Erasmus+

III. Exercises, tools, materials to use during workshops
I'M A COACH, MENTOR – „A GUIDE" OF A YOUNG PERSON

Contents

For:

## How to introduce participants into the programme details using the „star of questions?

Star of questions is a method which can be used to plan activities or solve problems. It is also useful in presenting details of different undertakings or events, etc.

In the star the most important question is about the goal: WHAT FOR? Usually from that question we start work or presentation. But we leave the answer to that question for the end.

Below is a scheme of the star of questions:
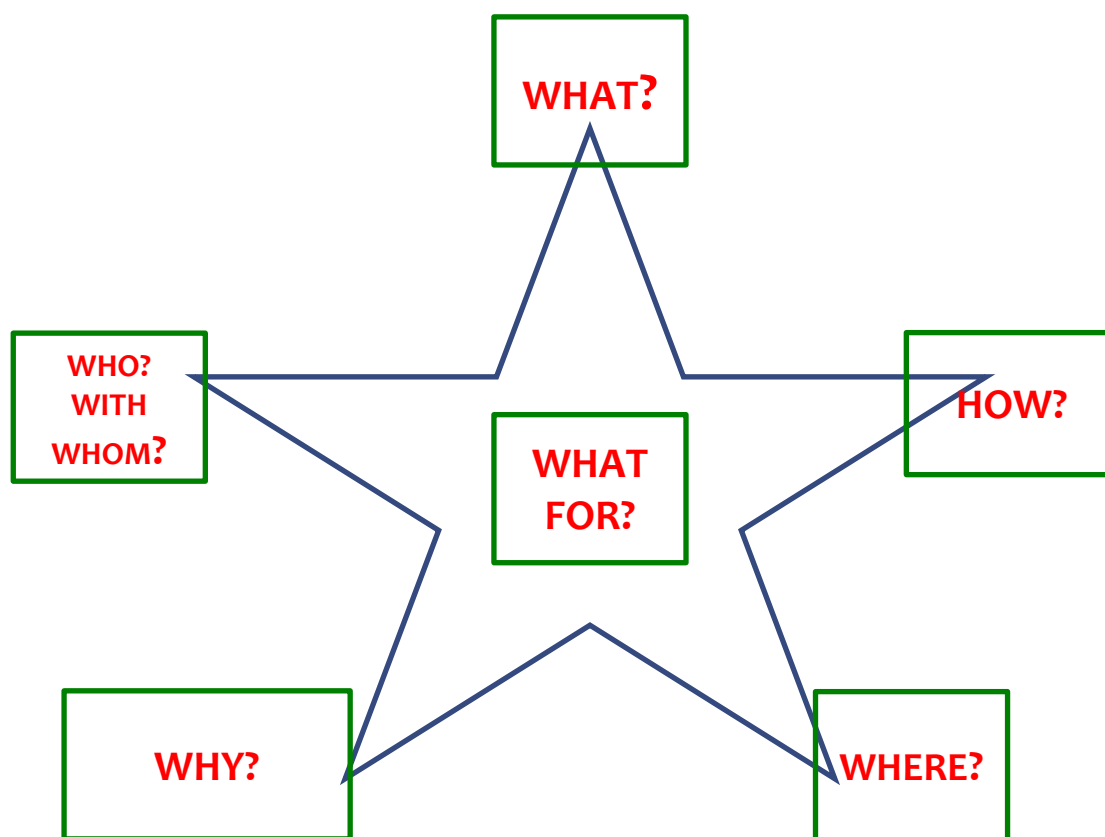
The instructor explains the genesis of the project and programme (WHY it was started? WHY the topic is important?), participants (WHO?), key stages/ activities (WHAT?) places where they will be implemented (WHERE?). The information can be illustrated with a multimedia presentation or cards-"labels" with key words written on them, or symbolic drawings.

Presentation of the goals of the programme (WHAT FOR?) will be the summary of the star of questions.

APPENDIX No. S2/ 2.

Division into groups – auxiliary material

|			
Panie Janie! Panie Janie!	Panie Janie! Panie Janie!	Panie Janie! Panie Janie!	Panie Janie! Panie Janie!
Pora wstać! Pora wstać!	Pora wstać! Pora wstać!	Pora wstać! Pora wstać!	Pora wstać! Pora wstać!
Wszystkie dzwony biją	Wszystkie dzwony biją	Wszystkie dzwony biją	Wszystkie dzwony biją
Bim, bam, bom, bim, bam, bom.	Bim, bam, bom, bim, bam, bom.	Bim, bam, bom, bim, bam, bom	Bim, bam, bom, bim, bam, bom
Frère Jacques, Frère Jacques	Frère Jacques, Frère Jacques	Frère Jacques, Frère Jacques	Frère Jacques, Frère Jacques
Dormez-vous, dormez-vous?	Dormez-vous, dormez-vous?	Dormez-vous, dormez-vous?	ormez-vous, dormez-vous?
Sonnez les matines	Sonnez les matines	Sonnez les matines	Sonnez les matines
Ding ding dong, ding ding dong.	Ding ding dong, ding ding dong.	Ding ding dong, ding ding dong.	Ding ding dong, ding ding dong.

Procedural basis for individual support of youth development by youth workers in Poland and France – instructions for the group

1. Your task will be to discuss procedural solutions in force in Poland and France, which relate to the possibilities of individual support of youth development. Each group will deal with a different area:

   ➢ **Group I** (*Panie Janie! Panie Janie!* and *Frère Jacques, Frère Jacques*) – solutions in force in schools and educational institutions for teenagers.

   ➢ **Group II** (*Pora wstać! Pora wstać!* and *Dormez-vous, dormez-vous?)* – solutions in force in the field of educating and training teachers and other persons working with youth in schools and educational institutions.

   ➢ **Group III** (*Wszystkie dzwony biją* and *Sonnez les matines*) –solutions in force in social assistance institutions (in institutions taking care of youth).

   ➢ **Group IV** (*Bim, bam, bom, bim, bam, bom* and *Ding ding dong, ding ding dong*) – solutions in force in the labour market institutions and labour services and possibly in the NGOs sector (you should refer to those solutions which support youth).

   Write down your findings on the poster according to the following scheme:

Poster No 1. The structure of the system and legal basis – a mind map, e.g.:
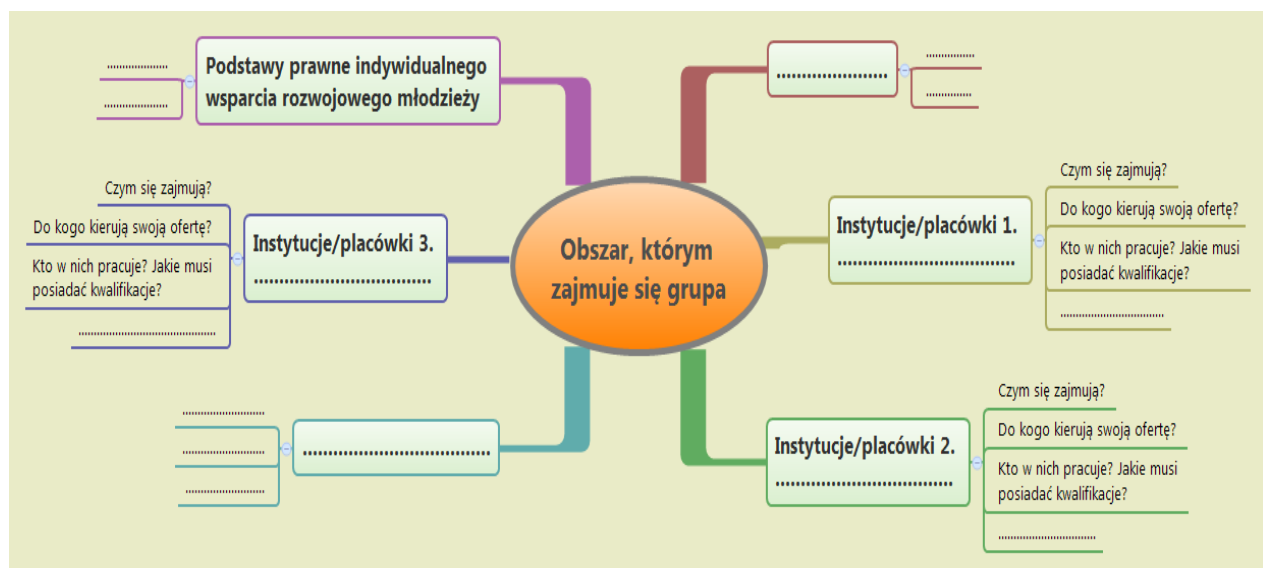
Note! On the mind map you should use key words, concise ideas or symbolic drawings etc. At the top stick the national flag.

Poster No. 2. Strong and weak points of solutions in a given area related to individual support of youth development – the so-called field force (identification of obstacles) according to the scheme:

	Weak points of the solutions used in a given area, obstacles to effective support of individual development of youth		Strong points of the solutions used in a given area, things facilitating effective support of individual development of youth
—	…………………………………………….	✚	…………………………………………….
—	…………………………………………….	✚	…………………………………………….
—	…………………………………………….	✚	……………………………………………..
itd.	…………………………………………….	**itd.**	……………………………………………..

Note! You can refer to different aspects, e.g. legal, organisational, personal, etc. At the top stick the national flag.

Appendix No. S2/4.

Labels – national flags
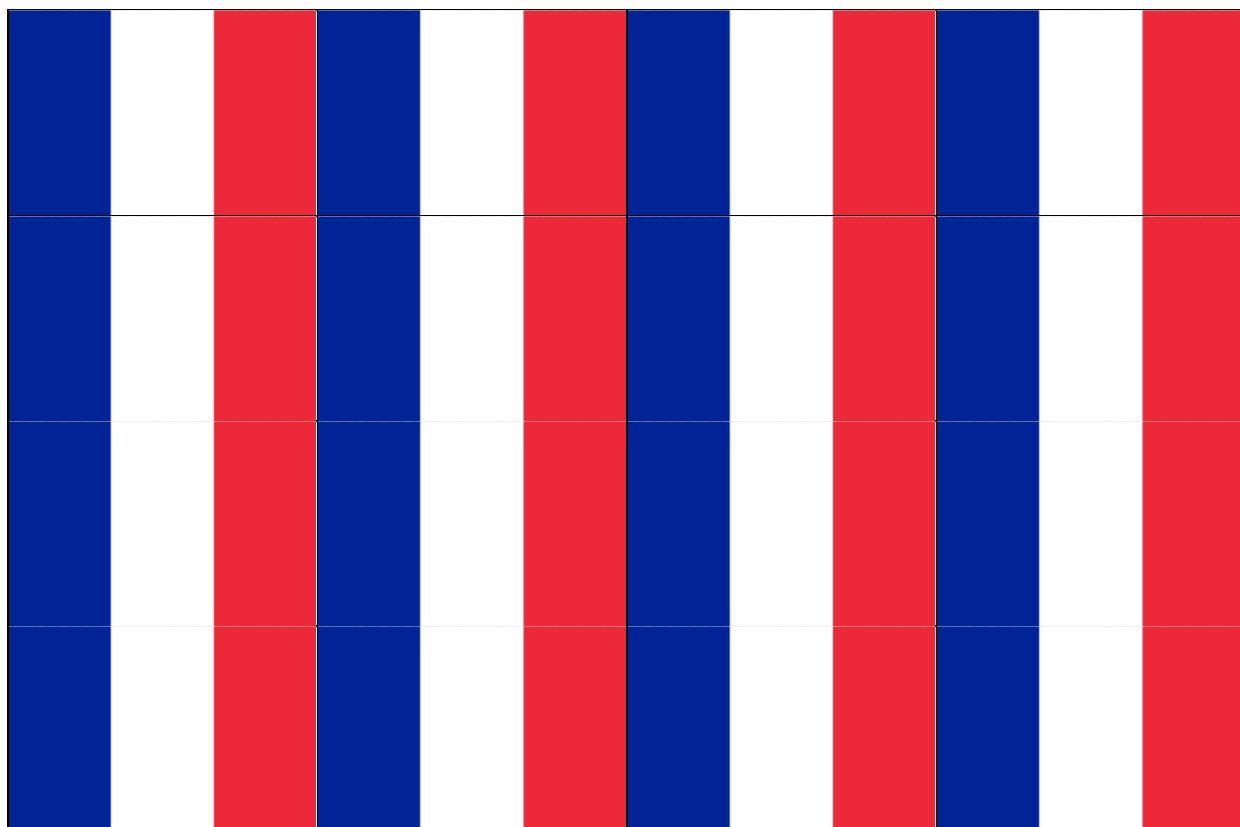
Instructions to the exercise „Wandering competences"

Now you are going to work with „Wandering key competences".
1. Sit in two circles – "Polish" and "French" according to the scheme presented below:
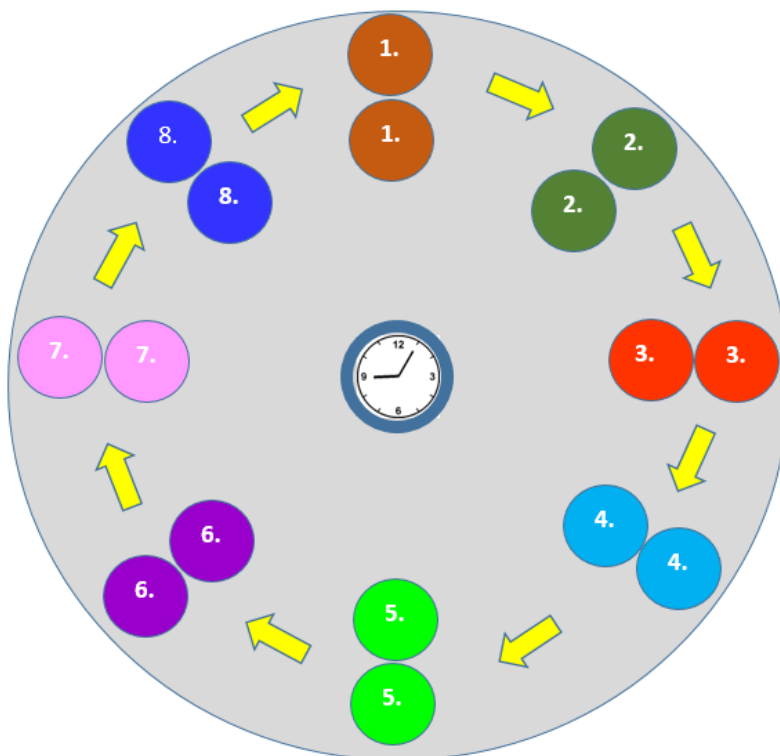
Figure 1. Scheme for the exercise „Wandering competences".

2. Each pair ("ones", "twos" etc.) will receive a mind map illustrating a different key competence defined in the Recommendation of the European Parliament and of the Council of 18 December 2006 on the key competences for lifelong learning (2006 / 962 / EC).

3. On a signal given by the instructor the first round of the exercise will begin: read the mind map and then mark with ! two elements of knowledge, skills and attitudes which are the most desirable, in your opinion, for the person conducting individualised work with the young person aimed at his/her personal development. Each round will last for five minutes - the signal to start the next will be given by the instructor

4. In each round you give your map to the neighbouring pair (clockwise direction) and make a choice - you can put an exclamation mark next to the elements indicated by the previous teams or select other – make a decision in your pair.

5. When your mind map with which you started the exercise returns to you, familiarise yourselves with the choices made by other participants, and then in another circle look for a pair with a map of the same competence.

6. Stick your maps together on "the talking wall".

COMMUNICATION IN THE MOTHER TONGUE COMPETENCES
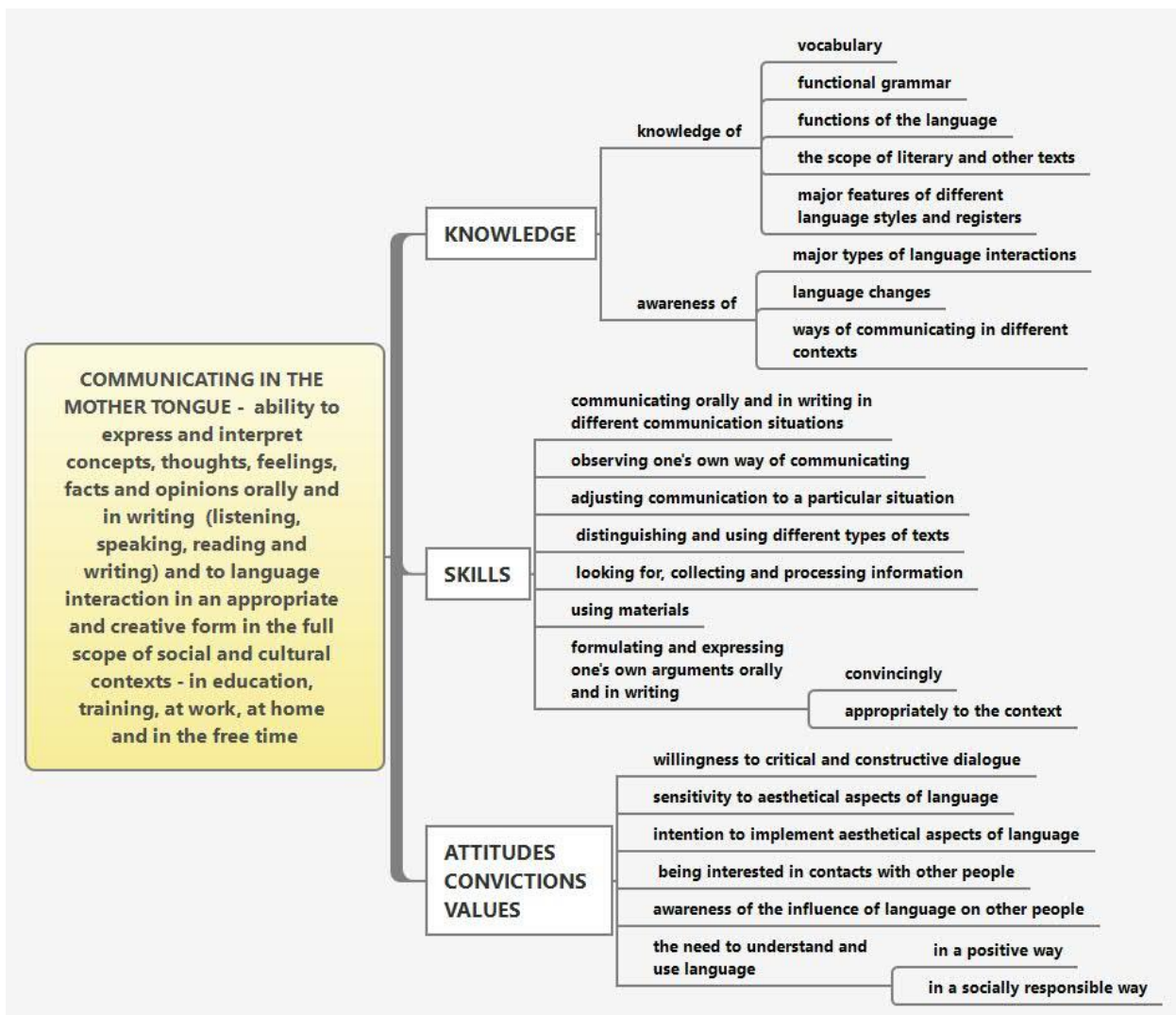
Figure 2. Competences of communicating in the mother tongue in the Recommendation of the European Parliament and the Council of 18 December 2006 on the key competences in lifelong learning

In relation to this competence the authors of the recommendation write:
In the context of multicultural and multilingual societies of Europe it is acknowledged that the mother tongue may not in all cases be an official language of the Member State, and that ability to communicate in an official language is a prerequisite for ensuring full participation of the individual in society. In some countries the mother tongue may be one of several official languages. Measures taken in such cases, and appropriate application of the definition belong to the competences of the individual Member States and are dependent on their specific needs and circumstances.

COMMUNICATION IN FOREIGN LANGUAGES COMPETENCES
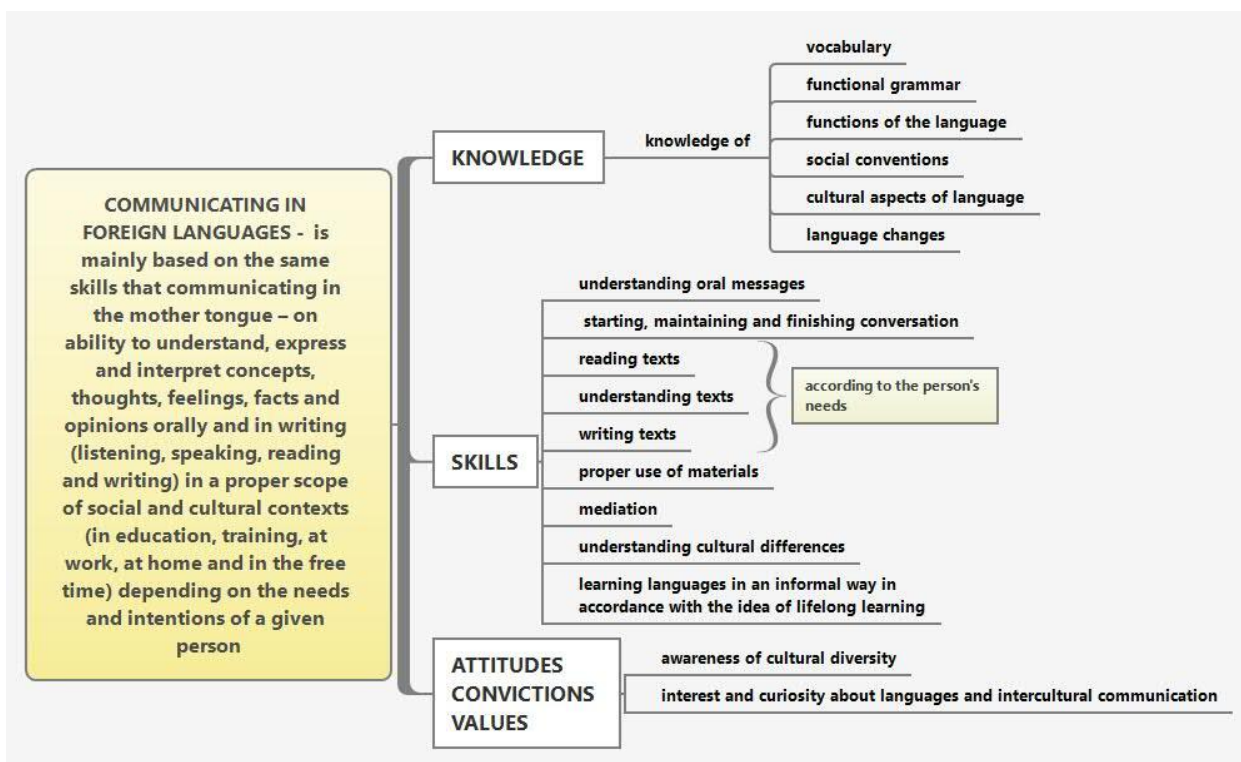
Figure 3. Competences of communicating in foreign languages in the Recommendation of the European Parliament and the Council of 18 December 2006 on the key competences in lifelong learning.

The comment of the authors of the recommendation to this competence is as follows: *It is important to recognise the fact that many Europeans live in bilingual or multilingual families and communities, and that the official language of the country in which they live may not be their mother tongue. For these groups knowing how to communicate in foreign languages may involve official language, rather than a foreign language. Their needs, motivation, and social or economic reasons for developing this ability to support their integration will be different, for example, than in case of people who learn a foreign language for travel or work. Measures used in such cases and appropriate use of the definition are a competence of individual Member States and depend on their specific needs and circumstances.*

Appendix No. S3/6 C.

MATHEMATICAL AND BASIC SCIENTIFIC AND TECHNICAL COMPETENCES

Figure 4. Mathematical competences in the Recommendation of the European Parliament and the Council of 18 December 2006 on the key competences in lifelong learning..

Appendix No. S3/6 C-cont.

Rysunek 5. Basic scientific and technical competences in the Recommendation of the European Parliament and the Council of 18 December 2006 on the key competences in lifelong learning.

Appendix No. S3/6 D.

IT COMPETENCES

KNOWLEDGE

- understanding and knowledge of — nature, role and possibilities of ITS in everyday life
  - in personal life
  - in social life
  - at work
- knowledge and using of
  - computer applications
  - spreadsheets
  - data bases
- understanding of — possibilities and potential dangers related to Internet and electronic media communication (email, web tools) in:
  - work
  - entertainment
  - exchange of information
  - participation in cooperation networks
  - learning and research
  - ways in which ITS can support creativity and innovativeness
- awareness of
  - issues concerning veracity and reliability of available information
  - legal and ethical rules which must be applied when interactively using ITS

IT COMPETENCES - skillful and critical use of technologies of information society (TIS) in work, entertainment and communication. They are based on elementary skills related to ICT: the use of computers to get, assess, store, create, present and exchange information and to communicate and participate in cooperation networks on the Internet.

SKILLS

- ability to
  - look for information
  - process information
  - store information
  - use information in a critical and systematic way
  - when assessing the appropriateness of the information, distinguishing real and virtual elements
- use tools to create, present and understand complex information
- to get to services offered on the Internet
  - searching for them
  - using them
- use ITS as support of:
  - critical thinking
  - creativity
  - innovations

ATTITUDES CONVICTIONS VALUES

- critical adnd thoughtful attitude towards information available
- responsible use of interactive media
- interest in participating in social networks
  - for cultural purposes
  - for social purposes
  - for professional purposes

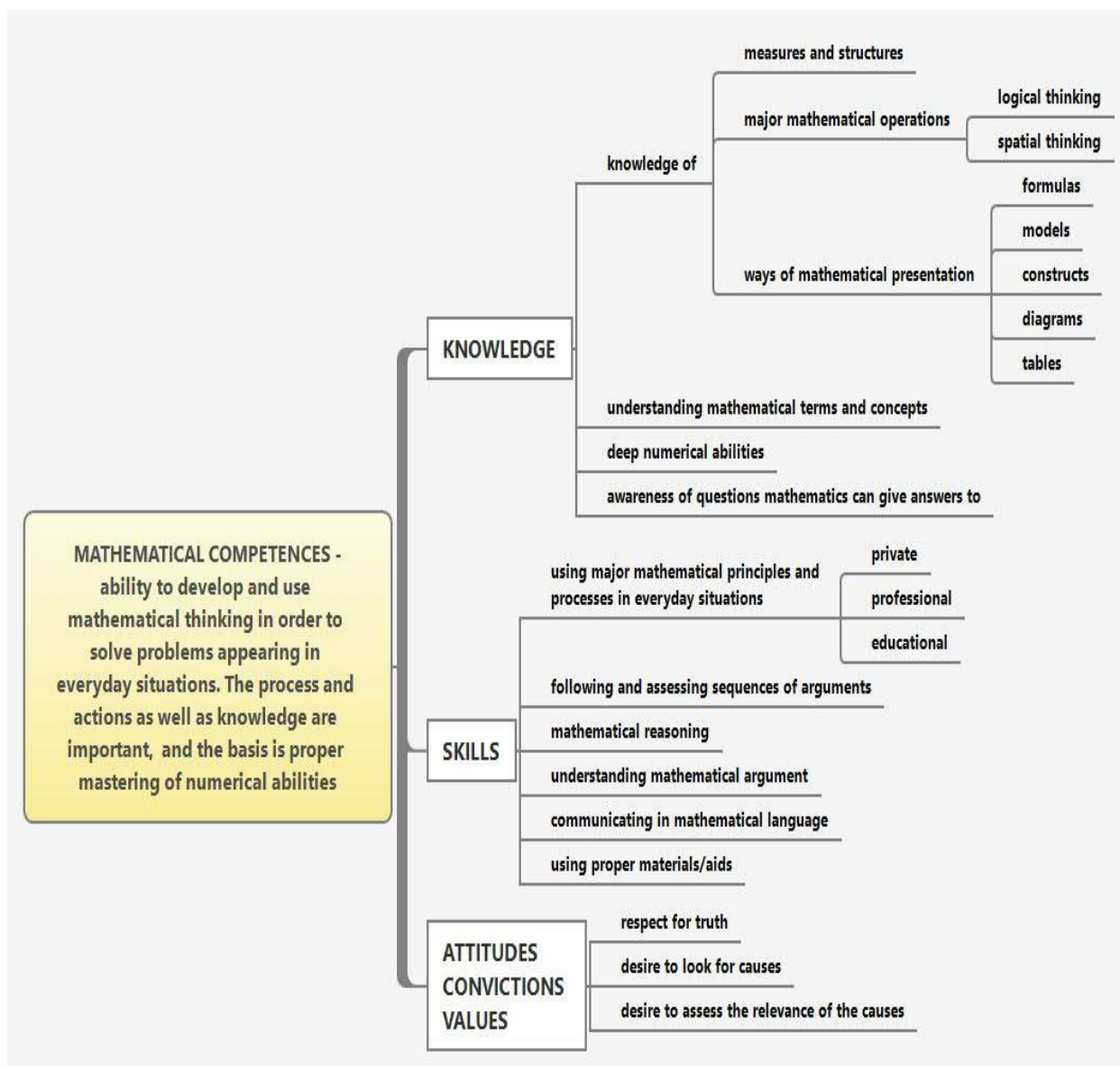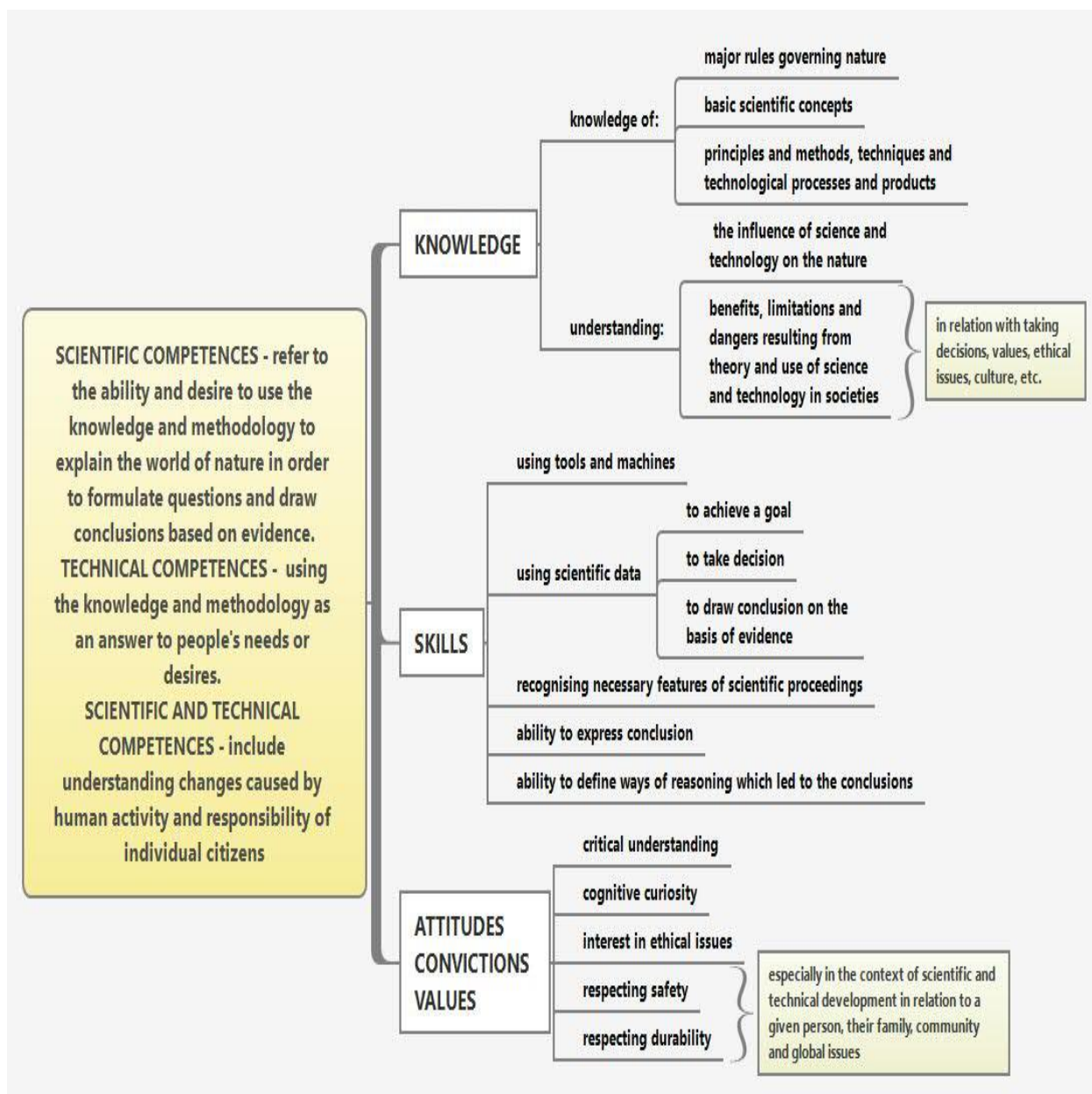Figure 6. IT competences in the Recommendation of the European Parliament and the Council of 18 December 2006 on the key competences in lifelong learning

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LEARNING SKILLS COMPETENCES

LEARNING SKILLS - ability to consistently and persistently learn, organise learning process by efficient time and information management, both individually and in groups

KNOWLEDGE

knowledge of :
- required competences
- required knowledge
- required skills
- required qualifications

knowledge and understanding of:
- own preferred learning strategies
- weak and strong point of one's own skills and qualifications

ability to look for:
- opportunities for learning and training
- available help or support in learning and training

SKILLS

mastering basic skills of:
- reading
- writing
- calculating
- ICT

finding new information and skills

acquiring, processing and learning new information and skills

efficient management of learning patterns

effective designing career and work
- persistence in learning
- focus on longer periods of learning/ career planning
- critical thinking concerning learning goals

devoting time to:
- independent learning — self-discipline
- learning together with a group
  - deriving benefits from group diversity
  - sharing knowledge and skills

organising learning process

assessing one's work

if necessary looking for advice, information and support

ATTITUDES CONVICTIONS VALUES
- learning motivation
- trusting one's abilities to learn
- confidence that it is possible to achieve success
- problem solving attitude
- desire to use life and learning experiences
- interest in searching new ways of learning
- rreadiness to use learning experiences in different life situations

Figure 7. Learning skills in the Recommendation of the European Parliament and the Council of 18 December 2006 on the key competences in lifelong learning
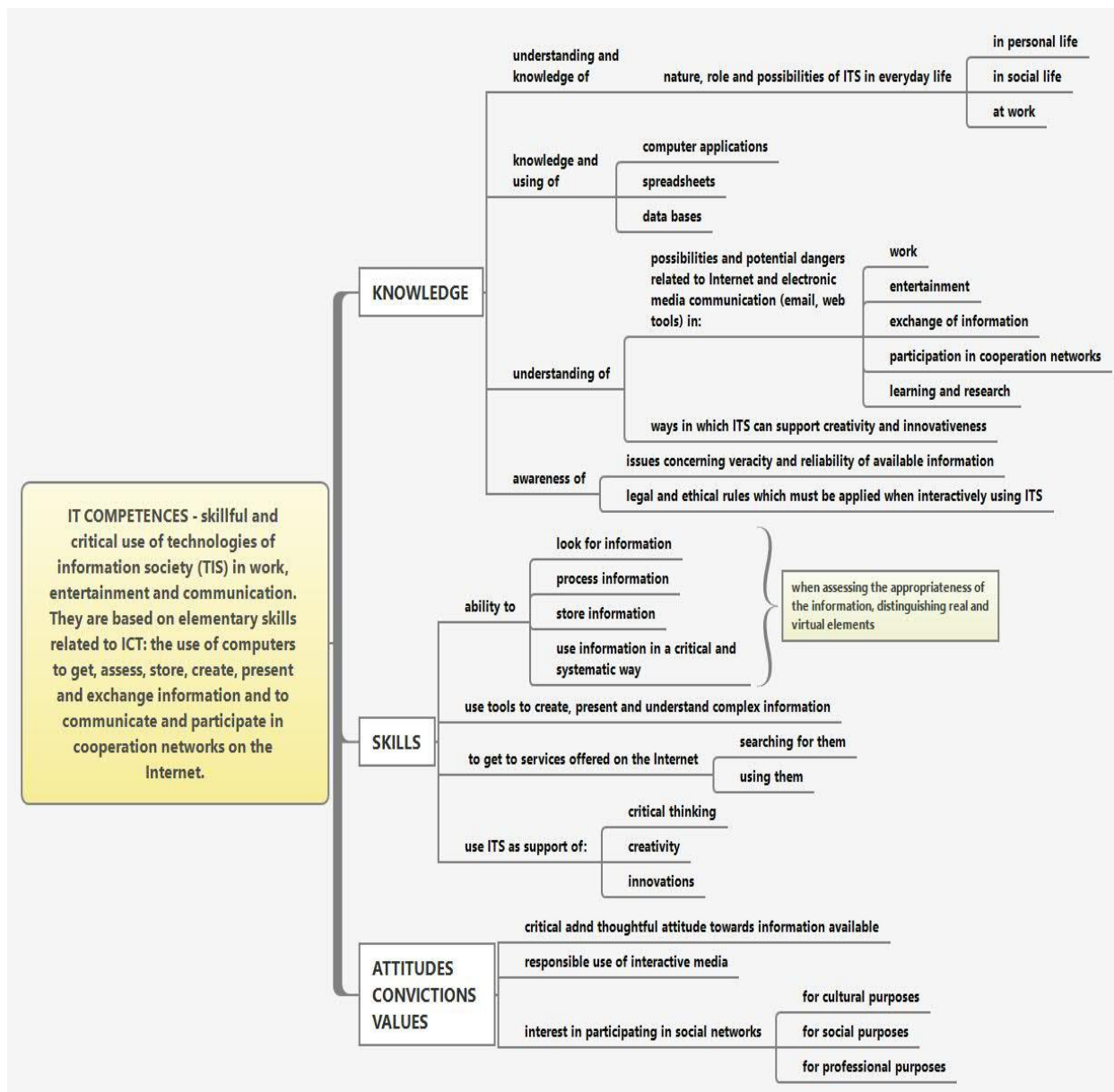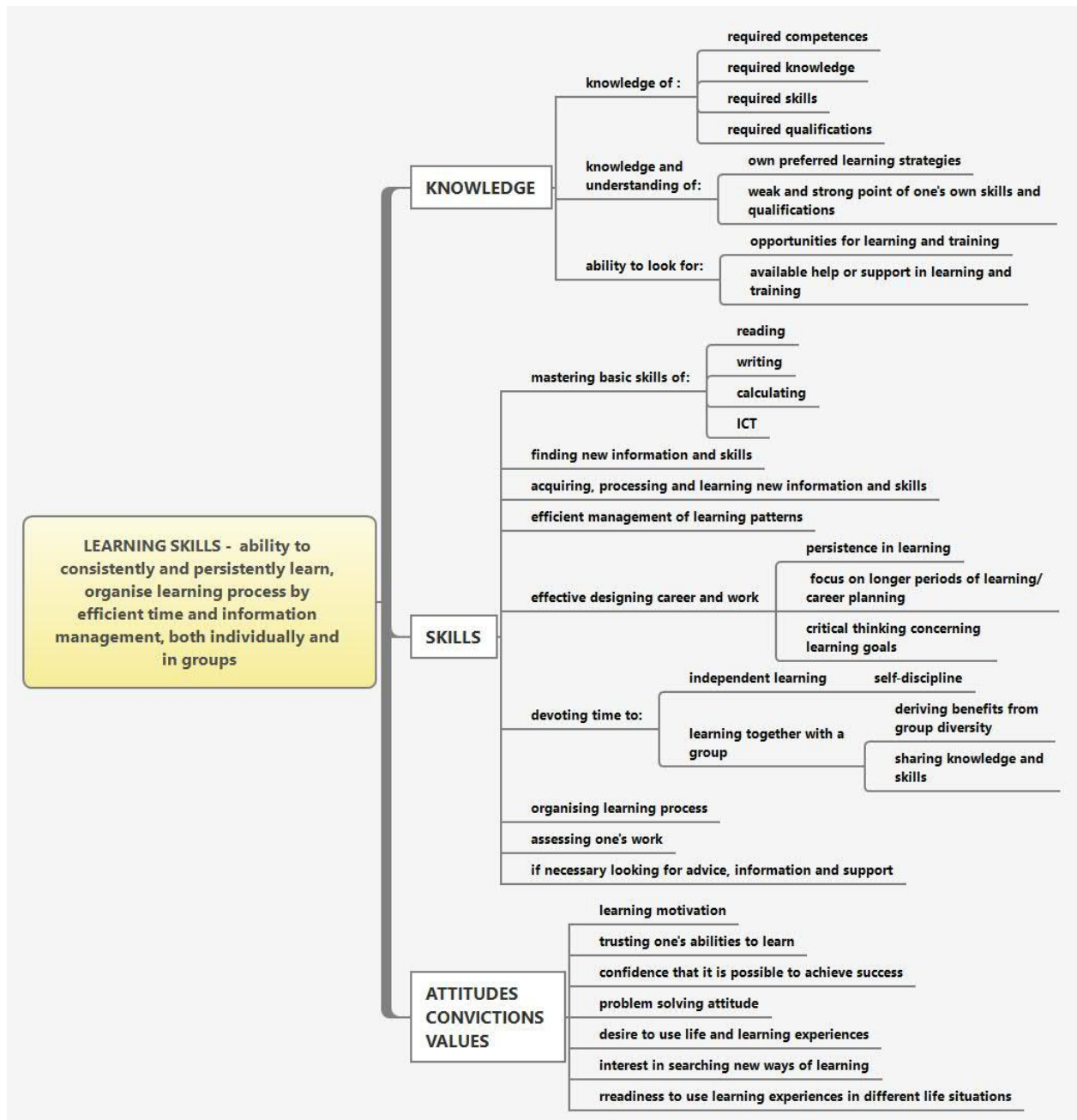
SOCIAL AND CIVIC COMPETENCES

Figure 8. Social competences in the Recommendation of the European Parliament and the Council of 18 December 2006 on the key competences in lifelong learning
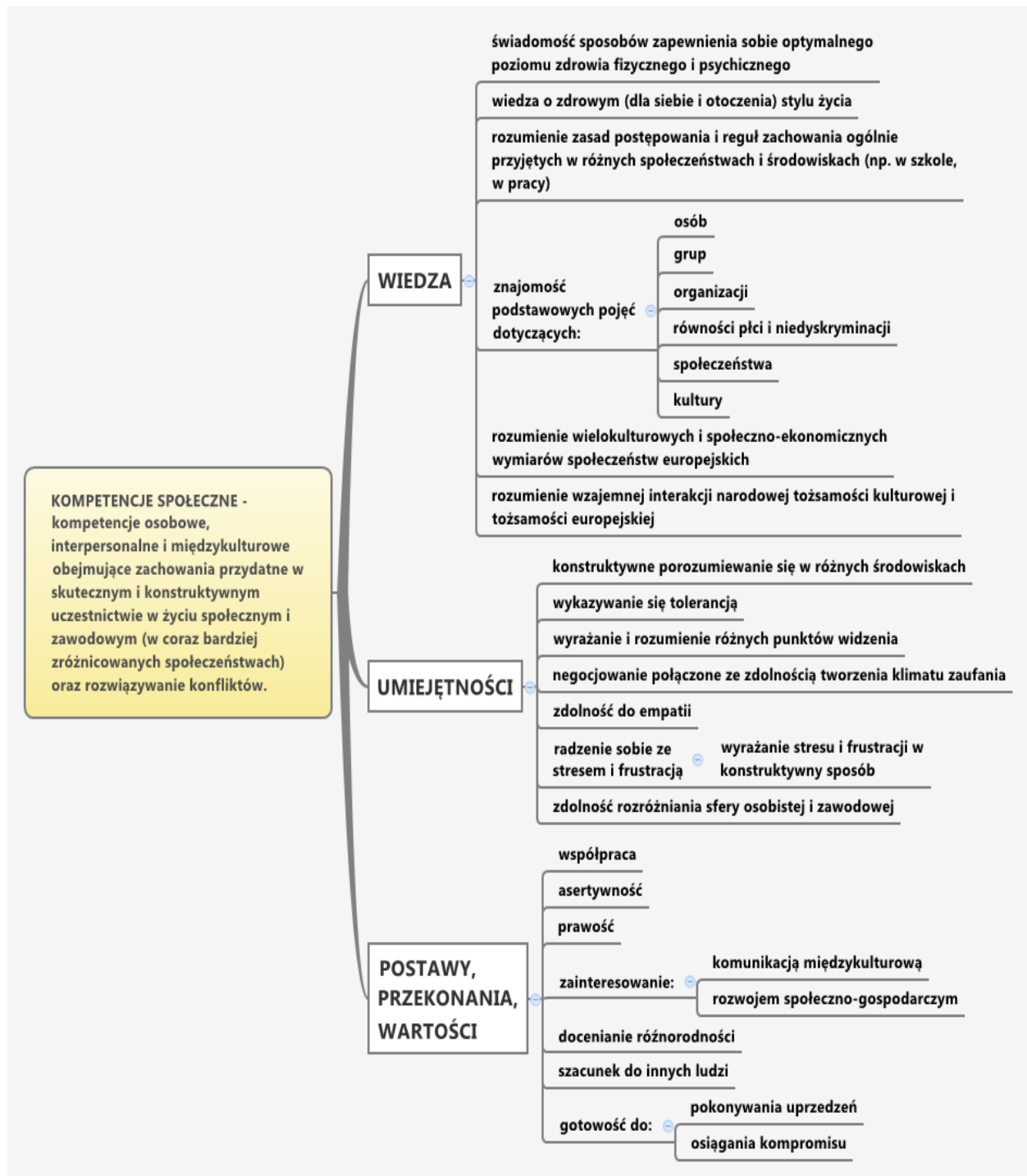
SOCIAL AND CIVIC COMPETENCES
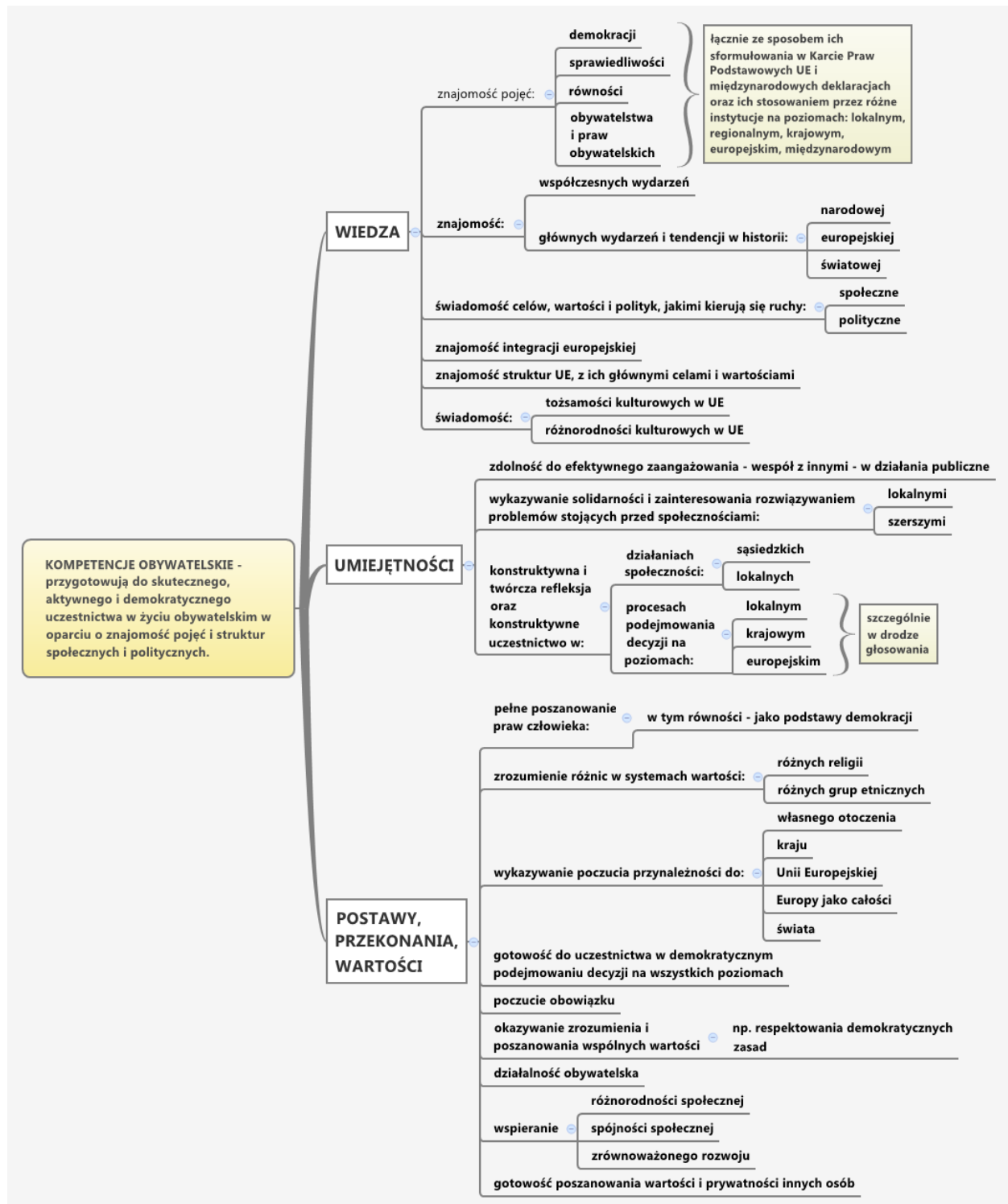

Figure 9. Civic competences in the Recommendation of the European Parliament and the Council of 18 December 2006 on the key competences in lifelong learning

INITIATIVE AND ENTERPRENEURSHIP COMPETENCES

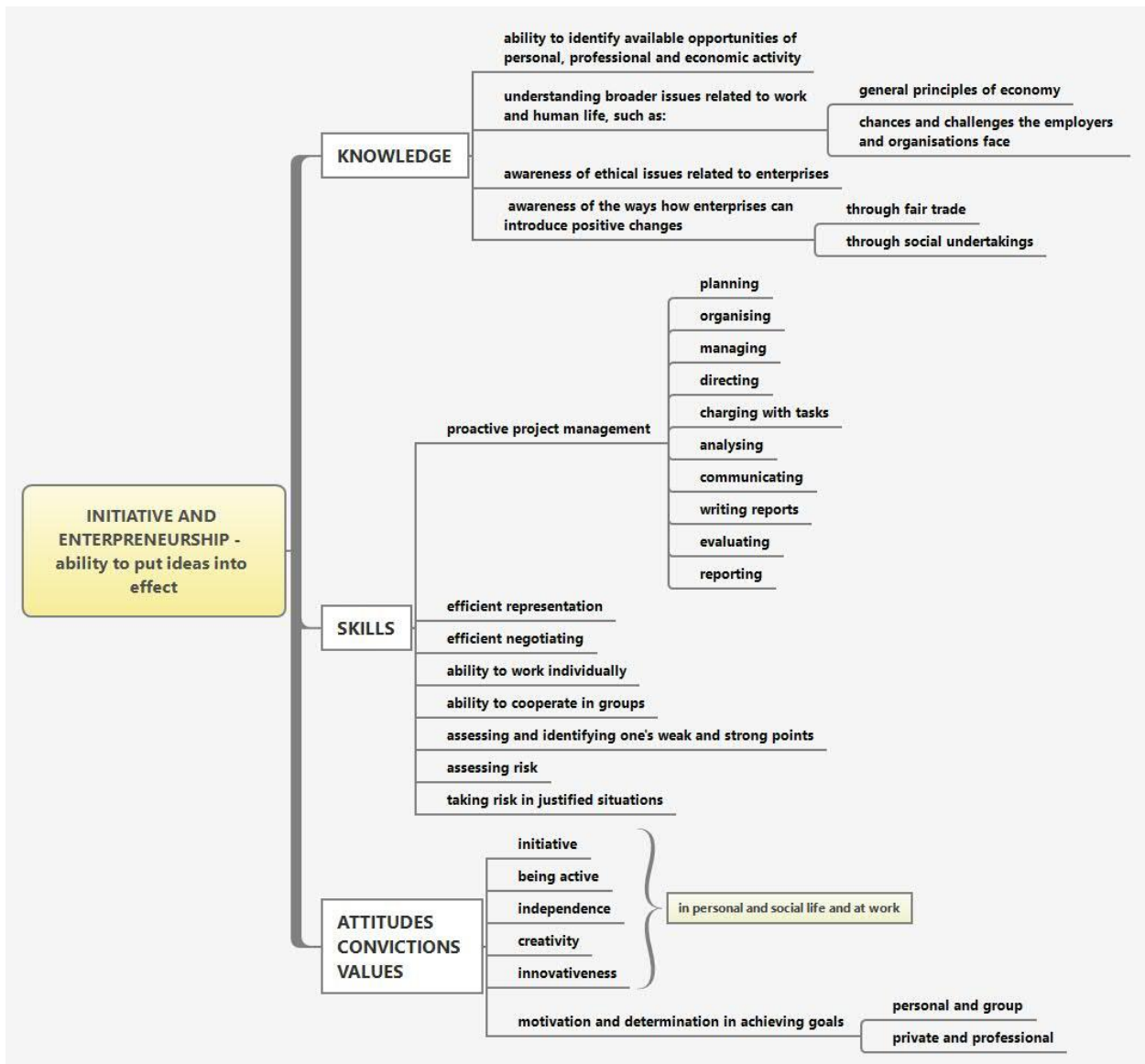Figure 10. Initiative and enterpreneurship in the Recommendation of the European Parliament and the Council of 18 December 2006 on the key competences in lifelong learning

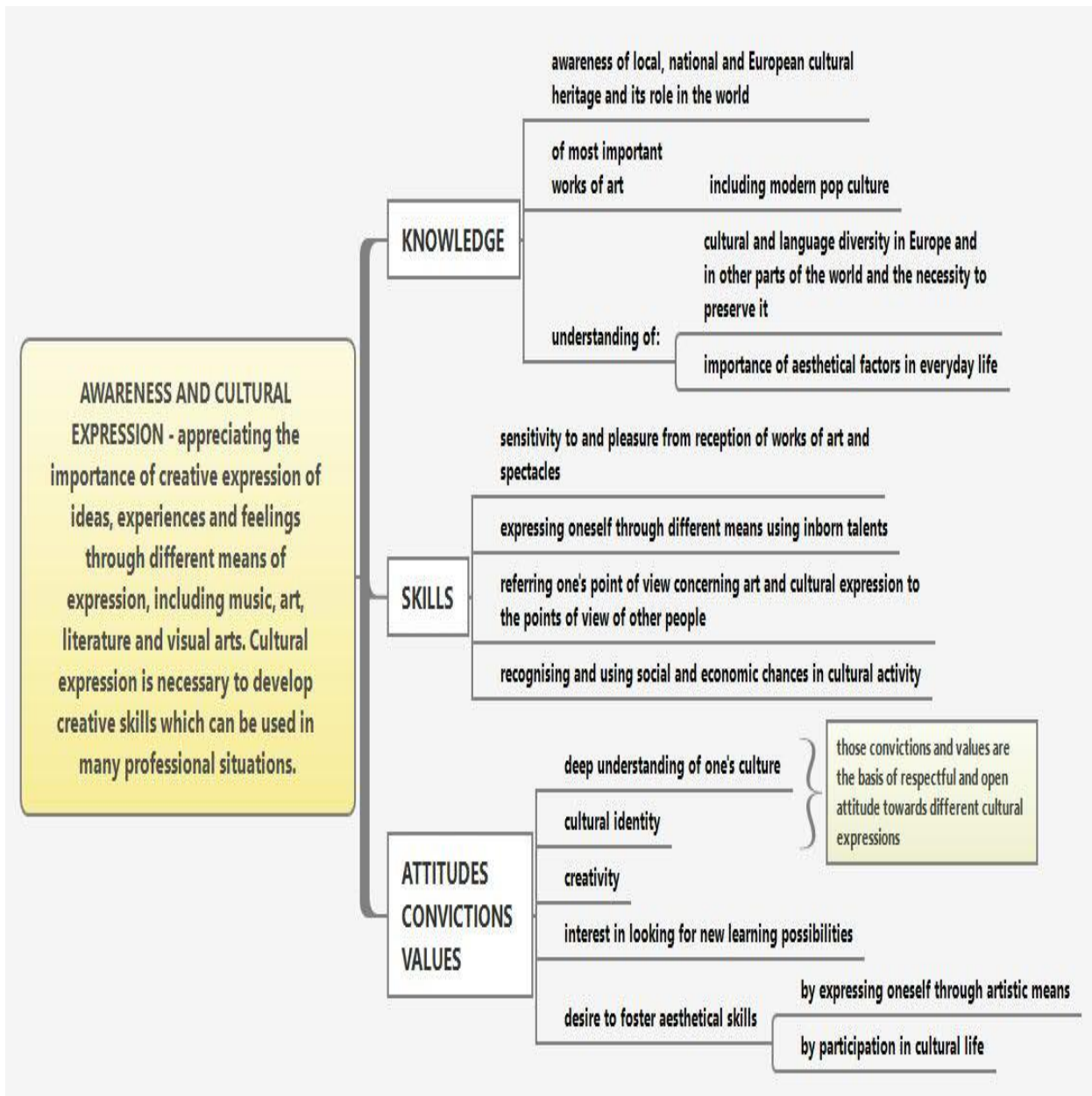# AWARENESS AND CULTURAL EXPRESSION COMPETENCES

Figure 11. Awareness and cultural expression in the Recommendation of the European Parliament and the Council of 18 December 2006 on the key competences in lifelong learning
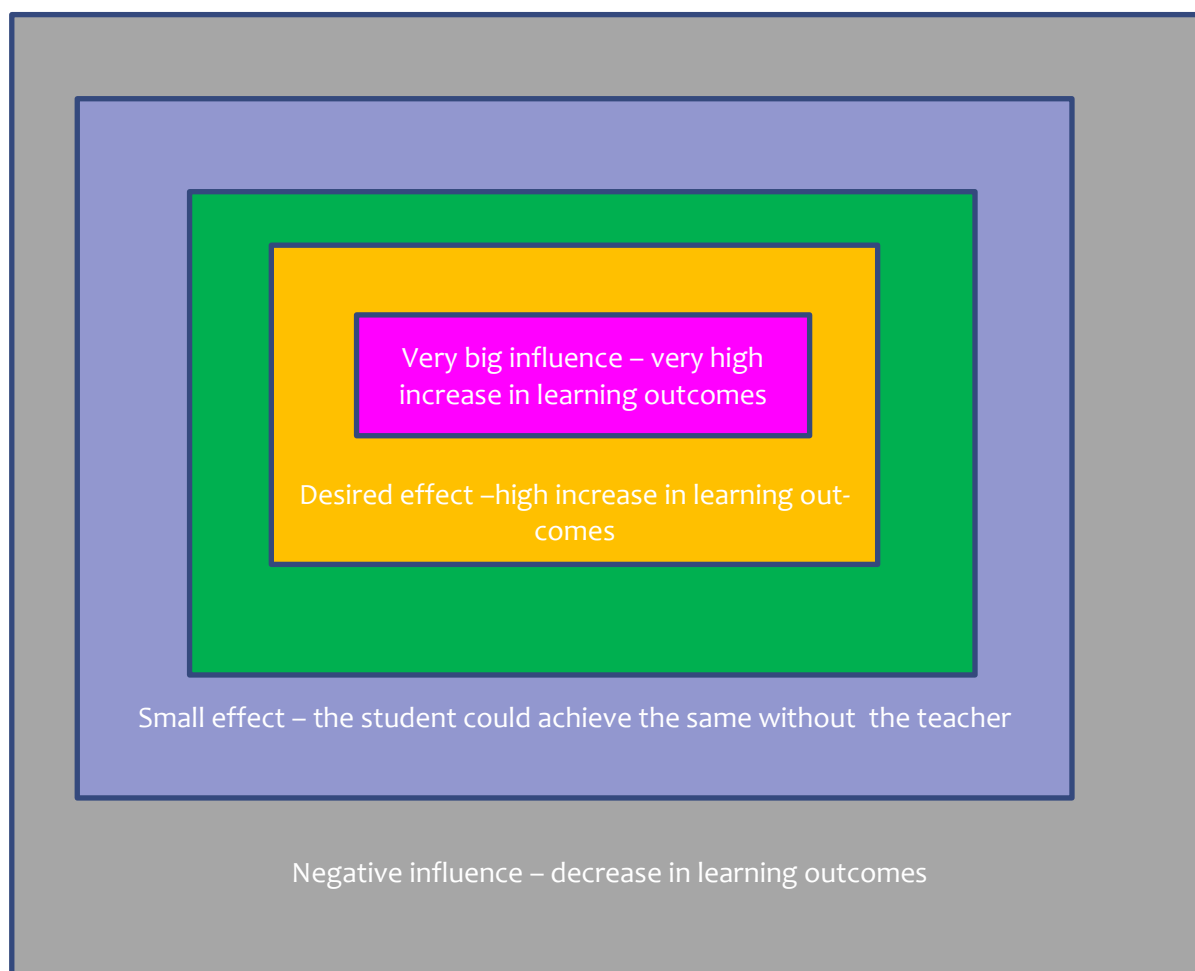
Factors influencing student's success – instructions for citeria poker game.

Criteria poker is a method (a game), which allows to determine the rank of factors, make group deci-sions: What and why is important? What and why is urgent? What to strengthen? etc.
Model of the game, before the decisions are made, requires discussions, argumenting, compromising.
You are going to play poker with cards, on which a variety of factors related to learning are written.
How will the game run?
1) Prepare the board for poker-criteria (example below).

Very big influence – very high increase in learning outcomes

Desired effect –high increase in learning out-comes

Small effect – the student could achieve the same without the teacher

Negative influence – decrease in learning outcomes

2) Select a group guardian of cards, who will place them face-down on the stack – they will be displayed and read one by one.
3) At the signal given by the instructor the guardian of cards shows the top card and reads aloud its content. The task of the members of the group is to determine where on the board it should be put (the guardian of cards for the time of this task becomes a player - participates in the discussion, gives argu-ments). The decision to place the card on one of the three fields must be the decision of the whole group.
4) When the first card is placed on the field chosen by the group, the guardian shows another one. This is repeated until all cards are used.
Important! If after showing a card it turns out that it should be placed on a field that is already occupied, the group can move the card. Here, the decision must also belong to the group, but after listening to the arguments of the person proposing the change of the card's place.
5) After taking the final decision about placing all the cards, glue them on the board.

6) The posters will be presented to the whole group – the cards which were located in the center of the board, should be justified with arguments that decided about their choice.

Appendix No.S4/8.

Factors influencing students' success – cards for criteria poker

(to cut)

Goals which are a challenge	Individualisation of teaching	Repeating a year
Feedback	Motivation	Dividing into groups according to abilities
Mind maps	Homework	Teacher's knowledge
Teaching based on problem solving	High expectations set by the teacher	Television
Relations between the student and teacher	Asking questions	Teachers training
Self-assessment	Family environment	Non-public schools
Credibility of the teacher in students' eyes	Learning in small groups	Aditional teaching programmes
Peer influence	Number of students in the class	

Appendix No.S4/8.

Factors influencing student's success – research by professor John Hatti

Factors influencing students attainment

Factor	Value
Samoocena	1,44
Wiarygodność nauczyciela w oczach uczniów	0,9
Informacja zwrotna	0,75
Relacje nauczyciel-uczeń	0,72
Nauczanie oparte na rozwiązywaniu problemów	0,61
Tworzenie map myśli	0,6
Cele będące wyzwaniem	0,56
Wpływ rówieśników	0,53
Środowisko domowe	0,52
Uczenie się w małych grupach	0,49
Motywacja	0,48
Zadawanie pytań	0,46
Stawianie wysokich oczekiwań przez nauczyciela	0,43
Praca domowa	0,29
Indywidualizacja nauczania	0,23
Wielkość klasy	0,21
Szkoły społeczne	0,2
Dodatkowe programy nauczania	0,17
Podział na grupy według zdolności	0,12
Szkolenie nauczycieli	0,11
Wiedza merytoryczna nauczycieli	0,09
Powtarzanie klasy	-0,13
Telewizja	-0,18

Size of the effect	Level of the effect – influence on learning outcomes	
> 1	Very big influence – very high increase in learning outcomes	Zone of desired effects
> 0,4	Desired effect –high increase in learning outcomes	
0,15-04	Medium effect – medium increase (typical teacher influence achieved during a typical school year)	
0,0 – 0,15	Small effect – small influence on student's development (the student could achieve the same without school/teacher)	
< 0,0	Negative influence – decrease in learning outcomes	

Appendix No. S4/10.

Self-assessment as the key factor of learner's success.

Research by John Hatti shows that the fundamental conclusion of youth workers is: the most important is using such strategies, methods and forms of work with students that help them build self-esteem.

It is worth reminding here the definition of self-esteem:
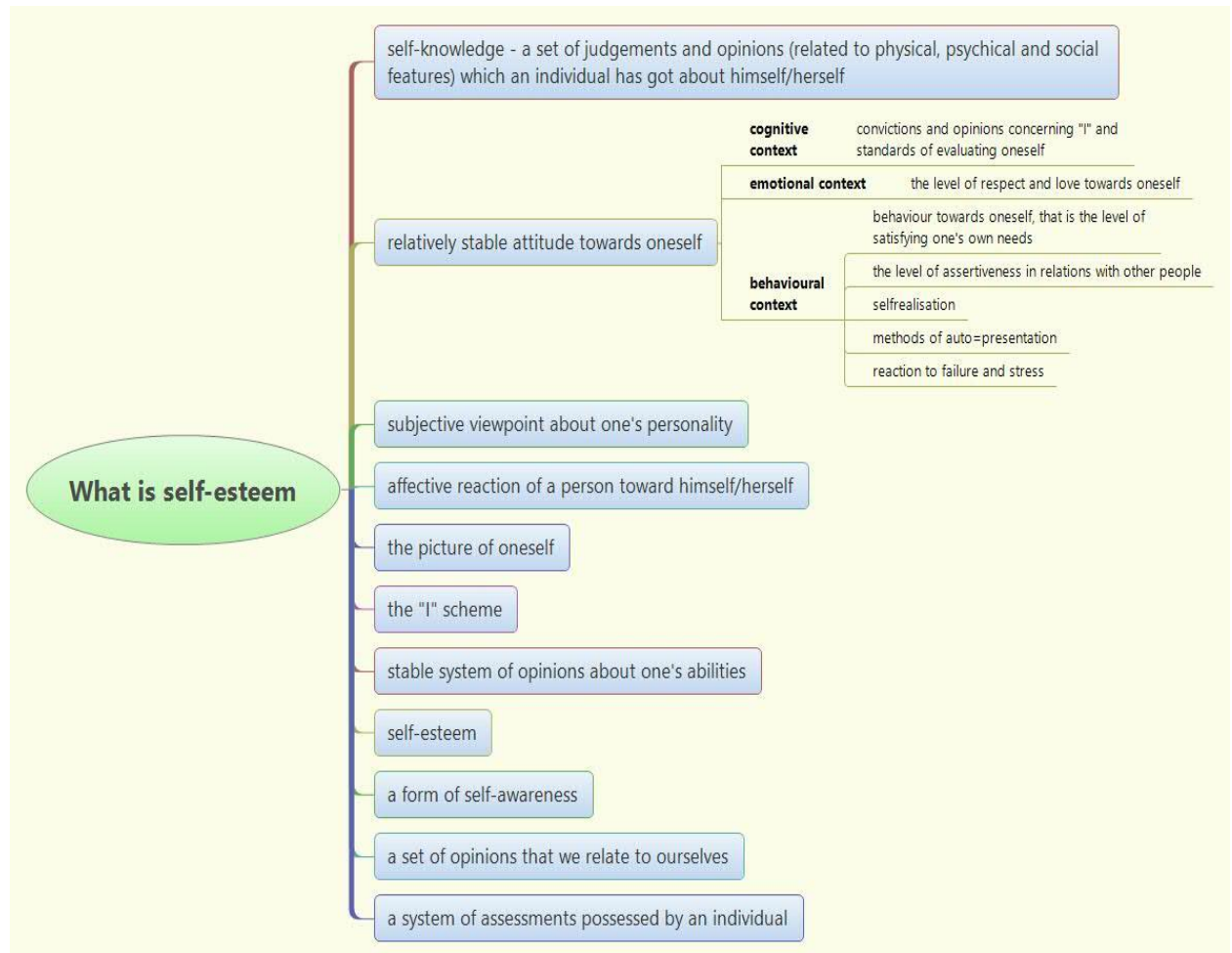
Figure 13. Definitions of self-esteem[1]

Self-esteem is based on 6 pillars, the knowledge of which is important for youth workers using personalised methods, especially coaching.

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[1] On the basis of.: dr Teresa Wejner-Jaworska, Wyższa Szkoła Edukacji Zdrowotnej i Nauk Społecznych
Polskie Towarzystwo Dysleksji, Czynniki warunkujące lepsze wyniki w nauce w świetle badań prof. Johna Hattiego, „Przegląd Edukacyjny" 2014, nr 3/4, s. 4-7 oraz: http://www.ptde.org/file.php/1/Archiwum/XX_KDE/pdf_2014/Wejner-Jaworska.pdf (dostęp: 10 marca 2016 r.)
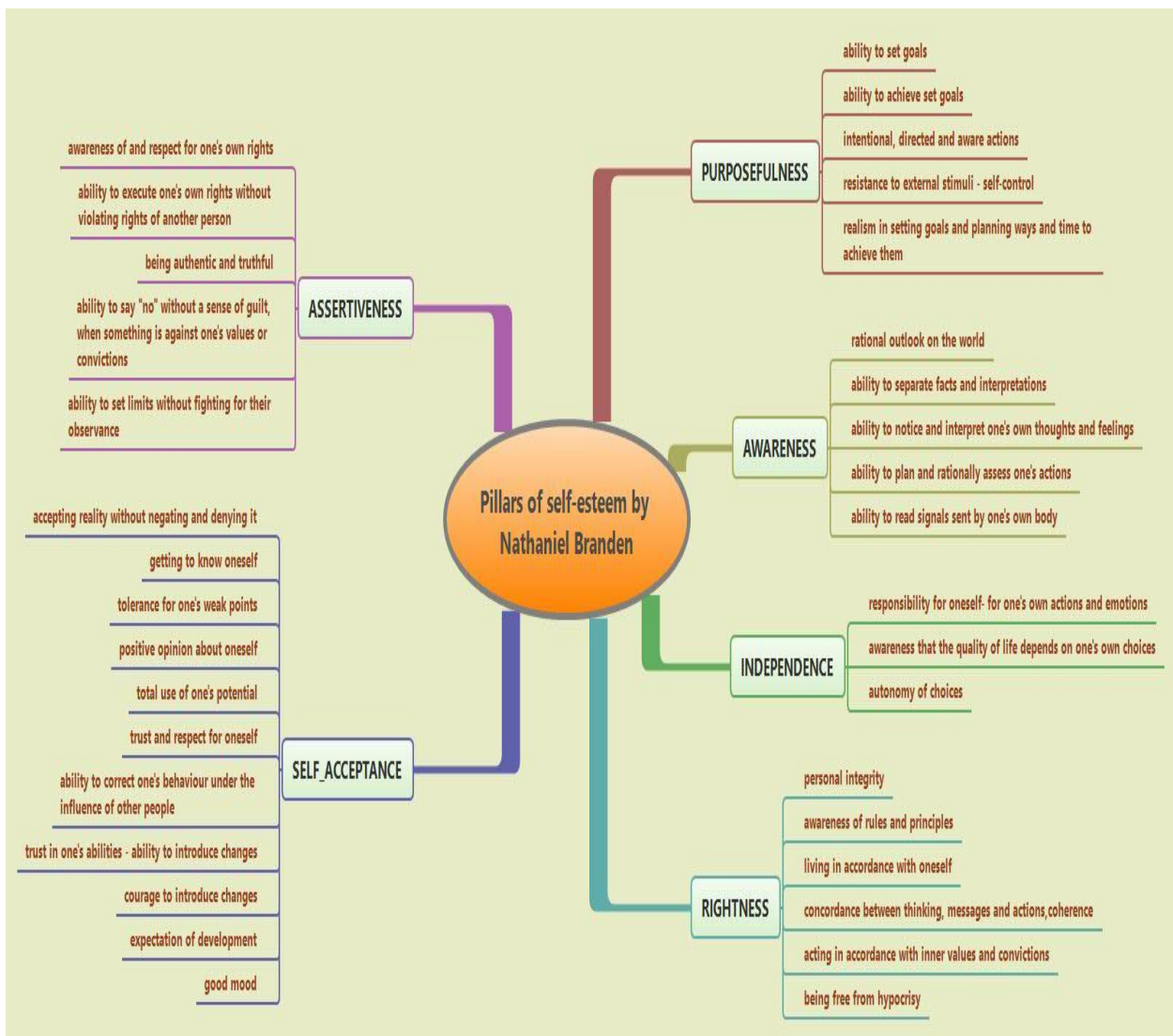
Figure 14. Pillars of self-esteem by Nathaniel Branden[2]

Some psychologists consider **self-acceptance as a basis for building a healthy self-esteem, adequate to the reality and facts.** A person who is a mentor for a young person or uses coaching methods should also be aware of the consequences of the lack of self-acceptance - dangers arising from the attitude of self-rejection:

[2] On the basis of.: Nathaniel Branden, „The Six Pillars of Self-Esteem", Wydawnictwo Feeria, 2008.

Self-rejection as the opposite of self-acceptance

- underestimating one's successes
- focusing on failures
- tendency to humiliate oneself
- difficulty in introducing essential changes
- tendency to repeat schematic actions
- the sense of injustice
- the sense of guilt
- the sense of inferiority
- helplessness
- bearing a grudge against oneself
- reluctance to take responsibility for one's own life

Figure 15. The attitude of self-rejection as the opposite of self-acceptance.[3]

and know the symptoms and effects of disturbed self-assessment:
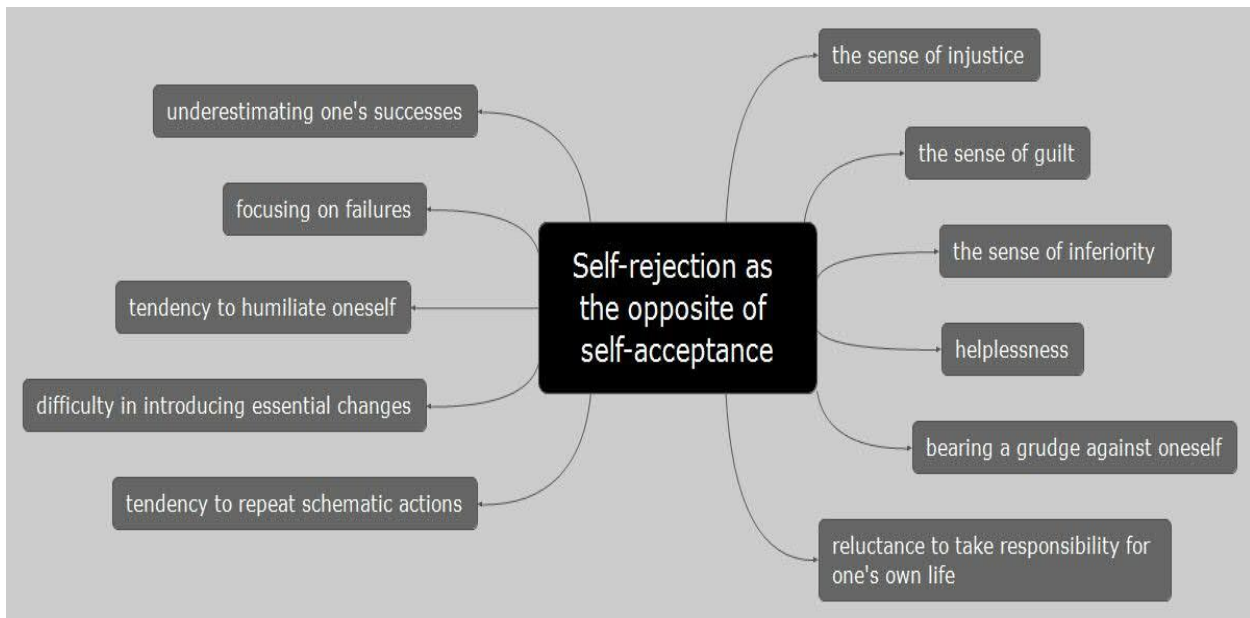

Inflated self-esteem

Can be inflated and firm or inflated and not firm

- a sense of superiority combined with arrogance, which is the evidence of apparent self-confidence
- functioning in the scheme of better-worse, putting yoruself always in one of the extremes
- a strong belief that you are better than others
- assigning yourself features which you actually miss or believing that you are able to do things which are in fact impossible
- continuous feeling of fear that there will be someone "better"
- in case of appearance of a "threat" - someone "better", activating a defense mechanism in the form of arrogance, sometimes aggression

May be lowered and firm Or lowered and not firm

- adverse effect on social interactions
- experiencing failures in school consolidates the belief that you are different from your peers
- avoiding tasks perceived as beyond your abilities
- thinking that you are worse than in reality
- belief that you deserve bad grades and even increased effort wil not result in improvement
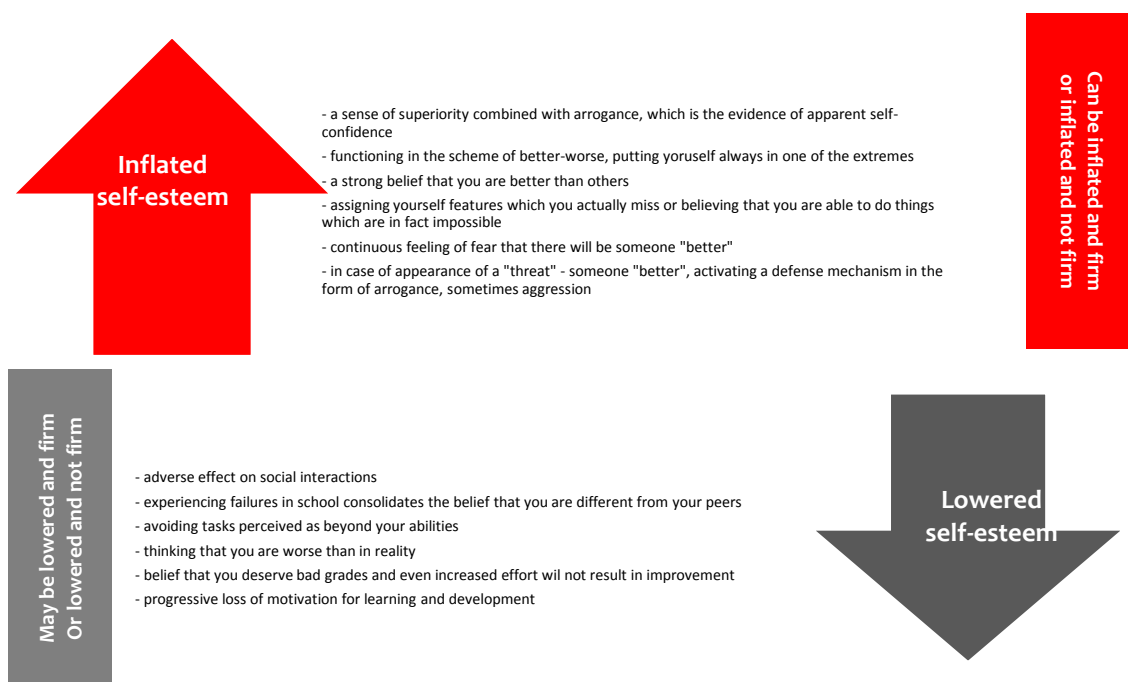- progressive loss of motivation for learning and development

Lowered self-esteem

Figure 16. Manifestations and effects of lowered and inflated student's self-esteem.[4]

So what is a „healthy self-esteem"? Here are the most important elements:

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[3] On the basis of.: dr Teresa Wejner-Jaworska, Czynniki warunkujące lepsze wyniki w nauce w świetle badań prof. Johna Hattiego.

[4] On the basis of: Teresa Wejner-Jaworska, Czynniki warunkujące lepsze wyniki w nauce w świetle badań prof. Johna Hattiego.
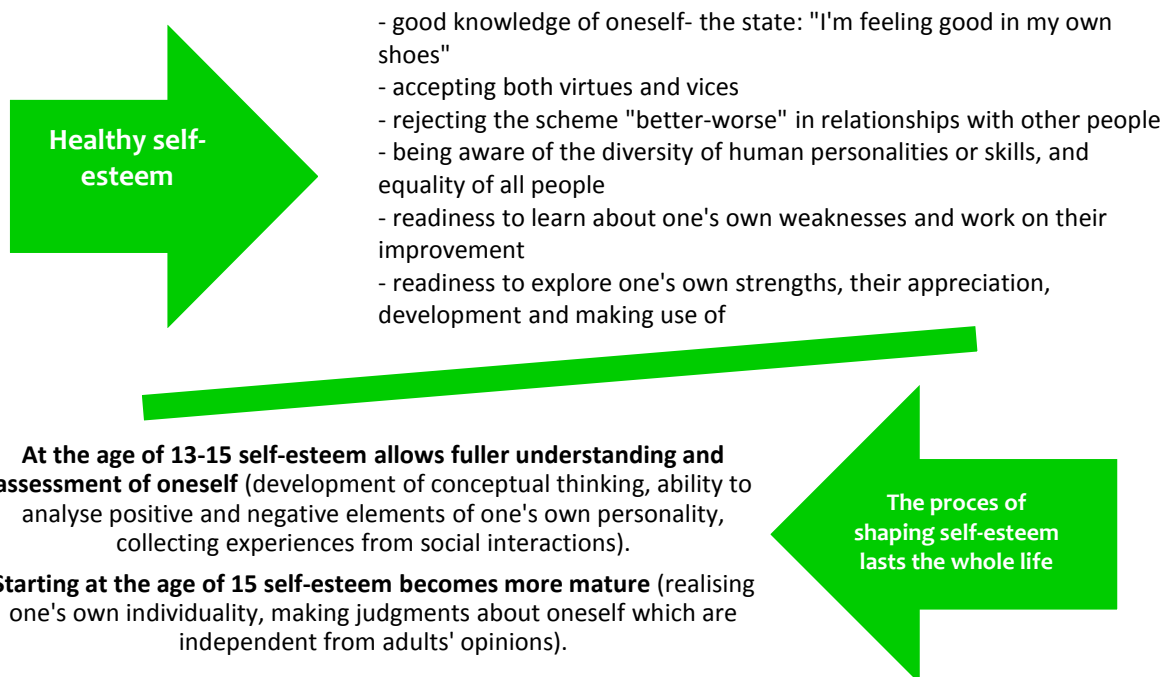
Healthy self-esteem

- good knowledge of oneself- the state: "I'm feeling good in my own shoes"
- accepting both virtues and vices
- rejecting the scheme "better-worse" in relationships with other people
- being aware of the diversity of human personalities or skills, and equality of all people
- readiness to learn about one's own weaknesses and work on their improvement
- readiness to explore one's own strengths, their appreciation, development and making use of

At the age of 13-15 self-esteem allows fuller understanding and assessment of oneself (development of conceptual thinking, ability to analyse positive and negative elements of one's own personality, collecting experiences from social interactions).

Starting at the age of 15 self-esteem becomes more mature (realising one's own individuality, making judgments about oneself which are independent from adults' opinions).

The proces of shaping self-esteem lasts the whole life

Figure 17. Healthy self-esteem, its elements and effects[5]

You cannot understand human behavior, not knowing what his/her self-image is – the words of Nathaniel Branden could be the motto for the activities of people using mentoring and coaching in work with young people. If, knowing the results of professor Hatti's research, we add to this a high impact on the development and learning of such factors as: *the credibility of the teacher in the eyes of students, their relationships and the quality of feedback*, **mentoring and coaching emerge as working models worth implementation in the daily activities in educational institutions and organisations supporting young people, better facilitating individual development than traditional methods**.

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[5] On the basis of: Teresa Wejner-Jaworska, Czynniki warunkujące lepsze wyniki w nauce w świetle badań prof. Johna Hattiego.

Appendix No. S4/11.

The picture of Polish and French teachers in TALIS 2013 (auxiliary material for the instructor)

TALIS (Teaching and Learning International Survey), OECD, 2013

The Picture of Polish and French teachers in the TALIS 2013 survey

One of the greatest needs of Polish teachers in training are skills and knowledge useful for **working with students with special needs. In Poland, more than twice more teachers than in TALIS countries (respectively 58% and 26%) work with such students.** This may indicate a higher awareness of this phenomenon, but also a wide range of definitions of special needs in Poland or the benefits associated with the status of such a student (e.g. adjusting forms or conditions of tests / external examinations). Although an increase in the percentage of teachers participating in various forms of training, including training on psychological and pedagogical assistance (from 90 to 94%) has been reported, **the benefits of participation in such training teachers evaluate more critically**: the influence on the way of teaching was identified as "moderate" by, depending on the area, from 44% to 58% of people. So, the selection of the training services provider, the choice of model and form of training is a key decision where the criterion of usefulness of acquired knowledge and skills gained is a priority.

Many surveyed attitudes and actions of Polish teachers have been assessed highly by the researchers. We will focus, however, on the revealed problems, believing that knowing them will allow for planning effective changes in schools and educational institutions.

Here is some information from the TALIS report:

- **The study of school climate shows that Polish teachers less than teachers from other countries are interested in the well-being of students and less interested in what students have to say.** The balance in schools is disturbed: in the terms of discipline Poland is high in inter-national ranking (lesson time devoted to the maintenance of discipline in the classroom –
Poland: 8%, the average TALIS - 13%), while there are clear deficits concerning support and understanding of the student. **The teachers also poorly evaluate their own effectiveness in inducing students to experience the value of knowledge and education** (up to 40% of
teachers admit that they manage to motivate students who are not very interested in learning only to a certain extent or not at all).

- **Polish teachers less often than teachers from other countries talk openly about difficulties.** The reason for this phenomenon may be **competition among educators** and conviction
 (prevailing also among management staff) that revealing the difficulty is admitting a failure, not a natural situation requiring assistance, while being an opportunity for further professional development. Also much **importance is given to monitoring and assessment,** less - to support and development. The data from TALIS study is adequate with the low level of social trust among the Poles - for years sociologists have pointed out this indicator as a
barrier to the development of social capital in Poland.

- Two-thirds of teachers in Poland declare that they work in schools where more than 10% of the students come from poor families (TALIS average: 51%). **Problems arising from the socio-economic situation of students are therefore in Poland a large and common challenges, bigger than e.g. in other countries - teaching children speaking different languages and lacking common cultural code.**

- A special form of professional training is **mentoring,** which is defined in TALIS as a system of support structure in schools where more experienced teachers support the less experienced teachers, involving all teachers in a given school or only the new ones. In Poland, in the opinion of headmasters of schools (primary, lower secondary and upper secondary), mentoring was available on average for 21-28% of all teachers in school. There were about 11% of teachers at each level of education who during the research had their mentors. And 15-16% of the teachers served as mentors.

- TALIS gives an overview concerning the level of **popularity of various forms of professional training among Polish teachers.** It was investigated how many days they spent on participation in various forms of professional development in the last 12 months preceding the survey: 1) training courses, workshops, 2) conferences, seminars, 3) observation visits in other schools, 4) observation visits in companies, institutions, 5) courses, training in companies,
  institutions, 6) programmes improving skills, 7) participation in cooperation networks of teachers, 8) individual or joint research, 9) mentoring, class inspections, coaching. Most teachers declared their participation in courses/ workshops and conferences. In case of teachers from lower secondary schools 81% participated in courses (in TALIS countries 71%), 52% in conferences (TALIS 44%), 41% in networks (TALIS 37%), 45% in mentoring, inspections and coaching (TALIS 30%), 38% in individual or joint research (31%).

- TALIS also diagnosed the **need of Polish teachers for improvement** (see the scheme below). During a year in trainings concerning work with students with special needs (the highest position in the ranking) participated: 67% of teachers in the Polish primary schools, 58% in lower secondary schools and 48% in upper secondary schools. Asked about the positive impact of the training on their teaching, 39% of teachers in primary schools, 36% in lower secondary schools and 32% in upper secondary schools noticed a big impact.

- One of the conditions of effective professional development of teachers is a widely
  understood cooperation, especially *collaborative learning activities and collaborative action research*. Almost ¼ **of Polish teachers declared that there were no joint activities or research during any training**.

- Polish teachers declare their **participation in meetings and work of various teams** (which in the Polish system are obligatory), but at the same time the study **revealed insufficient use of the potential of these teams in practice and excessive bureaucracy in their operation**. Research shows that teachers conduct discussions on the progress of individual students or on assessing the progress frequently, but usually as discussions and informal consultations.

- The TALIS also studied **the frequency and value of feedback teachers receive about their work** e.g. during everyday conversations with co-workers or superiors. It turned out that for Polish teachers the source of this information are primarily their headmasters (95% of Polish primary school teachers, 93% of lower secondary school teachers and 87% of upper secondary school teachers), and the feedback **is mainly associated with the evaluation of work and usually appears after lesson observation, which is carried out by the headmaster within pedagogical supervision**. It is worth noting that the **assessment of work is regarded mainly as the fulfillment of administrative requirements** (so declare 42% of primary school teachers, 43% of lower secondary school teachers and nearly half (49%) teachers from upper secondary schools). **Many teachers admit that the evaluation of their work is not developmental , doesn't bring them practical tips useful in daily work and has little effect on their way of teaching** (opinion of 39% of primary school teachers, 41% of lower secondary and 45% of upper secondary school teachers).

- **Providing feedback in the teacher-teacher relationship is not common in Polish schools** - less than half of the teachers indicated that they receive it. Iin Poland, only 10% of teachers from the **surveyed** schools receive feedback after observations of lessons by their colleagues.
- Regardless of the level of education Polish teachers **rarely receive feedback on their work from the designated mentors** (usually it is received by person carrying out an internship as part of their career advancement, when the mentor is the guardian teacher).
- **Receiving feedback by teachers from the students' parents** is much more common practice in primary schools than in lower or upper secondary schools.
- **Teachers rarely get opinions about their work from the students** - more than 1/3 of respondents has never had such an experience. This reflects the still continuing and worth strengthening process of the actual empowerment of students.
- A vast majority of teachers believe that in teaching drawing conclusions and reasoning is more important than the acquisition of specific knowledge - as much as 94% of Polish teachers claim that in the teaching process students should be allowed to solve tasks independently, and the role of the teacher is to facilitate their investigations. At the same time **less often than teachers from other countries, Polish teachers use techniques involving students to the greatest extent** (working in small groups - 42%, longer projects - 16%), they also lower evaluate their effectiveness in solving some problems, the ability to interest and support students and diversify lesson forms. Against the background of teachers from other countries they also worse assess their effectiveness in motivating students and teaching critical thinking.

Appendix No. S5/12. Akeelah and her environment – instructions for work with the film

Group I. Akeelah Anderson

Observe Akeelah, look for answersto the following questions:
- ✓ Who is she?
- ✓ How does she perceive herself? What is her self-esteem?
- ✓ What values are important for her? What are her goals?
- ✓ What are her successes? What does she think about them?
- ✓ What is the biggest challenge for her?
- ✓ Who is an authority for her? What does she admire in this person?
- ✓ What does she receive from this person/persons?

Group II. Miss Cross

Observe Miss Cross (Akeelah's teacher), look for answers to the following questions:
- ✓ What are her relations with Akeelah?
- ✓ How does she perceive her student?
- ✓ What values and goals are most important for her in work with Akeelah?
- ✓ How does she support her?
- ✓ What are the characteristic features of her communication with Akeelah?

What dominates in her messages ? What influence on girl's self-   esteem and attitude can such communication style have?

Group III. Mr. Welch

Observe Mr. Welcha (Crenshaw School principal, Los Angeles), look for an-swers to the following questions:
- ✓ What are his relations with Akeelah?
- ✓ How does he perceive his student?
- ✓ What values and goals are most important for him in work with Akeelah?
- ✓ How does he support her?
- ✓ What are the characteristic features of his communication with Akelah?
- ✓ What dominates in his messages ? What influence on girl's self-esteem and attitude can such communication style have?

Group IV. Joshua Larabee PhD

Observe doctor Larabee , look for answers to the following questions:
- ✓ Who is he? What is his experience?

- ✓ How does he perceive Akeelah?
- ✓ What are his values? What goal is in his opinion the most important in Akeelah's development?
- ✓ What kind of support is in his opinion most useful in Akeelah's development?
- ✓ What are the characteristic features of his communication with Akeelah?

    What dominates in his messages ? What influence on girl's self-esteem and attitude can such communication style have?

Group V. Terrence

Observe Terrence (Akeelah's brother), look for answers to the following questions:
- ✓ Who is he? What are his values? What is his self-esteem?
- ✓ What are his relations with Akeelah?
- ✓ How does he perceive his sister?
- ✓ What values and goals are important for him in relation to Akeelah's participation in the contest?
- ✓ What are the characteristic features of his communication with Akeelah?

What dominates in his messages ? What influence on girl's self-esteem and attitude can such communication style have?

Group VI. Devon

Observe Devon (Akeelah's brother), look for answers to the following questions:
- ✓ Who is he? What are his values? What is his self-esteem?
- ✓ What are his relations with Akeelah?
- ✓ How does he perceive his sister?
- ✓ What values and goals are important for him in relation to Akeelah's participation in the contest?
- ✓ What are the characteristic features of his communication with Akeelah?

What dominates in his messages ? What influence on girl's self-esteem and attitude can such communication style have?

Group VII. Georgia

Observe Georgia (Akeelah's friend), look for answers to the following questions:

- ✓ Who is she? What are her values? What is her self-esteem?
- ✓ What are her relations with Akeelah?
- ✓ How does she perceive her friend?
- ✓ What values and goals are important for her in relation to Akeelah's participation in the contest?
- ✓ What are the characteristic features of her communication with Akeelah? What dominates in her messages ? What influence on girl's self-esteem and attitude can such communication style have?

Group VIII. Mrs. Anderson

Observe Mrs. Anderson (Akeelah's mother), look for answers to the following questions:
- ✓ Who is she? What are her values?
- ✓ What are her relations with Akeelah?
- ✓ How does she perceive her daughter?
- ✓ What values and goals are important for her in relation to Akeelah's development?
- ✓ What are the characteristic features of her communication with

Akeelah? What dominates in her messages ? What influence on girl's self-esteem and attitude can such communication style have?

Group IX. Akeelah' classmates

Observe Akellah's classmates, look for answers to the following questions:
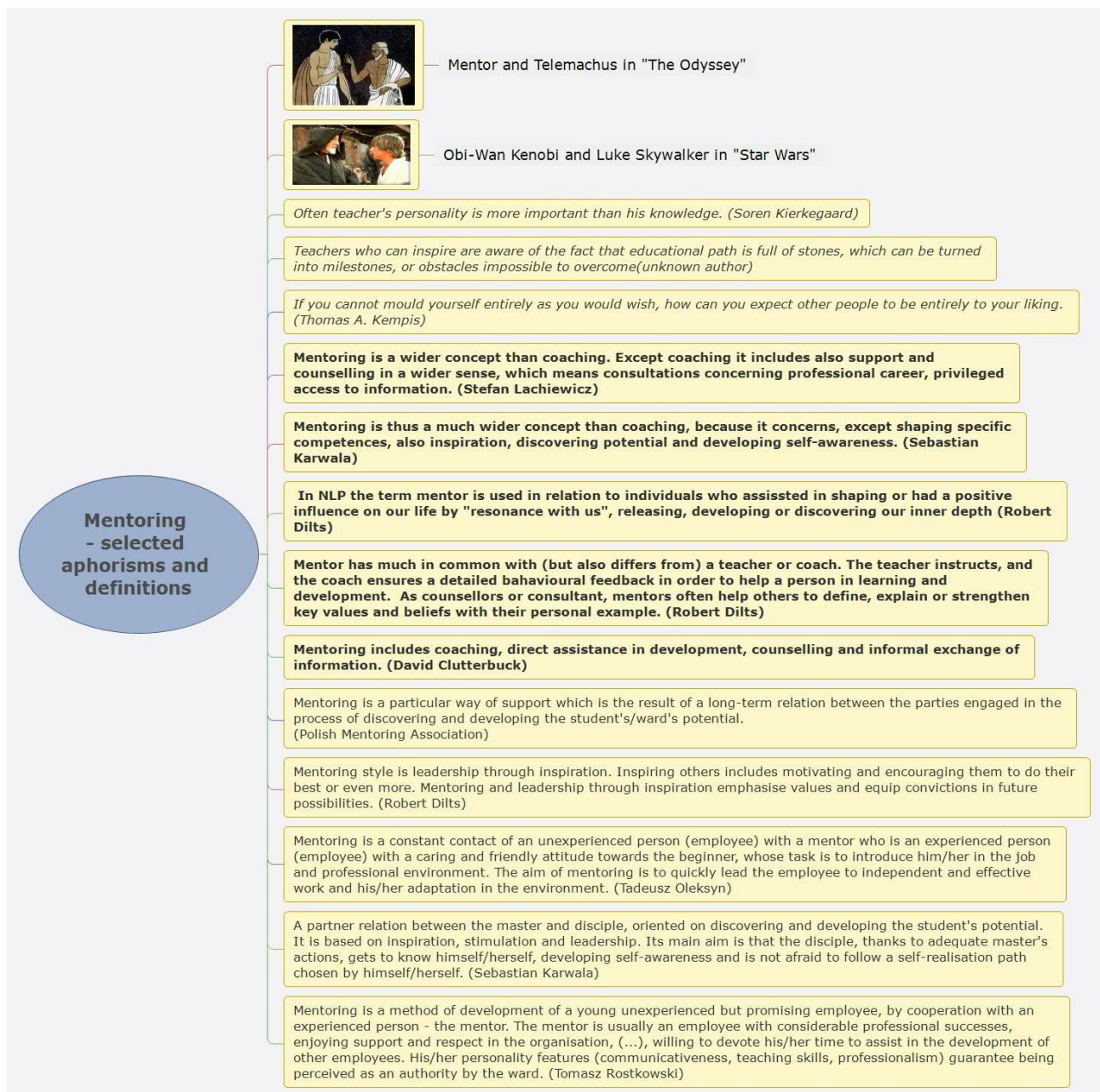- ✓ Who are they? What are their values? What is their self-esteem?
- ✓ What are their relations with Akeelah?
- ✓ How do they perceive their classmate?
- ✓ What are the characteristic features of their communication with

Akeelah? What dominates in their messages ? What influence on girl's self-esteem and attitude can such communication style have?

Coaching - selected aphorisms and definitions

Only in himself the man has his treasure and can find a source of inspiration. Socrates

I cannot teach anybody anything. I can only make them think. Socrates

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires. (William Arthur Ward)

Good teaching is more a giving of right questions than a giving of right answers. (Josef Albers)

The aim of education should be to teach us rather how to think, than what to think. (Bill Beattie)

The truest sense in teaching learners responsibility is to help them formulate their own answers. (Vince Lombardi)

Stimulating subordinates to independently make decisions. (Bolesław Rafał Kuc)

An approach enabling focus on yourself, on your thoughts and actions leading to improvement of the quality of life. (Jane E. Fisher)

Supporting an individual in the effort to improve activities due to analysing the use of knowledge and skills. (Sara Thorpe, Jackie Clifford)

A designed alliance between the coach and the student to acquire skills needed to achieve success in education. An individualised process which facilitates explaining and achieving goals. The aim of coaching is stimulating, motivating students towards their goals by supplying structure, support and feedback. (Sandra L. Maynard)

A technique consisting in discovering in a man their strenghts, minimising personal barriers and weaknesses on the way to the goal and improving fuctioning within a team. (Robert Dilts)

Achieving essential goals due to release of individual potential. (Tom Landry)

A way to achieve results thanks to support, motivation and guiding to the goal by the coach. (Gerard O'Donovan)

An art enabling own learning, better effects and development. (Myles Downey)

A process which enables strengthening and supporting the coachees in their striving for change. (Anna Ratajczyk, Piotr Pilipczuk)

Unblocking people's potential to maximise their achievements and actions and support learning process. (John Whitmore)

Changing attitude "I want to be" to "I am". (James "Jim" Duffy)

The objective of coaching is a satisfactory, harmonious life. (David Clutterbuck)

Using silence, questions and challenges in order to facilitate the coachee in achieving a particular goal. (Angus McLeod)

The coach works with clients to quickly, significantly and permanently improve their efficiency in their private and professional life. The only goal of the coach is to make the clients develop all their potential - the way they individually define it. (Jenny Rogers)

The process in which the coach working with the clients uses skills of listening and asking questions in such a way as to enable them coming up with the solutions to their problems. (Stuart McAdam)

Mentor and Telemachus in "The Odyssey"

Obi-Wan Kenobi and Luke Skywalker in "Star Wars"

Often teacher's personality is more important than his knowledge. (Soren Kierkegaard)

Teachers who can inspire are aware of the fact that educational path is full of stones, which can be turned into milestones, or obstacles impossible to overcome(unknown author)

If you cannot mould yourself entirely as you would wish, how can you expect other people to be entirely to your liking. (Thomas A. Kempis)

Mentoring is a wider concept than coaching. Except coaching it includes also support and counselling in a wider sense, which means consultations concerning professional career, privileged access to information. (Stefan Lachiewicz)

Mentoring is thus a much wider concept than coaching, because it concerns, except shaping specific competences, also inspiration, discovering potential and developing self-awareness. (Sebastian Karwala)

In NLP the term mentor is used in relation to individuals who assissted in shaping or had a positive influence on our life by "resonance with us", releasing, developing or discovering our inner depth (Robert Dilts)

Mentor has much in common with (but also differs from) a teacher or coach. The teacher instructs, and the coach ensures a detailed bahavioural feedback in order to help a person in learning and development. As counsellors or consultant, mentors often help others to define, explain or strengthen key values and beliefs with their personal example. (Robert Dilts)

Mentoring includes coaching, direct assistance in development, counselling and informal exchange of information. (David Clutterbuck)

Mentoring is a particular way of support which is the result of a long-term relation between the parties engaged in the process of discovering and developing the student's/ward's potential.
(Polish Mentoring Association)

Mentoring style is leadership through inspiration. Inspiring others includes motivating and encouraging them to do their best or even more. Mentoring and leadership through inspiration emphasise values and equip convictions in future possibilities. (Robert Dilts)

Mentoring is a constant contact of an unexperienced person (employee) with a mentor who is an experienced person (employee) with a caring and friendly attitude towards the beginner, whose task is to introduce him/her in the job and professional environment. The aim of mentoring is to quickly lead the employee to independent and effective work and his/her adaptation in the environment. (Tadeusz Oleksyn)

A partner relation between the master and disciple, oriented on discovering and developing the student's potential. It is based on inspiration, stimulation and leadership. Its main aim is that the disciple, thanks to adequate master's actions, gets to know himself/herself, developing self-awareness and is not afraid to follow a self-realisation path chosen by himself/herself. (Sebastian Karwala)

Mentoring is a method of development of a young unexperienced but promising employee, by cooperation with an experienced person - the mentor. The mentor is usually an employee with considerable professional successes, enjoying support and respect in the organisation, (...), willing to devote his/her time to assist in the development of other employees. His/her personality features (communicativeness, teaching skills, professionalism) guarantee being perceived as an authority by the ward. (Tomasz Rostkowski)

Mentoring - selected aphorisms and definitions

Note! Cards should be copied on self-sticking paper, then cut into pieces. Shuffle the cards before drawing lots.

The student/ward must be willing to participate in the process	Willingness of both parties – the guardian and the student/ward- is important, though in some (procedural) forms of cooperation (e.g. apprenticeship and training) the issues concerning participation in the process may be obligatory, included in the bilateral agreement.
Lack of directiveness. Nobody from the outside can have an influence on the process.	Like in case of voluntariness. The influence on the mentoring programme has got e.g. the curricula of the vocational subject within the scope of which the trainee takes part in the process.
It's not a learning process, though it supports student's learning	It's a learning process including acquiring new knowledge and skills, testing them, experimenting, etc. At the same time, thanks to the guardian's competences and authority, it's also a way of supporting student's/ward's development in other fields than education.
Questions, not advice and suggestions, are the main tool in work of the guardian with the student/ward.	Questions are important and asked by both parties. As well as advice and suggestions of the guardian, who because of his/her experience, position and authority, „knows better" and often also assesses student's/ward's progress.
Reaching the student's/ward's consciousness or even subconsciousness.	Triggers student's/ward's self-reflection, problem solving thinking, imagination. Allows for self-evaluation (also in comparison with the guardian's status, knowledge, skills, attitudes, values and behaviour.
Student's/ward's attitudes, values and behaviour cannot be assessed by the guardian.	The values of both parties – the student/ward and the guardian - are important. The student/ward verifies his/her system of values, and also reflects on (or often creatively adapts) the guardian's system of values.
This form of cooperation ensures permanent improvement/development and self-evaluation.	This form of cooperation serves improvement (of particular skills) and triggers self-evaluation.

The student/ ward independently, without being forced takes decisions about the change.	The student/ward takes final decisions about change (of himself/herself, values, attitudes, habits, behaviour), though the decision about the change can be suggested by the guardian.
The student/ward makes a hierarchy of achievable goals and strives for their realisation.	In the cooperation programme, the student/ward and the guardian set achievable time-bound goals. They strive together to achieve them.
The whole attention is focused on the student/ward, not on the process or tools used. The guardian, metaphorically speaking, is "transparent", stands "behind the student/ward".	The student/ward is in the centre of interest of the guardian, though the very process modelled by the guardian, his/her methods, etc. are also important. The guardian, metaphorically speaking – strides „before the student/ward" (when showing him/her the methods, experience, knowledge, values) or „alongside" (when creating opportunity to confront his/her resources with the student's/ward's resources).
Care about mutual respect, honesty and trust. The guardian must be a "professional" in the field the student/ward deals with.	Relation based on mutual respect, trust and also the authority of the mentor (in the scope of his/her expertise and /or personality).
Focus on student's/ward's resources not of the guardian or environment. The student/ward independently makes use of their resources, talents and abilities.	Using student's/ward's resources, but also the resources of the guardian and environment in which the process takes place. The decision how to use them is taken by both the student/ward and the guardian.
Activity characteristic for this model of cooperation is striving for student's/ward's autonomy, independence, reinforcement and improvement.	Activities characteristic for this model of cooperation are striving to strengthen and improve the student/ward with maximum involvement on the part of the guardian who devotes his/her time to the student/ward to show his/her potential.
The student/wards takes responsibility for the process of cooperation and its results, not the guardian.	Co-responsibility of the student/ward and the guardian for the cooperation and its effects, though the guardian is the person who „knows better" and sometimes assesses the results.
The benefit of the student/ward is most important, if the goal can cause damage it should be redesigned or resigned from.	The student's/ward's benefit is most important, though the guardian, as an authority and professionalist, has the right to express his/her opinions (based on one's own experiences) about student's/ward's ecology of goals.

No	Feature	Description referring to coaching	Description referring to mentoring
1)	Voluntariness		
2)	Directiveness		
3)	Supporting learning process		
4)	The role of questions in the process		
5)	Stimulating thinking		
6)	Respect and acceptation of values		
7)	Relation with development		
8)	Making changes		
9)	Focus on achieving the goal		
10)	Human being as the centre of the process		
11)	The importance of mutual relations		
12)	Using one's own resources, talents, abilities		
13)	Being active		
14)	Responsibility for the process		
15)	Ecology of goals[6]		

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[6] Ecology of goals – the implementation costs are proportional to benefits.

Appendix No. S5/17. „Figure" – perspective of my student's/ward's development

① (HEAD) What should my student'ward have „in the head"? What can we do to develop „the head"?

③ (RIGHT HAND) What should my student/ward know? What can we do to develop „right hand"?

② (HEART) What should my student/ward have „in heart"? What can we do to develop „the heart"?

⑥ (STOMACH) What or/and who can prevent my student/ward from achieving what I wrote in points 1-4? How can I – teenager's guardian- minimise those adverse influences?

⑤ (LEFT HAND) What or/and who can help my student/ward achieve what I wrote in points 1-4? Who or/and what can support our mentoring/coaching cooperation?

④ (LEGS) What should lead my student/ward through life (what motto, idea, most important value)? What can we do to develop this „life signpost"?

mentee, coachee		mentor, coach	
	relentless, unyielding, self-confident-hiding lack of self-confidence, productive, demanding, self-confident, dominant, independent, logical, active, leader, impatient, courageous, quick, hard-working, dynamic, combative, looking for challenges, provocative, competitive, confident, prone to arrogance, authoritarian, consistent, shrewd, resourceful, ambitious		• effective, substantial and short (up to 20 min) meetings • agenda for meetings • objectives, topics, tasks in the form of a check-list • Key (2-3) data for the task (what, who, how, when, with whom) • Short, concise messages instead of intricate discussions
	sociable, communicative, valuing fun, hedonist, energetic, cheerful, care-free, enthusiastic, joyful, charismatic, irresponsible, self-centered, shallow, hungry for new experiences and adventures, uncritical towards himself/herself, critical of others, disordered, indecisive, talkative, friendly, energetic		• longer meetings (approx. 2 hrs.), care for their good, joyful climat • focus on good relations • energy and enthusiasm in contacts • attractive visions • general information - field for free communications • active listening • humor, jokes
lub	peaceful, harmonious, diplomatic, valuing relationships, friendly, discreet, sensitive, not assertive, not productive, shy, nice, quiet, emotionally insecure, a good listener, a good mediator, good observer, emphatic, tolerant, open to other people	lub	• at least an hour meetings • time to build relationships and trust • fulfilling promises and commit-ments, ready to explain details • cooperation based on partnership • clear objectives, support during their implementation
	strong, determined, disciplined, loyal, creative, emotional, demanding, perfectionist, self-critical, orderly, stubborn, engaged, persistent, able to sacrifice, altruist, changeable moods, taking decisions based on the data analysis, caring for details		• longer (approx. 1.5 hrs.)m eetings • punctuality • a highly detailed presentation of data, charts, analysis, etc. • readiness to answer questions con-cerning details • readiness to provide sources of in-formation and data

Figure 18. Stages of development of relations in mentoring

SCENE 1.
Stage 1. Crystalisation of the relation, making sure that the cooperation of the coach/mentor with the student/ward is possible.
(16.10 – 18.50; 1 min 40 sec)

JL (dr Joshua Larabee): You're late.
AA (Akeelah Anderson): You didn't answer the door.
JL: That's because you're late. Come in. Come come come.
So... you want to learn how to spell.
AA: I know how to spell.
JL: Spell "staphylococci." - Um...
AA: S-T-A-F--
JL: There is no F. It's derived from the Greek so there can't be an F. Staphylococci: S-T-A-- P-H-Y-- L-O-C-O-C-C-I. Winning word, national spelling bee 1 987. The first thing most serious spellers do is learn all of the winning words and their origins.
AA: Well, maybe I ain't that serious.
JL: Maybe neither am I.
AA: So why are you home during the day? Ain't you got no job?
JL: Do me a favor, leave the ghetto talk outside, all right?
AA: Ghetto talk? I don't talk ghetto.
JL: Hm, "ain't you got no job?" You use that language to fit in with your friends. Here you will speak properly or you won't speak at all. Understood?
AA: Yeah. Whatever.
JL: You can leave now.
AA: Excuse me?
JL: I said you can leave.
AA: How come?
JL: Because I don't have time to waste on insolent little girls.
AA: Insolent? I ain't insol-- I mean I'm not insolent. It's just the first thing you do is start doggin' on-- criticizing the way I speak. I thought this was just about spelling words.
JL: (silent)
AA: Well then, fine.
JL: (silent)
AA:You know what? When I put my mind to it, I can memorize anything. And I don't need help from a dictatorial, truculent, supercilious gardener. I'm sorry to be so insolent.

SCENE 2.
Stage 1 Crystalisation of the relation, making sure that the cooperation of the coach/mentor with the student/ward is possible. Stage 2. Setting goals – looking for relations between student's/ward's long-term goals and everyday tasks.

(36.32. – 40.25; 3 min 93 sec)

AA: 1979, maculature: M-A-C-U-L-A-T-U-R-E. Origin is Latin.
1990, fibranne: F-I-B-R-A-N-N-E. French.
1996, vivisepulture: V-I-V-I-S-E-P-U-L-T-U-R-E. Latin.
I learned all the winning words since 1925 just like you said I should. Sorry for being so insolent last time. That's not gonna happen no more. Any... more. I promise. I was wondering if you might reconsider coaching me for the state bee. 'Cause I need a coach. Bad.
JL: Badly. You need a coach badly. Come in. Come in, come in.

AA: (looking at a photo) That's a very pretty lady. ls she your wife?

JL: Listen, you got very lucky at the district bee. The competition at state level is much stronger. So if you... and l were to prepare for that, we'd have to do it on my schedule. So we'd have to work three hours each morning starting at 9:00. Can you handle that?

AA: Well, l do have summer school. But Mr. Welch said working with you could take the place of it.

JL: Isn't that for students who don't perform satisfactorily during the year?

AA: (playing with a figure taken from the desk) Well, sometimes it's for kids want to get ahead for next year.

JL: Yes, please put that down. Just-- yeah. Have you-- have you got any goals?

AA: Hmm?

JL: Goals- what would you like to be when you grow up? A doctor, a lawyer, a standup comic.

AA: l don't know. The only thing l'm good at is spelling.

JL: Go over there and read the quotation that's on the wall. Read it aloud please.

AA: (is reading the words of Nelson Mandela) *"Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. We ask ourselves 'Who am l to be brilliant, gorgeous, talented and fabulous?' Actually, who are you not to be? We were born to make manifest the glory of God that is within us. And as we let our own light shine, we unconsciously give other people permission to do the same."*

JL: Does that mean anything to you?

AA: l don't know.

JL: lt's written in plain English. What does it mean?

AA: That l'm not supposed to be afraid.

JL: Afraid of what?

AA: Afraid of... me?

JL: This national spelling bee is a tough nut. l've seen it chew kids up and spit them out. So if you want to get there you can't be a shrinking violet. You have to stand up and show them what you can do. All right?

AA: (is nodding)

JL: And l'll brook no nonsense. You show up on time with no attitude or it's over. Agreed?

AA: (shaking hands) Agreed.

SCENE 3.
Stege 2. Setting goals – looking for relations between student's/ward's long-term goals and everyday tasks. Stage 3. Development of relation – proper work on set goals (defining the student's talents, giving feedback, discovering alternative solutions together, supporting, inspiring). Stage 4. Monitoring progress and giving feedback.
(45.15. – 49.26; 4 min 11 sec)

AA: (is reading) *"He began to have a dim feeling that to attain his place in the world he must be himself and not another."* Dr. Larabee, this book is too heavy.

JL: Good. lt'll develop your arm muscles.

AA: l thought we were developing my vocabulary.

JL: We are. Please continue reading.

AA:But l already know most of the words in this speech.

JL: lt's not a speech. lt's an essay. By W.E. B. Du Bois, the first black man to receive a PhD from Harvard University.

AA: Maybe we should be studying more big words.

JL: Spell "cabalistic." –

AA: (is spelling tapping the rhythm with her hand) C-A-B-A-L-I-S-T-l-C, - cabalistic.

JL: And when did you learn that one?

AA: About two minutes ago in this book. But in the time it took to learn that one word, Dylan probably learned 20.

JL: And those 20 words won't mean anything to him. He's just a little robot memorizing lists of words. The people we are studying: DuBois, Dr. King, JFK, these people used words to change the world.

AA: ...the world

JL: And they didn't acquire their vocabulary by rote memorization.

AA: Okay. But when I'm at the bee, and they tell me to spell some little fish from Australia or some weird bacteria on the moon, we're gonna wish we'd done a little bit more rote memorizing and not so much essay reading... if you don't mind me saying.

JL: Bacteria don't exist on the moon. Let me ask you something. Where do you think big words come from?

AA: People with big brains.

JL: All right, what do you see? (showing the list of words written on a flipchart)

AA: A bunch of big words I don't know.

JL: Ah, look again. (is covering the second part of the word soliterraneous – remains sol). What kind of power do we get from the sun?

AA: Solar.

JL: So what does "sol" mean?

AA: Sun.

JL: What does "terraneous" sound like?

AA: Terrain.

JL: Meaning the earth. "Soliterraneous" means the sun and the earth working together. So where do big words come from?

AA: Little words.

JL: And how many little words do you know?

AA: Tons.

JL: Yes! And there are tons more for you to learn. There are Greek ones. There are Latin ones. French ones. (taking dictionaries from the self). And if you learn them all, you can spell any word, no matter how big.

AA: Maybe we should get back to the essay reading.

JL: What's the matter? I thought you wanted to... win the national spelling bee.

AA: Maybe just getting there this time is good enough.

JL: Don't give me that. You want to win it so badly it keeps you up at night. Ever since you found out there was such a thing as the national spelling bee you've seen yourself holding up that trophy, but if you can't say it, you can't win it. So say it.

AA: I want to win.

JL: Say it louder please.

AA: (saying louder) I want to win.

JL: You want to win what?

AA: (shouting) I want to win the national spelling bee!

JL: Good. Good. You'll win using my methods. By first understanding the power of language, then by deconstructing it, breaking it down to its origins, to its roots, you'll consume it. You will own it. And then you know what you'll be?

AA: Mm-hmm. Tired.

JL: You'll be a champion.

AA: (is smiling)

JL: Are you ready?

AA: I'm ready.

JL: All right, let's go.

(next scenes – the work of the coach with the student)

SCENE 4.

Stage 3. Development of relation – proper work on set goals (defining the student's talents, giving feedback, discovering alternative solutions together, supporting, inspiring) (50.19. – 53.07; 2 min 88 sec)

AA: So how come you don't teach anymore?

JL: I told you I do teach. I-- I administer classes online. Let's keep going. "Effervescent."

AA: E-F-F- (dog is barking and Akeelah makes a mistake)) E-R-V-E-- S-E-N-T,

JL: effervescent. Come on, you know this word.

AA: That dog's distracting me.

JL: You're gonna have much bigger distractions when you get to the national bee in DC. Now what is that you're doing with your hand, hmm?

AA: What?

JL: With your hand, your hand? (is tapping the rhythym) You-- you-- you- you tap, like that. What is that? (thinks for a while and starts looking for something in the boxes in the garage)

AA: l don't know.

AA: So why do you got all these toys for?

JL: They belonged to my niece.

AA: Oh. So you got any kids of your own?

JL: You ask a lot of questions, don't you?

AA: l'm naturally inquisitive.

JL: Which is also sometimes confused with being naturally obnoxious. (taking out a jumping rope and giving it to Akeelah)Here. Let me see you jump rope.

AA: Just jump?

JL: Yes, just jump.

AA: (jumping) ls there a point to this?

JL: Yes, there is. Keep going. (tapping a loud rhythym on the watering can).

AA: (stops jumping)

JL: l said keep going. Concentrate. Stay focused. Spell effervescent. Don't think about anything else. Come on. Go.

AA: (jumping) E-F-F-E-- R-V-E-S—

JL: Good!

AA: C-E-N-T, effervescent.

JL: You see that? That's your trick. That's your mnemonic device.

AA: Jumping rope?

JL: Keeping time, keeping time. You see kids at the bee-- they do all kinds of things. They-- they sway back and forth. They... turn around, turn around in circles. Anything they have to do to stay focused. You keep time. And l bet you if you learned the words while you kept time you would remember them even better.

(next scenes – meetings of dr JL and AA, methods of work)

SCENE 5.
01.01.30 – 01.05.11 (3 min 29 sec)
Stage 3. Development of relation – proper work on set goals (defining the student's talents, giving feedback, discovering alternative solutions together, supporting, inspiring). Stage 4. Finishing (when the student/ward is ready to achieve goals independently).

JL: Spell, ''affenpinscher. ''

AA: Affen-what?

JL: ''Grallatorial.''

AA: G-R-A-L-A-T-

JL: Wrong. ''Jacquard.''

AA: Dr. Larabee.

JL: Spell the word jacquard.

AA: J-A-Q-U-

JL: What about the C? These are all words that were missed in last year's national spelling bee. And you can't spell one of them.

AA: Maybe because we haven't studied them yet.

JL: Why did you cancel yesterday?

AA: Hmm?

JL: Were you doing another interview, flaunting yourself in front of the television cameras?

AA: No, I was at the mall. Look, I wasn't dissing you. I was Christmas shopping.

JL: ''Dissing''? I thought we didn't use words like that. I thought we only used words from the dictionary in here.

AA: (taking a dictionary, looking for the word) ''Dis, dissed, dissing: to treat with disrespect or contempt; to find fault with. '' New words get added to the dictionary every year.

JL: Look, I didn't get to the national bee until I was 14 years old. I had no help. I had no training. I had nothing. By the time I got to the third round, I was out. You have an opportunity to win this thing.

AA: But all we've done for eight months is study words. Why can't we take a break, go to a movie, to a basketball game? Why can't we have fun?

JL: I told you, Denise, you can have fun after the bee.

AA: Who's Denise?

JL: What?

AA: Denise, you called me Denise. Who's that? Dr. Larabee, are you okay?

JL: Yes. Yes, I'm fine. (pointing to boxes) Listen, I spent all last week making these for you.

AA: What are they?

JL: They're flash cards. 5,000 new words, the types that you will run into at the finals.

AA: 5,000? But we've only got a few months left. What, you going to coach me 24-7?

JL: Uh, no... you're going to, um, learn these on your own. There's nothing left for me to teach you.

AA: What?

JL: You-- you've got it all, Akeelah. You've got word construction down etymology, memorization techniques. What you need to do now is just focus on the words.

AA: I can't learn 5,000 new words all by myself.

JL: Oh, yes, you can. You've got a brain like a sponge. You just sit down and you study them.

AA: Dr. Larabee, I swear, I promise-- I won't miss any more sessions and I'll do whatever you say. You can't stop coaching me now.

JL: I told Mr. Welch I'd get you through the regionals and I've done that. Now, I don't have anything else I can teach you. You need to just take those words and study them and you'll be all right.

AA: (after a while of silence, takes out a small box and puts it on the desk) This is why I was at the mall. Merry Christmas.

JL: (silent. Looking through the window)

AA: (takes the box and goes out)

Stage 6. Incubation period (time of inaction in which the seed sown in the minds of the students has time to germinate and give crop) Stage 7. Evaluation (time of harvesting and estimating profits; assessment; drawing conclusions for the future use)

01.26.08 till the end of the film.
During the discussion after the film it's worth to draw attention to the following aspects:
- ✓ learning methods become Akeelah's habit (imaginary jump rope with the word Argilaceous, visualization, associations, questions to the committee about the language of origin)
- ✓ concentration, staying focused, analytical thinking and imaging
- ✓ ability to cope with stress in difficult situations, ease in public speeches, smile.
- ✓ joy derived from competition with an equal opponent, respect for her own knowledge and skills and her opponent's.
- ✓ a strong awareness of the values (her own, but also her opponent's) - to take intentional decisions about the proceedings in accordance with these values.
- ✓ Change in the perception of herself in the environment - harmony with herself (her words at the end of the film constituting the antithesis to the monologue that begins the film): *You know that feeling where everything feels right? Where you don't have to worry about tomorrow*

or yesterday, but you feel safe and know you're doing the best you can? There's a word for that feeling. It's called love. L-O-V-E. And it's what I feel for all my family, and all my coaches in my neighborhood, where I come from, where I learned how to spell.

- ✓ WE DID IT! (To Dr. J. L.)

⑤ **Competences useful in evaluating learning/mentoring process and one's own share in it**

④ **Competences enabling progress monitoring and giving feedback**

③ **Competences related to supporting and motivating the student/ward**

② **Competences facilitating palnning, negotiating and implementing learning/mentoring programme**

① **Competences useful in establishing and building good relations with the student/ward in the mentoring process**
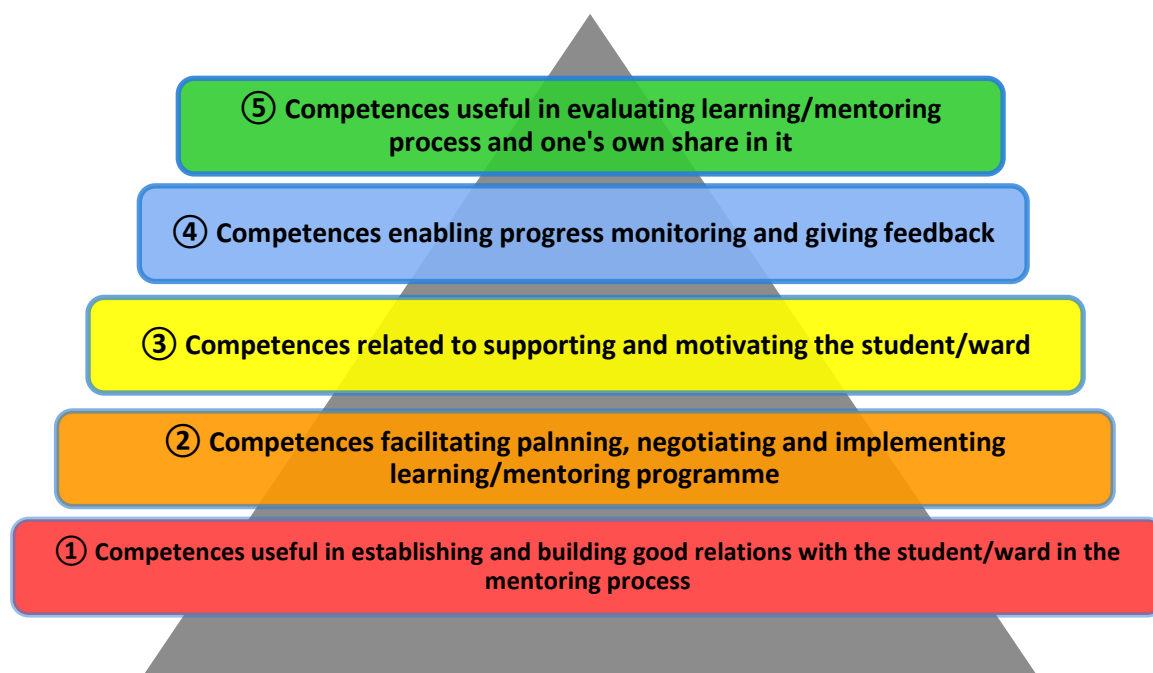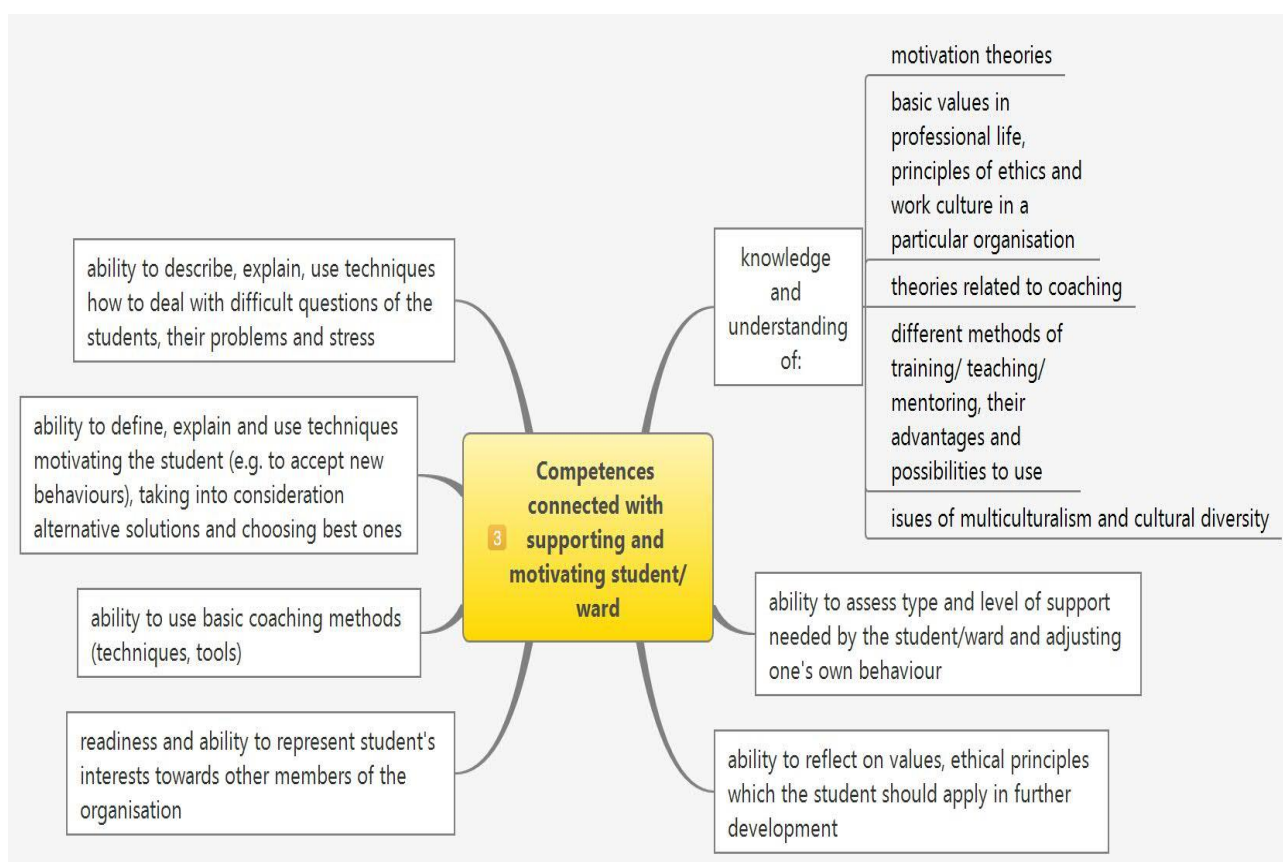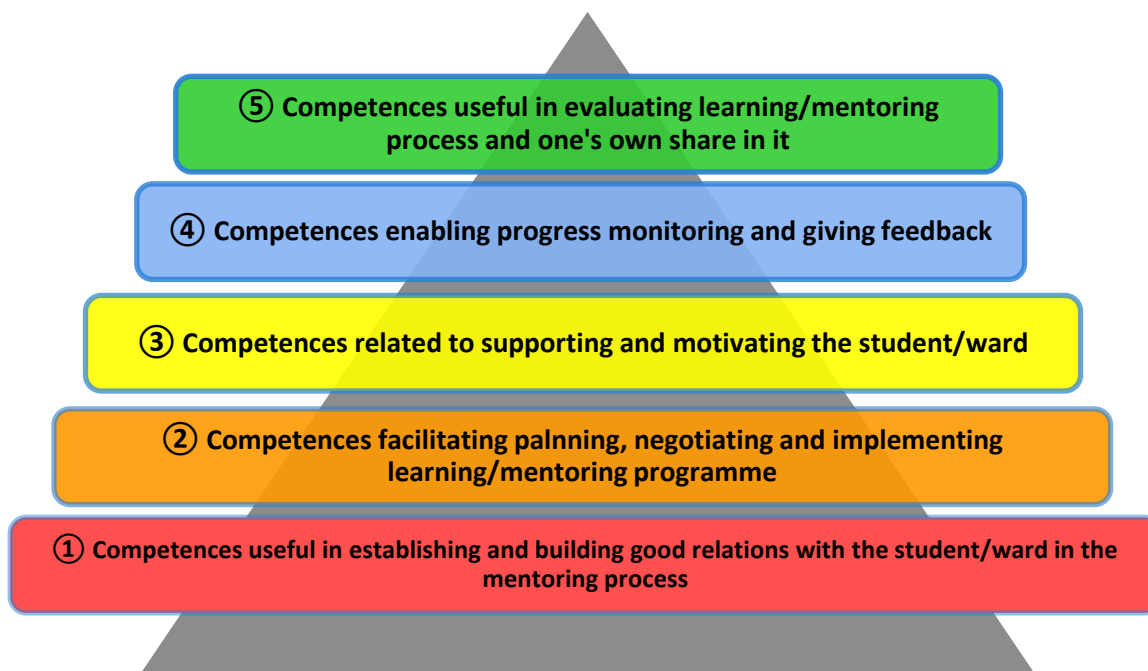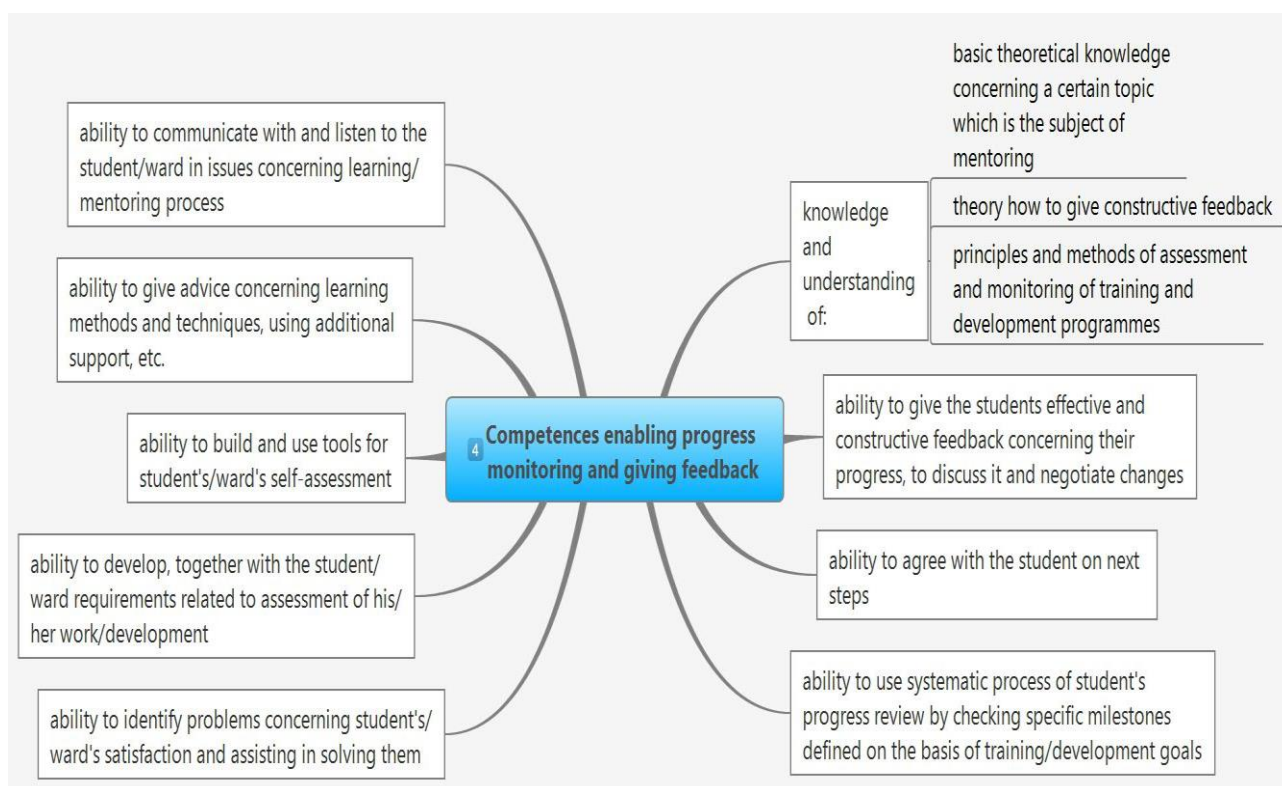
Figure 38. Competences of the mentor working with the youth in line with the European Competence Matrix for the Mentor, developed within the CertiMenTu project.

knowledge about the role of each stakeholder operating in the student's/ward's environment

care for good quality of student's/ward's life (in educational, professional and personal sphere)

analysing and improving one's own role in developing professional relations to maximise effects of the mentoring process

Competences useful in establishing and building good relations with the students/wards

knowledge about the environment of the mentoring process and using its potential

respecting the principle of confidentiality

effective communication with the students using practical tools and communication techniques

using principles and techniques of active listening in practice

using creative methods and models of solving problems with the participation of the student

⑤ Competences useful in evaluating learning/mentoring process and one's own share in it

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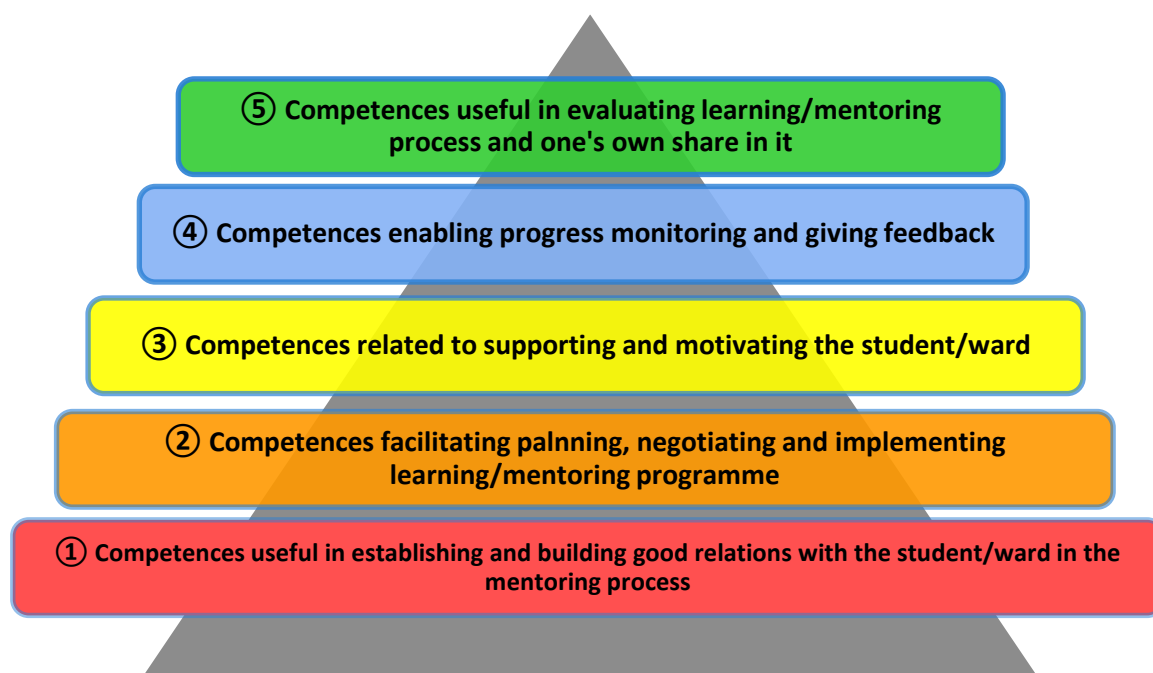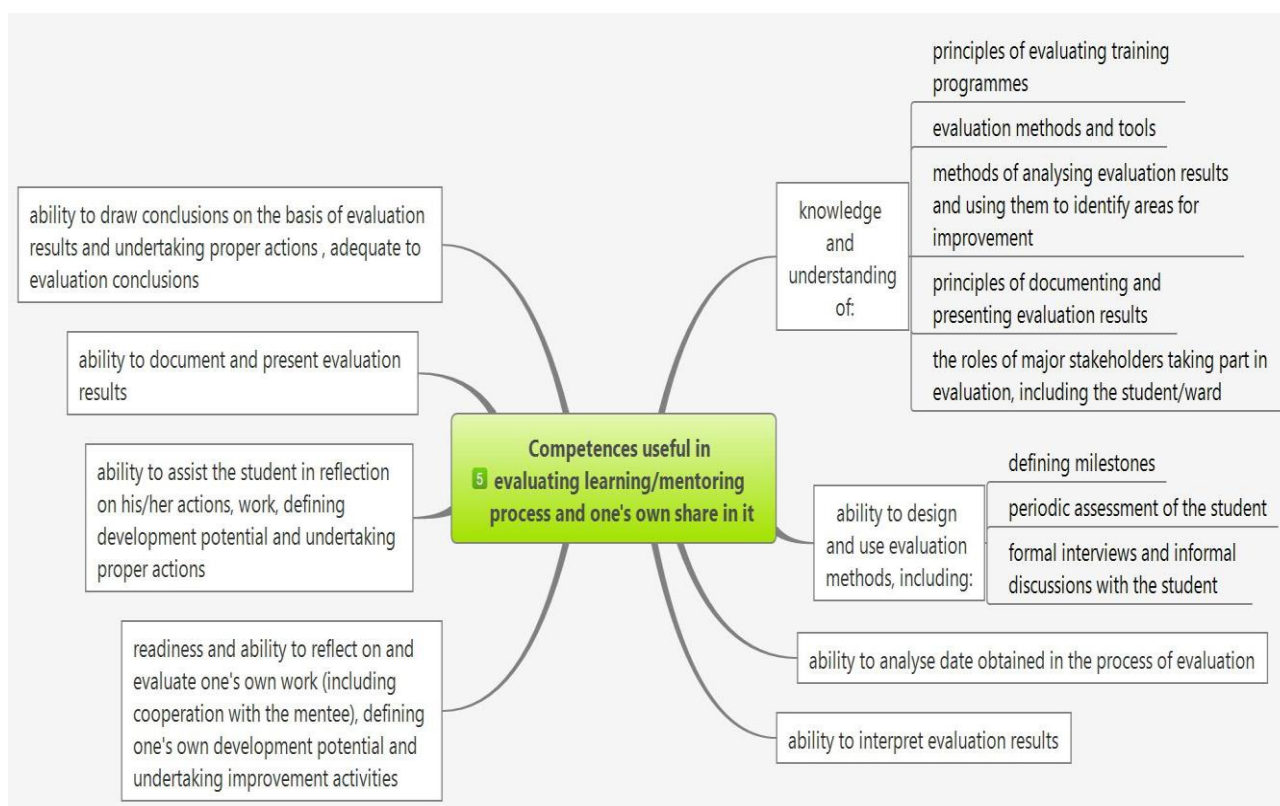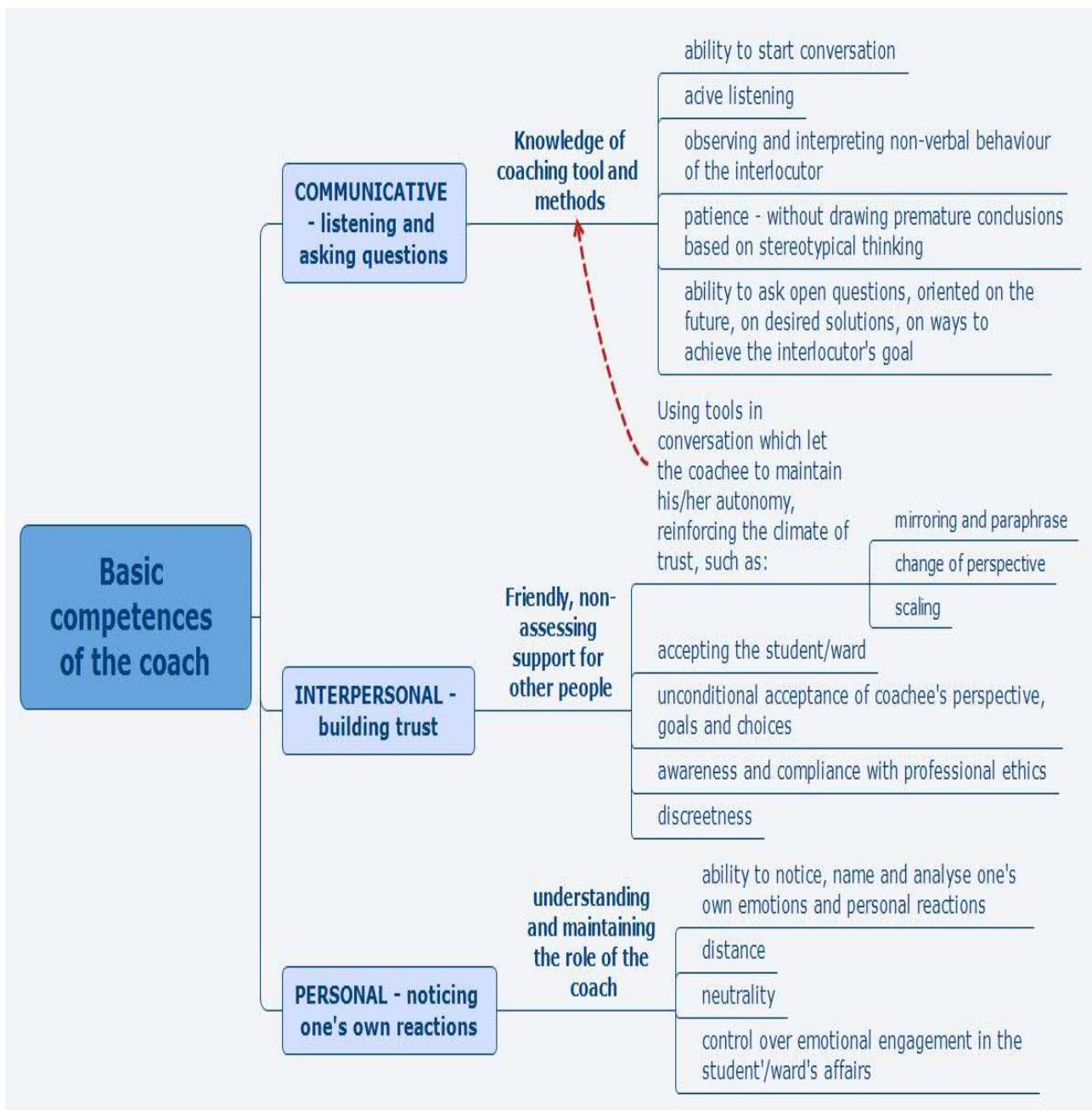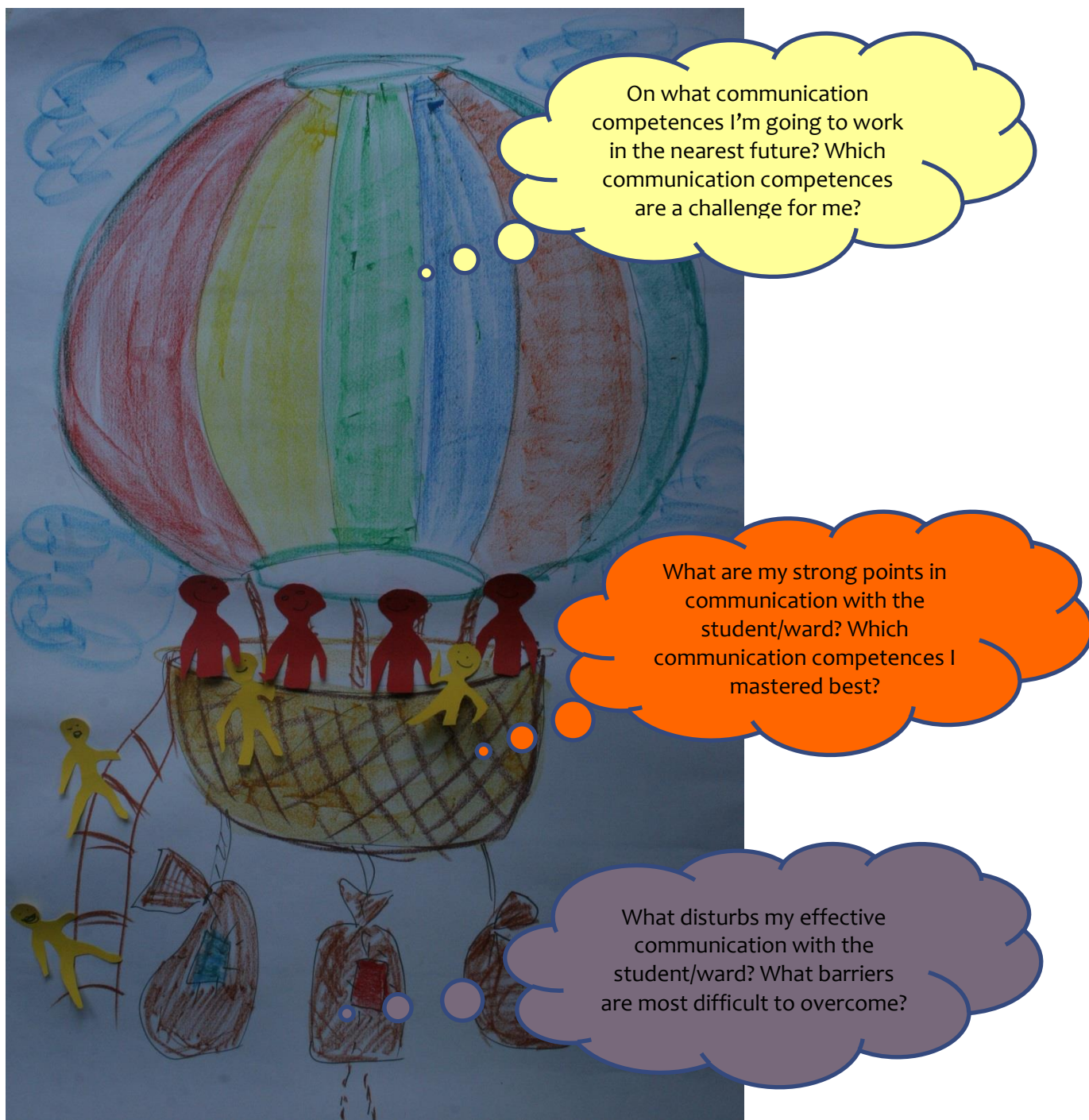
Figure 38. Competences of the mentor working with the youth in line with the European Competence Matrix for the Mentor, developed within the CertiMenTu project.

SPECIFIC - concrete, clear, defined as a set of concrete effects

MEASUARABLE - possible to measure

ACHIEVABLE - ambitious, developmental

RELEVANT - realistic, possible to achieve in particular conditions

TIME-BOUND - defined in time

ability to formulate goals according to SMART criteria

Main Topic 9

knowledge of

different learning styles

stages of miniroring process and factors of success at each stage

earlier educational attainments of the student/ward

individualised development goals and personal factors essential for the learning and work processes and development of the student/ward

issues connected with social exclusion and social integration

support for the student/ward on the part of the school, institution, other persons

specific methods of planing and implementing individual learning/development programme, including timing, goals and requirements connected with assessment

ability to diagnose resources of the learning environment student's/ward's support network

Competences facilitaitng planning, negotiating and implementation of the learning/mentoring programme ②

creativity in arranging learning/development situations and space facilitating achieving goals

ability to modify development programme if necessary, especially when connected with students' situation, their expectations, progress or lack of it, etc.

ability to manage time, effort and activity (one's own and student's/ward's)

ability to encourage students/wards to experimental and creative thinking and acting during mentoring process

ability to diagnose student's strengths and weaknesses, identify his/ her interests and abilities

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⑤ Competences useful in evaluating learning/mentoring process and one's own share in it

④ Competences enabling progress monitoring and giving feedback

③ Competences related to supporting and motivating the student/ward

② Competences facilitating palnning, negotiating and implementing learning/mentoring programme

① Competences useful in establishing and building good relations with the student/ward in the mentoring process

Figure 38. Competences of the mentor working with the youth in line with the European Competence Matrix for the Mentor, developed within the CertiMenTu project.

motivation theories

basic values in professional life, principles of ethics and work culture in a particular organisation

theories related to coaching

knowledge and understanding of:

different methods of training/ teaching/ mentoring, their advantages and possibilities to use

isues of multiculturalism and cultural diversity

ability to describe, explain, use techniques how to deal with difficult questions of the students, their problems and stress

ability to define, explain and use techniques motivating the student (e.g. to accept new behaviours), taking into consideration alternative solutions and choosing best ones

Competences connected with ③ supporting and motivating student/ ward

ability to use basic coaching methods (techniques, tools)

readiness and ability to represent student's interests towards other members of the organisation

ability to assess type and level of support needed by the student/ward and adjusting one's own behaviour

ability to reflect on values, ethical principles which the student should apply in further development

⑤ Competences useful in evaluating learning/mentoring process and one's own share in it

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Figure 38. Competences of the mentor working with the youth in line with the European Competence Matrix for the Mentor, developed within the CertiMenTu project.

ability to communicate with and listen to the student/ward in issues concerning learning/ mentoring process

ability to give advice concerning learning methods and techniques, using additional support, etc.

ability to build and use tools for student's/ward's self-assessment

ability to develop, together with the student/ ward requirements related to assessment of his/ her work/development

ability to identify problems concerning student's/ ward's satisfaction and assisting in solving them

4 Competences enabling progress monitoring and giving feedback

knowledge and understanding of:

basic theoretical knowledge concerning a certain topic which is the subject of mentoring

theory how to give constructive feedback

principles and methods of assessment and monitoring of training and development programmes

ability to give the students effective and constructive feedback concerning their progress, to discuss it and negotiate changes

ability to agree with the student on next steps

ability to use systematic process of student's progress review by checking specific milestones defined on the basis of training/development goals

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⑤ Competences useful in evaluating learning/mentoring process and one's own share in it

④ Competences enabling progress monitoring and giving feedback

③ Competences related to supporting and motivating the student/ward

② Competences facilitating palnning, negotiating and implementing learning/mentoring programme

① Competences useful in establishing and building good relations with the student/ward in the mentoring process

Figure 38. Competences of the mentor working with the youth in line with the European Competence Matrix for the Mentor, developed within the CertiMenTu project.

ability to draw conclusions on the basis of evaluation results and undertaking proper actions , adequate to evaluation conclusions

ability to document and present evaluation results

ability to assist the student in reflection on his/her actions, work, defining development potential and undertaking proper actions

readiness and ability to reflect on and evaluate one's own work (including cooperation with the mentee), defining one's own development potential and undertaking improvement activities

Competences useful in ⑤ evaluating learning/mentoring process and one's own share in it

knowledge and understanding of:

principles of evaluating training programmes

evaluation methods and tools

methods of analysing evaluation results and using them to identify areas for improvement

principles of documenting and presenting evaluation results

the roles of major stakeholders taking part in evaluation, including the student/ward

ability to design and use evaluation methods, including:

defining milestones

periodic assessment of the student

formal interviews and informal discussions with the student

ability to analyse date obtained in the process of evaluation

ability to interpret evaluation results

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Basic competences of the coach

- **COMMUNICATIVE - listening and asking questions**
  - Knowledge of coaching tool and methods
    - ability to start conversation
    - acive listening
    - observing and interpreting non-verbal behaviour of the interlocutor
    - patience - without drawing premature conclusions based on stereotypical thinking
    - ability to ask open questions, oriented on the future, on desired solutions, on ways to achieve the interlocutor's goal

- **INTERPERSONAL - building trust**
  - Friendly, non-assessing support for other people
    - Using tools in conversation which let the coachee to maintain his/her autonomy, reinforcing the climate of trust, such as:
      - mirroring and paraphrase
      - change of perspective
      - scaling
    - accepting the student/ward
    - unconditional acceptance of coachee's perspective, goals and choices
    - awareness and compliance with professional ethics
    - discreetness

- **PERSONAL - noticing one's own reactions**
  - understanding and maintaining the role of the coach
    - ability to notice, name and analyse one's own emotions and personal reactions
    - distance
    - neutrality
    - control over emotional engagement in the student'/ward's affairs

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Appendix No. S7/23. Questionnaire for self-diagnosis „My speaking skills"

Check how you behave when speaking, what kind of speaker you are. Put an X at each statement in a proper column.

	Behaviour	always	most often	occasionally	rarely	never
1.	When I speak to somebody about something I'm aware why I'm doing this and what my goals are					
2.	When I speak I'm aware of my feelings and emotions					
3.	I respect my interlocutor's/listener's time					
4.	I observe what my listener/interlocutor feels during discussion					
5.	I'm interested in what my listeners/ interlocutors think about my way of speaking with them, etc.					
6.	I control my body language (the way of looking at, facial expression, gestures)					
7.	I speak clearly, at a proper pace					
8.	I emphasise the most important elements of my speech					
9.	I avoid too long sentences, I try to get straight to the point					
10.	I use words of native origin					
11.	I avoid words or phrases that could hurt/distress my interlocutor/listener					
12.	I stick to the point, do not overuse digressions					
13.	I include anecdotes and jokes in my speech					
14.	I illustrate my speech with examples					
15.	I keep an eye contact with my interlocutor/listener					

When you connect all Xs with a line you'll receive your speaking skills profile. The more the line is to the left the better speaker you are.

On the basis of.: Janina E. Karney, Psychologia w zarządzaniu. Wybrane zagadnienia, Międzynarodowa Szkoła Menedżerów, Warszawa 1998.

Appendix No. S7/24. Michael D'Angelo's speech –in the film *School of life*

I think it's important that you all know I'm only here until a good fast food job opens up. You know what I'm saying. My name is Michael D'Angelo and as principal Bass mentioned I was once a student here. And if

you managed to flock here , oh say 15 grades you may remember me. I was the shy underdeveloped girl with braces. You know, education is truly a hero's journey. And it seems to me that school is a lot like a Star Wars *movie. You're all Luke Skywalker, or Lucy Skywalker, whichever applies. And school is just one of the many places where you are gonna receive your Jedi training. Because we need to get ready to go into a battle with the Evil Empire. Now, the Evil Empire is not the school, our parents or even a questionable meat products in the cafeteria. You see, the Evil Empire is a belief, it's believing that we have limitations. You don't. Whether you realise it or not, every single one of you is perfect. Norman Warner was my Jedi master, and the greatest lesson he taught me was that I was my own teacher, that I was my own master. And the lesson that I hope to teach all of you is to not worry about what you're doing, because it doesn't matter. Worry about who you'll be. You do that and absolutely nothing can stop you from going out in this world and kicking some serious ass. [taking a pencil] This is your light saber, put to it a simple piece of paper, a heart, a little courage and together we can make this world a better place. Let me take a part in this journey with you.*

Thank you.

error	types	effects
„**The first impression" effect** – the information gained about a person at the beginning of the conversation has a great influence on the whole opinion about him/her	**Affective labelling** – appearance, tone of voice, gestures can cause different associations in the interlocutor	**Positive associations** → positive expectations towards the person → a greater chance to confirm them when confronted with facts. **Negative associations** – opposite mechanism of expectations and confrontation
	The nimb effect – tendency to assess a person under the influence of one's own opinion concerning a particular feature of this person	A person who values e.g. kindness, when noticing this quality in the interlocutor will be inclined to attribute to him/her also other qualities respected by him/her
Stereotypical perception– simplified, excesively generalised and resistant to changes pictures of representatives of different social groups	e.g.: - other nationalities, - religious minorities, - sexual minorities, - subculture groups, - „regional" categories, - outlook on life options, - „human types".	On the basis of negative social stereotypes appear **prejudices,** that is reluctant or hostile attitudes towards people, resulting from their membership in a given group and **premature drawing of conclusions** about such person's properties on the basis of properties assigned to a given group.
Attribution– perceiving (assigning, explaining) the causes of behaviour of other people	**Dispositional attribution** - behaviour is seen as a result of person's properties and motivation	**Basic attribution error** – e.g. when unsatisfactory answer is interpreted as the result of limited abilities, low level of knowledge, and not e.g. the result of stressful situation.
	Situational attribution – the cause of events is localised in the external conditions, is assigned to circumstances	**Illusory correlation** – when there is a false relation between occurence of certain phenomena and properties (e.g. being an inhabitant of a small village with the lack of intellectual horizons)

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[7] On the basis of.: Tomasz Garstka, *Wybrane psychologiczne aspekty sytuacji egzaminacyjnej* [w:] *Ekspert komisji kwalifikacyjnej i egzaminacyjnej. Poradnik.* Praca zbiorowa pod redakcją Małgorzaty Pomianowskiej, Wydawnictwa CODN, Warszawa 2003, s. 82-86.

Factors facilitating communication of the teacher/guardian with the student/ward	Factors hampering communication of the teacher/guardian with the student/ward
Teacher/guardian	*Teacher/guardian*
✓ Focus on the potential and resources of a teenager.	✓ Focus on "checking the knowledge" of the student.
✓ Preventing boredom - the use of surprise in order to stimulate cognitive curiosity, stimulate senses - multisensory teaching and dealing with a teenager.	✓ Routine, encyclopaedism in knowledge transfer, schematic questions.
✓ Charismatic personality, originality.	✓ Imposing one's own rules, solutions - without involving students in their creation
✓ Placing goals-challenges before a teenager, which simultaneously meet the condition of the ecology of goals (he chose Seth to do what he feared most).	✓ Excessive attachment to the scheme, stability - "predictability," the lack of tidbits and surprising solutions (The seating Chart is the first thing that separates cool teachers from... well, you know").
✓ Asking inspiring, open-ended questions ("How much time do we have?")	✓ Not creating a field for discussion, not agreeing to "making mistakes" by a teenager.
✓ Skillful moderating of discussions, facilitating.	✓ Lack of patience when waiting for the response of students – replacing them in answering questions
✓ Active listening.	✓ Stereotypical perception of teenagers.
✓ Constructive feedback (positive and negative) for the students.	✓ The lack of clear rules, unequal treatment of students.
✓ Sense of humor, jokes (laughing with teenagers - and not at teenagers), the ability to laugh at himself.	✓ Excessive hierarchy, seriousness, appealing to external authorities as a penalty (the principal).
✓ Equal treatment of all students - unconditional acceptance of people ("You are all different, special in your own way. Live it. Own it"), While opposing certain behaviors and attitudes ("Do you actually have the stutter problem or it is too difficult ?" – D 'Angelo to Brad).	✓ Inconsistency of verbal messages and body language.
✓ Allowing students to create the principles of cooperation.	
✓ Learning through play, combining theory with practice, with life.	
✓ Creativity ("Creativity is not a talent - it's a way of acting" - John Cleese)	
✓ Coherence of verbal messages and body language.	
✓ A vivid reaction to a student's interesting answer (facial expression, smile, gesture).	
✓ Focus on the teenager as a person ("This guy was cool. And when he looked at you, you also felt cool").	

Teenager	***Teenager***
✓ The ability to decide about themselves, about their activities ("I can see everybody is happy with their sitting"). ✓ Informal relationships within the group, peer support groups - defending discriminated classmates (Dylan defending Seth against being mocked by Brad). ✓ Sincerity, spontaneity. ✓ Healthy self-esteem.	✓ Clownish behaviour, provocative, cheeky, etc. ✓ Informal relationships in the group - discrimination of classmates (Brad mockers stuttering Seth). ✓ Criticism characteristic of adolescence. ✓ Low self-esteem, lack of faith in their own abilities, shyness, withdrawal.
External circumstances	***External circumstances***
✓ Friendly classroom - the room for meeting and learning ✓ Change of learning space arrangement. ✓ "Props" (armchair, unusual items in the classroom). ✓ Open space meetings/learning (student at the center, a teacher in motion, contact of the teacher with each student). ✓ The presence of a teenage friend, his/her support and acceptance.	✓ Unfriendly interior – the space for meetings and learning. ✓ Space emphasising hierarchy and distance (the teacher "at the professor's desk", students at the desks arranged in long rows).

Assess your conversation style on the basis of the following statements, marking to what extent they describe your behaviour.

If the statement:

applies to you in full - circle number **3,**
applies to you to a certain extent - circle number **2,**
rather does not apply to you - circle number **1,**
does not apply to you at all - circle **0.**

1.	Usually I start and finish a conversation.	3	2	1	0
2.	I impose the topic for conversation upon others.	3	2	1	0
3.	If I want to say something I interrupt my interlocutor.	3	2	1	0
4.	It happens that I don't remember what my interlocutor said a moment ago.	3	2	1	0
5.	I talk about topics which are not interesting for me.	3	2	1	0
6.	During conversation I suggest and advise my interlocutor what to do.	3	2	1	0
7.	I don't pay too much attention to the issues my interlocutor is talking about.	3	2	1	0
8.	I try to talk to a person as long as I can convince him/her that I'm right.	3	2	1	0
9.	I rarely get persuaded by other people.	3	2	1	0
10.	It happens that finishing conversation I know what my interlocutor wanted from me.	3	2	1	0
11.	I'm not sure if my interlocutor understood what I told him/her.	3	2	1	0

Add your points. You will learn whether your communication style is closer to the partnership one or authoritarian.

Key to the test

Style

Partnership   *0   5   10   15   20   25   30   35*   **Authoritarian**

If it turned out that an authoritarian style dominates in you and the result does not satisfy you, plan in your "diary" the first step towards a change.

In your free time think about other activities that will allow you to get competences of a partnership style.

Return to these statements after some time and see if anything has changed.

On the basis of.: B. Jamrożek, J. Sobczak: *Komunikacja interpersonalna*, Poznań 2000, s. 47).

Appendix No. S8/28. What helps, what hinders communication - 1.

1 – Connect with an arrow every action with the formulation which corresponds to it.
2 - Among the actions above, find those who feed the conversation, then those who block it.

ACTIONS	FORMULATIONS	DID THE ACTION OPEN OR BLOCK THE DISCUSSION?
STRENGTHEN	**« Do you realize that you... »**	
OPEN A DEBATE	<u>Try to convince the mentoré that you are right by using facts or the logic:</u> "I am going to tell you why you are wrong... " "Look, please, at the facts, you broke a rule(ruler) of the school, if you had not made that you would have had no problem "	
ASK FOR CLARIFICATIONS	**"What you should make... "** **"Why you not... "** **"Let me suggest you... "** **"If I was you i "**	
CRITICIZE	"What you say has no sense(direction) " "You act as a baby " "That it is really stupid "	
THE QUESTIONS CLOSED	<u>**Underline all the success.**</u> **"Congratulations, you passed your examination of mathematics! "** **"Wow, you learnt to cycle it is great! "**	
ADVICES	**"I do not understand very well what you want to say."** **"Could you explain it to me still not time"**	

1 - Connect with an arrow every action with the formulation which corresponds to it.

2 - Among the actions above, find those who feed the conversation, then those who block it.

ACTIONS	FORMULATIONS	L'ACTION VOUS PARAIT-ELLE NOURRIR OU BLOQUER LA DISCUSSION ?
TALK ABOUT YOU	**Divert the conversation of the problems of the pupil to go towards what you want to speak "We are not going to speak about it now""Forget that, I am going to tell you what happened to me"**	
DO NOT INTERRUPT THE PUPIL	**"Give me details"Let us speak""it "I would like your opinion on ..."**	
CHANGE THE TOPIC	**« Excuse me for interrupt you but... »**	
QUESTIONS BEGINNING WITH « WHY»	**« I am frightened too to talk in front of numerous people »** **«What I was able to fight at the school when I was a child ".**	
GIVE THE MINIMALIST ANSWER	**« Why are you late ? »**	
ASK FOR OPINION	**« Mmm »** **« Ouyes»** **« I see»** **« That's it »**	

1 - Connect with an arrow every action with the formulation which corresponds to it.

2 - Among the actions above, find those who feed the conversation, then those who block it.

ACTIONS	FORMULATIONS	L'ACTION VOUS PARAIT-ELLE NOURRIR OU BLOQUER LA DISCUSSION ?
SEND BACK THE IMAGE	Resume what has just said the mentoré by repeating the sentence	
SHOW OF CONDESCENSION	"It is tremendously cool, I was afraid that you crash in the test! "	
INFORM	Show that you understood the perspective of the mentoré: "You do not like that we treat you a kid "	
ANALYZE	Speak to the mentoré as if he was stupid, or to speak to him as 'it was a baby "You are too young, you cannot understand""Oh the spitz is not good today"	
PARAPHRASE	Interpret why the made pupil or says something 'You just try to draw the attention on you ""it is not really what you want to say	
USE the SAME VOCABULARY	Give results of the sporting team of the school, communicate notes waited to be admitted in the middle school	

Appendix No. S8/31. What helps, what hinders communication - 4.

1 - Connect with an arrow every action with the formulation which corresponds to it.
2 - Among the actions above, find those who feed the conversation, then those who block it.

ACTIONS	FORMULATIONS	L'ACTION VOUS PARAIT-ELLE OUVRIR OU BLOQUER LA DISCUSSION ?
RECAPITULATE	«You have interest of … ""If you make that, I swear to you that …»	
COMMAND	"How you would make for …" "What seems to you important?" "What you would have made in these conditions?	
LECTURE	« The last we met us… »	
THE OPEN QUESTIONS	« Then we got up from the bad foot today " "You have not set fire to the school yet? "	
THREATEN	« You should…»	
BEING SARCASTIC	« You must » « It is necessary » « you are going to »	

ACTIONS AND FORMULATIONS FAVORING THE CONVERSATION	ACTIONSAND FORMULATIONS BLOCKING THE CONVERSATION
• Give the minimalist answer : « Mmmm » , « yes », « I see », « that's it » • paraphrase the mentoré : • mentoré : «I had a bad day » • mentor : «It looks like things did not well pass you » • seek advice : « give me somme details », « let's talk about it », « could you gie me an example ? » • Send back the image: communicate our understanding of the idea developed by the mentoré (ex: "it looks like you look irritated against your mother" • Clarify: "I do not understand very well what you tell me " • Recapitulate • Inform: • Strengthen: "congratulations you managed your control" • To speak a little about one: "I too fought against my brother"a lot to inform: <u>To keep in mind by using these techniques to feed the conversation:</u> Use the same level of vocabulary, speak slowly • Be concise, answer at the right time and not interrupt. • Use the least possible of closed questions involving an answer by "yes"or "no" • Use opened questions using formulae: "how", "what", "who" • utiliser le moins possible des questions commençant par « pourquoi » qui impliquent des justifications.	• Command: « you must» , « you have to» , « you are going to » • To give advices : "what you should make, it is ...", "why you not ...", "let I suggest you", "it would be better for you ...""If I was you ..." • Lecture • Show condescension by speaking to the mentoré as if he was stupid, a baby • Change subject in full conversation: "we are not going to speak about it now ", "forgets that ", "we shall speak about it later ". • Overturn into the sarcasm: "you got up from the bad foot this morning ", "since when it is you the leader(head)? " • Criticize: "what you say has no sense(direction) ", "you act as a baby ", "your hair are too long ", "that it is really stupid " • Threaten: "you have interest in ", "if you do not make him(it) ", "Ah yes, try little to see. • Analyze by interpreting why the made pupil or says something: "what you need it is ", "it is not really that that you want to say ", "your problem, it is because... " • Open a debate by trying to convince the mentoré that we are right: "you realize that ", "I am going to tell you why you are wrong ", "look at the facts: you broke a rule of the school... "

Appendix No. S8/33. Feedback – basic determinants.

Feedback is a message send to the other person about how you perceive his/her actions, behaviour, work, etc .; what effect and influence this person's actions have on you; what feelings his/her behavior evokes in you.

Feedback to influence the development of the student/ ward must be constructive. Polish language dictionary defines this adjective as follows: 1. constructive "*giving positive results, bringing something new, specific*» 2. "*capable of creating something new, valuable*»

The guardian of a young person must know the basic principles of giving constructive feedback. If both - an adult and a teenager - cooperate in accordance with a common development plan, feedback will concern specific behaviours and actions of the student/ward, included in the plan, their effects, desirable courses of action in the future. Feedback is then inherently linked to the learning process, it helps to learn - new skills or better behaviours and actions. Well-prepared and given feedback does not reduce student's/ward's self-esteem, does not discourage him/her from work - even when it refers to the failures, undesirable behavior, etc.

From the point of view of psychology, the principles of giving constructive feedback is, first of all, analysis of the current situation (what is the problem? What needs to be changed / improved and why?) And, secondly, **defining the goals and results to be achieved.**

The goal should be:

- **Positive:** "I want you to perform this task on time".
- **Concrete and time-bound** ("Do this work during a week. Start from today .... Then ..."
- **Achievable for the student**: "You are able to correctly perform the exercise. I saw how well you did the previous one. "
- Supported by a strong **vision of the goal which will be achieved** and the statement, sometimes referred to as a **tangible proof of success**, that is defining exactly what you expect to see, hear and feel when the work will be completed on time.
- **Attainable,** that is possible to achieve and maintain within the capabilities of the student.
- Defined with awareness of what may **disturb** the student in achieving the goal, and what may be the consequences of not taking any action.
- **Economical** - worth the effort in terms of costs (eg. time, stress) to be incurred.[8]

In the educational context the structure of the feedback should take into account four elements:
• Specifying and appreciating good elements of the student's work [++].
• Noting what needs to be corrected or needs additional work on the part of the student [-].
• Tips – how a student should improve the work [Δ]
• Tips - in what direction the student should work further[↑]

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[8] On the basis of. Bee Roland i Frances: Feedback, Wydaw. Petit, Warszawa 2000.

01.29.52 – 01.31.51 – Julien

The teacher, Georges Lopez: *It's time to talk about your results. We will find out whether you will be promoted to the sixth grade. So Julien. Although your results are not fully satisfactory, you can start lower secondary school. You will go to this school, which we visited in St Germain l'Herm. So you'll be in the sixth grade, but from the beginning you have to cram. As I said, the results are not fully satisfactory, so maybe something can be improved. What exactly?*
Julien: *Mathematics.*
Teacher: *That's all?*
Julien: *French.*
Teacher: *It's pretty serious, right?*
Julien: (silent)
Teacher: *You also need to improve your behaviour. There will be no individual approach. And the penalties can be more severe. Especially when you refuse, argue or don't agree. When you don't care. Everybody can see it. When you puff out your cheeks. I'll not be able to help you anymore. Maybe from a distance I will help you, but not from a close-up.*

01.31.52 – 01. 33 – Olivier

Teacher: *Now Olivier. You also go to St Germain.*
Olivier: (smiles)
Teacher: *Yes, like Julien, you'll have to improve your results. I asked at school to appoint someone who will help you improve in subjects you are not so good at. You will be together, you and Julien. If you are together, you have to agree with each other.*
Olivier: *Well, yes.*
Teacher: *How are you going to do that?*
Olivier: *We'll stick together.*
Teacher: *Do not isolate yourself too much. Maybe you can defend each other? At the beginning someone can attack you. It happens. You are strong as a bull, Julien. If Olivier will be in danger if he is attacked, you should respond.*
Julien: (laughs)
Teacher: *You're also not a wimp, Julien. You can defend yourself, right? That's good.*

01.33 – 01.36.30 – Nathalie

Teacher: *What's really going on? You want to be alone? Can't you can talk with others?*
Nathalie: (silent)
Teacher: *Shall I tell you what I think?*
Nathalie: *Yes.*
Teacher: *I think you can, but you don't want now. Am I wrong? Is this true or not?*
Nathalie: (silent)
Teacher: *Are you anxious that I'm talking about it?*
Nathalie: *No.*
Teacher: *It's important to talk about it. Now you talk a lot more, with me and with your classmates. But still it is sometimes difficult for you. I wrote a note that the teachers know that this is hard for you. I had to write it. Do you agree?*
Nathalie: (winces, starts to cry)
Teacher: *Are you cross with me? Answer honestly.*
Nathalie: (crying) *No.*
Teacher: *They need to know, to take care of you, right?*

Nathalie: (crying, silent)

Teacher: *I think that you can handle it. With a little effort everything will go well. You will be with older children, make friends. It will be much better. One day we'll say goodbye. Does it worry you?*

Nathalie: (crying, silent)

Teacher: *Just a bit?*

Nathalie: (crying, silent)

Teacher: *I wanted to get some help, writing to the teachers. You will do well. You like learning*

Nathalie: (silent)

Teacher: *You will need help because you have a problem with communicating. Does it matter?*

Nathalie: (silent)

Teacher: *Well, is it good that we talked about this?*

Nathalie: *Yes.*

Teacher: *Feel better after this conversation?*

Nathalie: *Yes.*

Teacher: *We'll still be able to talk. Next year. You have lessons on Saturdays?*

Nathalie: *Yes.*

Teacher: *So you can come. Do you want to come on Saturday morning?*

Nathalie: *Yes.*

Teacher: *So I will wait from the first Saturday. Will you come?*

Nathalie: *Yes.*

Teacher: *You will tell me, what you are doing at school. I know nothing about it. I sit in this little school and I do not know what they do there. You'll be able to tell me all about it and show. You will tell me about your grades. You can come with Letitia. We will see each other.*

1. „Sandwich" MODEL

	1. Start with positive elements.
	2. Say specifically what was wrong.
	3. Finish with positive elements, reinforcement.

2. FACE MODEL

F • **FACTS.** Descriptiion of the situation

A • **ASSUMING AN ATTITUDE** My opinions, feelings.

C • **CONSEQUENCES** Description of effects.

E • **EXPECTATIONS** Specified description
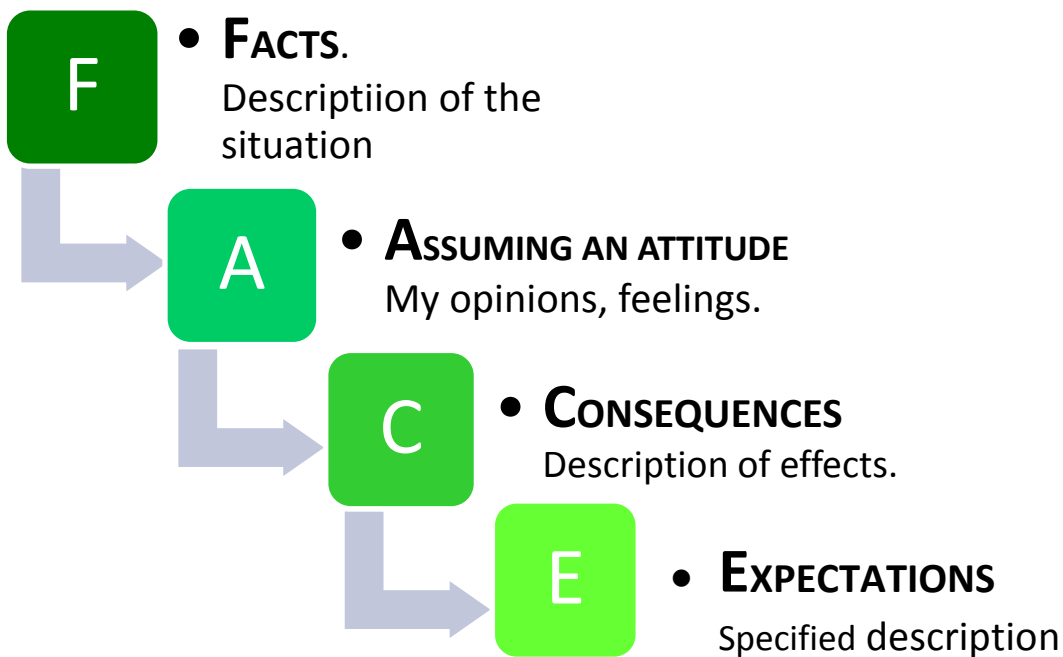
3. **SPANCA MODEL (SPINKA MODEL)**

SPECIFY

- Be precise, choose correct words.
- Talk about behaviour, avoid interpreting it.
- Refer to facts.
- Pay attention that your emotions do not influence the content and form of your message

POSITIVE

- Start from positive aspects.
- Give at least 2-3 advantages.
- Say: *I liked it, I'm impressed... You did really good*... etc.

AND

- Between „pluses" i „minuses„ never use the word „BUT".
- Instead of „but" say: *„and…"*, *"on the other hand" „what I didn't like…", „what you should think over is..."*

NEGATIVE

- Name negative aspects directly, without „sweetening", "comforting", or "stigmatising".
- Point to max 2-3 negative aspects – you are not able to work on a bigger number at the same time!

CONSEQUENCES

- Show consequences of negative behaviour.
- Say: *„The result was…", „What you said caused …", "When I saw/heard it I…"*.

ALTERNATIVES

- Propose modofications, a better way to perform the task
- Say: *„I suggest…", „Next time…", „Maybe you will like my idea…"* etc.

Figure. Giving feedback – SPANCA model. Own materials on the basis of: https://grupaset.pl/wp-content/uploads/MAGAZYN-WIEDZY-Komunikacja-Informacja-zwrotna-Model-SPINKA.pdf
Access: 10 June 2016 r.

Appendix No. S8/36. A nutritious sandwich of feedback.

………………………………………..,
(addressee of your feedback)

………………………………………
(your signature)

It's a popular coaching tool. Use it to reflect on yourself.

First fill in the labels – name six areas of your life.

Having filled in the labels, in each area mark (from 0 to 10) your present level of satisfaction in this area.
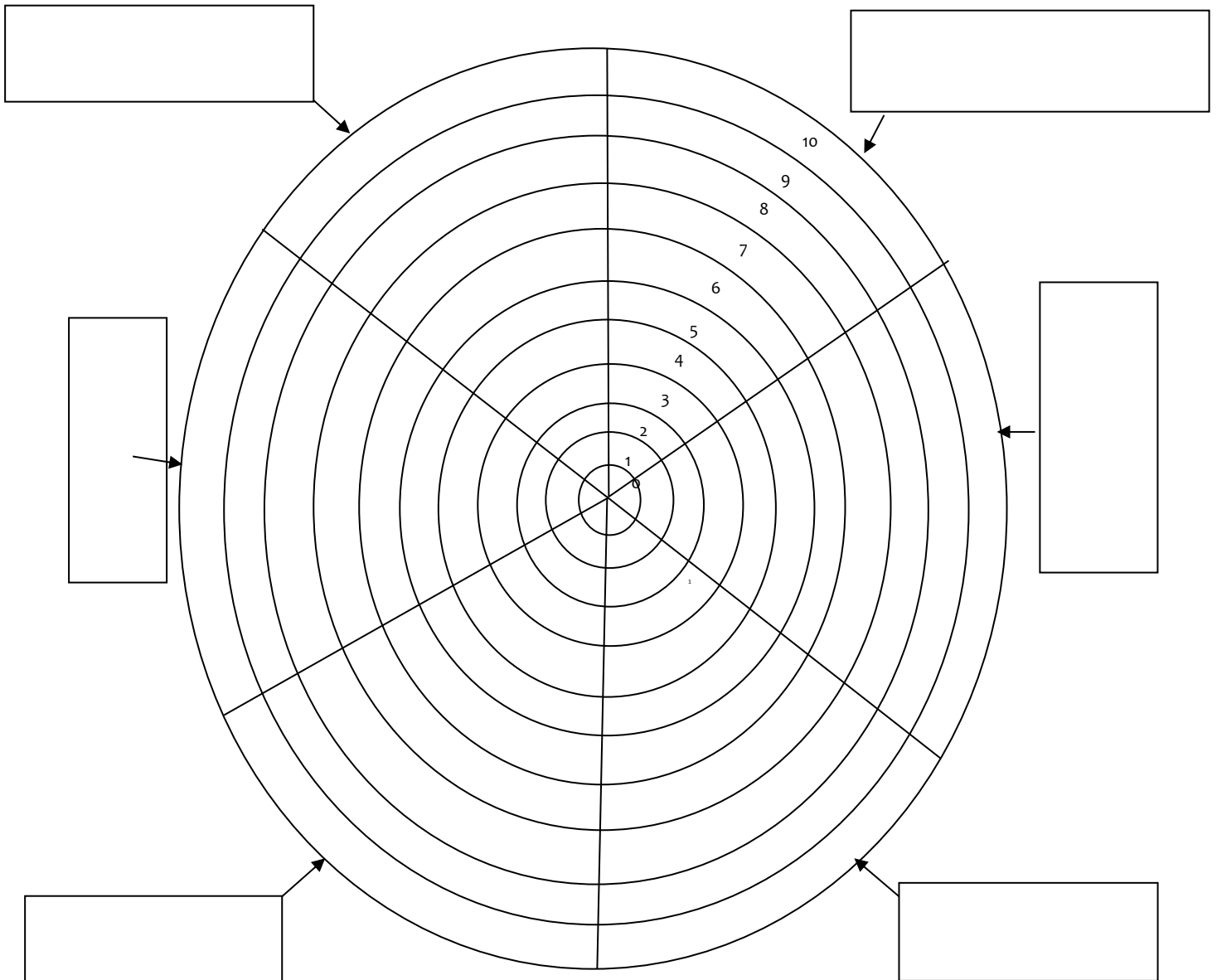
Ready? The instructor will describe next steps.

GROW Model – the structure of a coaching conversation by John Whitmore.

Goals	• **Describe goal according to the SMART principle** • *What would you like to achieve in this semester? Exactly when do you want to achive this goal? etc.*
Reality	• **Study the present situation** • *What is happening now? At what stage of achieving your goal are you? What actions do you undertake to achieve your goal? etc.*
Options	• **Check your possibilities** • *What are you going to do today to achive your goal? What can help you in achieving your goal? What can hinder it/ etc.*
Will	• **Take decision and make a plan of activities** • *What are the opportunities for achieving the goal set for this semester? How can you learn that in a different way? etc.*

Questions useful in coaching conversation conducted according with the GROW model– stage 1. (GOALS)

1. GOALS– *What do you want?*

- ✓ What would you like to do today?
- ✓ What is your problem, which you would like to change? What is the opposite of this state?
- ✓ What do you want to achieve in the nearest future? What is your goal? What do you want? What is your dream?
- ✓ Why is this goal important to you? Why do you want to achieve it? Show on a scale, how important this goal is.
- ✓ What will change when you reach it? What benefits will you gain? What can you lose achieving this goal?
- ✓ What will you gain when you achieve your goal?
- ✓ If you had no limitations, what would you want?
- ✓ How will you know that you have reached the goal? Imagine that you have reached your goal: What do you see? What do you hear? What do you feel?
- ✓ When do you want to achieve your goal? Show on a "map " what your distance from the goal is.
- ✓ Does this goal only depends on you? Who else has an influence on achieving your goal?
- ✓ What would you like to achieve during today's meeting?
- ✓ How would you know that our meeting was good?
- ✓ How would you like to finish our meeting? What would you like to feel at the end of our meeting?
- ✓ So-called Cartesian questions to which the coachee is looking for answers:
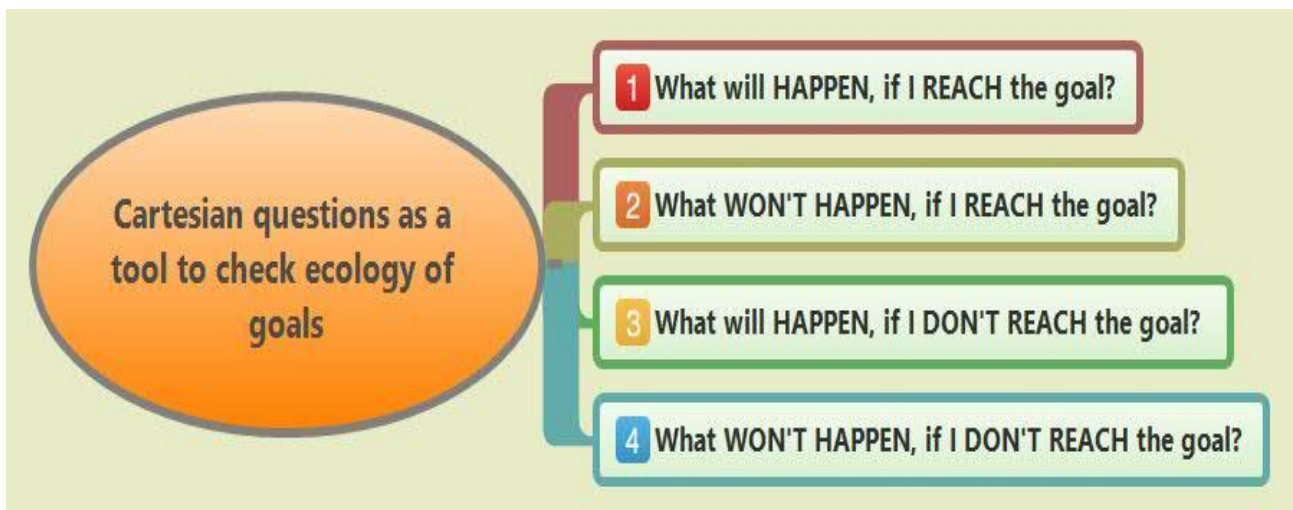
Figure. Cartesian questions as a tool useful in determining the goal at the first stage of the coaching coversation.

Questions useful in coaching conversation conducted according with the GROW model– stage 2. (REALITY)

2. REALITY– *What is happening now?*

- ✓ What is happening now? How is it?
- ✓ What are the facts?
- ✓ What works well? What does not work well?
- ✓ What are the strengths of a situation in which you are?
- ✓ What you lose, being in this situation?
- ✓ What do you feel about being in this situation?
- ✓ How does this situation affect other areas of your life?
- ✓ How does this situation affect other persons around you?
- ✓ How do other people react to your situation?
- ✓ What would someone watching your situation from a distance say about it?
- ✓ What are you doing to work on your goal? What are you not doing, to work on your goal? What are you doing/ what makes you busy that you do not work on your goal?
- ✓ If the ideal state, desired by you, is the "bull's eye" , then where is the point appropriate for today?
- ✓ What have you done so far to change this situation? What were the effects of these actions?
- ✓ What action have you not taken yet?
- ✓ To what extent do you have control over what's going on? Who else is in control?
- ✓ What will help you achieve your goal? Who will help you achieve your goal?
- ✓ What have you got today? What are your "tools" and resources to work towards the goal? What you already know - what you do well?
- ✓ What do you still need? What "tools" and resources? How will you get them?
- ✓ What obstacles do you have to overcome?

Questions useful in coaching conversation conducted according with the GROW model– stage 3 (OPTIONS).

OPTIONS – *What are different possibilities to achieve the goal*?

- ✓ What possible solutions / ways to achieve the goal can you see? What else? And what else?
- ✓ What can you do? What else? What else?
- ✓ What stops you?
- ✓ If you had more time, what could you do?
- ✓ If there were no financial constraints, what would you do?
- ✓ If you had more courage, what would you do?
- ✓ If your friend (parent, idol, authority, boss, etc) was in your shoes, what would he/she do? What advice would he/she give you?
- ✓ Who can help you in the implementation of this option? And who - in the implementation of the next option?
- ✓ What are the advantages of the idea A? What are the disadvantages? What are the advantages of the idea B? What are the disadvantages?
- ✓ Which solution will provide best results? Suits you best? Will give you the greatest satisfaction?
- ✓ Who, in your opinion, would carry out this task very well? What can you learn from that person?
- ✓ What can you do less?
- ✓ What can you do more?
- ✓ What can you do differently?
- ✓ What can you start doing?
- ✓ What can you stop doing?
- ✓ Imagine that you travelled into the future in a time vehicle and you are at the moment when the goal is reached. What does the world / your surroundings look like when you reached the goal? What must have changed in order to make this possible?
- ✓ What will be the turning point on the way to the goal?

WILL - *Which option do I choose? What is my action plan? What will be my first step?*

- ✓ Which of these possibilities / options are you going to choose?
- ✓ What are you going to do with it?
- ✓ Where are you going to start? What is going to be your first step? When are you going to do it?
- ✓ What are the next steps? When are you going to execute each of them?
- ✓ When are you going to take this step? When are you going to finish this step?
- ✓ Who should know about your plan?
- ✓ How are you going to do this?
- ✓ Who can help you? How, when, where are you going to ask for help?
- ✓ What obstacles can you face? How are you going to overcome them?
- ✓ How will you know that you took the first step properly? Next step?
- ✓ What is the level of your motivation? Show it on a scale.
- ✓ What are you going to do to increase your motivation to act / take the first step?

Model of multilevel coaching by Robert Dilts.

LEVEL OF COACHING

COACH'S ROLE

⑥ Level: **GOAL**

Role: **Promoter**
(awakening spirituality, help in achieving full awareness of oneself and understanding relations I and BIGGER SYSTEMS I'm a part of)

⑤ Level: **IDENTITY**

Role: **Sponsor**
(help in discovering inner potential)

④ Level: **VALUES AND CONVICTIONS**

Role: **Mentor**
(help in building values and convictions)

③ Level: **SKILLS**

Role: **Teacher**
(help in discovering and developing skills)

② Level: **BEHAVIOUR**

Role: **Coach with a small"c"**
(help in understanding behaviour)

① Level: **ENVIRONMENT**

Role: **Guide and Guardian**
(help in reflection on the position in the environment)

Figure 19. Model of Multilevel Coaching by Robert Dilts

On the basis of.: Liliana Kupaj, *Twój podręczny mentor. 50 narzędzi coachingowych*, Szkoła Coachingu Liliana Kupaj, Tarnów 2012, s. 8-11.

Appendix No. S10/44. Questionnaire for the diagnosis of organisational culture.

This exercise will help you determine the type of organisational culture of the institution/organisation/facility you work at. Remember there are no „good" or „bad" types of organisational culture – each model has its advantages and disadvantages.

In the second column write 1 for the answer that best reflects your opinion, 2 for the next less obvious one and then 3 and 4.

Choosing answers think about your institution/organisation/facility.[9]

1. The Headmaster:		
A.		Is strong, determined, unhesitating but also just towards loyal employees
B.		Is impersonal, correct, avoids putting his/her authority to test, requires from the employees only those things which are within the scope of their responsibilities
C.		Accepts the rules of partnership, when solving problems makes use of the help of others
D.		Is interested in and sensitive to the needs and values of other people. Encourages them to work and enables to gain satisfaction.
2. A typical employee:		
A.		Works hard, is submissive and loyal towards the headmaster
B.		Is responsible and trustworthy, fulfills his/her duties very well, avoids situations which are problematic or surprising for the headmaster.
C.		Has got motivation to perform tasks the best he/she can, shares his/her ideas and suggestions. Is willing to take advantage of the help of others if they are more experienced or gifted
D.		Is very interested in developing one's own abilities, learns eagerly. Respects expectations and systems of values of other people, is willing to help them and to contribute to their development.
3. An employee gives priority to:		
A.		Personal requirements of the headmaster.
B.		Duties, the sense of responsibility and requirements related to his/her position and customary norms of behaviour.
C.		Involving one's own skills, abilities, energy and material resources in their work
D.		Personal needs of particular persons
4. The employees are required to:		
A.		Put their time and energy at the headmaster's disposal
B.		Use their time and energy in accordance with the scope of their duties
C.		Cooperate, fully use their skills and abilities to achieve common goals.
D.		Mutually respect themselves, as persons possessing certain rights.
5. The employees are influenced by:		
A.		Rewards and punishments.
B.		Not observing certain norms and habits

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[9] D. Elsner, Kierowanie placówką doskonalenia nauczycieli. Materiały dla uczestnika, Program TERM FRSE, MEN, Warszawa 1997, s. 107-112.

C.		Creating a climate facilitating personal engagement in achieving a goal
D.		Stimulating their interest and the chance to get satisfaction from their work

6. The right to control others rests in the person who:

A.		Has got more power.
B.		Is in a managerial position.
C.		Has got more knowledge concerning the task.
D.		Is accepted as a person who provides help and instructions

7. The tasks are assigned on the basis of:

A.		Personal needs and opinions of the headmaster, personal needs and wishes of employees
B.		Formal distribution of tasks and responsibilities in force in the institution
C.		Requirements defined by the type of work performed
D.		personal needs and wishes of employees

8. The work is performer because of:

A.		Expected reward or feared punishment, or loyalty towards the headmaster
B.		Respecting obligations and loyalty towards the institution
C.		Satisfaction from well-performed work and possibilities of personal involvement in realisation of tasks and achieving goals.
D.		Satisfaction resulting from work performed and respect towards other employees

9. The employees cooperate because:

A.		It is required by the headmaster and it enables gaining advantage over other persons
B.		Cooperation is one of the forms of work in the institution
C.		Their cooperation is necessary to achieve better results
D.		Cooperation brings personal satisfaction, stimulates activity, puts challenges

10. Competition:

A.		Serves to gain advantage over other persons
B.		Enables promotion.
C.		Enables aiming at perfection
D.		Directs attention towards personal needs of certain people

11. Conflicts are:

A.		Controlled by the headmaster and used to keep power
B.		Suppressed by referring to the regulations concerning responsibility
C.		Solved during detailed discussion about problematic issues
D.		Solved during open discussion concerning personal expectations and needs of particular persons

12. Decisions are taken by:

A.		The headmaster.
B.		A person who has the rights to take decisions.
C.		Persons who have greater knowledge and experience in a given area
D.		Persons most involved in the issue and focused on achieving results

13. Control and communication take place in the following way:

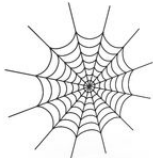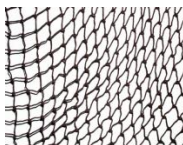|		
A.		Commands are transmitted from the top down (like in a pyramide) thus every person who is higher in the hierarchy has got bigger power, than the person who is in a lower position. Information is transmitted in the same way.

B.		Commands concerning tasks to perform are determined by the persons at the „top" of the organisational stucture. Feedback is transmitted only „from the bottom up"
C.		Information about tasks and problems is transmitted from the centre implementing them, to the branches (groups) down and outside the structure . The structure changes when the tasks and their place of implementation change
D.		Information and influences are transmitted from person to person, through human relationships based on voluntariness in joining the tasks.
14. Local environment is perceived as:		
A.		A jungle in which everybody is against everybody, and those not exploiting others are being exploited.
B.		Ordered and rational „world" in which people's rights are described by laws and conflicts are solved through negotiations and compromises
C.		Imperfect, requiring modifications and improvement
D.		A set of opportunities which should be used in order to gain benefits, development and satisfaction of particular persons

Having fulfilled the questionnaire count how many times you placed A, B, C, D in the first position, add points and write them in the table. You will receive information what type of organisational culture, in your opinion, your institution/facility/organisation represents.

	A	**B**	**C**	**D**
Your institution/facility/organisation				

The explanation of letters A, B, C, D, which correspond to four types of organisational culture you will find In the „Key to the questionnaire" (Appendix No. S10/45).

Type	A. Culture of power	B. Culture of roles	C. Culture of executing tasks	D. Culture of person
Symbol	spider's web	Greek temple	net	stars
Greek god	Zeus	Apollo	Athena	Dionysus
Motto	,,one big family"	,,law and order"	,,solving problems"	,,everybody is a film star"
Type	small undertaking	biurocracy	a team of people focused around tasks	A team of professionals
Characteristic features	The headmaster is a central figure who considers school a part of himself/herself. He/she chooses loyal employees.	Perfect administrative style. Formalised functions, systems and procedures. Ideas created at the top, the employees perform their tasks, not more, not less than is within the scope of their duties.	The organisation is problem-oriented. Each team is independent. The power is split and based on experience not on position.	Individual talent is most important. Leadership and organisational structure is a necessary evil. Freedom is the most important value, an individual works with other persons on the basis of an agreement (if necessary).
Advantages	Efficient system of information, skillful immediate reaction to opportunities and dangers.	Effectivenes of actions, possibility to control employees.	High motivation, team work, quick adaptation to new circumstances	High motivation, development of individual talents, friendly work conditions.
Disadvantages	A dominant central figure, without whom the organisation ,,dies". If the headmaster (the spider) is weak, incompetent, the organisation is also weak, and doesn't func-	Set structure without any possibility of departure, indirect flow of information.	Time-consuming, difficult to manage.	Difficult to manage and control.

[10] D. Elsner, Kierowanie placówką doskonalenia nauczycieli, Program TERM FRSE, MEN, Warszawa 1997, s. 112.

tion well.				

Appendix No. S11/47. Internal communication and relations in my organisation – instructions to the exercise.

1. On a poster draw an organisational structure of your organisation, taking into account departments and individuals that have influence on work with young people.
2. Talk about how you perceive the elements of the structure. You have a set of symbolic pictures - road signs. For each element of the structure choose a sign (or signs – a maximum of two from the set), which best reflects your opinions.
3. If you agree to the final location of marks on the scheme, glue the signs in the right places.

You have got 25 minutes to do the task.
Good luck!

Appendix No. S11/48. Communication and realations of my organisation with the environment – instructions to the exercise.

1. On a poster draw a scheme (or a mind map) illustrating the relations of your organisation with external entites (persons, institutions, organisations, facilities) having influence on your work with youth.
2. Talk about how you perceive the elements of the structure. You have a set of symbolic pictures - road signs. For each element of the structure choose a sign (or signs – a maximum of two from the set), which best reflects your opinions.
3. If you agree to the final location of marks on the scheme, glue the signs in the right places.

You have got 20 minutes to do the task.
Good luck!
----

1. You have finished a discussion about how you perceive the organisation in which you work with young people and about communication and relationships within the organisation and with external entities.

2. Now it's time for reconstruction. With a new set of road signs, you should **build on the poster from the previous stage of the exercise, the organisation in which you would like to work**.

3. "Reconstruction" should be marked on the posters by sticking "signs of change," next to the signs "of the previous choice" and by circling them with a marker.

4. But - NOTICE! Implementing changes costs ... So each of the signs on your poster has its price. You have a total of 30% of the shares of your company available, which you can allocate for changes. Remember that:

> 1) For the change of a road sign for the sign from the same group (e.g. you change an information sign for another information sign) you give 3% of your shares.
>
> 2) For the change of the restrictive sign to a warning sign or vice versa you pay 8% of your shares.
>
> 3) For the change of a warning sign for an information sign you pay 10% of your shares.
>
> 4) For the change of a restrictive sign for an information sign you give 15% of your shares.

So - welcome to the reconstruction ☺

You have 25 minutes to complete the task.

Good luck!

Appendix No. S12/50. Questionnaire for measuring achievement motivation.

Do this diagnostic test to find out whether when striving to achieve goals you try to avoid failures, or rather you have a desire to succeed.

Questionnaire for measuring achievement motivation[11]

Read carefully the questions or statements that relate to convictions about various matters or behaviour in specific situations. Select and circle only one answer for each statement - the one with which you identify. Remember - there are no right or wrong answers – there are answers appropriate for you.

1) **I am most interested in problems in which the probability of finding the optimum solution is:**
   a) large,
   b) quite large,
   c) minimum.

2) **I prefer to take part in a competition, in which:**
   a) a small prize is offered, but the prospect of receiving it is close in time,
   b) high prizes are offered, but the prospect of receiving a prize is remote in time.

3) **When I'm on the way to the goal that I think is easy to achieve and in the course of its implementation I encounter a failure, then my commitment to this goal:**
   a) increases,
   b) decreases
   c) is at the same level.

4) **When my personal goals are contrary to the interests of the people close to me, then:**
   a) I always give up realising my own goals,
   b) I most often give up,
   c) I give up in half the situations,
   d) I rarely give up,
   e) I never give up.

5) **When, for various reasons I have to give up my plans, then I remember about them:**
   a) very long,
   b) long
   c) for a certain time,
   d) shortly
   e) very shortly.

6) **I think I'm a person who is:**
   a) very ambitious,
   b) ambitious,
   c) medium ambitious,
   d) little ambitious,
   e) rather not ambitious.

7) **The time passes slowly for me:**
   a) very rarely,
   b) rarely,
   c) sometimes,

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[11] Z. Sepkowska, *Przedsiębiorczość. Kreowanie ról na rynku prac,* WSiP, Warszawa 1999.

d) often

e) very often.

8) When I have got a new task to do, the anxiety (often unjustified) that I will not perform it as it should be done, accompanies me:

a) very often,

b) often,

c) from time to time

d) rarely,

e) never.

9) Every project to which I attach more importance:

a) I plan long before its execution,

b) I usually plan some time before its execution,

c) I do not plan - I immediately proceed to "the point".

10) I would rather work for a client who:

a) always gives an average interesting jobs,

b) sometimes gives very interesting jobs, but sometimes really boring,

c) it doesn't matter.

11) I like to work with people who:

a) approach professional issues in the same way as I do,

b) differ to some extent in the approach to professional issues,

c) have a completely different approach.

12) About the failures:

a) I forget easily,

b) I forget quite easily,

c) I remember for some time,

d) I remember for quite a long time

e) I remember for a long time

13) When something goes wrong, then:

a) I very easily give up,

b) I easily give up

c) I sometimes give up,

d) it is hard for me to give up,

e) I never give up.

14) I like achieving:

a) long-term goals,

b) medium-term goals

c) short-term goals.

15) The requirements I impose on myself are:

a) very high,

b) high.

c) average,

d) rather low.

e) low.

16) The issues to which I attach importance, but at the moment I find them tedious, I put off and start more pleasant activities:

a) very often,

b) often,

   c) from time to time
   d) rarely,
   e) very rarely.

17) What I strive to achieve:
   a) I always achieve sooner or later,
   b) I generally manage to achieve,
   c) from time to time I manage to achieve,
   d) often I do not manage to achieve (sometimes due to external causes)
   e) I have a bad luck in achieving my aspirations.

1)   I think about my future:
   a) very often,
   b) often,
   c) from time to time
   d) rarely,
   e) very rarely.

2)   I go back to the plans I couldn't implement in the past:
   a) very often,
   b) often,
   c) from time to time
   d) rarely,
   e) very rarely.

3)   For entertainment:
   a) I usually don't have time,
   b) I often don't have time,
   c) I sometimes don't have enough time,
   d) I usually have enough time.

Count the points from the test according to the table below.

1. a – 1, b –5, c – 1	**8.** a – 1, b – 2, c – 3, d – 4, e–5	**15.** a – 5, b – 4, c – 3, d – 2, e – 1
2. a – 1, b – 5	**9.** a – 5, b – 3, c – 1	**16.** a – l, b – 5, c – 3, d – 1, e – 1
3. a – 5, b – 1, c – 3	**10.** a – 1, b–5, c–3	**17.** a – l, b – 2, c – 3, d – 4, e – 5
4. a – 1, b – 2, c – 3, d – 4, e – 5	**11.** a – l, b – 3, c – 5	**18.** a – 5, b – 4, c – 3, d –2, e – 1
5. a – 5, b – 4, c – 3, d – 2, e – 1	**12.** a – 1, b – 2, c – 3, d – 4, e – 5	**19.** a – 5, b – 4, c – 3, d – 2, e – 1
6. a – 5, b – 4, c – 3, d – 2,e – 1	**13.** a – 1, b – 2, c – 3, d – 4, e – 5	**20.** a –1, b – 2, c – 3, d – 4, e – 5
7. a – 5, b – 4, c – 3, d – 2, e – 1	**14.** a – 5, b – 3, c – 1	

Maximum score in the test: **100**

My score: ……………

Motivation rate = score x 100% : 100

My motivation score = ……………

Analysis of the diagnosis score

- ✓ If the motivation rate is around 50% it means that you don't know what you want. On one hand you have a desire for success, on the other you are scared to take the risk. There is as much motivation in you to achieve success, as much motivation to avoid failures.
- ✓ The closer is you motivation rate to 100%, the bigger is your motivation to achieve success.
- ✓ The more is your motivation rate below 50%, the bigger is your motivation to avoid failures.

Consider how your attitude towards achieving success can influence young person with whom you work as a teacher, mentor, coach…

1.

4.

Job Well Done

Looking for the next reason of satisfaction

Realising success

Joy and satisfaction

2.

3.

	from...	1	2	3	4	5	to...
1)	Attitude „knowledge gives power"						Attitude „we share the knowledge"
2)	Many levels of management						Few levels of management
3)	Irregular training/teaching						Permanent learning
4)	Power resulting from the position occupied						Power resulting from being a member of an expert network
5)	Overusing titles						Not paying attention to titles
6)	Unequal responsibility						Common responsibility
7)	Culture of blaming others						Culture of responsibility
8)	Culture of principles						Culture of values
9)	Functioning of „silos" (narrow specialisations, fragmented knowledge and competences assigned to it)						Inter-subject teams
10)	Avoiding risk						Spirit of enterpreneurship
11)	Organisation/institution/school-oriented						Client-oriented
12)	Lack of clarity and transparency						Full transparency of management staff activities
13)	Limited and controlled access to information						Full access of employees to information
14)	Focus on experts and best employees						Focus on all employees
15)	Attitude „What will I get from it?", „That's not my business", „If it's not our idea, it must be a bad idea".						Attitude: „What the client will get from it?", „How can I help?", „use best ideas no matter who invented them".
16)	Cynicism						Culture of celebrating cooperation
17)	Task teams chosen by the management staff						Teams of practicians

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[12] On the basis of: Jan A. Fazlagić, Polska szkoła jako organizacja ucząca się: http://www.e-mentor.edu.pl/artykul/index/numer/10/id/167 Access: 5 May 2016.

90

Teachers' training - team learning

1. study visits (domestic - in schools/institutions/ facilities in the close environment and outside, and abroad)

2. collecting and analysing/describing examples of good practice (one's own or from other teachers or schools)

3. benchmarking - learning from the best combined with critical analysis of good educational practice

4. cooperation with a "critical friend" (from the outside)

5. cooperation with a "critical friend" (from the institution)

6. team analysis of a problem using case study method

7. Teachers Learning/Educational Societies

8. PROFESSIONAL debates

9. joint reflection (reflection=critical analysis of professional situation)

10. analysis of activities conducted and documenting such analysis

11. prospective joint "reading" (book, film) combined with discussion (real or online) - attempts to transfer knowledge and skills

24. learning by doing

23. networks of cooperation and self-education

22. action research

21. mentoring

20. mutual advice

19. coaching

18 planning classes together

17. assessing students' work together

16. mutual observation of classes with giving/accepting feedback

15. exchange of experiences

14. systematised exchange of experiences

13. joint projects (as a systematic process based on set principles)

12. complex, long-term support for the school from an external expert, concerning areas of development important for the school

Appendix No. S13/55.   How do we learn? How would we like to learn in our organisation?

	The least often (choose max. 3)	The most often (choose max. 3)	The most effective (choose max. 3)
1)			
2)			
3)			
4)			
5)			
6)			
7)			
8)			
9)			
10)			
11)			
12)			
13)			
14)			
15)			
16)			
17)			
18)			
19)			
20)			
21)			
22)			
23)			
24)			

The four stages/phases of acquiring competences which are present in every learning process can be graphically shown as a pyramid, the top of which is the highest/final stage in the process of acquiring new information and skills which constitute a given competence[13]:

UNCONSCIOUS COMPETENCE
(I don't know how I learned that. I am a Master in this area.)

CONSCIOUS COMPETENCE
(I know that I know. I test "the new" in practice - with different results.)

CONSCIOUS INCOMPETENCE
(I know that I don't know. I understand that I cannot do that.)

UNCONSCIOUS INCOMPETENCE
(I don't know that I don't know. I'm not aware that I cannot do it.)
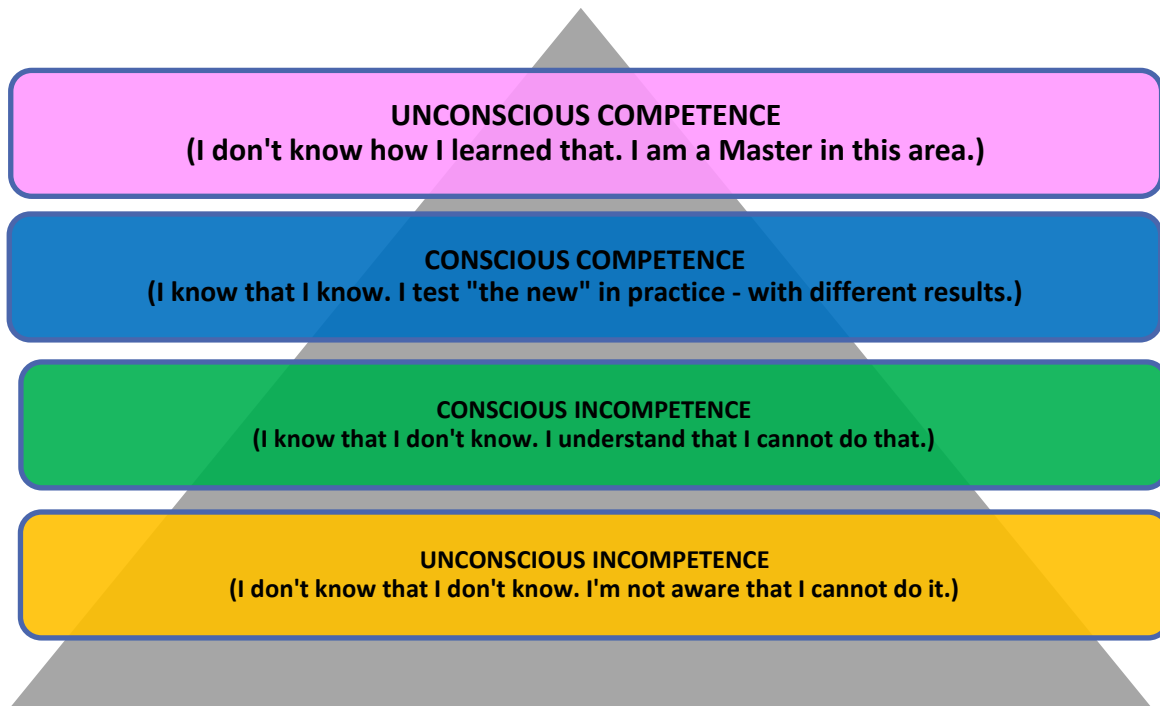
Think about what you have learned so far during our workshops.
On a sticky card/cards write what areas/issues of „unaware incompetence" you have discovered thanks to our workshops.

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[13] First the model was described as The Four Stages of Competence by Noel Burch, employee of Gordon Training International in 1970. Since that time the authorship of this theory has been assigned to an American psychologist Abraham Maslow, despite the fact that this model has not appeared in any of his works. The source of the above information: http://www.governica.com/ Access: 20 October 2015.

Appendix No. 14/57. The potential and personal development goals of the pupil/student in the sphere of personal competences (intrapersonal).

The term "diagnosis" comes from Greek and means recognition / distinction. According to prof. Adam Podgórecki modern interpretation of this concept emphasizes two of its components: gathering the necessary data and its development through critical reasoning.[14]

Getting to know the personal resources of a ward and his developmental goals is the basis for designing his path of development. We can recognize both the personal resources and developmental goals in the context of three areas of competence:

- ✓ personal competences (intrapersonal),
- ✓ social competences (interpersonal),
- ✓ educational and professional competences.

These three areas of competence are interconnected. Sometimes it is difficult to determine whether a given personal feature is more, for example, professional or social competence.

Nevertheless, diagnosing the potential of young people within their personal, social and educational/professional areas of competence is to learn about the resources on which their work, supported by a coach/mentor, will be based on.

Your group will perform a "mini diagnosis" in one of the above mentioned areas of competence: personal competences (intrapersonal).

1. Look at the map of competences that are part of this area. Each one of you should individually read the content of the map (5 min.).

2. Each one of you should individually think about, and then discuss within the group, which competences are observable, and how will you know that given competence is a feature of a young person (15 min.).

3. And now the most important part: observe a child you will see in the „Short movie about Małgosia" and look for answers to the following questions:
    - ✓ *What do I see? What does Małgosia do every day? And how does she do it?*
    - ✓ *What do I hear? What does Małgosia say about herself?*
    - ✓ *What kind of potential is characterized by what I saw and heard?*
    - ✓ *What developmental goals are articulated by the girl?*

    Write down your individual observations and findings - during the projection and 3 minutes after the end of the movie.

4. Compare your findings with your colleagues and establish a common view. Write the following down on the poster:
    - ✓ *What kind of personal potential did we see in the girl - what is contributing to this potential within the area of personal competences (intrapersonal)?*
    - ✓ *What developmental goals are important for the girl?*

5. Present the poster to other teams in a speech.

And here is the map of **personal competences (intrapersonal)** - you can write notes on it during the projection and discussion.

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[14] Based on: http://psychologia.wiedza.diaboli.pl/
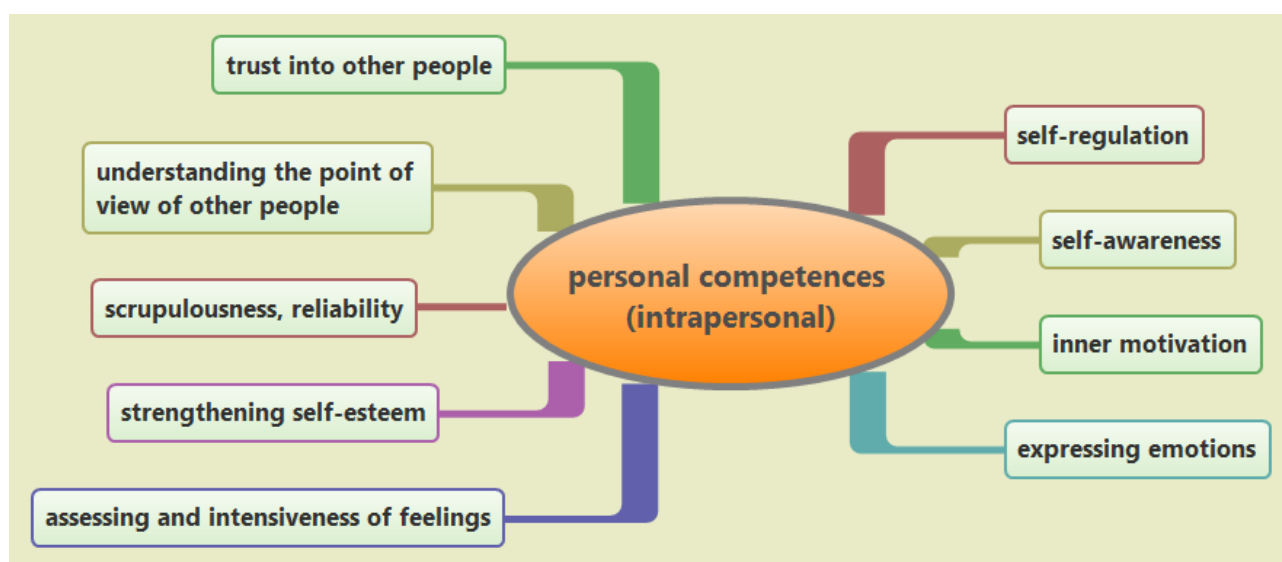
Appendix No. S14/58. The potential and personal development goals of the pupil/student in the sphere of social competences (interpersonal).

The term "diagnosis" comes from Greek and means recognition / distinction. According to prof. Adam Podgórecki modern interpretation of this concept emphasizes two of its components: gathering the necessary data and its development through critical reasoning.[15]

Getting to know the personal resources of a ward and his developmental goals is the basis for designing his path of development. We can recognize both the personal resources and developmental goals in the context of three areas of competence:

- ✓ personal competences (intrapersonal),
- ✓ social competences (interpersonal),
- ✓ educational and professional competences.

These three areas of competence are interconnected. Sometimes it is difficult to determine whether a given personal feature is more, for example, professional or social competence.

Nevertheless, diagnosing the potential of young people within their personal, social and educational/professional areas of competence is to learn about the resources on which their work, supported by a coach/mentor, will be based on.

Your group will perform a "mini diagnosis" in one of the above mentioned areas of competence: social competences (interpersonal).

1. Look at the map of competences that are part of this area. Each one of you should individually read the content of the map (5 min.).

2. Each one of you should individually think about, and then discuss within the group, which competences are observable, and how will you know that given competence is a feature of a young person (15 min.).

3. And now the most important part: observe a child you will see in the „Short movie about Małgosia" and look for answers to the following questions:

   - ✓ *What do I see? What does Małgosia do every day? And how does she do it?*
   - ✓ *What do I hear? What does Małgosia say about herself?*
   - ✓ *What kind of potential is characterized by what I saw and heard?*

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[15] Based on: http://psychologia.wiedza.diaboli.pl/

✓ *What developmental goals are articulated by the girl?*

Write down your individual observations and findings - during the projection and 3 minutes after the end of the movie.

4. Compare your findings with your colleagues and establish a common view. Write the following down on the poster:
   ✓ *What kind of personal potential did we see in the girl - what is contributing to this potential within the area of social competences (interpersonal)?*
   ✓ *What developmental goals are important for the girl?*
5. Present the poster to other teams in a speech.
   ✓ And here is the map of **social competences (interpersonal)** - you can write notes on it during the projection and discussion.
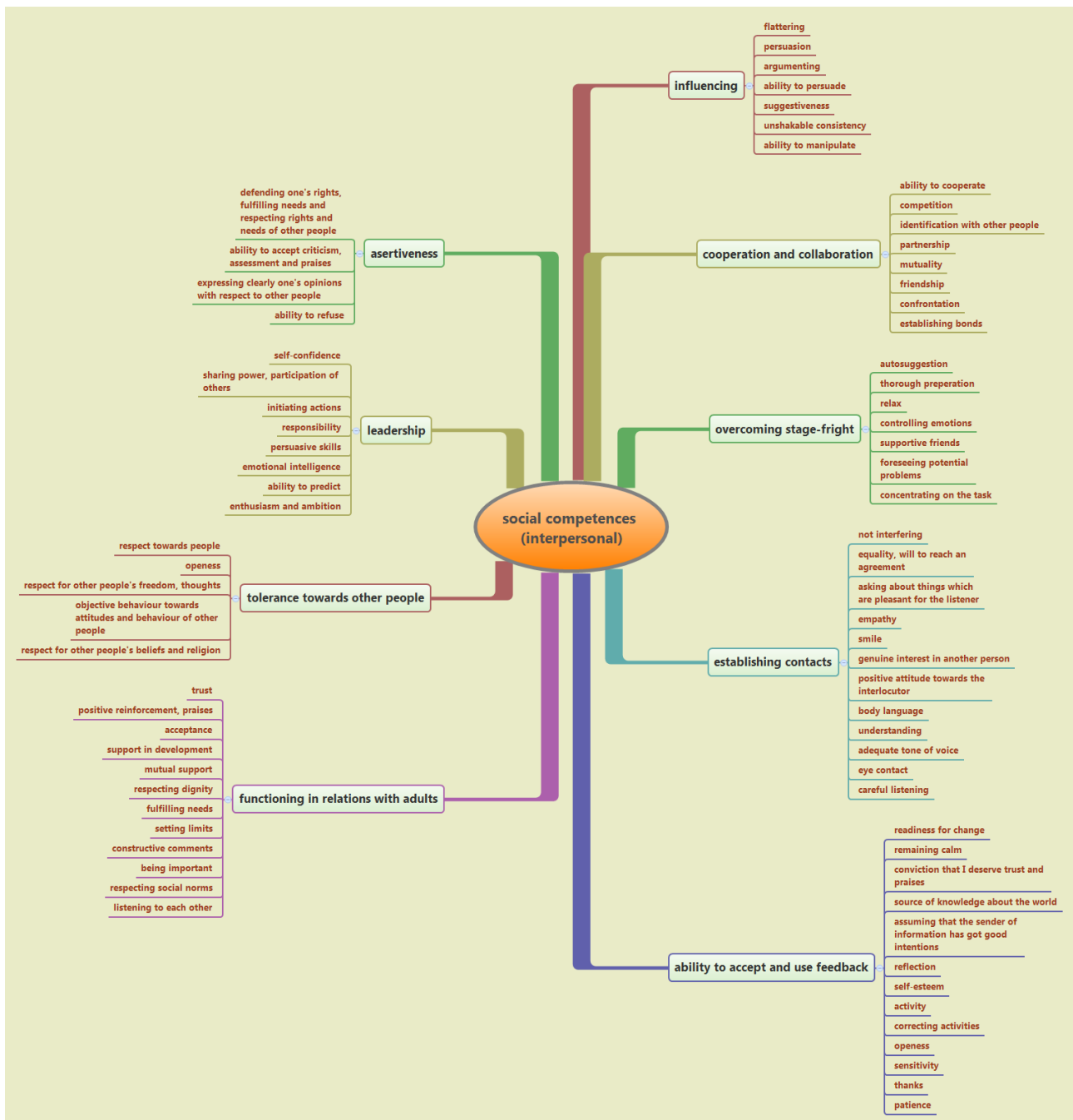
Appendix No. S14/59. The potential and personal development goals of the pupil/student in the sphere of educational and professional competences.

The term "diagnosis" comes from Greek and means recognition / distinction. According to prof. Adam Podgórecki modern interpretation of this concept emphasizes two of its components: gathering the necessary data and its development through critical reasoning.[16]

Getting to know the personal resources of a ward and his developmental goals is the basis for designing his path of development. We can recognize both the personal resources and developmental goals in the context of three areas of competence:

- ✓ personal competences (intrapersonal),
- ✓ social competences (interpersonal),
- ✓ educational and professional competences.

These three areas of competence are interconnected. Sometimes it is difficult to determine whether a given personal feature is more, for example, professional or social competence.

Nevertheless, diagnosing the potential of young people within their personal, social and educational/professional areas of competence is to learn about the resources on which their work, supported by a coach/mentor, will be based.

Your group will perform a "mini diagnosis" in one of the above mentioned areas of competence: educational and professional competences.
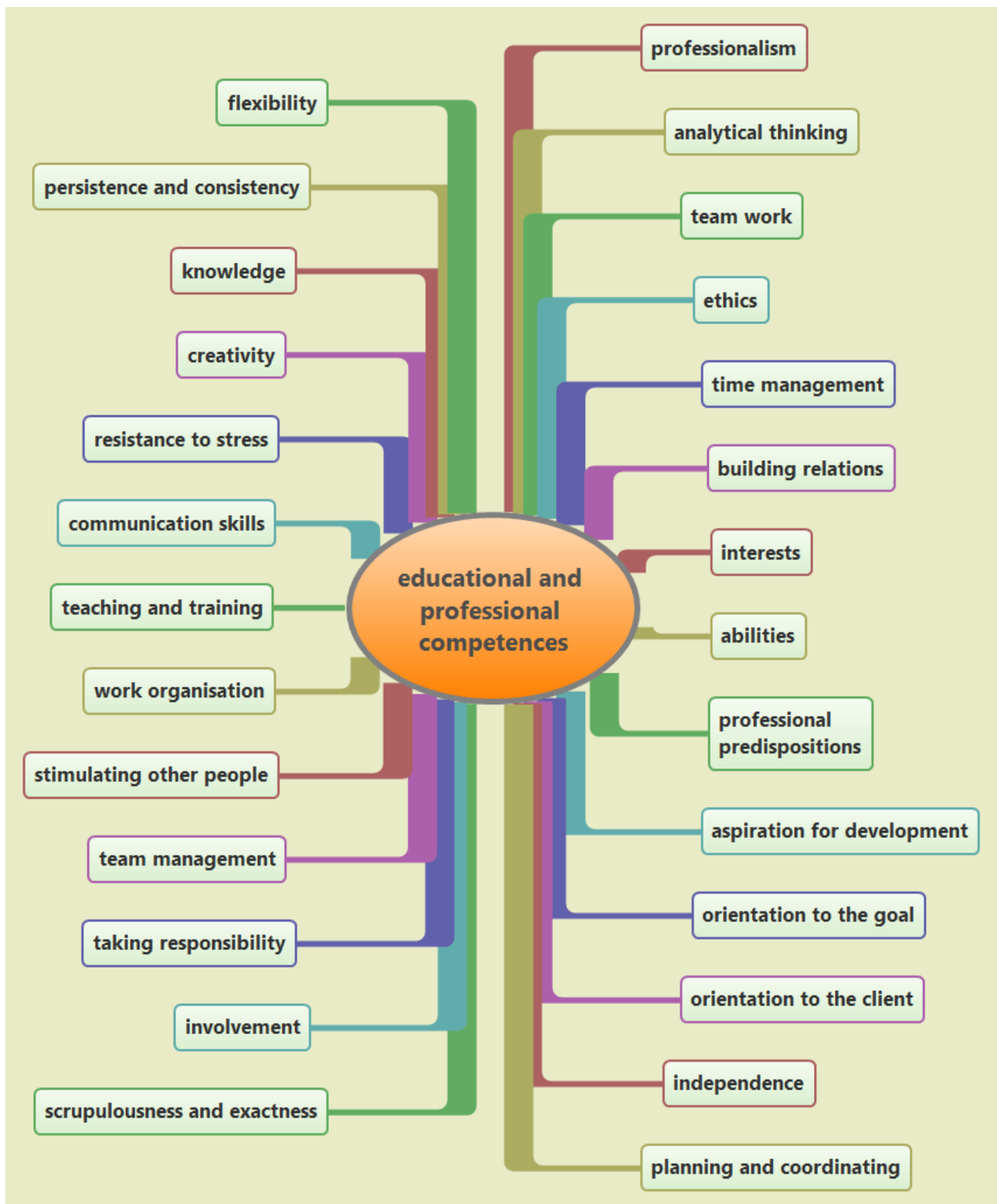
1. Look at the map of competences that are part of this area. Each one of you should individually read the content of the map (5 min.).

2. Each one of you should individually think about, and then discuss within the group, which competences are observable, and how will you know that given competence is a feature of a young person (15 min.).

3. And now the most important part: observe a child you will see in the „Short movie about Małgosia" and look for answers to the following questions:

    - ✓ *What do I see? What does Małgosia do every day? And how does she do it?*
    - ✓ *What do I hear? What does Małgosia say about herself?*
    - ✓ *What kind of potential is characterized by what I saw and heard?*
    - ✓ *What developmental goals are articulated by the girl?*

    Write down your individual observations and findings - during the projection and 3 minutes after the end of the movie.

4. Compare your findings with your colleagues and establish a common view. Write the following down on the poster:

    - ✓ *What kind of personal potential did we see in the girl - what is contributing to this potential within the area of educational and professional competences?*
    - ✓ *What developmental goals are important for the girl?*

5. Present the poster to other teams in a speech.

And here is the map of **educational and professional competences** - you can write notes on it during the projection and discussion.

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[16] Based on: http://psychologia.wiedza.diaboli.pl/

educational and professional competences

- flexibility
- persistence and consistency
- knowledge
- creativity
- resistance to stress
- communication skills
- teaching and training
- work organisation
- stimulating other people
- team management
- taking responsibility
- involvement
- scrupulousness and exactness
- professionalism
- analytical thinking
- team work
- ethics
- time management
- building relations
- interests
- abilities
- professional predispositions
- aspiration for development
- orientation to the goal
- orientation to the client
- independence
- planning and coordinating

Appendix No. S15/60. Talent Model by Gallup[17]

Talent according to Gallup researchers is a natural potential - a repetitive pattern of thinking, feeling and behaviour that appropriately used can be applied in life and creates its strength.

The creator of the Clifton StrenghtsFinder model – for identifying talents – was Donald Clifton, who has devoted his nearly 50-year long professional career to the analysis of the strengths of the employees (the ability to achieve high performance, preceded by defining personal talents, complementing them with knowledge and skills and the right attitude in a given situation) .

Talent Test by Gallup - Clifton StrengthsFinder - measures the presence of 34 attributes called talents - among them 5 exert a dominant influence on the behaviour and the way of thinking of an individual.

It is a tool to assess an undisturbed personality based on positive psychology, which focuses on the strengths of people, positive thinking and emotions, thus increasing the efficiency of operations and quality of life. Based on the above assumption Clifton described the existence of 34 general talents , 5 of which exert a dominant influence on the behaviour and the way of thinking of an individual.

Talents identified by Gallup are as follows:

No.	talent	a repetitive pattern of thinking, feeling and behaviour	Strengths
1.	**Achiever**	**Strong personality**. Constantly achieves and sets **new goals**. **Efficiency** and **productivity** oriented.	Persistence, hard working
2.	**Activator**	Turns ideas into actions. Immediately starts to act. Feels a strong need to undertake next steps towards the goal.	Immediate action
3.	**Adaptability**	Swims with the tide. „Here and now" oriented. Perceives reality well.	High ability to adapt.
4.	**Analytical**	Collects, selects and analyses information, draws logical conclusions.	Analytical thinking
5.	**Arranger**	Selects actions and resources to achieve maximum efficiency, reacts properly to emerging difficulties.	Organising specific actions
6.	**Belief**	Believes in permanent rules, has a strong system of values which influence life, educational and professional goals. Feels satisfaction and sense when actions are consistent with adopted norms of behaviour.	Faithful to principles
7.	**Command**	Determines the direction of actions. Takes decisions, can take over control, persuade people of an idea, stimulate them to act.	Leadership
8.	**Communication**	Good interlocutor and speaker, can express thoughts with proper words.	Ability to listen to other people
9.	**Competition**	Feels the need of constant competition and comparing oneself to others. Likes to compete and win.	Ambition
10.	**Connectedness**	Believes that everything has a cause. Is bond and relation between people and phenomena oriented Feels a part of a bigger whole.	Ability to build relations

[17] On the basis of: http://personalchallenge.pl/narzedzia/instytut-gallupa/ oraz http://marta.bara.pl/talenty-wg-gallupa/ Access: 15 June 2016 r. Witryna Instytutu Gallupa: http://strengths.gallup.com

11.	**Consistency/ Fairness**	Is impartial and honest. Treats everybody equally according to adopted and obeyed rules.	Consistency
12.	**Context**	Is anchored in the past, on the basis of the past can explain the present and predict future.	Ability to understand the context of different relations.
13.	**Deliberative**	Appreciates security, avoids risk.	Foreseeing and limiting the scope of negative consequences of actions.
14.	**Developer**	Can see deficiencies and areas of development in other people's behaviour. Draws satisfaction from accomplished changes	Identifying and developing other people's potential.
15.	**Discipline**	Feels well doing routine actions, prefers strictly defined structure.	Orderly and planned action oriented
16.	**Empathy**	Can put oneself in somebody else's shoes, arouses trust, easily enters in relations	Ability to sense emotions, feelings and states of other people
17.	**Focus**	A master in determining priorities and actions. Can foresee actions and ensure they are realised according to their importance and proper direction.	Focus and acting according with a plan
18.	**Futuristic**	Has got a vision, can share it with other people and gather them around it	Going beyond the framework and schemes, ability to notice new opportunities and setting new trends
19.	**Harmony**	Defines areas of agreement, compromise oriented.	Striving for consensus, so that both parties achieve agreement and win
20.	**Ideation**	Creative thinking, creativity, looking for non standard solutions	Ability to find nonstandard, seemingly impossible relations and dependencies
21.	**Inclusiveness/Includer**	Feels a strong need for integration with other people, unites.	Ability to unite individuals into a group
22.	**Individualization**	Pays attention to specific unique features of every person. Diversity is intriguing for him/her	Observation.
23.	**Input**	Collects and stores information and knowledge	Curiosity, interest in new things
24.	**Intellection**	Intellectual activity, openness for discussion on different topics, can see cause-effect relations	Great intelligence
25.	**Learner**	Wants to acquire new knowledge and learning is a source of pleasure	Desire for constant improvement
26.	**Maximizer**	Perfectionist, drawing satisfaction from mobilising other people to self-development	Desire for perfection
27.	**Positivity**	Concentrates on positive aspects, optimistic attitude towards people, situations, reality	Expressing positive emotions and infecting other people with them
28.	**Relator**	Enjoys close relations with other people, is oriented on building lasting relations	Cooperation and striving towards a common goal
29.	**Responsibility**	Scrupulous, conscientious, honest, loyal. Implements action on the basis of clear and honest relations	Keeping the word and realising planned obligations
30.	**Restorative**	Improves, upgrades, good at dealing with problems	Notices shortcomings and proposes improvements

31. **Self-Assurance**	Has got an inner belief that he/she goes in the right direction, consciously manages his/her life	Self-confidence
32. **Significance**	Independent, wants to win esteem in the eyes of other people, wants to be special, distinguished from the background	Independence and desire to be appreciated by other people
33. **Strategic**	Ability to notice alternatives, analyse and choose an optimal path for action from available options	Ability to manage difficult and complex task
34. **Woo**	Loves to meet new people, win their favour by the inner charm, derives satisfaction from breaking the ice and establishing new contacts	Good manners

Gallup assumed that the most important thing is to identify your abilities, another aspect is the ability to use them in everyday life and work. **According to the theory, a person aware of his/her talents acts more efficiently and is more successful**.

Reflection on the weaknesses is important (especially in relation to development), but neither individuals nor organisations (including educational) should not focus on them (a focus on the exploration and elimination of imperfections is, unfortunately, common today).

Appendix No. S15/61. We discuss in WORD CAFE about the methods and tools for diagnosis and ways to develop the potential of young people

We will discuss methods and tools for diagnosis in the WORD CAFE - it is the name of a method to exchange experiences and generate new solutions to the problem[18]. There are tables for you, and on each of them – there are topics for discussion written on sheets of A4 paper, large sheets of poster paper and markers. So you will collect ideas, ideas, ideas! Remember not to reject any proposal. Write down your findings on the poster.

Try to save your ideas specifically, without generalities - avoid statements like: *Use a variety of diagnostic tests* - instead you should: *Use Test X, available in X* (your notes will therefore be "a suitcases with tools," and not a collection of "wishful thinking". Of course - remember that standardised tests are not the only way to carry out a diagnosis! Take advantage of your verified solutions, knowledge, skills and solutions used in your institutions and proposed during our workshop.

INSTRUCTION HOW TO PERFORM THE TASK

1. Each table will have a Host, who will stay there when other participants of the discussion will move to the next „station" of the WORD CAFE. Time for the first lap is 10 minutes.

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[18] About WORD CAFE method you can read on: http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/, http://partycypacjaobywatelska.pl/strefa-wiedzy/techniki/, http://konsultacje.um.warszawa.pl/content/world-cafe, http://www.ceo.org.pl/pl/samorzad/news/metody-konsultacji-i-wspoldecydowania Access: 15 June 2016 r.
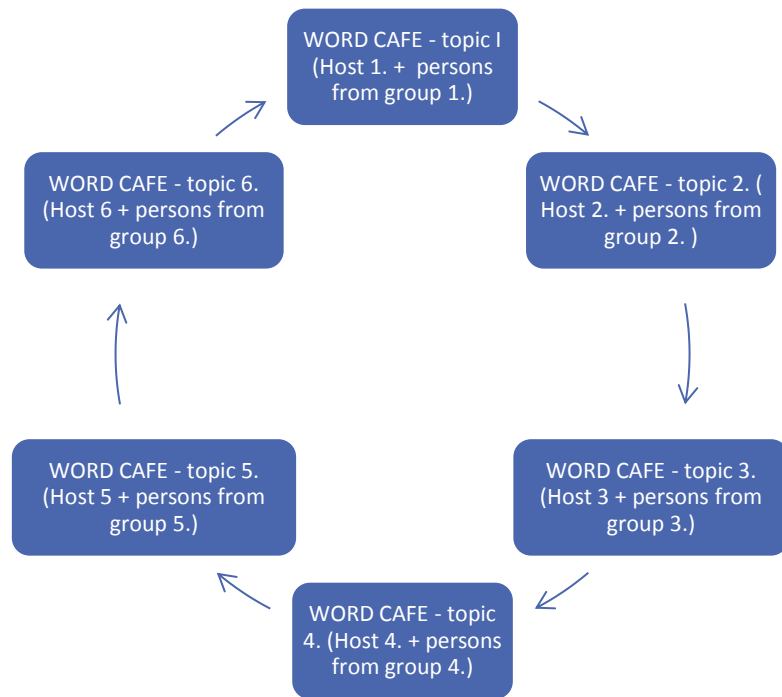
Figure. WORD CAFE – lap I (10 minutes)

2. Every next lap will last 15 minutes. Groups move to the next table on cue given by the instructor (Word Cafe moderator) clockwise.
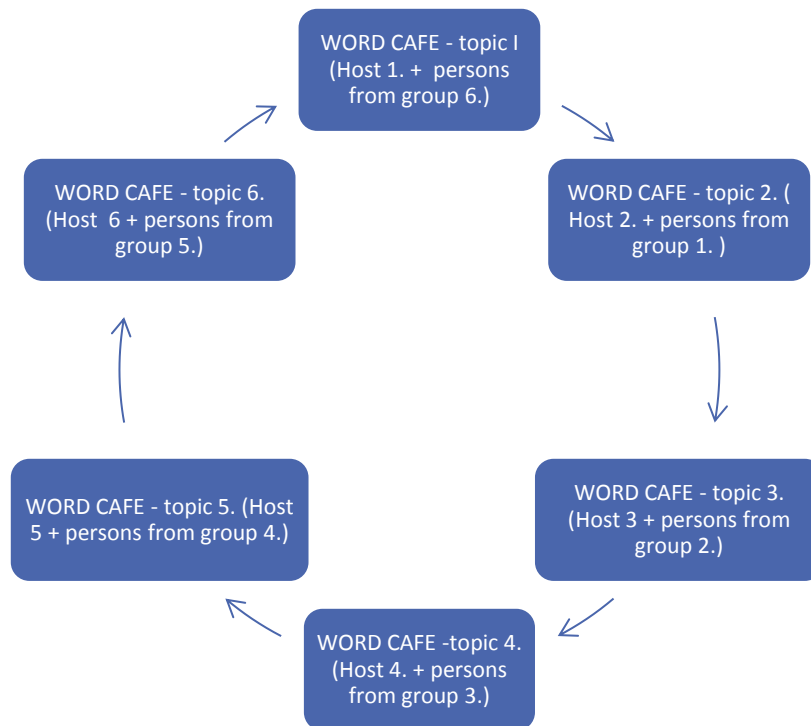

Figure. WORD CAFE – lap II (15 minutes).

3. The task of the Hosts in the second lap and next ones will be to introduce new debaters to what was invented in the previous stage and to encourage them to create new ideas (In order not to repeat the ones already written on the poster).

4. In the VI lap first debaters will return to their tables and, with the help of their Host will see how their first ideas developed.

5. As a result of the exercise you will receive a set of ideas for methods and tools for diagnosing potential of youth and ways to develop this potential.

Good luck!

- • a letter to yourself
- • a letter to a friend
- • diary
- • report book
- • force field

Individual methods

- • sorting, ranking
- • criteria poker
- • information for the newcomer
- • wandering diary

Group methods

- • group interview
- • interview triangle
- • colleague or supportive observation
- • following (shadow)

Interpersonal methods

Visual methods

- • photoassessment
- • talking wall
- • wind rose
- • thermometer
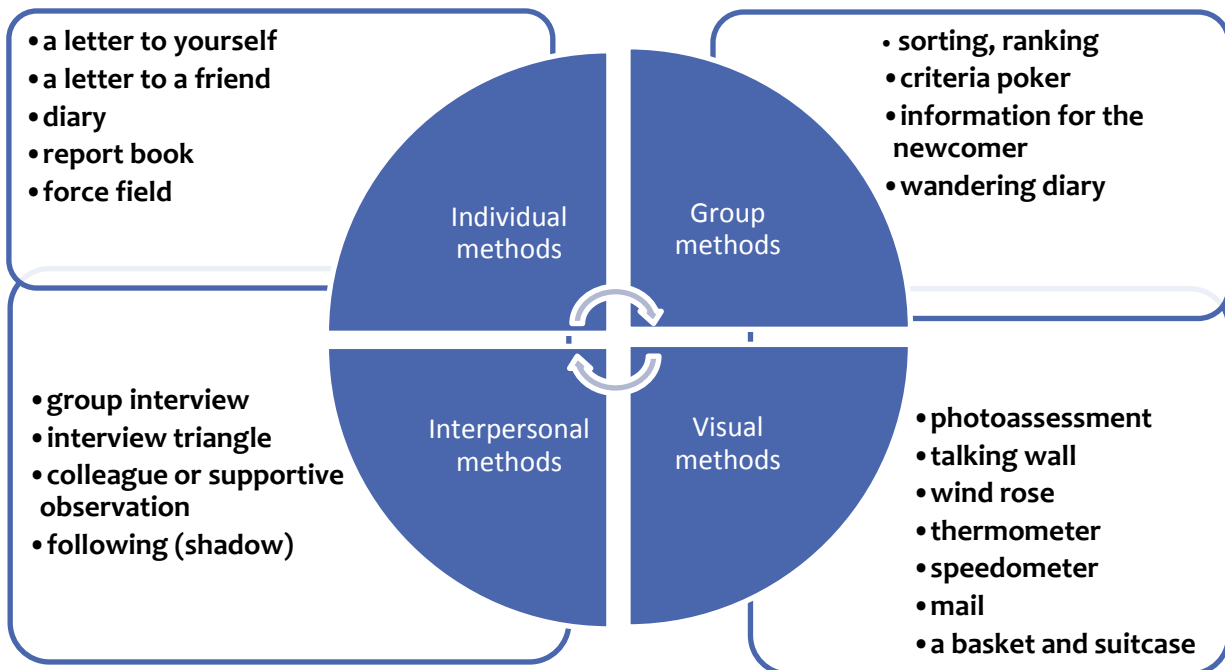- • speedometer
- • mail
- • a basket and suitcase

Figure. Soft, alternative to standard ones, methods of diagnosis and evaluation.

Compare:

http://www.nauczycielbadacz.pl/data/various/files/narzedzia_badawcze_nb/metody_alternatywne.pdf

Priority Pyramid (ranking)

Priority pyramid (triangular ranking) and diamond ranking are methods for sorting (hierarchise, ranking) data, which run like a criteria poker game. Participants play with cards, but arrange them on the triangle (pyramid) or diamond, made up of as many "bricks" as there are aspects/issues subject to diagnosis/discussion (as many cards are in the game).
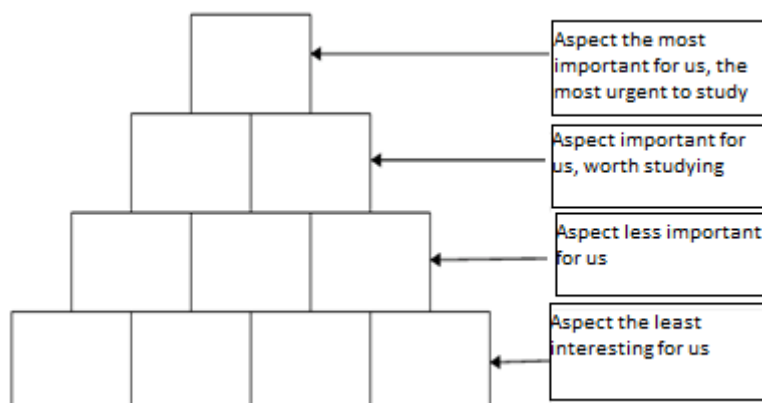
Aspect the most important for us, the most urgent to study

Aspect important for us, worth studying

Aspect less important for us

Aspect the least interesting for us

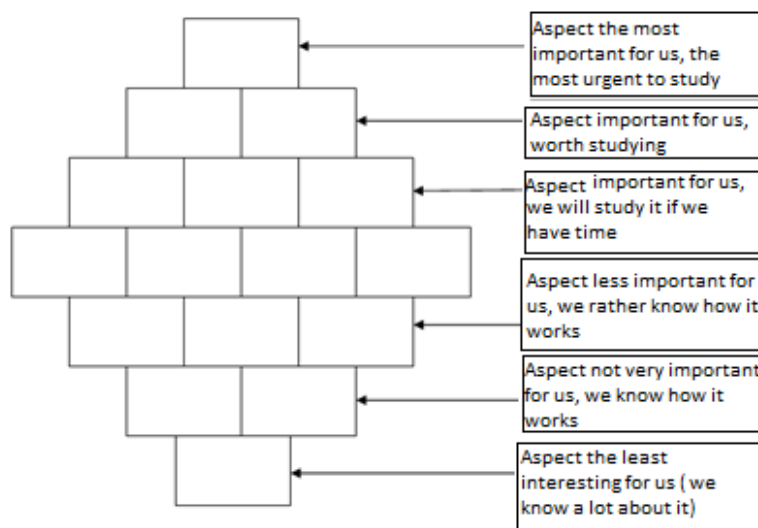Figure 20. Sorting – triangular ranking (priority pyramid)

Figure 21. Sorting – diamond ranking

Planning the future: used at every stage of the work, for short and long term activities, to determine specific activities, intended results, planning work at home.

Brainstorming: used constantly in the work with the student/ward, the way of collecting ideas, learning about opinions, reasons, the level of the student's/ ward's knowledge.

Conversation, debate: exchange of views, opinions, improving argumentation skills.

Assertiveness Map: used to determine in what situations we make use of assertiveness, in what we feel helplessness and uncertainty

Interview, motivating interview: used to design specific work areas with the student/ward, to summarise the results, deepen relations.

Observation: used in the current work with the student/ward, allowing for modification of forms and ways of communicating with the student/ward, setting goals and tasks allowing for their achievement, helpful in assessing changes in the student/ward.

Circle of life (values, career): used to diagnose "here and now" and plan goals to achieve and set priorities.

Analysis of advantages and disadvantages: helpful in analysing positive and negative behaviours of the student/ward.

The questionnaire for analysis of strengths and weaknesses: used to broaden awareness of the student/ward about their strengths and weaknesses, to help in the planning and execution of tasks, achieving the objectives.

Feedback: used at every stage of tutoring work with the student/ward in respect of any area of competence.

The question of miracles: a tool helpful in defining the sought objective and identifying indicators which testify that it has been achieved.

Me and my work: a questionnaire that allows to learn about professional preferences of the student/ward, indicating what gives them pleasure or causes difficulty.

Projection technique: affecting the imagination of the student/ward, designing the future with the use of their resources.

"Form of the scale of changes" (see below)

The questionnaire for the diagnosis of student communication skills (see below)

A tool to assess one's own attitudes KASH model (see below)

Achieving development goals - "The Road" (see below)

Questionnaire "Form of the scale of changes"

Form of the scale of changes is a tool which aim is to learn about the attitudes towards changes, goals and actions taken. It can help to achieve the set development goals.
The form contains 24 statements arranged in three areas.

Instruction:
Fill in the form below. The content of the statements cover the area of your current activity.
Think and write down answers **YES** or **NO** in the neighbouring columns.
YES - means that you agree with the content of the statement,
NO - means that you do not agree with the content of a given statement.
After completing the task count the answers separately for each block.

Every answer is correct. The questionnaire allows identification of the type of actions that can be taken to address the need for personal development in terms of current activities (school, academic, professional).

The results should be analysed in terms of personal development needs in the scope of an activity, as the command of a coach is that the content of the statements in the "form of changes" should refer to this particular area of life.

I area

		statement	YES	NO
1		I know my goals, but I have got problems how to start realising them.		
2		I know my strengths and I'm looking for strategies how to optimally use them.		
3		I'm satisfied with the results of my actions, but I strive for further development		
4		If I make a mistake I know that I don't function faultlessly and I should improve		
5		I identify those competences I want to work on.		
6		I will take an easier way to the goal, if there is such.		
7		I think that ideas how to act more efficiently are the key to one's own development.		
8		Greater efficiency of my actions is possible if I am creative and well-organised.		
		Score		

II area

		statement	YES	NO
1		Knowing the rules which are obligatory in the field of my activity is the condition to achieve success.		
2		I would like to know how to get rid of my weaknesses to eliminate them as obstacles in my actions.		
3		Looking for alternative solutions is not always a good idea, it's better to follow a known path.		
4		I think that I have accomplished lots of changes and I have experience in improving my actions.		

5	It happens that the results can't be improved.		
6	When I don't achieve assumed results, I don't try again.		
7	If I gained experience in a given action, I don't undertake another ones unknown to me.		
8	I make mistakes when I stop trusting my beliefs and adopt beliefs of other people.		
	Score		

III area

	statement	YES	NO
1	I don't reflect on what I mainly care about.		
2	I know I have got competences to achieve goals, but I don't know whether I should be proud of them.		
3	I'm not always happy with my success, it happens sometimes that I'm frustrated.		
4	I don't feel disappointed if I don't achieve the goal – in fact I don't know if the goal was really important for me.		
5	Preventing mistakes in actions is senseless, because it's impossible to eliminate them.		
6	I know reality, which can't be changed, so it's better to adapt and avoid influencing it too much.		
7	Habits and routines are always present in my actions.		
8	I don't know what I want to achieve in the future, I set short-term goals.		
	Score		

Source: Own materials on the basis of: Rogala-Marciniak, S., Rogala, Ł., T. (2012). Coaching. Zbiór narzędzi wspierania rozwoju. Warszawa: Wolters Kluwer Polska Sp. z o. o.

The questionnaire for the diagnosis of students communication skills

Instruction:

The ability to communicate with others is a characteristic that differentiates humans from one another.

The purpose of the questionnaire is to learn about one's own skills to communicate in different social contexts.

Mark how often you behave as described below, both in school and out of school situations. All answers are "good."

Each answer is just as important. By giving the responses numerical value: **2** or **4** or **6** you indicate that:

- you occasionally behave in this manner – **circle 2**
- you sometimes behave in this manner - **circle 4**
- you almost always behave in this manner - **circle 6**

	Statement	Points		
1	I haven't got problems with expressing friendly feelings towards	2	4	6

	other people			
2	I can dramatise my utterances	2	4	6
3	I can cooperate giving consent	2	4	6
4	I can suggest others what to say	2	4	6
5	I can freely express my assessments and opinions	2	4	6
6	I haven't got problems with giving detailed information	2	4	6
7	I can object	2	4	6
8	I can show my negative feelings and emotions	2	4	6
9	I can be tolerant towards other people's beliefs	2	4	6
10	I can assert my rights	2	4	6
11	I can ask, despite circumstances	2	4	6
12	I enjoy speaking in public	2	4	6
13	I'm able to listen patiently to other people	2	4	6
14	I can read emotions and intentions of my interlocutor.	2	4	6
15	I can admit my mistakes	2	4	6

Score:

— **30 - 48** - low result, possibility that barriers in interpersonal communication will appear

— **50 - 70** - average result, possibility of proper communication, but it is worth improving selected skills e.g. negotiation.

— **72 - 90** - high level of communication skills.

Source: Own materials on the basis of: M. Sitarczyk, Świat Dobrej Przyszłości – innowacyjna metoda i narzę-dzia pracy wychowawczej, Fundacja Inicjatyw Menedżerskich, Lublin 2014.

A tool to assess one's own attitudes KASH model

(KASH Model can be used both for work with an individual and a team)

Instruction

By completing the following table, you're supposed to think about, for example: your current role in school life.

After completing the table, give yourself a rating from 1 to 10 in each of the following areas:

1 - represents little knowledge and skills, negative attitudes and habits,

10 - represents the best knowledge, skills and positive attitudes, habits.

After analysing your score, consider which area(s) you would like to improve.

Areas to develop	grade (1 – 10)
Knowledge How do you assess your knowledge?	

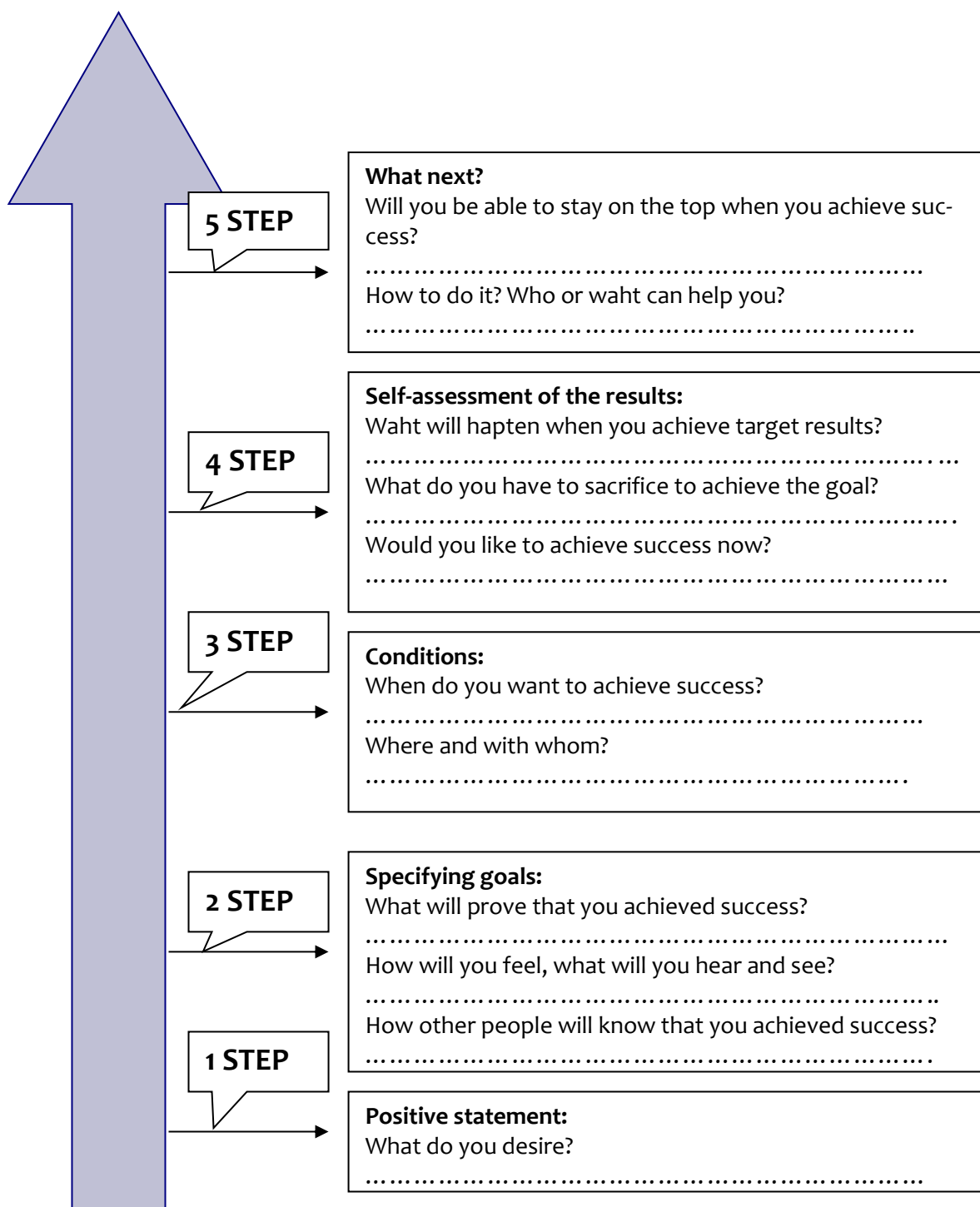| Skills	
What skills have you got? Are they compatible with the requirements towards you?	
Attitudes	
What is your attitude towards e.g.: school you study at, other institutions where you develop your interests and fulfil your needs and your role as a student?	
Habits	
What are your habits and everyday routines? How do they contribute to your success?	

Notice: work on resources lets the coach to compare the present situation with the target one, and recognising the areas for change he/she can respond to real needs of the student/ward/group.

Source: own materials on he basis of: S. Neale, L. Spencer-Arnell, L. Wilson, Coaching inteligencji emocjonalnej. Warszawa 2010.

Achieving development goals - "Road"

The purpose of the proposed tool "Road" is to make the student aware of the goal especially important for him/her.
It allows to stimulate the inner potential for both identifying the target, and planning stages to achieve it. In addition, the coach can unleash the potential of the student necessary to determine the circumstances to achieve the goal, success criteria, the people involved. It also draws attention to the important question of what to do next, when the target is reached - whether it's the end of the road?

5 STEP

What next?
Will you be able to stay on the top when you achieve success?
………………………………………………………………
How to do it? Who or waht can help you?
………………………………………………………………..

4 STEP

Self-assessment of the results:
Waht will hapten when you achieve target results?
……………………………………………………………… …
What do you have to sacrifice to achieve the goal?
……………………………………………………………….
Would you like to achieve success now?
………………………………………………………………

3 STEP

Conditions:
When do you want to achieve success?
………………………………………………………………
Where and with whom?
……………………………………………………………….

2 STEP

Specifying goals:
What will prove that you achieved success?
………………………………………………………………..
How will you feel, what will you hear and see?
………………………………………………………………..
How other people will know that you achieved success?
……………………………………………………………….

1 STEP

Positive statement:
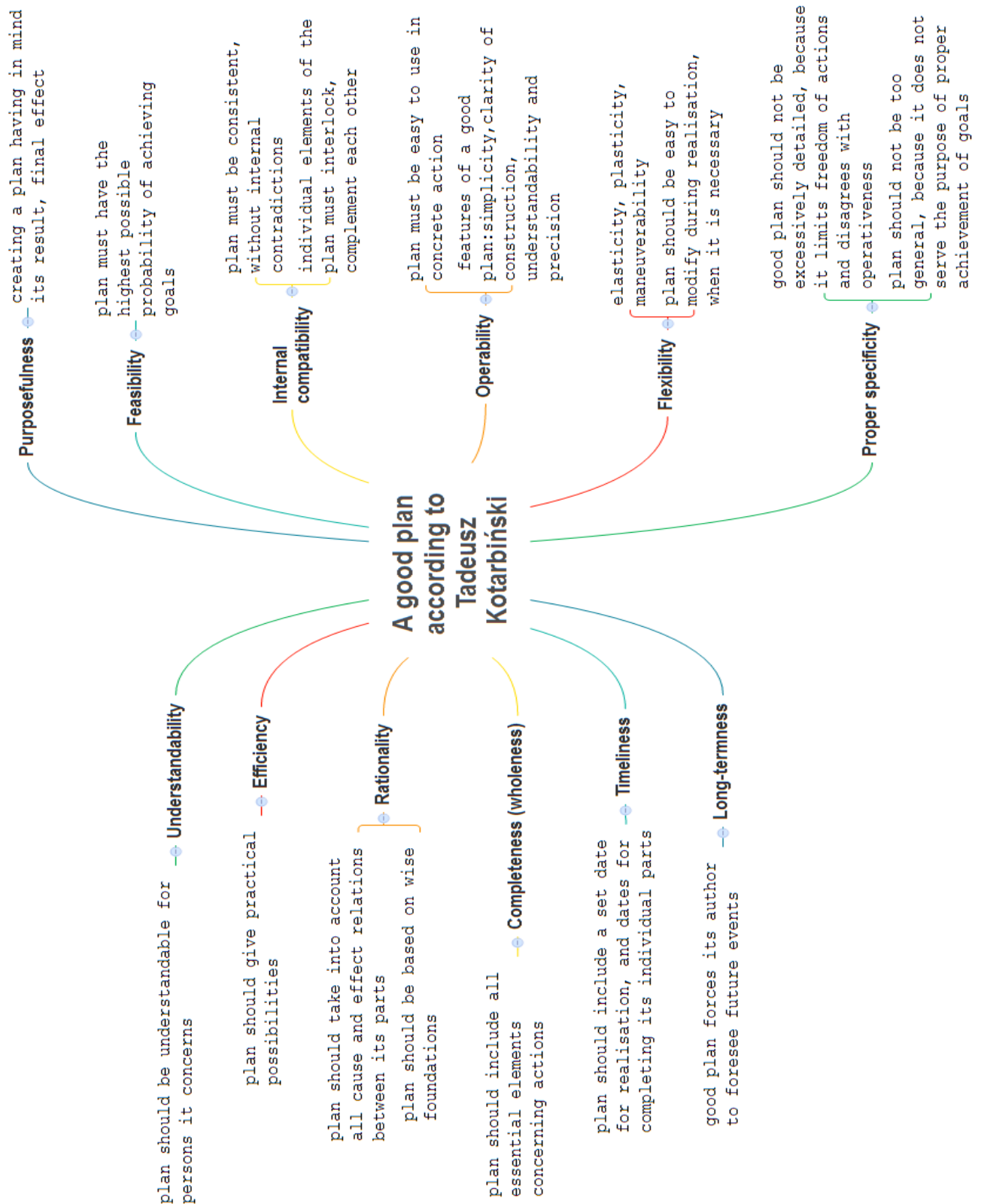What do you desire?
………………………………………………………………

Source: own materials on the basis of: Z. Domaradzka-Grochowalska,
J. Wachowiak, Załączniki do materiałów szkoleniowych. Szkoła jako organizacja ucząca się –
rola zewnętrznego wsparcia,
https://doskonaleniewsieci.pl/Upload/Artykuly/0_3/zestawienie_zalacznikow_ore.pdf (dostęp:
3.04.2016)

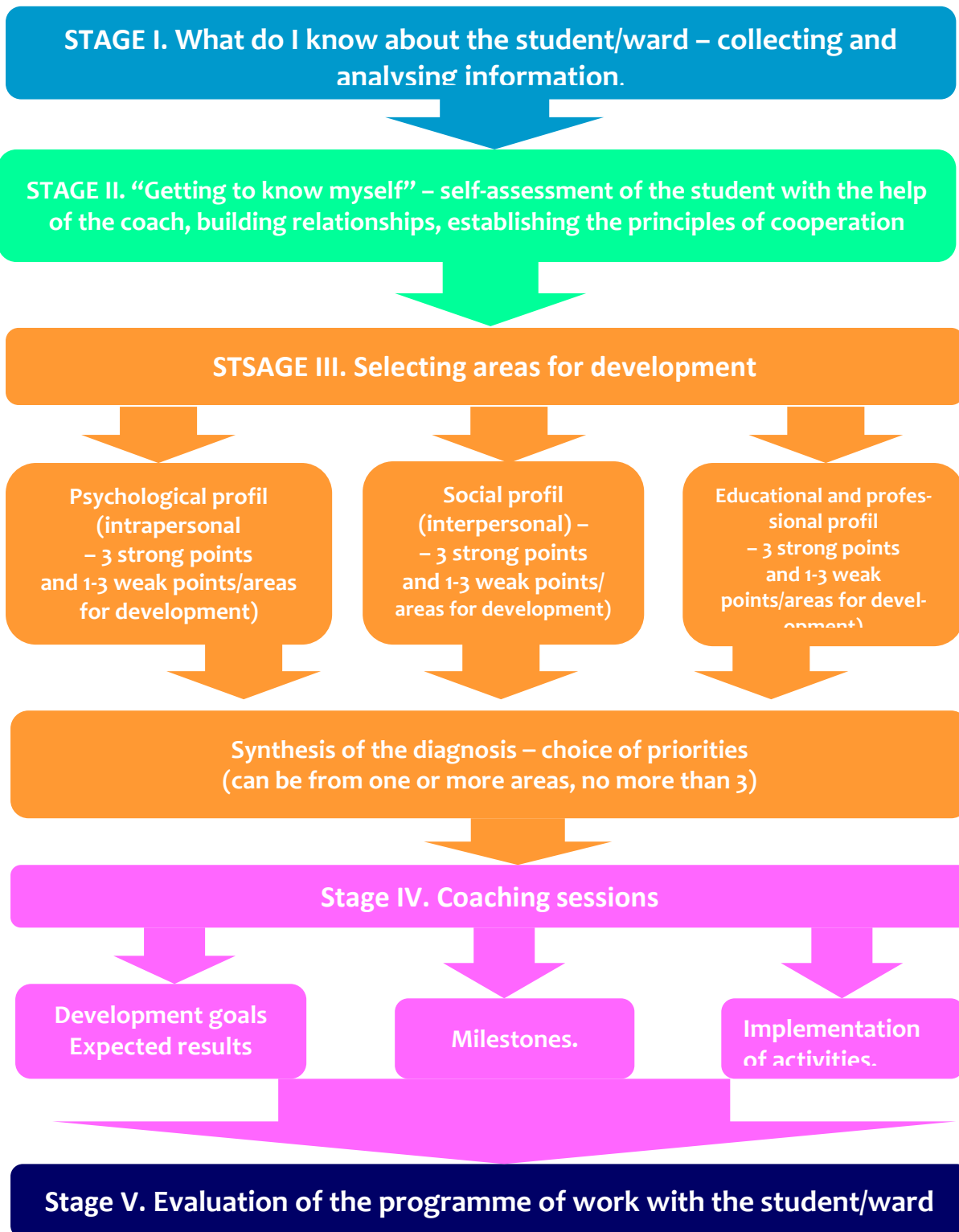# Appendix No. S16/63. Quotes about planning, goals and their implementation.

- ✓ *Failing to plan is planning to fail.* (Tadeusz Kotarbiński)
- ✓ *High efficiency, and especially amazing effects of well-organised work, require not so much superhuman diligence, but a certain mental effort related to the development of a plan.* (Tadeusz Kotarbiński)
- ✓ *If a man knows not to which port he sails, no wind is favourable.* (Seneca)
- ✓ *Planning is bringing the future into the present so that you can do something about it now.* (Alan Lakein)
- ✓ *For a man to achieve all that is demanded of him, he must regard himself as greater than he is.* (Johann Wolfgang von Goethe)
- ✓ *Every man, who was called great by next generations, every man who succeeded in life, achieved just as much greatness or success as he managed to focus on the goal and consistently strive in one direction.* (Orison Swett Marden)
- ✓ *Move out of your comfort zone. You can only grow if you are willing to feel awkward and uncomfortable when you try something new.* (Brian Tracy)
- ✓ *He who has a why to live for can bear almost any how.* (Friedrich Nietzsche)
- ✓ *It is the set of the sails, not the direction of the wind that determines which way we will go ...*(Jim Rohn)
- ✓ *Whatever you do or think you can do, start it. Courage has genius, power and magic in it.* (Johann Wolfgang Goethe)
- ✓ *Everything can be done better than it is today.* (Henry Ford)
- ✓ *A real decision is measured by the fact that you've taken a new action. If there's no action, you haven't truly decided.* (Tony Robbins)
- ✓ *Great things are not done by impulse, but by a series of small things brought together* (Vincent Van Gogh)
- ✓ *The difference between people who realize their dreams and the rest of the world is not about the size of their wallet. The point is that some people spend their entire lives read about distant lands and dream about adventures, while others one day look up from the book, get up from the chair and go to fulfil their dreams.* (Wojciech Cejrowski)
- ✓ *You were born to win, but to be a winner you must plan to win, prepare to win, and expect to win* (Zig Ziglar)
- ✓ *The best way to predict your future is to create it.* (Peter Drucker)
- ✓ *One does not discover new lands without consenting to lose sight of the shore for a very long time.* (Andre Gide)
- ✓ *Your life does not get better by chance, it gets better by change.* (Jim Rohn)
- ✓ *The finger pointing to the moon is not a moon itself.* (Buddha)
- ✓ *You can have everything you want, if you get rid of the belief that you cannot have it.* (Robert Anthony)
- ✓ *The most important thing is this: To be able at any moment to sacrifice what we are for what we could become.* (Charles DuBois)
- ✓ *How does one become a butterfly? They have to want to learn to fly so much that you are willing to give up being a caterpillar.* (Trina Paulus)
- ✓ *To reach a port we must sail, sometimes with the wind, and sometimes against it. But we must not drift or lie at anchor.* (Oliver Wendell Holmes)
- ✓ *The creation of a thousand forests is in one acorn.* (Ralph Waldo Emmerson)
- ✓ *And always remember that you are someone special. All you have to do is let others see that you are.* (Milton Erickson).

A good plan according to Tadeusz Kotarbiński

- **Purposefulness** — creating a plan having in mind its result, final effect
- **Feasibility** — plan must have the highest possible probability of achieving goals
- **Internal compatibility**
  - plan must be consistent, without internal contradictions
  - individual elements of the plan must interlock, complement each other
- **Operability**
  - plan must be easy to use in concrete action
  - features of a good plan: simplicity, clarity of construction, understandability and precision
- **Flexibility**
  - elasticity, plasticity, maneuverability
  - plan should be easy to modify during realisation, when it is necessary
- **Proper specificity**
  - good plan should not be excessively detailed, because it limits freedom of actions and disagrees with operativeness
  - plan should not be too general, because it does not serve the purpose of proper achievement of goals
- **Understandability** — plan should be understandable for persons it concerns
- **Efficiency** — plan should give practical possibilities
- **Rationality**
  - plan should take into account all cause and effect relations between its parts
  - plan should be based on wise foundations
- **Completeness (wholeness)** — plan should include all essential elements concerning actions
- **Timeliness** — plan should include a set date for realisation, and dates for completing its individual parts
- **Long-termness** — good plan forces its author to foresee future events

Rysunek 22. A goog plan according to Tadeusz Kotrabiński (The Treaty on Good Work *and* Correctness and error.)

Appendix No. S16/65. Stages of (co-operation) work with the mentee - structure of the programme.

STAGE I. What do I know about the student/ward – collecting and analysing information.

STAGE II. "Getting to know myself" – self-assessment of the student with the help of the coach, building relationships, establishing the principles of cooperation

STSAGE III. Selecting areas for development

Psychological profil (intrapersonal – 3 strong points and 1-3 weak points/areas for development)

Social profil (interpersonal) – – 3 strong points and 1-3 weak points/ areas for development)

Educational and professional profil – 3 strong points and 1-3 weak points/areas for development)

Synthesis of the diagnosis – choice of priorities (can be from one or more areas, no more than 3)

Stage IV. Coaching sessions

Development goals Expected results

Milestones.

Implementation of activities.

Stage V. Evaluation of the programme of work with the student/ward

Stage	Content	How to implement (materials, sources, aids)	Number of hours
I.	What do I know about the student/ward – collecting and analysing information.	Analysis of documentation (documentation from specialists, medical documentation Conversation, meetings with Parents (questionnaires, surveys).	5

Example:
Stage I. Collection and analysis of information about the student/ward:

Documentation of a student/ward	Opinions of specialist institutions, medical documentation, environmental interview
Information from parents/family	Functioning at home, behavior during holidays, attitude towards family members, fulfillment of household duties, authority in the family
Teacher	- School skills - Social skills - Personal skills of autonomy, initiative, perseverance
Psychologist	- Evaluation of the intelligence quotient and thus the mental deficiency (light, average) - Processing speed of the information - Indication of verbal understanding - Indication of perceptive reasoning - Indication of Working memory
Speech therapist	-The speech (articulation) -The word -The vocabulary and the syntax -The reading -The written production -The working memory -The attention and the concentration -The spatiotemporal location -The reasoning (deductive and inductive) -The capacities and the relational attitudes
Psychomotor therapist	- The spatiotemporal location -Latéralité -Grapho motricity -Visuo construction - The body image and the muscle tone - Development psychology engine (static and dynamic balance, the fine motricity, coordination, the rhythm, global motricity) - Clinical observation (tricks, presentation, interactions, genealogical location)
Nurse	-The indications and the contraindications (sports, workshops, allergies) -General Health -Medicinal Treatments -Followed outside (dentist …) --Autonomy in the man-

	agement of papers
Technical educator	- Technical skills - Skills of autonomy, initiative, perseverance - Social skills
Educator of boarding school	- Hygiene (physical, clothing, food) - Management of the everyday life, the maintenance of the place of life and common areas - Autonomy and initiative in the coverage of its life (personal project, adaptability in the situations, the self-awareness of its handicap) - Social interpersonal skills - Civilities (behavior in front of rules) - Assimilation (understanding, interiorization of the instruction, the quality of the realized task) - Activities (creativity, curiosity) - Collection of the objectives of the young people
Social worker	-Collection of the objectives of families -Financial and administrative autonomy -Family environment -Social integration -Professional integration

Appendix No. S16/67 Structure of an individual programme of work with the student/pupil. Stage II. Getting to know myself".

Etapy	Obszar/treści	Sposób realizacji/materiały,pomoce,źródła	Number of hours
II.	"Getting to know myself" – self-assessment of the student with the help of the coach	Conversation with the student/ward (*Student's booklet*), Unfinished sentences, picture contract, other – as needed.	5

Example:

"Getting to know myself" - self-assessment the student with the help of a coach/mentor. **Meetings with students entitled** based on the program "Getting to know myself"[19] – Appendix No. 1 to the programme run under the slogans:

- *I!*
- *Why am I in the Centre?*
- *School*
- *How do I spend my time?*
- *People who are im.*
- *The principles of my cooperation with the educator-coach.*

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[19] *The programme " Getting to know myself" was prepared on the basis of material brought from a study visit at the HillsideSecure Center in Wales, which was held as part of the DAPHNE III programme - "Girls using violence - intervention and prevention" in Poland run by the Polish Association for Legal Education and co-financed by the European Commission.*
Prepared by: Fundacja po DRUGIE

Etapy	Obszar/treści	Sposób realizacji/materiały,pomoce,źródła	Number of hours
III.	Psychological profil (intrapersonal) – 3 strong points/1-3 weak points/areas for development)	Diagnostic tools e.g. questionnaire, Wheel of satisfaction/ Wheel of life, „a figure" (other described in the programme „I am a coach, mentor – a guide of a young person").	2
	Social profil (interpersonal) – – 3 strong points/1-3 weak points/areas for development)		2
	Educational and professional profil – 3 strong points/1-3 weak points/areas for development)		2

Appendix No. **S16/69**. Structure of an individual programme of work with the student/pupil. Etap III. Synthesis of diagnosis. Selecting areas for development.

Synthesis of the diagnosis:

Profile	Points +	Points to develop
Psychological profile	3	1à 3 (choice of the most important for the person for which we develop the program)
Social profile	3	1à 3 (choice of the most important for the person for which we develop the program)
Educational and professional profile	3	1à 3 (choice of the most important for the person for which we develop the program)

Example:

Synthesis of the diagnosis – student's profile:

Student's profile	Student's strong points	Areas for development
Psychological profile (intrapersonal)	Obeying moral norms and social rules. Awareness of mistakes made.	Low self-esteem . Distrustful towards other people.
Social profile (interpersonal)	Ability to strive for a set goal. Helping the weaker, empathy. Leadership abilities.	Lack of ability to cope with stress and other emotions. Inability to akcept criticism.

Educational and vocational profile	Taking responsibility for tasks performed. Interested in music and dance.	Inaccurate execution of tasks. Lack of perseverance and conscientiousness.			

Selection of the most important area:
Area for development within intrapersonal competence: **Raising self-esteem.**
Area for development within interpersonal competence: **Developing the ability to deal with emotions, including stress.**
Area for development within educational and professional competence: **Developing the ability to persistently strive for the goal and be accurat in the activities performed.**

Appendix No. S16/70. We define SMART goals

	Specifics	Wrong	Good	Wrong	Good
S	specyfic	I want to read a lot.	I want to increase the number of good books I have read.		
M	measurable	I want to speak English well.	I want to pass FCE for a grade of at least B.		
A	ambitious	I want to be praised by my superior.	I want to be the best in my city.		
R	realistic	He wants to run in Mieszko race and Dobrava.	I want to run in the marathon.		
T	timetable	I want to visit new cities.	I want to visit 10 new cities by the end of the year.		

Stages	Content	How to implement (materials, sources, aids)
III	**Development goals**	Coaching conversation – GROW model; STROM, SMART model
	Expected results	
IV	**Milestones.**	Plan of a coaching trip, planning from the future, „The road", creative planning according to W. Disney, a cone by R. Dilts, Socratic questions, star of questions.
	Coaching sessions (implementation of activities): **Session No.1:** ……………………… **Session No. 2:** .... **Session No.3:**	GOLD model, Silver model, feedback.

Example goals:
Raising self-esteem.
1. Developing the skills of proper self assessment.
2. Developing student's strengths.
3. Developing skills to build her own value system.

Developing skills to deal with emotions and stress

1. Developing the ability to express thoughts and feelings, defusing bad emotional states.
2. Implementing new effective ways of coping with stress in everyday life.
3. Improving the ability to solve stressful and conflict situations.

Developing the skills of determination in the achievement of goals and accuracy in the implementation of tasks.

1. Indicating examples of proper attitudes related to accuracy and determination in action in the student's environment and motivating her to imitate them.
2. Improving conscientiousness, reliability in action, e.g. by positive reinforcement.
3. Teaching patience and determination.

Expected results.
The student/ward:
    1) can determine her strengths.
    2) understands the importance of self-esteem.
    3) is aware of the need to have her own value system.
    4) can talk about her emotions.
    5) knows how to deal with her emotions and problems.
    6) knows the reasons for inability to cope with stress.
    7) copes better in stressful situations.
    8) can conscientiously and diligently perform the assigned task.
    9) can be patient and determined in performing tasks.
    10) can do the task to the very end.

Milestones.

     1. I know that I can.

     2. I know my emotions, I can deal with them.

     3. Accuracy and persistence as a way to achieve success.

Fragment of the coaching session plan:

Milestones	Coaching sessions	Methods and tools used during the session
Concluding a contract	**The rules for work of the teacher-coach with the student/ward during coaching sessions.**	Conversation with the student, technique of unfinished sentences. Contract visualisation.
I know I can. **Raising self-esteem.**	Me and my self-esteem.	Coaching conversation, the wheel of satisfaction, the film *Akeelah and the Bee*, „I am " list
	I express myself in music (design of a musical arrangement - my portrait).	Project method, coaching conversation, show, presentation
	I build my system of values.	Coaching conversation, list of values, visualisation of values

After having taken knowledge of the développementaux assets, underline your own qualities.

You will be able to thus contribute to the positive development of your mentoré while taking part in various activities which make it possible to reinforce these développementaux assets and your commitment towards the mentoré pupil.

EXTERNAL ASSETS
SUPPORT
• **Support** – The family life comprises elevated levels of love and support.   •   • **Positive family communication** – Relative (S) and child communicate in a positive way. The ild feels at ease to request council from (X) the relative (S).   •   • **Relations with other adults** – the child is supported by adults other than his parents.   •   • **The Community laid out well**– the child makes the experiment of the benevolence of the ighbors.   •   • **Benevolent school climate**– Its relationships to its teachers and its pars create for the child environnement   •   • **Parental participation in schooling**– a relative or both engage actively in the progression the child towards academic success.
FAMILY RESPONSIBILISATION
• **The Community develops its youth**– the child feels developed and appreciated by the ults of his community.   •   • **Children as resources**– the child is implied in family and Community decision making.   •   • **To help the others**– the child has opportunities of helping of other members of his mmunity.   •   • **Security**– the child feels safe at his place, at the school and in his district.
LIMITS AND WAITINGS
• **Family limits**– the family established regulations and consequences easy to understand d it supervises the child abductions.   •   • **School limits**– the school presents regulations and consequences easy to understand.   •   • **Community limits**– the neighbors agree the responsibility to supervise the behavior of the ild.   •

• **Adult models**– the whole of the adult relationship of the child, as well as adults of apart from the family, show the example of positive and responsible behaviors.
•
• **Positive influence of the pars**– the best friends of the child show the example of positive and responsible behaviors.
•
• **High waitings**– the parents and the teachers of the children expect that they make of their better at the school and in their other activities.

PROFITABLE USE OF TIME
• **Creative activities**– the child takes part in activities musical, artistic, theatrical or literary at least twice by week.
•
• **Programs for children**– the child takes part at least twice per week in extra-curricular activities in the school or activities structured for children in the community
• **The Community of faith**– the child takes part in programs or religious services at least once per week.
•
• **Time at the house**– the child profits almost the every day from moments of parental interaction of good quality, and takes part in regular activities at the house other than to look at television or
• to play DS video games.

INTERNAL ASSETS
COMMITMENT IN FAVOUR OF THE TRAINING
• **Motivation to succeed**– the child is motivated and endeavours to excel at the school.
•
• **Commitment in its training**– the child is receptive and attentive, taking an active part in his training at the school and benefitting readily from the occasions to learn apart from the school.
•
• **Homework**– the child usually gives his homework in time.
•
• **Attachments at the school**– the child sticks to the teachers and other adults at the school.
•
• **Pleasure of reading**– the child likes the reading and devotes itself to it almost the every day for the pleasure.
GOOD VALUES
• **Care** - The child learns at home that it is important to help the others.
•
• **Equity and social justice**- The child learns at home that it is important to claim the fair treatment of everybody.
•
• **Integrity**- The child learns at home that it is important to defend its faiths.
•
• **Honesty**- The child learns at home that it is important to tell the truth.

•
Responsibility- The child learns at home that it is necessary to accept the responsibility of acts. **ealthy lifestyle**- The child learns at home that it is important to possess good skills of rsonal hygiene, as well as an understanding of the healthy sexuality.
•
SOCIAL SKILLS
• **Planning and decision-making** - The child thinks about the decisions and generally is tisfied with its decisions.
• **Interterpersonal skills**- The young person shows empathy and sensibility and possesses cessary skills for the friendship.
•
• **Cultural skill** - The child knows people about the diverse racial, ethnic and cultural origins d feels comfortable with them while accepting his (her) own cultural identity.
•
• **Capacities in the resistance** - The child knows how to behave far from people who would ad(drive) him(it) probably towards problems and it is capable of refusing to act in a incorrect or ngerous way.
•
• **Peaceful resolution of conflicts**- The child tries to solve the conflicts without violence.
POSITIVE IDENTITY
• **Personal power** - The child feels that he can have an influence on what takes place in its life.
•
• **Self-respect** - The child livens up(leads) and it is proud to be whom(which) he(it) is.
•
• **Feeling to have a purpose** - The child sometimes thinks of the meaning of the life and the estion of the sense(direction) of his(her) life to him.
•
• **Positive point of view on its personal future**- The child is optimistic concerning his rsonal future.

Behavioural assets - Index card of good practice

To be a good mentor it is necessary to have acquired its impact strength and to know its développementaux assets(trump cards), here is some principles which will also help the mentor in his guidance:

- Everybody can acquire développementaux assets (trump cards).

- All the young people need behavioural assets
- A healthy relation is the key
- The acquisition of développementaux assets(trump cards) is a continuous process throughout its life
- Messages passed on to the young people must be coherent (media, company, ecole)
- The deliberate repetition is important: reliability and constancy are necessary in the relation mentor/mentoré. More the twinning is long better it is.

The power of behavioural assets: the more the young people acquire these assets, the better they make a success of their life and the less they adopt dangerous behavior.
They help them to be confident and faithful in themselves, to be more tolerant also.

Factors influencing the acquisition of behavioural assets :(voir liste des atouts p.15)

- Dynamics is positive within the family.
- The support of the adults of the community.
- A warm and encouraging school environment.
- The influence of the peers.
- The development of the moral values.
- The morality.

To build impact strength

In his life a pupil can cope with a certain number of /obstacles challenges. In spite of that one realizes that some manage to make a success of their professional life and personal: said that they have a resilient personality.

Impact strength is thus the capacity of a person to overcome the adversity and to continue its normal development.

As a mentor, we have the possibility of providing to mentoré the support which it needs to develop.

Could you identify some challenges with which a pupil can be confronted in his personal life?

Propositions

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Could you give some morals qualities of a resilient person?

Propositions

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Could you identify the needs for a pupil who requires a support?

Propositions

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Card of good practice: IMPACT STRENGTH

To help one mentoré to free itself from the difficult situations, is invited to build impact strength. The fundamental tool to arrive for this purpose is to weave a positive relation. In this direction, the mentor is the central figure on which to rest.

To build impact strength, the role of the mentor is of:

to be conscious that only a relation authenticates will be the catalyst of the success

of mentoré. In other term, mentoré must feel that one is interested in him whatever the circumstances (unconditional relation)

To be conscious that all the pupils can achieve their goals or their dreamed, therefore it is necessary to formulate that one believes in him.

To determine the strong points of mentoré and to concentrate on its forces. To help to build its confidence by focussing on what it CAN do to it in order to in order to develop him (and not on what he cannot do!).

To pay attention to the words employed between the mentor and mentoré: to formulate the things in a positive way and to require the same thing in return.

To pay attention to the words employed between the mentor and mentoré: to formulate the things in a positive way and to require the same thing in return.

To weave a positive relation:

to spend time together

to create a comfortable atmosphere

to work together to set objectives

he to let make choices

to help mentoré to take again confidence in the school

to encourage mentoré to solve problems, to make decisions to listen

to listen

to laugh with him, very often

to be attentive, offer our support

Appendix No. S17/74. Self – respect.

The self-respect is the fact of believing in oneself, the way which we have to perceive itself, the value which we give ourselves.

This value allows us to face the challenges of the existence and manage with skill ourself and our environment.

What are, according to you, the characteristics of the people having high one self-respect?	What are, according to you, the characteristics of the people having low one self-respect?
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Sources of student's resistance	Forms of coach's intervention

Source: Own draft on the basis of: A. Suchańska, Rozmowa i obserwacja w diagnozie psychologicznej, Warszawa 2007 (Conversation and observation in psychological diagnosis)

Sources of resistance and forms of intervention.

Sources of student's resistance	Forms of coach's intervention
▪ Fear of being exposed ▪ Fear of revealing problems ▪ Prejudices ▪ Earlier negative experiences	▪ Giving additional information ▪ Explaining ▪ Agreeing on the rules of cooperation ▪ Stimulating motivation
▪ Pressure ▪ Sense of limiting freedom (reactance effect)	▪ Withdrawing control ▪ Emphasising the right of choice and making own decisions
▪ Fear of assessment ▪ Fear of rejection	▪ Not assessing and judging ▪ Praising for being open ▪ Coherence In expressing acceptance

▪ Fear of lack of understanding
▪ Shame
▪ Sense of guilt
	▪ Showing understanding through:
	   o paraphrasing
	   o reflecting feelings

Source: Own draft on the basis of: A. Suchańska, Rozmowa i obserwacja w diagnozie psychologicznej, Warszawa 2007 (Conversation and observation in psychological diagnosis)

Appendix No. **S17/76**. Manifestation of resistance and intervention.

Manifestation in the student/ward	Forms of coach's intervention
	128

Source: Own draft on the basis of: A. Suchańska, Rozmowa i obserwacja w diagnozie psychologicznej, Warszawa 2007 (Conversation and observation in psychological diagnosis)

Manifestation of resistance and intervention.

Manifestation in the student/ward	Forms of coach's intervention
- Using impersonal forms - General digressions - Intellectualisation - Talking about others	- A request for specific information - A request to refer it to himself/herself, e.g. "How about you?"
- Change in the depth or style of utterances - Appearing tension or disorganisation	- Informing about noticed difficulties - Reflecting feelings
- Shifting attention to the trainer or support situation - A question about opinion or well-being - recognised as a sign of resistance	- Repelling the question, e.g. "What is your opinion?" - Referring to the contract
- Attack - Criticising the coach, methods, conditions of work	- Concentrating on difficulties - Avoiding to take the attack personally - Sharing one's own reaction - Focusing on the student's emotions
Silence recognised as the manifestation of resistance	- Using silence - Informing about noticed difficulties - Reformulating questions - Rejecting the question and moving to less-threatening questions
- Forgetting - Being late or postponing meetings	- Clarifying, or possibly confronting - Renegotiating the contract

Source: Own draft on the basis of: A. Suchańska, Rozmowa i obserwacja w diagnozie psychologicznej, Warszawa 2007 (Conversation and observation in psychological diagnosis)

M	y role – I am aware that when a situation requires it I should look for specialist help for my student/ward
E	motions – I can control them, when expressing them, I don't humiliate or hurt my student/ward
N	o orders, just requests. I intervene and warn only when student's behaviour is dangerous for him/her or other people
T	actfully but categorically I refuse to comply with inappropriate request and do not agree for activities which violate the values set in the contract
O	bserving the student/ward carefully and professionally in different situations – I notice and appreciate his/her strong points, progress and successes.
R	espect for student's/ward's attitudes and feelings at the same time taking care that he/she treats me with due respect, but without fear and intimidation.
I	nitiating activities that are attractive, useful and important for the student/ward - I am also gradually developing his/her initiative
N	ot avoiding discussions; I listen to a teenager-interlocutor, and I boldly and openly present my opinions, even if they are different.
G	iving a good example – I promote values I obey myself – - consistency of declarations and deeds builds my credibility in the eyes of a teenager

C	almy and patiently I accompany the student/ward in discovering his/her goals and in implementing them; I remember that it takes time
O	pen questions are a basic tool in my work with the student/ward – I constantly learn how to ask them.
A	ccepting the student/ward as he/she is – I remember that my goal is to support him/her in building self-acceptance, not to make him/her follow my example
C	reating the sense of security in relations with the student/ward; relations are based on respect, dignity and discretion.
H	umour is my tool in work with the student/ward – I often laugh with him/her never at him/her
I	dentification of the student's/ward's potential and resources - I help to see them and appreciate them so that he/she can build the future .
N	o decisions taken for the teenager – I help him/her in looking for best solutions to the problems and in taking responsibility for his/her decisions.
G	ROW determines the path of my cooperation with the student/ward, it is a map of our journey during which I follow the student/ward, and not stride in front of him/her

Own draft.

Mild intellectual disability	
Emotions	great diversification in social development
	emotional instability
	weak control over mental states
	discouragement and resignation combined with crying
	passivity
	inhibition
	considerable lack of self-confidence
	more or less severe fearfulness
	lack of detachement
	emotional adhesiveness
	importunateness
Social relations	social development on a higher level than intellectual development
	slower achievement of maturity in the sphere of moral feelings and moral knowledge, faster - in the sphere of attitudes, values, beliefs and moral views
	susceptible to suggestions
	inclination to imitate
	lowered level of criticism towards oneself and one's own behaviour
	the desire to develop interest in the company of peers
	difficulties in anticipating behaviour
	little sensitivity to the needs of other people
Motor activity	lack of precision
	slow movements
	lack of ability to perform simultaneous movements
	lack of independence and initiative in performing actions
Perception	imprecise
	selective
	narrow
	disorders concerning analysis and synthesis (visual, auditory, visual and auditory)
	disorders concerning spatial imagination
Speech	irregularities in articulation and quality of expression
	poor vocabulary
	using predominantly verbs and nouns, less often adjectives
	passive vocabulary richer than the active vocabulary
	difficulties with generalisation of spoken thoughts
	often speaking with fragments of sentences
	Difficulty with understanding other people
	difficulty in understanding a text played from audio media
	dominant involuntary attention

Concentration	limited attention	non-persistent
		easily divertible(easily interfered with)
		poorly divisible
Thinking	*uncertainty about one's own judgments* - discrepancy between verbalisation of judgments and reasoning	
	concreteness - referring to the particulars in the thinking process and relying on these particulars	
	little ability to shift - retaining (inertia) thoughts and lack of ability to detach from them	
Memory	Difficulties in remembering, mainly logical related contents	
	poor logical memory	
	good mechanical memory (reproducing without understanding)	
	difficulties with abstracting, generalizing, creating concepts	
	difficulties in understanding and using time relations	
	difficulties with drawing conclusions	
	difficulties with predicting (cause-and-effect thinking)	
	thinking based on concrete representations and situations	
	difficulties with understanding abstract concepts	
	problems with linking new information to previously acquired	

On the basis of.: Czesław Jarosz, Zainteresowania uczniów niepełnosprawnych umysłowo[20] (*Interests of students with mental disabilities*) Jolanta I. Wisniewska, Kształcenie dzieci lekko niepełnosprawnych umysłowo[21](*Educating children with mild intellectual disability*).

[20]

http://www.eid.edu.pl/archiwum/2006,104/padziernik,222/zainteresowania_uczniow_niepelnosprawnych_umyslowo,2010.html; Access: 15 May 2016.

[21]

http://www.eid.edu.pl/archiwum/2005,103/styczen,205/ksztalcenie_dzieci_lekko_uposledzonych_umyslowo,1711.html Access: 15 May 2016.

Manifestations of social maladjustment	
NOTORIOUS LIES	conscious, aimed at achieving a specific goal
	pointless, habitual, instinctive
	not seen as violation of moral rules
ADDICTIONS	drinking alcohol
	taking medicines
TOXICOMANIA	morphine
	barbiturates and alcohol
	cocaine
	cannabis
	amphetamine
	khat
	hallucinogenic substances
	volatile solvents
ESCAPES	idling about
	escapes from home
	playing truant
OFFENCES AGAINST PROPERTY	theft (lack of negative assessment – „I took" instead of „I stole")
	destroying property
UNCONVENTIONAL SEXUAL BEHAVIOURS	making short-term acquaintances
	prostitution
	sexual depravation
SOCIAL AGGRESSION	impulsiveness, cheekiness, provocative behaviour
	unpredictable behaviour
	using violence
	fights
	Auto-aggression: - self-inflicted injury; - suicide attempts
	participation in subcultural gangs
	verbal aggression, rude behaviour
NUMEROUS CONFLICTS	hostility
	with peers
	with teachers
LAZINESS (ALSO AT SCHOOL)	lack of interest in work
	reluctance towards planned, purposeful and socially useful activities
	not taking care of one's own appearance
	lack of order in the closest surrounding
	lack of trust towards people

FEARFULNESS	lack of trust towards new things and situations
	independence and indifference in social contacts
	withdrawing
	lack of confidence, shyness, passivity
	fear of not being accepted by others
	embarrassment
	humility
	excessive „slavish" submissiveness
	unpredictable, uncontrolled aggression
VIOLATION OF RULES e.g. at school	disobedience towards adults
	not fulfilling commands, resistance
	negativism, malicious humbleness (No, because not)
CONCENTRATION DISTURBANCES	lack of attention, difficulties in concentration
	excessive mobility
	disturbing others in their work

Figure No. 23. Manifestations of social maladjustment.

Appendix No. **S18/80.** Characteristic behaviours during adolescence and their psychological, social and physiological causes.

Characteristic behaviours and problems of a teenager			
Preadolescence (11 – 14 years of age)	Problems related with the changes in the body	embarrassment	
		apparent self-centeredness	
	Changes in hormones	changes in mood	
		increased level of aggressiveness	
		harshness in contacts with other people	
	Increasing individuality	demanding independence	
		„experimenting"	clothes
			behaviour
			spending free time
			selection of the reading material
	Rebellion	provocative behaviour	
		demanding greater freedom	
		rude behaviour	
	Identification with the peer group	growing significance of friends	
		lack of tolerance	
		inability to compromise	
	Strong sense of justice	simplified outlook on different matters	
		lack of tolerance	
		inability to compromise	
Adolescence (15 – 16 years of age)	Less focused on oneself	increased tendency to compromise	
		accepting arguments of other people more often	
		greater self-control	
		greater emotional balance	
	Increased independence in thinking	less susceptibility to suggestions	
		lower level of conformism	
		rebellion against "interference" of adults	
		making first independent decisions	
	Looking for one's own image	„strange" experiments with one's own appearance	
		surprising attitudes and opinions (for people from their environment)	
	The need of new experiences	undertaking risky behaviours	
		testing set limits	
	Reduced shyness	increased sociability	
		longer lasting friendships, greater intimacy and involvement	
	Building one's own system of values	questioning values and attitudes accepted in the family or school	
	Defining and accepting one's own sexuality	entering into relationships (not long lasting at the beginning)	
		coping with new feelings and experiences	
	An increase in cognitive	developing interests	

curiosity	development of special skills
	sometimes neglecting "traditional" school education
Development of abstract and hypothetical thinking	tendency to question „obvious" issues
	tendency to discuss everything
A dramatic increase of independence and bravery	not consulting decisions with adults
	going on trips unassisted
	practicing risky sports

Figure No. 24. Characteristic behaviours during adolescence and their psychological, social and physiological causes (concerning preadolescence and adolescence)[22]

S18/81. Problem behaviours and attitudes of teenagers as their system of protection and weakening developmental difficulties.

Positive aspects of problem behaviours of teenagers	
ANGER	It strengthens the pursuit of autonomy
	It allows to experience one's own power and will
	It helps in the fight for identity
CONTRARINESS	As in the case of anger
	It is a tool in fighting for a position
	It emphasizes the right to have one's own goals
CONCEIT	It helps in actively opposing other people
	It signals one's dominance
	It signals one's separateness
LAZINESS	It protects against failures in areas that are a challenge
	It is a defensive reaction to too many stimuli
	It protects against overburden
ABSENT-MINDEDNESS	It protects the organism under the influence of vegetative factors, from the excess of sensory stimuli.
	It helps to cope with fatigue
LIES	They protect against "humiliating" punishment
	They help to avoid explanations in difficult situations, unacceptable by adults.
	They signal one's importance - they draw attention of the environment.
SHYNESS, LACK OF INDEPENDENCE	They help in the situations of social exposure
	They help to avoid negative assessment from other people.

Figure No. 25. Positive aspects of teenager's problem behaviours[23]

Symptoms of crisis in teenagers		
Clownish behaviour	*SYMPTOMS*	The role of the "class jester"
		Behaviour aimed at making the group laugh
		Asking provocative, ambiguous questions
		Mocking the behaviour of other people
		Imitating with mimic and pantomime other people's gestures
	UNDERLYING REASONS	Depression
		Lowered self-esteem
		The feeling of lack of social attractiveness
		Fear of challenges in life
		Inability to constructively deal with problems
Escape into dreams	*SYMPTOMS*	Locking oneself
		Keeping away from peers
		Frequent loss in thoughts
		Loss of interest in the surrounding reality
		No emotional response to worse and worse grades at school
	UNDERLYING REASONS	Too frustrating reality
		Fear of external factors affecting one's own life
		Being convinced about the inability to face the challenges
		Fear of returning to reality

[23] On the basis of: Grzegorz Gwis, „Problemowy" nastolatek w gimnazjum(„*A problem" teenager in the lower secondary school*), „Przegląd Edukacyjny" nr 2/1999, p. 9-10.

Eating disorders	SYMPTOMS	Anorexia (anorexia nervosa)	
		Bulimia (wolf hunger)	
		Bigorexia (obsession with body building)	
		Excessive care for the figure, body, muscles	
		Unwillingness to eat tasty food	
		Egocentrism	
	UNDERLYING REASONS	Excessive need of being accepted by the environment	
		Excessive ambitions concerning academic results	
		Lowered self-esteem	
Hedonistic attitude combined with belonging to destructive informal groups	SYMPTOMS	The school , duties lose with:	disco, parties
			concerts
			Pointless wandering around the streets or shopping centres
			Going to pubs
			matches
	UNDERLYING REASONS	„the syndrom of a fallen leave"	Being convinced that there are no chances to change life situations
			Characteristic for young people from families with low social status and little promotion opportunities

Figure No. 26. Symptoms of crisis in teenagers[24].

[24] On the basis of: Grzegorz Gwis, „Problemowy" nastolatek w gimnazjum („*A problem" teenager in the lower secondary school*) , „Przegląd Edukacyjny" nr 2/1999, p. 19.

STAGE 1. Symptoms.
- Feeling of rejection, frustration, the need for emotional dependence.
- Negative reactions and growing aggression towards one parent or both.
- The reactions exaggerated in comparison to the stimulus.
- Impulsiveness, regret for wrongdoing, and at the same time further violation of rules.
- Lack of concentration, not finishing work or performing in carelessly.

STAGE 2. Symptoms.
- Manifestations typical of social deviation.
- Hostility towards parents and teachers, rebellion against all authorities.
- Tendency to meet the needs outside the family home.
- Sometimes committing minor thefts, tendency to enter into contacts with young people who do not follow socially recognised rules.
- Frequent sexual contacts and drunkenness.

STAGE 3. Symptoms.

1 OPTION.
Joining a group that engage in entertainment activities and hooliganism, involving committing offences against the dignity of the person, their health and life.

2 OPTION.
Criminal activity, involving theft, burglary and robbery and hurting victims.

Figure No. 26. Stages of social deviation according to Czesław Czapów[25].

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1. Is the student's/ward's behaviour different from what we expect from a "normal" child, well developed as for his/her age?

2. Is the student/ward an excessively calm child, lethargic, depressed, showing great changes in venting energy?

3. Does the student/ward lack concentration or is restless to a degree which greatly disturbs learning?

4. Is the student/ward untrustworthy, cunning so that you cannot rely on him/her?

5. Are the student's/ward's relations with other children generally bad?

6. Is there something in his/her behaviour or appearance that could indicate that he/she is emotionally unstable or suffers from some type of nervous disorder?

The affirmative answer to at least three above questions indicates that the child is prone to social maladjustment.

Appendix No. **S18/85**. Diagnosis of effectiveness in the role of an educator – a guardian and guide of youth.

No.	I as an educator	Always	From time to time	Seldom	Occasionally or never
1)	I address my students/wards politely, calmly; I'm composed				
2)	I have got time for my students/wards, I'm friendly towards them				
3)	I undertake constructive activities with/for my students/wards				
4)	When cooperating with my students/wards I mainly use encouragement				
5)	The way I behave and act is understood and accepted by my students/wards				
6)	I have got a sense of humour; I can joke and laugh with them.				
7)	I'm as much interested in my students'/wards' academic results as in other areas of their lives				
8)	I can see potential in each student/ward				
9)	I approach each student/ward individually				
10)	I base cooperation with student's/ward's family on partner relations				
11)	I stay calm and composed when my views and expectations are different from my students'/wards' views and expectations				
12)	I stay calm and I'm effective when doing many tasks at the same time				
13)	I'm composed and effective in unexpected situations, when unforeseen obstacles appear etc.				

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[26] Source: Eliza Szwed, Krzysztof K. Szwed, Wybrane problemy pracy wychowawcy z klasy , (*Selected problems concerning work of the form tutor*) Suwałki, 1998, s. 25-26 [za:] J. Konopnicki, Niedostosowanie społeczne (*Social maladjustment*) , PWN, Warszawa 1971.

14)	I participate in my student's/ward's activities with interest				
15)	I give my students/wards freedom and independence in performing set tasks				
16)	I can adapt my actions to my students'/wards' needs and expectations				
17)	I inspire students'/wards' initiative, let them work on their own problems				
18)	I'm creative in using educational methods, I can adapt or create methods adequate to students'/wards' needs and abilities				
19)	I teach my students/wards to make self-assessment				
20)	I teach my students/wards to plan their own development				

KEY FOR ANALYSIS OF DIAGNOSIS RESULTS:

80-68 points - you are a very effective educator - a guardian and guide of young people. You have a lot of knowledge and competences to support students/wards in their development.

67-56 points - you are an educator whose effectiveness tends to increase. You are looking for new solutions, you are working on improving cooperation with students/wards.

55-34 points - you are an educator acting spontaneously, adapting to educational situations. It is worth to study your effectiveness more often and undertake planned activities aimed at increasing it.

33-20 points - definitely you should work on the effectiveness of your educational activities. In your work you are more focused/oriented on directing students/wards than on working with them. You do not leave them a lot of space for activity, independence and initiative.

On the basis of.: Eliza Szwed, Krzysztof K. Szwed, *Wybrane problemy pracy wychowawcy klasy*, (*Selected problems concerning work of the form tutor*) Suwałki, 1998, s. 14-16.