

# E-mentoring programme

## Guide for trainers and youth workers

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## Tips for facilitators

- To relay the concept to the relevant experience, the trainer is suggested to propose practical activities using cases studies pointed out by participants preferably.
- Trainers are suggested to always have case studies to propose in case none wants to offer his/her experience.
- After having worked on knowledge and competences, the trainer can open a space for “burning questions” inviting youth workers to “use” the group to find ideas, suggestions, relief, clarification related to the work there are doing with youth;
- Before closing the session, trainer are suggested to propose ask for feed-back about the session, asking to highlight what they learned, what was easy and what was difficult, what helps and what didn’t help, how participants feel in that moment;
- Self-directed learning: trainers can suggest youth workers to reflect on the learning achievement (skills, attitude, knowledge, behaviours, awareness, using symbols (see the Toolbox section – activities for debriefing);
- Trainers can always refer to the “In my art handbook” for inspirational activities and tools

## Tools:

Laptop or tablet, Internet connection, A quite working room, Paper and pen, Contents about of the e-mentoring

## Session 1

# Introduction: Organization and timetable

## Objectives:

- to introduce the general programme in its objectives, method, logistic, subjects
- to introduce the concept of mentoring and e-mentoring
- to learn how to organize an e-mentoring experience

## Sessions:

### Organization and timetable (an example from the “In my Art” experience)

- The e-mentoring programme can be divided in 8 individual points that are directly related to the main topic;
- N.1 session every month;
- Each session can be scheduled for the first week of every month;
- It will be done through Skype: (add contact)

## Method and organization

- General explanation, theories and case studies selected by the trainer
- Learning about e-mentoring through the practice: the experience of youth workers with the “In my Art” workshop
- Questions time
- Feedback and comments from participants

## Communication

- The Facebook group, e-mail and personal contacts will also be used during this period of time.
- The trainer or the participants can upload to the Facebook group interesting articles they have found on the topic, they can share photos or they can talk about they're experience.
- E-mail can be used to exchange information, ask questions if doubts arise or to deliver content for different sessions.

## General programme

### 1. What is mentoring and e-mentoring

- What is mentoring? The definition(s)
- What mentoring is NOT
- What qualities should a mentor have?
- What is e-mentoring?

### 2. How to establish a group of peers for a mentoring process?

- What topics or issues are going to be worked on?
- Target group: definition and evaluation of participants?
- Taking decisions in a group: Common decision pitfalls
- Tools for reaching consensus

### 3. Goal definition

- Which is the main aim and the common goal?
- Identifying the steps towards the goal
- Taking the first step: where to start

#### 4. Programming sessions, structure and content

- Format of meetings
- Topics of sessions
- Content and duration
- Ice-breakers

#### 5. Motivation and feedback strategies

- Motivation strategies
- The Person-centred approach (Carl Rogers)
- Active Listening
- Setting tasks

#### 6. Creating a safe space

- What is a safe space?
- Effects of a safe space on participants behaviour
- Privacy and data protection
- Potential personal issues of the participants to be aware of



## 7. Final conclusion and closure of an e-mentoring process

- When and how does this process conclude? (does it?)
- Closure activities

## 8. Evaluation

- Evaluation of the e-mentoring process
- Feedback evaluation from the participants
- Self-evaluation
- Follow-up of the group

## Session 2

# What is Mentoring and e-mentoring?

## Objectives:

- To learn the meaning and the difference between Mentoring and e- Mentoring
- To learn what a mentor does and doesn't
- To gain ideas and understanding for a Good mentoring process
- To open a space of active listening and feed-back among participants on “burning questions”
- To share feed-back about the session

## Sessions

### What is Mentoring?

- Mentoring can be defined as “sharing knowledge, skills and life experience to guide another towards reaching their full potential; it’s a journey of shared discovery; a positive, supportive relationship, encouraging young people to develop to their fullest potential;
- Mentoring is multi-faceted; it can be formal or informal and may change and evolve as the needs of the mentee change;
- A mentor can be a role model, a coach, a voice of reason, a counsellor and a trusted resource. Mentors care and assure their mentee that they are not alone in dealing with day-to-day challenges. They help them believe that they matter.”;
- “The merge of mentoring with electronic communications to develop and sustain mentoring relationships linking a senior individual (mentor) and a lesser skilled or experienced individual (protégé) independently of geography or scheduling conflicts.”;
- “(...) primarily using electronic communications, and that is intended to develop and grow the skills, knowledge, confidence, and cultural understanding of the protégé to help him or her succeed, while also assisting in the development of the mentor”.

## What does a mentor do?

A mentor...

- Takes a long-range view of your growth and development;
- Helps you see the destination but does not give you a detailed map to get there;
- Offers encouragement and cheerleading, but not "how-to" advice.

## What does a mentor NOT do?

A mentor doesn't...

- Serve as a coach (Coaching and mentoring are two different things);
- Function as an advocate of yours in the organizational environment such as your boss would; the relationship is more informal;
- Tell you how to do things;
- Support you on transactional short-term problems;
- Serve as a counsellor or a therapist.

## Qualities of a mentor

- Experience in a specific field;
- A person-centred approach towards the mentee;
- Focus on the personal development on the mentee;
- Availability for the long term;
- The ability to challenge the mentees goals;
- Trust;
- Patience;
- Practical knowledge of a process;
- The ability of identifying possibilities/ solutions;
- Empathy and Compassion;
- Humbleness (knows own limits);
- Freedom from personal preferences and/or agendas.

## Session 3

# How to establish a group of peers for a mentoring process

### Objectives:

- To learn what a group is and why people join groups
- To learn five steps to build your own group (based on the NAC of Oregon)
- To share conclusions
- To learn from a practical activity: Groups and Art
- To open a space of active listening and feed-back among participants on “burning questions”
- To share feed-back about the session



## Sessions

What is a group and why do people join groups?

Definitions of a group:

- People are a group to the extent they experience similar outcomes. (Lewin 1948)
- A group exists when two or more people define themselves as members of it and when its existence is recognized by at least one other. (Brown 1988)
- As so defined, the term group refers to a class of social entities having in common the property of interdependence among their constituent members. (Cartwright & Zander 1968)
- A number of persons who communicate with one another often over a span of time, and who are few enough so that each person is able to communicate with all the others, not at second-hand, through other people, but face-to-face. (Homans 1950)

What is a group and why do people join groups?

Why do people join groups?

- Need to belong
- Affiliation
- Identity
- Motivation
- Evolutionary advantages
- Social facilitation
- Social loafing
- Teamwork
- Groupthink

Five Steps for building your own group

How to start a successful group guide (based on the Neighborhood Anarchist Collective):

## 1. Write a Vision

Imagine what the group might ideally look like after it's established and been around for a year. Write down a vision of what it is like.

- What do you love about it?
- What is the group working on?
- What attracts people to the group?
- What is the feeling people get when they're engaged in the group?

2. Invite people to start a group with you

- Send your vision out to people and invite them to contact you if they're interested in creating a group that's similar to the vision;
- Send your idea out to people you know wouldn't be a good fit and ask them to send it to people they know who might be interested. This will help you find new people you don't know or maybe didn't think of;
- Join similar groups so you can connect with people who might resonate with the vision (or might know people);
- Make flyers with a simplified version of the vision and a link to the full vision and post them around town;
- Make a new email address for people to contact you.

### 3. Organize a first meeting

- Welcome them and share why you're excited about this group;
- Give time for everyone to introduce themselves and share why they're interested;
- Invite people to share ideas for what they're looking for in a group. Both what the group is like and what the group will do in the world;
- Explain that you're looking for people to do the work of creating the group: Writing a mission, principles, structure, etc. Ask who is interested in doing that and make it clear that it's totally fine if they're not interested in that aspect (they can always join later once the structure stuff is done);
- Plan next steps for the next meetings.

4. Develop group structure (Writing the norms, structure, principles, name...)

Structure: How decisions are made, who makes decisions about what, who meets when for what purpose, how things are internally organized, teams, projects, gatherings, assemblies, etc;

Meeting norms: General practices for how you want meetings to go. Norms happen naturally/unconsciously in every group. By declaring them at the beginning you can help ensure they align with the mission and principles. It's also helpful for new people;

Safer space norms: General practices specifically to reduce oppression and support people to feel comfortable sharing and contributing;

Security Culture: A set of shared customs for a community whose members may be targeted that are designed to minimize risk, offset paranoia, and increase effectiveness and trust;

Conflict Resolution: Conflict is inevitable in any group. Developing a process for how to resolve it from the beginning will make conflict less disruptive.

Tasks:

- Invite people to individually think about or work on something for the next meeting;
- Then share the individual ideas and brainstorm more ideas at the meeting;
- Form a subgroup (2-3 people) to take the ideas

and make a first draft. (It's really hard and takes a long time to write something as a full group. It's much easier in a small group.);

- Bring the draft to the full group for feedback;
- Revise based on the feedback (either an individual or back to the subgroup for the next draft.);
- Repeat steps 4-5 as needed (Or maybe jump back to an earlier step if it doesn't seem like you're reaching a satisfying final version.)

## 5. Public Kick-off

Important aspects of the kick-off:

- Have as many different founders as possible present. It's a group effort;
- Thank people for coming and explain why you've started the group;
- Have people introduce themselves and share why they're interested in the group;
- Briefly explain the mission, purpose, and structure of the group;



- Have some time for brainstorming from everyone so that it's not just a one way presentation. Could be brainstorming first projects, or ideas for how to do something, or just general visioning for the group;
- Present clear next steps and easy ways for interested people to plug in and get involved.

# Session 4

## Goal settings

## Objectives:

- To learn the Goal Setting Theory of Motivation (Edwin Locke)
- To learn the key Principles of Goal Setting
- To share conclusions
- To learn from a practical activity
- To open a space of active listening and feed-back among participants on “burning questions”
- To share feed-back about the session

## Sessions

### What is goal setting?

- ‘Goals’ are “the object or aim of an action, for example, to attain a specific standard of proficiency, usually within a specified time limit.” (Latham & Locke, 2002, p.705) They are the level of competence that we wish to achieve;
- Goal setting is the process by which we achieve these goals. It is the act of selecting a target or objective you wish to achieve;
- Goal-setting theory of motivation (Locke & Latham, 1984) is based on the premise that conscious goals affect action (Ryan, 1970) and that conscious human behaviour is regulated by individual goals.

## The Goal Setting Theory of Motivation (Edwin Locke)

- 'In his 1968 article "Toward a Theory of Task Motivation and Incentives," Locke showed that clear goals and appropriate feedback motivate employees. He went on to highlight that working toward a goal is also a major source of motivation – which, in turn, improves performance;
- The more difficult and specific a goal is, the harder people tend to work to achieve it. Locke found that for 90 percent of the time, specific and challenging (but not too challenging) goals led to higher performance than easy, or "do your best," goals;
- Hard goals are more motivating than easy ones, because it feels more of an accomplishment to achieve something you've worked hard for.

## Key Principles of Goal Setting

**Commitment** To put deliberate effort into meeting a goal. To share the goal with someone else in order to increase your accountability to meet that goal.

*E.g. "A young person tells his/her mentor that by tomorrow afternoon they will have finalized that task they talked about".*

**Clarity** A clear, measurable goal is more achievable than one that is poorly defined. In other words, we need to be specific.

*E.g.: "I want to be a world famous football player" vs "I want to start training to practice professional football"*

- Challenge** The goal must have a certain level of difficulty in order for the person to strive towards achieving it.  
*E.g.: “A primary student doesn’t feel motivated to do her maths exercises because they are always the same and she does them every day. Even if they are very easy, she simply feels bored with them and doesn’t want to work”.*
- Complexity** If a goal is especially complex, make sure that there is enough time to overcome the learning curve involved in completing the task. In other words, the task must be adapted to the setting and situation.  
*E.g.: “An investigator has to finish a long essay on a study she has been carrying out for a few years centred on literature. Though it is a long and hard task, she has her own time and space to work on it and is passionate about the subject.”*
- Feedback** Set up a method to receive information on your progress toward a goal. If accomplishing a specific goal turns out to be too hard, it is better to adjust the difficulty of your goal mid-way through the timeline than to give up entirely.  
*E.g.: “A trainee measures his own progress using self-evaluation online tests and then meets with some of his colleagues to discuss how he is doing. While discussing with them, he finds out that they are all obtaining low scores (under 6) at the moment, so they all decide that for now they are going to try and not get anything lower than a 6”.*

## Session 5

# Programming sessions, structure and content

## Objectives:

- To learn the steps of a session
- To learn techniques for an Effective Training Session
- To learn about online Ice-Breakers
- To open a space of active listening and feed-back among participants on “burning questions”
- To share feed-back about the session

## The steps of a session

### 1. Define learning objectives

- What do you want the participants to “learn”?
- What are the most important concepts/skills to understand?
- How will you know that they have been understood?

### 2. Clarify Key Topics

- What are the central ideas/skills?
- What are the main concepts?

### 3. Organize material

- Create a list all of the points to be covered
- Compare the points listed with the objectives. Are they covered?

#### 4. Plan presentation techniques

- Lectures: Keep them short!!
- Demonstration/practices: There should be more practices than lectures
- Discussions and debates after lectures: What do the participants think?
- Use online learning tools: videos, quizzes, etc
- Role plays : i.e., “Arte Migrante Simulation”
- Case Studies: Application of a theory to a real life situation

#### 5. Evaluation

- We need to check if the young participants have understood the key concepts
- It can be formal (i.e., questionnaire) or informal (i.e., open questions)
- The evaluation should help and guide us for our next session.

#### 6. Timing



- Time distribution: longer time for more important concepts
- Schedule the time of the whole session
- Allow extra time for the participants to absorb and discuss practical material

### Techniques for an Effective Training Session

- Tell participants what is going to be covered before starting the session ☐ A short summary/index before getting into the topic;
- Give a brief explanation about the content of multimedia (e.g., a video) before showing it;
- Hands-on training (“learning by doing” or experiential learning);
- Ask participants to share their experiences on the topic;
- Keep the session on track and on time;
- Give breaks;
- Ask for feedback;
- Make the learning process fun ☐ i.e., make a good use of humour;
- Use self-esteem.

## Session 6

# Motivation and listening strategies

## Objectives:

- To learn some motivation strategies
- To learn about the Person-Centred Approach
- To increase awareness on the active listening as a competence
- To open a space of active listening and feed-back among participants on “burning questions”
- To share feed-back about the session

## Sessions Motivation strategies

### 1. *Recognize achievements*

Recognize the effort of others from before the activity (just by coming) and after. Anything can be an incentive (a pat on the back, a smile, “great job”, “I really love what you have done”). Always be sincere in your incentives. Hypocrisy will always be noticed even if only on an unconscious level.

### 2. *Set goals*

We need to set long and specially short term goals that are achievable and recognize when they are.

### 3. *Provide opportunities to lead*

Give young participants the chance to take on responsibility and leadership. Invite them to lead a team, to propose a project and an idea, to control a task they like, etc.

4. *Consistence and enthusiasm*

Your mood affects the mood of the participants.

5. *Provide challenges*

i.e. Small games, informal friendly competitions, etc or provide the group a positive challenge. You can also challenge people to be creative a make-up something new.

6. *Vary practices*

Different practices within a routine will reduce the possibility of boredom, monotony, burnout, etc.

7. *Be organized*

Organization + security by the trainer and the trainees = higher motivation

8. *Make it fun!!*

Fun encourages people to maintain their involvement in an activity.

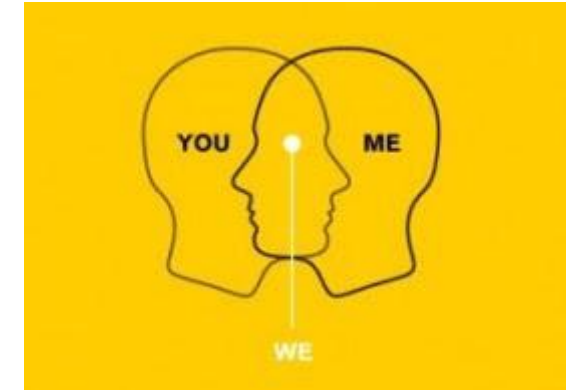
Laughing, joking, etc, have a huge contribution to motivation

## The Person-Centred Approach

What is the Person-Centred Approach?

General definition

It is the approach in which the person is placed at the centre of a service. It focuses on the person and what they can do, not their limitations/condition/etc.



What are the origins of the Person-Centred Approach?

The PCA was developed by Carl Rogers:

American Psychologist,

One of the founders of the Humanistic Theory,

Developed the practice of active listening,

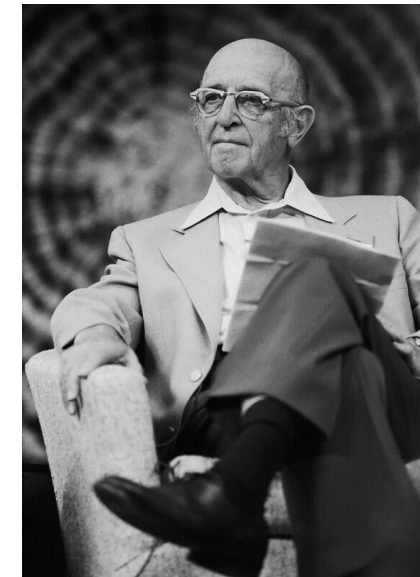
Special importance in the field of education,

Group therapy,

Worked with the CIA,

Conflict resolution in Northern Ireland,

Author of "On Becoming a Person".



## What are the main points of the Person-Centred Approach?

- Tendency to self-actualization;
- Human beings tend to naturally grow and develop. A person can direct their behaviour towards what they need/want as long as they are able to accept themselves;
- Congruence (between Reality and the Ideal);
- The acceptance of reality leads to stability and a clearer view of one's needs and aims. The false belief of an ideal "self" leads to a blockage of one's own development, as we have no longer have a clear vision of whom we are;
- Freedom;
- Every human being as the freedom to choose their own steps through self-consciousness;
- It supports a person in making decisions, takes into account their main unique circumstances and involves their network and contacts;

## What attitudes are needed for this approach to be effective?

- Unconditional acceptance

When one shows unconditional acceptance towards another person's personality features (behaviour, opinions, emotions), the second person will feel freedom to explore the aspects of their self that they have avoided because of fear of being

- Empathy

Not only to try to walk in the others shoes, but to understand another person's beliefs, understanding of life, values, etc). The empathy reflex

- Authenticity

One must abandon their security role and become a human being equal to the other. If one "fakes" their role, the other understands that the interaction is forced, false and acted, passing to be part of the play. When one is authentic in showing their emotions, thoughts and feelings and shows self-acceptance, the other may "model" this behaviour.

## Active listening

What is active listening?

*Until we can demonstrate a spirit which genuinely respects the potential worth of the individual, which considers his sights and trusts his capacity for self-direction, we cannot begin to be effective listeners.*

Carl R. Rogers and Richard E. Farson (1987)

*Giving one's total and undivided attention to the other person and telling the other that we are interested and concerned. Listening is difficult work that we will not undertake unless we have deep respect and care for the other... we listen not only with our ears, but with our eyes, mind, heart and imagination, as well. We listen to what is going on within ourselves, as well as to what is taking place in the person we are hearing. We listen to the words of the other, but we also listen to the messages buried in the words. We listen to the voice, the appearance, and the body language of the other... We simply try to absorb everything the speaker is saying verbally and nonverbally without adding, subtracting, or amending.*

- Ian McWhinney (1997)



## How to practice active listening

1. Let the person direct the conversation. Active listening is non-directive, so the speaker should in all cases choose what to talk about and how.
2. Concentrate on the person who is speaking. Try to centre your attention on the person and leave all other topics on pause for now.
3. Try to make eye contact with the person during the conversation.
4. Be conscious of the non-verbal communication of the speaker. Watch them and ask yourself: what are they doing? How is their posture? Are they talking high or low? Is the person moving a lot or still? Are they making eye contact? Etc.
5. Give small and continuous feedback (nod your head, answer “yes”, “ok”, “I understand” or “mm-hmm”).
6. Paraphrase and summarize: give them a short summary of what has been said in your own words. If you have doubts (questions, things you haven’t understood), ask the person directly.
7. If the person decides not to speak about something or stay silent, try to be respectful and patient.
8. Be mindful of your body posture: try to sit forward, directing your body towards the speaker.
9. Be mindful of your own judgments. We will always make judgments, no matter how hard we try not to.

10. Be mindful of your own feelings. How does the person make you feel? Are you uncomfortable? Are you feeling stressed listening? Do you feel identified? Be conscious of what is happening in your mind and your body during the conversation.
11. Be sincere and ask questions. For example, if you believe the person likes being with a family member, don't say "you love being with them". Say "By listening to what you are saying, I have the impression that you appreciate being with them very much. Am I correct? Is this something important to you?"
12. Be honest and authentic at all times with your own feelings and behaviour.

### Some benefits of active listening

- Building of a relation of trust
- Empowerment for the speaker to get to their own conclusions and solutions
- Materialisation of thought
- Enhancement of self-esteem through acceptance and non-judgement
- Validation of emotions
- Better understanding of the person
- Creating empathy
- Learning about the person

## Session 7

# Creating a safe space, confidentiality and personal issues

## Objectives:

- To learn the concept of “safe space” and how to create it
- To learn what confidentiality is and how to promote it
- To improve the awareness on Potential Personal Issues
- To open a space of active listening and feed-back among participants on “burning questions”
- To share feed-back about the session

## Sessions

### What is a safe space?

*A place or situation in which you are protected from harm or danger.*

Cambridge dictionary

*A place or environment in which a person or category of people can feel confident that they will not be exposed to discrimination, criticism, harassment, or any other emotional or physical harm.*

Oxford Languages

### Characteristics

- Cultivation of ground rules for group processes (listening, sharing, etc)
- Cultivation of a culture in which people actively care for each other
- Promotion of equity and inclusion, and demonstration of principles of the difference, equality and importance of all people

## Rules

- The right to be heard
- Respect
- Confidentiality

## Equality and Inclusion

- Understanding (vs. making assumptions, stereotypes, etc)
- Understanding themselves (when the participants can choose)
- Understanding others (To only listen and not respond)

## Confidentiality

- Location: It should be as private as possible, outside of anyone's listening range.
- What is said in the group stays in the group: Refuse to discuss anything from inside the group outside the group.
- Group Agreements: All participants should commit to an agreement that contains rules for all the group.
- Group Reminders: Confidentiality and the agreement should be mentioned and repeated to the group.
- Listening devices: Consider disconnecting all listening devices that are in the room.

## Potential personal issues

### Conflicts between members:

- Respect and acknowledge other's ideas
- Consider how they can improve their communication
- Work through the cause of the conflict as a group
- Understand that working in a team may require negotiation
- Consider how they can improve their communication

### Domineering personalities:

- Create time limits to contribute
- Ensure that each member has a chance to speak without interruption
- Remind members of the importance to hear all opinions about the topic and to respect them
- Communication
- Deadlines
- Participation
- Psychological issues
- Substance use
- Cultural/beliefs/religious clash

## Session 8

# Closing an e-mentoring process



Objectives:

- To learn how to end from the Beginning
- To learn how to know when it's ending
- To learn how to close a process
- To open a space of active listening and feed-back among participants on "burning questions"
- To share feed-back about the session

## Sessions

### To end from the beginning

a) Set a date from the moment you start the process.

- The mentees know what to expect
- There is a time limit to reach specific goals
- There is commitment

b) Set an estimate period for the process once you have started

- Assess how you think the process is going
- Assess how long do you think it will take
- Give the mentee a proposal of a deadline

### How to know when it's ending

- Conversations have become a bit monotonous and predictable
- The conversation keeps turning towards unrelated topics
- Time between meetings is larger every time
- Goals and priorities have changed a lot since the beginning
- There is not that much commitment anymore
- The goals have been reached (or at least the majority)

### How to close a process

- **Evaluate your progress together:** Did you meet your expectations and goals? At what point do you know? Is there any more support needed?
- **Get feedback:** Compare notes and impressions of the process with your mentee
- **Talk about the future:** Plan what comes next. Based on your conversation, is it time for the process to end? What is the next thing that your mentee should do?
- **Keep informal contact:** Keep in contact with your mentee. It is good that, even if the process has ended, the mentee has a way of contacting you in case doubts arise in the future.
- **Share your feelings:** Share how you feel, if you are happy or sad because of this end. If you are thankful, thank your mentee. Be thoughtful, respectful and open.

### What happens now?

- **Informal mentoring:** Keep in contact afterwards on a non-formal level, as an acquaintance or a professional contact. Be mindful of boundaries between friendship and a more professional relationship.
- **Propose a follow-up session:** Contact your mentee in some time and ask them how things are going or simply to catch up with each other. Do they need anything else? Do they have doubts? Would they like to know how you are doing?
- **Stay available:** Even if the mentoring relationship is over, make sure that the mentee has a way to contact you if necessary and make clear that you are available if needed.

# Session 9

## Evaluation method

## Objectives

- To know how to give and receive feed-back in a constructive way
- To acquire evaluation and self-evaluation Tools
- To open a space of active listening and feed-back among participants on “burning questions”
- To share feed-back about the programme and learning achievement

## Sessions

### Why is Feedback important?

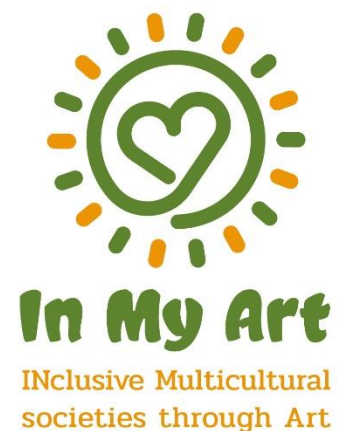
- Feedback is necessary to let us know what we are doing right and what we need to improve.
- It is something we give and receive all the time on an informal level (i.e. sharing opinions and preferences with family or friends)
- Sometimes we may practice it at a formal level (i.e. labour performance management)
- Feedback can also have a negative effect when only one kind is delivered (“positive” or “negative”)

### How to receive feedback

- Be open: When a feedback exchange session is previously planned, it is a good idea to be ready to be exposed to whatever must be said. One is not always ready and it is not always the right place and the right time.
- Practice active listening: Listen carefully, make eye contact and don't interrupt. Try not to react verbally or nonverbally if you hear something that creates an emotion in yourself (i.e. something that makes you feel proud or offends you). Remember you will have your turn to speak when the other person is finished.
- Learn: When answering to the feedback received, try to ask questions: why/when did they feel this way? How can you improve? In which could an activity or an event be better?

## How to give feed-back

- Centre the feedback on specific behaviours: Do NOT mention the person or the personality (i.e. say “you expressed yourself very well” instead of “you are very expressive”)
- Choose the right time: Sometimes feedback can be given straight after so it is fresh. If there is a strong emotional component in the feedback, it is best to give some time between a session or an event and the feedback to “act” instead of “reacting.”
- Privacy: When there is something personal or that can be tagged as “negative” tell a specific person in private. Exposing the issue in front of the group could be embarrassing.
- Use the first person: Always say “I”. Talk about what you think, what you feel...
- Be specific: Always refer to specific moments and examples, not general views



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