to do so
6. I analyse my feelings and experiences
7. I read a lot
8. I believe in my capabilities
9. I debate widely on issues that interest me
10. I strive to be more open-minded
11. I am aware of the influence people have on me
12. I am engaged in my professional development and have positive results
13. I enjoy learning new things
14. Increasing responsibility does not scare me
15. I would feel positive about about my promotion

2.Objective: **to identify the factors stimulating and hindering the learning development and self-development of the respondent.**

Answer the questions and rate the factors on a 5-point system.

Barrier factors

1. Own inertia
2. Disappointment with the results of previous failures
3. Lack of management support and assistance
4. Attitudes (envy, jealousy) that are hostile to change and a desire for change
5. Inadequate feedback from co-workers and supervisors, such as lack of objective information about yourself
6. State of health
7. Lack of time
8. Limited resources, cramped life circumstances

Trigger factors

1. Attendance of academic counselling
2. Example and influence of peers
3. Methodological work in support of learners in an educational institution
4. Organisation of educational work in an educational institution
5. Attention of supervisory staff to the issue
6. Trust
7. Novelty of activities, working conditions and opportunities for experimentation
8. Self-education activities
9. Interest in work, learning
10. Example and influence of supervisors
11. Increasing responsibility
12. Opportunity for recognition in the team

Text of the instructions for learners (peer-mentors)

Calculate the arithmetic mean of each factor and **identify the dominant development factors.**

Total score:

75 - 55 - active development

54 - 36 - no self-development

35 - 15 - no development

Summary

You can analyse the results and identify the need for the improvement of the skills of the mentors.

2.3. Career Counselling for People 50+

Activity No. 2.3.

MODULE

2. Mentees – People 50+

TOPIC

2.3. Career Counselling for People 50+

Title of the activity

Preparation for a JOB INTERVIEW

Pedagogical objective

For many job applicants, a job interview is stressful. The source of stress is not the interview itself, but rather a lack of experience in interviewing, unpreparedness, and the so-called what are known as "tough questions. You can train yourself as much as possible or with a career counsellor. interview yourself, following specific steps

Target group

future mentors of the Peer-Mentor Training

Duration (minutes)	60 minutes
Settings	Comfortable silent environment
Size of the group	Possible bilateral communication at the beginning; Up to 5-6 participants at a second phase
Method	Practising interview - roleplaying
Tools	Questionnaire

Description of the activity

Roleplaying – mentors will obtain skills for interviewing

Practise the most popular questions employers ask in order to help mentees.

Talk about yourself.

Talk about your work experience.

Tell us about your achievements.

Tell us your 3-5 strengths.

Tell us about your mistakes.

Name 3-5 of your weaknesses.

What challenges have you faced on the job? How have you dealt with them?

What worked well for you?

Why should we hire you?

What demotivates you?

Why do you consider job offers?

Why did you leave the company...?

Where did you least enjoy working?

What motivates you?

Why did you join ...?

Why did it attract you?

Where did you like working the most?

What kept you at the company? (Especially if you worked long hours)

About salary

What was your last job?

What kind of salary do you want?

Why should we pay you so much? (A provocative question)

How did you choose your university/specialty?

How do you upgrade your qualifications?

What was the last book/course you took?

How long have you been looking for a job? Why so long? (provocative question)

What do you want to be in five years?

What have you been doing without a job?

What do you know about our company?
Why do you want to work for us?
What interests you about this position?
How do you envision this job?
How will you get on in the first few months?
What questions do you have?
(I have written about what questions to ask the employer in this post).
About personal qualities and characteristics
What was the last movie you watched?
What do you do in your spare time?
Do you have any hobbies?
Tell us about your family.
Do you have a pet?
What will a previous employer say about you?
Would anyone recommend you?
How would former colleagues and supervisor rate you?
Do you consider other job offers?

Text of the instructions for learners (peer-mentors)

1. Job search on sites

Research all available information about the company;
Visit the website, and research the company's history;
Read the testimonials of former employees and clients of the company;
Check if the company is on any of the ratings, including on job search sites;
Find the company's social media groups.
Read news about the company in the media and a Wikipedia article.
Research interviews with senior managers and the owners.
See what other jobs are open with the company, especially in your area.
Research the company's competitors.
If the field is narrow, ask people you know what they know about the company and what the current the situation there now.
If possible, buy a product or use a service from the company.

2. Reread the text of the vacancy.

Refresh your memory on the requirements and responsibilities.
Pay attention to what the company emphasises.
Examine what you haven't worked with before.
3. Reread your resume and prepare a short story about yourself.
4. Find out who the person will be meeting with (title and name).
Read his or her information on the company website and Wikipedia bio.
Find the interviewee's social media pages and interviews with him/her.
5. Based on the information about the company, the job, and the interviewer, make a list of questions you will ask the employer.

Do not ask questions at the interview about salary levels and other aspects of the job. But be prepared to answer them if the employer himself asks them.

Ask questions about the nature of the job, duties, tasks, challenges and the evaluation system.

Use the information you receive to help pass on your experience.

6. Prepare for salary negotiations.

Determine your minimum, optimum and desired salary level.

Calculate your current income or that of your last job.

Look up what other companies are offering similar jobs.

Look up what salaries the company advertises in its job vacancies.

7. Prepare a story about motivation and career plans.

Think about why you are interested in the position?

How does this position fit into a long-term career strategy?

8. Formulate answers to "uncomfortable" questions - about the reasons for transitions and changes professions, breaks in work.

9. Find out whether the company has adopted a dress code, prepare appropriate clothing.

10. Examine the travel scheme, calculate the travel time.

11. Put your documents (diplomas, training certificates, work booklet) in your bag, your printed CV and portfolio. It's unlikely you'll need them. But if an employer asks, you should have them with you.

Summary

Peer mentors can apply in practice the following skills to support mentees:

Online/on spot INTERVIEW - a few basic rules

The dress code should be the same as an office meeting.

Check your internet connection and camera in advance.

Video is a must. If you don't have a webcam or it's broken, warn your employer.

Choose a location with as neutral a backdrop as possible. When interviewing from home, tidy up your room.

If the employer or staffing agency representative gave you their Skype account, look for it, add it to your contact list and introduce yourself. If they ask for your username, wait for a call. Be in touch on time.

Turn off the phone, eliminate other distractions (family and pets)..

Wait for your employer to call you.

If he/she is running more than 15 minutes late, call him/her on your mobile phone to find out if you can make the appointment.

Be as collected and speak as loud and clear as if you were sitting with your employer face-to-face.

If the connection breaks down, call back the person on whose side the problem has arisen.

At the beginning of the meeting, talk for a couple of minutes on distracted topics.

Prepare your documents and CV and put them next to you.

Proper clothes are as important as good speech.

Men

A suit-double - jacket and trousers.

The colour of the suit is dark (dark blue, dark grey, brown), but preferably not black.
 The shirt is light-coloured or with barely perceptible stripes.
 For low-level employees and those who do not work in an office or with clients, a pair of jeans and a classic cut and a knitted jumper and shirt.
 A tie and a tie clip are compulsory. Preferably, cufflinks should be worn.
 No tie or a shirt with a tie without a jacket is allowed in summer.
 A belt is mandatory.
 Genuine leather shoes, colour-matched to the colour of the belt (black or brown).
 Trainers and loafers are prohibited.
 Branded shoes are not welcome.
 Only a wedding ring is acceptable as jewellery.
 Men must be smooth shaven or have a trimmed beard and/or moustache.

Women

A two-piece suit (jacket + trousers, jacket + skirt, jacket + dress).
 Blouse is white or plain-coloured. A combination of two or three colours is allowed.
 The range of colours is wider: black, beige, brown or navy blue, dark purple, soft pink, blue.
 Skirts and mid-knee dresses - not shorter.
 Jewellery made of precious or semi-precious metals with small stones.
 Earrings that do not dangle. One or two rings. A strict brooch on a lapel is acceptable.
 No sleeveless dresses or blouses (jacket on top is compulsory), with back necklines, deep necklines and clothing that is too tight.
 Fabrics should be natural. Velvet, lace, transparent fabrics and overt clothing is forbidden.
 Flesh-coloured stockings or tights are compulsory in all weather.
 Make-up is compulsory, but neutral. Matt or transparent glossy lipstick.
 Hair to the shoulder blades and below must be styled.
 Leather shoes not white, not bright, heel 5 cm.
 Leather handbag, not white. Possible leather folder.
 The manicure must be neat. Nails short or 1-2 mm. Colourless or neutral. No glitter or artwork allowed. Accessories (bag or briefcase, watch, phone, wallet, business card holder, pen, A business card holder, a pen, a diary) define status. They should be of high quality, but not too expensive.

2.4. Participation of People Aged 50+ in the Labour Market

Activity No. 2.4.	
MODULE	2. Mentees – People 50+
TOPIC	2.4. Participation of People Aged 50+ in the Labour Market
Title of the activity	“Leading” Motive in Employees

Pedagogical objective	Identification of mentees' motives in the Labour Market
Target group	Future mentors of the Peer-Mentor Training
Duration (minutes)	45 min
Settings	comfortable environment
Size of the group	12 people
Method	Analysis
Tools	Papers, pens, questionnaire
Description of the activity	

Place the rest of your motives in the hierarchy in descending order of sum. The lines correspond to the following motives.

1. Reward motive - the employee works for money and other benefits.
2. Social motive - the employee cares about the approval of the management and the team.
3. Process motive - the employee works for the pleasure of the work process.
4. Achievement motive - the employee strives for self-assertion and self-realisation.
5. Ideological motive - it is important for an employee to achieve high goals together with the company.

Text of the instructions for learners (peer-mentors)

Instructions: read the question and all the answer choices, then rank the answer choices by assigning number 5 to the answer that is most correct for you, number 4 to the least appropriate answer, and so on to number 1.

Fill in the table by putting the rank you assigned to the answer in the column that corresponds to the question number.

Horizontally, the question numbers and vertically, the answer numbers.

Summary

Calculate the sum of each line. Where you scored the most points is **your "leading" motive**.
The mentors can see the real picture of their group 50+ and help them.

The test "Determination of the "Leading" Motive in Employees"

1. What would most motivate you to do the difficult overtime task

1. Extra pay
2. The opportunity to present yourself to the management
3. A challenging task
4. A challenge - a chance to prove to yourself that you can do it at the highest level
5. The fact that it is important to achieve the company's goals

2.If you were a manager, what method of rewarding good work would you use for your employees

1. A bonus
2. Awarding the title of "Best..." and public praise
3. Gives more freedom to act
4. Send them to study
5. Involvement in important decision-making groups

3.Which company would you rather choose?

1. Where the money is better Where the pay is better
2. Where there is a better team
3. Where your tasks are interesting
4. Where you need to learn and grow
5. A company that is in line with your values and principles as much as possible

4.What kind of leader would you rather not work with?

1. Someone who doesn't make money
2. Someone who pays little attention to his or her employees
3. Someone who is always controlling
4. With someone who is not professional
5. With someone who hides information about the company

5.What would you like to get out of a promotion?

1. Good money
2. Recognition
3. Freedom
4. Professional development
5. Influence on our growth

6.In your opinion, a good manager is one who

1. Be fair in the distribution of money
2. Publicly acknowledges everyone's individual contributions and supports the team
3. Gives time to prepare, does not rush
4. Will give opportunities to reach their fullest potential
5. Cheer wholeheartedly for the common cause

7.What did you dislike most about your last job?

1. Lack of adequate financial compensation and/or unfair compensation
2. Bad staff and/or inattentive supervisor
3. Very rigid framework, a lot of routine
4. Lack of growth and perspective
5. Lack of goals and principles in the company itself

8.Most meaningful word for you:

1. Reward.
2. Recognition
3. Creativity

- 4 . Achievement
- 5 . Team

9.Which ad text, next to the job title, would attract you more if what is written is true!

- 1 . The earning possibilities are unlimited, the most lucrative direction!
- 2 . Wonderful team, shared leisure time, and joined our family!
- 3 . Creative work that requires immersion. Schedule is free!
- 4 . Super professionals are required. World-class training at company expense
- 5 . Work in a great company, for the public good! For those who are not afraid to take part in decision making!

10.How would you as a manager encourage an employee to do something that is not his or her responsibility?

- 1 . Money
- 2 . Ask them personally, for me
- 3 . Explain what an interesting and creative task it is
- 4 . Challenge me, take me for a ride
- 5 . Explain how important it is for the whole company's goals

Fill in the table by putting the rank you assigned to the answer in the column that corresponds to the question number.

Horizontally, the question numbers and vertically, the answer numbers.

	1	2	3	4	5	6	7	8	9	10
1										
2										
3										
4										
5										

Calculate the sum of each line. Where you scored the most points is **your "leading" motive**. Place the rest of your motives in the hierarchy in descending order of sum. The lines correspond to the following motives.

- 1.Reward motive - the employee works for money and other benefits.
- 2.Social motive - the employee cares about the approval of the management and the team.
- 3.Process motive - the employee works for the pleasure of the work process.
- 4.Achievement motive - the employee strives for self-assertion and self-realisation.
- 5.Ideological motive - it is important for an employee to achieve high goals together with the company.

(The test is the property of Runa Consulting Group).

Final questions for participants

What did I learn during the online and face-to-face session?
 What do I take with me to my own peer mentoring practice?
 What is the influence on my current and future way of peer mentoring?
 What step can I take tomorrow, based on what I learned in the module?

3. The Mentor-Mentee Relationship

3.1. What is an Effective Mentor-Mentee Relationship?

Activity No. 3.1.	
MODULE	3. The mentor-mentee relationship
TOPIC	3.1. What is an effective mentor-mentee relationship?
Title of the activity	Why is peer-mentoring different from other forms of learning?
Pedagogical objective	Improve communication and critical thinking skills.
Target group	Future trainers of the Peer-Mentor Training, as well as future mentors.
Duration (minutes)	20 minutes
Settings	A room with chairs, if possible, with a table
Size of the group	2-3 persons per group for initial discussion, everyone for the last discussion with the trainer
Method	Discussion
Tools	Pen & paper (if needed)
Description of the activity	

In this activity groups of 2 or 3 persons are to discuss why peer mentoring is different from other types of learning. They can have a pen and paper if they wish to note things down. This discussion should take no more than 15 minutes. Here the participants should recall the contents from the online module they studied and discuss. They don't need to do it in a lot of detail. The main focus should be on the roles and relationship between mentor and mentee in a peer-mentoring situation and contrast this with the traditional teacher-student form of learning. After the time is up, the trainer should ask the groups to discuss what they found the differences to be. This discussion

should involve all groups/people in the training. The trainer can then agree and/or correct and/or highlight aspects they find to be pertinent.

Text of the instructions for learners (peer-mentors)

You will now split into groups of 2 or 3. In the next 15 minutes, discuss with your group members why peer-mentoring differs from more traditional forms of learning such as learning in a school setting with a teacher. After the 15 minutes are up, the trainer will have you state what you discussed and what are your thoughts regarding peer-mentoring.

Summary

Reflection and discussion activity regarding how peer-mentoring is different from other forms of mentoring. Learners are to think critically about the learning formats they are acquainted with, and how these differ from peer-mentoring as per what they have read in the module. Throughout the discussion, learners also develop their communication skills.

3.2. Stages of the Mentor-Mentee Relationship

Activity No. 3.2.

MODULE	3. The mentor-mentee relationship
TOPIC	3.2. Stages of mentor-mentee relationship?
Title of the activity	Role-playing as Peer and Mentor in a dyad.
Pedagogical objective	Improve critical thinking, communication, and negotiation skills
Target group	Future trainers of the Peer-Mentor Training, as well as future mentors.
Duration (minutes)	40 minutes
Settings	A room with chairs
Size of the group	Groups of 2
Method	Role-play
Tools	N/A

Description of the activity

Learners split into groups of two and for the first 20 minutes one takes the role of the mentor, the other of the peer, and then they switch. During the 20 minutes, the learners should be able to go through, at least, the stages of Purpose and Negotiation in a mentor-mentee relationship. The trainer can go around the groups helping them if necessary.

Text of the instructions for learners (peer-mentors)

You will now split into groups of 2. In the next 20 minutes, one of you will assume the role of the mentor and the other the role of the learner. In this roleplay, you are to go through the different stages of the mentor-mentee relationship, but more importantly the first 2: Purpose and Negotiation. Then you will switch roles for 20 more minutes and do the same.

Summary

Role-playing as mentor or mentee in a dyad. Through this activity the learners will develop their negotiation skills and reflect, on a more practical format, on what they learned.

3.3. Establishing Trust and Setting Boundaries

Activity No. 3.3.

MODULE	3. The mentor-mentee relationship
TOPIC	3.3. Establishing trust and setting boundaries
Title of the activity	Visualising personal boundaries
Pedagogical objective	Identifying one's boundaries.
Target group	Future trainers of the Peer-Mentor Training, as well as future mentors.
Duration (minutes)	15 minutes
Settings	A room with chairs, if possible, with a table
Size of the group	Single

Method	Self-reflection
Tools	Printouts of https://positive.b-cdn.net/wp-content/uploads/2022/11/Visualizing-Your-Boundaries.pdf Paper and pens
Description of the activity	

Each learner gets a piece of paper, one printout of the “Visualising your boundaries” worksheet, and a pen. They are to follow the instructions in the worksheet and reflect on their boundaries for 10m. Later the trainer will promote discussion about how they felt and whether they gained better self-awareness regarding their boundaries and how to express them in a productive way (i.e., be assertive and be able to say no to something).

Text of the instructions for learners (peer-mentors)

You will now be handed a worksheet regarding how to visualise your boundaries. In the next 10 minutes, you are to follow the worksheet’s instructions, and do not worry you won’t have to share what you are doing if you are uncomfortable, this exercise is more about you getting to know yourself. After the 10 minutes, the trainer will ask you to reflect on how this exercise made you feel, and also, if you are comfortable, give examples on how to effectively set a boundary (can be your own boundary or something else).

Summary

In this activity learners go through a worksheet to better identify their personal boundaries and reflect on how to better transmit and/or set their boundaries with others.

3.4. Problem Solving – Conflict Resolution

Activity No. 3.4.	
MODULE	3. The mentor-mentee relationship
TOPIC	3.4. Problem Solving – Conflict resolution
Title of the activity	Ugli Orange
Pedagogical objective	Develop critical thinking, negotiation, and conflict resolution skills.

Target group	Future trainers of the Peer-Mentor Training, as well as future mentors.
Duration (minutes)	15 minutes
Settings	A room with chairs
Size of the group	Groups of 2
Method	Ugli oranges exercise
Tools	http://jfmuller.faculty.noctrl.edu/crow/ugliorangesactivity.pdf f please print only role A and role B in different sheets to hand to participants.
Description of the activity	

The trainer should read the whole Ugli oranges activity before doing this task. Learners split into groups of 2. One is to assume the role of Rowland, the other of Jones. The learners read their roles and will try to negotiate with one another regarding who gets the Ugli oranges and whether a compromise can be reached within 10 minutes. The idea is that they share enough information to realise they need distinct parts of the orange and that both can in fact get what they want, but if they fail, this doesn't matter as this will serve to discuss what could have been done better.

Text of the instructions for learners (peer-mentors)

Please split yourselves into groups of 2. You will now be handed a sheet of paper with a role you are to assume. Please read it attentively. I (the trainer) am the owner of the remaining Ugli oranges. After you read about your roles, spend about 6 to 10 minutes meeting with the other firm's representative and decide on a course of action. I am strictly interested in making a profit and will sell my oranges to the highest bidder. Since my country is alien to yours, there is no way either government will assist you in obtaining the oranges from me. Each pair of negotiators can assume that there are no others interested in the oranges. Afterwards, pick a representative and tell me which conclusion was reached and who gets the oranges.

Summary

In this activity learners roleplay as either Rowland or Jones. The idea is that both realise that they wanted different parts of the orange and that come to an agreement. However, this requires trust and divulging which part of the orange one needs. In successful negotiation and conflict resolution the skill of seeing that sometimes one can "stretch the pie" is paramount.

4. Effective Communication and Ethics

4.1. Communication Tools in Peer Mentoring Services

Activity No. 4.1	
MODULE /CHAPTER	4. Effective Communication and Ethics
TOPIC	4.1. Communication Tools in Peer Mentoring Services
Title of the activity	“Extremely verbose”
Pedagogical objective	Role play
Target group	Future trainers of the Peer Mentor Training
Duration (minutes)	60 (3x20) minutes
Settings	Chairs arranged in a trigon with the possibility of forming small groups.
Size of the group	1 mentor, 1 client, 1 observer
Method	Work in small groups, discussion in a large group.
Tools /Instruments	Paper, pen, flipchart, self-stick-notes
Description of the activity	

The participants are divided into small groups of three members. The client is extremely verbose and he keeps wandering in their things to say. The mentor should keep the conversation in track and they should reach to the point of what would be the optimal job be like for them, and what they already have for it, and what they should still do for the desired job.

Text of the instructions for learners

1. Form small groups of three members. Agree together on roles in the group so that one of the three members is in the position of peer mentor, the second in the position of client and the third in the position of observer.
2. Choose a job.
3. The observer gives feedback to both the mentor and the client on their communication. Both the mentor and the client give feedback on both positive and negative experiences.
4. After 20 minutes, switch positions/roles and repeat the exercise until each member of the group has tried all positions/roles.

5. Finally, there will be a discussion with the lecturer and other participants in a large group.

Summary

The exercise is recommended for practising the theoretical knowledge obtained through self-study and strengthening it in practice with the help of a lecturer.

4.2. Cross-cultural communication/ Management of Cultural Diversities

Activity No. 4.2

MODULE /CHAPTER	4. Effective Communication and Ethics
TOPIC	4.2. Management of Cultural Diversities
Title of the activity	“Középút”
Pedagogical objective	Teamwork
Target group	Future trainers of the Peer Mentor Training
Duration (minutes)	90 minutes
Settings	Chairs arranged in a U-shape or in a circle with the possibility of forming small groups.
Size of the group	12 – 18 persons, 6 groups
Method	Work in small groups, discussion in a large group.
Tools /Instruments	Paper, pen, flipchart, self-stick-notes, internet connection
Description of the activity	

Let's make groups of 3! The task of the groups will be to collect characteristics from the internet, or based on their own experiences about the working style of the following countries:

- Japan
- Turkey
- UK
- Italy
- Germany
- own country, or a freely chosen country

Members of the small groups first collect particularities individually, then together they compile the characteristics of the given country. In front of the large group, they present the collected characteristics, and the participants tell if they have own experience. Together they collect the most different characteristics and they agree about the fact that tolerance and openness help to accept, and also about what else can facilitate smooth cooperation.

Text of the instructions for learners (peer-mentors)

1. Form small groups of two or three members.
2. Select a country.
3. Establish a general overview bearing in mind the given factor, based on your own experiences and the information found on the internet.
4. Finally, the discussion of outcomes of small groups in one large group.

Summary

The exercise targets the comprehension of importance of tolerance, flexibility, openness, and empathy.

Strengthening it in practice with the help of a lecturer.

4.3. Ethical Issues in Peer Mentoring Services

Activity No. 4.3

MODULE /CHAPTER

4. Effective Communication and Ethics

TOPIC

4.3. Ethical Issues in Peer Mentoring Services

Title of the activity

'Our Kodex'

Pedagogical objective	Formation of the team during the solution of the task. Become aware of the power of teamwork.
Target group	Future trainers of the Peer Mentor Training
Duration (minutes)	120 minutes
Settings	Work in two separate groups ideally in two different rooms, discussion in a large group
Size of the group	12 – 16 persons
Method	Role play and teamwork
Tools /Instruments	Coloured papers, adhesive tape, cardboard, seines separator sheet, paper clips, twine.

Description of the activity

The participants will be divided into two groups.

One group compiles the code of ethics from the point of the employer, while the other group compiles it from the point of 50+ employees.

Both groups discuss what topics the code should include. Then they prioritize the topics, and establish the structure. As a next step, they explain each of the topics. Then they prepare the code from the usable assets, also in a physical format.

In the end, they discuss the similarities and the differences, and then they draw the consequences.

Text of the instructions for learners (peer-mentors)

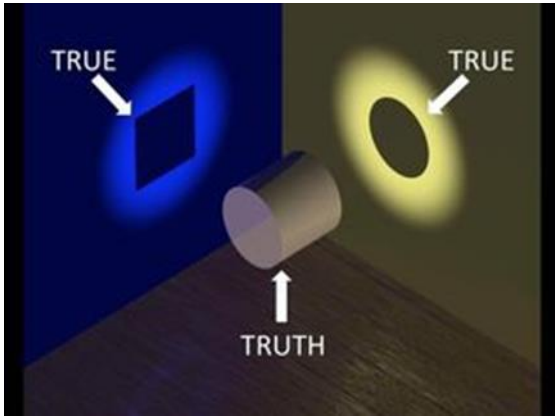
1. Form small groups.
2. Select a role.
3. Define the compulsory elements, topics of the code!
4. Establish the structure!
5. Elaborate the content of each of the topics!
6. Prepare the code in its physical form!
7. In the end, they discuss the similarities and the differences and then they draw the conclusions.

Summary

Based on the results, summarise the theory about teamwork. How the team is formed. What is the benefit of teamwork? What is communication, how to work in a team. The most important thing is that all members of the team really identify with the objective, that it is their common objective to

give their best, which the solution of the task requires at that moment. It is important that the task is completed to the satisfaction of all actors.

4.4. Practical Tips for Peer Mentors

Activity No.4.4	
MODULE/CHAPTER	4. Effective Communication and Ethics
TOPIC	4.4. Practical Tips for Peer Mentors
Title of the activity	The expression of empathy
Pedagogical objective	Teamwork
Target group	Future trainers of the Peer-Mentor Training
Duration (minutes)	120 minutes
Settings	Place the chairs facing each other, in small groups.
Size of the group	2 persons
Method	Work in small groups. Roleplay in large group.
Tools /Instruments	Coloured cards. Markers. Flipchart paper. This picture: 
Description of the activity	

Forming small groups consisting of 2 people. Each member tells a similar situation that they know for example communications problems or ethical problems. Then they discuss how each viewpoint supports their own rightness. Then they discuss which situation they will act out in front of the big group. Then, the big group will discuss the situation.

Text of the instructions for learners (peer-mentors)

1. Create small groups of two members.
2. Show this picture.
3. Tell your story in a small group (every participant).
4. Consequently the task of your group will be mapping internal sources of the speaker which helped him to manage the situation. For example, what was enacted in his mind? What did he feel? What convinced him? What helped him?
Consequently the task of your group is to select one situation which you will share with the whole group.
5. Then the big group will discuss the situations.

Summary

The exercise highlights the fact that often both parties are right, and that a mentor should be able to consider a situation not only from the point of you.

Final questions for participants:

- What did I learn during the online and face-to-face session?
- What do I take with me to my own peer mentoring practice?
- What is the influence on my current and future way of peer mentoring?
- What step can I take tomorrow, based on what I learned in the module?

5. Peer Mentoring Activities

5.1. Objectives Setting

Activity No. 5.1.	
MODULE /CHAPTER	5. Peer Mentoring Activities
TOPIC	5.1. Objectives Setting
Title of the activity	Setting objectives using the SMART (-E-R) method
Pedagogical objective	To know how to use the SMART (-E-R) method for setting objectives in practice
Target group	Future trainers of the Peer Mentor Training
Duration (minutes)	90 minutes
Settings	Chairs arranged in a U-shape or in a circle with the possibility of forming small groups.
Size of the group	12 – 16 persons
Method	Work in small groups, discussion in a large group.
Tools /Instruments	Paper, pen, flipchart, adhesive tape
Description of the activity	

The participants are divided into small groups of three members. Of the three members, one participant will be in the position of peer mentor, the second in the position of mentee and the third in the position of observer. The mentee describes his/her situation in which he/she needs the help from the peer mentor. The task of the peer mentor and the mentee will be to formulate mentoring objectives on a certain topic (e.g. to obtain better skills for the 21st century labour market, explore new career options/opportunities of the mentee, self-knowledge, knowledge of one's potential and abilities, etc.) via the SMART(-E-R) method:

S - SPECIFIC –specific, to define the objective as specifically as possible.

M - MEASURABLE –measurable, at the end of the objective you need to know if you succeeded and what you achieved.

A - ACHIEVABLE –achievable, think about the way you want to achieve your objective.

R - RELEVANT – realistic, to set an objective which is realistic, feasible for you.

T - TIME BOUND –time limited, set a beginning and also the end.

E – EXCITING –to be able to enjoy every step which leads to reaching the objective.

R – RECORDED - the mentee should use a notebook or a mobile application in which to record exactly the steps he plans to implement order to achieve the objective.

When setting the objective, it is advisable for the peer mentor to use supporting questions according to the educational material.

The observer observes the course of the conversation, writes down notes, points out weak points that need to be developed. After 20 minutes, positions/roles are changed so that everyone takes turns in all positions/roles within the group.

Subsequently, a discussion will take place with the lecturer and other participants in a large group, and the findings of the observers will be discussed, which parts of the SMART (-E-R) method of mentoring objectives setting were the most challenging, and how the peer mentor can develop his/her skills in these areas.

Text of the instructions for learners

1. Form small groups of three members. Agree together on roles in the group so that one of the three members is in the position of peer mentor, the second in the position of mentee and the third in the position of observer.
2. Choose a topic so that the participant in the position of the mentee can describe his/her situation and what he needs the help from the peer mentor.
3. Set peer mentoring objectives using the SMART (-E-R) method within 20 minutes.
4. When setting objectives using the SMART (-E-R) method, use questions according to the educational material.
5. After 20 minutes, switch positions/roles and repeat the exercise until each member of the group has tried all positions/roles.
6. The task of the observer will be to analyse the situation, which parts of objective setting using the SMART (-E-R) method were the most challenging, and how the peer mentor can develop in these areas.
7. Finally, there will be a discussion with the lecturer and other participants in a large group, and the findings of the observers will be discussed, which parts of objective setting using the SMART (-E-R) method were the most challenging, and how the peer mentor can develop in these areas.

Summary

The exercise is recommended for practising the theoretical knowledge obtained through self-study and strengthening it in practice with the help of a lecturer.

5.2. Individual Peer Mentoring - Mentoring Plan

Activity No. 5.2	
MODULE /CHAPTER	5. Peer mentoring activities
TOPIC	5.2. Individual peer mentoring - Mentoring Plan
Title of the activity	Preparation of a mentoring plan.
Pedagogical objective	Knowing how to draw up a mentoring plan, using Hooke's questions in preparing a mentoring plan. Become aware of the importance of the mentoring plan.
Target group	Future trainers of the Peer Mentor Training
Duration (minutes)	120 minutes
Settings	Chairs arranged in a U-shape or in a circle with the possibility of forming small groups.
Size of the group	12 – 16 persons
Method	Work in small groups, discussion in a large group.
Tools /Instruments	Paper, pen, flipchart, adhesive tape.
Description of the activity	

The participants are divided into small groups of three members. Of the three members, one participant will be in the position of peer mentor, the second in the position of mentee and the third in the position of observer. The mentee describes his/her situation in which he needs the help from the peer mentor. The task of the peer mentor and the mentee will be to prepare a mentoring plan on a certain topic (e.g. to obtain better skills for the 21st century labour market, explore new career options/opportunities of the mentee, self-knowledge, knowledge of one's potential and abilities, etc.) according to the following structure so that all requirements are taken into account:

1. Objectives
2. Steps for reaching the above-mentioned objectives
3. Frequency of meetings
4. Confidence
5. Evaluation plan of relationship effectiveness
6. Clause on the termination of the relationship
7. Duration

8. Date and signatures

When drawing up a mentoring plan between a peer mentor and a mentee, it is also advisable to use Hooke's questions.

The observer observes the course of the conversation, writes down notes, points out weak points which can be developed. After 30 minutes, positions/roles are changed so that everyone takes turns in all positions/roles within the group.

A large group discussion will then take place with the lecturer and other participants and it is discussing the observations of the observers, which parts of the mentoring plan were the most challenging, and how the peer mentor can develop in these areas.

Text of the instructions for learners (peer-mentors)

1. Form small groups of three members. Agree together on roles in the group so that one of the three members was in the position of peer mentor, the second in the position of mentee and the third in the position of observer.
2. Select a topic so that the participant in the position of the mentee knows how to describe his/her situation and what he needs the help from the peer mentor.
3. Create a mentoring plan; follow the proposed structure within 30 minutes.
4. When drawing up a mentoring plan, use theoretical knowledge and questions according to Hook.
5. After 30 minutes, switch positions/roles and repeat the exercise until each member of the group has tried all positions/roles.
6. The task of the observer will be to analyse the situation, which parts of the mentoring plan were the most challenging, and how the peer mentor can develop in these areas.
7. Finally, there will be a discussion with the lecturer and other participants in a large group, and the findings of the observers will be discussed, which parts of the mentoring plan were the most challenging, and how the peer mentor can develop in these areas.

Summary

The exercise is recommended for practising the theoretical knowledge obtained through self-study and strengthening it in practice with the help of a lecturer.

5.3. Group Activities in Peer Mentoring Services

Activity No. 5.3	
MODULE /CHAPTER	5. Peer Mentoring Activities
TOPIC	5.3. Group Activities in Peer Mentoring Services
Title of the activity	Construction of mobile / movable equipment
Pedagogical objective	Be able to identify the roles of individual team members. Formation of the team during the solution of the task. By observing the group, analyse the characteristics of individual team members' behaviour. Become aware of the power of teamwork.
Target group	Future trainers of the Peer Mentor Training
Duration (minutes)	90 minutes
Settings	Work in two separate groups ideally in two different rooms, discussion in a large group
Size of the group	12 – 16 persons
Method	Teamwork
Tools /Instruments	Coloured papers 80g 6 pcs and 120g – 6 pcs, skewers, markers, glue, adhesive tape, scissors, cardboard, paper clips, twine.
Description of the activity	

The participants will be divided into two groups. The task of each group is to design the production of one mobile/movable equipment, composed at least from four parts, using available materials, so that the other group can make an identical model in 15-20 minutes according to the written instructions that will be provided to them. The name of the equipment (car, train, plane, ship, tractor...they won't reveal. They have 30 minutes to describe the design and can't use a drawing, only words. Each group produces movable equipment, the description of which was given. There will be one observer in each group, who will write down how each member of the group expressed himself, thereby contributing to the result.

In a large group, in cooperation with the lecturer, they analyse what characteristics of team cooperation the participants showed during the exercise and what phases they went through in terms of the development of team cooperation.

1. First of all, it is analysed how they succeeded, what was challenging and how they progressed.
2. After that, it is analysed who and how participated in the fulfilment of the task (both parts – written proposal and then construction of the equipment).
3. Subsequently, they receive descriptions of the team roles from the lecturer and try to identify who is closest to which role and how it manifested itself during the exercise and also normally in practice.
4. In conclusion, Belbin's role questionnaire can also be done, and compare whether the results will match their estimate.

Text of the instructions for learners (peer-mentors)

1. Create two groups.
2. Your task is to design the production of one mobile/movable equipment consisting at least from four parts using available materials so that the other group can make an identical model in 15-20 minutes according to the written instructions you provide them. You have 30 minutes to describe the proposal and you cannot use a drawing, only words.
3. There will be one observer in each group, who will write down how each member of the group expressed himself, thereby contributing to the result.
4. The task of the observer will be to analyse what characteristics of team cooperation the group members showed during the exercise and what phases they went through in terms of the development of team cooperation.

Summary

Based on the results, summarise the theory about teamwork. How the team is formed. What is the benefit of teamwork? What is communication, how to work in a team. The most important thing is that all members of the team really identify with the objective, that it is their common objective to give their best, which the solution of the task requires at that moment. It is important that the task is completed to the satisfaction of all actors.

5.4. Motivation Strategies for Active Ageing (for people 50+)

Activity No. 5.4.	
MODULE/CHAPTER	5. Peer Mentoring Activities
TOPIC	5.4. Motivation Strategies for Active Ageing (for people 50+)
Title of the activity	My internal setting. Power of ideas in motivation.

Pedagogical objective	Managing the challenging situations thanks to features and supportive ideas that bring us pleasant feelings and lead to the fact that we are in control of our behaviour. The importance of our internal sources and their analysis. Understand the difference between motivation (comes from inside) and inspiration (from the outside). Motivation for people over 50 years of age, internal setting.
Target group	Future trainers of the Peer-Mentor Training
Duration (minutes)	90 minutes
Settings	Chairs arranged in the form of U with the possibility to create small groups.
Size of the group	12 - 16 persons
Method	Interview. Work in small groups. Discussion in a large group.
Tools /Instruments	Coloured cards. Markers. Flipchart paper. Glue.
Description of the activity	

Participants together will listen to the lecturer's story about one challenging situation. Subsequently, the participants will be divided into four groups (approx. 3 people in one group). The task of the participants will be to remember something difficult that they have dealt with in their life. It could be a difficult situation at work or in their personal life that they thought they couldn't solve, but in the end they were successful.

The members of the group will listen to everyone and through the questions they will ask, they should find out, thanks to what, e.g., what features and approach managed to solve it. For example, What was going on in his mind? What did he feel? What convinced him? What encouraged him? What helped him? They then choose one situation to share in front of the whole group. They will write down characteristics, approaches/thoughts, action, journey, ...

The lecturer together with the participants will discuss internal sources in situations, write more ideas on cards that they stick on a flipchart and create - a map of internal sources.

Text of the instructions for learners (peer-mentors)

1. Listen to the story of the lecturer: for example, my first automobile journey to Bratislava. (What was happening in his mind, what he lived, what he did, what helped him, what was motivating him?)
2. Create small groups (approx. 3 persons in one group).
3. Tell your story in a small group (every participant).

4. Consequently, the task of your group will be mapping internal sources of the speaker which helped him to manage the situation. For example, what was enacted in his mind? What did he feel? What convinced him? What stimulated him? What helped him?
5. Your task is to inscribe on cards characteristics, approaches/ideas, activities, journey, etc.....
6. Consequently, the task of your group is to select one situation which you will share with the whole group.
7. The lecturer together with you will discuss internal sources in situations, will write still another on cards and stick-on flipchart and create - the map of internal sources.

Summary

Motivation is the will to act. It is starting from our internal setting. Ideas and emotions put together our tempers. Supporting ideas motivates us and drives us to right behaviour which we have under control. We are encouraging and motivating not only ourselves but we also inspire others. As older people we were managing several difficult situations. Now is the time to be aware that we have concrete internal sources. We have our motivation to manage the challenging situations (also changes) which life brings. We can start in our mind.

Final questions for participants

What did I learn during the online and face-to-face session?

What do I take with me to my own peer mentoring practice?

What is the influence on my current and future way of peer mentoring?

What step can I take tomorrow, based on what I learned in the module?

6. Innovative Forms of Peer Mentoring Services in Online Space

6.1. Communication and Sharing tools

Activity No. 6.1.	
MODULE /CHAPTER	6. Innovative Forms of Peer Mentoring Services in Online Space
TOPIC	6.1. Communication and Sharing tools
Title of the activity	Improvement of digital literacy and learning, using, sharing finding, selecting, processing, analysing the right information
Pedagogical objective	Knowing how to find and use the right information
Target group	Future trainers of the Peer Mentor Training
Duration (minutes)	90 minutes
Settings	Chairs arranged in a U-shape or in a circle with the possibility of forming small groups.
Size of the group	12 – 16 persons
Method	Work in small groups, discussion in a large group.
Tools /Instruments	Paper, pen, flipchart, adhesive tape, computer with internet access.
Description of the activity	

The participants are divided into small groups of three members. Of the three members, one participant will be in the position of peer mentor, the second in the position of mentee and the third in the position of observer. The mentee describes his/her situation in which he needs the help from the peer mentor.

The task of the peer mentor and the mentee will be to talk about digital literacy by selecting and sharing communication tools.

Thus, the online world increases our personal responsibility to receive, manage and share information according to its authenticity, source and content at the same time. Critical thinking is the ability to distinguish fact from fiction, to form an opinion on a subject or topic. It is important also in this exercise to find information for the mentee, but rather what he/she does with the information the peer mentor finds.

The observer observes the course of the conversation, writes down notes, points out weak points which can be developed. After 30 minutes, positions/roles are changed so that everyone takes turns in all positions/roles within the group.

A large group discussion will then take place with the lecturer and other participants and it is discussing the observations of the observers.

Text of the instructions for learners

1. Form small groups of three members. Agree together on roles in the group so that one of the three members is in the position of peer mentor, the second in the position of mentee and the third in the position of observer.
2. Choose a topic so that the participant in the position of the mentee can describe his/her situation and what he needs the help from the peer mentor.
3. Discuss how well is the mentee able to use technologies (hardware and software tools) effectively, efficiently and responsibly.
4. Discuss how to find the information on the internet and how to understand critically, where is the true and the fake.
5. After 30 minutes, switch positions/roles and repeat the exercise.
6. The task of the observer will be to analyse the situation, how well the peer mentor was able to answer the questions of the mentee.
7. Finally, there will be a discussion with the lecturer and other participants in a large group, and the findings of the observers will be discussed.

Summary

The exercise is recommended for practising the theoretical knowledge of digital competences. The exercise targets the critical thinking of the obtained information from the internet.

6.2. Selecting the Right Communication and Sharing Tools

Activity No. 6.2

MODULE /CHAPTER

6. Innovative Forms of Peer Mentoring Services in Online Space

TOPIC

6.2. Selecting the Right Communication and Sharing Tools

Title of the activity

Identifying problems and challenges, ideating possible solutions, and then evaluating the most suitable by selecting right communication and sharing tools.

Pedagogical objective

Knowing how to select the right communication tool in problem solving methods. Become aware of the importance of the right selection.

Target group

Future trainers of the Peer Mentor Training

Duration (minutes)

120 minutes

Settings	Chairs arranged in a U-shape or in a circle with the possibility of forming small groups.
Size of the group	12 – 16 persons
Method	Work in small groups, discussion in a large group.
Tools /Instruments	Paper, pen, flipchart, adhesive tape, computer with internet access.
Description of the activity	

The participants are divided into small groups of three members. Of the three members, one participant will be in the position of peer mentor, the second in the position of mentee and the third in the position of observer. The mentee describes his/her situation in which he needs the help from the peer mentor.

The task of the peer mentor and the mentee will be to talk about the right selection of the tool for the online mentoring.

1. The peer mentor proposes the forms and content of the preparatory meeting online (e.g., proposed online communication tools, structure and content, timetable, equipment and materials).
2. The peer mentor explains the mentee the technical equipment needed for online mentoring, length of session, breaks.
3. The peer mentor proposes and selects the further appropriate communication (collaboration) tools (synchronous and asynchronous) methods, techniques
4. The peer mentor discusses methods to activate and motivate the mentee online.
5. Propose the so-called energizers (online) to increase energy while having online mentoring.
6. The peer mentor gives solutions to unforeseen technical problems during online mentoring.
7. the peer mentor discusses the final structure and outputs of the online mentoring (e.g. mapping of expectations, method of communication, group rules, space for questions, and structure and time schedule of activities).

The observer observes the course of the conversation, writes down notes, points out weak points which can be developed. After 30 minutes, positions/roles are changed so that everyone takes turns in all positions/roles within the group.

A large group discussion will then take place with the lecturer and other participants and it is discussing the observations of the observers, which parts of the mentoring plan were the most challenging, and how the peer mentor can develop in these areas.

Text of the instructions for learners (peer-mentors)

1. Form small groups of three members. Agree together on roles in the group so that one of the three members was in the position of peer mentor, the second in the position of mentee and the third in the position of observer.
2. Select a topic so that the participant in the position of the mentee knows how to describe his/her situation and what he needs the help from the peer mentor.
3. The peer mentor discusses a large selection of communication tools and gives advice on how to choose the right communication tool by solving the problem.

4. The peer mentor gives advantages and disadvantages by choosing one of the communications tools
5. The mentee has to ask as many as possible questions to be ready for online conversation.
6. Follow the proposed structure within 30 minutes.
7. After 30 minutes, switch positions/roles and repeat the exercise until each member of the group has tried all positions/roles.
8. The task of the observer will be to analyse the most challenging situations, and how the peer mentor can develop in these areas.
9. Finally, there will be a discussion with the lecturer and other participants in a large group, and the findings of the observers will be discussed, which parts of the mentoring plan were the most challenging, and how the peer mentor can develop in these areas.

Summary

The exercise is recommended for practising to use several communication tools online for mentoring services online, to learn advantages and disadvantages of each communication tool in online mentoring.

6.3. Creating and Sharing Digital Content

Activity No. 6.3

MODULE /CHAPTER	6. Innovative Forms of Peer Mentoring Services in Online Space
TOPIC	6.3. Creating and Sharing Digital Content
Title of the activity	Learning to manage and solve the problem
Pedagogical objective	Be able to identify and to solve the problem using storytelling methods.
Target group	Future trainers of the Peer Mentor Training
Duration (minutes)	90 minutes
Settings	Work in two separate groups ideally in two different rooms, discussion in a large group
Size of the group	10 – 12 persons
Method	Storytelling
Tools /Instruments	Markers, adhesive tape, cardboard, paper clips.

Description of the activity

The participants will be divided into two groups. The task of each group is to give several opportunities to solve the problem.

Each group gets the same story of the mentee. Working in a team each group has to give several examples how to solve the problem of the mentee using the method of storytelling.

Text of the instructions for learners (peer-mentors)

The story could be:

Soon it will be my 60th birthday, but I have no reason at all to celebrate. I have been fired. I have worked in the BMW factory all my life. I am a simple worker, but I have always enjoyed my work. Then came the war and the energy crisis. It was decided to reduce a large part of the labour force. It is understandable why it happened, but what will I do now? I have been divorced for a long time, I have no children and I run my household alone. I doubt whether there are any opportunities for me.

1. Create two groups.
2. Your task is to solve the given problem showing several possibilities. You have 30 minutes to describe the proposal.
3. There will be one observer in each group, who will write down how each member of the group expressed himself, thereby contributing to the result.
4. The task of the observer will be to analyse how the problem was solved regarding the given situation.
5. The findings of the observers will be discussed in the whole group, how was solved the given problem, where were the most challenging, how the peer mentor can develop in these areas.

Summary

Storytelling is a method which helps to solve given problems and tasks in a playful way and creates constructive and creative comprehension of the given matter.

The theoretical knowledge obtained through self-study is helpful.

6.4. Personal Data Protection - GDPR

Activity No. 4

MODULE/CHAPTER

6. Innovative Forms of Peer Mentoring Services in Online Space

TOPIC

6.4. Personal Data Protection – GDPR

Title of the activity

Knowing how to manage personal data protection in peer training services online

Pedagogical objective

Be able to provide knowledge and skills in assessing ideas, methods and procedures of personal data and privacy, social

	data security, the state of personal data, privacy and social data security and factors influencing it, be able to analyse the challenges of personal data security and be able to choose strategies and tactics for ensuring personal data security.
Target group	Future trainers of the Peer-Mentor Training
Duration (minutes)	60 minutes
Settings	Chairs arranged in the form of U with the possibility to create small groups.
Size of the group	12 - 16 persons
Method	Discussion.
Tools /Instruments	Paper, pen, flipchart, self-stick-notes, internet connection
Description of the activity	

Participants will be divided into two groups. The task of each group is to discuss:

- awareness of the necessity for data protection and rights.
- awareness of the necessity for principles of personal data protection of privacy on the Internet and online media, fundamentals of data protection and working remotely as well as ethics of information security and privacy.
- European Union General Data Protection Regulation;
- awareness to keep the interdependent peer protection that necessitates three hierarchical steps, "the 3Rs": realise, recognize, and respect;
- Ethics and principles of social contracts that are necessary to both the peer mentor and the mentee.

The task of the participants will be to solve several situations with the GDPR.

The members of the group will listen to everyone and through the questions and discussion they should understand the importance of the GDPR in online mentoring.

Text of the instructions for learners (peer-mentors)

Discussion on following topics:

1. Why is data protection needed?
2. Is Data Protection: A Right?
3. What do we understand about personal data?
4. Understanding the 6 data protection principles of GDPR
5. Understanding of Ethical Framework for the peer mentoring
6. Understanding of sensitive data

The task is to select one situation which you will share with the whole group according to GDPR. Finally, there will be a discussion with the lecturer and other participants in a large group.

Summary

The exercise is recommended for practising theoretical knowledge and discussing several situations according to GDPR.

Final questions for participants:

What did I learn during the online and face-to-face session?

What do I take with me to my own peer mentoring practice?

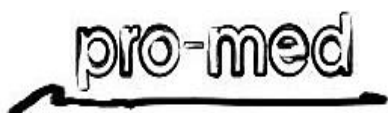
What is the influence on my current and future way of peer mentoring?

What step can I take tomorrow, based on what I learned in the module?

Coordinator



Partners



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