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YOUWELL TEACHER MENTOR-COACH HANDBOOK

Sustaining Young Teachers' Wellbeing at School

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YouWell Teacher Mentor-Coach Handbook

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Introduction

In Homer's Odyssey, Athena, the Goddess of Wisdom disguises herself as an old friend of Odysseus, named 'Mentor', so that she could impart wisdom and courage to the young prince Telemachus (Odysseus' son). Since then, the name of Mentor has become a metaphor for the supportive and guiding influence from a more experienced person to a younger one.

Historical tracing of mentoring shows that it is not only an idea, but an effective practice from ancient times until today for the development and adaptation of young people to reality.

Over time, this concept has become more and more widely accepted (Joo et al., 2012). Today, mentoring is an essential part of professional learning and development in the workplace to achieve high competence and significant performance improvement. The focus of this approach is on the development of relevant professional and social skills through the realization of pre-formulated specific goals.

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Dear teachers,

We present this handbook to support your motivation to mentor your under-experienced colleagues, with the aim of their induction and sustainable retention in the profession. Below you will find synthesized theoretical information about mentoring and the necessary tools to use in your mentoring practice. We pay special attention to the integration of the highly effective *coaching* approach in this support process. At the end of the handbook, there is a list of supporting references for your self-study and improvement.

We believe that implementing the mentoring through coaching approach for the induction and adaptation of novice teachers will help them:

- to have their “aha” moments;
- to be inspired by their senior colleagues and to bring inspiration to the professional journey of their younger and novice colleagues;
- to find the ways they keep the love of learning and teaching with others, which often is what brought them into the profession at first;
- to have someone to make this difference in their lives and to be someone who makes a positive difference in the lives of those around – students and colleagues.

We wish you success and satisfaction!

The authors

1. Background of the problem

If you have to put someone on a pedestal, put the teachers.
They are the heroes of the society.
Guy Kawasaki

Many of us have had a teacher who made us love a subject and this not only shaped our future profession, but also gave direction to our overall personal development. It is due to the skill of that teacher to create an atmosphere for the student to reach his potential. Anyone who remembers his school days remembers not the methods of teaching but the teacher because s/he is the heart of education.

Despite the development of technology today and online learning, teachers continue to play an indispensable role in the learning process. Moreover, in the future, the profession is set to be among the most demanded.

The transformation of the education system nowadays also reflects the profile of the teacher. Today his/her role goes far beyond teaching. The modern teacher is no longer so much a provider of information and an assessor of knowledge, but a facilitator of the learning and educational process, motivating and encouraging young people to learn and progress. In order to fulfill his or her mission and meet the expectations of society, the teacher must have new knowledge, skills and attitudes.

Unfortunately, higher education lags behind in preparing future teachers for these competence requirements, which is an obstacle to their professional adaptation and realization in a real school environment.

In 2018, there were 5.2 million teachers in the EU (primary, lower secondary and upper secondary education). As many as 2 million or 39% of them were older than 50 years (https://ec.europa.eu/eurostat/web/products-eurostat-news/-/edn-20201005-1?fbclid=IwAR30LFKREl1RoJkaGiZ4AlHc0VF6QrK77KCAUAJSjUJTdCf8wOqa-H-rE2Q).

In the next ten years, a large number of teachers in the EU will retire and, of course, many new teachers will be hired. On the other hand, these data also shows that we have many experienced teachers in the EU who can pass on their knowledge and experiences to teachers entering the profession (https://empowering-teachers.eu/).

Data from the World Bank's 2021 survey in Bulgaria show that only about 10% of newly employed teachers in the country remain permanently in the education system. More than half leave after their first year in school, 60% of those who stayed on leave after their second year, and another 56% of new teachers change careers after their third year. Currently, only 6.5% of teachers in Bulgaria are aged 29 or younger (https://www.mon.bg/upload/28839/BG-19BG04_Roadmap_301121.pdf).

In Slovenia the share of young teachers is low, and they question their choice of career more than older ones. The share of new teachers in the workforce is the lowest in the EU (3.9%; EU - 11.6%), while the share under 30 is below the EU average (6.4% v 7.4%). Teachers under 30 are twice as likely to doubt that they have chosen the right profession as teachers over 50 (19 pps difference, the second largest in the EU) and to wish to change school. (https://op.europa.eu/webpub/eac/education-and-training-monitor-2020/countries/slovenia.html)

In the Republic of North Macedonia, the figures are even lower. Beginning teachers account for 3.5% of the total number of teaching professionals in the country, while young teachers under 30 years account for only 5.1%.
(https://mon.gov.mk/stored/document/Zakon%20za%20nastavnicite%20i%20str.pdf)

The most common reasons for high rates of employee turnover among young teachers are high stress demands, poorly developed social skills, and lack of a sense of support and integration.

For Bulgaria and Slovenia also mentioned the excessive number of students in class, and in general in schools in larger cities, which is related to urbanization and migration processes in these countries.

In North Macedonia, the trend is in the opposite direction - towards a decrease in the number of students and classes in schools, due to which the need for teachers is decreasing, and consequently there is an outflow from the profession and uncertainty for employment.

In addition, the pandemic has affected young teachers much more negatively than their more experienced counterparts. The survey data suggest that they experienced more stress in this new and unpredictable situation, their resources for adaptation were more quickly depleted, their motivation was more labile, and a high willingness to leave the job could be expected. https://www.wellbeproject.eu/

The need to introduce mentoring programmes for new teachers has been recognized in the project countries, but the practical implementation of policy solutions is still fragmented.

This paper comes in response to the need to develop effective programmes to retain novice teachers in the profession. Mentoring by experienced teachers has great potential in this respect, as they are closest to their younger colleagues and have first-hand knowledge of the school environment and students. Integrating a coaching approach into such a mentoring programme adds value to the outcomes as it helps to activate the potential of the mentees themselves to tackle problems and achieve goals.

2. Essentials of mentoring and benefits of mentoring in schools

The word mentor originally comes from Greek mythology. Over the years, the term “mentor” has gradually become associated with the idea of an older and/or more experienced person acting as a guide to a younger and/or less experienced person. At some point a few years back, “mentor” became a buzzword of sorts. Every blog post or self-help book on careers urged readers to seek out mentors if they really wanted to succeed. There seems to be an expectation that like a fairy godmother or godfather, your mentor would help you overcome the thorniest work-related challenges with grace and style.

According to Clutterbuck and Megginson „Mentoring is off-line help by one person to another in making significant transitions in knowledge, work and thinking.“ (1997). The mentor helps the mentee to step and think “outside the box” of their personal situation and together look at it from the side. The authors liken it to a process of standing in front of a mirror with someone else who can help you see things about yourself that are so familiar that you no longer notice them.

Mentoring is the very process of being accompanied by the mentor, assisting with guidance, advice, questions and giving feedback on the achievement of a specific identified goal related to a change in the professional or personal development of the mentee. Mentoring constitutes a mutual and voluntary relationship bound by a time frame and specific goals.

In its nature and social role, the teaching profession is very close to mentoring, but does not overlap with it. The difference is determined by the scope and trustworthiness of the interaction as well as the motivation of the two parties involved. The teacher is generally acting as a behavioural model for their students, but to function as a mentor they also need to give personal attention and time to each one for them or for the individual student, to discuss openly and confidentially focusing on specific personal goals of the student, to monitor and analyse the change in the student’s development, the approaches to achieve results and the lessons learned from mistakes made, i.e. It is necessary to follow some logical steps in the process, to apply skills,

working practices and tools for effective communication and impact. This type of relationship requires high intrinsic motivation and commitment to achieve the desired outcome on both sides, as well as prior preparation and a mentoring mindset. Similarly, more experienced school teachers have the resources to become mentors to newly recruited colleagues to introduce to the professional environment and demands of the job. It is only necessary to negotiate the framework for such interaction and to involve and encourage the participants.

Roles of the mentor and the mentee

Role of the mentor – being a more experienced and knowledgeable person, the mentor helps the mentee to learn and develop; provides guidance, shares their knowledge, experience and skills, and supports the mentee in setting and achieving their goals. It would be a misconception that the mentor sets the mentee's goals, solves the mentee's problems, or imposes his or her own positions and views on the mentee. The mentor's role and impact are as follows:

- Provides guidance on setting challenging but achievable goals that are clear and measurable;
- Inspires by focusing on opportunities, not so much on problems;
- Advises on specific issues, drawing on their experience and making clear arguments;

- Helps with useful resources;
- Challenges by presenting other points of view and providing feedback;
- Sets an example with own performances as a role model;
- Provides structure and accountability for process and outcomes.

Role of the mentee - the mentee believes that with the help and guidance of a more experienced mentor, he or she will achieve his or her goals more effectively and resolve challenges along the way. The mentee need not necessarily always agree with the mentor's advice and/or rely on the mentor to solve all problems. Specifically, the role of the mentee in the relationship boils down to:

- Collecting, analysing, and reflecting on information gained from experience, observation, and discussions with the mentor;
- Transforming this information into knowledge and concrete practical actions;
- Tracking progress towards goals and/or adjusting the goals themselves.

The mentor-mentee relationship is two-way, where both the mentor and mentee are active in the dynamic and engage in it open to working diligently and purposefully together. More specific and clear goals are a good prerequisite for success in mentoring pairs, but they by no means limit the potential for a well-done job. In certain types of mentoring relationships, defining goals can be a great first goal on its own. Realistically, the mentoring process can occur both formally and informally, on an individual level or in an organisational context, in a school, other educational organisation or in a corporate environment, with this format depending on the participants themselves, their goals and preferred style of interaction. In order for the process to be effective and to happen in a better and more satisfying way for both parties, it is necessary to create the right conditions and organisation for it to take place.

Appropriate conditions - these can be referred to the environment and people. *Environmental conditions* include a culture of understanding and accepting the need to integrate mentoring into the organisation, understanding the benefits of implementing it and securing the necessary resources (time, space, people). These conditions do not exist a priori, but to be built and sustained require focused activity and effort on the part of management and the team. In recent years, the frequent and dynamic changes at all levels of the educational system, including the career development of teachers, have created additional difficulties in this direction. Promoting mentoring as an approach, providing information with examples and good practices from similar structures and organisations, involvement in work projects are just some of the applicable and effective methods for forming a culture of acceptance and understanding of mentoring.

The *people* who are also key to the effective implementation of the mentoring process include not only the immediate participants - mentors and mentees. There is also a need for the organisational team to provide administrative, logistical, and even emotional support and coordination of the mentoring process. It is within the remit of the school principal to form such a team, which would function as an ad-hoc group rather than a separate administrative structure.

The benefits of mentoring can be seen at the individual level as well as in organisational and societal contexts. On a personal level, both the mentee and the mentor benefit from mentoring. For the mentee, they are undeniable in providing:

- ✓ useful information for orientation in the environment and profession,
- ✓ the opportunity for free and constructive discussions with an experienced, competent and confident colleague,
- ✓ in receiving professional support and guidance for action in the environment.

These are all prerequisites for increasing personal confidence in coping with the challenges of the adaptation period and eventually the subsequent career path and development of the young/newly appointed teacher.

For the mentor, the benefits are seen in the satisfaction of shared knowledge and the continuity of skills in the “craft”, in the mutual learning and collaborative partnership happening in a way that is conscious for both parties.

In an organization (e.g. school), the benefits of mentoring can be broadly outlined in three main ways:

a) it develops the human potentials and assets of the organization, and these are more scarce than financial, technical and material resources in modern society and in schools in particular. Since only people are the carriers of meaning, initiative and competence, without which education cannot fulfil its social functions, investment in their development is a necessary and indispensable prerequisite for successful educational activity. Mentoring is one of the tools for the development of people in the organization - it broadens the perspectives of the employees and in this sense enables the growth of the organization itself;

b) helps to transfer important tacit knowledge from one group of teachers to another - tacit knowledge is what is difficult to describe in documents and procedures because it is the fruit of the wisdom of experience, of the flexible and adaptive combination of theory and practice in everyday life and in the specific context of the organisation. Mentoring provides a channel for the transfer of tacit knowledge from more experienced to newer teachers and prevents the loss of this knowledge when good professionals retire or leave;

c) aids retention and minimises staff turnover, as it creates a sense of connectedness and continuity within the school and therefore job satisfaction.

Mentoring also benefits the students themselves, who get the chance to be taught by teachers with high and similar standards of work, in a supportive environment, without turnover and permanent dissatisfaction.

Regardless of the undeniable benefits and the apparently uncomplicated mechanism for its implementation, mentoring is not and cannot happen “for free”. It requires an investment of time and effort, personal commitment and involvement of people in the process and its management.

In this perspective, it is important to distinguish the following 4 stages of the mentoring process:

1) Selection of participants - mentors and mentees who need to be able to combine in complementary partner pairs in addition to appropriate motivation and personal qualities. Research into how programme managers decide on matches shows that they make a judgement between two factors:

- Compatibility – are they similar enough to get on well together?
- Stretch – are they different enough to learn from each other?

2) Training of mentors in the basic principles, approaches, and practical skills of mentoring in order to ensure that participants clearly understand and embrace the essence of mentoring and the roles of mentor and mentee;

3) Active mentoring - a period of active work in mentoring pairs, during which there is introductory work, including getting to know each other, setting goals for the joint work and defining the algorithm for action; actual work – conducting planned and structured workshops, tracking progress on the implementation of goals and objectives, planning changes in the approach if necessary;

4) Finalisation of the mentoring process - with reflection on the experience and feedback, reporting on the results achieved, necessary corrective actions and highlighting the benefits for the participants. Measurement at key points (typically midway and at the end of the formal relationship) helps keep the pair on track and identifies opportunities to improve the programme.

These stages are interconnected and conditional on each other, and passing through all of them is a prerequisite for the effective implementation of mentoring. Last but not least, it is important

that the time frame is fixed from the beginning and respected by all participants and in relation to all activities. This brings added value for the mentor, the mentee and the school or any other organisation embarked on this journey.

3. Introduction to the coaching definition. Roles of coach and coachee. Differences between mentoring and coaching. Be P2P coaching to the educational system specifics.

What is coaching?

Coaching is a transformative process that can assist people in unlocking their untapped potential and utilizing it to become a better or superior version of themselves. The support which one coach provides to their client can be compared, to continue the mirror metaphor from the previous part, to the support one receives from the mirror, while examining their reflection. Although the mirror cannot modify what he or she may dislike about their reflection, it does reveal where the person needs to focus efforts to improve – whether that entails makeup, relaxation, or simply trying to look at life in a more positive way.

Coaching is not a new concept; rather, it has deep historical roots that can be traced back to Ancient Greece. The origins of coaching can be found in the philosophical practices of thinkers like Socrates, who famously provoked individuals with probing questions, encouraging them to explore their own thoughts and beliefs. In these ancient dialogues, we can see the early seeds of what would later evolve into the coaching methodologies we know today. These ancient philosophers recognized the power of guiding individuals to uncover their own insights and wisdom, a fundamental principle that continues to underpin modern coaching practices across a wide range of disciplines.

It seems that coaching is most of all the ultimate attempt of humans to communicate effectively with one another. The reason for that is because through effective and efficient communication people connect to each other in an authentic way. In addition, coaching reminds people that in a two-way communication and relationships there are two conditions to be fulfilled so it “works” – first condition is to have the right communication counterpart, and the second is – to be the right partner in a communication and relation.

The Definitions

One of the main authorities in the coaching field, the International Coach Federation, ICF, defines coaching as *"partnering with clients in a thought-provoking and creative process that inspires them to maximise their personal and professional potential"*. Coaching frequently reveals latent sources of creativity, productivity, and leadership that were previously untapped.

The Belgian chapter of the other main authority in coaching, the European Coaching and Mentoring Council, EMCC, defines coaching as follows: *"Coaching is an art: that of helping a person or a group to develop and enhance their professional, relational and personal potential in the realisation of their projects and to take their rightful place in the relationship they have with themselves, others and their environment."*

Values that underpin coaching

To gain a deeper understanding and appreciation of the essence of coaching, it is helpful to examine some core values manifested by the ICF and the EMCC. Some of those might be among your professional values, others may offer different stances on what might be of great importance for other people and for the organizations, leading the conversation around coaching and mentoring.

ICF bases its Code of Ethics on four fundamental principles: professionalism, collaboration, humanity, and equity.

- **Professionalism:** entails a wholehearted dedication to a coaching mindset and high professional standards, characterised by responsibility, respect, integrity, competence, and excellence;
- **Collaboration:** involves a commitment to fostering social connections and building communities;

- **Humanity**: requires a kind, empathetic, and respectful approach towards others;
- **Equity:** is about recognizing and addressing the diverse needs of individuals and ensuring that fair and just processes are always implemented, leading to equal opportunities for everyone.

Among the main values EMCC refers to, are the following:

- **Pioneering spirit:** Embracing innovation and finding new ways to support clients;
- **Excellence**: Striving to improve coaching quality through rigorous standards and ongoing education;
- **Inclusiveness:** Promoting equal opportunities and creating a welcoming, inclusive community for all;
- **Cultural diversity:** Embracing and respecting cultural differences to promote effective coaching practices for clients from diverse backgrounds;
- **Unity:** Promoting collaboration and teamwork among coaches to advance the coaching profession and better serve clients.

Roles of Coach and Coachee

Similarly, to the mentoring process described above, we can outline distinct roles assigned to the two parties in this relation, the coach and the coachee.

The Role of the Coach – to support the coachee in their personal and professional development journey. The coach does not impose solutions or set goals for the coachee but instead employs various techniques to help the coachee uncover their own insights, identify challenges, and define clear and measurable goals. The coach listens actively, asks questions, provides constructive feedback, while also inspiring and challenging the coachee to explore new perspectives.

The Role of the Coachee – responsible for collecting, analysing, and reflecting on their own experiences, observations, and discussions with the coach. The coachee transforms this information into practical actions and tracks their progress toward their self-defined goals. While the coachee benefits from the coach's support and expertise, they are active participants in their own growth and development. The coaching relationship thrives when both the coach and coachee collaborate openly, with a shared commitment to achieving the coachee's objectives.

ICF emphasizes that the coaching process formally commences when both the coach and the coachee sign an agreement. This step is essential to ensure that each party understands and commits to their respective responsibilities, promoting the effectiveness of the coaching relationship while also delineating the boundaries between coaching and therapeutic or mental health support. In essence, coaching is a partnership, characterised as an alliance rather than a formal business partnership. The client bears the responsibility for their own well-being, decisions, and actions, and the coach's role is to provide support, guidance, and feedback within the ethical standards of the coaching profession. The coaching relationship is built on trust, open communication, and mutual respect for each party's roles and responsibilities.

Conditions for Successful Coaching Process

Supportive environment within the organization or educational institution

This environment should foster a culture of understanding and acceptance regarding the value of coaching. The organization should acknowledge the benefits of coaching, allocate the necessary resources in terms of time, space, and personnel, and actively support the integration of coaching into its operations. Creating such conditions may require proactive efforts from management and leadership.

Commitment and motivation of coach and coachee

Intrinsic motivation on both sides is essential to drive the coaching relationship forward. Coaches should be prepared, possess the necessary skills. In schools, experienced teachers who take on coaching roles must go through a proper preparation in order to serve as coaches. They need to invest personal attention and time, engage in open and confidential discussions, focus on specific goals, monitor progress, and provide guidance through supporting their coachees widen perspective rather than offering ready to use advice and solutions. This level of dedication and commitment is crucial for achieving desired outcomes.

Well-structured process

This is vital for effective coaching. Defining clear and measurable goals, setting expectations, and establishing a logical sequence of steps are essential components of a successful coaching framework. The process can be formal or informal, individualized or group-based, depending on the participants' preferences and goals. Regardless of the format, creating the right conditions and organizational support is paramount to ensuring the effectiveness and satisfaction of both coaches and coachees.

Differences between Mentoring and Coaching

While mentoring and coaching share some common elements, they differ in scope, specifics of interaction, and the motivation of the parties involved. The teaching profession, for instance, bears similarities to mentoring but does not completely overlap.

Before we offer some key distinctions between coaching and mentoring, here is a comparison among coaching, mentoring, and teaching (YouWell Training, 2023):

TEACHING: directive approach, which focuses on ensuring that a person understands the fundamental concepts and essential elements required to complete a task;

COACHING: non-directive approach, which means it is about posing the right questions and providing the space, trust, and confidence for the individual to consider how to achieve more, reach their objectives, and find capabilities within themselves;

MENTORING: provides wisdom and guidance based on mentor's own experience. Mentoring may include advising, counselling and coaching;

Key differences between coaching and mentoring

Purpose and Focus

Coaching primarily focuses on helping individuals achieve specific, short-term goals and objectives (1-6 months). It is goal-oriented and typically revolves around improving performance, acquiring new skills, or addressing particular challenges. Coaches ask questions and facilitate the coachee's self-discovery and problem-solving to achieve these goals with the inner resources coachee has.

Mentoring often has a broader and more long-term focus (6-12 months). It is typically a developmental relationship where a more experienced individual (mentor) guides and shares knowledge with a less experienced person (mentee). Mentoring encompasses personal and professional growth, career advancement, and overall skill and knowledge development.

Relationship Dynamics

Coaching has a formal and structured dynamic. This professional relationship is time-bound, with specific goals and outcomes in mind.

Mentoring may be more informal and may develop naturally over time. The mentor-mentee relationship tends to be more long-term and personalized.

Expertise and Direction

Coaches do not have to be subject matter experts in the coachee's field. Instead, they focus on asking powerful questions, active listening, and helping the coachee discover their own solutions. Mentors are typically chosen based on their experience and expertise in a specific field or industry.

Coaching in the system of Education

Coaching is experiencing a notable surge in popularity across various societal domains, and the education sector is no exception. This increasing trend can be attributed to the distinct approach coaching offers in terms of professional development. Coaching serves as a highly effective method for educators to cultivate professional and interpersonal skills, enhance self-assurance, satisfaction in the profession, and ultimately – to elevate performance in the classroom. Moreover, coaching offers a shift in the mindset with an emphasis on well-being - seen beyond self-care, as responsibility to others.

When educators prioritise their own well-being, shift perspective on what is important, they become indispensable agents of positive influence for their students, and families, but also for colleagues – other teachers and professionals at school, and even to the broader social environment. Nurturing their own practical well-being habits allow teachers to tap into their full potential, enabling them to transcend their role as mere instructors and become transformative figures in the lives of those they teach. By emphasizing self-care and personal growth, teachers can truly unlock their ability to inspire, motivate, and guide their students, but also other teachers toward success, satisfaction, and personal development.

Advantages of coaching in education

Offers Personalized approach: Every teacher has their own unique strengths, weaknesses, and goals. Coaching provides teachers with the opportunity to receive personalized support and feedback that is tailored to their specific needs. This approach ensures that teachers can focus on areas of improvement that are most relevant to their teaching practices.

Helps to create a culture of continuous learning: Education is constantly evolving, and teachers need to stay up to date with the latest developments in teaching practices and educational technologies. Coaching provides teachers with the skills and knowledge they need to continue learning and growing throughout their careers.

Strengthens relationships and trust: When coaching in school is provided by internally trained staff, for example when teachers are trained to use coaching to coach their colleagues, this process helps to create a sense of community among teachers in the school, as they work together to improve their performance in the classroom.

How does coaching "happen" in a school environment?

Coaching in a school environment can be delivered in a variety of ways. It can be provided by an external coach or team of coaches, who work with teachers. Alternatively, schools can develop their own internal coaching programmes, which can be led by experienced teachers or administrators trained to provide the service to their colleagues. Regardless of the approach, coaching in education is most effective when it is focused on the needs of the individual teacher and is delivered in a supportive and non-judgmental environment. The combination of one-to-one and group approach is most effective as it helps people to open and share openly what are some challenges they face. From there, with the support of the school management a structured process can be designed and planned, so as to meet the core needs of the participants – teachers, students and all stakeholders involved in the coaching process.

P2P Coaching in school environment

Beverly Showers and Bruce Joyce were among the first to introduce the concept of coaching for teachers in the early 80's. They recognized that people learn new skills more effectively when they receive support and guidance from others. The authors investigated the usefulness of peer coaching in helping teachers develop expertise with new teaching techniques, and their research indicated that peer coaching did make a significant difference.

What is P2P coaching (Peer to Peer Coaching or just Peer coaching)?

Peer coaching involves two or more teachers working together to observe, reflect, and provide feedback on each other's teaching practices. This approach creates a safe and supportive environment for teachers to share ideas, discuss challenges, and receive constructive feedback from their peers. Peer coaching has been found to have a positive impact on teachers' professional development, job satisfaction, and overall performance.

Coaching in education has evolved beyond peer coaching and now includes a range of coaching approaches, such as instructional coaching, leadership coaching, and coaching and mentoring for personal and professional development. Specifics:

- Instructional coaching focuses on improving teaching practices and student outcomes;
- Leadership coaching is designed to develop leadership skills and enhance decision-making and teamwork in school environment;
- Coaching and mentoring for personal and professional development aims to support teachers in achieving their personal and professional goals.

Coaching and mentoring for professional development

The EMCC competence framework describes how coaching and mentoring are interconnected: *"It is a professionally guided, structured, purposeful, and transformational process, helping clients to see and test alternative ways for improvement of competence, decision making and enhancement of quality of life. Coach (mentor), and client work together in a partnering relationship on strictly confidential terms. In this relationship, clients are experts on the content and decision-making; the coach (mentor) is an expert in professionally guiding the process."*

The skillset

The European Mentoring and Coaching Council, EMCC, has identified eight main competence categories that are essential for both effective mentoring and coaching. These categories are crucial for developing a strong and supportive relationship between mentor-coach and client, as well as ensuring that coaching sessions are productive and effective.

1. Understanding Self – this involves being aware of one's values, beliefs, and behaviours, and recognizing how these affect the coaching practice. Coaches who have a clear understanding of themselves can manage their effectiveness in meeting the client's objectives.

2. Commitment to Self-Development – continually explore and improve the standard of their practice to maintain the reputation of the profession.

3. Managing the Contract – establish and maintain the expectations and boundaries of the coaching contract with the client and sponsor (the one who ordered the service - in a school environment the sponsor can be the principal or the department responsible for Education in the local municipality). This ensures that both parties are clear on what they can expect from the coaching relationship.

4. Building the Relationship – maintain an effective relationship with the client and sponsor. This creates a supportive and trusting environment that enables the client to achieve their goals.

5. Enabling Insight and Learning – It refers to the professional conduct that coaches work with the client and sponsor to bring about insight and learning, which helps the client make progress towards their objectives.

6. Outcome and Action Orientation – support the client – coachee, mentee, in making desired changes.

7. Use of Models and Techniques – apply models, tools, techniques, and ideas beyond the core communication skills to bring about insight and learning.

8. Evaluation – contribute to establishing a culture of evaluation of outcomes. This ensures that the coaching relationship is productive and effective.

These eight competence categories identified by EMCC are critical for effective mentoring and coaching. Coaches-mentors who develop skill set under these competencies can build strong relationships with their clients, facilitate learning and growth, and achieve the desired outcomes.

The promise of coaching is clear: it helps individuals unlock potential and become a better version of themselves. With coaching skills, experienced teachers can effectively guide novice colleagues, and novice teachers can increase self-awareness and sense of belonging. This inevitably leads to a more collaborative and productive work environment in the schools, benefiting both the individuals and the educational organization.

Mentoring through coaching: the YouWell approach to support novice teachers sustain in school environment

The team of the YouWell project introduces a modernized mentoring programme, which incorporates coaching principles and empowers both mentors and mentees with a new framework. We see this as a strategic move that can bring several benefits to the schools and educational institutions which implement the YouWell Mentoring through Coaching framework.

Enhanced Professional Development

Traditional mentoring often relies on the mentor's experience and advice. By infusing coaching principles into the mentoring process, the focus shifts towards empowering mentees to explore their own solutions, fostering self-awareness, and promoting continuous learning. This approach allows mentees to actively participate in their professional development, leading to more meaningful growth and at the same time makes the process more engaging and creative for the mentor.

Alignment with Modern Teaching Approaches

The education sector is evolving rapidly, with new teaching methods, technologies and AI on the scene. The YouWell modernized mentoring approach equips mentors with coaching skills that can help mentees adapt to these changes effectively. It encourages mentees to become agile educators who can adjust to evolving classroom dynamics and leaves spaces for mentors to get inspired and learn from mentees too.

Increased Mentee Ownership

Coaching principles promote a sense of ownership and responsibility in mentees for their own growth and development. Empowered mentees are more likely to set ambitious goals, seek feedback, and proactively address challenges. This sense of ownership not only benefits the individual mentee but also contributes to a more self-motivated teaching community.

Improved Mentoring Relationship

Coaching principles emphasize active listening, empathy, open communication, and partnering. These are essential components of effective mentoring relationships. When mentors are equipped with coaching skills, they can successfully create a supportive and non-judgmental environment that fosters deeper connections with their mentees. This, in turn, can lead to more productive mentoring relationships.

Professional Growth for Mentors

Introducing coaching principles into mentoring benefits mentors as well. They are provided with a new set of skills and strategies that enhance their ability to guide and support their mentees effectively. This continuous learning process can invigorate mentors and lead to a greater sense of accomplishment in their mentoring roles.

Long-Term Impact

Mentees who have developed self-awareness and a sense of ownership are more likely to continue their professional development independently. This long-term commitment to growth

benefits both the individuals and the educational institution in terms of improved teaching quality.

Adaptability and Resilience

The modernized mentoring approach developed in the YouWell project equips mentees with decision-making skills, changing focus from problem-solving to solutions-seeking, from “mentor knows better” to mentor facilitating the process for the mentee to find better solution to his or her own challenges - this all, making both mentor and mentee more adaptable and resilient educators. They can navigate challenges and changes in the educational landscape with increased confidence, contributing to a more stable and innovative teaching environment.

Our team is convinced that incorporating coaching principles in the classical mentoring process will empower both mentors and mentees with forward-thinking, which aligns with the evolving needs of the education sector. It will benefit not only individual educators but also the entire educational institution.

4. Competence framework

Competence Model is a collection of competencies that together define successful performance in a particular work/role setting. It is the foundation for important human resource functions such as recruitment and hiring, training and development, and performance management.

Competence is the capability to apply a set of related *knowledge, skills, and abilities* to successfully perform functions or tasks in a defined work/role setting.

The aim of the YouWell Competence Model development is to:

- describe the teacher mentor-coach and novice teacher-mentee profile;
- identify their needs of training and development;
- focus as much as possible the project outputs on the needs of teachers;
- make the project outputs understandable and user-friendly.

The research was conducted between April and May 2023 with the participation of 87 teachers from Bulgaria, North Macedonia and Slovenia.

Steps to develop a competence model

- Desk research on academic and public info about teachers mentoring in educational system;
- Interviews with teachers about competencies of teachers-mentors and teachers-mentees;
- Focus groups with teachers to describe teachers- mentors profile;
- Comparison of the gathered data teachers- mentors profile with the European Mentoring and Coaching Council (EMCC) profile;

- YouWell mentors and mentees profile creation and identification of the most important areas of development.

Results of the research

➲ **Desk Research** in academic and public sources of information on the competencies needed to effectively perform the role of teacher-mentor to newly recruited colleagues.

It has provided us with more than 80 sources on the topic, not only from the participating countries, but also from other European countries and the USA, which bring up-to-date information on the development of mentoring for young teachers as a necessary and useful practice.

17 European countries have compulsory mentoring programmes (Austria, Cyprus, Croatia, Estonia, France, Germany, Italy, Ireland, Luxembourg, Malta, Portugal, Romania, Slovakia, Slovenia, Sweden, Turkey and the United Kingdom). Despite differences in structure, they have a beneficial impact on the education system at both individual and institutional level.

While mentoring exists in the education systems of the project countries, there is no structured and proven effective comprehensive programme for inducting newly appointed teachers into the profession. On average, only 30% of teachers in Organisation for Economic Co-operation and Development (OECD) countries report that they have participated in regular induction activities in their schools, and only 22% have assigned mentors. https://drive.google.com/file/d/129lXnfL8mXjVOPS53XS17CArbp3zN

For the full and effective implementation of mentoring, it is not so much financial resources that are needed, but good promotion of the idea, organization of the model and the will to put it into practice. The development of mentoring programmes and their experimental implementation in

schools is currently mainly done within projects. They are aimed at mentoring both teachers and students.

Typically, when it comes to mentoring novice teachers, mentors are external to the school.

Many publications in American universities show that in the USA there is a similar problem in the retention of new teachers and verify the usefulness of induction programmes for their adaptation and retention in the profession.

- **Interviews with 32 experienced primary and secondary teachers from the three countries were conducted.**

Through the interviews, a wide range of information was gathered on the difficulties novice teachers face in terms of administrative, organisational, qualification and social psychological aspects, as well as their motivational and personal potentials for achieving successful adaptation and retention in the profession.

For the purposes of the Induction Programme, we will set out below only the information on the areas of development of novice teachers that are potential subjects of mentoring.

Characteristics of the novice teacher - relatively good academic preparation (with more conditionality on this criterion in North Macedonia), but with a deficit of practical skills and experience; high enthusiasm and energy for action, but without knowledge of the legal framework and rules of work; ambition and desire for expression are supported by creativity, but often without preparedness and sense of reality and its problems. There are manifestations of conceit, ostentation and mechanical application of innovative methods without adapting and taking into account the specificity of the environment and the characteristics of the students. Pragmatism, career orientation, pursuit of personal goals and interests, sparing of personal efforts and time, more difficult to cope with frustration.

Among their undoubtedly positive characteristics are flexibility, digital and linguistic competence, and the ability to find information easily.

Intrinsic Novice teachers' motives for staying in the profession: stemming from a love of the profession and working with children; a sense of meaning and personal fulfilment in performance, an inner confidence to tackle challenges and hope for change for the betterment of society, satisfaction with the observed effect on students

The most common reasons for leaving their job are:

External - inadequate remuneration; poor discipline and weak student motivation to learn in class; diverse typology of students in class (mixing with children with special needs); administrative and bureaucratic complexities, requirements and responsibilities, frequent changes; disrespect and pressure on teachers from parents; stressogenic nature of the work and risk of health problem; limited opportunities for career growth; insufficient support from colleagues and institutional management.

Internal - insufficient personal and professional experience; poor practical training and lack of skills in working with students and parents; poor role flexibility and inability to take on multiple and varied roles; unrealistic expectations of the profession; feelings of loneliness and lack of support, and of limited freedom.

Difficulties encountered by the novice teacher are primarily related to the ability to manage the class, classroom and lesson planning and time management in general.

The most serious challenge is communication with parents, whose behaviour is very often demanding, arrogant and uncooperative. Communication with students is difficult due to poor discipline, low motivation to learn. This includes the difficulty of working with children with special needs who are included in general education classes.

The subjective reasons for difficulties encountered high and unrealistic expectations about professional realization and conditions for it, lack of patience, excessive emotional investment in work, rapid professional demotivation.

Based on the summarized information from the interviews, the following profile of novice teachers was drawn up:

YouWell Mentee profile

PERSONAL CHARACTERISTICS	BEHAVIOR
High enthusiasm and energy for action; ambitions and the desire to perform are supported by creativity, but often without preparation and a sense of reality and its problems. Pragmatism, career orientation, following personal goals and interests, sparing personal efforts and time. Difficult to deal with frustration.	Manifestations of self-sufficiency, ostentation and mechanical application of innovative methods are observed, without adapting and taking into account the specifics of the environment and the characteristics of the students.
SKILLS	**KNOWLEDGE**
Flexibility, digital and language competences, ability to easily find information.	Relatively good academic preparation, but with a deficit of practical skills and experience Lack of knowledge of the regulatory framework and work rules.

Areas of development

Communication, cooperation, problem solving, planning and organizing, stress management.

This information will be taken into account in the development of the mentoring methodology in the mentor teacher training programme and also for the Resource Guide for self-training of novice teachers.

YouWell Mentor`s profile

The interviews also gathered information on the competences of the experienced teachers-mentors which was used in their selection and subsequent training for P2P mentoring, presented below:

Professional status

Experience (min. 10 yrs.) in the same teaching subject; experience with a variety of activities in the educational field; participation in professional and educational projects; experience with professional and educational preparation for participation in a variety of competitive and competitive activities and demonstrated achievement with students.

Knowledge - very good professional training, pedagogical and psychological competence; continuous upgrading of skills and knowledge of the latest trends and best practices in education; good knowledge of technology, digital competences; able to apply "pedagogical tricks"; knowledge of administrative regulations.

Skills - first and foremost communication skills - active listening, positive communication attitude, empathy, questioning and giving alternatives, feedback skills; collaboration and teamwork skills; management and leadership skills; problem solving skills; respect for the work and its meaning, respect for colleagues; understanding and observing model behaviour, enthusiasm, calmness,

understanding and accepting the role of "buffer" in stressful situations and when negative emotions escalate.

Personal qualities - warmth and caring, flexibility and adaptability, creativity, generosity, openness to new experiences, patience and responsibility, honesty and self-criticism, good morality, honesty, assertiveness, sense of humour.

Motives to be mentor their new colleagues:

- Sense of responsibility, meaning, usefulness and personal satisfaction
- Opportunities for professional development
- Curiosity, willingness to experiment with new things
- Additional remuneration
- Reduced rate for teaching
- Opportunity to know and use additional resources
- Environment to build and maintain good collegial relationships

The systematized information from the interviews on the qualities of the mentor teacher described above was made available for discussion **in focus groups** involving 55 teachers from the three countries.

A comparison of the data from the focus groups in the participating countries and the EMCC Global competence framework shows a high degree of matching.

PERSONAL CHARACTERISTICS	EXPERIENCE
Calmness, warmth and caring, sense of humour; flexibility and adaptability, creativity, generosity, assertiveness, patience and responsibility, correctness and self-criticism, moral principles, honesty.	Extensive (at least 10 years) teaching experience in the same teaching subject; Experience with various activities in the educational sphere; participation in professional and educational projects and various competitive activities and proven achievements with students.
SKILLS	**KNOWLEDGE**
Communication skills - active listening, skills for asking questions and giving alternatives, skills for giving feedback; cooperation and teamwork; problem solving; management and leadership skills – setting goals, planning activities for their implementation; tracking results; Managing the Contract and the relationships; digital competences, EI-Understanding, self-reflection, empathy, ability to exert influence.	Pedagogical and psychological knowledge of the latest trends and good practices in the educational sphere; good knowledge of technologies and of the administrative regulations. Knowledge of coaching and mentoring models and techniques. Knowledge of mentoring methodology in school.
ATTITUDE	
Love for the profession and for children. Lifelong learning attitude. Openness to new experiences, enthusiasm and willingness to apply new knowledge and models in practice. Understanding and acceptance of the "buffer" role in stressful situations and when negative emotions escalate.	

According to experienced teachers, the Mentor Training Programme should meet the following conditions:

In terms of content: Clear goals and expectations; Access to resources and sharing of learning materials; good practice guide; Familiarity with regulatory framework

In terms of organisation: Well planned activities; Regular meetings and joint activities; Participation in joint projects; Opportunities for professional and psychological support and ongoing post-programme support; need to engage school leadership with the mentoring programme, personal experience of experienced teachers in mentoring, free additional training for mentors, creating a network of people for sharing.

Conclusion

For the purpose of the YouWell project, the training of the teacher-mentors and the pilot phase of mentoring with the mentees was built on their personal characteristics and social skills defined in the profiles developed.

The training topics and activities in the **teacher-mentor** training programme were chosen and developed in a targeted way in accordance with the competence profile of the teacher-mentor. The focus was on building knowledge and skills in communication, collaboration, self-reflection, goal setting and monitoring progress towards achieving targets.

In the process of training, teacher-mentors acquired knowledge and skills on active listening, asking questions, developing empathy, giving and receiving feedback, formulating goals, monitoring and evaluating the quality and effectiveness of the mentoring process.

They learned basic techniques and guiding principles of coaching as a working approach for transformational change, shared and discussed concerns and fears about their upcoming new role, and collaboratively identified resources for coping and skilfully managing the mentoring

process. They learned in detail about the methodology developed by the experts and the step-by-step implementation steps in a school setting to give them clarity and confidence for the pilot testing.

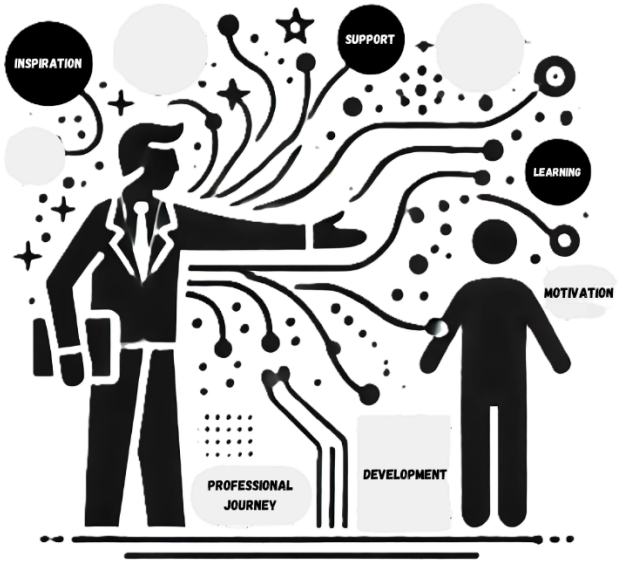
In the process of pilot mentoring, **teachers-mentees** were expected to develop their self-awareness - their ability to identify their strengths and weaknesses, to define clear and achievable professional and/or personal goals, for the realization of which they revealed the necessary and available resources, the sequence of activities and specific metrics for progress. The approach for the mentoring sessions is individualised, and the focus was on the following areas of development: Communication, Cooperation, Problem solving, Planning and organizing, Stress resiliency.

The training was designed to support the mentors in the process of empowering their less experienced colleagues, the mentees, to develop their potential to adapt to the school environment, increase their self-efficacy and stabilise their motivation for a long-term career in the teaching profession.

5. Methodology for integrating the coaching approach for mentoring through coaching in education environment

The motivated teacher

In their book "Overcoming Burnout and Compassion Fatigue in Schools" Alison L. Dubois and Molly A. Mistretta cite some impressive statistics. In total, 98% of the teachers surveyed in a 2013 study by Maier and Philips, said they chose teaching in order to make a difference in students' lives. In total, 74% said they became a teacher to share their love of learning and teaching with others. 66% of the survey respondents said they became a teacher to experience and be a part of those "aha" moments with students. Half said they became a teacher because a teacher inspired them when they were young.



This data aligns with our findings from the desk research and the survey with the teachers from Bulgaria, North Macedonia, and Slovenia. Love for the profession and care for the development of the next generation play a significant role for teachers to perform at their best – both for their students and while supporting novice colleagues.

The YouWell team want to make a difference in mentors-teachers and mentees-teachers lives so to help all teachers:

- To find the ways they keep this love of learning and teaching with others, which often is what brought them into the profession;

- Similarly, to the students, to have their own “aha” moments in the profession;
- Novice teachers to be inspired and supported by their senior colleagues to adapt smoothly to the school environment;
- Senior teachers to bring inspiration to the professional journey of their less experienced colleague and this way to increase their own motivation and satisfaction from sharing their experience and lessons learned.

Methodology for integrating YouWell mentoring through coaching framework in school

Once teachers-mentors understand and are capable of applying the core skills for mentoring through coaching, they can use these skills and the techniques acquired, to establish a successful mentor-mentee relationship. It involves using a tool, developed by the YouWell team of trainers - the APPGREAT skills framework. It is also important that the whole mentoring process is implemented in the school environment, where experienced teachers mentor novice colleagues.

The YouWell team's mission creating this methodology is to make a profound impact on the lives of mentor-teachers and mentee-teachers, empowering both to increase satisfaction and remain motivated in the profession.

The methodology for implementing the mentoring process in the school environment aims to equip teachers-mentors with the necessary skills to achieve these goals and create a nurturing mentor-mentee relationship, ultimately enriching the educational landscape.

Prerequisites for successful mentoring process

The process of mentoring using the coaching approach has a two-way impact on the participants by providing conditions for the development of both of them depending on their roles.

The mentee is the lead actor. Her or his needs, difficulties encountered, resources available and opportunities determine the focus and guidelines for the mentoring process. The mentee sets the topics of discussion and decision-making, and the achievement of the desired change. He or she has ownership on the success of the results, achieved goals, and in this sense, for the final effect of the overall mentoring process.

The mentor-coach is responsible for the quality of the process, for keeping it within the set goals and outlined priorities. He or she must be able to ask precise and robust questions, to motivate the search for answers and to stimulate action, to generate innovation, responsibility and commitment, to inspire confidence, trust and optimism. In this way, the mentor supports and guides the work done by the mentee towards self-awareness and achieving desired outcomes.

A successful and meaningful mentoring process requires a willingness and readiness for change, commitment and shared time and efforts from both parties. For the mentee, the leading factors are the attitude for professional development and upgrading of personal skills, the perceived need for external support and the willingness to accept and integrate it as a necessary stage and valuable resource in their growth.

The initial precondition for the effectiveness of mentoring also has two main dimensions concerning the personality, attitudes and activities of the mentor:

- a real self-assessment of one’s own readiness to participate in conduct mentoring;
- targeted identification and assessment of the mentee's potential for decision-making and progress.

Increasing self-awareness is achieved by a combination of the two following approaches to communicating with others:

- One should “listen" to the self to understand how it feels and reacts, and what causes these feelings and reactions and

- To seek and accept feedback from others about how they perceive him or her and react to his or her behaviour (Johnson, D, 1986).

Before the mentoring begins, the teacher-mentor needs to look inward to be aware of his/her level of methodological training, his/her motivation for involvement and the extent to which he/she has developed the key skills for effective coaching. For the latter, it is appropriate to use the 25 key skills checklist of the successful coach (Appendix 1). This knowledge will give him or her a direction of own strengths to mobilize and areas for improvement in which to invest time and effort for development.

Getting to know the mentee is a mirrored process. It requires a genuine interest, a willingness to accept and understand the other person, and involves activities similar to self-awareness. It is a long-term process that must begin at the very beginning of the interaction and it builds as the interaction progresses.

Bearing in mind that the purpose of coaching is to uncover a person's full potential and to accompany him or her appropriately in his or her growth, we emphasize the indisputable need for the mentor-coach to know the mentee's personality - his or her background and key characteristics - beliefs, convictions, values, preferences, barriers and driving motives. This also stimulates the coachee's self-knowledge and subsequent social learning.

Here is a suggested step by step outline for integrating the YouWell mentoring through coaching framework within one school year in a school environment.

Participants: The process involves one teacher-mentor organizing and leading the process, working with 3 or more under-experienced teachers during one school year. Here is presented the process for mentoring one teacher, which can be replicated for multiple mentees.

Suggested duration: 9 months or one school year, to be implemented in various school settings, namely in elementary or secondary schools.

Suggested frequency of meetings: 3 individual meetings and 1 group meeting per month.

Provisioned phases: 5

Phase 1: Ensure support from the school management

Phase 2: Connect with proposed mentee/s and prepare for the process

Phase 3: Start the process

Phase 4: The Repetitive Process and Mid-Check In

Phase 5: Wrap up and Closure of the mentoring process

We illustrate the phases in the methodology with an example in which a teacher named Maria serves as a representative figure for mentor teachers. In the process we present links to various instruments and materials, organised in a set of Appendices.

Phase 1 of the mentoring journey, “Ensure support from the school management” grounds the foundation for a successful and enriching experience. We invite mentor-teachers to imagine themselves in the shoes of a mentor-to-be, called Maria, who like them, is a dedicated teacher at School X (see Appendix 1).

Maria, having witnessed the transformative power of mentorship, is eager to share her expertise and passion for teaching with her fellow educators, three new teachers – two of them joined the school last year and one joined a month ago, coming directly from the university.

It all begins with the crucial step of ensuring support from the school management. Imagine Maria, one month before the new school year, sitting down with her principal and school management team. She outlines the mentoring process, detailing the number of sessions each mentee will have, the timing and location of these sessions, and whether they will take place

online or in person. In other words, all logistical practicalities that would shape the mentoring process.

Maria's vision extends beyond individual interactions; she sees the potential for collective growth. She discusses the possibility of organizing a group session, where all the mentees can come together, share their experiences, and learn from one another. The school principal, recognizing the value of this initiative, helps Maria connect with the proposed mentees, introducing her as a mentor with a wealth of knowledge and enthusiasm.

Maria doesn't stop there; she believes that to truly inspire her mentees, they need to understand the profound benefits of mentorship (Appendix 2). She collaborates with the local coordinator, seeking support and additional insights to effectively communicate these advantages. Maria shares her own journey of growth through the YouWell programme, and the training she has just conducted two months ago, showcasing how mentorship has enriched her teaching and personal development.

With unwavering dedication, Maria paves the way for a mentoring process that promises to be both impactful and transformative.

Phase 1 "Ensure support from the school management", step by step (see resources in Appendices at the end of the Handbook)

1. Present the process to the principal and school management at least one month before the start of the school year.
2. Confirm the number of sessions with each mentee, time, and place of sessions, and whether they will be conducted online or in person.
3. Discuss the possibility of having one group session with all the mentees.
4. Connect with proposed mentees through an introduction by the school principal.

5. Present and advertise the mentoring process to the mentees you will work with – ask the local coordinator for support and additional information, share how mentoring can be beneficial to the mentee (App. 2) and also – your motivation to become a mentor; share about your experience to take part in the YouWell programme.

In Phase 2 of her journey, Maria, our dedicated teacher-mentor, takes the crucial step of connecting with her proposed mentee, she will first meet Aleksandra, and later will repeat the process with the two other mentees, Marko and Silvia.

Aleksandra is a bright-eyed novice teacher eager to learn the ropes. Maria knows that building a strong foundation for their mentoring relationship is essential, and she is well-prepared for the task.

She starts with planning a preliminary meeting, which main purpose is for them to get to know each other a little bit, so they can establish a relationship based on mutual respect and trust. Maria understands the value of building a personal connection with Aleksandra. Drawing from the exercises she learned during the YouWell Induction programme training, such as **Innerview** (Appendix 3) Maria initiates a preliminary meeting. Doing the Innerview exercise allows both Maria and Aleksandra to get to know each other on a deeper level. They share their teaching philosophies, aspirations, and personal stories, forging a meaningful connection that extends beyond the classroom.

To ensure clarity and accountability in their mentorship journey, Maria sends Aleksandra a Mentoring agreement (Appendix 4) along with a Preliminary questionnaire (Appendix 5). These documents outline the expectations, goals, and responsibilities of both mentor and mentee. The preliminary questionnaire serves as a roadmap for their sessions, ensuring they stay focused on their objectives.

As an experienced teacher and trained mentor in the YouWell Induction programme, Maria knows that success in mentorship often hinges on the mentee's commitment and proactive engagement. To facilitate this, she considers sharing the "Manifesto of the Successful Mentee" (Appendix 6) before their first official session. This document highlights the qualities and actions that can maximize the benefits of the mentorship relationship. By discussing this manifesto early on, Maria empowers Aleksandra with the knowledge and mindset needed for a productive and rewarding mentoring experience.

As Maria and Aleksandra embark on this mentoring journey, they are well-prepared to navigate the opportunities but also some challenges that may lie ahead. Their initial connection, grounded in openness, trust and shared values, sets the stage for a mentorship experience that promises growth, support, and mutual learning.

Soon after completing step 2 with Aleksandra, Maria replicates the process of getting to know each other with the other mentees, Silvia and Marko.

Phase 2 step by step: Connect with proposed mentee/s and prepare for the process

1. Use exercises suggested during the Induction programme training, such as Innerview (Appendix 3), to facilitate a preliminary meeting and get to know each other.
2. Send mentoring agreement (Appendix 4) and a preliminary questionnaire (Appendix 5) to mentee.
3. Consider sharing the Manifesto of the Successful Mentee (Appendix 6) before the first session.

In the next phase, Phase 3, the teacher-mentor, Maria, reaches the moment to start the mentoring process with her mentee, Aleksandra, having the first session. This phase is all about

setting the stage for their growth and collaboration, with the aim of helping Alexandra acclimate better to the teaching profession and gain more confidence in the classroom, and beyond. This is the second year for Alexandra in School X and she faces some challenges in her routine as a teacher: being a young person herself, at the age of 28, she is supposed to have classes with ten-graders who are not too far away her age. Being also the mother of a 3-year-old toddler puts a lot of demand in her personal life. Maria on the other hand has 12 years as teacher under her belt, facing plenty of challenges herself while navigating in the profession. She is the mother of two teenagers and in this regard her challenges as a parent defer from those of her mentee, however she remembers well how difficult it was for her too to navigate the routine when her children were younger, just some 5-6 years ago.

Step 1: Mentor's Checking-In. Before each mentoring session, Maria begins by checking in with herself. She takes a moment to reflect on her role as a mentor, understanding that her guidance and support will be instrumental in Aleksandra's development and confidence building. In internet she founds resources like short, guided meditations, or picking up a creativity card (for example, the digital deck of DiARC creativity cards, used in the Induction Training programme: https://nmct.eu/creativecards/) to support her insights and introspection. This introspection allows Maria to approach the session with a clear and positive mindset, ready to empower and inspire her mentee.

Step 2: Review the Mentee's Needs and Goals Drawing from the preliminary questionnaire completed by Aleksandra, Maria reviews her mentee's needs and goals. This thorough understanding of Aleksandra's aspirations and challenges serves as the foundation for their mentoring journey. Maria ensures that each session is tailored to address these specific needs, providing targeted guidance and support.

Step 3: Putting on the Mentor's Hat. Maria recognizes the importance of embracing her role as a mentor wholeheartedly. She acknowledges her mentor superpowers, which include her years of experience, knowledge, and passion for teaching. Wearing her metaphorical 'mentor's hat' Maria is ready to support Aleksandra through her teaching journey, seeing her holistically and acknowledging her challenges as a parent as well. Maria is ready and inspired to share insights and wisdom gained over the years.

Step 4: A Positive and Prepared Mindset. Approaching the first mentoring session, Maria understands that this initial meeting sets the tone for their entire mentorship journey. Maria is prepared with a well-structured agenda, and at the same time remains curious. She listens attentively to Aleksandra's thoughts, concerns, and ideas, fostering an environment of open communication and mutual learning.

Phase 3: Start the process

1. Mentor's checking-in - Before the mentoring session
2. Review the mentee's needs and goals as described in the preliminary questionnaire.
3. Take a moment to ground yourself, wearing the mentor's hat and reflecting on your mentor superpowers and the APPGREAT skillset.
4. Approach the first session with a positive and prepared mindset, while remaining curious.

Within Phase 3, the YouWell Methodology offers elaboration on two important elements – namely, the first session with the mentee and suggested monthly group session with all mentees.

First session step by step and proposed resources

1. Welcome the mentee.
2. Set SMART goals (Appendix 7) for the entire mentoring process and for the session.
3. Conduct the session using the GROW-M (Appendix 8) model or an Exemplary session (Appendix 9).
4. Mentor's actions after the mentoring session: share a positive comment about the mentee's progress, awareness, and willingness; Send a follow-up email with relevant resources.
5. Submit progress in the mentoring tracking progress tool (Appendix 10).
6. Plan and prepare for the next mentoring session.

Alongside the individual processes, Maria, the teacher-mentor of the three dedicated mentees, Aleksandra, Marko, and Silvia, recognizes the value of group sessions in the mentorship journey. She offers group session to her mentees once a month, with the aim to support them further by creating safe space for sharing, where they talk about their goals, share millstones in the progress they make but also tackle challenges collaboratively as a supportive community.

In preparation for these group meetings, Maria takes a proactive approach. She suggests an agenda or a common topic for discussion, ensuring that each session is structured and purposeful. Maria's goal is to create an environment where mentees can engage in meaningful conversations and gain insights that resonate with their teaching experiences.

Furthermore, Maria emphasizes the importance of focusing the discussions on topics that are most relevant to the mentees, choosing common pressing issues and concerns of her mentees.

Maria also considers offering a format similar to the Clarity Check-in Series (Appendix 11), which encourages introspection and self-awareness, allowing mentees to gain deeper insights into their teaching journey.

Monthly Group Session Preparation step by step

1. Consider group meetings for mentees to share progress and discuss challenges as a support group.
2. Prepare for these group meetings by suggesting an agenda or a common topic for discussion.
3. Focus the discussion on topics relevant to the mentees, which can be planned in advance via a questionnaire.
4. You can also consider offering format similar to the Clarity Check-in Series (Appendix 11)

In the following, Phase 4 of their mentorship journey, Maria and her mentees maintain their monthly mentoring sessions and go through a few goals that mentees set for themselves in the beginning of the mentoring. Around the middle of the school year and the mentoring process, Maria sends a mid-term progress evaluation questionnaire (Appendix 12) to assess the development so far. This feedback helps both mentor and mentee track progress, identify areas for improvement, and re-align expectations.

Recognizing the value of collaboration, Maria plans a mid-term check-up with her YouWell project coordinator to refine her mentoring approach. She also participates in a sharing practice meeting with the YouWell team of trainers to share good practices in her approach to mentoring, to ask questions and to exchange experience with the community with the other teachers-mentors, participating in the piloting of the YouWell project.

Phase 4: The Repetitive Process and Mid-Check In

1. Have a mentoring session with each mentee once per month.
2. Around Month 4-5: Send a mid-term progress evaluation questionnaire (Appendix 12) to the mentee.
3. Use this feedback to track progress, identify areas for improvement, and align expectations.
4. Plan a mid-term meeting with your project coordinator and share a practice session with the YouWell team of trainers and the other teachers-mentors.

As the end of the school year approaches, Maria starts planning the wrap-up of the mentorship journey for her mentees. She takes time to engage the mentees in reviewing the goals they set at the beginning of the process, reflect on the lessons learned, and discuss their commitment to future development.

Before the final mentoring session, Maria sends to Aleksandra and the other mentees a wrap-up questionnaire (Appendix 13). This tool helps her as a mentor, to assess the impact and effectiveness of the mentorship process. It also fosters reflection in mentee and sets the stage for a meaningful discussion during the final mentoring session (Appendix 14).

After the final session, Maria will share her feedback with the YouWell team through a mentor's feedback questionnaire. This step is essential for continuous improvement and ensuring the quality of the created mentorship programme "Mentoring through coaching".

Phase 5: Wrap up and Closure of the mentoring process in steps

1. In month 9 (at end of process): Plan the wrap-up of the process, checking goals achieved, lessons learned, and commitment to future development.

2. Celebrate progress, acknowledge achievements, and effort.
3. Send a wrap-up questionnaire (Appendix 13) to mentee before the final mentoring session. Use the questionnaire to assess the impact and effectiveness of the mentoring process and facilitate reflection and discussion during the final session.

Final Mentoring Session

1. Reflect on the mentoring journey, celebrate achievements, and plan for the future.
2. Express gratitude and provide a positive closure to the mentoring relationship.
3. Refer to the structure of the final mentoring session (Appendix 14), adjusting the questions to suit the specific context of your mentoring process.

After the final session, share your feedback as mentor with YouWell team – in mentors' feedback questionnaire (Annex 15, draft).

The way forward

Maria and her mentees, Alexandra, Silvia, and Marko, represent the collective image of teachers-mentors and their mentees participating in the pilot cohort of the YouWell mentoring programme. Our team recognizes that the transformative power of mentorship in education stems from a genuine love for the profession, unwavering dedication to mentoring, and professionalism.

It is important to acknowledge that not every scenario in this journey will be straightforward as described above. There will be obstacles and rainy days. Both mentors and mentees may face personal challenges that make attending a session difficult. There will be sessions where, despite

a strong commitment to the process, the best outcome is simply being there for your mentee, offering empathy, compassion, and support.

However, there will also be sunny days when the momentum from previous mentoring sessions propels a mentee to share exciting news of achieving a significant milestone they had planned to work on during the current session.

Agility, acceptance of the unpredictable future, and dedicated presence are key navigators in this journey. Mentoring is an ongoing process, and preparation, coupled with an openness to real-life surprises, will contribute to your success as mentor in supporting your mentees adaptability, motivation resilience and even prosilience in the teacher's profession. And doing so, you will benefit a lot too – building confidence as mentor, getting inspired to test new avenues in the profession and enjoying the fulfilment of being humane, engaged and caring leader.

6. Mentor Coach Training Programme - purpose, methods, structure, content

Purpose and Methods

The YouWell Mentor Coach Training Programme “Mentoring Through Coaching” was designed to equip participants with the necessary skills, frameworks, and methodologies to excel as effective mentor-coaches supporting novice colleagues and mentoring them. Through a thoughtfully structured approach, this programme delves into diverse aspects of mentoring and coaching, fostering a comprehensive understanding and practical application of these roles.

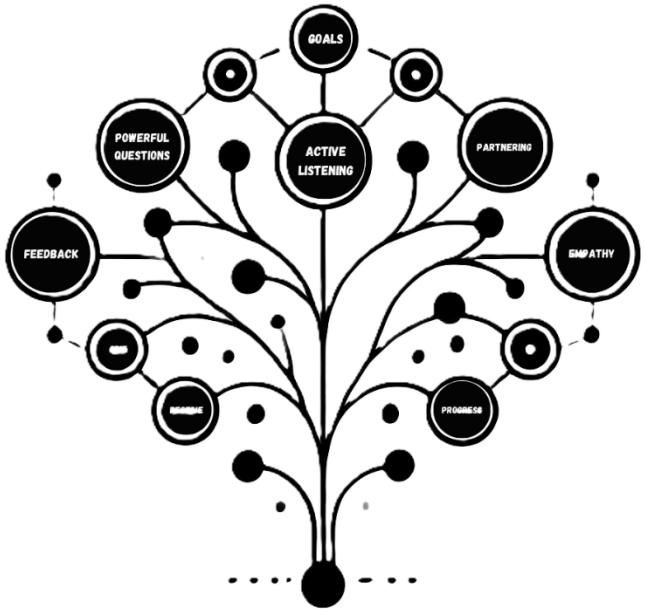
The programme’s methodology rests on a foundation of interactive learning, experiential exercises, and reflective discussions. Through a balanced blend of theoretical understanding and practical application, participants emerge equipped with the tools to excel as mentor coaches. The purpose of the training programme is to cultivate skilled teachers-mentors capable of fostering growth, facilitating learning, and making a positive impact on mentees' lives.

The training spans five full training days, carefully designed to cover various dimensions of mentorship and coaching. It commences with an introduction, where participants engage in icebreakers and set expectations for the training. The whole experience is characterized by a dynamic interplay between trainers and participants. Facilitators are experienced trainers, seamlessly guide the participants through discussions, exercises, and reflections, enriching their understanding of mentoring and coaching dynamics. The incorporation of mentor profiles, group discussions, and framework explanations enhances the learning experience.

The training is organised around acquiring the skillset of mentor who embodies the coaching mindset.

Mentoring through Coaching: the APPGREAT skillset

To support teachers becoming mentors, our team developed the "APPGREAT" skillset framework, which later became the backbone of the Intense 5-day training programme, presented to the international crew of teachers from Bulgaria, North Macedonia, and Slovenia. This framework suggests focusing on seven skills, which can support a mentor-coach in a school environment to support the growth of their mentees. Here is the list of the skills and what each of it stands for.



1. **Active Listening**
2. **Powerful questions**
3. **Partnering**
4. **Giving and Receiving feedback**
5. **Empathy**
6. **Attaining Goals**
7. **Tracking progress**

This framework was explored in detail during the 5-day training, part of the YouWell induction programme "Mentoring Through Coaching", presented to the teachers from Bulgaria, N. Macedonia, and Slovenia, selected to take part in piloting of the project in 2023/2024 school year. The outline of the training is presented in the next part of the handbook.

The APPGREAT skillset framework suggests an approach powered by the principles of coaching and effective communication. Hence, the framework can help in motivating novice teachers who may often feel overwhelmed or discouraged by the challenges of the profession. Through coaching and mentoring, the mentor-teacher can provide support and encouragement, which can help the novice teacher build confidence and resilience.

Understanding the APPGREAT framework

Understanding and exercising the seven core skills is essential in utilising the framework effectively.

1) **Active listening**

We have seen how active listening sustains and nurtures relationships. And probably you did too. Active listening means "focused listening" (Lachezar Afrikanov, 2023). It is an essential skill in coaching and mentoring that involves fully concentrating on and comprehending the speaker's message. It is a way of showing that the mentor-coach values and respects the other person's thoughts and feelings, and it helps to establish trust and connection between the mentor-coach and the mentee.

How to explore active listening?

- **Be fully present and attentive**: give your undivided attention to the speaker and avoid any distractions. This means putting aside any thoughts, emotions, or distractions that may divert your attention from the conversation.
- **Use verbal and nonverbal cues**: Show that you're listening and understanding what the speaker is saying by using verbal cues such as nodding, summarizing, or paraphrasing. Nonverbal cues such as eye contact, facial expressions, and body language are also important in conveying your attention and interest in the conversation.

- **Avoid interrupting or judging**: Listen patiently and allow the speaker to fully express themselves. It's essential to avoid judgment or criticism and maintain an open and non-judgmental mindset to foster a safe and comfortable environment for sharing and expression.

2) **Asking Powerful questions**

Which are the powerful questions? These that is often challenging answering. Also – these questions, that without answering them, when you hear them, you already shift your perspective. To put it in practical terms, powerful questioning involves asking open-ended, thought-provoking questions to encourage self-discovery, reflection, and growth. It is designed to challenge the clients' beliefs, assumptions, and perspectives, allowing them to gain deeper insights into their goals, values, and motivations.

How to practise powerful questioning?

- **Practice active listening:** To ask powerful questions, you must be fully present and engaged in the conversation. Using the first introduced skill, active listening, you can pick up on key points of your mentee and ask them follow-up questions that encourage deeper exploration;
- **Reframe questions**: Reframing questions can help to challenge your mentees' assumptions and broaden their perspective. Instead of asking closed-ended questions (which answer is "yes" or "no") that limit thinking, you can reframe them into open-ended questions that encourage exploration and self-discovery;
- **Use curiosity and empathy**: approach questioning with curiosity and empathy, seeking to understand the mentee's perspective, and uncovering their motivations and desires. By doing so, you can ask questions that resonate with the person you have conversation with and encourage them to think more deeply about their goals and aspirations.

3) Partnering

This means you hold half of the responsibility for the relationship to work and your partner has the rest half of it on their shoulders. The skill of partnering in coaching and mentoring involves developing a collaborative relationship where both the mentor-coach and the mentee work together to achieve the desired outcomes. In coaching, partnering means creating a safe and supportive environment where the coachee feels listened to. In mentoring, the mentor uses their experience and expertise to guide and advise the mentee on how to navigate their personal development. Mentor and mentee work together to identify mentee's strengths and areas for improvement, and the mentor provides feedback and support to help the mentee achieve their goals.

How to develop partnering skills?

- **Establish trust:** Building trust is a critical aspect of partnering, and as a mentor-coach you can establish trust by being authentic, transparent, and reliable. This means keeping commitments, being honest, and showing empathy towards the mentee.
- **Goal setting:** Another way to exercise partnering is making sure your mentee sets clear and specific goals (SMART goals) that are at the same time aligned with the mentee's values and vision. This collaborative approach ensures that the mentee feels accountable for their progress.
- **Effective communication**: this is something which will enable you as mentor-coach to exercise partnering. It means using clear and concise language, giving constructive feedback, and asking for feedback to improve the quality of the partnership.

4) Giving and Receiving Feedback

Let’s be honest: unless it is not a compliment, it is not easy to receive it. Almost the same is valid for giving it – not easy to tell someone they didn’t do a good enough job and keep the bond with

that person. Giving and receiving feedback involves being open to feedback and using it as an opportunity for growth and development. Giving feedback involves being specific, objective, and constructive. The mentor-coach should avoid personal generalizations and provide suggestions for improvement. Giving and receiving feedback is an essential part of coaching and mentoring. Coaches and mentors who master the art of giving and receiving feedback can help their clients improve their performance, achieve their goals, and develop new skills.

How to practise giving and receiving feedback?

- **Start with practising receiving feedback**: next time you receive a comment on your behaviour or work, pay close attention to what the person is saying, ask questions for clarification, and try to understand their perspective. Separate your emotions from the feedback and focus on the behaviour or the topic that is being discussed. Active listening can help you.
- **Focus on behaviour, not on the person**: When giving feedback, it's important to focus on the behaviour and its impact, rather than on the personality. Give feedback while being specific and objective and avoid making assumptions about the person's character or intentions.
- **Explore the "sandwich" approach**: Although often criticised by experts, this popular technique involves starting with a positive comment, then offering constructive feedback, and ending with another positive comment. You might find it useful, as it can help the mentee or the person you give feedback feel more receptive to it and less defensive. When you receive feedback, try to look for the constructive feedback within the positive comments and use it as an opportunity for growth and development.

5) Empathy

Empathy is a crucial skill in coaching and mentoring as it helps the mentor-coach build a strong relationship with the mentee and create a safe and supportive environment; it also helps

identifying any limiting beliefs or behaviours that may be holding the client back from achieving their goals. Empathy involves understanding and connecting with the thoughts and feelings of the other person, putting oneself in their shoes, and seeing things from their perspective. By being empathetic, you can create a space where the mentee feels comfortable sharing their thoughts and feelings openly without fear of judgment.

How to develop empathy?

- **Listen and be present on multiple levels**: pay attention not just to the words, but also the tone of voice, body language, and emotions behind it. Paraphrase what the other person says to demonstrate that you are listening and understanding.
- **Practice perspective-taking**: put yourself in the other person's shoes. Ask questions that help you understand their point of view and the emotions they may be experiencing.
- **Practice self-awareness**: be aware of your own emotions and reactions during a conversation or mentoring session. Try to manage or at least register any biases or judgments that may impact your ability to be empathetic.

6) Attaining Goals

Goals are materialization of our intentions as humans. Attaining goals is a key aspect of coaching and mentoring too. The mentor works with the mentee to identify their goals and create a plan to achieve them. Through a series of steps and assessments, the mentor-coach can help mentee to clarify their goals, develop strategies to achieve them, and stay accountable for the progress made.

How to start developing that skill?

- **General Goal Setting**: it involves identifying broad goals that are not specific or time bound. This approach is useful when an individual is unsure of what they want to achieve or is in the early stages of goal setting. To set a general goal, start by identifying an area

of your mentee's life that they want to improve, for example, their performance as a teacher in the classroom or relationships at work. Then, brainstorm a list of possible goals in that area and prioritize them based on importance. Once you have identified top goals, you can start to create action plans to achieve them;

- **Solution-Focused Approach**: The solution-focused approach to goal setting is based on identifying what is already working well and building upon it. This approach focuses on solutions rather than problems and encourages individuals to set specific, achievable goals. To set a solution-focused goal for your mentee, start by identifying what they want to achieve, determine what resources they have available, and create a simple action plan towards reaching the goal or at least start working on it;
- **SMART Goals:** SMART is an acronym that stands for Specific, Measurable, Achievable, Relevant, and Time-bound. This goal-setting approach is widely used in coaching and in business and is an effective way to set goals. For example, instead of setting a goal to "read more" set or help your mentee setting a SMART goal such as "I will read for 30-minutes every day before the start of the workday, for the next three months."

7) Tracking progress

"If you don't know where you want to go, then it doesn't matter which path you take."
— Lewis Carroll, Alice in Wonderland

Tracking progress is an important skill in life and no exception about that in coaching and mentoring. It is about ensuring that mentee stays on track and motivated towards achieving their desired outcomes. The skill of tracking progress requires a commitment to regularly evaluating progress, using progress tracking tools, and setting clear and measurable goals with the mentee.

How to develop and implement the skill of tracking progress?

- **Establish clear and measurable goals**: The first step in tracking progress is to set clear and measurable goals with the mentee. This involves breaking down larger goals into smaller,

achievable steps and setting timelines for each step. This provides a clear roadmap for tracking progress and allows for adjustments to be made along the way.

- **Use progress tracking tools**: There are several tools and methods that coaches and mentors can use to track progress, such as journaling, regular check-ins, and progress reports. Encourage the mentee to track their progress regularly and provide feedback and support as needed. Celebrating small wins along the way can also help maintain motivation and momentum.
- **Continuously evaluate and adjust**: Regularly evaluate the progress made towards the set goals and adjust the plan as needed. Encourage the mentee to reflect on their progress, identify areas for improvement, and explore new strategies for achieving their goals. This helps to maintain focus and motivation towards the end goal.

Structure and Content of the training programme (see table with activities for each day below)

DAY 1

The training commences with Day 1, emphasizing the significance of connection and expectation - setting. It kicks off with introductions, fostering a sense of community among participants. Expectations and goal-setting activities instil purpose and direction, setting the tone for the days to come. The introduction of the Competence Model and Mentor's Profile further grounds participants in the essentials of mentoring and coaching.

DAY 2

Day 2 dives into the core of the APPGREAT Framework, where Active Listening, Empathy, and Partnering are explored in-depth. The morning includes an engaging icebreaker, highlighting the importance of accurate communication. Discussions on Active Listening unfold, addressing

challenges and benefits. The interactive nature of the training employs flipcharts and group discussions to reinforce understanding.

DAY 3

Day 3 advances into Powerful Questions, Attaining Goals, Giving and Receiving Feedback, and Tracking Progress. The participants engage in group work, practicing rapport-building, feedback, and powerful questioning. This structured interaction facilitates dynamic learning.

DAY 4

Day 4 delves into a Coaching Conversation with the GROW Model and applies it to mentoring scenarios with the GROW-M version of it, developed by the YouWell trainers. Feedback exercises enrich participants' grasp of coaching dynamics, while presentation of the "Lego Serious Play" technique offers a practical touchpoint and use of metaphors and intuition.

Reflections and summary of the day

DAY 5

Day 5, the culmination of the training, encapsulates the APPGREAT Methodology for mentoring novice teachers. This day entails comprehensive summaries, documentation, and resource discussions. Follow-up activity planning ensures ongoing growth, while the Q&A session allows participants to address queries.

Certificates mark the successful completion of the programme, and a thoughtful closing ceremony acknowledges participants' journey.

7. References

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12. Research Report, HBR, Leveraging Coaching and Mentoring to Create More Effective Leaders: https://hbr.org/resources/pdfs/comm/torch/LeveragingCoachingAndMentoringToCreateMoreEffectiveLeaders.pdf

8. Exercises and Materials and Appendices: Practical tools with instructions

Training exercises and materials (handouts for each participant during the training)

1. **Positive thinking**

"To bring anything into your life, imagine that it's already there."
Richard Bach

"Don't wait. The timing for action will never seem appropriate."
Napoleon Hill

"The secret of getting ahead is to start."
Mark Twain

Strive for progress, not for perfection.

"Nothing great was achieved without enthusiasm."
Ralph W. Emerson

"I've missed more than 9000 shots in my career. I've lost almost 300 games. 26 times, I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed."
Michael Jordan

"Energy and persistence can beat everything."
Benjamin Franklin

"Motivation is what makes you start. Habit is what keeps you going."
Jim Ryan

"Luck is preparation meeting opportunity"
Oprah Winfrey

"It's never too late to become the person you could have been."
George Elliot

"When you are in the valley, keep your goal firmly in view and you will get the renewed energy to continue the climb."
Denis Waitley

"Work joyfully and peacefully, knowing that the right thoughts and right efforts will inevitably bring about the right results."
James Allen

"You can give in to the failure messages and be a bitter deadbeat of excuses. Or you can choose to be happy and positive and excited about life."
A.L. Williams

"Success is a state of mind. If you want success, start thinking of yourself as a success."
Dr. Joyce Brothers

"Very often a change of self is needed more than a change of scene."
Arthur Christopher Benson

"I've learned more from my mistakes, than from my achievements."
Richard Branson

"Whether you think you can or you can't you are probably right!"
Henry Ford

"You can do anything you think you can. This knowledge is literally the gift of the gods, for through it you can solve every human problem. It should make of you an incurable optimist. It is the open door."
Robert Collier

"Most folks are as happy as they make up their minds to be."
Abraham Lincoln

"Many of life's failures are people who did not realize how close they were to success when they gave up."
Thomas Edison

"To love oneself is the beginning of a life-long romance."
Oscar Wilde

"Every good thought you think is contributing its share to the ultimate result of your life."
Grenville Kleiser

"There is nothing I love as much as a good fight."
Franklin D. Roosevelt

"Destiny is not a matter of chance but a matter of choice. It is not a thing to be waited for, it is a thing to be achieved."
William Bryan

"Love thy neighbour as you love yourself but choose your neighbourhood."
Louise Beal

"Love the truth, but forgive the mistake."
Voltaire

"Do what you can, with what you've got, where you are."
Theodor Rooswelt

"The secret to success is the persistence towards the goal."
Benjamin Disraeli

"It is the chiefest point of happiness that a man is willing to be what he is."
Desiderius Erasmus

"Even if you are on the right track, you will get run over if you just sit there."
Will Rogers

"If someone did it first- you can be second. If no one has ever done it- you can be the first."
Richard Bach

"Only when you stop trying, you can say that you have failed."
Elbort Hubbard

"No man is a failure who is enjoying life."
William Feather

"Well begun is half done."

"The difference between a dream and a goal is the deadline."
Steve Smith

"Sooner or later, those who win are those who think they can."
Richard Bach

"The greatest discovery of my generation is that a human being can alter his life by altering his attitudes."
William James

"Thinking always ahead, thinking always of trying to do more, brings a state of mind in which nothing is impossible."
Henry Ford

2. Tongue twister icebreaker

In this icebreaker, everyone takes turns whispering the following tongue twister to the person next to them, starting with the trainer:

LOVE THE MORNINGS WHEN I HAVE A PROPER, COPACETIC CUP OF COFFEE, MADE IN A PROPER COPPER COFFEE POT.

The trainers ask the participants to go around the circle twice and the last in the row to share what they heard; the purpose is in a fun way to open the training part for the Active Listening skill.

3. Active listening exercise

This exercise is designed for triads and allows each participant to experience all three roles: **speaker, listener, and observer** and all levels of listening. We split them to 3 levels - listening for facts, for emotions and for associations.

Duration: 55 minutes (3 x 15 minutes per role and 2-3 min for reflection in the triads)

Each triad has: a speaker, a listener, and an observer.

Instructions

Round 1: 15 min

Step 1: Listening for facts

The first participant takes on the role of the speaker.

The speaker shares a personal story, experience, or a topic of their choice and talks for about 2-3 min.

The listener listens for facts. the observer pays attention to the dynamics and non-verbal cues between the speaker and partner.

The observer notices what happens.

Step 2: Listening for emotions

The speaker keeps talking - sharing his story, experience, or a topic of their choice and talks for 3-5 min.

The listener listens for emotions, pays attention to facial expression, to the body language, to the tone of voice, speed of talking.

The observer pays attention to the dynamics and non-verbal cues between the speaker and partner.

Step 3: Listening beyond words: for metaphors, free associations, reflection how what is said impacts the listener.

The speaker does the talking for the final 5 minutes - could be the same story or another one, another sharing.

The listener listens this time for what is not said, what is behind the emotions that the listener expresses, keeps paying attention to facial expression, to the body language, to the tone of voice, speed of talking. And adds another layer - also pays attention to how the speech impacts him/her. Can make notes on associations and metaphors that emerge for him/her. Shares back to the listener and checks with him/her how the impact, the associations sound to the speaker, does he/she make some connections too, what in their turn provokes this feedback from the listener.

The observer pays attention to the dynamics and non-verbal cues between the speaker and partner, and makes notes.

Round 2: 15 min & Round 3: 15 min follow the same structure as Round 1, only roles change

NB! At the end of each Round (1, 2, and 3), the triad takes 3 min for a quick reflection:

The speaker: Was it difficult to share and keep talking? How does your presence and attention shift each time? How did you feel - to be listened to, heard, paid attention to?

The Listener: share what you've registered, how was it to be listening but also not put effort to be fully present at the beginning and what was different then exercising the other levels of active listening?

The Observer: General remarks on dynamics, on how each turn was different in his/her view based on what they observed both in the listener and the speaker.

4. **Demo mentoring session: 25 minutes**

GROW Model Enriched with Mentor's Role | You WELL Project

Step 1: Goal Setting [5-6 min.]

Questions you may use:

- What specific goals would you like to achieve through this mentoring relationship?
- How would you define success in relation to these goals?
- Can you break down your goals into smaller, actionable steps?
- What support or resources do you think you'll need to reach these goals?

Consider the Mentor's Role:

- You can share your own experiences and successes related to goal setting.
- Provide guidance on setting specific, measurable, achievable, relevant, and time-bound (SMART) goals.
- Help the mentee explore potential goals and narrow down their focus.

Step 2: Reality Check [5-7 min.]

Questions to ask:

- What is your current reality in relation to your goals?
- What progress have you made so far? What challenges have you encountered?
- What strengths and resources do you have that can help you overcome these challenges?
- How do you see your current situation impacting your ability to achieve your goals?

Consider the Mentor's Role:

- Listen actively and empathetically to the mentee's current situation and challenges.
- Offer insights and perspectives based on your own experiences and knowledge.
- Reflect with associations and metaphors.
- Encourage the mentee to reflect on their strengths and limitations.

Step 3: Options and Opportunities [7-8 min.]

Exemplary questions:

- What are some possible options or approaches you can take to overcome your challenge and reach your goals?
- Can you think of any alternative strategies or perspectives that might be helpful?
- How have others in similar situations succeeded? What can you learn from their experiences?
- Which options resonate with you the most? What makes them seem suitable?

Consider the Mentor's Role:

- Share alternative approaches or strategies the mentee may not have considered.
- Offer suggestions based on your own expertise and insights.
- Encourage creative thinking and exploration of different options.

Step 4: Will and Way Forward [4-5 min.]

Questions for this part:

- Among the options we discussed, which ones align best with your values and goals?
- How can you prioritize and select the most feasible and impactful actions?
- What specific steps will you take to move forward? What resources or support do you need?
- How will you hold yourself accountable for following through on your action plan? How can I be of support?

Add from your Mentor's Role:

- Help the mentee evaluate and prioritize their options.
- Assist in creating an action plan with clear steps and timelines.
- Offer support, accountability, and guidance throughout the implementation process.

5. Social bingo exercise

Instructions: In Social Bingo, each person gets a bingo card with different prompts in each square (e.g., "Speaks more than 2 languages" or "Is a single child"). The goal of this exercise presented to the participants at the end of day 1, was to mingle and find someone who matches each prompt, having them sign the square. The first person to complete a row, column, or diagonal yells "Bingo!" and wins. This activity encouraged interaction and helped the group bond while getting to know each other.

HAS MORE THAN 2 SIBLINGS	PLAYS A MUSICAL INSTRUMENT	IS A BIG CINEFILM	HAS VISITED MORE THAN 5 COUNTRIES
LOVES COOKING	OWNS A PET	READ OVER 10 BOOKS LAST YEAR	SPEAKS MORE THAN 2 LANGUAGES
NOT A MORNING PERSON	LOVES GARDENING	IS AN ONLY CHILD	PREFERS TEA OVER COFFEE
DOES YOGA	DOES OFTEN HIKING	IS BORN IN JULY	CAN TOUCH THEIR TOES

6. Feedback Bingo

This exercise is similar to the Social Bingo, however, the purpose of the Feedback Bingo is participants to give acknowledgement to each other for qualities and skills they witnessed in each other during the training days.

The first to run to the YouWell games and activities	Communicates in a clear and concise style	Creative problem-solving skills	Shows active listening skills
Asks very good questions	Seems to be a great team player	Skilfully gives feedback	Shows empathy
Very good presentation skills	Is always	Excellent leadership skills	Shows solid knowledge in many areas
Looks like attaining goals with an ease	Feels safe and calming to talk with	Looks like s/he will become a great YouWell mentor	Creative attitudes towards challenges

Appendices, included in the methodology, some are presented as exercises during the training, other are sent as additional materials for the piloting.

Appendix 1. 25 Skills of the Successful Coach

25 skills the Successful Coach has	
1. I mention my interlocutor's name as often as possible	1 2 3 4 6 7 8 9
2. I provide my interlocutor with maximum comfort during the conversation	1 2 3 4 6 7 8 9
3. I listen carefully and show that I am paying attention	1 2 3 4 6 7 8 9
4. Instead of giving prepared answers, I try to generate new ideas	1 2 3 4 6 7 8 9
5. I mostly ask open questions	1 2 3 4 6 7 8 9
6. I keep up with the time provided for the conversation	1 2 3 4 6 7 8 9
7. I decide what I want to bring out in my interlocutor before we start	1 2 3 4 6 7 8 9
8. I make my "shopping list" in advance	1 2 3 4 6 7 8 9
9. I formulate my questions using my interlocutor's vocabulary	1 2 3 4 6 7 8 9
10. I ask one question at a time	1 2 3 4 6 7 8 9
11. After asking a question, I remain silent	1 2 3 4 6 7 8 9
12. I check in the goal is SMART	1 2 3 4 6 7 8 9
13. I am responsible for everything and I don't try to justify myself	1 2 3 4 6 7 8 9
14. While talking, I observe the proportion 20% to 80% in favour of the interlocutor	1 2 3 4 6 7 8 9
15. I immediately stop talking when my interlocutor wants to say something	1 2 3 4 6 7 8 9
16. I guide my interlocutor, as fast as possible, to the "desired state"	1 2 3 4 6 7 8 9
17. To be sure that I have understood correctly, I often ask: "What do you mean by this?"	1 2 3 4 6 7 8 9
18. My words are aimed towards decisions and the "desired state"	1 2 3 4 6 7 8 9
19. I express my respect and appreciation towards my interlocutor	1 2 3 4 6 7 8 9
20. I manage to take "low position" towards my interlocutor	1 2 3 4 6 7 8 9
21. I accept and respect my interlocutor's way of thinking	1 2 3 4 6 7 8 9
22. I create a situation, in which my interlocutor plays the main part in taking decisions	1 2 3 4 6 7 8 9
23. I pay extra attention to the processes of "reading thoughts" and my "interpretation"	1 2 3 4 6 7 8 9
24. I mainly ask "how" and "in what manner" questions, avoiding "why"	1 2 3 4 6 7 8 9
25. I give feedback that is concrete, timely, and based on facts	1 2 3 4 6 7 8 9

Appendix 2. Key benefits of mentoring for novice teachers

Key benefits of mentoring for a novice teacher (mentee) being mentored by an experienced teacher (mentor)

Easier Adaptation to the Education System:

For novice teachers, the education system can often appear complex and overwhelming. Mentoring provides them with a guiding light through the intricacies of curriculum, administrative procedures, and classroom dynamics. Experienced teacher-mentor will offer insights into the unwritten rules and cultural norms of the school environment, helping novices to acclimate more swiftly. This not only reduces the stress and uncertainty often associated with the early stages of teaching but also facilitates a smoother transition into their roles as educators. The mentor's support is like a compass that ensures novice teachers navigate the educational landscape with confidence and agility, making their adaptation to the system more seamless and efficient.

Skill Enhancement:

Novice teachers can acquire teaching strategies, classroom management techniques, and curriculum development skills from their experienced mentor. This hands-on guidance enhances their teaching abilities and effectiveness in the classroom.

Accelerated Professional Growth:

Mentoring can fast-track a novice teacher’s professional development. Working with an experienced mentor allows them to navigate the complexities of education more efficiently and with greater confidence.

Increased Confidence:

Novice teachers often face uncertainty in their early career stages. Having an experienced mentor as a source of guidance and reassurance can significantly boost their confidence in their teaching abilities and decision-making.

Access to a Supportive Network:

Mentoring exposes novice teachers to the broader educational community through their mentor's network. This network can provide valuable resources, advice, and opportunities for collaboration, which can be instrumental in their teaching journey.

Holistic Development:

Mentorship goes beyond classroom instruction. Novice teachers can experience personal growth, improved communication skills, and a deeper understanding of their role as educators. The mentor provides guidance not only in teaching techniques but also in the overall development of the mentee as an effective educator.

Appendix 3. Innerview

Many people today realize that good knowledge of colleagues allows much easier to create a favourable work environment. The use of the "Innerview" type of conversation is an efficient approach for this.

You may use the following questions or to create your own, but it is recommended to keep the order of the next three groups of questions:

I FACTS

- Where did you spend your childhood?
- What was your favourite activity during your childhood?
- Where did you study? What did you study?
- What did you do after your studies?
- How long have you worked for your previous employer?
- Where do you like to spend your holidays?

II MOTIVATION

- Why did you choose this school?
- Why did you choose this option during your studies?
- Why did you choose this profession?
- How did you get into this society?
- What is your hobby and when did you started it?
- What do you like to do in your spare time?

III VALUES

- Of all your accomplishments, what is the one you are most proud of?
- Maybe you have had troubling too… How did you overcome it? What kind of lessons did you learn?
- Tell me about someone who had a great impact on you in your life?
- What kind of advice would you give to a young person or a child?
- How would you summarize your life philosophy?
- Which is your life motto?
- If you were offered a new life, what would you do differently?
- What were the defining moments in your life?

Appendix 4. Mentoring agreement

Mentor-Mentee Agreement | You WELL Project

Note: This Mentor-Mentee Agreement document is developed under the YouWell project to serve as a mutual understanding and commitment between the mentor and the mentee in the piloting phase of the project. It can be customised further based on specific requirements or preferences of the mentoring relationship.

The You WELL Project is Erasmus+ Project, full name "Sustaining Young Teachers' Wellbeing at School; ref. 2022-1-BG01-KA220-SCH-000085901

Mentor: [name, school / educational organization]

Mentee: [name, school / educational organization]

Relationship

Objective: The objective of this mentoring relationship is to support the mentee in achieving their personal and/or professional goals through guidance, feedback, and knowledge sharing provided by the mentor, following the YouWell framework for mentorship process *(this refers to the theoretical and practical knowledge acquired by the mentors in the YouWell project during the intense induction programme "Mentoring through Coaching"*).

Terms and Commitments

Confidentiality: Both the mentor and mentee agree to maintain strict confidentiality regarding any sensitive or confidential information shared during the mentoring relationship.

Frequency and Duration: The mentoring relationship will extend for [9 months], with [.....] mentoring sessions to be conducted [once in a month, excluding….] and one group session per

month [excluding months…….] at mutually agreed-upon times and locations (or online if applicable): [specify here timing, location……..].

Communication: The mentor and mentee commit to open and honest communication, actively listening and respecting each other's viewpoints throughout the mentoring process.

Both parties will provide feedback, guidance, and support to the best of their abilities.

Goals and Objectives: The mentee will outline specific goals and objectives they wish to achieve during the mentoring relationship, to further develop their professional capacity and unleash talent potential and motivation for the teaching profession, and the mentor will assist in guiding and tracking progress towards these goals, adhering to the coaching mindset approach, acquired within the YouWell Induction Training Programme.

Accountability and Commitment: The mentee agrees to take ownership of their own learning and progress, actively engaging in the mentoring process and completing agreed-upon action steps.

The mentor will provide guidance, resources, and support to facilitate the mentee's growth and development.

Flexibility and Adaptation: Both the mentor and mentee recognize the potential need for adjustments to the mentoring plan or objectives based on changing circumstances. They agree to be flexible and adaptable in their approach.

In month 4/5 of the execution of the mentoring programme a mid-term questionnaire to mentee will serve as feedback and basis for adjustments to be made, and ongoing support to the mentor from project coordinators of the project will be ensured.

Agreement Signatures: By signing below, both parties acknowledge that they have read and understood this Mentor-Mentee Agreement and commit to honouring the terms and responsibilities outlined herein.

Mentor's Signature: ……. Date, place:

Mentee's Signature: ……. Date, place:

Appendix 5. Preliminary questionnaire to mentee

Preliminary Questionnaire to be sent to Mentee 1 week before the first mentoring session

Dear …. [mentee's name],

Please take a few moments to complete this questionnaire. Your responses will help me better understand your needs and goals as a mentee, allowing me to tailor the mentoring process to suit your specific needs.

All information provided will be kept confidential, as it was already outlined in our Mentor-Mentee agreement.

Name:

Date:

Teaching Experience:

a. What is your current motivation to choose the teacher's profession?
b. How long so far have you been teaching and what grade level(s) or subject(s) do you currently teach?

Reflection on achievements:

a. Which 1 to 3 of your personal or working achievements do you assume as most significant?
b. How did you accomplish it / these achievements? What were the internal drivers, strengths of yours, and motivation that did support you?

Mentoring Expectations:

a. What are your expectations for this mentoring process?
b. What specific areas or aspects of teaching would you like support and guidance with?

Professional Goals:

a. What are your short-term and long-term professional goals as a teacher?
b. What are some specific objectives you would like to achieve during this [9-month] mentoring process?

Areas of Strength and Growth:

a. In which areas do you feel most confident and successful as a teacher?
b. What areas or skills do you believe you need further development or improvement in?

Challenges and Concerns:

a. What are some challenges or obstacles you currently face in your teaching practice?
b. Are there any specific concerns or questions you would like me as your mentor to address during the mentoring process?

Preferred Communication and Meeting Schedule:

a. How often would you like us to meet (e.g. bi-weekly, monthly, any pauses during vacations, etc.)?
b. What is your preferred mode of communication?

Additional Information:

a. Is there any additional information or specific needs you would like to share with me?

Thank you for taking the time to complete this questionnaire. Please kindly return the completed questionnaire to [mentor's email] by [deadline].

If you have any questions, please do not hesitate to reach out to me.

I look forward to our first mentoring session!

Sincerely,

[Name of Mentor]

[Contact Information]

Appendix 6. Manifesto of the Successful Mentee

Manifesto of the Successful Mentee by Chrysanthi Vazitari | YouWell Project

Develop a passion for learning, and you will never cease to grow!

SET YOUR GOALS

Use the Mentoring sessions to set and communicate your goals with your mentor.

BE OPEN ABOUT YOUR NEEDS

Give your mentor a clear view of your expectations and aspirations.

COME TO EACH MEETING WITH AN AGENDA

Your mentor won't have much feedback or advice if you don't have a purpose or goals.

TAKE RESPONSIBILITY OF YOUR OWN LEARNING

Follow up with the points that were discussed during the mentoring session; i.e., read books and blogs, attend events, try new approaches etc.

BE AVAILABLE & RESPONSIVE

Make check-ins with your Mentor and help him/her to maintain regular contact.

LEARN AND HAVE FUN

Being a mentee shouldn't be a chore. It should be an engaging and fruitful experience.

Appendix 7. SMART GOALS | YouWell Project

SMART goal setting questions which a mentor can use to guide the mentee in establishing their goals for the mentoring process and assist them in clarifying their objectives, making them more focused and attainable.

Specific:

What specific area or skill / development would you like to focus on during this mentoring process?

Can you narrow down your goal to a specific outcome or result you want to achieve?

Measurable:

How can we measure or evaluate your progress towards this goal?

What are some tangible indicators or milestones that will help you track your success?

Achievable:

Is the goal realistic and within your reach given your current resources and abilities?

What steps or actions can you take to make this goal achievable?

Relevant:

Why is this goal important and relevant to your personal or professional development?

How does this goal align with your long-term aspirations?

Time-bound:

By when do you want to accomplish this goal?

Are there any specific deadlines or timeframes that you need to consider?

Appendix 8. Exemplary mentoring session: GROW Model Enriched with Mentor's Rolem GROW-M Model

Step 1: G for Goal Setting

Mentor Role:

- Share your own experiences and successes related to goal setting.
- Provide guidance on setting specific, measurable, achievable, relevant, and time-bound (SMART) goals.
- Help the mentee explore potential goals and narrow down their focus.

Questions you may use:

- What specific goals would you like to achieve through this mentoring relationship?
- How would you define success in relation to these goals?
- Can you break down your goals into smaller, actionable steps?
- What support or resources do you think you will need to reach these goals?

Step 2: R for Reality Check

Mentor Role:

- Listen actively and empathetically to the mentee's current situation and challenges.

- Offer insights and perspectives based on your own experiences and knowledge.
- Encourage the mentee to reflect on their strengths and limitations.

Questions to ask:

- What is your current reality in relation to your goals?
- What progress have you made so far? What challenges have you encountered?
- What strengths and resources do you have that can help you overcome these challenges?
- How do you see your current situation impacting your ability to achieve your goals?

Step 3: O for Options and Opportunities

Mentor Role:

- Share alternative approaches or strategies the mentee may not have considered.
- Offer suggestions based on your own expertise and insights.
- Encourage creative thinking and exploration of different options.

Exemplary questions:

- What are some possible options or approaches you can take to overcome your challenge and reach your goals?
- Can you think of any alternative strategies or perspectives that might be helpful?
- How have others in similar situations succeeded? What can you learn from their experiences?
- Which options resonate with you the most? What makes them seem suitable?

Step 4: W for Will and Way Forward

Mentor Role:

- Help the mentee evaluate and prioritize their options.
- Assist in creating an action plan with clear steps and timelines.
- Offer support, accountability, and guidance throughout the implementation process.

Questions for this part:

- Among the options we discussed, which ones align best with your values and goals?
- How can you prioritize and select the most feasible and impactful actions?
- What specific steps will you take to move forward? What resources or support do you need?
- How will you hold yourself accountable for following through on your action plan?

Step 5: Concluding the mentoring session

In addition to the Mentor's Role:

- Support the mentee in their personal and professional growth by being a source of inspiration, motivation, and encouragement.

Questions:

- How can I best support you in achieving your goals?
- What specific knowledge or expertise can I share to assist you on your journey?
- What would you like to learn from my experiences as a mentor?

While the GROW-M model provides a useful structure for mentoring sessions, it's important to be flexible and adapt it to the mentee's individual needs and circumstances. Incorporating the mentor's role allows for additional guidance and support tailored to the mentee's goals and aspirations.

Appendix 9. Exemplary mentoring session

Exemplary sequence and questions for a 60 min. mentoring session

The following script for a mentoring session is to serve as a guideline, and it's important to adapt it to the specific needs and dynamics of your mentoring relationship.

Introduction (5 minutes):

Start by welcoming the mentee to the session.

Establish a comfortable and open atmosphere by briefly discussing the purpose of the session and the mentee's expectations.

Step 1: Goal Setting (10 minutes)

Ask the mentee to share their goal for the session / check on progress from previous session

Discuss the mentee's current progress towards these goals. You can use the scaling measuring from 0 do 10 where would the mentee put themselves currently on the goal they want to work.

Encourage the mentee to identify specific areas where they would like guidance or support.

Questions:

- What is that you would like us to focus on today? How do you envision the end of this session, what is best outcome you imagine?
- Please share any particular aspect or challenge you'd like to focus on during this session?
- What steps have you taken so far to achieve your goal/s?

Step 2: Identifying Strengths and Weaknesses (10 minutes)

Encourage the mentee to reflect on their strengths and weaknesses.

Help the mentee identify areas where they excel and areas where they could use improvement.

Discuss the importance of leveraging strengths and addressing weaknesses.

Questions:

- What do you consider to be your greatest strengths?
- In which areas do you feel you need improvement or support?
- How have your strengths contributed to your progress so far?
- How do you think addressing your weaknesses could benefit you in achieving your goals?

Step 3: Action Planning (20 minutes)

Collaborate with the mentee to create a concrete action plan.

Break down the goals into smaller, manageable tasks.

Prioritize tasks based on importance and feasibility.

Set deadlines for each task and encourage accountability.

Explore potential resources, tools, or support networks that can aid in accomplishing the tasks.

Questions:

- What specific actions can you take to make progress towards your goals?
- How can you break down your goals into smaller, achievable tasks?
- Which tasks do you consider the most important and urgent?
- Can you identify any potential obstacles or challenges you might face? How can you overcome them?
- Are there any resources, tools, or people that can support you in accomplishing these tasks?

Step 4: Feedback and Reflection (15 minutes)

Provide constructive feedback and guidance based on the mentee's action plan, focusing on the strengths and how possible s/he can build on them.

Discuss any potential adjustments or refinements to the plan.

Share about tools and resources you would recommend to the mentee to support them in execution of steps forward.

Encourage the mentee to reflect on their progress and learning during the session. You can use the scaling again.

Questions:

- How do you feel about the action plan we've created together?
- Is there anything you would like to modify or add to the plan?
- What are your expectations for the next steps?
- How do you think this session has contributed to your personal and professional growth?

Conclusion (5 min):

Summarize the key points discussed during the session.

Restate your support and willingness to help the mentee.

Schedule the next session or suggest a follow-up method.

If you can add ideas for resources for the mentee, you can share with them here and include them in the follow up email after the mentoring session.

Appendix 10. Mentoring tracking progress tool

Mentoring Progress Tracking Tool

This outline provides a structured format to capture important information and facilitate ongoing reflection and tracking of the mentee's progress. The document will be presented also in excel file by the beginning of September, to be easily utilized.

Name: [Mentee's Name]

Date of Mentoring Relationship Initiation: [Date]

Contact Information: [Email, Phone Number]

Current Role or Position: [Mentee's Role]

School/Organization: [School/Organization Name]

Goal Setting:

Initial Goals:

Goal 1: [Goal Description]

Progress: [Record progress towards Goal 1]

Goal 2: [Goal Description]

Progress: [Record progress towards Goal 2]

...

Meeting Logs:

Mentoring Session 1:

Date/Time: [Date/Time of Meeting]

Topics Discussed: [Summary of Key Topics]

Actions Taken: [Actions discussed or implemented]

Challenges/Milestones: [Challenges faced or milestones achieved]

Mentoring Session 2:

Date/Time: [Date/Time of Meeting]

Topics Discussed: [Summary of Key Topics]

Actions Taken: [Actions discussed or implemented]

Challenges/Milestones: [Challenges faced or milestones achieved]

…

Reflection and Feedback:

Mentor Reflections: [Mentor's reflections and insights]

Mentor Feedback: [Feedback for the mentee's progress, strengths, areas for improvement]

Mentor Lessons Learned: [Lessons learned from the mentoring process]

...

Resources and Recommendations:

Recommended Resources: [List of recommended resources]

Action Steps: [Specific action steps or suggestions discussed]

...

Progress Assessment:

Goal Progress Review: [Evaluation of progress towards goals]

Adjustments/Modifications: [Noted adjustments or modifications to goals/action plans]

...

Summary and Wrap-Up:

Final Mentoring Session Date: [Date of final session]

Overall Progress: [Summary of overall progress, achievements, lessons learned]

Closing Remarks: [Closing remarks or future plans]

[Add any additional sections or customizations as needed]

Appendix 11. Clarity Check-in Series tool

Clarity Check Series by Svetoslava Stoyanova

The Clarity Check-in Series exercise provides a structured and supportive space for participants to gain clarity and deeper insights through the power of open-ended questioning. It encourages active listening, empathy, and collective exploration of personal or professional themes and challenges. You can use it in your activities as a mentor, offering group sessions to your mentees.

How to conduct it?

Explain the purpose of the exercise: to help each participant gain clarity and insights on their personal theme/challenge through group questioning and exploration.

Theme/Challenge Identification (5 minutes)

1. Instruct each participant to identify a theme or challenge they currently face in their lives and adapt it to the purpose of your work. Working with mentees – teachers, invite them to choose a theme related to their professional performance. When thinking of something they want to improve, people often tend to create negative statements. For example, "I *no longer* want to work 10 hours per day", "I *don't want* to say "YES" to every task I am asked", etc.

2. Encourage participants to reframe their theme/challenge into a positive statement.

3. Remind participants that the focus is on exploration and clarity, rather than seeking immediate solutions.

Questioning Round 1 (6-7 minutes)

1. Choose one participant to be the first "sharing participant" by inviting them to decide who is first to share. The sharing participant briefly presents their goal, challenge, theme to the group (in a positive statement, like I want to, My goal is, By… I would like to…., etc.). Emphasize that the role of the group is to ask open-ended questions to support the sharing participant's exploration and gain clarity.

2. Participants and trainers ask questions related to the theme/challenge, while the sharing participant only writes down the questions for further exploration. Not necessary for everyone to ask Q - only if you have one. The sharing participant does not answer the questions, the idea here is in 4 min to collect as many questions as the group comes with. The questions are jotted down for further reflection. In addition, this way the participant keeps privacy in exploring the challenge – and contributes to the psychological safety, especially for participants who are introverts.

Remind other participants to avoid offering advice, judgment, or solutions, and encourage them to foster a non-judgmental and supportive atmosphere.

3. Reflection (1-2 minutes). After the questioning round, invite the sharing participant to reflect briefly on their experience. Ask questions such as (choose one question, the idea is to wrap up the process for the person, but not to make them report on actions he will take):

- How was the experience for you?
- Did any particular question stand out or spark new perspectives for you?
- How did the process of being questioned by the group contribute to your clarity?

Questioning Round 2, 3, 4, 5

1. Select the next participant to become the sharing participant.

2. Follow the same process as in Step 3, allowing each participant to explore their theme/challenge with the support of the group's open-ended questions.

3. Allocate 1-2 min to formulate the theme, 4 minutes for questioning and 1-2 minutes for reflection per participant.

4. Total timing (No of participants) X 7 min.

Closing (5 minutes)

1. Conclude the Clarity Check-in Series exercise with a group reflection.

2. Encourage participants to share any overall insights, observations, or gratitude for the experience.

3. Express appreciation to the participants for their openness and willingness to explore together.

Appendix 12. Mid-term progress evaluation

Mid-term progress evaluation questionnaire to mentee

This is an exemplary questionnaire developed by the YouWell team, to serve as a mid-term assessment to fit the specific goals, objectives, and dynamics of your mentoring programme – please customize it for your own needs as a mentor. Such an instrument will help both mentor and mentee track progress, identify areas of improvement, and align expectations for the remaining duration of the mentoring programme.

Mentee Information:

Name:

Programme Start Date:

Mentor's Name:

Goal Progress:

a. Please rate your progress so far towards achieving your mentoring programme goals on a scale of 1 to 10, with 1 being minimal progress and 10 being significant progress.
b. Overall goal progress:
    - Specific goal 1 progress:
    - Specific goal 2 progress:
    - Specific goal 3 progress:
    - Additional goals (if applicable):

Provide a brief description of the progress made on each goal and any challenges encountered:

……

……

……

Relationship Dynamics:

a. How would you rate the effectiveness of our mentorship relationship in terms of communication and rapport on a scale of 1 to 10, with 1 being ineffective and 10 being highly effective?
b. What specific aspects of the mentorship relationship have contributed positively to your experience thus far?
c. Have there been any challenges or areas of improvement in our mentorship relationship? If yes, please describe:

Skill Development:

a. Please rate your progress in developing the targeted skills or competencies discussed in the beginning of this mentoring programme on a scale of 1 to 10, with 1 being minimal progress and 10 being significant progress.
   - Skill 1 progress:
   - Skill 2 progress:
   - Skill 3 progress:
   - Additional skills (if applicable):

Provide a brief description of the progress made on each skill and any areas where further development is needed:

……

……

……

Mentoring Support:

a. How satisfied are you with the support and guidance provided by me as your mentor on a scale of 1 to 10, with 1 being unsatisfied and 10 being highly satisfied?
b. What specific areas have you found most valuable in terms of support and guidance from me as your mentor?
c. Is there any additional support or guidance you would like to receive from me as mentor?

Future Goals and Expectations:

a. Have there been any changes or adjustments to your goals or expectations since the start of the programme? If yes, please describe:

   ……

   ……

   ……

b. What are your expectations for the remaining duration of the mentoring programme?
c. Are there any specific topics or areas you would like to focus on in the upcoming mentoring sessions?

Additional Comments:

Is there anything else you would like to share or any feedback you would like to provide regarding the mentoring programme?

……

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Appendix 13. Wrap-up questionnaire

Wrap up Questionnaire Mentoring process

This is a suggested wrap-up questionnaire for the YouWell mentoring programme to conclude with the mentee to evaluate the process, checking goals achieved, lessons learned, and commitment to future development. Please see it as an exemplary file and customize it for your specific needs as a mentor.

You can create an online based form, such as Google form to send to your mentee.

Mentee Information:

Name:

Programme Start Date:

Self-awareness and personal growth:

a. What specific insights or discoveries have you gained about yourself as a result of the mentoring process?

   ……

   ……

b. How has the mentoring process influenced your personal growth and development?

   ……

   ……

Goal Achievement:

c. Please rate the extent to which you have achieved your mentoring programme goals on a scale of 1 to 10, with 1 being minimal achievement and 10 being full achievement.

Overall goal achievement:

- Specific goal 1 achievement:
- Specific goal 2 achievement:

- Specific goal 3 achievement:
- Additional goals (if applicable):

Provide a brief description of the progress made on each goal and any challenges overcome during the programme:

……

……

Lessons Learned:

a. What are the most significant lessons or insights you have gained from the mentoring programme? Please provide specific examples if possible.

   ……

   ……

b. How have these lessons or insights influenced your personal or professional development?

   ……

   ……

Mentorship Experience:

a. How would you rate the overall effectiveness of the mentorship programme in terms of meeting your needs and expectations on a scale of 1 to 10, with 1 being ineffective and 10 being highly effective? …..

b. What specific aspects of the mentorship programme have contributed positively to your growth and development?

   ……

   ……

c. Are there any areas where you feel the mentorship programme could have been improved? If yes, please provide suggestions:

……

……

Commitment to Future Development:

a. Reflecting on your mentoring experience, how committed are you to continuing your personal and professional development? Please rate your commitment level on a scale of 1 to 10, with 1 being low commitment and 10 being high commitment. ……

b. What specific actions or steps do you plan to take to continue your development beyond the mentoring programme?

……

……

Mentoring process evaluation:

a. How satisfied are you with the overall mentoring process experience on a scale of 1 to 10, with 1 being unsatisfied and 10 being highly satisfied? …..

b. What specific elements of the programme and process do you believe contributed most to your growth and development?

……

……

c. Is there any additional feedback or suggestions you would like to provide?

……

……

Additional Comments:

Is there anything else you would like to share or any other feedback you would like to provide about the mentoring programme?

……

……

Appendix 14. Final mentoring session (suggested timing 60 minutes)

This is a suggested structure for the final mentoring session, conducted after the wrap-up questionnaire is received and filled-in by the mentee.

Stage 1: Reflecting on the Mentoring Journey

Start the session by reflecting on the overall mentoring journey, discussing the progress made, and lessons learned. Thank the mentee for filling-in the wrap up questionnaire and address topics from it if needed. As like up to this moment, remain and be open and curious to also learn and co-create with your mentee.

Possible questions to ask:

- Looking back on our mentoring journey, what are some key moments or experiences that stand out to you?
- What are the most significant lessons or insights you have gained for you – on how to be a great teacher, motivated for the profession, throughout this mentoring process?
- How has your perspective or approach to your goals evolved during our mentoring relationship?
- Specific topics from Questionnaire if needed to be addressed.

Stage 2: Celebrating Achievements

Take the time to celebrate the mentee's accomplishments and growth throughout the mentoring journey.

Questions:

- What are some specific achievements or milestones you have reached during our mentoring relationship that you are proud of?
- How have these achievements impacted your personal and professional life?
- What strengths or skills have you developed or enhanced that contributed to your success?

Stage 3: Future Development and Action Planning

Discuss the mentee's commitment to ongoing development and establish a plan for their future growth.

Questions to ask:

- How do you envision your future development beyond this mentoring programme?
- What specific actions or steps do you plan to take to continue your growth and progress?
- Are there any resources or support you need to further support your development? How can I assist you in obtaining them?

Stage 4: Expressing Gratitude

Take the time to express gratitude and provide closing remarks to conclude the mentoring relationship on a positive note. Share with the mentee in what way the process was valuable and enriching to you as well.

Questions:

- How has this mentoring experience impacted you, and what are your final thoughts as we conclude our time together?
- Do you have any final questions or concerns that you would like to address?

Stage 5: Farewell and Next Steps

Wrap up the session by discussing the next steps, maintaining contact, and expressing well wishes for the mentee's future endeavours.

Questions:

- What are your plans moving forward, and how do you envision applying what you've learned during our mentoring journey?
- How would you like to maintain contact or stay connected after the conclusion of this formal mentoring relationship?
- Is there anything else you would like to discuss or any final remarks you would like to share before we wrap up?

Appendix 15. Feedback questionnaire to mentors

Feedback Questionnaire to Mentors (draft)

Dear teachers-mentors,

Thank you in advance for taking the time to complete this feedback questionnaire. Your input is valuable in assessing the YouWell mentorship programme.

The YouWell Team

On a scale of 1 to 10, rate your overall experience as a mentor in the programme. Please consider 1 as very unsatisfactory 10 is completely satisfactory.

……

In case you scored your experience below 6, would you be kind enough to share with us some comments regarding the reason?

……..

……..

How well did the mentorship programme match your expectations? Please provide details.

……..

Did you feel adequately prepared and supported as a mentor? Why or why not?

……..

What aspects of the mentorship programme worked well for you? Please elaborate.

……..

Were there any challenges or areas of improvement you encountered while fulfilling your role as a mentor? If yes, please describe them.

……..

How effective was in your view the mentorship programme in facilitating professional growth and development for both mentors and mentees?

……..

How would you rate the level of engagement and commitment from your mentees in the programme? Please rate level from 1 to 10, where 1 is very low and 10 is completely engaged.

Mentee 1:

Mentee 2:

Mentee 3:

What recommendations would you give to enhance or improve the mentorship programme under the You WellProject?

……..

Would you be interested in participating as a mentor again in the future? Why or why not?

……..

Is there any additional feedback or comments you would like to share with the YouWell team about your experience as a mentor in this program?

……..