



E-learning course

This comprehensive online manual is a universal resource that combines theoretical foundations and practical recommendations for implementing tutoring and mentoring systems in universities.

Key sections include:

- Definitions of the essence of tutoring and mentoring, their role in ensuring the quality of higher education, and European experience.
- Descriptions of working methodologies, ethical standards, and psychological aspects of interaction with youth.
- An overview of successful practices and mentoring models adapted to the modern challenges of higher education.

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PROMOTING PROFESSIONAL EDUCATION
AND STUDENTS ENGAGEMENT
THROUGH COMPREHENSIVE MENTORING
AND TUTORING SYSTEM AT HEIS



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Introduction

The online manual is prepared for better understanding of the tutoring and mentoring realization at HEIs. It consists of three main parts. The first part presents the theoretical material and basics of the tutoring and mentoring in higher education, definition of the conceptual-categorical apparatus and functional roles in the T&M system – "tutor", "tutee", "mentor", "mentee", typical examples of activity, identification of terms-concept, the main stages of the T&M program, challenges of the tutoring and mentoring and peculiarities of the cooperation between the HEIs employees, mentors, mentees, tutors and tutees. The second and third parts include practical cases, exercises and training materials which may be used during the tutorials and the cooperation process between mentor and mentee or tutor and tutee.



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PART 1. Theoretical basics of the tutoring and mentoring in higher education.

(Ivanytska, 2024)

1.1. Definition of the terms and roles of "tutor", "tutee", "mentor", "mentee".

Tutors and mentors are intermediaries between teachers and students, the pledge of their good cooperation and interaction, as well as advisers, professional mentors and motivators for students. The result of successful cooperation between tutors, mentors, students and teachers is students' academic performance as well as their further professional and creative development.

We can offer a definition of the terms "tutor", "tutee", "mentor", "mentee" in accordance with the current higher education conditions:

A **tutor** is a senior university student who, on a volunteer basis or for a fee determined by a university, provides assistance to another student or a group of students for the purpose of academic and cultural adaptation, as well as in the process of mastering a certain academic discipline in order to deepen their knowledge, form abilities and skills, and raise the level of academic success, and, therefore, the quality of educational services provided by a higher educational institution.

A **tutee** is a first- or second-year student with fewer opportunities who needs support during their adaptation at a university, or with the study of certain disciplines.

A **mentor** is an experienced and reliable preceptor or consultant who can be an employee of a higher educational institution or other organisations or enterprises and who, receiving a salary and performing his or her duties, provides advice and psychological and organisational support to students, coordinates student projects in specified directions (IT, economics, etc.), contributes to the development of general competencies in order to ensure a comfortable learning environment and increase the academic performance level.

A **mentee** is a university student who cooperates with a mentor and gains additional knowledge, experience and competences to achieve new, ambitious goals and for their personal professional development.

In modern education, the technology of tutoring is sometimes associated with the technology of educational mobility based on open education values of (Fig. 1)

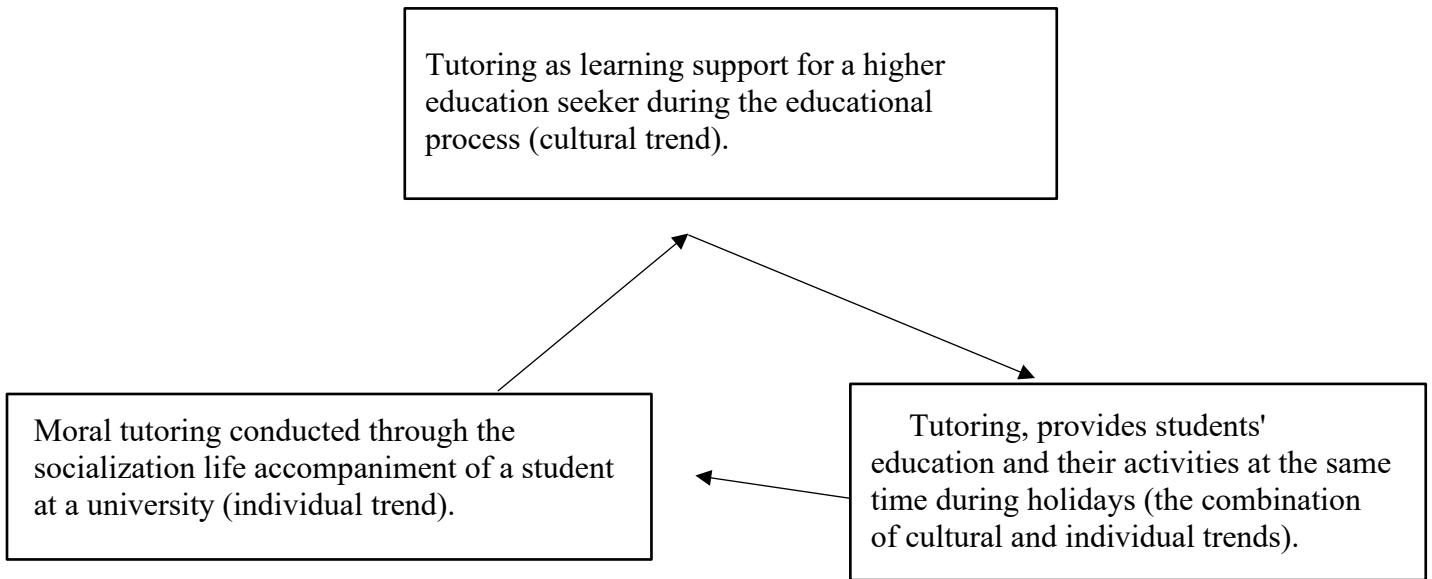


Fig. 1. General tutoring technology in higher education.

In Ukraine, tutoring in higher education institutions is just beginning to develop, but those educational institutions that have taken on the responsibility for the introduction of such a system show remarkable results.

1.2. The main stages of the T&M program.

PROMENT project: "Promoting professional education and active participation of students through the establishment of a comprehensive mentoring and tutoring system in a higher educational institution."

The project is aimed to promote the employment of students through the development of their relevant professional competencies and civic involvement through a comprehensive system of tutoring and mentoring (T&M) in partner higher educational institutions as a response to the labour market demands. The university T&M system will function on the basis of integrated methods, algorithms, and procedures with the involvement of the IT platform, organisational university structures, trained staff, and active senior students. In the complex, it will become an element of a sustainable educational process that will develop and improve students' hard and soft skills, as well as their active involvement in civic life. The project activity is focused on the

development of the main tutoring and mentoring schemes, the establishment of T&M center's, development of educational materials and tools, training of academic staff, students and mentor from the industry, as well as on the cooperation between the target higher educational institutions through the internationalisation of the partners' experience and strengthening their relations with the wider social and economic environment (PROMENT, 2023).

Within the project framework, 12 universal mentoring schemes which presuppose the implementation of various types of tutoring and mentoring have been developed.

It is possible to involve students in tutoring activity based on the following tutoring principles (Fig. 2):

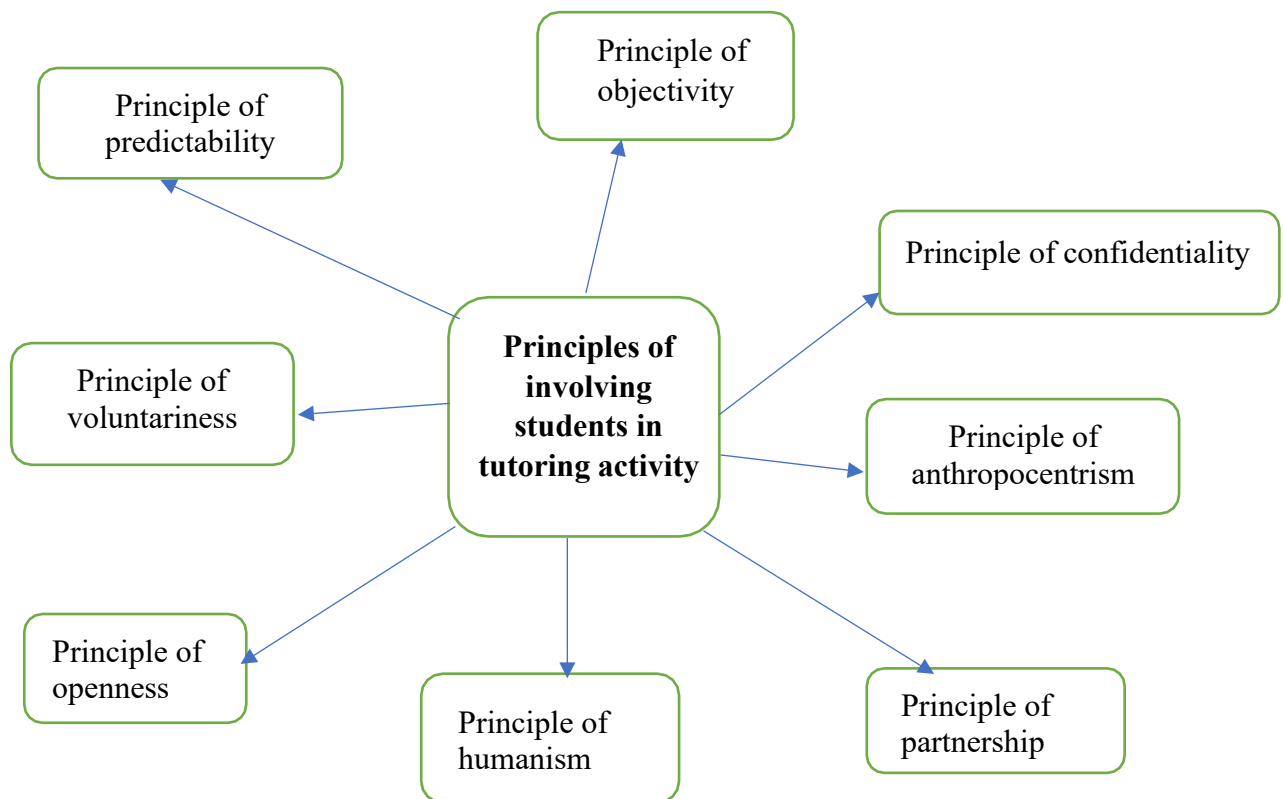


Fig. 2. Tutoring principles.

In order to be a role model for students and promote their involvement in tutoring, the teacher needs the **following mentor's competencies:**

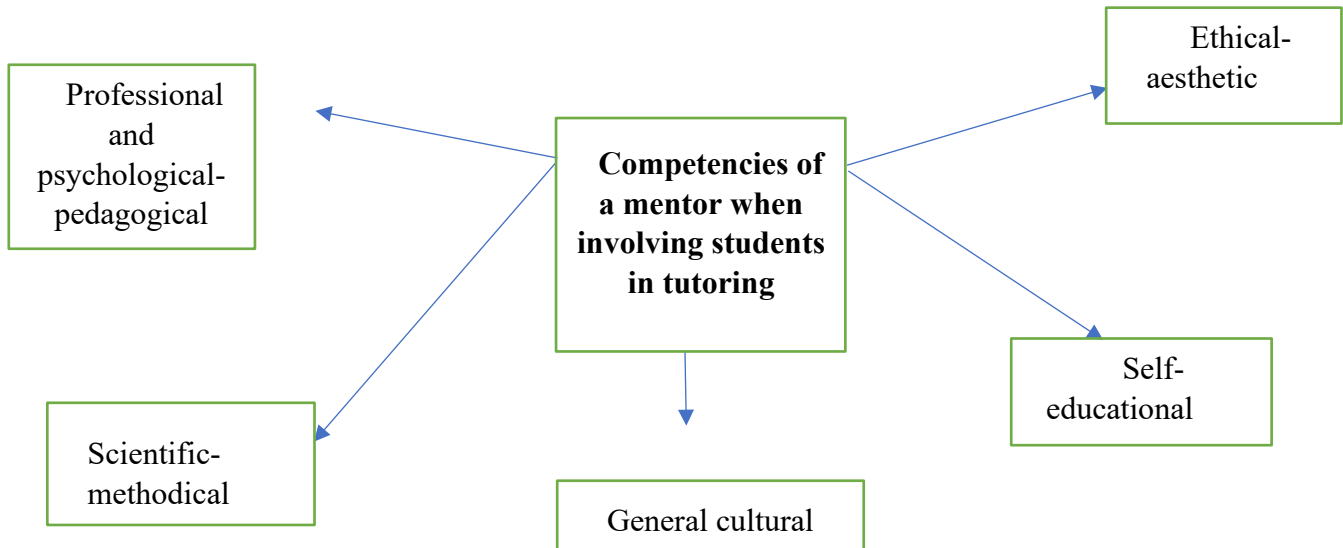


Fig. 3. Competencies of a mentor when involving students in tutoring

The functional aspect of mentoring can be summarised as follows (Fig.4)

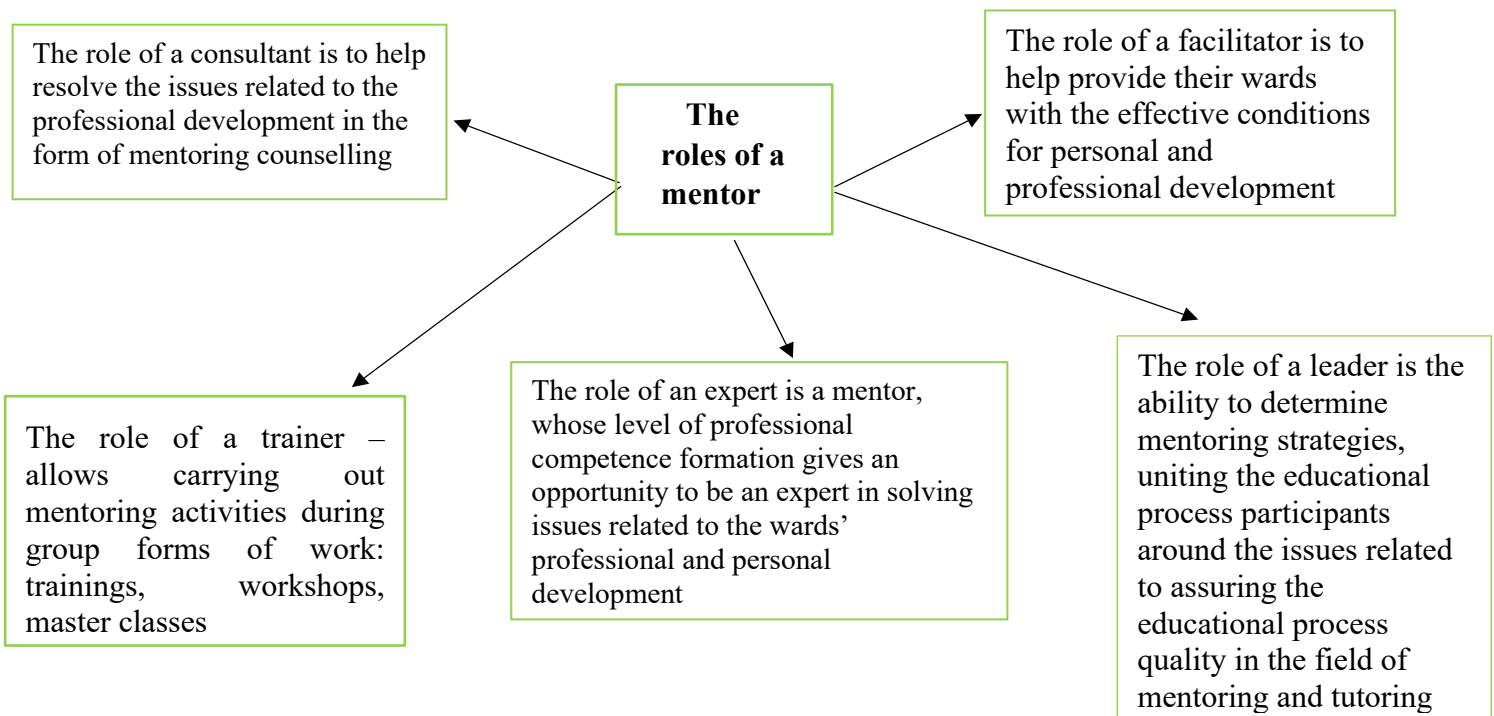


Fig. 4. Functional aspect of mentoring

1. 3. Typical-schematic characteristics of mentoring and tutoring at HEI

We suggest considering 12 tutoring and mentoring schemes that are important for supporting students and their academic performance (PROMENT, 2023).

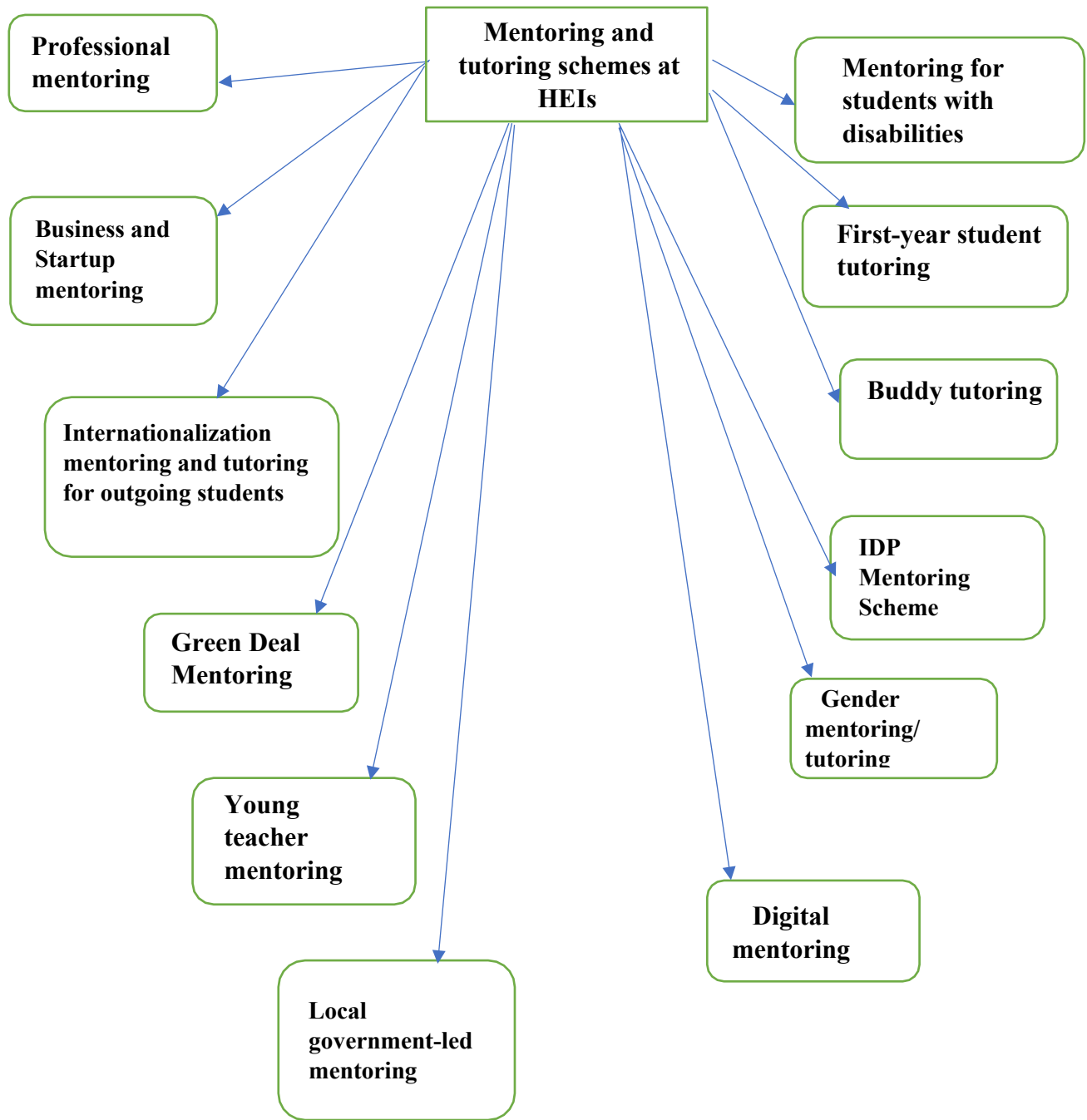


Fig. 5. Mentoring and tutoring schemes at HEIs

1.4. Cooperation between the university employees, mentors and students: ways to joint success

Student tutoring is one of the modern traditional tutoring directions, which is widely used in educational institutions. Student tutoring is an extremely powerful way to improve the academic, social and behavioral functioning of the education seekers that goes beyond the typical teacher-supervised learning.

Involvement in student tutoring can be successful when the student feels interest in their work on the part of pedagogues.

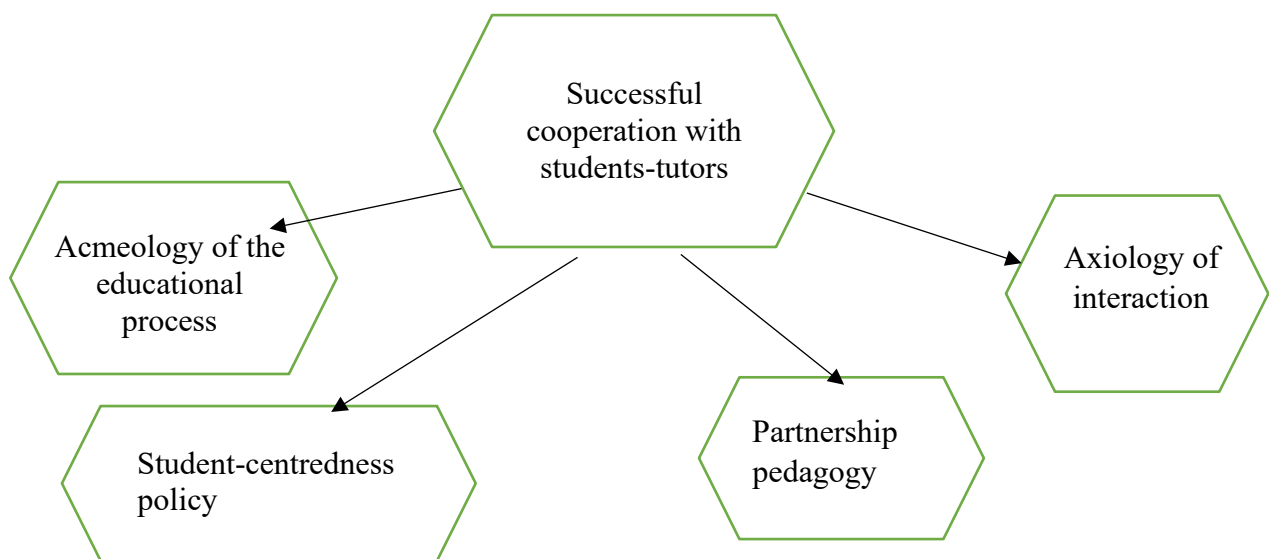


Fig. 6. Advantages for students - future tutors at HEIs.

The most notable advantages reported in the studies on student tutoring are academic achievements.

The argued advantages for a student as a future tutor can be:

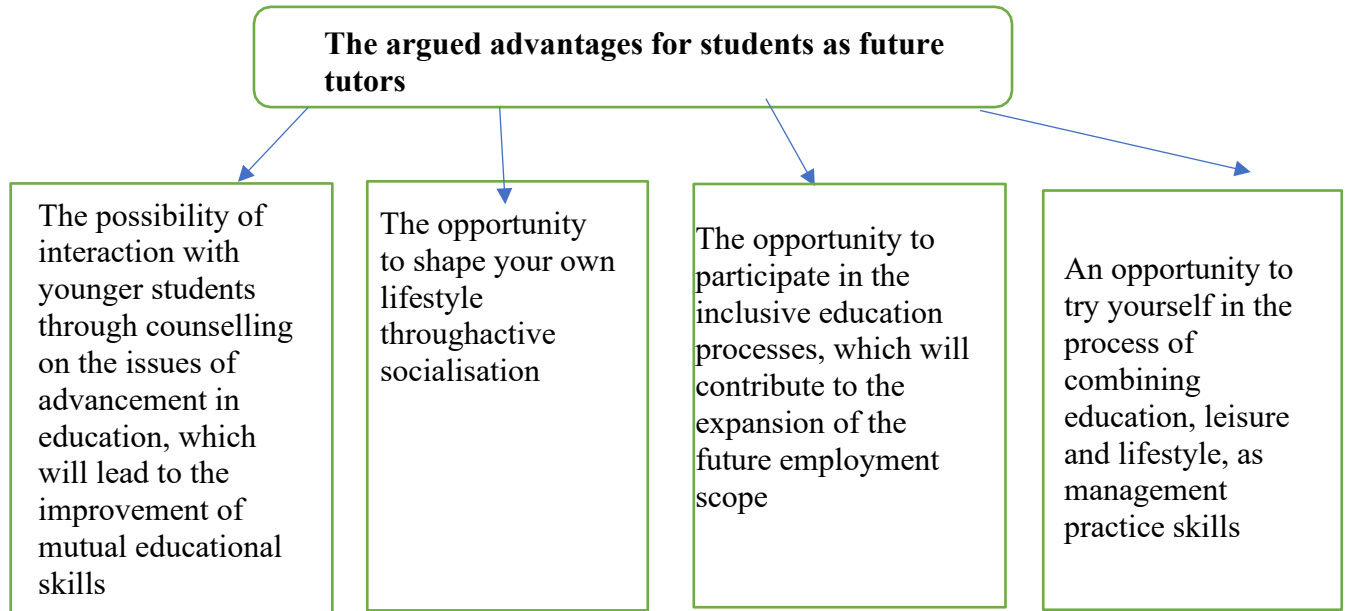


Fig. 7. Argued advantages for students-future tutors

The system of teacher-mentor’s values can be conventionally combined into groups:

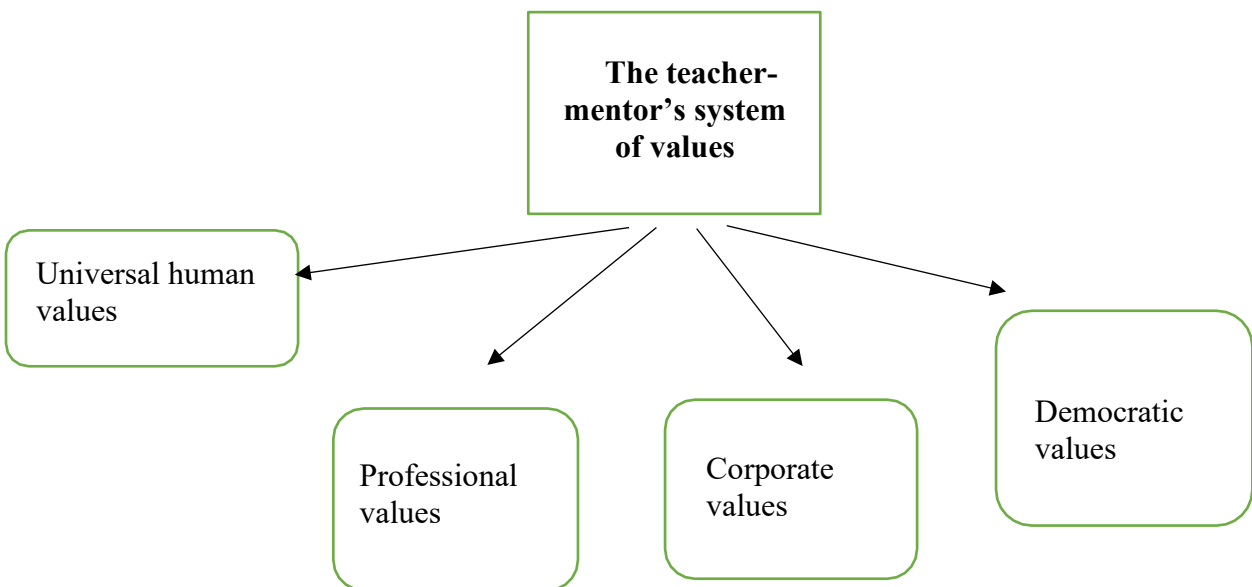


Fig. 8. The value system of the mentor teacher

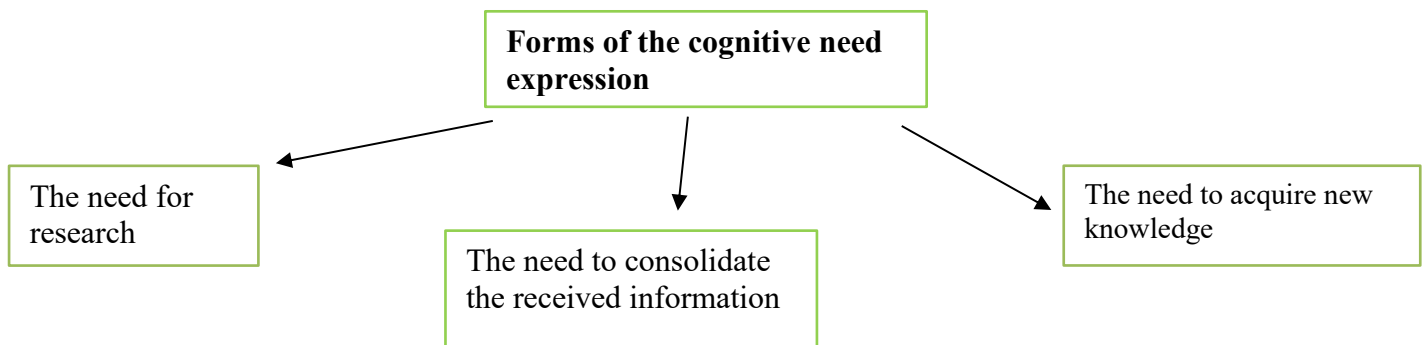


Fig. 9. Forms of expression of cognitive need

The student applying for tutoring activity must:

- a) actively strive for knowledge, cognitive activity;
- b) experience a state of active search, the expectation of the new information;
- c) form cognitive tasks, problem situations in their mind on the basis of the expected information, the object of knowledge;
- d) purposefully perform cognitive activity which is characterised by increased intellectual stress and does not require prompting to activity by external stimuli.

The process of the first-year student social adaptation to the conditions of studying at a higher educational institution is the acceptance of the new social environment norms, internal and external attitudes to these norms and inclusion in the system of interpersonal relations in the group.

Each structural component of the adaptation process is in turn a system that includes:

- a) an objective phenomenon and its conditions (so-called external conditions);
- b) relations that arise in a person who is adapting to the corresponding phenomenon (attitudes, relationships, connections);
- c) individual characteristics of the very person that meet or do not meet the requirements (internal conditions or a person's own resources).

Their life activities as students and, subsequently, whether they will want to realise themselves as tutors will depend on the proper social and educational adaptation as tutees in a higher educational institution educational process. (Fig. 10)

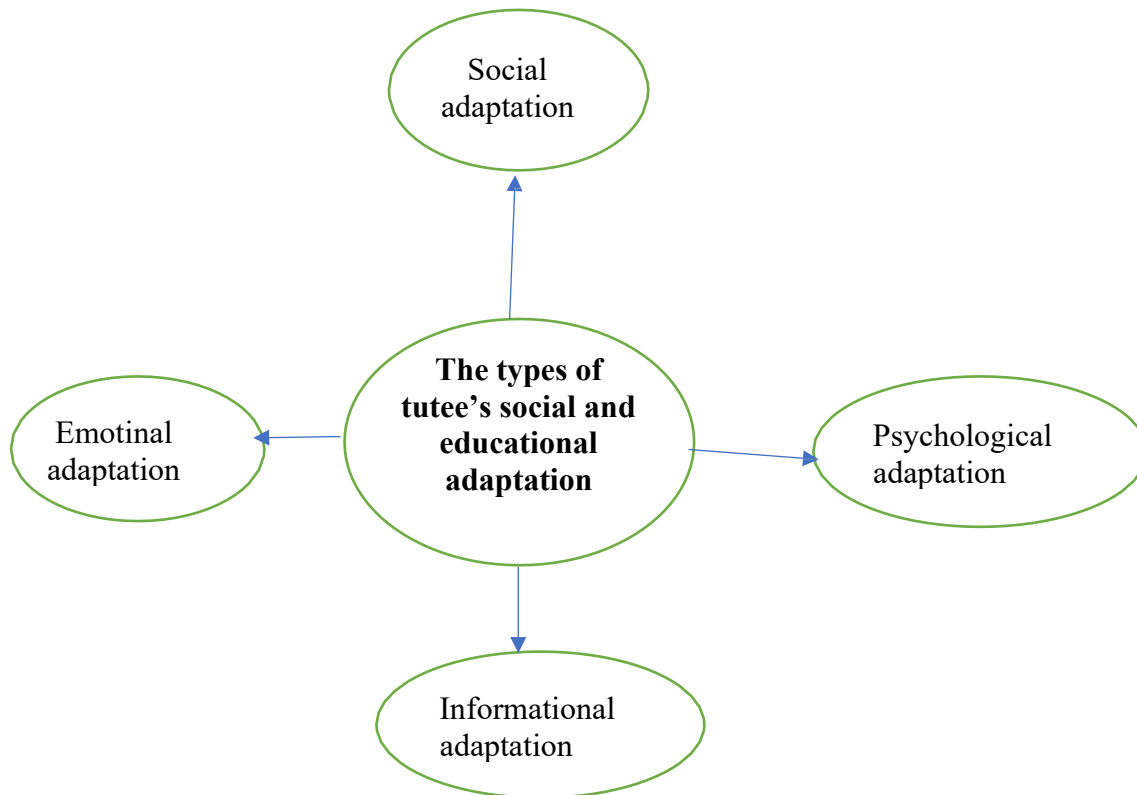


Fig. 10. The types of tutee's social and educational adaptation

Social adaptation. This type of adaptation covers the interaction of the tutee with the surrounding society, in particular, with the fellow students, mentors, tutors, teachers, etc.

As a result of this adaptation, the student is able to successfully integrate into a new social environment related to learning. This type of adaptation includes the acquisition and use of norms and values accepted in the new educational environment, the development of abilities and skills necessary for effective functioning in this environment, as well as the establishment of positive relations with the social environment participants.

Tips for tutees and mentees about their successful social adaptation:

* *Learn to listen.* One of the key aspects of social adaptation is the development of listening skills. Try to actively listen to your new colleagues and mentors, show interest in their thoughts and ideas.

* *Build positive relationships.* Try to find common interests with your colleagues and all the educational environment participants. Creating friendly and trusting relationships can greatly facilitate social adaptation and increase the joint interaction effectiveness.

* *Be open to changes.* Educational activity requires changes in the ways of life and thinking. Be open to new ideas, approaches and do not be afraid to experiment.

* *Learn from others.* Observe your mentor, tutor, upper-division students and learn their best practices. Learning from others can help you adapt more quickly to a new environment and develop educational skills.

* *Ask for help.* Do not hesitate to ask for help from tutors or mentors, higher educational institutions management, if any questions or problems arise. It is important to have a reliable support in order to successfully adapt to a new environment.

* *Develop your communication culture.* Improve your communication skills, such as the ability to communicate with fellow students, teachers, show respect and tolerance, reach compromises and resolve conflicts peacefully. Express your thoughts and ideas openly, clearly, but always consider the others' point of view.

* *Follow the rules of ethical behaviour and corporate culture.* Familiarise yourself with the educational institution rules and follow them. This will help you to avoid possible problems and conflicts.

* *Develop your time management skills.* Studying at a higher educational institution requires students to be able to manage their time effectively, as they have many different new duties, tasks and responsibilities necessary to fulfil throughout the day, week, month and year, so it is important to develop self-organisation and effective time management skills. Set priorities, plan your tasks and stick to your work timetable.

2. **Psychological adaptation** is a process with the help of which a person is able to successfully adapt to the new requirements and challenges that arise in the course of professional activity.

This is the adaptation to the psychological peculiarities of the new environment, in particular understanding and acceptance of new social roles, the acquisition (improvement) of new information and skills, overcoming the feelings of fear, insecurity in your opportunities; an ability to work in a team and interact with colleagues, mentors, teachers, as well as the development of

such personal qualities as stress resistance, emotional stability and self-discipline, etc.

Tips for tutees and mentees about successful psychological adaptation:

* *Keep an optimistic attitude.* Convince yourself that you will be able to quickly and easily adapt to new conditions and that the new environment will be interesting and stimulating for you.

* *Learn to manage your emotions.* Do not be afraid to express your emotions, learn to control them in an educational environment. At the same time, pay attention to communication techniques and behaviour, as this can be an important element of interaction with others.

* *Start the process of socialisation.* Do not be afraid to communicate with tutors, mentors, fellow students and learn more about your higher educational institution, its values and culture. Try to join student communities, this will help you to better integrate into the team.

* *Maintain balance between your studies and personal life.* It is important to maintain balance between your studies and personal life in order to avoid overload and burnout. Allocate time for yourself and your loved ones.

* *Ask for help if needed.* If you feel that you cannot cope with stress or problems, turn for help to a practical psychologist, who is definitely available in your higher educational institution.

* *Maintain a positive attitude.* Set yourself a goal to maintain a positive attitude and thoughts. For this, you can use positive affirmations, breathe in fresh air and do physical exercises.

* *Work on your self-definition.* Learn to better understand your values and beliefs as well as determine what is really important to you in your student life. This will help you make the right choice and find your own social and educational trajectory.

3. Information adaptation is the process of acquisition and use of information required for effective activity in a new social and educational environment. This process involves familiarisation with the educational technologies, software tools, information resources and other tools necessary for the full educational tasks implementation.

Tips for tutees and mentees about successful information adaptation:

* *Start by analysing your knowledge and skills needs.* Determine what knowledge and skills are needed for an effective adaptation in a new environment and try to develop a plan to improve them.

* *Be open to use new technologies and tools* that can facilitate your learning and increase its effectiveness.

* *Take advantage of learning opportunities from your senior colleagues.* They can give you some useful advice and support in the information adaptation process.

* *Remember that the process of information adaptation is permanent.* Keep up to date with the latest trends and new developments in your chosen field, as it will help you stay a competitive professional.

* *Set metrics and check your progress.* Create a list of the knowledge and skills you need and set deadlines to achieve them. Check your progress regularly and adjust your plan (if needed).

* *Do not forget about practice.* In order to really learn new knowledge and skills, it is necessary to apply them in practice. Try to find opportunities for the practical application of the new knowledge acquired in the process of studying.

4. Emotional adaptation. This type of adaptation is associated with the development of positive emotional stability, the ability to self-regulate and maintain emotional balance while in the educational space. Tutees must learn how to control their emotions, understand the emotional needs of all the educational process participants, and develop the ability to understand the feelings and mental states of another person in the form of empathy.

Tips for tutees and mentees about successful emotional adaptation:

* *Understand your emotions.* Understanding one's own emotions is a key element of emotional adaptation. Identify the situations that evoke negative emotions and focus on finding the ways to reduce your stress level.

* *Develop your emotional intelligence.* Emotional intelligence is the ability to understand and manage your emotions as well as to understand the emotions of other people. Develop these skills to effectively communicate with the educational process participants.

* *Learn how to manage stress.* Stress can negatively affect your emotional stability. Learn how to manage stress using different psychological methods. A psychologist can give you some advice.

* *Learn how to manage your own emotions.* Do not let other people or situations affect your emotions. Bear responsibility for your actions.

* *Maintain a positive attitude.* A positive attitude can help you become more effective in your studies and save energy to achieve your goals. Try to focus on the positive aspects of your

studies and role in the society.

* *Maintain work-life balance.* Maintaining work-life balance can be difficult, but it is important for maintaining emotional comfort and academic efficiency.

The following factors which influence the involvement of a former mentee in tutoring have been singled out:

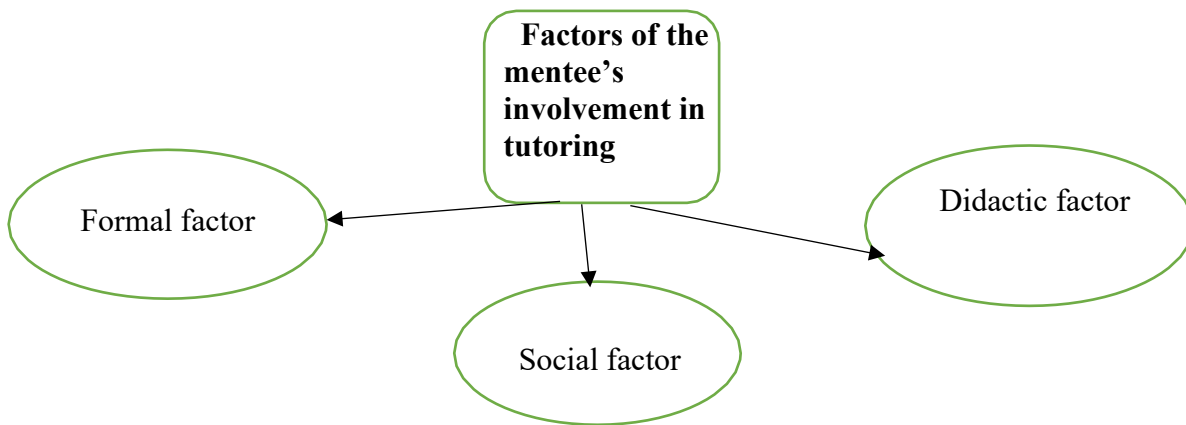


Fig. 11. Factors of mentees involvement in tutoring

A formal factor refers to the mentee's cognitive and informational aspiration for a new environment, learning about new requirements, roles and obligations;

2. The social factor is the mentee's motivation and desire for a higher level of the students' internal integration process, and integration with the student environment as a whole;

3. The didactic factor refers to the desire of students-mentees for the new forms and methods of work with students and interaction with the educational environment of a particular higher educational institution.

An applicant for tutoring must be able to apply the classic tutoring algorithm, which he or she will be acquainted with at the T&M Centre.

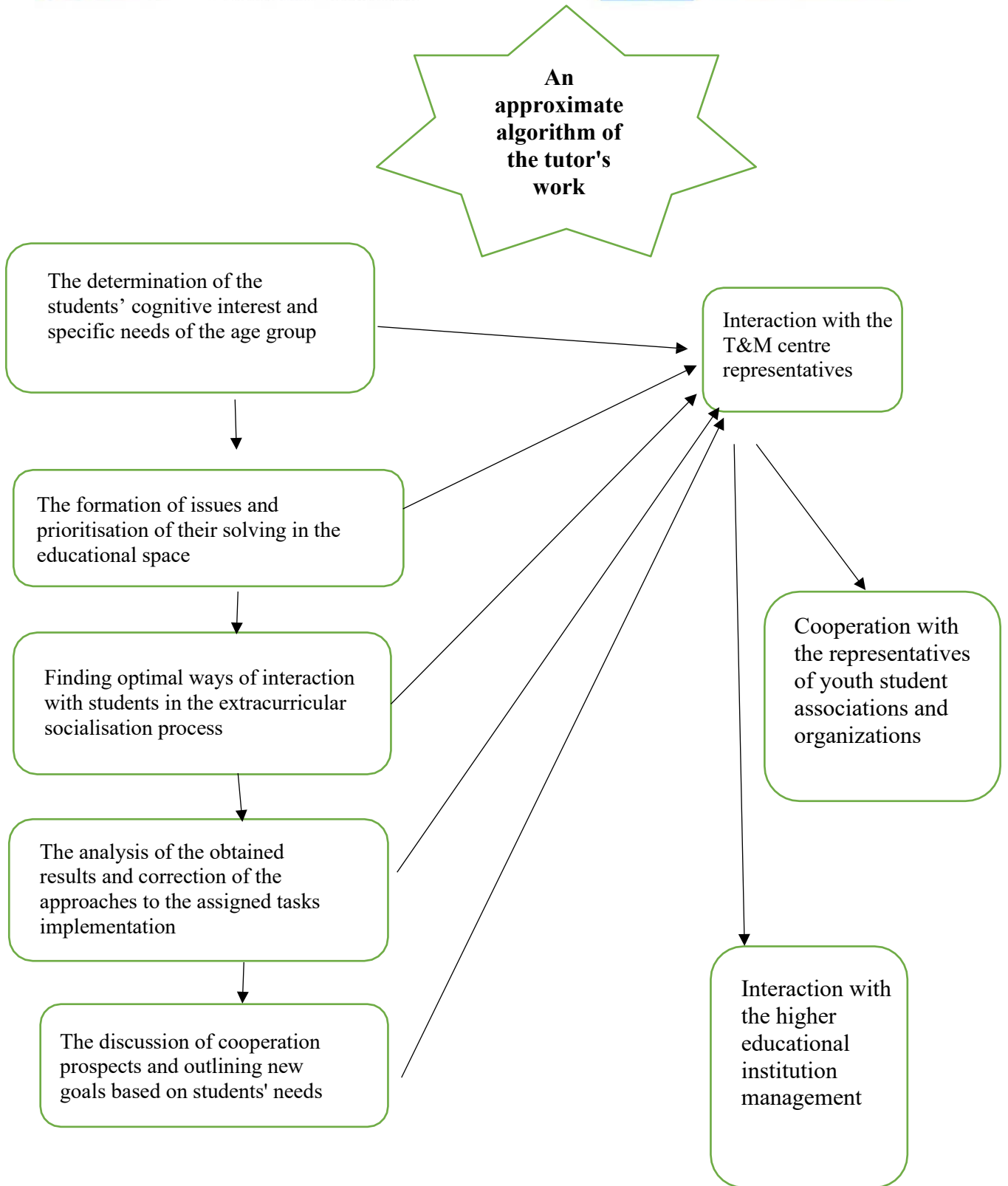


Fig. 12. Approximate tutor work algorithm

The cooperation and communication between mentors, tutors, mentees and tutees should be based on the following principles:

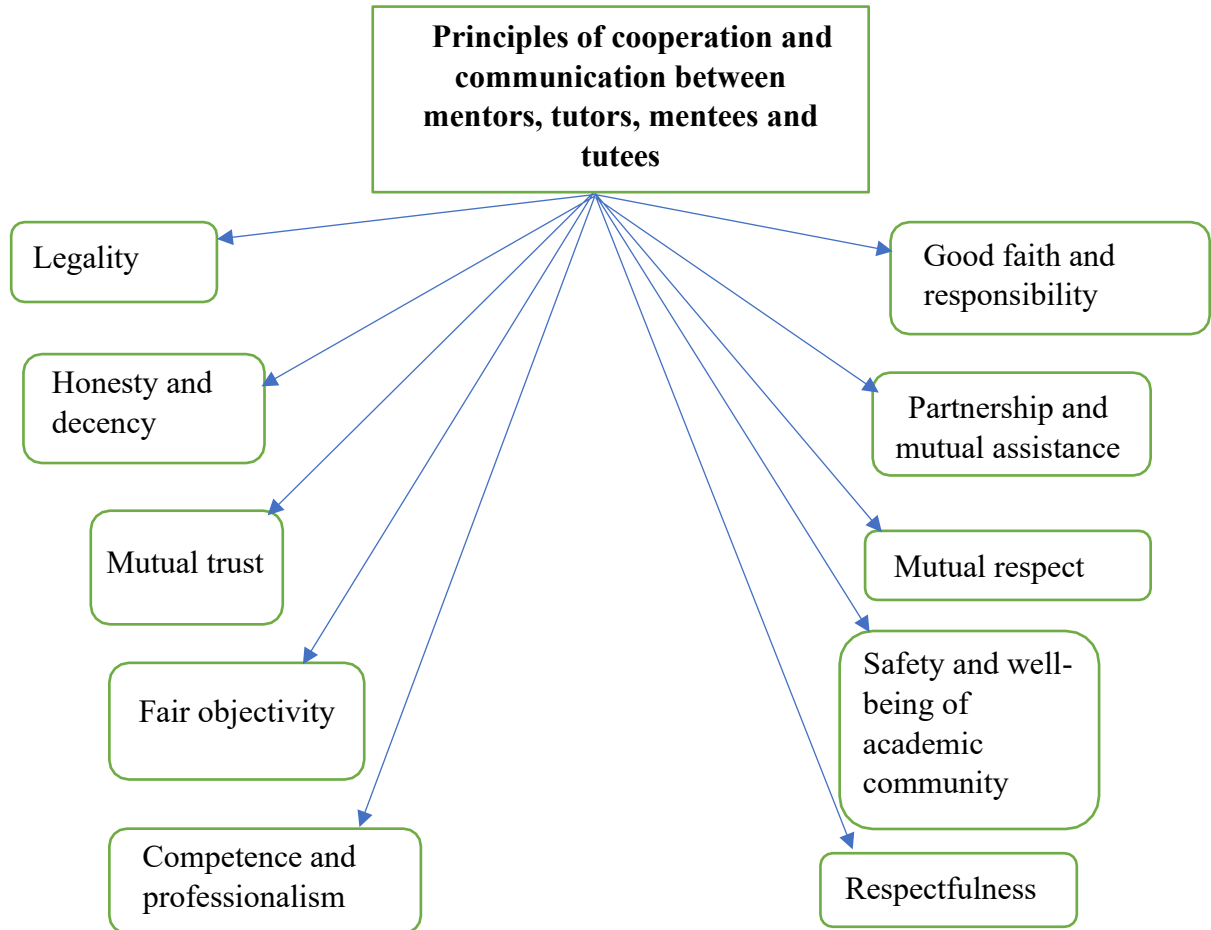


Fig. 13. Principles of cooperation and communication between mentors, tutors, mentees and tutees.

1.5. Students' needs.

As a result of the students' needs analysis, their solution can be implemented in the following ways:

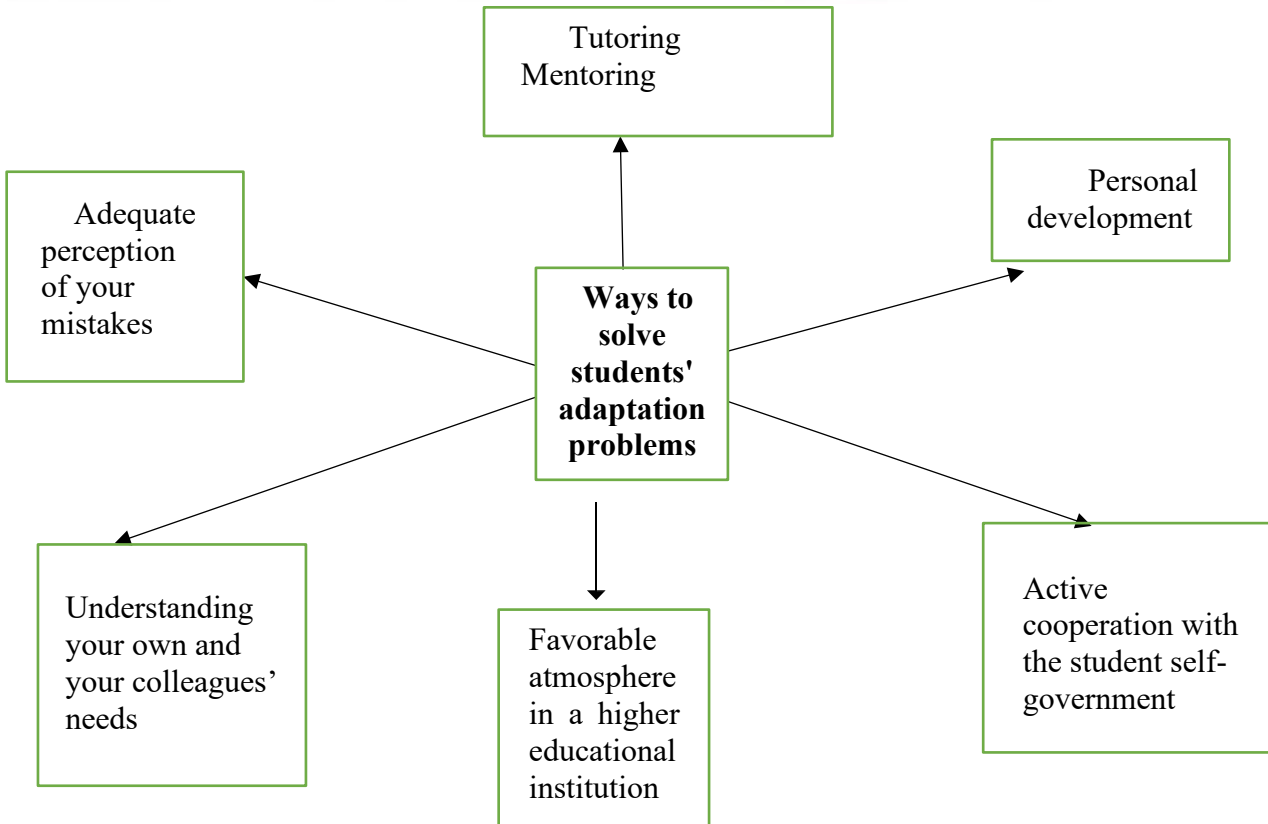


Fig. 14. Ways to solve problems of student adaptation

1. *Mentoring and tutoring*: appointing a teacher-mentor to students who would provide support, give advice and recommendations regarding their future professional activity and the peculiarities of interaction with a professional circle of people. As a rule, such a mentor is invited from the outside and can help to understand the specifics of the profession and share their own experience.

2. *Professional development*: students can take additional courses, seminars, webinars on the topics they are most interested in or those they strive to explore in depth to give them an opportunity to gain more experience and skills. Seminars, training and teamwork with other students will allow them to learn new professional approaches and find the ways to apply them.

3. *Practical experience*: providing opportunities for upper-division students to gain practical experience through observation, cooperation with the representatives of the chosen profession and independent activity under the mentor's supervision will help them gain confidence and the necessary practical skills.

4. *Favorable atmosphere in an educational institution:* the educational institution management should create a favorable atmosphere to contribute to the successful adaptation of the first- and second -year students, and give upper-division students an opportunity for the comprehensive development within the higher educational institution powers. This may include the development of corporate culture and conducting communication training.

5. *Positive attitude towards mistakes:* students should be prepared to make mistakes. They must be taught to positively treat their mistakes and failures to learn from their mistakes and develop in all directions.

During the war in Ukraine, students face special problems in terms of security as well as moral and psychological aspects.

Internally displaced students may have special needs (IDP):

- The need for psychological support due to the constant anxiety in everyday life in connection with the war: - anxiety about the future; - fear of losing your loved ones; - air alarms, etc.

- The complexity of socialisation in a new environment, in particular, an educational one.

- The need to attend Ukrainian language courses.

Also, martial law practically stopped academic mobility in higher educational institutions. Most students cannot freely cross the border, so they do not participate in the exchange of experience, international cooperation in an offline format. The T&M Centre should participate in conducting such events in an online format.

It is relevant to analyse students' needs during distance learning.

In the process of supporting the distance learning process, the tutor must coordinate the informative component of students' learning, monitor results, provide feedback from teachers, provide informative consultations, support students' motivation for the learning process, and help build individual student learning trajectories. The tutor must be able to identify students' needs and goals; contribute to the organisation of their own individual educational programme that corresponds to the psychological students' characteristics; provide counselling to students in the event of their studying settings change; provide assistance in difficult situations, promote the revelation of students' potential, carry out the work on the educational process reflection. In addition, one of the main tasks of a tutor is the students' adaptation to studying in higher educational institutions. A certain number of tasks are separately singled out for the tutor to solve



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in relation to the foreign students' adaptation, the needs to be analysed in cooperation with the higher educational institution management. At the same time, working with foreign students requires a high level of foreign language proficiency.

The analysis of the situation gives the right to say that the deterioration of the economic and social situation of the youth, which can lead to a change in the mood and psychological atmosphere in the youth environment, significantly affects the typology formation of *the students' development culture*.



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PART 2. Tips on How to be a Great Mentor

(Yermoshkina, O., Trehub M., Pilova, K., Kuvaieva T., Priazhnikova, K., 2023).

5 TIPS on HOW TO SHARE PRACTICAL INSIGHTS

1

Tailor your insights to the mentee's personality

Some people learn best by listening, while others prefer to read or do hands-on activities. Find what works best for your mentee and tailor your delivery accordingly

2

Share insights in a way that is encouraging and motivating

Avoid being critical or judgmental. Instead, focus on helping the mentee to see their strengths and potential

3

Industry trends Vs Career

Encourage mentees to develop own insights and perspectives on the future of the industry

4

Personal point of view

The precise feedback on mentee's questions and suggestions plays significant role

5

Celebrate the mentee's successes

When the mentee applies your insights and achieves a goal, be sure to acknowledge and celebrate their success. This will help them to feel more confident and motivated to continue learning and growing

5 TIPS on HOW TO SET AND REVIEW GOALS

1

Be Specific and Clear

Make sure that mentee's goals are clear and specific. Specific goals are easier to measure and track progress.

2

Use SMART Criteria

Ensure goals are specific, measurable (with clear milestones or metrics), achievable (within your capacity), relevant to overall objectives, and have a set timeframe for completion.

3

Make Regular Reviews and Adjustments

Set aside time regularly to review mentee's progress (daily, weekly, or monthly) depending on the nature of the goal. Assess what's working, what isn't, and make adjustments as needed.

4

Break Down Goals into Smaller Tasks

Large goals can be overwhelming. Break them down into smaller, manageable tasks or sub-goals. This helps mentee focus on one step at a time.

5

Celebrate Achievements and Learn from Setbacks

Celebrate mentee's successes, regardless of how small they may seem. Acknowledging achievements helps maintain motivation. View setbacks or challenges as opportunities for learning rather than failures. Understand what went wrong, learn from it, and adjust your approach accordingly.

5 TIPS on HOW TO BUILD NETWORK AND CONNECTIONS

1

Setting clear expectations

Make sure to outline the type of guidance and support you are willing to offer, as well as any boundaries or limits that need to be respected

2

Give before you get

Teach mentees the principle of giving before receiving. Encourage them to offer help, support, or insights to their connections without immediate expectations of something in return

3

Recommending useful tools and resources

As a mentor, it's up to you as an expert in your field to share this knowledge with mentees and provide important insights which they would struggle to find on their own. This could include industry-specific articles, books etc.

4

Connecting mentees with valuable networks

As their mentor, you can help give mentees a leg-up by introducing them to people who are likely to be of value and offer guidance along their journey.

5

Offering constructive feedback

It's important for mentees to receive valuable guidance from you on their work as they progress through each stage of the journey

5 TIPS on HOW TO ENCOURAGE PROFESSIONAL DEVELOPMENT

1

Establish Boundaries

Define what mentee want to achieve in professional development. Whether it's improving a specific skill, gaining certifications, or broadening knowledge in a particular area, having clear goals will guide mentee's efforts

2

Embrace Life-long Learning

Keep mentee curious and open to learning new things by attending workshops, seminars, webinars, or enrolling in courses. Recommend reading industry-related books, articles, or research papers to stay updated on the latest trends and advancements

3

Networking and Collaboration

As a mentor, keep mentee engaged with peers, mentors, and industry experts. Networking helps your mentee exchange ideas, gain insights, and find new opportunities.

4

Seek Feedback and Reflect

Encourage to seek feedback on mentee's work and performance. Regularly reflect on mentees experiences, successes, and challenges.

5

Apply Learning in Practice

Knowledge becomes valuable when applied. Encourage your mentee to seek for opportunities to apply what were learned in mentee's daily work, volunteer for projects, take on new responsibilities, or initiate projects that allow your mentee to practice and refine skills

5 TIPS on HOW TO HELP MENTEE TO BUILD RELEVANT RESUME AND BE PREPARED TO THE INTERVIEW

1

Understand Job Requirements

Guide your mentee to thoroughly analyze the job description. Highlight key skills, experiences, and qualifications sought by the employer. Emphasize the importance of tailoring the resume to match these requirements

2

Customize the Resume

Assist your mentee in customizing their resume for each job application. Encourage to emphasize relevant experiences, skills, and achievements that align with the specific job description.

3

Practice Interview Scenarios

Conduct mock interview sessions with your mentee. Create a list of potential interview questions based on the job description and industry. Help them practice responses that effectively showcase their skills and experiences.

4

Provide Feedback and Guidance

Offer constructive feedback on resume and interview performance. Point out strengths and areas needing improvement. Guide on how to refine their resume, craft impactful responses, and enhance their interview skills.

5

Encourage Research and Preparation

Emphasize the importance of researching the company before the interview. Encourage your mentee to gather information about the company's culture, values, products/services, and recent achievements.

5 TIPS on HOW TO MAINTAIN WORK-LIFE BALANCE AND WELL-BEING

1

Establish Boundaries

Encourage mentee to set clear boundaries between work and personal life, define specific working hours and stick to them as much as possible

2

Time Management & Prioritization

Assist your mentee to use time management techniques and allocate time for important activities both at work and in your personal life

3

Regular Breaks and Physical Activity

Encourage mentee to take regular breaks throughout workday to recharge mentee's mind. Emphasize on engagement in physical activities or regular exercises

4

Foster Supportive Relationships

Encourage mentee to cultivate a strong support system both at work and in mentee's personal life, to build healthy relationships with colleagues, friends, and family members

5

Mindfulness and Relaxation Techniques

Emphasize the importance of practicing mindfulness, meditation, or relaxation techniques to reduce stress and improve focus. Encourage to set aside time for activities that help you relax and unwind.

5 TIPS on HOW TO ENCOURAGE CONTINUOUS LEARNING

1

Promote a positive learning culture

Foster an environment that values learning and encourages exploration of new ideas. Celebrate successes and recognize achievements in learning to motivate mentees to continue their learning journey

2

Provide access to learning opportunities

Empower mentees to take ownership of their learning journey. Provide guidance and support, but also allow them to explore their own interests and to set their own learning goals and track their progress

3

Encourage self-directed learning

Encourage mentee to take regular breaks throughout workday to recharge mentee's mind. Emphasize on engagement in physical activities or regular exercises

4

Make learning relevant and engaging

Connect learning to real-world applications and challenges. Use case studies, simulations, and hands-on activities to make learning more engaging and relevant to the mentee's experience

5

Provide opportunities for reflection and feedback

Encourage mentees to reflect on their learning experiences and share their insights. Provide constructive feedback to help them identify areas for improvement and set new learning goals.

5 TIPS on HOW TO PROVIDE POST MENTORING SUPPORT

1

Set clear expectations

Discuss how you will provide support and follow-up after the session, such as the frequency, format, and duration of the communication

2

Provide feedback and recognition

Provide specific, timely, and constructive feedback on the mentee's performance, strengths, and areas of improvement in various ways, such as face-to-face, email, phone, or online platforms

3

Monitor and evaluate the results

Track the indicators and outcomes that you agreed on with your mentees and review them regularly. Ask mentees to reflect on their learning and application of the new skills and insights. Identify the gaps and opportunities for further mentoring

4

Encourage peer support and collaboration

Encourage your mentees to share their learning and experiences and seek feedback and advice from them. Create join online communities or networks where mentees can interact with other professionals and experts in their field.

5

Adapt and adjust the plan

Review the plan and goals that you set with your mentees and adjust them as needed. Solicit feedback from your mentees on how they feel about the mentoring process. Be open to change and improvement and respond to the changing needs and expectations of your mentees



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PART II

HOW TO CREATE TRUSTING ATMOSPHERE AND ACHIEVE GOALS?

5 TIPS on HOW TO PROVIDE EFFECTIVE FEEDBACK AND CONSTRUCTIVE CRITICISM

1

Embrace a Growth Mindset

Approach feedback and failures with a growth mindset. Instead of viewing them as setbacks, consider them as opportunities for learning and improvement.

2

Seek Specific and Constructive Feedback

Ask for specific information rather than general opinions. Constructive feedback should be specific, actionable, and focused on behaviors or actions that can be improved.

3

Reflect and Analyze

Take time to reflect on feedback received and failures encountered. Analyze the situation objectively—identify what went wrong, what could have been done differently, and the lessons learned.

4

Implement Changes

Act on the feedback received and the lessons learned from failures. Use this knowledge to make tangible changes in your behavior, approach, or strategies. Implementing changes demonstrates willingness to improve.

5

Normalize Failure as a Learning Opportunity

Encourage a culture that views failure as a natural part of the learning process. Normalize discussing failures openly within the team or community. Share your experiences and insights gained from failures to foster a supportive environment that values continuous improvement.

5 TIPS on HOW TO ACHIEVE ETHICAL MENTORING AND PROFESSIONAL BEHAVIOR

1

Consistently uphold a uniform standard

Integrity in mentoring revolves around transparency, completeness, and maintaining consistency in one's character across various situations and interactions. Extend the same degree of professionalism and respect to all mentees.

2

Value and encourage honesty

Foster an environment where mentees feel empowered to be truthful, even in the face of significant errors. Acknowledge and publicly commend honesty, reinforcing the importance of transparent communication through consistent and visible recognition

3

Acknowledge and take responsibility for mistakes

Cultivate an environment where admitting errors and offering apologies are seen as essential components of growth. Reinforce the importance of accountability in the mentor-mentee relationship.

4

Integrate self-assessment into mentoring practice

Regularly examine your own behavior in a non-judgmental manner. Identify areas for potential self-improvement and take proactive measures to align your behavior with the principles of integrity, fostering a continuous commitment to ethical mentoring practices

5

Maintain commitments to build trust

Fulfill promises and offer support by addressing questions, serving as a learning facilitator, and providing guidance on issues about the mentee's career goals and development. Engage in discussions on acquiring skills that can enhance the mentee's value, contributing to a dynamic and mutually beneficial mentoring partnership.

5 TIPS on HOW TO ACHIEVE DIVERSITY AND INCLUSION

1

Establish clear goals and expectations

Be familiar with concept of diversity and inclusion within the mentorship program. Communicate these goals and expectations to all participants, including mentees, and program administrators.

2

Embrace and Celebrate Differences

Encourage an inclusive environment by celebrating and valuing differences among mentees. Recognize diverse perspectives, backgrounds, and experiences as strengths

3

Provide Equal Opportunities

Ensure fairness and equity in mentoring opportunities. Offer equal access to resources, guidance, and support regardless of gender, race, ethnicity, sexual orientation, or background

4

Promote Open Communication

Foster an open and respectful dialogue where all mentees feel heard and valued. Encourage discussions on diversity-related topics and create space for everyone to express their thoughts and ideas.

5

Offer Tailored Support

Recognize that different mentees may have unique needs. Provide individualized guidance and support that acknowledges and respects their diverse backgrounds, goals, and challenges

5 TIPS on HOW TO BUILD ADAPTABILITY AND RESILIENCE

1

Flexibility in approaches

The mentor must be ready to change his approach according to the needs and characteristics of each mentees

2

Constant update of skills

A mentor must constantly improve his skills and knowledge to stay relevant in his field. Involve mentees in the process of learning new material and improving skills together

3

Natural adaptations

Observe mentees' natural abilities and interests and adapt the mentoring program accordingly. Encourage the development of strengths and skills that the student already has

4

Regular analysis, assessment and self-study

Conduct regular evaluations and analyzes. Identify strengths and areas for improvement. Encourage mentees to continuously self-learn. Provide access to resources that promote independent learning of new material and ideas.

5

Building a support network

Facilitate mentee connections with other mentors or industry experts. Create opportunities for sharing experiences and advice among students. Organize regular meetings and workshops for mentors on relevant topics. Engage external experts

5 TIPS on HOW TO RESOLVE CONFLICTS AND HELP IN PROBLEM SOLVING

1

Active Listening and Understanding Perspectives

Listen attentively to all parties involved in the conflict or problem. Understanding different perspectives is crucial to finding a resolution. Active listening fosters empathy and opens the door for constructive dialogue

2

Focus on Interests, Not Positions

Look beyond stated positions to identify underlying interests or needs. Often, conflicts arise due to differing interests rather than opposing positions. By addressing underlying concerns, you can find solutions that satisfy everyone's interests more effectively

3

Collaborative Problem-Solving

Encourage collaboration among those involved. Brainstorming and working together to find a mutually beneficial solution can lead to more creative and effective outcomes. Create an environment where all parties feel comfortable contributing ideas without fear of judgment

4

Maintain Calm and Respectful Communication

Emotions can escalate conflicts. Practice maintaining a calm demeanor and use respectful language, even in difficult situations. Avoid blaming or making personal attacks. Focus on the issues at hand rather than the individuals involved

5

Evaluate and Learn from the Process

After reaching a resolution or solving a problem, take time to evaluate the process. Assess what worked well and what could be improved upon. Learning from past experiences enhances your problem-solving skills for future conflicts

5 TIPS on HOW TO IMPLEMENT CORRECT EXIT STRATEGY

1

Plan the exit early & communicate with mentee

Initiate a conversation with your mentee early on if you foresee the need to end the mentoring relationship. Explain the reasons for your decision clearly and provide ample time for them to adjust to the change.

2

Set clear expectations for the end of the relationship

Clearly define the end date of the mentoring relationship and outline the steps involved in closing out the mentorship

3

Offer support in finding alternative mentoring options

Help your mentee explore alternative mentoring opportunities that align with their current goals and needs. Connect them with other mentors in the program, suggest relevant resources

4

Provide a formal exit review or feedback session

Offer your mentee a formal exit review or feedback session to reflect on the mentoring experience, identify areas of growth, and discuss any remaining concerns or questions

5

Maintain confidentiality and professionalism

Throughout the exit process, maintain confidentiality regarding any personal information or sensitive discussions during the mentoring relationship. Continue to act professionally and respectfully towards your mentee, even as the relationship ends

5 TIPS on HOW TO GET FEEDBACK AND ACHIEVE IMPROVEMENT IN MENTORING

1

Create a Culture of Open Communication

Encourage an environment where feedback is welcomed and valued. Make it clear to your mentees that you are open to receiving feedback on your mentoring style. Foster a culture where constructive criticism is seen as an opportunity for growth rather than a negative judgment

2

Seek for Regular Feedback

Actively solicit feedback on your mentoring approach. Schedule regular check-ins specifically dedicated to discussing feedback. Ask open-ended questions to understand what aspects of your mentoring style are effective and where improvements can be made

3

Be Open-Minded and Reflective

Approach feedback with an open mind. Reflect on the feedback received without defensiveness. Consider the perspectives of your mentees and evaluate whether adjustments to your mentoring style could enhance the mentoring experience

4

Tailor Your Approach

Use the feedback to tailor your mentoring style to the needs and preferences of each mentee. Recognize that different individuals may require varying approaches. Adapt your communication style, guidance methods, and support based on the unique mentee's requirements

5

Continuously Improve and Adapt

Implement changes based on the feedback received. Continuously strive to improve your mentoring skills by integrating the suggestions provided by your mentees. Regularly assess and adapt your mentoring style to create a more effective and supportive mentoring relationship



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PART 3. Practical cases for the tutoring and mentoring realization at HEIs.

(Chernihiv Polytechnic National University, Georgian Technical University,
Petro Mohyla Black Sea National University, Shota Rustaveli State University
(2024).

Group methods for tutors

"Me too"



Purpose:

establish links between tutees, help them to find similarities and common interests

You will need:

- a prepared list of questions;
- a space where tutees can freely move

Questions sample:

Who has a cat?

Who enjoys drawing?

Who is a sweet tooth?

Are you the only child in the family?



Procedure

- Ask tutees to stand anywhere around the room.
- Explain that you are to ask some question and people who's answer is "yes" are invited to step out into the center and welcome other people they meet there, then return back.
- After you finish, suggest tutees to comment on how many people with common interests they've found, or who caught their attention.

Group methods for tutors

“Treasure hunting”



Purpose:

introduce first-year students to the university environment

You will need:

- printouts of university locations (maps);
- markers or pencils, pens
-

Note about maps:

Maps should contain outlines of locations, but no names – instead, a space to draw one’s own markings



Procedure

- Unite tutees into teams.
- Each team receives a map of one location/floor/building.
- Announce that you are sending them on a treasure hunt. Each team has to go around the part of the university given to them and put everything they can find on it.
- The amount of time depends on the area.
- When all the teams have returned – invite them to present their findings.
- The trainer can comment if the team missed something important and useful.

Group methods for tutors

“Ethical or unethical”



Purpose:

learn to distinguish ethical and non-ethical behaviour of tutors and tutees

You will need:

- a prepared list of situations;
- 4 written phrases in different corners of the room

Phrases on cards:

1. Ethical for tutor
2. Ethical for tutee



3. Non-ethical for tutor
4. Non-ethical for tutee

Examples of situations

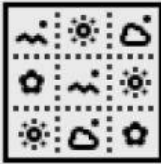
- *First year student asks during a tutoring session to give him the right solutions to the test.*
- *Third year student shared in social nets positive feedback about the influence of the tutor-tutee collaboration on the achieved progress in study*

Procedure

- Explain that you will give examples of concrete situations in tutor-tutee relations and tutors have to choose the right corner (1,2,3 or 4) and explain why they think so.
- Choose as many rounds as you have different situations

TEACHING APPROACHES IN MENTORING

Typology by Characteristics



by form of material presentation and audience's engagement to the applied monitoring aspects (active and passive methods);

by active interaction (interactive methods);



by level of educational activities and ability to analyze the information critically and process it (critical thinking methods);

by method of solving situational tasks (case method);



by nature of informative and media literacy development (methods and technologies of conducting literacy games).

TEACHING APPROACHES IN MENTORING

1. The brainstorm

Primary principles:

- every contribution is valuable;
- non-judgmental perception;
- we can change this process before its start or after its completion, but not during the process.

Conduction algorithm:

- formulate the brainstorm topic;
- each individual records their ideas in a notebook / electronic document / chat in individual messages
- open the interactive board with stickers from jamboard.google.com, miro.com;
- mentor writes several thoughts down;
- further, the grouping of ideas takes place / determining the most feasible ones / decision-making.



2. The “World Café” method:

Conduction algorithm:

- choose the discussion topics and subtopics in advance;
- divide the participants into groups and present the topic and subtopics;
- choose one participant from each group – the moderator, who'll be “visiting” other groups;
- discuss questions regarding the effectiveness of implementing mentoring for future teachers, choose 2-3 arguments that resonate most with the group; the moderator records them in a shared chat after returning to the main room;
- when moderator comes to another group, he briefly speaks about the ideas presented by the previous groups. Then, the participants discuss the specific topic, and the moderator captures the ideas;
- in the end, the moderator comes back to his primary group. The results are summed up. Those, who'll be presenting on behalf of the group are defined.



TEACHING APPROACHES IN MENTORING

Edutainment, or Game Technologies

Types of educational games

- **By field of activities:**

- physical
- intellectual
- work-related
- social
- psychological



- **By playing methods:**

- substantial
- plot-related
- role-based
- business-like
- simulation

- **By the nature of the educational process**

- educational
- training
- controlling
- communicational
- professionally-oriented

De Bono's Six Action Shoes

For Group Work Explain the concept of de Bono's Six Action Shoes to the tutors/mentors or tutors/tutees, ensuring everyone understands the role and perspective associated with each "shoe": Air Shoes (Movement): Focus on taking action and moving forward in addressing the tutoring challenge. Big Shoes (Perspective): Consider the bigger picture and broader perspective of the challenge. Bravery Shoes (Courage): Emphasize the importance of courage and boldness in facing and overcoming challenges. Bright Shoes (Creativity): Engage in creative thinking and innovation to generate new ideas and solutions. Invisible Shoes (Reflection): Take time for introspection and reflection on the tutoring process and outcomes. Dancing Shoes (Interaction): Foster interaction and collaboration between tutors/mentors and tutees/mentees



Introduction of Tutoring Challenge: Introduce a tutoring scenario or challenge commonly faced by tutors/mentors and tutees/mentees. It could be related to study habits, time management, understanding difficult concepts, etc. Group Formation:



Divide tutors/mentors and tutees/mentees into small groups, ensuring a mix of roles in each group. Assign each group one of the six "shoes" to start with. Shoe Discussion (10-15 minutes per shoe): Each group discusses the tutoring/mentoring challenge from the perspective of their assigned "shoe." Participants focus solely on the perspective associated with their "shoe," generating insights, ideas, and solutions based on that viewpoint. Encourage active participation and diverse thinking within each group.



After all groups have presented through each "shoe," summarize the insights, ideas, and solutions generated from each perspective.

Encourage participants to integrate and synthesize different viewpoints to form a comprehensive action plan for addressing the tutoring/mentoring challenge.

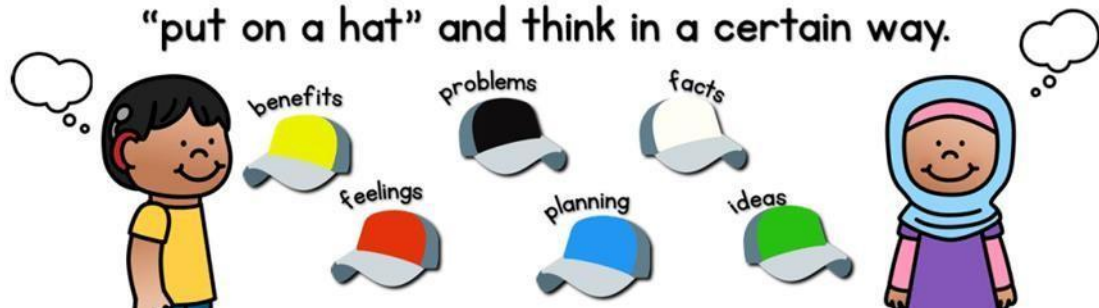


Based on the collective insights gained, facilitate a discussion on next steps and action plans for addressing the problem, considering the ideas generated from each "shoe" perspective.

Six Thinking Hats for Problem-Solving

De Bono's 6 Thinking Hats

His thinking hats are a way of thinking about a problem or making a decision in 6 different ways (or perspectives)! One person or a group of people can "put on a hat" and think in a certain way.



Objective: To address tutoring/mentoring challenges and enhance communication between tutors/mentors and tutees/mentees using the Six Thinking Hats technique.

1. Begin by explaining the concept of the Six Thinking Hats to the tutors/mentors or tutors/tutees. Ensure everyone understands the role and perspective associated with each hat:

White Hat (Facts and Information): Focus on gathering data and information about the tutoring challenge. What are the facts? What data do we have about the problem?

Red Hat (Emotions and Intuition): Discuss the emotional aspects of the challenge. How do tutors and tutees feel about the situation? What are their instincts telling them?

Black Hat (Critical Thinking and Caution): Analyze the potential risks and drawbacks of various solutions. What are the pitfalls to avoid? What could go wrong?







Yellow Hat (Optimism and Positive Thinking): Explore the opportunities and benefits associated with different solutions. What are the positive outcomes we hope to achieve?

Green Hat (Creativity and Innovation): Brainstorm creative ideas and alternative approaches to addressing the challenge. How can we think outside the box?

Blue Hat (Process Control and Organization): Reflect on the overall process and progress of the problem-solving discussion. Are we staying on track? What steps do we need to take next?

2. Introduce a tutoring scenario or challenge that tutors/mentors and tutees/mentees commonly face. It could be related to study habits, time management, understanding difficult concepts, etc. This scenario will serve as the problem to be addressed using the Six Thinking Hats.
3. Divide tutors/mentors and tutees/mentees into small groups, ensuring a mix of roles in each group. Assign each group one of the six hats to start with.
4. Hat Discussion (10-15 minutes per hat):
5. Synthesis and Conclusion: After all groups have presented through each hats, summarize the insights, ideas, and solutions generated from each perspective. Encourage participants to integrate and synthesize different viewpoints to form a comprehensive action plan for addressing the tutoring/mentoring challenge.

6. Based on the collective insights gained, facilitate a discussion on next steps and action plans for addressing the problem.

PROCESS		<p>Blue Hat - Process</p> <p>Thinking about thinking. What thinking is needed? Organizing the thinking. Planning for action.</p>	CREATIVITY		<p>Green Hat - Creativity</p> <p>Ideas, alternatives, possibilities. Solutions to black hat problems.</p>
FACTS		<p>White Hat - Facts</p> <p>Information and data. Neutral and objective. What do I know? What do I need to find out? How will I get the information I need?</p>	BENEFITS		<p>Yellow Hat - Benefits</p> <p>Positives, plus points. Why an idea is useful. Logical reasons are given.</p>
FEELINGS		<p>Red Hat - Feelings</p> <p>Intuition, hunches, gut instinct. My feelings right now. Feelings can change. No reasons are given.</p>	CAUTIONS		<p>Black Hat - Cautions</p> <p>Difficulties, weaknesses, dangers. Spotting the risks. Logical reasons are given.</p>

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