

Motivated to create

Methodological Handbook for Mentors
on working with deprived communities



Interreg
Latvija-Lietuva

European Regional Development Fund



EUROPEAN UNION

Project: Craftsmanship as Medicine for Deprived Communities (Med-Craft) (No. LLI-532)

The Interreg V-A Latvia - Lithuania Cross Border Cooperation Programme 2014-2020

Financial support of the ERDF (size of ERDF co-funding): 184 557.10 EUR

Short information on the project

The project is designed to elaborate, test and introduce a tailor-made training system for working with deprived communities with a help of a mentor – a professional craftsman who through learning by doing will teach the technical skills required for involvement in employment activities in the field of craftsmanship.

The project works with unemployed persons residing in deprived communities in remote rural Latvia-Lithuania border areas and offers them education and self-employment possibilities in the field of craftsmanship. Project is targeting young unemployed persons incl. young parents, pre-retirement age unemployed persons and senior citizens - residing in remote rural areas in Utena and Panevėžys counties in Lithuania and Dobele County in Latvia (approx.10 thousand persons). The project will motivate and encourage these people to participate in educational and socio-economic processes for unlocking their potential and changing their lives, as well as for becoming role models for other members of their communities.

The project develops a tailor-made training system for deprived communities and elaborates a handbook on how to work with these representatives. Based on that, it trains 40 local craftsmen as mentors who will further train 180 representatives of the deprived communities in certain sectors of craftsmanship - textile, knitting, ceramics, woodworking, paper and packaging etc. The project also offers series of theoretical trainings and practical creative workshops for representatives of deprived communities, as well as provides them with the necessary coaching and mentoring support.

Project partners:

Anykščiai Art Incubator - Art Studio (Lithuania)

<https://www.menuinkubatorius.lt/>



Panevėžys Business Advisory Centre (Lithuania)

<http://www.pvkc.lt/>



Dobele Adult Education and Business Support Centre (Latvia)

<http://www.pic.dobelev.lv/>



Links to more information: www.latlit.eu www.europa.eu

This publication has been produced with the financial assistance of the European Union. The contents of this publication are the sole responsibility of Anykščiai Art Incubator - Art Studio and can under no circumstances be regarded as reflecting the position of the European Union.-vv

© The Handbook has been developed by a team of experts – Dita Leinerte, Lina Bagdonavičienė (Lithuanian University of Health Sciences, Faculty of Nursing, Clinical Department of Behavioural Medicine), Jūratė Gričiūtė (“Darni socialinė raida” (Sustainable Social Development)) and Gunita Kakteniece (i-DEA Consult), 2021

© Design by Pauls Rietums, 2021

Table of contents

Introduction	7
1. Brief Insight into Craftsmanship	8
2. Characteristics of deprived communities	10
2.1. The Representatives	10
2.2. Stereotypes	15
2.3. Working opportunities.	17
3. Psychology and motivation programmes	19
3.1. Lifelong Learning	19
3.2. Motivation for work	19
3.3. Basic psychology	23
4. Approach for working with deprived communities	27
4.1. Approach and methods.	27
4.2. Learning theories and models	27
5. Mentoring, coaching and training techniques	33
5.1. Practical aspects of mentoring	33
5.2. Coaching techniques.	37
5.3. Group training techniques	41
6. Example stories of the representatives of deprived communities	50
7. References	60

Introduction

The Handbook describes the methodology on how to work with the representatives of deprived communities and motivate and prepare these persons for involvement in the labour market, namely, employment in the field of craftsmanship. The Handbook is envisaged to be the main supporting and reference material for the mentors – local craftsmen who will work with the representatives of deprived communities and through on-the-job workshops teach them practical skills in certain sectors of craftsmanship, for example, textiles, knitting, ceramics, wood, paper and packaging, etc.

In the context of this Handbook, a mentor is a professional artisan in the specific field of craftsmanship who, on a voluntary basis, is ready to work with a selected group of representatives of deprived communities from remote rural areas located near the Latvia-Lithuania border. The local craftsmen and artisans who work in the sector of craftsmanship through SMEs or as self-employed will be trained to become mentors and be prepared for working with the representatives of deprived communities.

This Handbook starts with a short introduction to the sector of craftsmanship and the characteristics of the representatives of deprived low-income communities, as well as their opportunities for involvement in employment activities in the field of craftsmanship. The Handbook describes psychology and motivation programmes for the representatives of deprived communities with evaluation of their current skills, interests and needs, main motivation for working, as well as basic psychology with understanding thoughts, emotions and body senses. It also sets out the approach and methodology for working with the representatives of deprived communities offering several learning theories and models, as well as practical aspects of mentoring, individual and group coaching techniques and training methods and technics that could be used by the mentors. The Handbook also provides a set of different practical exercises and tips for mentors.

While describing different types of representatives of deprived communities, Chapter 2.1 of the Handbook introduces seven different persons – each having specific characteristics. The story and life-changing path for each of them is further developed and described throughout different sections of the Handbook, whereas the full stories of all these heroes are summarised in a separate section at the end of the Handbook thus providing a practical link to the theoretical material presented throughout the Handbook. All the introduced heroes and their stories are fictional though based on true prototypes of the persons residing in remote rural communities near Latvia-Lithuania border.



1. Brief Insight into Craftsmanship

Introduction to the history and development trends of the sector of craftsmanship.

Historically, craftsmanship has been a way for people to provide themselves and their families with the necessary tools, clothing and household items. Initially, each family or tribe created everything they needed, only gradually introducing specialisation.

According to the Crafts Development Programme of the Latvian Chamber of Crafts – a representative organisation for craftsmen in Latvia, “In today’s Europe, crafts are the second largest sector of the economy after industry. The recognition of crafts as a form of production has proved itself in the practice of modern developed countries, but this does not in any way preclude close cooperation between crafts and industry and other sectors in the field of supply and services. In addition to large industrial enterprises, today’s production cycle also includes small craft enterprises. With the development of technologies, new craft industries are emerging, the nature of jobs is changing and new jobs are being created.”¹

Historically, until the development of industry the sector of crafts has played a very important role in the economic development of society. The rapid development of industry during the second half of the 19th century created the transformation and specialisation of craft organizations. Unlike industry, crafts are rooted in traditions being able to utilise local materials and promote national characteristics in both culture and production. In the economic structure it fulfils two important functions - produces quality products and provides services.

The sector of craftsmanship’s can be characterised as follows:

- 1) Usually individual or the work is done in a family circle or a small group of persons.
- 2) Based on the traditions of nations and regions.
- 3) Focused on both production of similar products and individual orders.
- 4) Learning is rooted in historical traditions and based on succession process.

Artisans create a wide range of products starting from a unique work of art in one copy to many similar functional products or services. Historically, the jobs of weaver, blacksmith, jeweller, potter and carpenter have been popular in both Latvia and Lithuania. They are still practiced, even though the specifics of the work have changed, for example, blacksmiths do not shoe horses as often as before, but they still produce fireplace accessories and decorative elements. Over the time, the range of different craft products and services has expanded a lot and could include making a sauna, building a stove or producing a homemade soap and cream, various honey products, costumes, knitwear, even a chain armour and a wooden sword. Public interest in artisan products is growing as people no longer want just a product, but something special, with a story or produced in a certain place or by a certain master. Today the importance of craftsmanship, craft skills and knowledge is growing. Almost every fourth family chooses to have a national costume that can be worn on special occasions, wants to use artisan products in their household, as well as to learn or try some special craft skills, for example, in woodworking, ceramics, jewellery, etc. The ever changing world and people’s preferences make the folk art to change and the artisans to adapt their product design and utility to the current needs of people, as well as to find ways on how to reach the potential client.

1. <https://www.lak.lv/pub/index.php?id=83>

Examples


An artisan renting a studio in Anyksciai Art Incubator knits sweaters, scarfs, socks and other knitwear. She is in her pre-retirement age and has no strong business and marketing skills, but is proficient in knitting. She has started cooperation with persons specializing in internet marketing and organising orders from abroad. As a result, her products have found clients in the Scandinavian countries and the USA where hand-made knitwear is in great demand. The clients value the quality of the knitwear and buy the products repeatedly.

A woman, previously working in a managerial position in the company in Vilnius, as part of a life-changing plan moved to Anyksciai with her family. While raising her children, she started to create boxes and other decorative products from cardstock and textile for photos of wedding, christening and family albums at home. She became a resident of Anyksciai Art Incubator renting a studio that allowed her to expand her activities, becoming self-employed and getting an income. She cooperates with other artisans, communicates with visitors and leads creative workshops. As a result, she has expanded her network of clients, has a full day work and receives some funding from the local municipality for development of the activity. She likes creative work and the ability to earn some living.

Craftsmanship can also operate in the form of social entrepreneurship that is a relatively new trend for both Latvia and Lithuania. Social entrepreneurship is characterised by two aspects emphasized in its title: it is a form of entrepreneurship having social goals. It is not focusing on getting the maximum profit, but instead provides a platform for eradicating poverty, giving people the opportunity to work and earn a living, as well as enhances a responsible attitude towards environment and nature.

The European Commission calls a social enterprise as an operator in the social economy whose main objective is to have a social impact rather than making profit for their owners or shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and primarily uses its profits to achieve social objectives. It is managed in an open and responsible manner and, in particular, involves employees, consumers and stakeholders affected by its commercial activities.²

2. https://ec.europa.eu/growth/sectors/social-economy/enterprises_en



2. Characteristics of deprived communities

Types and stereotypes of the representatives of deprived communities: long-term unemployed, young unemployed persons incl. young and single parents, pre-retirement age unemployed persons and senior citizens residing in remote rural areas, opportunities for working in the field of craftsmanship.

2.1. The Representatives

Deprived communities are not just a group of people having low-income, it also incorporates a set of social aspects. According to the online report “Understanding and engaging deprived communities”, issued by the Home Office in the United Kingdom, a deprived community is characterised by the following aspects³:

- 1) Is there a social “glue” that holds the community members together or is it disorganised?
- 2) What are the infrastructure, formal organisations and networks that operate?
- 3) What is the physical environment such as houses, public places, shops?
- 4) Are there enough roads to reach the outside world - physical roads, transport connections, internet?
- 5) What are the attitudes and expectations of residents related to their age, gender and ethnicity?

Each of these aspects can improve, as well as worsen the situation of a deprived community. For example, in many rural areas closure of a local school or a shop means that the quality of the social ‘glue’ is declining or disappearing, making people feel more abandoned or isolated. Similarly, the reduction of bus routes, the disruption of trains or the administrative reforms of local municipalities having a clear economical goal can deprive people from their usual social values.

There are also a number of reasons hindering people from these deprived communities fitting into the working environment either for a longer or shorter period of time. Regardless of the real reasons, stereotypes concerning people having lost their jobs still exist. A number of community groups having difficulty in finding a job and therefore facing financial difficulties and limited opportunities to socialize will be addressed in this Handbook. Statistics show that these groups of people mostly reside in remote rural areas.

In general, according to the Eurostat data, the unemployment rate in Latvia and Lithuania is slightly lower than the European Union’s average (EU-6.7%, LV-6.3%, LT-6.3% in 2019), but this does not fully reflect people’s financial situation. For example, in 2020 the average unemployment benefit in Lithuania was 343 euros per month and during the 3rd quarter of 2020 there were 137.2 thousand unemployed people (aged 15-74).⁴

The unemployment rate for women in Latvia and Lithuania is lower (EU-7%, LV and LT - 5.4%, respectively), for young people almost the same (EU-15%, LV-12.5%, LT-11.9%), but seniors are in a more difficult situation (EU-4.8%, LV-5.8%, LT-6%). Also, the data shows a significant difference in the level of unemployment in bigger cities and rural areas, for example, in Lithuania during the 3rd quarter of 2020 while the unemployment rate in the cities was 7.9 %, it was 12.4% in the countryside.⁵

3. Understanding and engaging deprived communities by Margaret Camina, Online Report 07/04, 2002, issued by Home Office in the United Kingdom, <https://www.urban-response.org/system/files/content/resource/files/main/understanding-and-engaging-deprived-communities.pdf>

4. Data of the Lithuanian Department of Statistics, 2020

5. <https://osp.stat.gov.lt/statistiniu-rodikliu-analize?indicator=S3R347#/>

The study on the rural areas in the European Union shows that the GDP in rural areas is lower than in the cities, constituting 70%. In the rural Latvia the difference is even bigger – the GDP constitutes only 40% of the European average, while in the Netherlands, for example, it has been 115%.⁶ The rural population in both Latvia and Lithuania admits that living in the countryside is cheaper, but the opportunities to find work mostly concentrate in the capitals and larger cities. At the same time, the amount left from the salary earned in a larger city after deduction of all the necessary household expenses remains insignificant. As a result, many of the persons residing in remote rural areas have been unemployed for a shorter or longer period of time.

There are several **types of unemployment**:

- 1) **Short-term or frictional unemployment** (also temporary or job-changing unemployment) - a situation where people are temporarily unemployed, as well as those who are just entering the labour market and are only starting to look for their first job.
- 2) **Structural unemployment** - a situation caused by changes in the structure of economic sectors, which leads to a mismatch between workers' qualifications, place of residence and existing jobs.
- 3) **Seasonal unemployment** exists in some sectors having a seasonal nature, for example, tourism, construction, leisure, agriculture, etc. where seasonally, especially during the winter, workers are out of work.
- 4) **Cyclical unemployment** - an unemployment related to changes in the general level of economic activity. It occurs during an economic downturn and depression or when a sharp drop in consumption and a decline in production occur.

According to the legislation in both Latvia and Lithuania, the unemployment is considered long-term if a person has been unemployed for more than 12 months.

The study conducted by the University of Latvia⁷ concludes that “personal and emotional factors have to be considered in practical work with job seekers”, and “promotion of positive emotions, especially interests, and awareness of the meaning of job search would have a positive impact on the job seeking process.”

Deprived communities, including those located in remote rural areas consist of several disadvantaged groups of people, such as

- 1) Long-term unemployed
- 2) Young people after acquiring education
- 3) Young parents, particularly women
- 4) Single parents
- 5) People in pre-retirement age
- 6) Seniors (persons in retirement)
- 7) People with disabilities
- 8) Former prisoners

6. 2011-2013 data

7. Factors Predicting Job Search Intentions of the Unemployed, study by the PhD student Sanita Šaitere

The study on **the long-term unemployed** mentions the following barriers preventing these groups of people from finding a job⁸:

- 24% of the long-term unemployed have only basic education or an incomplete primary education;
- Qualification for some people is outdated;
- Some people have insufficient knowledge of the official language of the country;
- Finding and staying in a job is hampered by various addictions;
- Some people have chronic illnesses and disabilities;
- Some are forced to care for sick relatives or their children, or both at the same time;
- Many unemployed people have low self-esteem;
- People might not be hired because of stereotypes concerning age, gender and nationality;
- After a long period of unemployment, another model of lifestyle and behaviour has developed;
- A person, being in social isolation for a long time, avoids and is ashamed to go out;
- It is often not possible to get to work due to transport issues.

A person may have several of the above-mentioned obstructing factors which even more reduce his or her chances of integrating in the labour market.

The social consequences of long-term unemployment are not the only disadvantages as people may also lose motivation in trying to enter the labour market. Oftentimes, they give up hope for finding a job at all and no longer register as unemployed making it difficult for the state employment agencies to reach and inform them or call for support measures. Thus, training alone is no longer sufficient for integrating the long-term unemployed into the labour market as these people have suffered socially, emotionally and physically and therefore require an individualised approach.

Below is provided a more detailed description and characteristics with examples on each of the above-mentioned disadvantaged groups of people:

After completing their education, **young people** face some of the same challenges affecting the long-term unemployed. Namely,

- A job could be found in the city, but there is a lack of resources for renting an accommodation or covering transport costs, whereas there are no suitable employment possibilities in the rural areas.
- After the education process and practice, although the profession has been acquired, it has become clear that the choice has been wrong.
- Failures in job search have led to depression or anxiety, which in turn makes it difficult to find work again starting a vicious circle.



Example: Jurate | young person after education

Jurate, age 23, graduated from the College of Culture, during her studies while living in the college's dormitory she worked in an area not linked with culture. After graduation, she has returned back to her parent's home in the countryside. Her parents are not able to provide her with all the necessary financial support and this makes it difficult for her to find a job that causes her a depression.

8. Study on Options for Reducing Administrative Burdens and Innovative Approaches to Tackling Long-term Unemployment, 2015

Characteristics of deprived communities

More often **women**, but sometimes also men, find it difficult to get a job after becoming **parents**. Namely,

- During pregnancy and childcare, qualifications have been partially lost, especially in the areas that are developing very rapidly, such as technologies.
- The pregnancy has been unexpected and a woman stops studying without receiving the planned education.
- New parents are forced to give up their work due to family reasons, especially related to work in shifts or business trips.
- Once a baby has grown and started attending a pre-school establishment, the working schedule needs to be coordinated with the working hours of a kindergarten or requires involvement of relatives.
- If a baby is often ill requiring home-stay, women often feel guilty in front of their employer and leave their job, even though they are protected by law



Example: Laima | young parent

Laima, age 33, is raising two children - one attending a kindergarten, the other - the 1st grade at school. Before their birth, she worked in a shop in Riga. Her husband works abroad. She is unable to find a part-time job in a small town that could be combined with accompanying a first-grader to school.

If a person is a **single parent**, s/he faces the same challenges and twice as much. Namely,

- The schedules of the children's educational institutions need to be coordinated with the schedules of one's work.
- The responsibility for the children and the time for raising them and looking after them need to be balanced with the time and responsibilities at work.
- The children of a single parent are also susceptible to illnesses.
- The breakdown of a marriage or partnership often causes low self-esteem and comes along with depression and/or risk of addiction.



Example: Vanda / single parent

Vanda, age 25, raises two children, one with special needs. One child attends a kindergarten in the city, the other - a specialised kindergarten in the countryside. She is divorced. Her husband does not take care of the children. The woman has a basic education and a great desire to work, but cannot find a job as it is impossible to integrate it with the schedules of the kindergartens, as, for example, on Fridays one child has to be brought home already at 12:00.

People in pre-retirement age often feel undervalued and think that they have limited opportunities in getting a job because of their age, but are unaware that employers are seldom interested solely in age. These persons often fail to find a job because of psychological reasons. Namely,

- A person who has lost his or her qualifications is afraid to learn new skills.
- Exaggerates his or her age, complains about it and mentions it at all the time.
- Suffers from a chronic illness or disability that has led to a loss of optimism and a partial loss of working abilities.
- Believes in the stereotype that "Nobody needs anyone over 50 (or sometimes even over 40!)".
- Is often a self-proclaimed expert, wants to give out instructions to everyone and believes that a certain age gives people such a right.



Example: Anna | person in pre-retirement age

Anna, age 58, worked for many years as a cleaner and was made redundant after the company closed down. There are no other similar jobs available in her rural village. As she has been out of work for a long time, she is afraid to go to job interviews or adapt to a new working environment. Family relationships cause her stress every day, her children live abroad. She perceives her situation as hopeless.

Seniors have been discussed above, whereas unexpected solutions are also possible. This is a wonderful age when people do not have to care for their young children anymore and the youthful ambitions may have already been fulfilled. This is a time to allow yourself to settle in a different rhythm of life and to start something that you have always wanted -for example, to live in your ancestral home in the countryside or just at home. To live with the bare minimum, but be in perfect harmony with yourself.



Example: Audris | senior

Audris, age 65, has suffered from several injuries and accidents which have led him to various health problems. He cannot do hard physical work any longer and cannot stay in one posture for a long time. He often uses alcohol to suppress pain and thoughts. He has been unemployed for a long time.

People with disabilities have difficulties in finding their way into the labour market. Physical disorders require adjustment of the working environment and overcoming prejudices. However, mild to moderate mental retardation is sometimes not even externally perceptible. Namely, these people:

- Acquire things to do at work slower.
- Cannot memorise various factors.
- Get confused in unclear or unprecedented situations.
- Are often shy to ask questions about things they do not fully understand.



Example: Ilze | person with disabilities

Ilze, age 40, has never had an official job. She cannot read and write, does not understand banknotes and does not know how to handle them, she cannot read the clock. At home she takes care of the poultry and kitchen, works in the garden. Sometimes, if she is called upon, helps her neighbour with gardening work, for which she receives a small remuneration. She would love to have a real job outside her home, however does not believe that she could find one.

Former prisoners face many difficulties in finding work. Namely,

- An employer is afraid to trust a person who has served a sentence.
- Many of the persons have lost their qualification.
- Many experience depression and have problems with low self-esteem.
- Experience personality changes.
- These people have socialisation problems, similarly to the long-term unemployed.



Example: Juris | former prisoner

Juris, age 45, has returned from prison. His wife divorced him while he was in the prison and he does not have a home to stay. It could take around six months for him to get an accommodation. Luckily, he can stay in the countryside with a friend until he finds an accommodation and a job. However, so far all the job applications have been left without a response.

2.2. Stereotypes

Often stereotypes are automatically being considered to be bad but they, like many other psychological phenomena, are neither good nor bad. Stereotypes are a brain function that helps us to process large amounts of information quickly. They arise as a result of the brain constantly analysing the world around us and looking for connections and repeating elements. We use stereotypes to predict the behaviour of people surrounding us and to decide how to respond. When stereotypes have become ingrained in our consciousness, they turn into prejudices. Psychology distinguishes three characteristics that are typical to prejudiced people:

- 1) Unwillingness to gain new experience
- 2) Poor social tolerance
- 3) Low level of education and intelligence.

The researcher in social psychology specialising in stereotypes Juliane Degner concludes that stereotypes can help us to structure the world around us, but we must also be aware of our prejudices.⁹

Stereotypes on the unemployed for many people have remained unchanged from the Soviet era when all people had to work and those who did not, were called **spongers**. People, especially the older generation and in pre-retirement age having experienced these times may feel that being out of work is a shame.

Historically, the national folklore glorifies the work ethics where the fairy tales and legends allow only the elderly and the sick to be secured with “bread for lifetime”. This morality has deep roots neglecting that the ones called as old and sick at that time, due to longer life expectancy and the years people have to work nowadays are people in their middle-age. Work, of course, still plays an important role in society therefore it is important to understand the circumstances preventing people from involvement into a paid work.

People who have not lost jobs themselves often push the viewpoint that some people simply do not want to work and they enjoy receiving benefits. Unfortunately, it is not easy to survive with just an unemployment benefit. For example, in 2020 the Ombudsman of the Republic of Latvia appealing to the Constitutional Court on the issue of survival mentions that one of the significant variables that affects the daily lives of the poorest people in Latvia is the GMI level set by the government that since 1 January 2020 has been 64 euros per month (previously 53 euros per month). In 2018, 13,659 families or 20,878 persons received GMI benefits. About 1/5 or 4,316 of the GMI benefit recipients in 2018 were children, 3,440 were people with disabilities and 2,986 - people of retirement age. Thus, about half of all GMI benefit recipients belong to one of the vulnerable groups. Even if the GMI level is set to only meet the nutritional needs of the poorest people, without detailed calculations it is clear that 2 euros 13 cents a day (as of 1 January 2020) or 1 euro 77 cents earlier is not enough to provide someone with an appropriate nutrition. In Lithuania the basic social benefit (BSI) was 39 eur in 2020 and 40 eur in 2021, setting the basis for further calculations of social benefits in each individual case.

9. GEO Magazine No. 6.2020

Characteristics of deprived communities

The main stereotypes regarding the job opportunities include that

- one can get a job only through acquaintances. This is partly true - personal contacts can help to find a job, but certainly it is not the only way.
- there are no working opportunities in Lithuania or Latvia and the only possibility of earning a decent salary is to look for a job abroad and emigrate. Unfortunately, this sometimes prevents people from even trying to find a job in their country but rather to search for the places where “the sun shines brighter”.

Another **set of stereotypes** on different groups **of the unemployed**, especially the ones from deprived communities include:

Alcoholics and drug addicts are people without a future who are not able to change. It is also undeniable that people who sink into addictions are more visible than the ones who have managed to change their lives, as we might not even know that they have ever had such problems.



Example: Audris | senior

He is a miserable alcoholic who is only interested in drinking and nothing else.

A similar situation is with **ex-prisoners**. The ones who commit crimes quickly get into the people languages while those who have changed and live a healthy life rarely mention their years or months in prison.



Example: Juris | former prisoner

Released from prison and not working, he will soon start stealing and robbing again. These people live according to their own rules where working is only for fools.

Due to the increase in life expectancy, many notions of a grandmother as a folded old person who knits socks and reads a book to grandchildren are no longer relevant. Often the grandmother is at the zenith of her strength willing and being able to work, travel and still having hobbies. This pattern is applicable to most **seniors** not depending on the gender and it does not exclude that seniors knit and look after the children - either own or their neighbour's.



Example: Anna | person in pre-retirement age

Older people are not able to neither learn nor start something new any longer. They could only babysit.

Young people are affected by a number of different stereotypes: they are not ready to accept just any job, they do not want to work at all, they wish to live at their parents' home with earning just a small income, others demand a high salary, are career oriented and leave family formation for later. In any case, it is fair to admit that young people are very different.



Example: Jurate | young person after education

She is a white-collar not wanting to work a simple job and conceivable about her higher education. She does not want to talk to people and it seems that intends to continue living with her parents enjoying a shelter and food for free.

People with disabilities are often considered as being unable to learn, being aggressive or unable to communicate with, or that they need to be talked to in a very special way. However, very often people are afraid to get to know them better and thus do not get any notion about them. They tend to think that the state takes care of these people and pays benefits. Whereas persons with disabilities, similarly to the other people, also want to work, be useful, earn money and fulfil their life objectives.



Example: Ilze | person with disabilities

Her only possibility is to stay at home and live from the social benefits as there is too much effort with such a person.

One of the discriminatory stereotypes is that **roma people** (gypsies) **do not want to work**. Ethnicity along with many other factors makes it difficult for roma people to find employment. Another hindrance is often incomplete education that limits their employment possibilities.

Unfortunately, there are still many **gender based stereotypes** in our society. As a result of the development of technical possibilities, men and women are able to do many jobs equally. Nevertheless we would still often imagine a carpenter as a man and a knitter as a woman, whereas it can easily be the other way around.

These general stereotypes oftentimes make people to categorise others. However, each person has its own story, own experiences and life events, due to which they find themselves in a situation when they face difficulties with employment or livelihood. It is important to acknowledge this person, listen to him or her as much as s/he is willing to reveal and accept him or her. We do not have the possibility to be "put into another person's shoes" whereas a little empathy is always helpful. Personal experience is also useful to better understand others even though we sometimes might call these circumstances "bad" as, for example, being out of work, with low income, personal crises, illnesses, cardinal changes in living conditions, etc.

The psychotherapist Milton Erickson has said, if you want a person to tell you about his brother, tell him about your brother. Therefore, it is important for a mentor to better understand his or her trainee from the deprived community and it is important to sit down, talk and listen to this person. Psychologists have also concluded that if a person feels good in a certain group, s/he is more productive in his/her work and studies.

2.3. Working opportunities

Job opportunities in poor communities are limited which is the main reason why these people are oftentimes poor. There are several opportunities in changing this pattern – each having its pros and cons.

Seasonal work in agriculture, tourism and hospitality allows earning some money, but the salary does not always allow making savings for the time when the season is over. The sector of tourism and hospitality can also be very vulnerable

Characteristics of deprived communities

and, as the experience of 2020 shows, can be heavily affected by the pandemic of Covid-19. On the other hand, the salaries of seasonal workers in agriculture tend to be low, especially for simple, unskilled work.

Traveling to the city for working in a factory, a shop or another working place involves travel expenses that sometimes do not pay off, especially if a person needs to find a babysitter.

Some community members can earn or receive an in-kind reward for helping in their community, for example, by splitting firewood, carrying out minor repairs, mowing the lawn or babysitting. However, this income does not fully provide people with the necessary means for everything they need.


At the same time, working in logging, construction or similar industries provides a higher income whereas requires certain skills and thus not everyone is able to acquire them and perform the work.

Acquiring the craft skills that this project will promote could benefit the people from deprived communities in two ways: they could become self-employed and work independently on their own or to join a craftsman's team by becoming an employee. The self-employed person might need to acquire minimum accounting skills whereas would have a full flexibility in working times and style. The employee would need to develop communication skills with both colleagues and the manager, whereas will not have to take care of any calculations that will be ensured by someone else. Depending on the chosen craft industry, a person may be able to work from home making no or minimal investment in the necessary tools or, if required, could also gradually purchase the necessary tools and adapt the premises.



Example: Anna | person in pre-retirement age

Anna could learn knitting or sewing skills and use them for making contemporary or historically accurate crafts objects. This could be done from home without any need for going often to the city. If the health conditions would no longer allow her to do fine work anymore, Anna could help Laima and Vanda by looking after their children while they are working.



3. Psychology and motivation programmes

Main aspects of the life-long learning, motivation for working and basic psychology with thoughts, emotions and body senses and behaviour.

3.1. Lifelong Learning

Demographic changes with the declining birth rates, aging society, integration processes and rapid technological changes are all influencing our understanding of how and when we learn.

Ability to learn means adapting to a change, as well as changing the environment that are essential for each modern human being. In March 2000 the European Council marks a decisive moment for the direction of policy and action in the European Union agreeing that Europe has indisputably moved into the Knowledge Age that has put certain implications on cultural, economic and social life. Patterns of learning, living and working are changing apace meaning that not only individuals must adapt to a change, but equally the established ways of doing things must also change.¹⁰

Recognising these challenges, the Memorandum on Lifelong Learning has been designed setting out six main messages:

- 1) New basic skill for all
- 2) More investment in human resources
- 3) Innovation in teaching and learning
- 4) Valuing learning
- 5) Rethinking guidance and counselling
- 6) Bringing learning closer to home

The Memorandum also identifies six theses that are relevant to development of the lifelong learning: (1) guaranteeing lifelong learning opportunities for new skills and updating the old ones, (2) increasing investment in human resources, (3) teaching and learning methods must be effective, (4) assessment methods should be comprehensible, (5) non-formal and informal learning outcomes and information must be accessible and comprehensible - especially for social inclusion, and (6) provide lifelong learning opportunities as close to learners as possible, i.e., in their own communities and, wherever appropriate, supported through ICT¹¹-based facilities. The Memorandum recognises that a successful transition to the knowledge society must be accompanied by a transition of lifelong learning, also developing the inclusive learning.

Thus, it is important to (1) promote active citizenship, (2) develop employment opportunities, and (3) improve the quality and qualification of education.

3.2. Motivation for work

All actions and especially the necessity for work require **motivation** as the first thing, and it is the mobilisation of energy for maximum satisfaction of needs.

10. Memorandum on Lifelong Learning

11. Information and Communication Technologies

Why do people work?

- 1) **Money.** People work to earn money that is needed to cover their main expenses for life, such as food, clothes, rent, etc., as well as to finance other activities in their lives, for example, time spent together with friends and family.
- 2) **Independence.** Money is not the only reason that provides the motivation for work. Working can also give more independence and control over one's own life. When a person works, s/he is learning new things and improving the existing ones, as well as making friends with people meeting through work.
- 3) **Community.** People work to be a part of and contribute to their communities. This means that jobs exist not only for one's own benefit, but also to let a person help others.



Example: Ilze | person with disabilities

Ilze has always dreamt about working and having her own job that would give her money and some independence. She is also keen of becoming a part of wider community and meeting new people, as well as through her work being able to help others.

■ Exercise 1: Motivation for work

Discuss in pairs:

Do you want to work for the above-mentioned reasons?

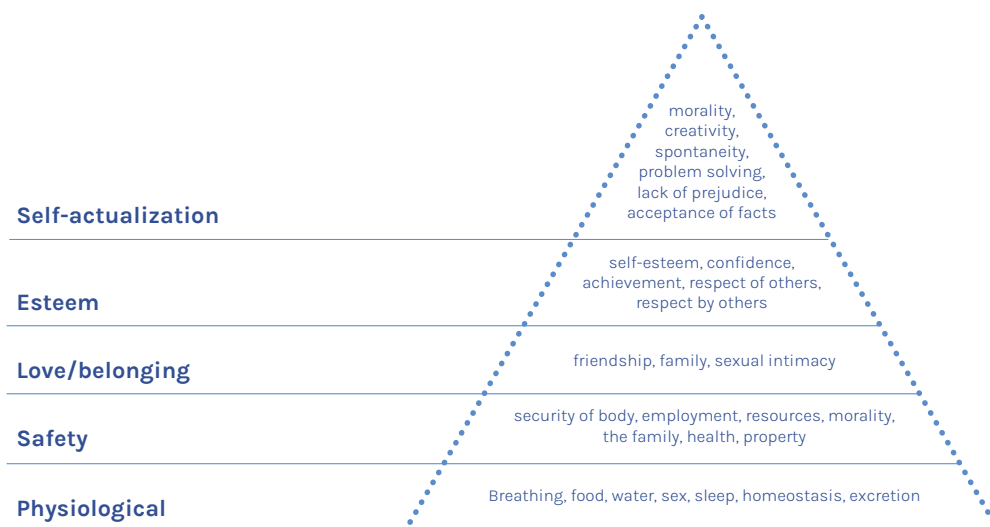
Are there any other reasons why you want to work?

When you were a child, what did you want to become when you grow up?

Imagine what you were excited about, when you were a child?

Maslow's Pyramid¹²

Maslow's hierarchy of needs is a motivational theory in psychology that is comprised of five basic human needs. From the bottom of the hierarchy upwards the needs include: physiological (food and clothing), safety (job security), love and belonging (friendship), esteem and self-actualisation.



¹² D. Myers "Psichologija", <https://www.vle.lt/Straipsnis/poreikiu-hierarchija-6358>

The needs located lower in the hierarchy have to be satisfied first before reaching the ones higher up, namely,

- 1) Physiological needs are biological requirements for the human survival (food, air, water, residence, clothing, warmth, sex, sleep). If these needs are not met, the human body is not able to function sufficiently. Maslow's physiological needs are considered paramount, as all other needs become secondary until those needs are met.
- 2) Security needs - when the physiological needs of a person are met, security and safety needs become apparent. People want clarity, predictability and ability to control their lives, for example, emotional security, financial security (employment and social welfare), laws and certain order, freedom from fear, social stability, property, health and well-being.
- 3) Needs for love and dependence come after meeting physiological and security needs. This includes intimacy, trust, friendship, acceptance and giving and receiving love.
- 4) The fourth level is the need for self-esteem and respect which is manifested in the efforts to acquire a good reputation, to be valued, respected and recognised by other people. The need for respect and reputation is especially important for children and adolescents and it is more important than true self-esteem or dignity.
- 5) The highest level is the need for self-realisation that refers to realisation of one's potential, self-fulfilment, personal growth and self-pursuit. It also includes the meaning of life and one's talents and skills.

Dissatisfying needs motivate people to take action and move to the higher level thus meeting more important goals. Therefore, this pyramid helps to estimate on what needs were more important to us in the past and which ones are the most important now. It also helps to explain our behavior in the past and to better understand certain choices that were made throughout the life flow, as well as to understand what is important today and set the goals for future actions.

■ **Exercise 2: Why do you choose not to work?**

Work in pairs:

What benefits do you get from not working?

What causes your attitude of choosing not to work?

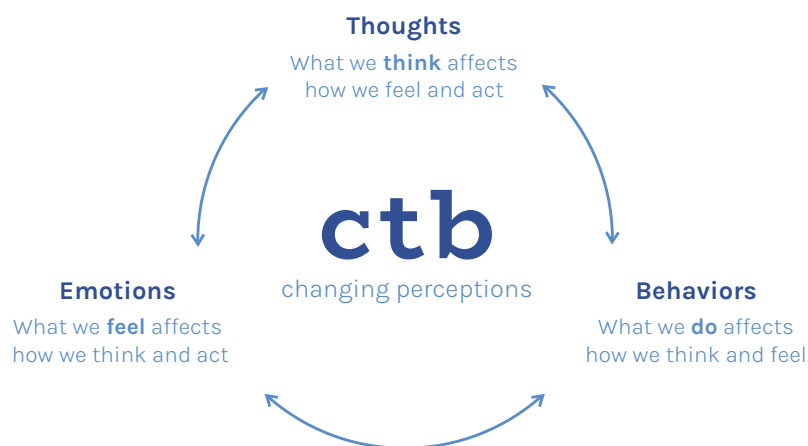
What and when did it happen in your life, thinking and behaviour?

What benefits could you get if you decide to change your behaviour and how could it change your life in the future?

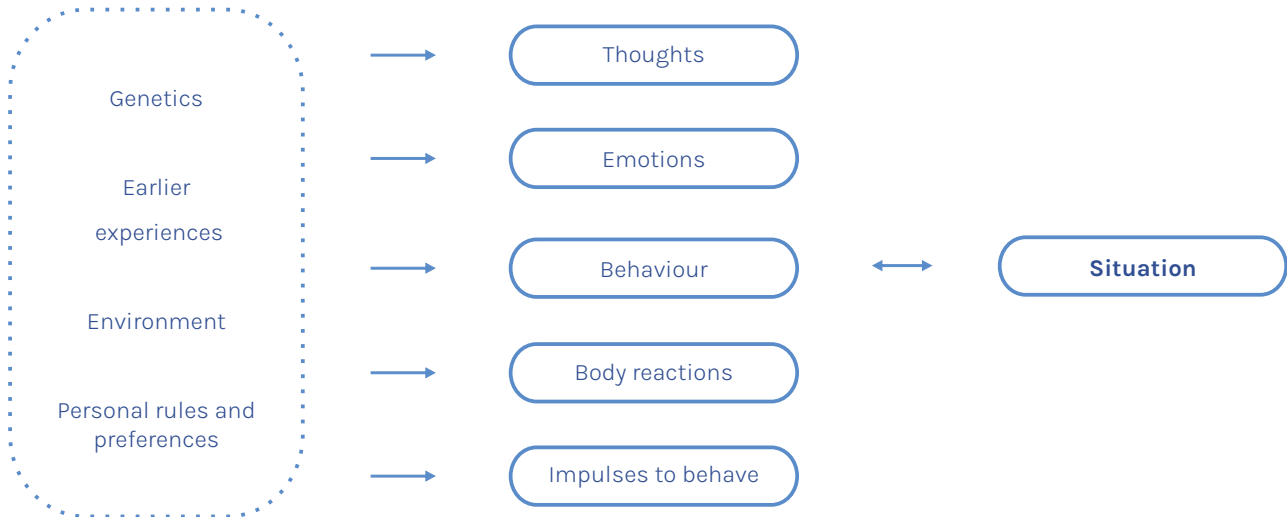
Where is the problem?

Any life changing initiative starts with identifying a 'gap in performance', i.e., a discrepancy between actual and desired performance, and the need for training, i.e., recognition that the gap is caused by shortcomings in the knowledge or skills that could be mitigated by an appropriate training. Thorough assessment of performance gaps and training needs will create a solid foundation for the training design. At the same time one needs to be aware of the available time and other necessary resources for that, as well as a possible disparity between the ideal and the realistic.

Find the problem



The **Cognitive Behavioural Therapy** identifies that what we think affects how we feel and act. Therefore, we need to find where is the problem - in thinking, behaviour, emotions or body reactions.



Earlier experiences, innate singularity, environment, personal provision and rules - all influence our thoughts, emotions, body reactions and how we behave. Problem situations are not always caused by situations but by their interpretations that are often manifested in automatic thoughts such as internal dialogue with oneself, hot thoughts, etc. Naturally, events involving us are emotionally important to us and our responses to them are individual depending on our life experiences, traumas we have experienced during our childhood or life, on social environment and life history. Sometimes it is psychological disorders that lead to distortions of thinking in one situation or another, and these are common to all people.



Example: Jurate | young person after education

Jurate is bothered with the questions on how to live her life. She is tired of questioning her friends on their plans for life. At the same time she is most concerned about not having her own money. She understands that a permanent job and salary would solve this situation. She has been looking for a job but could not find one of interest to her. At the same time she did not want to stay in the same situation any longer. After a long thought she decided to reconcile her education and try to work with servicing web-based platforms and use the knowledge that she gained during her studies. This finally brought joy to her.

3.3. Basic psychology

Thoughts, emotions and body senses

According to the theory of Cognitive Behavioural Therapy, all psychological difficulties are created by distorted thinking that dictates our mood and behaviour. A thought is an action of the thinking process. Thoughts can be in the form of texts (sentences) and images (when we see images) and they affect our mood and behaviour, as well as the senses of the body. People's emotions and actions depend on how they perceive situations. Therefore, when facing a problem, one should help oneself to express thoughts, emotions, body sensations, impulses and behaviour that later stimulate the action.

■ Exercise 3¹³

This exercise will help to become aware and recognise automatic thoughts (hot thoughts, internal dialogue with oneself, images), emotions, body sensations and action-inducing impulses (what you want to do).

Work in pairs with one person being a mentor, the other – a participant. The exercise will be 6 minutes with 3 minutes given to each participant.

- 1) The participant closes her/his eyes and begins to observe her/his thoughts, emotions, bodily sensations, images and impulses that stimulate action. When s/he notices something, s/he says it out loud.
- 2) The mentor listens carefully and takes notes of everything the participant says, as well as observes his/her emotions in face, changes in body position and behaviour. If after a minute the participant does not say anything, the mentor helps him/her by asking a question without getting involved in the discussion. For example, what are you thinking right now? Wait for a response. What do you see now? Wait for a response. What smell do you sense? Wait for a response. Do you feel any tension in your body? Wait for a response. If the answer is "I do not have any thoughts", it is considered to be a thought of nothing.
- 3) Without discussing the participant's experience, roles are exchanged and the same is done by the former mentor.

Questions for discussion:

- How did you feel during the exercise?
- What thoughts do you usually have?
- Did you notice anything that you do not notice normally?
- Share the recorded information on the observation of changes in the body, emotions on the face or behaviour during the exercise.
- What was the stimulus to act before and after the exercise? What has changed?
- How can this exercise be used for working with participants, loved ones or yourself?
- How meaningful was this exercise on a 100 percent scale? (0 - completely meaningless, 100 - very meaningful).

Over the period of two weeks try to observe changes in your emotions and when it happens take 3 minutes to sit down and notice your emotions, thoughts, images and body sensations. Try to evaluate your emotions before and after the exercise according to the 100-point system: 0 - completely bad, 100 - very good. Analyse the changes in your scores over the time. What did you want to do before doing the exercise? What behavioural alternatives did you come up with during the exercise? What will you do now?

13. Lina Bagdonavičienė ir Jolanta Ribačevskaitė Psichologijos praktinių užsiėmimų ir savarankiško darbo užduotys 2016, Panevėžys

A critical perception of thoughts allows oneself to see the situation from a different perspective and feel much better. Psychiatrist professor D. D. Burns has pointed out 10 thinking mistakes that are common to all people when they are emotionally affected and do not evaluate the situation realistically, namely,

- 1) thinking “anything or nothing”;
- 2) executive summary;
- 3) protect filter;
- 4) assessment of positive matters;
- 5) urgent conclusions (reading thoughts, anticipating the future);
- 6) highlighting and lowering;
- 7) emotional thinking;
- 8) thinking in the categories “I have”, “I must”;
- 9) labeling and incorrect names;
- 10) personalization.

If we do not have psychological disorders, after realising these thoughts we can automatically assess how adequate (realistic) they are.

Change of interpretation - feeling will change or thoughts are not facts

When we interpret our thoughts as facts, it becomes a subjective truth which brings in a lot of experiences. When we learn to separate thoughts from facts, we notice that thoughts and emotions change. To be able to do this we need to take a short pause for moving away from evaluating the thought as a fact and to realise that it is just a thought. If you think you won't pass the exam which is in 4 days, the fact is that you do not know how to pass the exam and “I will not pass the exam” is just a thought.



Example: Anna | person in pre-retirement age

Anna felt happy that she could be helpful and also scared at the same time. She experienced thoughts as “I am too old for such a job”, “I do not have the specific experience”, “What if something will happen to this child”, etc. Even though her initial reactions were up-lifting, the thoughts kept her away from reality. Nevertheless, the advertisement of babysitting kept coming back to her mind.

Then Anna thought that if she is afraid of looking after a child, she could do something else, for example, knit or sew that would not require such a responsibility. Perhaps she could knit socks for children.

■ Exercise 4¹⁴

This exercise will monitor changes in well-being after changing the interpretation of the situation. The task is to remember a situation that caused negative experiences and to recall the thought that was the most painful.

- 1) Ask yourself - is it true? Usually the initial answer is “yes” (this is our initial response to the situation, as if it were an automatic response).
- 2) How much do you believe in this idea in a 100 percent scale? (0 - I do not believe at all, 100 - I am sure).
- 3) Name the facts that would support this. Thoughts are not facts.
- 4) If your friend had this problem, what advice would you give him/her?

Questions for discussion:

- How would you feel if you would have thought differently in this situation (let alone the thought that torments you)? How would this affect your future well-being? Does this thought help you live or would it hinder you?
- Discuss how your thoughts determine how you feel.
- How can this exercise be used to work with participants, loved ones and yourself?

14. Lina Bagdonavičienė ir Jolanta Ribačevskaitė Psichologijos praktinių užsiėmimų ir savarankiško darbo užduotys 2016, Panevėžys

When you experience negative feelings, try to define them and identify the corresponding emotions (write them down). Evaluate how you feel on a 100 percent scale (0 - completely bad, 100 - excellent). Ask yourself how much you believe in this (0 - do not believe at all, 100 - you are convinced). Complete the above exercise for yourself, then once again look at the notes you have written down and ask yourself how much you believe in this by re-evaluating on a 100 percent scale.

Self Esteem¹⁵

Self-esteem plays a significant role in one's motivation and success throughout the life. Low self-esteem may hold back from succeeding at school or work because of not believing to oneself for being capable to succeed. A healthy self-esteem can help to achieve the set goals because one navigates his/her life with a positive, assertive attitude and believes in accomplishment of these goals.

Many factors influence self-esteem such as inner thinking, age, illnesses, disabilities or physical limitations. Also a job can affect the self-esteem. Additionally, genetic factors that help to shape the personality can play a role. Nevertheless, it is often our experiences that form the basis for overall self-esteem. For example, those who consistently receive overly critical or negative assessments from family and friends will most likely experience low self-esteem.

Signs of a healthy self-esteem

A person has a healthy self-esteem if s/he:

- Avoids dwelling on past negative experiences;
- Expresses his/her needs;
- Feels confident;
- Has a positive outlook on life;
- Say "no" when wants to;
- Sees overall strengths and weaknesses and accepts them.

Signs of low self-esteem

One may need to work on how to perceive oneself if s/he tends to experience the following problems caused by low self-esteem:

- believe that others are better;
- find it difficult to express the needs;
- focus on the weaknesses;
- frequently experience such feelings as shame, depression or anxiety;
- have a negative outlook on life;
- have an intense fear of failure;
- have trouble accepting positive feedback;
- have trouble saying "no";
- put other people's needs before one's own;
- struggle with confidence.



Example: Juris | former prisoner

Juris is afraid of making mistakes in predicting his future and thinks he would never succeed. He feels insecure and has fears that he will fail again. He is haunted by thoughts as "his life will never change", "I am a prisoner", "other people do not accept me and is afraid of me". He also has a little faith in himself because he has disappointed himself and others many times.

15. Info from <https://www.verywellmind.com/what-is-self-esteem-2795868>

■ **Exercise 5**

Work in pairs.

Imagine a task that you need to do or a task in the past where you were lacking a motivation or having thoughts that it is impossible to do. By discussing in pairs find an answer on:

- Where was the problem: in thoughts, emotions or behaviour?
- Do I feel more self-confident?
- What did I learn from this practice?
- Where do I usually struggle?
- If I want to be more self-confident what can possibly help me?

Initial reaction		Changed reaction	
Thoughts	I will never complete this job; I am a total loser and others could do it better	Changed behaviour	Open the computer and start working
Emotions	Angry, nervous	Result	Job completed in 3 hours
Behaviour	Drink a third cup of tea and continue browsing facebook	Emotion	Happy
Target	End the job today	Thoughts	I did it, I am proud of myself
		What I learned	To start the job immediately

▶ **Tip:**

Confidence grows if one chooses an action. A failure does not mean it is bad. A failure means that we need to revisit the situation and find the problem why it failed. Then start again with new experience.

4. Approach for working with deprived communities

Approach and methodology for working with the representatives of deprived communities, learning theories and models - 1. transformative learning theory, 2. Kolb's experiential learning theory and 3. G.Gibbs' reflective theory.

4.1. Approach and methods

A person can be integrated into the labour market with the help of individual and group coaching methods. It can be done through taking various measures by improving the integration process and reducing social exclusion in society.

One way to work with people who are excluded from the employment is through coaching and case study work applying direct individual and group counselling methods. This can be done by the people who are already involved in the labour market and in the capacity of consultants, coaches or mentors could help to motivate the unemployed persons in finding a job or creating working possibilities thus opening the doors for entering the labour market.

A **mentor** is a person who works directly with a person and consults him/her, namely,

- 1) contributes to the promotion of the activity of this person and the choice of direction for the action;
- 2) assists the person with regard to his/her specific situation and circumstances.¹⁶

When a mentor works with an unemployed person individually (or in a group) and helps him/her to prepare for entering the labour market it is important to:

- 1) know theories of adult learning;
- 2) understand the specifics of the coaching process;
- 3) get acquainted with different leadership styles and choose the most suitable one for the situation;
- 4) be able to motivate the person;
- 5) improve the skills of communication and application of coaching techniques.



Example: Juris | former prisoner

A mentor could lead a discussion with Juris reflecting on his life situation in a clear and concrete manner, with support and without any preconceptions. It is important that a mentor together with Juris analyse his life situation with a focus on his opportunities and challenges answering such questions as, for example, What does he think about his present life situation? How does he feel about it, etc. It would be useful to provide positive examples from other people in a similar situation.

4.2. Learning theories and models

The individual and/or group work offered by a mentor for enabling a change for an unemployed person (a participant) can be more precisely defined as the process of adult education that uses educational counselling (coaching) methods. It is therefore important for a mentor to understand the modern teaching theories that offer new changes, developing new

16. van Berkel, R., van der Aa, P. H. J., & van Gestel, N. (2010). Professionals without a profession? Redesigning case management in Dutch local welfare agencies: Professionals zonder professie? Klantmanagement in Nederlandse sociale diensten. *European Journal of Social Work*, 13(4), 447- 463. <https://doi.org/10.1080/13691451003603455>

skills and ensuring the long-term integration of these changes into a human life.

Adult learning process promotes continuous development of the learner and the change of opportunities in overcoming various life crises and problems (Illeris, 2010). This approach to adult learning is reflected in the transformative learning theory, D. Kolb's experiential learning theory and experiential learning cycle and G. Gibbs' experience reflection model that all help to put the learning theories into practice.

1. Transformative learning theory

Created by Jack Mezirow, Transformative learning theory is a process of "perspective transformation" consisting of three dimensions:

- 1) psychological (changes in understanding of the self);
- 2) convictional (revision of belief systems);
- 3) behavioural (changes in lifestyle).¹⁷

Transformation is a "fundamental change in one's personality involving the resolution of a personal dilemma and the expansion of consciousness resulting in a greater integration of personality" (R.Boyd).¹⁸

Through initial research and further study, Jack Mezirow concluded that individuals do not use the old ways to new learning situations, instead they find the need to acquire new perspectives towards something to better understand the change in a situation or an event. Therefore, transformative learning is a beneficial approach in the training and coaching process of the unemployed persons as it helps to fasten the pace at which participants grasp the necessary information.

By using the transformative learning theory, the participants follow seven different phases. These phases help mentors or coaching participants to transform their initial notions as they get new information and insight.

- 1) **A disorienting dilemma.** A disorienting dilemma is a situation where the participants find that what they thought or believed in the past may not be accurate. This is the first stage of the transformational learning. This can be an "a-ha" moment where the participants hear or consider something they may not have understood before. This disorienting dilemma can be uncomfortable or challenging for some participants, but is the key spark in starting a fire of the transformational learning process.
- 2) **Self-examination.** After a disorienting dilemma the participants will go through self-examination of their beliefs and understanding. They will think about their past experiences and how they connect to this disorienting dilemma. This can create a perspective transformation where the participants will understand that their perspective may not be the only one.
- 3) **Critical assessment of assumptions.** In this phase of the transformational learning the participants are able to take a more comprehensive look at their past assumptions and review them critically. They are able to accept that some of their past assumptions were wrong and be more open to new information and thoughts. This creates transformation of perspectives as they are able to look with more unbiased eyes at their own past.
- 4) **Planning a course of action.** After participants understand how their past assumptions and beliefs may have been wrong and experience a transformation of perspectives, they are able to plan a course of action and consider what kind of learning they will now need to better understand their problem or situation. They will be able to create a strategy for learning of new things, seeing of new perspectives, talking to new people and more.
- 5) **Acquisition of knowledge or skills to carry out a new plan.** The participants are able to carry out their plan and get further in their transformation process. They may have to learn new things and consider different perspectives to fully enhance their changes, as well as start new actions. This may require extensive work and efforts, but this is where the real changes are happening.
- 6) **Exploring and trying new roles.** The transformational learning also requires acting and here exploring and trying to understand changes is a key to success. It goes beyond just learning about something and requires active working to understand and experience new things.
- 7) **Building self-efficacy in new roles and relationships.** Self-efficacy requires being able to make one's own decisions and having one's own beliefs. Following the transformative learning phases it is

17. M. Carolyn Clark; Arthur L. Wilson. Context and Rationality In Mezirow's Theory of Transformational Learning. <https://doi.org/10.1177/0001848191041002002>

18. Dirkx, John M. Transformative Learning and the Journey of Individuation. <https://files.eric.ed.gov/fulltext/ED448305.pdf>

extremely important to build confidence in the beliefs and understanding and to continue practicing this transformative cycle in order to move forward.

The transforming learning emphasises the learner's ability to reflect critically (Taylor, 1998) as only through the critical reflection a person's thinking, self and perception of the world can be transformed and significant personal changes can take place (Mezirow, 2002),¹⁹ as well as the self-confidence be formed (Freire, 2000).²⁰



Example: Laima | young parent

The mentor could use the provisions of transformative learning theory to revise Laima's belief system (I am too old to start a job, nothing will work out for me, I do not even know what I want) and for changing her lifestyle (What other activities might interest Laima? What can Laima do for it?).

2. Kolb's experiential learning theory

Learning is a process where through the transformation of experience the knowledge is created (D. Kolb; 1984).²¹ Kolb's experiential learning theory works on two levels: a four-stage cycle of learning and four separate learning styles.²²

Kolb's four stages of the cycle of experiential learning are:



- 1) **Concrete experience** - the process starts with an examination of the experience and on what has happened. This stage of the learning cycle emphasises personal involvement with people in everyday situations. The learner would tend to rely more on the feelings than relate to problems and situations. The learner relies on the ability to be open-minded and adaptable to a change. For example, a young unemployed woman meets with a mentor for the first time in her life.
- 2) **Reflective observation** - it is reflected upon examination on what was experienced and the results that occurred. In this stage of the learning cycle people understand ideas and situations from a different point of view. The learner would rely on thoughts and feelings in forming opinions, as well as patience, objectivity and careful judgment, without taking any action. For example, the young unemployed woman reflects on how did the meeting with a mentor went and makes her observations.
- 3) **Abstract conceptualisation** - the experience is conceptualised to understand why this happened and what the results imply. In this stage the learning involves using logic and ideas rather than feelings to understand problems or situations. Typically, the learner relies on systematic planning and develops ideas to solve the problems. For example, the young unemployed woman thinks about the interview process

19. Jack Mezirow (2002). Transformative Learning: Theory to Practice. <https://doi.org/10.1002/ace.7401>

20. Alexis Jemal (2017). Critical Consciousness: A Critique and Critical Analysis of the Literature. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC58924>

21. Kolb, D.A. (1984). Experiential learning: Experience as the source of learning and development. New Jersey: Prentice-Hall. https://www.researchgate.net/publication/235701029_Experiential_Learning_Experience_As_The_Source_Of_Learning_And_Development/link/00b7d52aa908562f9f000000/download

22. <https://www.simplypsychology.org/learning-kolb.html>

and her performance, as well as tries to make links between her experience from meeting a mentor and any knowledge she can use.

- 4) **Active experimentation** - the new thinking is applied through active experimentation or plans are made for what will be done differently next time.²³ Learning in this stage takes an active form - experimenting with changing situations. The learner would take a practical approach and examine what really works as opposed to simply observing a situation. For example, the young unemployed woman considers what could be improved and tries out different methods and strategies for that.

Kolb's four learning styles are:

- 1) **Diverging:** preference for feeling and watching;
- 2) **Assimilating:** preference for thinking and watching;
- 3) **Converging:** preference for thinking and doing;
- 4) **Accommodating:** preference for feeling and doing.



Example: Laima | young parent

The mentor could lead a discussion with Laima reflecting on her life situation. Since Laima wants to change her life situation, it is important to analyse the current situation, possibilities and limitations for her and plan specific actions that would lead to finding a suitable job and to feeling better.

3. G. Gibbs reflective theory

In 1988 Graham Gibbs developed his Reflective Cycle to provide a structure for learning from experiences.²⁴ It offers a framework for examining experiences and its cyclic nature lends itself particularly well to repeated experiences allowing for a person to learn and plan from things that either went well or not. The theory outlines six stages:

- 1) **Description** of the experience: what happened?
- 2) **Feelings** and thoughts about the experience: what were you thinking and feeling?
- 3) **Evaluation** of the experience: what was good and bad about the experience?
- 4) **Analysis** to make sense of the situation: what sense can you make of the experience?
- 5) **Conclusion** about what you learned and what you could have done differently: what do you need to improve?
- 6) **Action plan** for how you would deal with similar situations in the future or general changes you might find appropriate: how will you improve?

How to use the Gibb's Cycle in practice?

A mentor can use the Gibb's Cycle to structure a coaching session, namely, to select a situation of the participant to analyse and then work through six steps - with the first three concerned with what happened and the final three related to making sense of the experience and how a situation can be improved:

- 1) **Description** - here the participant clearly outlines his/her experience. This needs to be a factual account of what happened in his/her life without any further analysis. First, a mentor should ask the participant to describe his/her life situation in detail. At this stage, a mentor only learns what happened and leaves the conclusions for later.

The following questions would help the participant to describe his/her situation:

- When and where did this happen?
- Why were you there?
- Who else was there?

23. <https://thetrainingthinking.com/en/the-four-stage-learning-cycle-by-david-kolb/>

24. Gibbs, G. (1988) Learning by doing: A guide to teaching and learning methods. Further Educational Unit, Oxford Polytechnic, Oxford.

- What happened?
- What did you do?
- What did other people do?
- What was the result of this situation?
- etc.

- 2) **Feelings** - it helps a mentor to explore any thoughts or feelings the participant has had at this situation. Here the participant should explain his/her feelings and give examples which directly refer to the experience. It is important that the participant is honest with how s/he felt, even if these feelings might have been negative. After identification of the feelings the participant can implement strategies to overcome these barriers. A mentor has to encourage the participant to talk about what s/he thought and felt during the experience avoiding any commenting on the emotions.

The following questions would help to guide the discussion

- What did you feel before this situation took place?
- What did you feel while this situation was happening?
- What do you think other people felt during this situation?
- What did you feel after the situation?
- What do you think about the situation now?
- What do you think other people feel about the situation now?
- etc.

► **Tips:**

1. For some people it can be difficult to talk about their feelings. A mentor can use the style of **an active empathic listening** to connect with the participant emotionally and try to see things from the participant's point of view.
2. A mentor can use **perceptual positions techniques** to help the participant seeing the situation from other people's perspectives.

-
- 3) **Evaluation** - it gives an opportunity for a mentor to discuss what went well and analyse the practice. It is also important to consider areas for development and identify things that did not work out as initially planned. This evaluation should consider both the mentor's and the participant's learning. A mentor need to encourage the participant to look objectively at what approaches worked and which ones not.

Recommended questions to answer:

- What was positive about this situation?
- What was negative?
- What went well?
- What did not go so well?
- What did you and other people do to contribute to the situation (either positively or negatively)?
- etc.

- 4) **Analysis** - it is where the participant makes sense of his/her experience. S/he considers what might have helped a change or hindered it. The participant refers to any relevant resources - other's experience, examples of good practice, literature, research, etc. - to help making sense of the experience. A mentor needs to encourage and help the participant to reflect his/her experience deeply and to make the conclusions.

The following questions would help to guide the reflection:

- What does this experience mean to you?
- Whose experience can inspire you to change?

- What personal qualities, habits and beliefs did you notice?
- Where can you look for inspiration to act?
- etc.

5) **Conclusion** – here a mentor and the participant together summarise all the ideas. They should identify what needs to be improved and have ideas on how to do this. Here a mentor helps the participant to draw the conclusions on what has happened. A Mentor needs to encourage the participant to think about the situation again based on the information that have been collected so far.

Then address the following questions:

- How could this have been a more positive experience for you and for everyone involved?
- If you were faced with the same situation again, what would you do differently?
- What skills do you need to develop, so that you can handle this type of situation better?

6) **Action plan** – it is the final stage where the mentor and the participant summarise all previous elements of the cycle. They create a step-by-step plan for gaining a new experience. The mentor and the participant identify what they will keep, what they will develop and what they will do differently. The action plan might also outline the next steps required to overcome any barriers, for example, enrolling in a training course or observing a colleague. Here the mentor must assist the participant in developing the plan that would enable to make the agreed changes and to start concrete actions.

Once the mentor and the participant have identified the areas the participant will have to work on them, so it is important to get the participant's commitment for taking the action and agree on a date when they will both review the progress.

The Gibbs' model is an effective tool to help a participant to reflect on his/her experience. It is a useful model if a person is new to a reflection as it is broken down into clearly defined sections.²⁵ It is particularly useful in helping people to learn from situations that they are experiencing regularly and are constantly repeating.²⁶

► **Tips:**

In the theories of transformative learning the most significant method is a **dialogue** as the communication with others helps a participant to look critically at the world, perceive personal and social reality and contradictions, realise one's own perceptions and find the best way for solving a problem. **An active dialogue** between a mentor and a participant is the main technique in the coaching process to better understand the different meanings of experience and search for a "common voice" in answering the participant's problem questions.²⁷

Example: Laima | young parent



The mentor and Laima choose concrete situations from Laima's life to analyse, for example, in what situations Laima has felt underestimated and upset, etc. and work through them using the steps of Gibb's Cycle, i.e., description (When and where did this happen?), feelings (What did Laima feel in this situation?), evaluation (What was negative / positive about this situation?), analysis (What does this experience mean to Laima?), conclusion (How could this have been a more positive experience for Laima and everyone else involved?) and action plan (create a step-by-step plan for the new experience).

25. <https://www.cambridge-community.org.uk/professional-development/gswrp/index.html>

26. <https://www.mindtools.com/pages/article/reflective-cycle.htm>

27. Vaivada, S. Asmenybės saviugda dalyvaujant nevyriausybių organizacijų sveikos gyvensenos ugdyme. (Personality self-education through participation in healthy lifestyle education in non-governmental organisations). Daktaro disertacija (Doctoral dissertation). Šiaulių universitetas; 2015. file:///C:/Users/jurateg/Downloads/11910225.pdf.

5. Mentoring, coaching and training techniques

Practical aspects of mentoring, individual and group coaching techniques, training methods and techniques

5.1. Practical aspects of mentoring

Mentor's attitude and values

The mentor's attitude to his/her activities and influence on the participant is crucial for achieving the set goals and the intended result. There are two mentor approaches to participant's activation (Solvang, 2017):²⁸

- 1) needs-orientation and aims to increase the participant's own efficiency;
- 2) focus on increasing the participant's employment opportunities and improvement of the necessary skills and knowledge.

It is important that a mentor:

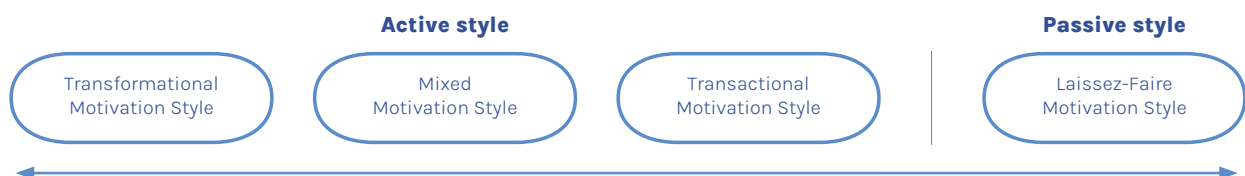
- 1) has a sincere interest in the participant;
- 2) would like to help the participant in getting involved in the necessary activities;
- 3) supports and encourages self-confidence;
- 4) promotes ambitious goals.

Mentor's leadership

Leadership is a process in which a person is influenced to achieve a common goal.²⁹ It is important for a mentor to become a leader in order to motivate the participant and involve him/her in the necessary activities. This requires choosing an appropriate leadership style that takes into account each person's individual situation, the level of motivation and personal characteristics and attitudes.

The full-range leadership model

A range of leadership styles that are useful for working with unemployed persons is called the full-range leadership model (FRLM in short) - Motivating the unemployed: A full range model of motivational strategies that mentors use to activate participants:³⁰



28. Solvang, I. (2017). Discretionary approaches to social workers' personalisation of activation services for long term welfare recipients. *European Journal of Social Work*, 20(4), 536- 547. <https://doi.org/10.1080/13691457.2016.1188777>

29. Kononenko, O. Transakcinė ir transformacinė lyderystė: Šiaurės Lietuvos vietos savivaldos institucijose. file:///C:/Users/jurateg/Downloads/8770470.pdf.

30. Jolien Grandia; Yvonne M. La Grouw; Peter M. Kruyen. Motivating the unemployed: A full range model of motivational strategies that caseworkers use to activate clients. <https://doi.org/10.1111/spol.12540>.

The FRLM depicts all possible leadership styles and places them on a continuum ranging from active transformational and transactional leadership styles to a passive laissez-faire leadership style (Kirkbride, 2006).

These leadership styles are not separate belonging to individual leaders but make a continuum where leaders can freely move from more inactive laissez-faire to active transactional or transformational leadership styles depending on the situation.³¹

Transformational leadership style - oriented on change.

Transformative leader:

- is a charismatic person;
- shows a personal example;
- encourages taking risks;
- seeks to motivate and inspire persons;
- enables others to act;
- chooses to influence rather than direct others;
- unifies and encourages collaboration;
- encourages person to seek higher goals;
- supports and strengthens.

Useful when a participant is active, creative, motivated and seeks essential changes.

Transactional leadership - focused on end-results and performance leadership.

Transactional leader:

- is orientated on structure, procedures and standards;
- focuses on short-term goals;
- tends to follow rules and do things correctly;
- is opposed to change;
- formulates tasks precisely;
- tends to be inflexible;
- acts in a directive style.

Useful when a participant is less motivated and quite passive, tends to wait for specific instructions, needs to achieve the intended results quickly or has little time to complete tasks.

Laissez-faire leadership - delegative leadership.

Laissez-faire leader:

- gives a person freedom to choose;
- delegates effectively;
- provides the necessary resources and tools to achieve the goal;
- criticises constructively;
- takes control when needed.

Useful when a participant is highly independent, qualified and experienced, an expert in the specific field, higher than a mentor, can be fully trusted and only needs to coordinate activities

³¹. Ibid



Example: Jurate | young person after education

As Jurate is unable to find work, has difficulty in engaging in activities and is depressed, it is useful for a mentor to apply transactional leadership style: be active, focused on short-term goals, formulate tasks precisely and act in quite a directive style. When a mentor interacts with Jurate, it is appropriate to use both individual and group work methods.

How to choose and develop the right leadership style?

It is important to choose the leadership style that feels authentic to you. The following questions would help you to determine which style is the right one for you:

- What do I value more—goals or relationships?
- Do I believe in structure or freedom of choice?
- Would I rather make a decision on my own or collectively?
- Do I focus on short or long-term goals?
- Does motivation come from empowerment or direction?
- What does a healthy person/group dynamic look like to me?

Use these answers while reading about the different leadership styles to help you to decide which style you relate with most.

The following steps will also help you to develop your leadership style:

- **Experiment** - try out various approaches in different circumstances and pay attention to the outcome. Be flexible in changing your approach.
- **Seek a mentor** - speaking to a leader having more experience than you can offer great insight into how s/he developed his/her style and what worked out for him/her.
- **Ask for feedback** - although sometimes it is hard to receive a constructive feedback, it helps you to grow into a successful leader. Seek feedback from individuals whom you trust and who will give you an honest answer.
- **Be authentic** - if you select a leadership style that is in opposition to your personality or morals, it will turn out to be inauthentic. Therefore, try to choose a leadership style that is aligned with your strengths and work to improve it further³².

Motivating strategies

There are 10 strategies that would help a mentor to motivate participants to be active:

- showing empathy and sympathy;
- communicating a vision;
- breaking down the hierarchy between a mentor and a participant;
- creating a positive group dynamic;
- good cop/bad cop;
- correcting the expectations of participants;
- rewarding;
- sanctioning;
- bartering;
- laissez-faire.³³

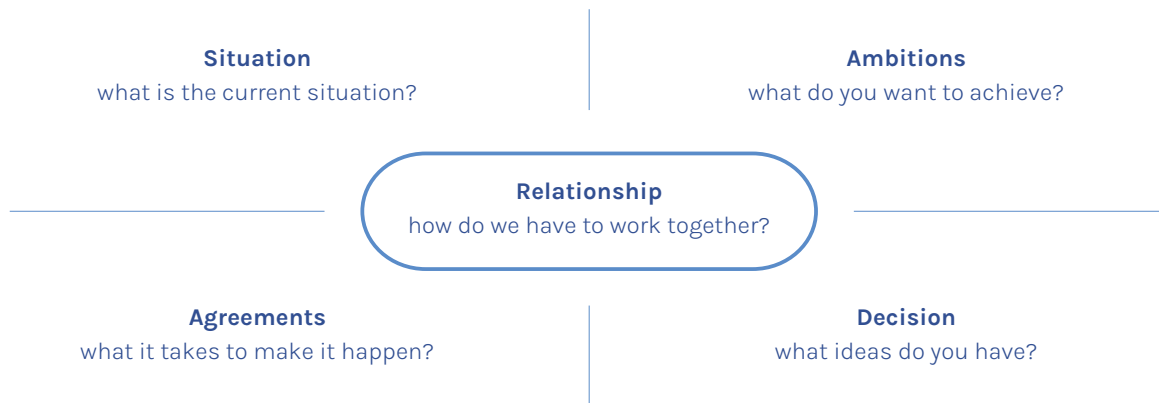
32. <https://www.indeed.com/career-advice/career-development/10-common-leadership-styles?from=careeradvice-US>

33. Jolien Grandia; Yvonne M. La Grouw; Peter M. Kruyen. Motivating the unemployed: A full range model of motivational strategies that caseworkers use to activate clients. 2020 11 11 <https://onlinelibrary.wiley.com/doi/full/10.1111/spol.12540>

Individual and group work

It is important for a mentor to maintain consistency and purpose when conducting a personal conversation with a participant or communicating with a group of participants. Therefore, a mentor needs to be familiar with the personal conversation management, conducting models and techniques and be able to use them in practice.

One of these methods is a **5S model** of personal conversation processes that consists of five elements: (1) relationship, (2) ambitions, (3) situation, (4) decisions and (5) agreements.³⁴



- 1) **Relationship** - a meeting between a mentor and a participant or a group of participants always starts with building the right mentoring relationship. Without it, other elements of this model will neither work nor lead to achieving the main goal - integration of participants in the labour market.
- 2) **Ambitions** - in a mentor's individual or group work with a participant, it is important to understand what are the participant's ambitions, i.e., what a person wants to achieve. Therefore, a mentor needs to help a participant to translate his/her ambitions into real goals through building the right relationship and using appropriate techniques. Well-formulated goals are specific, achievable, understandable, important, strategic, measurable, rational and related to the values of a participant.
- 3) **Situation** - it is important for a mentor to understand how the participant evaluates his/her current situation and what solutions have already been considered. It is important to explain and analyse both the positive aspects of the situation and the emerging obstacles, as well as to find out the right possibilities for the participant. During the interview, a mentor needs to find out not only facts or participant's own assessments but also help the participant to see deeper aspects of the situation.
- 4) **Decision** - encouraging a search for solutions is an important moment for change. A mentor should find out what ideas the participant has to solve the situation and turn the ambitions into real actions. A mentor's task is to help the participant to explore ideas (all expressed ideas are good), encourage participant's creativity and provide support in the search for solutions. It is important for a mentor not to decide on behalf of the participant but to help in seeing a wider context of the decision and the possible changes and consequences.
- 5) **Agreements** - at this stage a mentor helps the participant to take responsibility for the decisions s/he has made and decided to implement. A mentor cannot impose responsibilities on the participant and these responsibilities need to be mutually agreed. A mentor helps the participant to: 1) become aware of the decision made (what is it?); 2) understand it (how do I understand it?); 3) accept it (what is it good for me?); 4) commit to it (what do I have to do?); 5) draw up an action plan (what will be my first steps?); 6) act (what and how am I doing?); 7) receive feedback (how do others evaluate me?).

34. Jolien Grandia; Yvonne M. La Grouw; Peter M. Kruyen. Motivating the unemployed: A full range model of motivational strategies that caseworkers use to activate clients. 2020 11 11 <https://onlinelibrary.wiley.com/doi/full/10.1111/spol.12540>

Example: Jurate | young person after education



For the individual process a mentor has to use a 5S model and discuss the main questions on Jurate’s situation: (1) relationship: how we have to work together? (2) ambitions (aims): what does Jurate want to achieve? (3) situation: what is her current situation? (4) decisions: what ideas does Jurate have? (5) agreements: what does it take to make it happen?

The group process will allow Jurate to see more opportunities, get support from other members of the group and share ideas, accomplishments and challenges. The mentor working with Jurate throughout the process can look for adequate opportunities to choose a certain field of crafts for her to start, for example, ceramics, sewing or selling crafts products online.

5.2. Coaching techniques

Motivational interview

Motivational interview sets out the basis for effective coaching process encouraging the participant to reflect on his/her current behaviour, its effect on colleagues, friends and family and to define long-term and intermediate goals.³⁵

Motivational interviewing is a directive, client-centred counselling style for eliciting a behaviour change and helping participants to explore and resolve ambivalence. The word “motivational” is used only when the primary focus is put on increasing readiness for a change. Motivational interview is an alternative approach for discussing a behaviour change that fosters a constructive mentor-participant relationship and leads to better outcomes for the participant.³⁶

Motivational interviewing enhances a participant’s motivation to change with the help of four guiding principles (RULE):

R	RESIST telling them what to do: avoid telling, directing or convincing your friend about the right path to good health.
U	UNDERSTAND their motivation: seek to understand their values, needs, abilities, motivations and potential barriers to changing behaviours
L	LISTEN with empathy: Seek to understand their values, needs, abilities, motivations and potential barriers to challenging behaviors.
E	EMPOWER them: Work with your friends to set achievable goals and to identify techniques to overcome barriers.

- 1) **R: Resist** the reflex of telling a participant what to do. Motivational interviewing should evoke arguments for a change from a participant and not a mentor.
- 2) **U: Understand** the participant’s motivation. It is participant’s reasons for a change and not a mentor’s that have to trigger a behaviour change. Therefore, a mentor needs to show an interest and try to understand the participant’s concerns, values and motivations. The motivational interviewing should evoke and explore participant’s perceptions about his/her current situation and the motivation for a change.
- 3) **L: Listen** to the participant. Motivational interviewing involves at least as much listening as providing feedback. Ideas for a behaviour change have to be found by the participant him/herself and finding them would require listening.
- 4) **E: Empower** the participant. It will help the participant to explore how s/he can make a difference in his/her own life. The participant’s own ideas and resources is a key here. The mentor’s main role is to support the idea that such a change is possible and it can make a difference in the participant’s life.

35. Jonathan Passmore. Addressing deficit performance through coaching - using motivational interviewing for performance improvement at work. 2007. https://www.researchgate.net/publication/47528956_Addressing_deficit_performance_through_coaching_-_using_motivational_interviewing_for_performance_improvement_at_work

36. R. Petroliene. Motivational interviewing: theoretical model and working mechanism. "Social Transformations in Contemporary Society", 2013 (1). <http://stics.mruni.eu/wp-content/uploads/2013/06/61-69.pdf>

Example: Jurate | young person after education



The main coaching technique would be an active dialogue between the mentor and Jurate. This would allow to better understand the different meanings of the experience in search of a “common voice” in answering Jurate’s problem questions, for example, on how Jurate could become more active in finding a job and getting a salary and for agreeing on a concrete action plan for that.

Motivational interview is also a useful technique as it would help to encourage Jurate in reflecting her current behaviour (she is quite passive whereas slowly starts involving in new activities), create a new view for her life and possibilities (I can do different things and get my own salary), boost her self-confidence (I am well educated and have various skills. I am able to change my life situation myself. I trust my abilities and I am strong.). Empowerment with guiding will help Jurate to explore how she can make a difference in her life.

During the motivational interview, it is important for a mentor to choose the right style of communication with a participant. Here, a **guiding style** would help to encourage the participant to make a change.

Example of a motivational interview using a guiding style:

Let us look together and see what you think of your situation. In my opinion, starting to work independently can make you feel better than not having a job. It will allow gaining new skills and meeting with different people. (At this point, the participant usually expresses conflicting feelings and ambivalence). So, you can see the value of these things but you struggle to see how you can succeed at this point in time. Of course, it is fully up to you to decide when and how to make any changes. I just wonder what sort of small changes might make sense to you.

An effective motivational interviewer should:

- express empathy through reflective listening;
- develop a discrepancy between participant’ goals or values and his/her current behaviour;
- avoid arguments and direct confrontation;
- adjust to participant’s resistance rather than oppose it directly;
- support self-efficacy and optimism.³⁷

A mentor should offer his/her views and expertise but only through a style that is collaborative and encourages the participant’s freedom to make a final decision.³⁸

Techniques and methods for motivational interview

Daily Motivational Awareness

Target	Motivation, awareness, action
Applicable	Individual participant
Time	Short time every day
Goal	To help a participant to develop and increase awareness of his/her daily motivation.
Process	For the start a participant should take a few moments throughout the day to think about things that excite and motivate him/her for action and write them down. This helps a participant to refer back to the activity and reflect upon the extent to which his/her motivation is self-determined. Alternatively, a participant can also set a timer a few times each day for thinking about the things that excite and motivate him/her for action without recording the observations. At random times throughout the day, a participant could also think about answering three “awareness” questions: What am I doing? Why am I doing this? Where will it take me?

A participant who understands that s/he can influence his/her level of motivation is better equipped in adopting the practices required to maintain a momentum toward his/her goals.

37. <https://positivepsychology.com/coaching-tools-examples-assessments/>

38. S Rollnick. Motivational interviewing. 2010. <https://doi.org/10.1136/bmj.c1900>

Strengths-Based Intervention

Strength-based intervention is a significant predictor of change in transformational leadership behaviour. The strengths approach in coaching encourages development by building on the existing strengths rather than attempting to ameliorate weaknesses. It considers what is strong rather than what is wrong.

This method will make a participant feel more positive about the coaching process as it focuses on the person's strengths and how these could be used for further development rather than highlighting the weaknesses. Therefore, a participant will feel better and will be more motivated.³⁹

Techniques and methods for strength-based intervention

1. Strengths Approach

Target	Encouragement, motivation, awareness, support
Applicable	Individual participants and groups
Time	About 30 minutes
Goal	To help participants to develop and increase awareness of their strengths.
Process	<ol style="list-style-type: none"> 1) Think about an aspect of your work that you enjoy and are good at. 2) Formulate a 12-month goal to develop your competence further in that area. 3) Notice how you feel.
Benefits	The participants have the opportunity to identify the competencies, skills and other advantages that they already have. This strengthens the participant's self-esteem, increases motivation to act and use their strengths for starting implementation of changes.

2. Writing about Intensely Positive Experiences

Target	Reflective writing, self-reflection, happiness, homework
Applicable	Individual participant
Time	5-10 minutes
Goal	To help a participant to improve his/her mood through writing about positive experiences and happy moments over three consecutive days.
Process	Every day for three days, a participant chooses a positive experience from his/her life, imagines him/herself in that moment and thinks about the feelings and emotions that s/he experienced. A participant should write about his/her experiences in much detail as possible paying a particular attention to the positive feelings, thoughts and emotions that were present at that time.
Benefits	The positive emotional writing enhances positive mood, reduces and traits anxiety and stress while also positively contributing to the participant's coping skills.

³⁹ Kauffman, C. (2006). Positive Psychology: The Science at the Heart of Coaching. In D. R. Stober & A. M. Grant (Eds.), Evidence based coaching handbook: Putting best practices to work for your clients (p. 219-253). John Wiley & Sons Inc.

3. Strengths-based Life Story

Target	Strengths, meaning and value
Applicable	Individual participants and groups
Time	A participant should be given enough time to complete each section in detail
Goal	To help a participant to find meaning and value from his/her own experiences by exploring his/her strengths.
Process	During this activity, a mentor asks a participant to write his/her life story in three parts: past, present, and future. It is important that in each of these sections the focus is put on the participant's strengths. Upon completion, a participant should share each part of his/her life story with the rest of the group or a mentor.
Instructions	The past: Write the story on your past. Describe the challenges that you have overcome and the personal strengths that allowed you to do so. The present: Describe your life and who you are right now. How do you differ from yourself in the past? What are your strengths now? How have your strengths evolved? What challenges are you facing? How can you use your strengths to overcome these challenges? The future: Write about your ideal future. How will your life be different than it is now? How can you use your strengths to achieve this ideal future? How will your strengths grow? What kind of person do you hope to become? How will you be different from what you are now? What would you like to achieve? Finally, how can you go about achieving these things?
Benefits	Strengths-based life stories can help a participant to locate the source of his/her strengths, use it for achieving the desired goals and develop a sense of meaning and fulfilment.

4. My activities: meaningful, important and enjoyable

Target	Happiness, pleasure, meaning
Applicable	Individual participants or groups
Time	Dependent on activities carried out by participants
Goal	To help participants to find meaning through enjoyable activities.
Process	In this activity, participants are invited to complete three important, enjoyable and meaningful activities in a single day and write about them in detail. This should include: <ol style="list-style-type: none"> 1) A pleasurable activity carried out alone (for example, reading or listening to music). 2) A pleasurable activity completed with others (for example, playing cards or meeting for lunch). 3) A meaningful or important act (for example, visiting an isolated relative).
Benefits	When participants focus on activities that benefit others and utilise their unique strengths, they can transcend to higher planes of authentic happiness. Often to find meaning in one's life, one must first involve in meaningful activities.

Giving Negative Feedback Positively

It is not easy to give a negative feedback or critics to a participant during the coaching process. Nevertheless, a constructive negative feedback has many positive effects, especially for revealing obstacles that must be confronted for achieving a future success.

A general advice on giving a negative feedback to a coaching participant:

- focus on the problematic behaviour or action rather than a person to minimise the risk of the interpreting the feedback as a personal attack;
- be constructive, specific and non-judgmental;
- mutually explore future avenues for improvement or change.⁴⁰

► Tip:

There is probably a greater potential to learn from our mistakes than from our successes.

40. <https://positivepsychology.com/coaching-tools-examples-assessments/>

5.3. Group training techniques

How to become a mentor-trainer?

There are plenty of good reasons to become a mentor. Even if you may not see yourself as an excellent mentor, remember that being in front of an audience does not mean that you have to know the answers to all possible questions. You are simply the one standing in front of the audience sharing your experience and events where you have been involved in. Being able to talk about your experiences in plain language is a great opportunity for sharing the information. By doing it more often and acquiring mentor skills, you will grow to a consciously and unconsciously competent mentor.⁴¹ The basic motivation for becoming a mentor should be the will to share experience and knowledge with the participants.

Group dynamics

Every new group of participants will be different from the previous one. People differ and so does their reaction to trainings. Any group that is newly formed has its own dynamics. This is part of the challenge for you as a mentor. If the group of trainees stays together for longer than just a day and has regular interaction, for example, through exercises, this group will follow the usual group path. If there are more participants and a mentor forms fixed subgroups, the same dynamics would apply to both.⁴²

A useful model to know would be Barry Tuckman's stages for group development⁴³ - see the picture below indicating different development stages that any newly formed group goes through.



It is important for a mentor to recognise these phases and when they occur. Each phase can vary in length from almost absent to being quite long.

Characteristics of each of the group developmental stages:

- 1) **Forming:** participants try to understand their role, find points of contact and define their mission. Communication is difficult, worry and anxiety are at high level and there is a fear of rejection. Some members are trying to impose personal standards of group organisation.
- 2) **Storming:** characterised by disagreements, conflicts and confrontations. Each member is struggling to find his/her place within the group while most of participants try to maintain their individuality. In this phase, sub-groups are created, often some of the participants leave and the group dissolves. Sometimes, a storming group can take a lot of time. Depending on the goal of the training, a mentor may need to address the storming - although being a natural process it can also become a distraction.
- 3) **Norming:** group members realise the need for the group cohesion and agree on the distribution of roles, rules, hierarchy and decision-making, as well as the group's operation as a whole. Communication is smooth and there is friendliness, cooperation and trust. The group concentrates on its main mission and acts in accordance with its capacity.
- 4) **Performing:** characterised by cohesion, harmony and unity, the group is ready to move rapidly towards its goals and accomplish the work.

41. Good Practice Guide on Training Methodologies: How to become an effective and inspirational trainer. European Union Agency for Network and Information Security. 2014. www.enisa.europa.eu > at_download > fullReport.

42. United Nations Trade Facilitation Implementation Guide. New York and Geneva, 2015. http://tfig.itcilo.org/SP/pdf_files/1528870_E_ECE_TRADE_419.pdf

43. https://en.wikipedia.org/wiki/Tuckman%27s_stages_of_group_development

The first three phases are the most crucial for evolution of the group. Particularly critical is the group's transition from the second (storming) to the third stage (norming) and this requires a mentor's active involvement. Thus, it is important for a mentor to:

- help participants to freely express their expectations and objectives;
- set boundaries and rules;
- answer questions and conciliate concerns;
- enhance active participation of all participants in exchanging views and information.

► **Tip:**

In the case of a conflict, the mentor should: a) help the participants to understand the source of their stress; b) explain how and why certain behaviours associated with anxiety cause conflicts in the group and highlight the need for participants to control the group; c) directly face the expressed challenges as a coordinator of conflicts between the group members.

It is also important to understand that in the group there will always be:

- one or two leaders;
- a "scribe", i.e., someone taking notes;
- easy going members who are ready to cooperate;
- a silent member and the group leaders will have to stimulate this person's participation;
- an occasional mis-matcher who usually does the opposite of what the group does. There is no need to worry about natural mis-matchers who go left when everyone goes right - it is not sabotage but just the way these persons are.

► **Tip:**

When there will be sabotage with someone who does not want to be part of the group, s/he will imply some form of venom that is absent with mis-matchers. In this case a mentor needs to ensure that as many of the group members as possible participate in the group activities.

Handling individuals in a group

Most of your group participants will be great people and when you as a mentor will be respectful and inviting, have a good rapport with the group and do as you promise, you will experience a success. However, sometimes you can also face challenges in a group, therefore below are some recommendations on how to handle these situations:

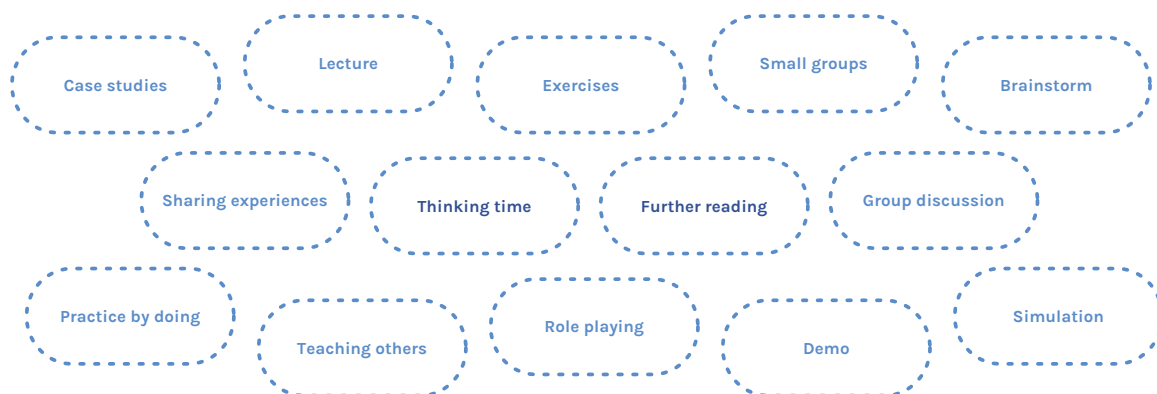
- In any group there will be someone who will try to teach a mentor. Usually, these persons intend to demonstrate their knowledge or experience and share their personal experiences even though it may not be interesting to the group. In these cases, it is important that you as a mentor keep the responsibility over the flow of the group process.
- Make clear when it is ok to ask questions or make remarks and when it is not. If the remarks are not relevant or become repetitive, try to stop them kindly, for example, by saying "thank you for your input - we will continue now" or "if you want to discuss it further, we could do it after the session". Be friendly, respectful, kind and honest.
- Sometimes there will be someone in the group who does not want to be there. Even though they might benefit from the training it is not going to happen and they will put a pressure on you as a mentor. Try to talk to that person during a break to find some motivation. This needs to be done as early during the training as possible.

Mentoring, coaching and training techniques

- The group can also experience a situation of a “showstopper”, i.e., when one or more participants become offensive or hurtful towards others. This is unacceptable and will require a mentor to stop this situation as respect between participants is essential. In such cases the first thing to do is a one-to-one talk with a person who is believed to be the offender – this requires to be very careful as things are not always as what they seem, i.e., some people play the role of a victim and tend to blame others.
- Sometimes there are psychological reasons for any kind of bully or victim behaviour. Remember that a mentor is not a therapist, therefore s/he should clearly indicate what behaviour is expected from the group participants. If the negative behaviour continues, a mentor should warn the respective participant(s) for the second time and make it clear that the third time will require removing them from the training. At the same time, it is worth remembering that removing someone from the training is the last thing a mentor would want to do.

Training methods and techniques

The mentor working with the group of participants transmits the desired information through various methods and techniques. It is recommended to use a variety of training methods to reach the participants in a diverse manner. The diagram below indicates the set of the main training methods.⁴⁴



Brainstorming

This technique allows for a mentor to present a central idea or an issue to the participants and encourage them to express their opinion freely and spontaneously. It is a highly participatory technique requiring involvement of participants in the learning process, developing intimacy and cooperation and contributing to the improvement of the learning climate.

Brainstorming has the following advantages:

- exploiting the experience and creativity of learners;
- developing free expression, critical thinking and cooperation;
- examining issues from new perspectives leading to transformation of certain stereotypical beliefs.

The disadvantage of this technique is that some participants may not participate and the whole activity could become a show of imagination rather than a creative process.

By using this technique, the mentor-trainer:

- 1) asks the participants individually to suggest as many ideas as they can in finding answers to the posed questions;
- 2) encourage participants to express themselves rapidly, spontaneously and one after the other in the form of storm.

44. Good Practice Guide on Training Methodologies: How to become an effective and inspirational trainer. European Union Agency for Network and Information Security. 2014. [www.enisa.europa.eu > at_download > fullReport](http://www.enisa.europa.eu/at_download/fullReport).

For the brainstorming to be effective, it would be important to observe the following aspects:

- No criticism should take place during the presentation of ideas.
- The mentor should ensure that all participants feel comfortable.
- The mentor-trainer should check that the brainstorming does not go beyond the purpose.
- The mentor-trainer should ask participants to make comments on the submitted aspects.
- The mentor-trainer notes the ideas on the board without further indications.
- The ideas are noted and divided into categories.
- Use questions-answers or discussion to encourage the participants to comment on what follows.
- Make a synthesis of the results at the end.

► **Tip:**

Brainstorming is mostly used at the beginning of a thematic approach.

Technique example: Brainstorming “What could I change in my life?” – the eidetic image method

Target	Creativity, idea generation and motivation
Applicable	Group
Time	45-120 minutes (depending on the size of a group)
Goal	To stimulate creativity of participants for enhancing a concrete change in their life.
Process	<p>Start with identifying the intention and offer the participants to close their eyes and focus on finding opportunities for changing their life, for example, what kind of opportunities there could be for them to find a job or be involved as self-employed in the sector of craftsmanship? Each member of the group thinks about his/her possibilities and captures as many new ideas as possible.</p> <p>Once these ideas are established, the participants will have to close their eyes again and try to pull out the first emerging image (eidetic image), for example, imagining what kind of crafts it could be, where and how the participant could involve. Let the participants hold the image for 3-5 min and then ask them to draw the picture they saw by using as many details, colours and symbols as possible. It could be done not only on paper but also in the participant’s mind. Encourage participants to allow themselves to dream broadly about their opportunities. When each participant has worked with his/her image individually, a mentor will ask some participants on a random basis to share their drawn images of opportunities with the group (if the participant agrees). If there are no drawings available, the mentor can capture the presented ideas on the board. As a result, this exercise will provide a bank of ideas for the group opportunities.</p> <p>At the end of this brainstorming session, it is important to discuss with the participants on how they feel and what insights they managed to gain.</p>

Group discussion⁴⁵

Discussion is a training technique aiming to facilitate learning through development of a dialogue between a mentor and a participant or between participants. The purpose of the discussion is to analyse the training topic and examine the chosen theme through questions and answers. For leading a discussion, the mentor should have prearranged questions or alternatively could create questions with improvisation. Discussion can be used in combination with other commonly used techniques, such as presentation. Discussions are especially useful at the initial stage of introducing a theme as it pushes the participants to reflect on it and consider its various aspects.

The main prerequisites for a successful discussion are:

- Active participation of all group members.
- Learning by listening to others.

45. http://www.mediation-time.eu/images/TIME_05_Trainer_Course_Module_2.pdf

► **Tips:**

- 1) Discussion questions should be open, addressed to all participants and push to substantiated reasoning, avoiding pseudo-questions.
- 2) Discussion can be a time-consuming process with possible interventions out of topic, as well as not always ensuring participation of all.

Technique example: Discussion: “My personal choice”

Target	Encouragement, motivation, awareness and support
Applicable	Group
Time	30 - 60 minutes (depending on the involvement of participants)
Goal	To help participants to develop and increase awareness of their personal choice.
Process	<ol style="list-style-type: none"> 1) Suggest some open questions to a group that would help its participants to understand their own experience of personal choice. For example: <ul style="list-style-type: none"> • What have led you to the previous choices in situations or events? • What is important for you - personal experience, other experiences, analysis of a situation, etc.? • What would help you to decide in becoming self-employed? • What kind of help or support do you need for changing your way of life? Who can provide such assistance? 2) Start the discussion in a full group or alternatively split the participants into small groups. 3) Set the time for discussion- about 20 - 30 minutes (depending on the size of the group). 4) Ask for the thoughts and ideas from participants as a result of the discussion. It is recommended to write them down. 5) Summarise and highlight the key points of the discussion. 6) Ask the participants how they feel.

Small groups

This technique requires dividing the group participants into small groups or subgroups (3-5 persons) for the purpose of doing a certain exercise or discussing a certain topic. Each subgroup is asked to announce its findings to the whole group and the mentor facilitates the discussion among the subgroups. This process is concluded with a mentor's synthesis, comments and connection with the training objectives.

This technique is useful for developing self-awareness, critical thinking and an effective approach to an object. Within a group the participant changes his/her behaviour and response modes, forms common perceptions, ideas and beliefs, evaluates, judges and criticises. This technique can be applied flexibly to every content and adult education activity. Its advantages lie in the development of essential communication between participants, freedom of expression, reduction of failure feelings, development of reciprocity and mutual help.

Technique example: Working in small groups: silent reflection

Target	Encouragement, awareness, support, giving and receiving feedback
Applicable	Group
Time	60 minutes
Goal	To encourage participants to generate ideas, be able to share their ideas with others, provide feedback to other members of the group and receive feedback from others.
Process	<p>The mentor gives the participants a few minutes (5-10 minutes) to think about the question or the problem raised, for example, What are my personal qualities that would help me to find a job or be involved as self-employed in the sector of craftsmanship? What are the obstacles and difficulties that prevails me from doing that? etc.</p> <p>Ask participants to write down their thoughts and ideas. It is important to check the time and encourage participants to focus on the specific issue. Participants can write 3-5 of their ideas on the post-its and afterwards glue them on the board or the wall.</p> <p>After writing down the ideas individually, the participants are divided into small groups of 3-4 participants and asked to share and discuss their ideas with each other for 15-20 minutes.</p> <p>This task helps to express ideas for all participants, especially those who are calmer or having a difficulty in speaking in a group. It also provides the possibility for all participants to give and receive feedback.</p>

Case studies

This technique helps participants to analyse a problem that is either real or hypothetical, study it in depth and propose possible solutions. Very often this leads to a lot of different solutions that are being proposed, presented and discussed in the group identifying both positive and negative aspects.

A case study analysed in a group is a synthetic exercise that requires quite a lot of time. It is advised not to use it at the beginning of a learning process but when the teaching subject has been investigated and participants have acquired some knowledge of it.

Case studies have the following advantages, i.e., they

- reinforce the critical and analytical ability of participants;
- develop specialised rather than general knowledge, especially if the case reflects a real situation contributing to transformation of participants attitudes;
- promote communication and collaboration between participants.

As to the disadvantages of this technique, it is difficult to be associated with the experiences of all participants and make conclusions when solutions are not quantitative. Therefore, successful facilitation of a case study demands from the mentor a significant educational and professional experience.

The following aspects would help a case study to be successful:

- The case should be realistic (preferably real) and serve the training goals.
- Information or data must be clear, sufficient, comprehensive and logical.
- The case (scenario) should be complex requiring extensive study and effort.
- Unnecessary data or data that might create confusion should be avoided.
- The case (scenario) should raise debates or disagreements among the group participants.
- Enough time should be provided for the study and discussion.

► **Tip:**

The mentor can use cases from his/her own experience or select situations that are relevant for the participants. It is important that the presented case encourages participants to search for solutions, allow them to see a wider context and check their reactions, as well as encourages creativity and dialogue in the group.

Technique example: Case study of success stories

Target	Gaining experience and motivation, idea generation, comparing, evaluating and understanding different aspects of a problem.
Applicable	Group
Time	90-120 minutes
Goal	To enable participants to learn from real examples and strengthen their motivation and skills to make changes in their lives.
Process	<p>The mentor introduces participants with a specific case identifying the essential facts and the main events, for example, on a person's life with the information on education, work experience, family situation, etc., the process, what obstacles the person experienced and how they were overcome, what result was achieved, how this affected the life and well-being of the person.</p> <p>The group participants divided into small groups of 3-5 persons analyse and discuss the presented case for 30-40 minutes. The participants select from the case the most important aspects that could help them to make a difference in their lives, how the experience of the person in the case and his/her chosen course of action could be used in their lives, and any other aspects that are important to the participants. The discussion on the case study is then continued in the whole group by sharing the insights, impressions and emotions refined from the small groups. The mentor encourages participants to share their thoughts but avoids comments and ratings. The discussion would identify the most important aspects that could strengthen the motivation of the participants to seek for a change in their lives, for example, trying to find employment possibilities in the sector of craftsmanship.</p> <p>The case study process ends with sharing of experiences and well-being of the participants.</p>

Role play

This technique involves participants in playing roles associated with their professional or social environment and through this experience to better understand their situation and reactions. It is used in the situations when the resolution of a problem or conflict requires specific skills, communication and behaviour. Role playing provides participants with the opportunity to act and experience real situations in a protected learning environment where testing, mistakes and practice are permitted. The feedback given by other participants and the mentor would help to improve and develop the desired behaviour.

The main advantages of role playing include:

- development of skills in negotiation and communication;
- expression of feelings;
- development of cooperation;
- changing of attitudes.

Implementation of role playing depends on the mood and creativity of participants, group dynamics and the mentor's skills and knowledge.

Implementation of role playing consists of the following stages:

- creation of scenario by the mentor;
- preparation of the group;
- selection of "actors";
- preparation of "actors";
- preparation of observers;
- role playing;
- de-rolling;
- discussion and commenting in the group.

In order to be successful:

- The scenario, rules and instructions should be clear and accurate.
- The group must have been already formed.
- The situation or context of the play should be close to participants' interests.
- Participants should be encouraged to act and react spontaneously.
- The mentor should encourage and guide players and observers.
- Role playing flow should not be interrupted by players or observers.
- It should be played when participants are not tired.

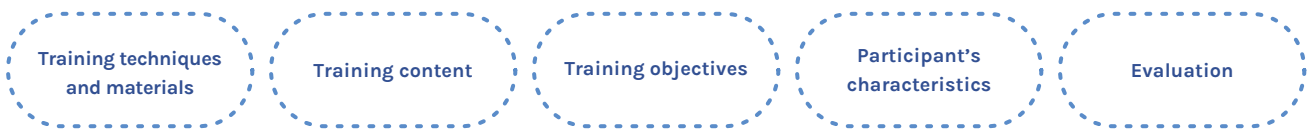
Another technique relevant to the role playing is **simulation**. The main difference is that participants do not enter into a play and do not act a role but participate in an imaginary and, if possible, realistic performance trying to think as real people who are affected by certain situation, for example, express their opinions as if they were artisans or self-employed. Apart from that, this technique follows the same approach as role playing.

Technique example: Role play: the success stories case

Target	Experiential learning, encouragement, motivation and awareness
Applicable	Group
Time	120-180 minutes (depending on the size of a group)
Goal	To stimulate involvement of participants and strengthen self-knowledge and awareness through concrete experience.
Process	<p>The mentor develops a case related to a particular person's success story, for example, in selling crafts products. It is recommended to choose a case with as many diverse actors as possible. If possible, the mentor presents the description of the case to the participants in advance in writing, along with the discussion questions. The mentor also determines how much time will be set aside for the case (at least 30 minutes is recommended). Before starting the activity, the participants can ask any clarifying questions.</p> <p>The mentor asks the participants to choose their roles voluntarily and whom they would like to play. The participants who do not play are asked to be observers without reacting during the play and simply noting down any important aspects. These participants will be asked to provide constructive feedback at the end of the performance.</p> <p>The mentor records the time at the beginning of the role play and stops the action at the end. Then the participants who performed the roles are asked to share their impressions, followed by the feedback, observations and emotions shared by all other participants of the group. The mentor moderates the discussion encouraging participants to actively and openly share their experiences. Alternatively, at the end of the training all participants could be asked to write a reflection on their personal experience.</p>

How to choose appropriate methods or techniques?

The design of training and planning of the set of methods is an ongoing process. Therefore, it is important to prepare for the training consistently by taking into account the following aspects (see the diagram below):⁴⁶



The effectiveness of the selected training techniques depends on several varying factors. For this reason, the mentor should be aware of the appropriate technique for each situation and implement it according to its specifications. Furthermore, the mentor should combine and alternate techniques depending on the dynamics of participants.⁴⁷

The criteria for selection of an appropriate technique should take into account:

- the purpose of training;
- the learning context;
- preferred learning methods and characteristics of participants;
- mentor's training skills;
- the learning climate;
- the available time;
- the available resources.

► **Tip:**

1) When choosing what methods or techniques to use make sure there is enough for participants to do, write, see and hear - by following exactly this order.

2) When choosing the training methods or techniques it is important to answer the following questions: (1) What do you know about each of these techniques? How is it applied? (2) How would you apply the above-mentioned criteria for your final selection of techniques?

How to give feedback in a group?

To give constructive and useful feedback to a group of participants is a very important part of the training.

When giving feedback, it is important to remember:

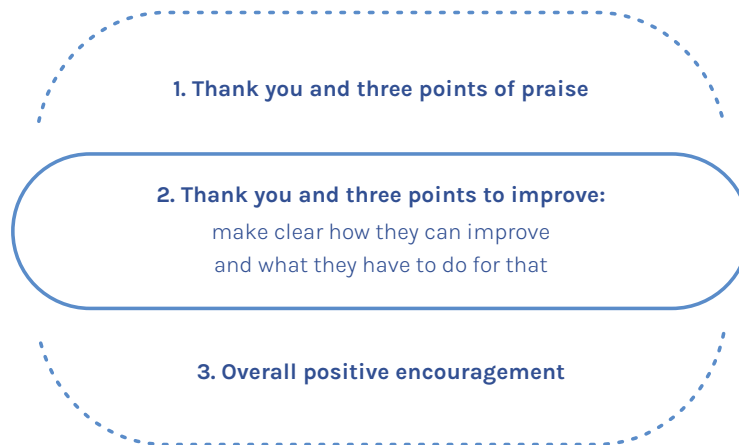
- If the feedback is felt as harsh, the participants will only remember the harshness and not the content and most probably reject and resent it.
- If the feedback is too long and detailed, the participants will only remember two or three things.
- If the feedback is too positive, the participants may feel already great about their achievement and this would not motivate them to grow any further.

A good way of giving feedback to the group of participants is by using the so-called **feedback sandwich** (see the diagram below).⁴⁸ Firstly, you start with thanking the participants and making a few points that went really well. Secondly, you mention a few precise observations of things to be improved and the way how to improve them: tell clearly to the participants what you expect from them. Thirdly, you wrap up the training session with a positive, motivating conclusion.

46. http://www.mediation-time.eu/images/TIME_05_Trainer_Course_Module_2.pdf

47. Train the Trainer. Training Fundamentals. Instructor's Reference Manual. UNITED NATIONS. New York, 2001. [tfig.unece.org > pdf_files](http://tfig.unece.org/pdf_files)

48. Good Practice Guide on Training Methodologies: How to become an effective and inspirational trainer. European Union Agency for Network and Information Security, 2014. [www.enisa.europa.eu > at_download > fullReport](http://www.enisa.europa.eu/at_download/fullReport).



► **Tips:**

- 1) Remember to moderate your critique when providing the feedback.
- 2) If the participants need to make a lot of improvements, limit your observations to a few main things that need to be improved. When a participant does something 90% well, then you can go into the finer details. Remember, that “less is more” here.

During the process of providing a feedback, there is also a possibility to ask one of the group members to make notes. This would allow other participants to listen to you without worrying of forgetting anything. Another method would be to ask the participants to repeat two or max four of your suggestions that needs to be improved.

► **Tips:**

- 1) Always give the feedback in a respectful way and stay in rapport. Make a joke if you are natural at that but never on the expense of participants.
- 2) Break the ice, make clear that everyone is here to learn and that you as a mentor also learn from every training.

According to the research data, a positive feedback and support provided by a mentor to the group of participants significantly decreased symptoms of depression for the participants and stable reemployment one half year later.⁴⁹ Therefore, when a mentor works with a group of unemployed people, it is important to be properly prepared to lead such a group and provide constructive feedback to each participant.

49. J. Vuori; R. H. Price; P. Mutanen; I. Malmberg-Heimonen. Effective Group Training Techniques in Job-Search Training. Journal of Occupational Health Psychology. 2005, Vol. 10, No. 3, 261-275. DOI: 10.1037/1076-8998.10.3.261

6. Example stories of the representatives of deprived communities



1. Jurate | young person after education

Characteristics: Jurate, age 23, graduated from the College of Culture, during her studies while living in the college's dormitory she worked in an area not linked with culture. After graduation, she has returned back to her parent's home in the countryside. Her parents are not able to provide her with all the necessary financial support and this makes it difficult for her to find a job that causes her a depression.

Stereotypes: She is a white-collar not wanting to work a simple job and conceivable about her higher education. She does not want to talk to people and it seems that intends to continue living with her parents enjoying a shelter and food for free.

Working opportunities: With her computer skills, Jurate could create an online shop for an artisan or she could service orders for an existing Internet platform. This would be especially important during the times of pandemic when traditional forms of trade are restricted. Since Jurate has an interest in the culture, she could also be interested in ceramics or sewing.

Motivation for working: Jurate is bothered with the questions on how to live her life. She is tired of questioning her friends on their plans for life. At the same time, she is most concerned about not having her own money. She understands that a permanent job and salary would solve this situation. She has been looking for a job but could not find one of interest to her. At the same time she did not want to stay in the same situation any longer. After a long thought she decided to reconcile her education and try to work with servicing web-based platforms and use the knowledge that she gained during her studies. This finally brought joy to her.

Basic psychology: Due to her depression Jurate found it difficult to be active and start working in the mornings. She also experienced constant mood swings. However, soon she noticed that she felt better after being active. She started writing her mood blog and realized that the mind had influenced her emotions and that after being involved in some activities or discussions she felt much better. She started to dream about a job and what she would do after getting her first salary. She realized that the more she does during the day, the better the mood is and the opposite - the less she does, the sadder she gets.

Mentoring aspects: As Jurate is unable to find work, has difficulty in engaging in activities and is depressed, it is useful for a mentor to apply transactional leadership style: be active, focused on short-term goals, formulate tasks precisely and act in quite a directive style. When a mentor interacts with Jurate, it is appropriate to use both individual and group work methods.

For the individual process a mentor has to use a 5S model and discuss the main questions on Jurate's situation: (1) relationship: how we have to work together? (2) ambitions (aims): what does Jurate want to achieve? (3) situation: what is her current situation? (4) decisions: what ideas does Jurate have? (5) agreements: what does it take to make it happen?

The group process will allow Jurate to see more opportunities, get support from other members of the group and share ideas, accomplishments and challenges. The mentor working with Jurate throughout the process can look for adequate opportunities to choose a certain field of crafts for her to start, for example, ceramics, sewing or selling crafts products online.

Coaching techniques: The main coaching technique would be an active dialogue between the mentor and Jurate. This would allow to better understand the different meanings of the experience in search of a "common voice" in answering Jurate's problem questions, for example, on how Jurate could become more active in finding a job and getting a salary and for agreeing on a concrete action plan for that.

Motivational interview is also a useful technique as it would help to encourage Jurate in reflecting her current behaviour (she is quite passive whereas slowly starts involving in new activities), create a new view for her life and possibilities (I can do different things and get my own salary), boost her self-confidence (I am well educated and have various skills. I am able to change my life situation myself. I trust my abilities and I am strong.). Empowerment with guiding will help Jurate to explore how she can make a difference in her life.

Also, the mentor has to involve Jurate in a group process and use case studies on a similar situation like hers, as well as involve in discussions in small groups about motivation on how to seek one's own set of goals and brainstorming on what could be changed in life and how.



2. Laima | young parent

Characteristics: Laima, age 33, is raising two children - one attending a kindergarten, the other - the 1st grade at school. Before their birth, she worked in a shop in Riga. Her husband works abroad. She is unable to find a part-time job in a small town that could be combined with accompanying a first-grader to school.

Stereotypes: If her husband works abroad, he earns a lot of money and therefore Laima can afford not working and simply enjoying to stay at home. As she has never worked in her life, perhaps she even does not know how to work.

Working opportunities: Laima could do a similar job as Jurate, i.e., she could work remotely via internet. Craftsmen need people who know the products and the specifics of artisan work and can sell and promote the products. After the pandemic of coronavirus, Laima could attractively sell the artisan products at art-fairs and markets.

Motivation for working: Laima's husband provides the family with all the necessary financial support, whereas Laima starts to "drown" in her monotone daily routine with "breakfast-lunch-dinner". When communicating with her husband and friends she noticed that she did not have much to say and that others are telling more and more on what they are doing. This started to worry her. Moreover, it felt especially strange when her child asked her on what her job is. This led Laima to the determination to start looking for what she would like to do work-wise.

Basic psychology: Laima started to think on what work she would like to have, but could not realize what exactly she wanted. She started to have thoughts as "I am too old to start a job", "Nothing will work out for me", "I do not even know what I want", etc. She shared her thoughts with her husband who joked that she is not a real candidate

for work - this made her even more sad and confused, lowering her self-esteem. And Laima realised that she should start changing her life and get out of the daily routine and monotony.

Approach for working with the representative: The mentor could use the provisions of transformative learning theory to revise Laima's belief system (I am too old to start a job, nothing will work out for me, I do not even know what I want) and for changing her lifestyle (What other activities might interest Laima? What can Laima do for it?).

The mentor could lead a discussion with Laima reflecting on her life situation. Since Laima wants to change her life situation, it is important to analyse the current situation, possibilities and limitations for her and plan specific actions that would lead to finding a suitable job and to feeling better.

The mentor and Laima choose concrete situations from Laima's life to analyse, for example, in what situations Laima has felt underestimated and upset, etc. and work through them using the steps of Gibb's Cycle, i.e., description (When and where did this happen?), feelings (What did Laima feel in this situation?), evaluation (What was negative / positive about this situation?), analysis (What does this experience mean to Laima?), conclusion (How could this have been a more positive experience for Laima and everyone else involved?) and action plan (create a step-by-step plan for the new experience).

Mentoring aspects: Laima is sad and confused. She has low self-esteem but at the same time is motivated to seek for essential changes in her life. Thus, a mentor could use a mixed motivational leadership, i.e., formulate change-oriented tasks, focus on short-term goals, encourage Laima in taking risks and seeking goals, as well as support her throughout the process. For interaction with Laima it is appropriate for a mentor to use both individual and group work methods.

The individual process analyses and critically reflects on the specific situation of Laima's life - her experience, as well as opportunities and limitations related to starting a job (never worked; no support from the husband; what kind of activity would suit Laima?, etc.).

The group process would allow Laima to establish social relationships and offer her the opportunity to share experiences and receive support thus strengthening her self-confidence. The mentor working with Laima throughout the process can look for adequate working opportunities for her by selecting a field of crafts to start with, for example, selling artisan products at art-fairs.

Coaching techniques: The main coaching technique would be an active dialogue between the mentor and Jurate. This would allow to better understand the different meanings of the experience in search of a "common voice" in answering Jurate's problem questions, for example, on how Jurate could become more active in finding a job and getting a salary and for agreeing on a concrete action plan for that.

Motivational interview is also a useful technique as it would help to encourage Jurate in reflecting her current behaviour (she is quite passive whereas slowly starts involving in new activities), create a new view for her life and possibilities (I can do different things and get my own salary), boost her self-confidence (I am well educated and have various skills. I am able to change my life situation myself. I trust my abilities and I am strong.). Empowerment with guiding will help Jurate to explore how she can make a difference in her life.

Also, the mentor has to involve Jurate in a group process and use case studies on a similar situation like hers, as well as involve in discussions in small groups about motivation on how to seek one's own set of goals and brainstorming on what could be changed in life and how.



3. Vanda | single parent

Characteristics: Vanda, age 25, raises two children, one with special needs. One child attends a kindergarten in the city, the other - a specialised kindergarten in the countryside. She is divorced. Her husband does not take care of the children. The woman has a basic education and a great desire to work, but cannot find a job as it is impossible to integrate it with the schedules of the kindergartens, as, for example, on Fridays one child has to be brought home already at 12:00.

Stereotypes: Taking into account that Vanda did not want to study (she only has a basic education), it is normal that as a consequence she now lives without a job. As her parents did not work, now also Vanda will live from the social benefits.

Working opportunities: Vanda could do freelance paper / packaging work at a time convenient to her and as much as she could. The work could be done from home and combined with looking after her children. If she would like sewing or knitting, also this could be done from home.

Motivation for working: Vanda is constantly short of money and annoyed by the fact that she cannot leave the house as there is nobody who could look after her children. She could not find the kind of work she wanted and could do due to her daily home routine. She would also need to pay to the person helping her with the children however she does not have the necessary money for that.

Basic psychology: The main problem for Vanda was to find a solution on how to leave her children. She had no doubt that she could do any job as she could easily get along with people. She realised that she should look for help and then solutions would come. She also started looking for a job and was happy to learn that there were job possibilities, also some that could be done remotely. She realised that she had been thinking about that for a long time, whereas did nothing. And now the situation has turned out to be not as bad as she initially thought.

Approach for working with the representative: A mentor could use the provisions of transformative learning theory in revision of Vanda's belief system (I should look for help and then solutions would come) and for changing her lifestyle (What Vanda could do to get a job that fits her situation and skills? What is Vanda's responsibility for that?).

A Mentor could lead a discussion to reflect on Vanda's life situation by selecting situations of her life to analyse, for example, How do you combine childcare and your other activities? How do you organise help with childcare? etc.

Then work through these situations using the steps of Gibb's Cycle, i.e., description (When and how did it happen?), feelings (What did Vanda feel when she asked for help with childcare?), evaluation (What were positive/negative aspects about this situation?), analysis (How does this experience mean to Vanda?), conclusion (How could this have been a more positive experience for Vanda and everyone else involved?) and action plan (create a step-by-step plan for the new experience).

Mentoring aspects: Vanda has only a basic education, no working experience and is constantly alone in taking care of herself and the children. Her wishes are unclear, she lacks knowledge about job opportunities and is rather passive. Nevertheless, she is looking for opportunities in finding a job. Thus, a mentor could use a transactional leadership style: be active, focus on short-term goals, formulate tasks precisely and act in a directive style. It would be beneficial to start the mentoring process with individual meetings and then involve Vanda in group meetings.

In the individual mentoring process, a mentor has to use the 5S model and discuss the following questions with Vanda on her situation: (1) relationship: how we could work together? What will be important for Vanda to analyse? (2) ambitions (aims): what does Vanda want to achieve? (3) situation: what is her current situation (in details)? (4) decisions: what ideas do Vanda have? (The mentor could help to find more possibilities); (5) agreements: what it takes to make it happen? How could her life change?

The mentor working with Vanda throughout the process could look for adequate working opportunities for her by selecting a field of crafts to start with, for example, paper and packaging, sewing or knitting.

Coaching techniques: The main coaching technique for Vanda would be an active dialogue with her to identify the different approaches in finding answers to her problem questions, for example, how to integrate work with childcare, etc., and to make a concrete action plan.

Another useful technique would be a motivational interview as it would encourage Vanda to reflect on her behaviour (Vanda spends time at home mainly taking care of her children), create a new view for her life and possibilities (What can I do different in my life? What is it important for me? How can I learn new things?), boost her self-confidence (I started to think about the need to earn money. I understand that I can engage in activities that would allow me to earn some money). Active dialogue and empowerment with a guiding style would help Vanda to explore how she can make a difference in her life.

The mentor can also involve Vanda in the group process: use case studies about similar situations like hers and organise discussions in small groups on how to find motivation for reaching one's own set of goals and brainstorm on what could one change in life and how to reach that.



4. Anna | person in pre-retirement age

Characteristics: Anna, age 58, worked for many years as a cleaner and was made redundant after the company closed down. There are no other similar jobs available in her rural village. As she has been out of work for a long time, she is afraid to go to job interviews or adapt to a new working environment. Family relationships cause her stress every day, her children live abroad. She perceives her situation as hopeless.

Stereotypes: Older people are not able to neither learn nor start something new any longer. They could only babysit.

Working opportunities: Anna could learn knitting or sewing skills and use them for making contemporary or historically accurate crafts objects. This could be done from home without any need for going often to the city. If the health conditions would no longer allow her to do fine work, Anna could help Laima and Vanda with looking after their children while they are working.

Motivation for working: As Anna's living expenses are very low, she has enough money to cover them. She has lived frugally all her life and now her only additional expenses include gifts for her children and grandchildren. She carefully selects, packs and sends these gifts and then is looking forward to receiving the joyful reactions after receiving them. One morning she read in a newspaper that a woman is looking for a babysitter for her disabled child. Anna was overwhelmed with joy and thought that she could help out.

Basic psychology: Anna felt happy that she could be helpful and also scared at the same time. She experienced thoughts as "I am too old for such a job", "I do not have the specific experience", "What if something will happen to this child", etc. Even though her initial reactions were up-lifting, the thoughts kept her away from reality. Nevertheless, the advertisement of babysitting kept coming back to her mind.

Then Anna thought that if she is afraid of looking after a child, she could do something else, for example, knit or sew that would not require such a responsibility. Perhaps she could knit socks for children.

Approach for working with the representative: A Mentor could lead the discussion with Anna to reflect on her life situation by selecting situations of her life to analyse, for

example, How to be more confident in relation to work when you get older?

Then work through these situations using the steps of Gibb's Cycle, i.e., description (In what situation does Anna have lack of trust to herself?), feelings (What did Anna feel when considering one job or another?), evaluation (What were the positive/ negative aspects about this situation?), analysis (What does this experience mean to Anna?), conclusion (How could this have been a more positive experience for Anna and everyone else involved?) and action plan (create a step-by-step plan for the new experience).

Mentoring aspects: Anna has many years of working experience but due to her age has doubts about her ability to work and start new activities. She is motivated to look for new working opportunities and knows what she would like to do. Anna is sad, confused and has low self-esteem, nevertheless she is ready to seek for essential changes in her life.

A mentor could use the mixed motivational leadership to encourage Anna in taking a risk and seeking for higher goals. A mentor should support her throughout the process, formulate the tasks in change-oriented manner and should focus on short-term goals. It would be appropriate to use both individual and group work methods.

The individual process would analyse and critically reflect on Anna's life, i.e., available experience, opportunities and limitations related to the desire to start a new job (Anna has extensive working experience; she has basic knitting and sewing skills; she has enough time to do the work, which activity would be more enjoyable for her, etc.). During the group work process Anna will have the opportunity to establish social contacts, share her experience and receive support thus strengthening her self-confidence.

The mentor working with Anna throughout the process could look for adequate working opportunities for her by selecting a concrete field to start with, for example, knitting, sewing or alternatively looking after the children of other peers while they are working.

Coaching techniques: Motivational interview would be a useful technique for Anna as it would help to encourage her to reflect on her behaviour (Anna has a chance to work but has doubts in her chances to get a job due to her age), create new perspectives of her life (What can I do different in my life? Which activity would be more enjoyable for me? How can I learn new skills such as knit or sew?) and boost her self-confidence (I can learn various skills. My health is good and I am strong enough).

Another useful technique would be an active dialogue and empowerment with a guiding style as it would help Anna to better explore the possibilities for choosing and engaging in working activities.

The mentor can also involve Anna in the group process such as group discussions about the possibilities to learn new skills, for example, how and where she could learn more about knitting, sewing or babysitting? how do other members of the group evaluate her job opportunities? etc. The opportunity to share her experience in the group and to provide positive and supportive feedback would be important for Anna to increase her self-confidence and help to choose the most appropriate working activities.



5. Audris | senior

Characteristics Audris, age 65, has suffered from several injuries and accidents which have led him to various health problems. He cannot do hard physical work any longer and cannot stay in one posture for a long time. He often uses alcohol to suppress pain and thoughts. He has been unemployed for a long time.

Stereotypes: He is a miserable alcoholic who is only interested in drinking and nothing else.

Working opportunities: Audris could learn working with wood and choose to do some concrete works, for example, processing certain parts that his injury would allow to perform, as well as do the work with the necessary breaks to relax and change postures. He could also be useful for doing some auxiliary works at the artisan's workshop.

Motivation for working: Audris feels lonely and has been constantly bothered by pain - he wakes up with pain and walks with pain - making him to use alcohol. One day he heard on the TV that if thoughts are directed towards a work, the pain decreases. This is especially effective if one is involved in doing new activities. He started to think what activity could be of interest to him.

Basic psychology: When Audris cooked a new dish, he noticed that at that time the pain seemed to have diminished. The next day he tried a new recipe and again felt as if the pain has disappeared. When a friend called, he told him what dish he was cooking, how delicious it was and felt joy. He did not use alcohol that evening and was proud of himself when waking up the next morning. He was not experiencing the usual morning thoughts as "why was I drinking", "I have to stop drinking", "I need to fix my health", etc. Audris started to think on what else he could do.

Approach for working with the representative: A mentor could lead a discussion with Audris to reflect on his life situation by analysing certain situations, for example, How can Audris decide to change his life habits and engage in new activities? etc.

Then work through these situations using the steps of Gibb's Cycle, i.e., description (What prevents Audris from starting new activities?), feelings (How does Audris feel in the present life situation?), evaluation (What are the positive/negative aspects of this situation?), analysis (What does this experience mean to Audris?), conclusion (How could this have been a more positive experience for Audris?) and action plan (create a step-by-step plan for engaging in new activities).

Mentoring aspects: Audris has little work experience and many health problems with chronic pain. Audris is sad and confused with low self-esteem though starts to look for a solution on what could be done differently. Thus, it is useful for a mentor to use the mixed motivational leadership method by encouraging Audris to take a risk and seek for higher goals. A mentor should support Audris throughout the process and formulate tasks in a change-oriented manner by focusing on short-term goals. It would be appropriate to use both individual and group work methods.

The individual process should analyse and reflect on the specific situation of Audris life including his experience, opportunities and limitations related to starting something new, for example, Audris has good cooking skills, his working skills are limited, he has time for starting new activities and work, which activities would be more enjoyable for him, etc.

During the group process Audris will be able to establish social connections and have the opportunity to be involved in communication with others by sharing his experience and listen to other experiences, as well as receive support thus strengthening his self-confidence and motivation to be active.

The mentor working with Audris throughout the process could look for adequate working opportunities for him by selecting a field of crafts to start with, for example, working with wood or be involved in auxiliary works at the artisan's workshop.

Coaching techniques: The main coaching technique for Audris would be an active dialogue with him through a motivational interview. It would encourage Audris to reflect on his current behaviour (Due to his health condition Audris has not engaged in any activity for a long time), create a new perspective for his life and possibilities (What can I do different in my life? Which activity would be more enjoyable for me? How can I learn new things, for example, working with wood, etc.), and boost his self-confidence (I can learn new skills? My health is not very good though I can find a job that matches my ability, etc.). The active dialogue and empowerment with a guiding style would help Audris to explore the possibilities for finding and engaging in work.

During the group process it would be useful to involve Audris in group discussions on the possibilities in learning new skills, for example, how and where he could learn these skills and how do other members of the group evaluate his job opportunities? etc. The possibility to share his experience in the group and receive positive and supportive feedback would be important for Audris to increase his self-confidence and help him to decide and select the working activities.



6. Ilze | person with disabilities

Characteristics: Ilze, age 40, has never had an official job. She cannot read and write, does not understand banknotes and does not know how to handle them, she cannot read the clock. At home she takes care of the poultry and kitchen, works in the garden. Sometimes, if she is called upon, helps her neighbour with gardening work, for which she receives a small remuneration. She would love to have a real job outside her home, however does not believe that she could find one.

Stereotypes: Her only possibility is to stay at home and live from the social benefits as there is too much effort with such a person.

Working opportunities: Paper and packaging works would perfectly fit Ilze. And there would definitely be easy works with paper that Ilze could learn and do in her own pace. This would make Ilze's dream of having a real job come true!

Motivation for working: Ilze has always dreamt about working and having her own job that would give her money and some independence. She is also keen of becoming a part of wider community and meeting new people, as well as through her work being able to help others.

Basic psychology: Ilze has no social skills and she does not know how to get a job. She has no idea on how other people get a job. She understands that it would really take a lot of effort whereas she does not know on where to start. Her parents were also not supportive and could not understand why she needs a job as all her basic needs such as food, clothes and shelter, are covered. She respects and loves her parents, whereas deep inside she wishes that her parents would support her in getting a job that would be suitable for her.

Approach for working with the representative: A mentor could lead a discussion with Ilze to reflect on her life situation in a clear and gentle manner. It is important that a mentor together with Ilze analyse her life situation with a focus on her opportunities and challenges and by using examples from other people in a similar situation.

A mentor can also use the steps of Gibb's Cycle gently guiding and supporting Ilze through the following set of questions: What are your possibilities in starting a real job? What are your main challenges? What does this experience mean to you? What could you do in this situation? What would you want to do? Try to plan some the first steps that would lead to starting a job.

Mentoring aspects: Ilze has no social skills, poor skills and only basic knowledge. Thus, it is useful for a mentor to use transactional leadership style: be active, focused on clear short-term goals, formulate tasks precisely and act in a directive style. It would be beneficial to start the mentoring process with individual meetings and then involve Ilze in group meetings.

The individual process should analyse and reflect on Ilze situation: her experience, opportunities and limitations related to starting a job (Ilze has never had a job, her skills are limited, she has time for starting a job, what activities would be most appropriate for her, etc.).

The group process would allow Ilze to establish social relationships and have the

opportunity to communicate with others by sharing her story and listening to other experiences, as well as receiving support thus strengthening her self-confidence and motivation to be active. It is important for a mentor to ensure a safe atmosphere for Ilze in the group by creating support and understanding from other participants.

The mentor working with Ilze throughout the process should look for adequate working opportunities for her by selecting a field of crafts to start with, for example, paper and packaging.

Coaching techniques: The main coaching technique for Ilze would be an active dialogue through a motivational interview. It would help to encourage Ilze to reflect on her current situation (Ilze is not actively searching for a job despite the fact that she is keen to get one), create new perspectives for her life (What can I do different in my life? Which activity would be more enjoyable and appropriate for me? How can I learn new skills, for example, working with paper and packaging? etc.), and boost her self-confidence (I can learn new skills. My education is limited nevertheless I can start learning and looking for a job that matches my capabilities, etc.). The active dialogue and empowerment with a guiding style would help Ilze to explore how she could find a real job.

During the group process it would be useful to involve Ilze in the group discussions about job possibilities, gaining new skills, finding a job and on how to introduce herself and how other members of the group evaluate her job opportunities. It would be important for the mentor to make sure that Ilze starts with listening rather than active involvement in the group discussions. The possibility to share her experience in the group and receive positive and supportive feedback would be important for Ilze to learn about working possibilities, increase her self-confidence and help to find a job.



7. Juris | former prisoner

Characteristics: Juris, age 45, has returned from prison. His wife divorced him while he was in the prison and he does not have a home to stay. It could take around six months for him to get an accommodation. Luckily, he can stay in the countryside with a friend until he finds an accommodation and a job. However, so far, all the job applications have been left without a response.

Stereotypes: Released from prison and not working, he will soon start stealing and robbing again. These people live according to their own rules where working is only for fools.

Working opportunities: Juris realized that his way forward is to either return back to jail or to try changing his life. After his release from the prison, he noticed how the world has changed and he was not sure what he would like to do next. He figured out that stealing would lead him back to jail, whereas if he started to work, something might change. He was not afraid of work.

Motivation for working: Juris is bothered by the thought that only fools work and wants to get a well-paid job. He saw people who earned a lot and had education. Whereas he is without education, money and a proper place to live. He understands that he could get that only with changing his existing path of life and trying to find any kind of job.

Basic psychology: Juris is afraid of making mistakes in predicting his future and thinks he would never succeed. He feels insecure and has fears that he will fail again. He is haunted by thoughts as “his life will never change”, “I am a prisoner”, “other people do not accept me and is afraid of me”. He also has a little faith in himself because he has disappointed himself and others many times.

Approach for working with the representative: A mentor could lead a discussion with Juris reflecting on his life situation in a clear and concrete manner, with support and without any preconceptions. It is important that a mentor together with Juris analyse

his life situation with a focus on his opportunities and challenges answering such questions as, for example, What does he think about his present life situation? How does he feel about it, etc. It would be useful to provide positive examples from other people in a similar situation.

A mentor can also use the steps of Gibb's Cycle by being flexible and responding to Juris emotional state. These questions may include: What are your main possibilities to find a job? What are your main challenges? What does your life experience mean to you? What could you do in this situation? What would you want to do? Try to create a step-by-step plan for finding job, for starting new activities and gaining new skills.

Mentoring aspects: Juris feels insecure and has fears that he will fail again. He does not believe that he will find a job and change his life to a better. Thus, it is useful for a mentor to use the mixed motivational leadership: encourage Juris to take a risk and seek for higher goals, support him throughout the process, formulate tasks in a change-oriented manner by focussing on short-term goals. It would be beneficial to start the mentoring process with individual meetings and then involve Juris in group meetings.

The individual process should analyse and reflect on the specific situation of Juris: his experience, opportunities and limitations related to finding a job (Juris has returned from prison, he has no education, he has limited working skills, he is not afraid of any work, he has time for finding and starting a job, what activities would be more appropriate for him, etc.).

During the group process, Juris will have the opportunity to restore social relations and be involved in communication with others, share his experience and listen to other experiences, as well as will receive support thus strengthening his self-confidence and motivation for changing his life. The mentor must ensure a safe atmosphere for Juris in the group by creating support and understanding from other participants.

The mentor working with Juris throughout the process should look for adequate working opportunities for him by selecting a field of crafts to start with, for example, wood working or any other job in the workshop supporting an artisan.

Coaching techniques: The main coaching technique for Juris would be an active dialogue through a motivational interview. It would help to encourage Juris to reflect on his current situation (Juris wants to change his life but he does not believe in his success), create new perspectives for his life and possibilities (What can I do different in my life? Which activity would be more appropriate for me? How can I learn new skills, for example, working in a craftsman's workshop? How can I be useful to a craftsman? etc.), boost his self-confidence (I can learn new skills. My education is basic nevertheless I can start learning and finding a job that matches my capabilities, etc.). The active dialogue and empowerment with a guiding style would help Juris to explore how he could find a job.

During the group process it would be useful to involve Juris in group discussions about stereotypes on former prisoners, job opportunities, gaining new skills, on how to find a job, how to introduce oneself, how other members of the group evaluate his job opportunities, etc. It would be important for the mentor to ensure that at the start Juris is given enough time to adapt to the group and then gradually would become more active. Social contacts and positive and supportive feedback from other participants would allow Juris to increase his self-confidence and believe that he can change his life himself.

7. References

Chapter 1: Brief Insight into Craftsmanship

Crafts Development Programme issued by the Latvian Chamber of Crafts, <https://www.lak.lv/pub/index.php?id=83>

Definition of Social entrepreneurship, European Commission, https://ec.europa.eu/growth/sectors/social-economy/enterprises_en

Chapter 2: Characteristics of deprived communities

Understanding and engaging deprived communities by Margaret Camina, Online Report 07/04 issued by Home Office in the United Kingdom, <https://www.urban-response.org/system/files/content/resource/files/main/understanding-and-engaging-deprived-communities.pdf>

Sanita Šaitere, University of Latvia, Factors Predicting Job Search Intentions of the Unemployed

http://dspace.lu.lv/dspace/bitstream/handle/7/4645/19778Sanita_Saitere_2011.pdf?sequence=1&isAllowed=y

“Study on Options for Reducing Administrative Burdens and Innovative Approaches to Tackling Long-term Unemployment” https://www.mk.gov.lv/sites/default/files/editor/4._gala_zinojums_29.07.2015.pdf

GEO Magazine No. 6.2020, quote of Juliane Degner

Biruta Sloka “Working Resources” <https://profizgl.lu.lv/mod/book/view.php?id=22290&chapterid=6820>

Rural areas and the primary sector in the EU https://ec.europa.eu/info/sites/info/files/food-farming-fisheries/farming/documents/eu-rural-areas-primary-sector_en.pdf

Ombudsman of the Republic of Latvia appealing to the Constitutional Court on GMI, 19.05.2020

Tuckman model on group development, https://saylordotorg.github.io/text_human-relations/s11-02-group-life-cycles-and-member-r.html

Chapter 3: Psychology and motivation programmes

Memorandum on Lifelong Learning Brussels, 30.10.2000 SEC(2000) 1832

David G. Myers Psihologija, 2000

David. D. Burns Geros nuotaikos vadovas. Nauja emocijų terapija. 2013.

Lina Bagdonavičienė ir Jolanta Ribačevskaitė Psihologijos praktinių užsiėmimų ir savarankiško darbo užduotys 2016, Panevėžys.

Melanie Fennel Įveikite menką savigarbą, Vilnius 2014.

Judit S. Beck Kognityvinės terapijos pagrindai, Kaunas 2008.

Chapter 4: Approach for working with deprived communities

van Berkel, R., van der Aa, P. H. J., & van Gestel, N. (2010). Professionals without a profession? Redesigning case management in Dutch local welfare agencies: Professionals zonder professie? Klantmanagement in Nederlandse sociale diensten. *European Journal of Social Work*, 13(4), 447– 463. <https://doi.org/10.1080/13691451003603455>, accessed 06.04.2021.

M. Carolyn Clark; Arthur L. Wilson. Context and Rationality In Mezirow's Theory of Transformational Learning. <https://doi.org/10.1177/0001848191041002002> accessed 06.04.2021.

Dirkx, John M. Transformative Learning and the Journey of Individuation. <https://files.eric.ed.gov/fulltext/ED448305.pdf>, accessed 06.04.2021.

Jack Mezirow (2002). Transformative Learning: Theory to Practice. <https://doi.org/10.1002/ace.7401>, accessed 06.04.2021.

Alexis Jemal (2017). Critical Consciousness: A Critique and Critical Analysis of the Literature. 10.1007/s11256-017-0411-3; <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC58924>, accessed 06.04.2021.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. New Jersey: Prentice-Hall.

References

- https://www.researchgate.net/publication/235701029_Experiential_Learning_Experience_As_The_Source_Of_Learning_And_Development, accessed 06.04.2021.
- McLeod (2017) S. Kolb's Learning Styles and Experiential Learning Cycle. <https://www.simplypsychology.org/learning-kolb.html>, accessed 06.04.2021.
- The Four Stage Learning Cycle by David Kolb. The Training Thinking. <https://thetrainingthinking.com/en/the-four-stage-learning-cycle-by-david-kolb/>, accessed 06.04.2021.
- Gibbs, G. (1988) Learning by doing: A guide to teaching and learning methods. Further Educational Unit, Oxford Polytechnic, Oxford.
- What is reflective practice? Cambridge Assessment International Education. <https://www.cambridge-community.org.uk/professional-development/gswrp/index.html>, accessed 06.04.2021.
- Gibbs' Reflective Cycle. Helping People Learn from Experience. <https://www.mindtools.com/pages/article/reflective-cycle.htm>, accessed 06.04.2021.
- Vaivada, S. Asmenybės saviugda dalyvaujant nevyriausybių organizacijų sveikos gyvensenos ugdyme. (Personality self-education through participation in healthy lifestyle education in non-governmental organisations). Daktaro disertacija (Doctoral dissertation). Šiaulių universitetas; 2015. file:///C:/Users/jurateg/Downloads/11910225.pdf, accessed 06.04.2021.

Chapter 5: Mentoring, coaching and training techniques

- Solvang, I. (2017). Discretionary approaches to social workers' personalisation of activation services for long term welfare recipients. *European Journal of Social Work*, 20(4), 536- 547. <https://doi.org/10.1080/13691457.2016.1188777>, accessed 06.04.2021.
- Kononenko, O. Transakcinė ir transformacinė lyderystė: Šiaurės Lietuvos vietos savivaldos institucijose. file:///C:/Users/jurateg/Downloads/8770470.pdf, accessed 06.04.2021.
- Grandia, J.; Yvonne M. La Grouw; Peter M. Kruijnen. Motivating the unemployed: A full range model of motivational strategies that caseworkers use to activate clients. <https://doi.org/10.1111/spol.12540>, accessed 06.04.2021.
- 10 Common Leadership Styles (Plus Ways to Develop Your Own). <https://www.indeed.com/career-advice/career-development/10-common-leadership-styles?from=careeradvice-US>, accessed 06.04.2021.
- Grandia, J.; Yvonne M. La Grouw; Peter M. Kruijnen. op. cit.
- Misiukonis, T. Asmeninio ugdymo praktika vadovams. *Vaga*. Vilnius. 2012. p. 185-237.
- Passmore, J. Addressing deficit performance through coaching - using motivational interviewing for performance improvement at work. 2007. https://www.researchgate.net/publication/47528956_Addresssing_deficit_performance_through_coaching_-_using_motivational_interviewing_for_performance_improvement_at_work, accessed 06.04.2021.
- Petroliene, R. Motivational interviewing: theoretical model and working mechanism. "Social Transformations in Contemporary Society", 2013 (1). <http://stics.mruni.eu/wp-content/uploads/2013/06/61-69.pdf>, accessed 06.04.2021.
- Best Coaching Tools and Assessments to Apply With Clients. <https://positivepsychology.com/coaching-tools-examples-assessments/>, accessed 06.04.2021.
- Rollnick, S. Motivational interviewing. 2010. <https://doi.org/10.1136/bmj.c1900>, accessed 06.04.2021.
- Kauffman, C. (2006). Positive Psychology: The Science at the Heart of Coaching. In D. R. Stober & A. M. Grant (Eds.), Evidence based coaching handbook: Putting best practices to work for your clients (p. 219-253). John Wiley & Sons Inc.
- Chad M. Burton; Laura A. King. The health benefits of writing about positive experiences: The role of broadened cognition. DOI: 10.1080/08870440801989946, accessed 06.04.2021.
- Good Practice Guide on Training Methodologies: How to become an effective and inspirational trainer. European Union Agency for Network and Information Security. 2014. [www.enisa.europa.eu > at_download > fullReport](http://www.enisa.europa.eu/at_download/fullReport), accessed 06.04.2021.
- United Nations Trade Facilitation Implementation Guide. New York and Geneva, 2015. http://tfig.itcilo.org/SP/pdf_files/1528870_E_ECE_TRADE_419.pdf, accessed 06.04.2021.
- Tuckman's stages of group development. https://en.wikipedia.org/wiki/Tuckman%27s_stages_of_group_development, accessed 06.04.2021.
- Good Practice Guide on Training Methodologies: How to become an effective and inspirational trainer. op. cit.
- 10 Effective brainstorming techniques for teams: visualization-based method recommended by author and psychologist Jacqueline Sussman.

References

- <https://www.wework.com/ideas/worklife/effective-brainstorming-techniques>, accessed 06.04.2021.
- Self-study Course for Trainers of Intercultural Mediators. Module 2: Adult training methodology and techniques. http://www.mediation-time.eu/images/TIME_05_Trainer_Course_Module_2.pdf. accessed 06.04.2021.
- Brown, S. "The Art of Teaching in Small Groups", *The New Academic* Vol. 6, no. 1 (Spring 1997). https://community.dur.ac.uk/postgraduate.english/forum/?page_id=120, accessed 06.04.2021.
- McCombes, Sh. How to do a case study. 2019. <https://www.scribbr.com/methodology/case-study/>, accessed 06.04.2021.
- Buchbinder, Sh. Rehearsing for the Real World: Case Studies and Role Play. <https://blogs.jblearning.com/health/health/2012/10/01/rehearsing-for-the-real-world-case-studies-and-role-play>, accessed 06.04.2021.
- Train the Trainer. Training Fundamentals. Instructor's Reference Manual. UNITED NATIONS. New York, 2001. [tfig.unece.org > pdf_files](http://tfig.unece.org/pdf_files), accessed 06.04.2021.
- Good Practice Guide on Training Methodologies: How to become an effective and inspirational trainer. op. cit.
- Vuori, J.; Price, R. H.; Mutanen, P.; I. Malmberg-Heimonen. Effective Group Training Techniques in Job-Search Training. *Journal of Occupational Health Psychology*. 2005, Vol. 10, No. 3, 261-275. DOI: 10.1037/1076-8998.10.3.261, accessed 06.04.2021.