

MENTORING/TUTORING SCHEME (*METHODOLOGY AND COMPONENTS*)

BUSINESS AND STARTUP MENTORING

METHODOLOGICAL BASE AND PREREQUISITES

1. Initial conditions

Relevance of the scheme. The startup movement in Ukraine and the world is gaining significant scale. Recently, a certain infrastructure network of support, development and implementation of startup projects has been created in Ukraine. Powerful crowdfunding platforms, hackathons, business incubators, technology parks and other infrastructural entities contribute to the activation and spread of this movement. However, the fact that during the first year of their existence more than 90% of startups go bankrupt due to lack of funding, unjustified expectations for the success of the product or service created within the framework of startups, errors in the assessment of the target audience, etc. is also relevant.

The student and scientific environment, especially of technical universities, is a center for the formation of ideas that can potentially be transformed into successful business projects. Accordingly, mentoring support for the transformation of ideas into concrete projects is a necessary condition for the activation of the entrepreneurial activity of education seekers, as well as scientists who work on applied research and wish to offer their developments to real business. Involvement of students in the process of creating startup projects at the stage of education will contribute to their creative development, preparation for becoming active participants in the development and post-war recovery of Ukraine's economy, as well as the spread of innovative ideas in the world.

The startup mentoring scheme provides the following **benefits**:

- support and encouragement, training and exchange of knowledge, new practices and innovative experience of real business;
- development of confidence and self-awareness of the target audience;
- increasing inclusiveness in the institution of higher education;
- formation of understanding and skills of official and unofficial cooperation.

Target audience:

- students of higher education in the senior years of bachelor's, master's and postgraduate studies, who are preparing to enter the labor market, start a professional career and are aimed at the implementation and development of startup projects based on their own innovative ideas;
- scientists - teachers of a higher education institution who work on research and wish to offer their developments to real business.

Needs and requests: concretization of the vision of the prospects of ways to build a successful career in the context of realizing one's own innovative goals, understanding the trends and demands of the labor market, and acquiring practical skills that will improve the employment of future graduates and open new opportunities for monetization of one's own scientific developments. Representatives of the target audience are looking for help in turning innovative ideas into real start-up projects, applying acquired competencies in relevant specialties, turning them into concrete practical experience in preparing, substantiating, presenting and promoting their own ideas.

Challenges and concerns of the target audience may be related to a certain inconsistency of the proposed innovative ideas with the requests and needs of the market, the target audience, current demands of the labor market, readiness for practical application of the acquired competencies.

Socio-economic challenges: the level of unemployment, the transformation of the structure of the economy as a result of the military conflict and economic recession, limited employment opportunities in certain areas, ageism and gender distortions in the labor market, specific requirements of industries regarding the implementation of innovative projects.

Psychological aspects may include doubts about the attractiveness of one's own innovative ideas, one's competences, talents, meeting the demands of employers, uncertainty and uncertainty in one's own future and prospects for the development of relevant fields of work, cultural traditions formed by society, expectations and perceptions about professional success and prestige of work in certain fields activity

Aspirations, goals, prospects: financial growth, professional success and recognition, personal realization, realization of prospects for personal growth and development, making a significant contribution to increasing the level of innovativeness of the economy and society.

Risks and fears: inconsistency of one's own innovative ideas with market demands, lack of potential investors to finance start-up projects, inconsistency with competitive requirements on the labor market, lack of alternatives for choosing a place of work, employer, scope of application of competencies, difficulty of adaptation to the work environment, inconsistency of efforts made to master relevant competencies to possible remuneration in the labor market.

2. Vision of the target audience after and thanks to mentoring/tutoring.

As a result of applying the scheme of mentoring in the field of Startup, mentees will get a clearer understanding of the key steps from an idea to creating their own business, building their career path, gain confidence in their abilities and become competent professionals capable of effectively formulating ideas, testing ideas, turning them into specific investment proposals, present their developments, communicate with potential investors, and realize their personal and professional potential.

3. Ambitions of mentoring/tutoring.

Empower and guide wards in their personal and professional development based on the formation of the ability to formulate ideas, test ideas, turn them into concrete investment proposals, present their developments, communicate with potential investors, thereby increasing their competitiveness in the labor market.

4. Values.

- Orientation to the mentee and his innovative ideas.
- Purposefulness.
- Professionalism and ethical behavior.
- Trust and confidentiality.
- The desire for constant learning and growth.
- Respect for individuality and human dignity.
- Open and honest communication.

- Accountability and responsibility.
- Cooperation and teamwork.
- Encouraging personal development and realization of own ideas.

5. The purpose of the mentor/tutor's cooperation with a specific target audience.

Guide and support mentees in acquiring the necessary competencies to achieve their professional and personal goals, enabling them to become confident, capable and successful professionals in the field of transforming their own innovative ideas into concrete investment proposals.

6. Methods:

6.1. Engagement of mentors/tutors.

A mentor is an experienced professional in the field of creation and development of start-up and business projects who voluntarily offers his advice, experience and support to his mentees.

Engagement principles and approaches:

- the ability and opportunity to share one's own ideas and experience gained in the process of one's own professional development in the context of the creation and development of startups and business projects, participation in hackathons, financing of innovative projects;
- forming an understanding of the added value for universities and mentees regarding the involvement of the mentoring institute in the learning process;
- appreciation of mentors' contribution to the learning process and recognition of their efforts;
- promoting the experience and brand of companies where mentors work, as examples of successful implementation of startup projects, attracting funding to promote own ideas, turning them into a successful business.

6.2. Selection of the mentee/tutee.

A mentee is a graduate student or scientist working on applied research that can be translated into concrete investment proposals, and who seeks guidance, support and training from a mentor to improve their personal and professional development through the implementation of their startup project.

Approach to attracting mentees: an open call for individuals who wish to implement their startup projects and receive advice from experienced professionals. Potential mentees are invited to submit their project proposals, outlining the areas in which they seek mentorship, motivation for participating in the mentoring support process. Mentees are selected based on the compatibility of their projects with the experience of existing mentors.

6.3. Mentor-mentee, tutor-tutee interactions.

Eligibility criteria: the mentee's preferences, education, career aspirations, matching the mentor's experience.

After selecting a mentor, mentees take an active part in mentoring, regularly reporting on their progress, asking for advice, and taking mentors' feedback into account in the implementation of their project.

Communication channels include face-to-face meetings, virtual platforms, e-mails, instant messengers. The channels, regularity and format of communication are determined jointly by the mentor and the mentee based on the available communication forms and tools, as well as the available schedule.

Main formats: coaching and interactive discussions, which are focused on setting goals, sharing experiences, providing advice and guidance on, offering feedback for the implementation of the mentee's startup project and ensuring its professional growth.

Mentors provide new knowledge, skills and demonstrate best practices to enhance the mentee's ability to implement their startup project, providing a safe, interactive space for reflection and guidance.

7. Mentor-mentee, tutor-tutee interaction approaches.

Approaches to interaction: group and/or individual work, depending on the goals and preferences of the mentor and mentee.

The format of interaction is flexible and accessible: offline (educational classrooms), online (virtual platforms).

Frequency of interaction: systematic meetings according to the established schedule.

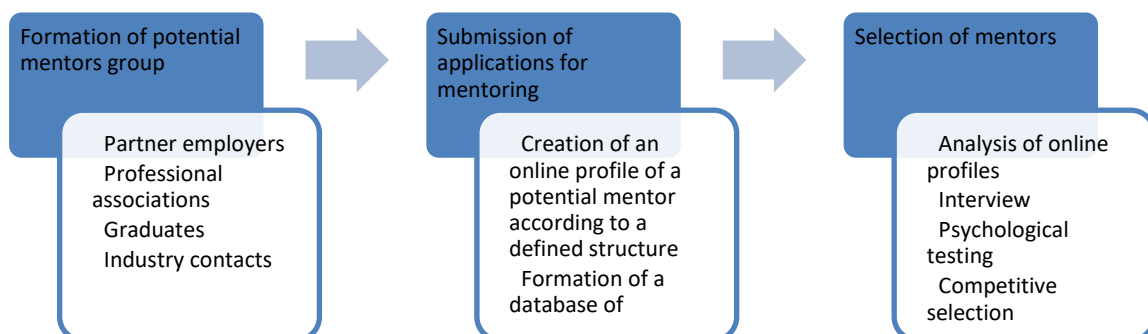
Reporting is mandatory: current and summary to ensure monitoring of mentee participation and progress.

The approach is adaptive and mentee-oriented to ensure structure and flexibility in the mentoring process.

MODEL OF MENTORING / TUTORING SCHEME IN THE STARTUP FIELD

8. Algorithms for selecting mentors/tutors and mentees/tutees.

8.1. Mentor selection algorithm



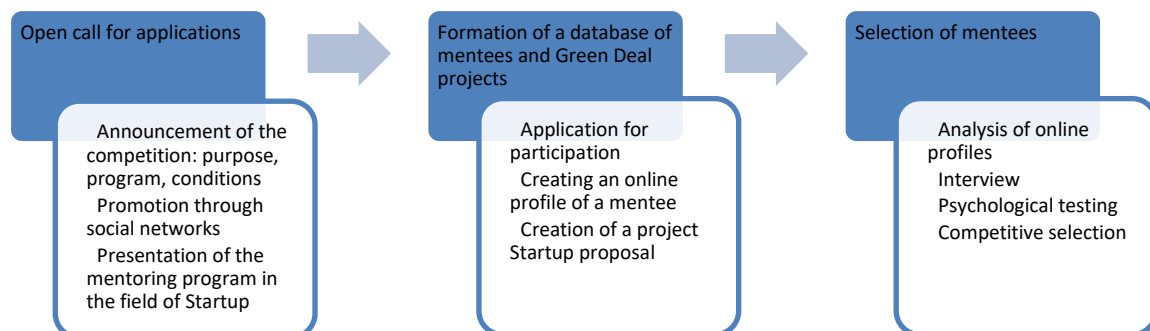
Qualifications and requirements for a mentor:

- from 5 years of practical experience in the implementation of startup projects, successful career growth in the field of financing innovative projects.
- experience in the examination of startup projects and special knowledge in the field corresponding to the mentee's interests.

- academic degree, professional certificates or professional qualification in the field corresponding to the mentee's interests.
- strong communication and interpersonal skills, ability to build relationships with mentees, actively listen, provide constructive feedback, and foster a supportive learning environment.
- Willingness to provide guidance and support to the mentee by making time for regular interaction.
- willingness to maintain confidentiality, respect the mentee's boundaries and act in their interests.

All potential mentors must undergo mandatory training and psychological testing.

8.2. Algorithm for selecting mentees:



Qualifications and requirements for a mentee:

- 1) Be a current student of a specific institution of higher education or work on a scientific innovative applied project in this institution of higher education.
- 2) Demonstrate willingness to actively participate in the mentoring program.
- 3) Have clear goals (startup project / business idea / innovative idea), tasks and areas in which they seek advice from experienced professionals.
- 4) Have a desire to learn from the experience and ideas of your mentor.

Combination of mentor and mentee:

Automated recommendation (selection) of mentors and mentees using IT platform algorithms.

Organize an introductory meeting or orientation to introduce mentees and mentors, clarify expectations, establish communication guidelines, and establish project milestones.

9. Procedures.

9.1. Organization of mentor-mentee interaction.

- placing online profiles of potential mentors on the IT platform, where mentees can access information about existing mentors and determine priority mentors for themselves, based on their knowledge, qualifications, teaching experience and field of specialization;
- mentees have the opportunity to participate in the online voting system to express their preferences for a potential mentor, which is taken into account in the next distribution of mentors and mentees.

9.2. Quality monitoring.

Quality monitoring is performed regularly in the process of mentoring support (intermediate monitoring) and at its results (final monitoring).

Monitoring tools:

- online survey of the mentee and mentor;
- rating evaluations of mentors;
- monitoring meetings in stand-up meeting mode;
- post-mentor meeting with mentees and mentors.

The online survey of mentees is aimed at receiving feedback on their experience of communicating with the respective mentors regarding professional support, as well as on psychological communicative aspects, in particular: readiness and openness to communication, sensitivity, learning methods and general satisfaction.

The mentor's online survey is aimed at receiving feedback on the quality of the organization of the mentoring support process, in particular: the sufficiency of the

time allocated for mentoring support, the appropriateness of communication tools, the mentee's activity in the process of receiving mentoring support.

Ratings of mentors are conducted at the end of the process of providing mentoring support based on the following criteria: relevance of knowledge to the mentee's start-up project, availability and comprehensibility of instructions, availability and ability to meet the specific professional needs of the mentee.

Monitoring meetings in the stand-up meeting mode are held with a certain regularity at least three times per project, when the mentor acts as a Scrum-master, receiving requests from the mentee regarding the needs for improving the mentoring process. The duration of the meeting is no more than 15 minutes. Mentees have the opportunity to express their wishes regarding the improvement of the mentoring process.

A post-mentoring meeting with mentees and mentors is held after the completion of the mentoring project with the participation of responsible persons of the university, during which all participants provide feedback on the quality of the organization of the mentoring process, possible directions for its improvement.

9.3. Performance control

Performance monitoring can be done through self-reflection of the program. The effectiveness of mentoring focuses on the mentee's results as assessed by the mentors according to the following criteria:

- The degree of satisfaction with the mentoring process.
- Tool, channels and means of engaging mentees in interaction__
- The most valuable skills in the development, implementation, promotion and presentation of strata-projects, which mentees acquired during mentoring.
- Mentoring goals that were achieved and that were not achieved (reasons).
- New tools, means, skills, approaches to transform the mentee's innovative ideas into a specific startup project, its justification and presentation, mastered by the mentee.
- Advantages and disadvantages of interacting with a mentee in the community.

- New tools, means, skills, approaches in the field of formation and promotion of startup projects are mastered by the mentee, which can be implemented in other related areas of the mentee's professional activity.

KPI of the mentoring program:

Quantitative indicators	Qualitative indicators
<ul style="list-style-type: none"> - the number of mentees who mastered the program - the number of involved mentors - the number of startup projects prepared for implementation during the mentoring process - the number of startup projects presented to real businesses - the number of startup projects chosen by the business for further implementation 	<ul style="list-style-type: none"> - share of mentees who are satisfied with participation - share of mentees who learned new skills/improved existing ones - share of mentees willing to apply new skills/experience in the future - share of mentees who are ready to recommend participation in the program to other students - share of mentees who established new professional contacts during the program participation

9.4. Level of satisfaction.

The level of mentee satisfaction with participation in the program can be assessed through an online survey in the following areas: the organization of mentor-mentee interaction, the process of communication with the mentor, the process of communication with other mentees, support from the teacher responsible for the program, the process of informing about the program, the relevance of the proposed topics in within the framework of mentoring, the relevance of the mentor's experience for professional activity, the correspondence of the subject and content within the educational modules, the level of formed skills in the field of formation and promotion of startup projects, the correspondence of expectations and the results obtained from participation in the program, the correspondence of the mentor's approaches to the transfer of experience and the effectiveness of the selected forms of interaction.

10. Forms of work.

Mentoring session - individual or group meetings of a mentee with a mentor in order to receive advice from mentors on the preparation and implementation of projects, innovations and initiatives, career growth in the field of formation and promotion of startup projects, recommendations for finding potential investors in the field of formation and promotion of startups - projects. The goals of mentoring sessions may be to develop specific tools for the creation, implementation and development of a mentee's startup project. A mentoring session is an offline or online meeting with a discussion of pre-defined issues lasting 1 academic hour.

A coaching session is an individual meeting between a mentee and a mentor with the aim of receiving professional, motivational and psychological support for the mentee from the mentor to achieve their goals and objectives in the professional sphere. A coaching session is an offline or online meeting with a discussion of pre-defined issues lasting 0.5 academic hours.

Startup projects. Mentors can involve mentees in their own startups and business projects to give them the opportunity to apply their skills in the community and network with others. Projects can be proposed by a mentor from the professional sphere as well as social/volunteer projects. Mentees will be able to choose projects depending on their own interests. Mentoring in the format of projects will be implemented according to a pre-agreed plan, and will also include situational tasks. Interaction in projects will usually be team-based, using project management tools and online circles to establish communication and discuss tasks and deliverables. Also, mentees can propose their own startup projects for discussion and implementation, where the mentor can provide advice on bringing them closer to the real conditions of implementation on the market, improving their practical justification, presentation, finding potential investors, etc.

Practice under mentorship. Practical training of students as part of the curriculum can be implemented in the form of mentoring. A mentor is assigned to a mentee individually or to a small group of mentees. The practice takes place according to the defined plan, the mentee receives individual tasks from the mentor. The mentor contributes to the acquisition of practical experience in his professional direction for the mentee.

Problem lectures are used as a platform for teachers, practitioners and other interested parties to exchange ideas, best practices and find practical solutions to meet the needs of students in mastering tools, methods, approaches and principles of forming and promoting startup projects.

11. Information support.

Several digital platforms can be used to increase efficiency and reach a wider audience, such as:

1. *Microsoft Teams and Moodle*: An open source learning management system that can be used to organize and deliver training programs, content delivery, discussion forums, assessment and collaborative activities, making it suitable for online courses and engaging participants in interactive teaching.
2. *Platforms for video conferences*: Zoom, Microsoft Teams or Google Meet, can be used for trainings and internships. These platforms provide real-time communication, screen sharing and rooms for interactive discussions and collaboration, and provide the ability to record the broadcast for later viewing.
3. *Social media platforms*: Facebook, Twitter, Instagram, TikTok, Treads, Telegram (channels / groups) that can be used to raise awareness of the functioning of the startup infrastructure, popularize, test and promote mentee startup projects, communicate with like-minded people in the areas of startup implementation . These platforms provide a wide reach and enable the distribution of educational materials, interesting publications and interactive campaigns to promote critical thinking and responsible information consumption.
4. *Online tools for collaboration*: Telegram (channels / groups), Google Drive, Microsoft office 365, Dropbox, can facilitate collaboration during training or internship projects. These tools allow participants to share and work on documents, presentations, and media together, enhancing the learning process and fostering teamwork.
5. *Webinar platforms*: GoToWebinar, Webex, or Adobe Connect can be used for problem lectures or educational webinars. These platforms offer features for delivering presentations, engaging participants with polling and chat features, and recording sessions for later use and wider distribution.
6. *E-learning platforms*: Udemy, Coursera, Prometheus, EdEx, EdEra, which can be used to conduct specialized courses on the development, justification, presentation and promotion of startup projects and innovative ideas. These platforms provide a structured learning environment with multimedia content, assessments and progress tracking, allowing participants to learn at their own pace.

7. *Crowdfunding platforms*: Kickstarter, Indiegogo, Patreon, GoFundMe, Crowdrise, MightyCause, InKind, Crowdfunder and others, which can be used to analyze the prospects of your own business ideas, analytical research, assessment of the prospects of your own proposals, etc. This allows you to prepare mentees for real use of crowdfunding tools in the process of monetizing their own ideas.

Certain digital platforms will be aligned with the specific objectives and resources available for each event, with data privacy, accessibility and user-friendly interfaces being key considerations in the selection and implementation of these platforms.

12. Resource provision.

Resources that are critical to creating an optimal learning environment:

A. Technical and technological and informational resources:

1. *Specialized classrooms*: special classrooms are necessary for face-to-face classes, seminars, problem-based lectures, research on the profile of startup projects. These classrooms should be equipped with modern equipment such as a projector, interactive whiteboard, audio system and comfortable seating.

2. *The specialized laboratory base* is determined depending on the specifics of the startup projects identified for mentoring.

3. *Shared infrastructure and software*: access to computers, laptops, tablets, or other devices that participants can use to work with digital resources, complete tasks, and collaborate.

4. *Online educational platforms and resources*: online platforms Moodle, Microsoft Teams or other learning management systems provide a centralized center for accessing educational materials, submitting assignments, participating in discussions and remotely interacting with mentors or teachers.

5. *Online resources and online libraries*: e-books, videos, interactive modules and online libraries, including specialized and infrastructural organizations in the field of preparation and promotion of start-up projects.

6. *Wi-Fi access tools*: provided by technical support staff for uninterrupted online communication, access to digital resources, online platforms, online materials, active participation of mentors and mentees in online sessions, interactive collaboration of mentors, mentees, staff and team.

B. Staff and Team

1. *A team of qualified personnel*: experienced mentors who meet the specified criteria, teachers, coaches and facilitators who have subject knowledge in the field of startup projects, pedagogical knowledge and the ability to manage the project and provide support to the mentee, presentation skills to present projects.
2. *Mentoring coordinator / program administrator*: responsible for the overall management and administration of the mentoring program, monitors the quality and level of satisfaction with the program, organizes the provision of necessary facilities and coordination of logistics, maintains communication channels and solves any problems related to access or using resources.
3. *Program managers*: are responsible for the successful involvement of mentors and mentees in the program, coordinate cooperation between mentors and mentees, analyze program results and develop proposals for program improvement.
4. *Technical support staff (expert)*: provides support in the use of equipment, software, laboratory base, specialized resources, online resources, helps program participants to solve technical problems in the learning process, ensures effective use of technical resources.
5. *Trainers/coaches/facilitators*: conduct trainings, coaching sessions, facilitate open events for mentors and mentees, create and place educational content on appropriate resources, provide program participants with the necessary skills, create an interactive learning environment, provide an opportunity for mentors and mentees to build successful mentoring relationships relations and achieve set goals within the project.

13. Normative value.

The main components of the recommendations and standards for the implementation of the mentoring program at the university:

Goals and scope of the mentoring program (as specified in the METHODOLOGICAL BASIS AND PREREQUISITES section)

Program administration – the roles and responsibilities of program coordinators, mentors and mentees, as well as any specific reporting or documentation requirements (according to Chapter 9. “Procedures”, Chapter 12. “Resourcing”)

Selection of a mentor and his qualifications (in accordance with Chapter 8.1 "Algorithm for the selection of mentors").

List of competencies that mentors should develop by the end of the mentoring program.

Enrollment of mentees and eligibility criteria (in accordance with Chapter 8.2 "Algorithm of selection of mentees").

The process and activity of mentoring (according to Chapter 9. "Procedures", Chapter 10 "Forms of work").

Assessment and quality assurance (in accordance with Chapter 9.2 "Quality monitoring", Chapter 9.3 "Performance control")

Confidentiality, ethics and academic integrity.

Complaints and conflict resolution

Rules of access to resources

Targeted knowledge, skills and attributes of a mentee:

Knowledge	Skills	Attributes
<p>Formation of personal development goals and startup projects based on the SMART approach.</p> <p>Action planning to achieve target results.</p> <p>Prioritization, strategic thinking and risk management.</p> <p>Effective communication in professional relationships: empathy, active listening, thoughtful questioning.</p>	<p>Setting SMART goals and creating effective action plans.</p> <p>Prioritization, time management and organization of tasks.</p> <p>Strategic thinking to anticipate problems and manage risk.</p> <p>Use of communication tools: oral and written communication for collaboration, empathetic and active listening.</p>	<p>Proactive thinking, approach to solving problems and responsibility for preparation, promotion and popularization of one's startup projects.</p> <p>A growth mindset and embracing challenges as learning opportunities.</p> <p>Perseverance and stability in achieving strategic goals.</p>

<p>Self-awareness in personal and professional development.</p> <p>Techniques and approaches to solving conflicts and problematic issues.</p> <p>Relationship management in career building.</p> <p>Professional etiquette, norms and priorities of the Starap movement.</p> <p>Trends, practices and developments in areas related to specific startup projects.</p>	<p>Networking and building professional contacts.</p> <p>Self-reflection and self-assessment for personal growth.</p> <p>Critical thinking and problem solving.</p> <p>Professionalism and compliance with the rules of etiquette in the workplace.</p> <p>Applying knowledge in the field of transforming ideas into business projects and making decisions based on these principles.</p> <p>Leadership, cooperation and motivation.</p>	<p>Adaptability and openness to innovation, diverse points of view and ideas.</p> <p>Willingness for continuous personal development, professional improvement.</p> <p>Effective networking and relationship maintenance.</p> <p>Respect, cultural sensitivity and adaptability in the workplace.</p> <p>Leadership qualities and effective communication skills.</p> <p>Discipline and effective time management.</p> <p>Resilience and positive adaptability in the face of challenges</p>
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14. Methodological support.

As part of the project, "General Guidance for the Mentor and students-mentee in StartUp" will be developed, which will contain the following sections:

- *Definition of StartUp mentoring*: the concept, its goals and objectives, principles and values underlying the mentoring interaction.
- *The role and responsibility of the mentor and mentee*: the role and functions of the mentor in the StartUp mentoring program, expectations regarding interaction, the necessary skills and competencies of the mentor and mentee.
- *Selection of mentors and mentees*: recommendations for creating mentor and mentee online profiles, selection procedures, advice on determining the match between mentor and mentee based on professional guidelines, goals, preferences and personal traits.
- *Planning and setting goals*: the process of planning and setting goals in a mentoring program. Examples of methods for defining SMART goals and planning their achievement.

- *Communication and interaction*: Basic principles of effective communication between mentor and mentee.
- *Solving problems and conflicts*: recommendations for solving problems and conflict situations that may arise during the mentoring interaction.
- *Evaluation and feedback*: a procedure for evaluating the mentee's progress in the mentoring program.
- *Ethics, confidentiality and academic integrity*: the importance of ethical aspects in the mentoring interaction. Obligations of the mentor regarding the preservation of confidentiality and respect for the rights and interests of the mentee. Obligations of participants in the process regarding compliance with the principles of academic integrity.
- *Resources and support*: a catalog of useful resources, literature and additional sources of information.

15. Infrastructural support for mentoring / tutoring in higher education institutions.

The structural unit providing general support for the StartUp mentoring process is the Center for Professional Development of Personnel or similar units at universities engaged in professional development of personnel. The Center's team carries out general coordination on the implementation of the mentoring program, provides the necessary consultations and answers to questions related to the implementation of the StartUp mentoring scheme.

The structural unit that provides events related to final project presentations, hackathons and competitive events is the Center for Entrepreneurship Development "Business Incubator" or similar units at universities that are engaged in the formation of innovative startup infrastructure at the university.

The unit that helps to establish connections with potential mentors is the Marketing Department, career center or similar units in universities that are engaged in establishing cooperation with employers, businesses and other external stakeholders. The marketing department helps in creating a database of potential mentors and establishing communication with them, as well as helps in monitoring the needs of the labor market in order to develop relevant skills in the mentee.

Consultative support during the implementation of the mentoring process in terms of recognition of learning outcomes after participation in mentoring programs is provided by the Educational Department (or alternative unit) together with deans of faculties/directorates of institutes (or alternative offices).

The sector of the internal system of quality assurance of higher education (or a similar unit for monitoring the quality of education) supports the mentoring process in terms of quality assurance, performance analysis and coordination of surveys of higher education applicants.

The information and computer complex (or the relevant structural units for distance learning, electronic platforms, etc.) provides support for the mentoring process in terms of resource provision.

Informational support in the implementation of the mentoring program is provided by the Marketing Department together with the University Press Center (or relevant centers/departments providing media coverage of events and coverage of information events). Such support consists in spreading announcements of mentoring events, promoting the results of mentoring programs, popularizing the direction of digital mentoring among the target audience.

16. Psychological support for mentoring / tutoring in higher education institutions.

16.1. Potential risks and challenges for mentee:

- feeling academic pressure, self-doubt, anxiety, stress and uncertainty about your future career;
- possible influence on the psychological well-being and adaptation of the mentee of cultural, social, political and environmental factors;
- unreasonably high expectations from cooperation with mentors, which can cause disappointment if expectations are not met;
- feelings of self-doubt or inferiority due to comparing yourself with a mentor or other mentees;
- difficulties in receiving and adequately perceiving constructive feedback or criticism, which can hinder their personal and professional growth;

- lack of a strong connection with the mentor, feelings of non-involvement or dissatisfaction with mentoring.

16.2. Methods of settlement

- holding events and discussions that increase stress resistance, teach strategies for overcoming stress, accepting criticism and feedback;
- creation of an inclusive and favorable environment through regular communication, empathetic, active listening and established feedback;
- creating a safe and confidential space for mentees/mentors where they can express their concerns, fears and insecurities;
- increasing awareness of cultural, social and individual differences of mentoring participants,
- constant training and providing mentors with resources regarding psychological support and mentoring methods.
- involvement of the university's psychological support service for conflict resolution, psychological support, provision of relevant recommendations to mentoring participants regarding the creation of a favorable psychological atmosphere.