

# 01

## SESSION 1. INTRODUCTION TO MENTORING – FOUNDATIONS AND EXPECTATIONS

### OBJECTIVE

Understanding the fundamental purposes of mentoring process and mentor's role.

### ACTIVITIES

- **Brainstorming session.** Discuss everyone's ideas of what mentoring process is; how it should look like; who is included and what are their roles; what are some short-term and long-term benefits of participating in mentoring.
- **Interactive lecture.** Description of the mentoring process, roles and responsibilities of the organization, mentor, mentee, parents (if included) and benefits of taking a part in the initiative (skill development, networking, increased confidence...).
- **Introspection and discussion on expectations, hopes and concerns.** Writing down the expectations, hopes and concerns. Every mentor should write down what he/she expects his/hers mentoring process to be or look like, what he/she hopes it to be, what are some concerns.

### **-Trigger questions for group discussion:**

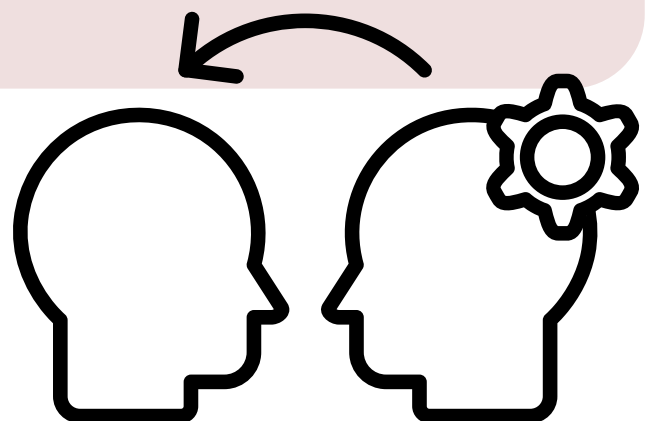
- How would you define mentoring?
- Who is included in the mentoring process? What are their roles?
- What could be some main objectives of the mentoring process between individuals living with rare diseases?
- What are some benefits that the mentor and the mentee can gain from the mentoring process?

**-Conclusion:** A conclusion should be derived from the brainstorming session as an introduction to the lecture. The conclusion should cover the following:

- The definition of mentoring process as a partnership in which a more experienced person (the mentor) provides guidance and support to a less experienced person (the mentee) with the aim of personal growth, developing specific skills or achieving some other personal goal that is set in the process
- The mentoring process include the mentor and the mentee, but also the organization and mentee's parents and other close social circles as a support mechanism
- Benefits of mentoring reflect in personal growth of the mentor and the mentee, advancing communication skills, building confidence, networking, broadening perspectives and other.

## DEFINITION OF MENTORING

- **Mentoring** is a complex, holistic construct that has been studied in many disciplines and observed in various contexts. One definition that can be given of mentoring is that of **"a formal or informal, one-to-one relationship between a more experienced person (mentor) and a less experienced person (mentee)** in order to develop skills in the training, educational, work and social spheres in the latter, voluntarily from one person to the other, in a process that leads to mutual enrichment." In general, it takes the form of a "one-to-one" relationship between the mentor and the mentee, which is why it is extremely important that a relationship of trust and understanding is created between the two.
- **Mentoring** is a relational encounter between two people who voluntarily share different experiences in a process of personal, occupational and educational growth. **A relationship is created that goes deep and accompanies the person in a process of knowledge and self-discovery.** It is no coincidence that the metaphor of a journey is used to indicate the mentoring experience, indicating a shared journey of great participation and emotional involvement. The mentor helps make the mentee aware of his/her choices, will, intentions and acts as a 'bridge' between the mentee and the 'community'. He does not mould the mentee according to his own values but guides him. Voluntariness and bi-directionality characterise the mentoring relationship and are among the most important differences to other methods such as tutoring, a training process where a more experienced figure accompanies the other towards learning.



## ROLES AND RESPONSABILITIES

### Who is the mentor?

#### BIG BROTHER:

- A person who helps the mentee realise his/her potential also in the relational/affective sphere.
- A **positive role model**, an experienced 'friend' who can transfer his or her knowledge.
- Someone who has lived with the disease for a long time, has **overcome many barriers** through his life and has developed **skills and techniques** to overcome those challenges.
- Someone who has acquired **resilience** and thus developed a positive view of himself; he is aware of his strengths and abilities, is able to manage his feelings and impulses in a healthy way.
- Someone who knows how to **set realistic and measurable goals** and has adequate communication skills.
- A person who helps, in a one-to-one relationship, a younger mentee **during an important transition period** in his/her life, which takes on a much higher value in neuromuscular pathologies where this transition can coincide with a change in the pathology, if for example it is degenerative.

### Who is the mentee?

#### YOUNGER BROTHER:

- Someone with **lack of experience and information** regarding the disease / diagnosis / symptoms.
- Someone who is experiencing the **first symptoms** of the disease.
- Someone who does not know how to face the **different barriers** related to the disease.
- Someone who **must acquire resilience**, develop a positive view of himself; become aware of his strengths and abilities and learn to **manage his feelings** and impulses in a healthy way.
- Someone who must **learn to set realistic and measurable goals** and learn to develop appropriate communication skills.
- Someone who **relies on Big Brother to guide**, support and sustain him through the mentoring process.



# NEEDS AND GOALS

## Mentor's objectives

- Pass on their experience to "leave a trace" of themselves in the community.
- Be a facilitator of change and a natural reference for the mentee.
- Having enjoyable interactions with mentees.
- Feeling satisfied and fulfilled as a mentor.
- Receiving professional development opportunities.
- Practicing self-disclosure .
- Enhancing one's skills from continuous confrontation with others.
- Nurturing one's own motivation.
- Questioning and adapting strategies and characteristics according to the other person.

## Mentee's objectives

- Experiencing a sincere and empathic helping relationship.
- Finding comfort in sharing common experiences.
- Having a positive role model perceiving greater self-esteem.
- Increased sense of self-determination.
- Believe more in one's own school/work skills and relational resources.
- Sharing one's own insecurities and difficulties with the mentor.
- Learning and practicing general self-advocacy skills.
- Develop resources and strategies to cope with complex phases in life.
- Acquire effective relational skills and strategies.

