



MENTORING/TUTORING SCHEME ***(METHODOLOGY AND COMPONENTS)***

GREEN DEAL MENTORING

METHODOLOGICAL BASE AND PREREQUISITES

1. Initial conditions.

Relevance of the scheme. The activities of professionals in most sectors of the economy are related to the issues of increasing resource efficiency, reducing the impact on the environment, and reducing the risk to the environment. In the process of training students, as well as improving the qualifications of already existing professionals in various fields, the issues of greening production, agricultural technologies, transport, ensuring biodiversity, energy efficiency, healthy nutrition, decarbonization, clean energy and the introduction of advanced clean technological innovations are a necessary condition for training graduates who are competitive on the labor market. These aspects should also be implemented in the context of the realization of the European Green Deal (EU Green Deal) - "a new growth strategy that aims to transform the EU into a fair and prosperous society, with a modern, resource-efficient and competitive economy, with zero net emissions of greenhouse gases in 2050, where economic growth occurs simultaneously with a reduction in the use of resources." These questions are especially relevant in the context of the post-war reconstruction of Ukraine, which requires the training of students in higher education, as well as professionals who improve their qualifications through specialized programs of advanced training in higher education.

The Green Deal 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 senior bachelor's and master's courses who are preparing to enter the labor market, start a professional career and targeted on implementation and development of the benefits of the European Green Deal;
- professionals who are already involved in the labor market in the relevant sectors of the economy, improve their own professional qualifications through specialized programs of professional development in higher education institutions and are aimed at mastering and/or updating competencies in the context of the sphere of influence of the European Green Deal (greening of production, agricultural technologies, transport, ensuring biodiversity, energy efficiency, healthy nutrition, decarbonization, clean energy and advanced clean technological innovation, etc.).

Needs and requests: concretization and actualization of the vision and prospects for the implementation of ways to build a successful career in the context of the implementation of the goals and strategy of the European Green Deal, understanding of labor market trends and acquisition of practical skills that will improve the employment of future graduates and open new opportunities for already working professionals. Representatives of the target audience are looking for help in the constant updating and application of acquired competences, turning them into concrete practical experience, taking into account the stages and real achievements in the implementation of the European Green Deal roadmap.

The challenges and concerns of the target audience may be related to a certain inconsistency with the current demands of the labor market, readiness for the practical application of the acquired competencies and their compliance with the requirements regarding the goals, strategy and procedures for the implementation of the European Green Deal in making Europe the first climate neutral continent in the world.

Socio-economic challenges: unemployment rate, 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, and specific requirements of industries in the field of Green Deal.

Psychological aspects may include doubts about own competencies, talents, compliance with employers' requests, uncertainty and uncertainty about one's 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 of activity. There may also be concerns about public

perception of activities targeted at greening society, environmental protection, and environmental protection.

Aspirations, goals, prospects: financial growth, professional success and recognition, personal realization, realization of prospects for personal growth and development, making a significant contribution to the greening of society, environmental protection, environmental protection.

Risks and fears: non-compliance with competitive requirements on the labor market, lack of alternatives for choosing a place of work, an employer, the scope of application of competencies, the difficulty of adapting to the work environment, the mismatch of the efforts made to master the relevant competencies with the possible reward on the labor market.

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

As a result of applying the mentoring scheme in the field of Geen Deal, wards will get a clearer understanding of their career path in the context of implementing the European Green Deal, gain confidence in their abilities and become competent professionals capable of effectively implementing elements of the Green Strategy, overcoming climate and environmental problems, increasing resource efficiency, as well as realizing their personal and professional potential.

3. Ambitions of mentoring/tutoring.

Empower and guide mentees in their personal and professional development based on the formation of the ability to implement the principles, steps, tools and means provided for by the European Green Deal, thus increasing their competitiveness in the labor market.

4. Values.

- Focusing on the mentee.
- 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.

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 implementation of Green Deal principles, steps, tools and means.

6. Methods:

6.1. Engagement of mentors/tutors.

A mentor is an experienced professional in the field of implementation of Green Deal principles, steps, tools and means, including the greening of production, agricultural technologies, transport, ensuring biodiversity, energy efficiency, healthy nutrition, decarbonization, clean energy and advanced clean technological innovations, etc., who voluntarily offers his advice, experience and support to wards.

Engagement principles and approaches:

- the ability and opportunity to share own ideas and experience gained in the process of professional development in the context of greening production, agricultural technologies, transport, ensuring biodiversity, energy efficiency, healthy nutrition, decarbonization, clean energy and advanced clean technological innovations;
- forming an understanding of the added value for universities and wards 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 the Green Deal strategy.

6.2. Selection of the mentee/tutee.

A mentee is a higher education student or professional upgrading their qualifications through a university program who seeks guidance, support and training from a mentor to enhance their personal and professional development through the implementation of their Green Deal project.

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

Mentors provide new knowledge, skills and demonstrate best practices to enhance the mentee's ability to implement their Green Deal 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.

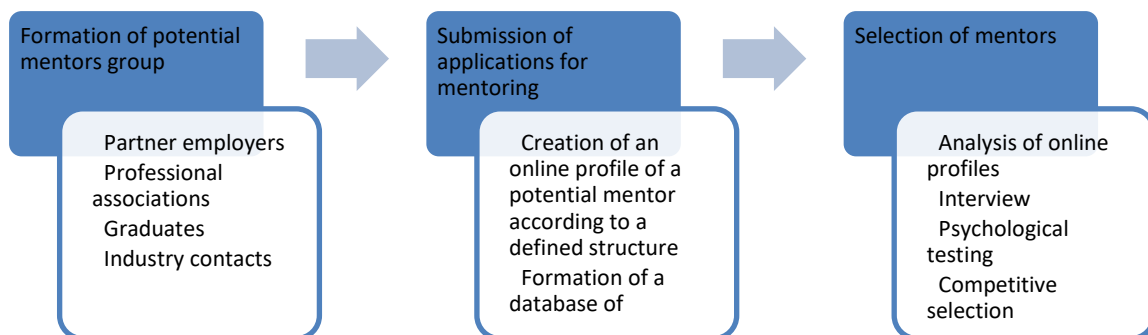
Reporting is mandatory: current and summary to ensure monitoring of mentee participation and progress.

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

MODEL OF MENTORING / TUTORING SCHEME IN THE SPHERE OF GREEN DEAL

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

8.1. Mentor selection algorithm



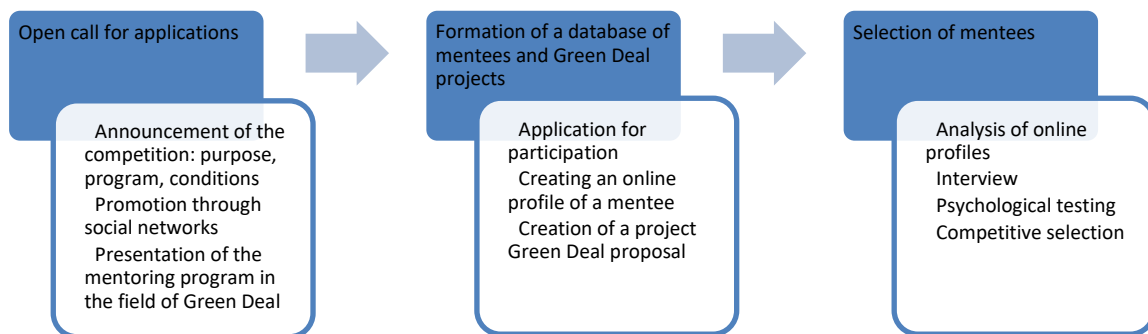
Qualifications and requirements for a mentor:

- from 5 years of practical experience in project implementation, successful career growth in the field of Green Deal;
- expertise experience and special knowledge in the field of Green Deal;
- scientific degree, professional certificates or professional qualification in the field of Green Deal;

- 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) To be a current student of a specific university or to study at advanced training programs at a given university.
- 2) Demonstrate willingness to actively participate in the mentoring program.
- 3) Have clear goals (Green Deal project), 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.

Meeting 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 questionnaire 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 questionnaire 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.

Rating evaluations of mentors are conducted at the end of the process of providing mentoring support according to the following criteria: compliance with the mentee's

project knowledge in the field of Green Deal, 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 field of Green Deal, which mentees acquired during mentoring.
- Mentoring goals that were achieved and that were not achieved (reasons).
- New tools, means, skills, approaches within the implementation of European Green Deal approaches are mastered by mentees.
- Advantages and disadvantages of interacting with a mentee in the community.
- New tools, means, skills, approaches in the field of Green Deal 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 Green Deal projects prepared for implementation during the mentoring process - number of Green Deal projects presented to real businesses - the number of Green Deal 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 skills formed in the field of Green Deal, 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 Green Deal field, recommendations on finding a job in the Green Deal field. The goals of the mentoring sessions may be to develop specific tools for the creation, implementation and development of the mentee's Green Deal 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.

Green Deal projects. Mentors can involve mentees in their own Green Deal 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 Green Deal 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, 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-based lectures are used as a platform for teachers, practitioners and other stakeholders to exchange ideas, best practices and find practical solutions to meet the needs of students to learn tools, methods, approaches and principles in the context of the implementation of the European Green Deal strategy.

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 importance of implementing the principles and approaches of the European Green Deal. 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 implementation of European Green Deal principles and approaches. These platforms provide a structured learning environment with multimedia content, assessments and progress tracking, allowing participants to learn at their own pace.

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 needed for face-to-face classes, seminars, problem-based lectures, research on the Green Deal profile. 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 Green Deal 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 organizations in the field of Green Deal.

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 defined criteria, teachers, coaches and facilitators who have subject knowledge in the Green Deal field, pedagogical knowledge and the ability to manage the project and provide support to mentees.

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 attitudes of a mentee:

Knowledge	Skills	Attitudes
<p>Formation of goals based on the SMART approach and Green Deal principles. 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>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 Green Deal.</p> <p>Trends, practices and developments in the field of Green Deal.</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>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>Application of Green Deal knowledge and decision-making based on these principles.</p> <p>Leadership, cooperation and motivation.</p>	<p>Proactive thinking, problem-solving approach and responsibility for development based on Green Deal principles.</p> <p>A growth mindset and embracing challenges as learning opportunities.</p> <p>Perseverance and stability in achieving strategic goals.</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>

14. Methodological support.

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

- *Green Deal definition of mentoring*: the concept, its goals and objectives, principles and values underlying the mentoring interaction.

- *Role and responsibility of mentor and mentee*: role and functions of the mentor in the Green Deal mentoring program, expectations for interaction, required 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 Center for Professional Development of Personnel is a structural unit providing general support for the Green Deal mentoring process. The Center's team performs general coordination on the implementation of the mentoring program, provides the necessary consultations and answers to questions related to the implementation of the Green Deal mentoring scheme.

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.