

# Material for Mentoring to Work

Tools for discussion for mentee and mentor



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Editor-in-chief: Henri Karppinen  
Technical reviewer: Heli Vilja-Sarromaa  
Layout: Oona Rouhiainen

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Leverage from  
the EU  
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# Hey, you!

## Do you have an interest in mentoring to work?

Mentoring to work is a great option if you have i.e., moved to Finland, are transitioning to working life and need a little spar for this phase of life. Participating in mentoring gives you an opportunity to strengthen your professional self-knowledge, create professional networks and gain more knowledge about what it's like to work in Finland. Alternatively, mentoring to work could be for you if you have worked in Finnish job markets for a while, you want to share your know-how, and learn i.e., new cultural and language skills. In mentoring to work, a mentees and mentors needs meet, and it's possible for both to learn something new in this equal interaction process.

This material for mentoring to work is for mentees, mentors, and organizations running mentoring programs. If you want to participate in mentoring, you can find yourself a mentoring partner, or find an organization that organizes mentoring. This material is practical and aimed to support the progression of mentoring process. You can find a short introduction about the principles and roles of mentoring to work in the beginning of this material. After that, the material is divided into preparation, action, and closure phases. In each phase, you will find several exercises that the mentor and mentee can use in the meetings to support dialogical conversation. Choose the topics that interest you in this material, whether it was identification of prior competence, networking, or practicing professional language.

The mentoring tools have been created in a project of LAB University of Applied Sciences (ESR 2019-2020). The cooperation partners included Turku University of Applied Sciences and Tampere University of Applied Sciences from Finland, and KU Leuven, Economic House of Osteend and Beyond the Horizon from Belgium. In addition, some nursing students from LAB University of Applied Sciences and integration training students from Salpaus Further Education have participated in developing this material. We have also made use of other publications in the field in creating this material.

### Good luck to your journey towards mentoring to work!

Sari Lappalainen                      Marja Ahola                      Olga Kaartinen  
Virve Pirttikoski                      Marja Kijärvi-Pihkala                      Dina Seppälä

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**Preparation**

# The Roles of Mentor and Mentee



## “ Confidentiality is central for mentoring ”

In mentoring to work, a more experienced person (mentor) helps the more inexperienced (mentee) to move forward on their path towards employment. Mentoring can help the mentee to grow professionally and develop their know-how. Mentoring is based on a trustful interaction relationship between the mentor and the mentee. The objectives of mentoring are based on the wishes and needs of the mentee, but also the mentor can develop their know-how during the process.

**A Mentor** is a Finn or a person who has lived in Finland for a long time, who supports and guides the mentee towards Finnish working life. The role of the mentor can be to understand, to spar and to coach. A mentor can also act to build bridges between the mentee and Finnish working life. The most important task of a mentor is to encourage and support the actor in their endeavours towards employment.

It is vital that the mentor listens to the mentee’s hopes and thoughts, and that they offer alternative thoughts and help the mentee to identify their know-how. It is good for the mentor to use clear Finnish language and avoid using words of a specific dialect.

**A Mentee** wants to actively improve themselves to be employed in the Finnish job markets. The mentee has an active role in mentoring. They set the goals for mentoring, are responsible for their own learning and about how they will apply the know-how gained in the process. In conversation, the mentee brings up their own questions, challenges and places for improvement.

Confidentiality is central for mentoring. The conversations between mentor and mentee are confidential. For this reason, agreement on which aspects of the mentoring process can be shared with third parties should be reached in the beginning. For example, mentor and mentee can agree that one’s own ideas and realizations that have come up in conversation can be shared, but things learned about the other person should remain confidential.

## Phases of Mentoring

The mentoring process can be divided into phases of preparation, action and closure. In the preparation phase, it is necessary to build trust and agree on a set of rules like when and where the meetings occur. One must remember that trust is built through acting by the commonly agreed rules, e.g. by sticking to the agreed schedules. In the meetings of the action phase, it would be useful to focus on a previously set theme that helps to achieve a common goal. In the closure phase, it is good to pause and think together about what was learned and whether the expectations and goals were met.

The common ground rules and other things agreed on will be scribed in a mentoring agreement. The mentor and the mentee will agree on the principles, responsibilities, boundaries and discussion topics of the meetings. In addition, practicalities such as where and when the meetings occur, as well as how the mentor and actor will keep in contact, will be agreed on. It is also good to discuss in the beginning how feedback will be given and when the mentoring process will be evaluated. It is useful to return to the mentoring agreement around halfway through the process, especially if the objectives of the meetings have become more indistinct.

The time spent on mentoring varies depending on the length of mentoring period and the frequency of meetings. An adequate length for mentoring process is around six months. Usually, the time spent on mentoring is around few hours in a month, but this is good to talk through before starting the mentoring relationship. In addition to the actual meetings, time might be spent on communications, searching for information, and preparing for the meetings.



### 1) Starting Mentoring

The mentoring process starts with a meeting of mentor and actor. Building a confidential interaction begins in the first meeting. The first meeting is especially important, hence time and effort ought to be given to preparations. The mentee should think about their personal goals concerning work life, as well as what topics they want to discuss. The mentor shall also prepare for mentoring on their part by familiarizing themselves with the objectives of mentoring, as well as the rules of cooperation, and by thinking about what they would like to share and gain from the meetings. It pays off to spend time on getting to know each other, as it advances the creation of a confidential interaction relationship and assists in developing understanding about the other person's point of view.

The objectives of a mentoring process will be built around the personal objectives of the mentee. The mentee will bring their personal objectives to the first meeting and through the discussion about these goals, the mentor and the mentee aim to come up with common objectives for the mentoring process. Defining common objectives is necessary to both parties to know what the common purpose of these meetings is. The objectives may be clarified later when the process proceeds. Some of the objectives for mentoring can be, for example, identifying the mentee's know-how and the rules of professional life, as well as networking.

## 2) The Action Phase of Mentoring

The meetings can be strictly planned, so that the topics are agreed on prior to the meetings. Alternatively, they can only be decided in the meeting, and this way it is possible to focus on a topical issue. The interaction between the mentor and the actor works the best when both are genuinely present. It becomes a dialogical and reciprocal relationship of interaction when both contribute to furthering mentoring process through discussion. The tools developed for mentoring can be used to support dialogical conversation. They are easy to use as the planned phase of the process, as well as the objectives, are already defined.

**A meeting can, for example, be structured as follows:**

- 1) **Beginning and topical issues:**  
How are you today, what has happened since the last time, what is the objective for this meeting.
- 2) **Working on the agreed theme**  
Working together on the previously agreed topic. It can be useful to use the ready-made tools to encourage discussion.
- 3) **Ending the meeting:**  
How did we proceed towards the objective, what we learned and when will we meet again. Agreeing on the topic for the next time.

**In addition to the tools, some of these functional exercises can be used as topics for meetings:**

- ◇ Visiting the workplace of mentor
- ◇ Examining different channels of recruitment and opportunities for employment
- ◇ Improving job application, CV and possibly LinkedIn profile
- ◇ Reading and practising professional vocabulary together



## 3) Ending Mentoring

In the closure phase it is useful to pause for a moment and think about what has been learned, and if the expectations and objectives were achieved. It is also useful to consider the things that could have been done differently. It is good to give feedback to the other participant, but this must be done in a respective and constructive manner.

# Starting mentoring



# Mentoring Agreement

On the next page you can find a mentoring contract. It is good to write a contract, so the common rules are clear to both parties. Write down the common objectives for mentoring (it is good to return to these as the process proceeds). The following discussion questions will help to set goals for mentoring.

You should also discuss confidentiality of mentoring, e.g. what can be shared to others and what not. In addition, it is good to plan the future meetings in the first meeting. In planning the meetings, you should keep in mind the set goals. It is useful to have a discussion topic (tools for mentoring can be helpful here) or some other commonly agreed activity (e.g. visiting the mentor's workplace) for every meeting. This way both parties will know what to expect from the mentoring meetings

## Objective:

To agree on the practicalities and objectives of mentoring



## Actor:

What are your expectations for the meetings?

What are your goals regarding mentoring?

What topics would you like to discuss?

What do you need the mentor's support for?



## Mentor:

If you had a chance for mentoring in the early days of your career, how would you have utilized that?

In what ways do you want to help your actor?

When you end the process, what are the benefits you hope the actor has gained from the process?

What do I as a mentor wish to gain from the process?

# Mentoring Contract

## 1. Objectives for mentoring.

What do you want to focus on in the process and what do you want to achieve? These will clarify as the process proceeds, return to these later if necessary.

## 2. Confidentiality.

What can we tell others about our meetings and conversations?

## 3. Meeting schedule, place and communication

When will you meet and how will you keep in contact? How long are the meetings? Try to agree on four to five meetings. Decide what you will do in case you have to cancel the meeting.

Date and signatures

---

# Lifeline

Tell your story by drawing a line where you add the most important things in your life. The story will help you to bring your life into words and help the other to understand your viewpoint in life.

Start from the left side of the paper where you add your birth. Change the shape of the line at the point of the most significant events. Sometimes the line will be flat, but at the points of the most significant events it will jump up or crash down. Write down what happened in the points of ups and downs. Add your most important memories on the line: life events, studies, jobs, hobbies. Big decisions and changes in direction. Your closest people.

When the line is ready, you can examine the most significant events of your life. Which past events do you value the most? What are you happy about? Which events have taught you the most? Or what were the biggest turning points? Who are your biggest role models, most important companions and who have had the most impact on your life?


You can draw the line on a separate paper or on the other side of this paper.

## Objective:

Telling your life story and getting to know each other



## My lifestory in the form of lifeline-drawing:

A large, empty rectangular box with a thin black border, intended for a lifeline drawing. The box is centered on the page and occupies most of the middle section.

## What matters the most – game

This exercise is great for getting to know each other in the beginning. First, think independently about what matters the most for you in life. After this, both start to remove things that they wrote, ending up with those things that matter the most in life. In the end, discuss what impact these things have on work and wellbeing.

Instructions for this exercise can be found on the next page.

### **Objective:**

To recognize the things that matter the most for you in life



## What matters the most - game

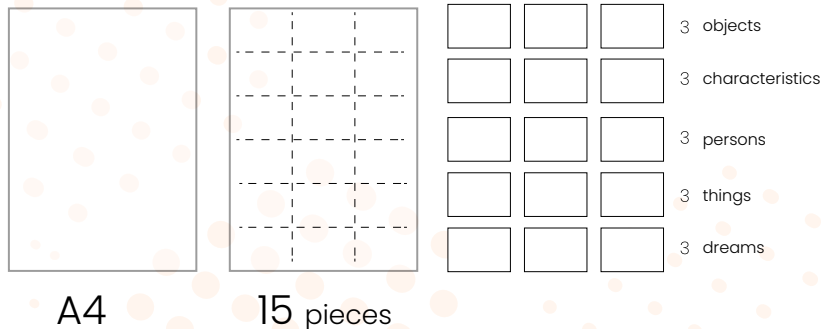
Think about the most important things in your life.

### 1. Cut pieces of paper.

Take one paper (size A4). Cut yourself 15 pieces of paper

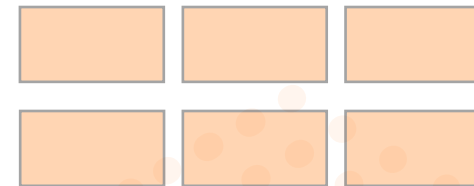
### 2. Write on the pieces of paper the things about your own life instructed here:

- Choose 3 pieces. In each piece of paper, write **1 important object**, that you couldn't live without. (3 important objects together).
- Choose 3 pieces. In each piece of paper, write **1 important characteristic**, that you couldn't live without. (3 important characteristics together).
- Choose 3 pieces. In each piece of paper, write **1 name of a person**, that you would want to have in your life forever. (3 important people together).
- Choose 3 pieces. In each piece of paper, write **1 thing** that you think is important. (3 important things together).
- Choose 3 pieces. In each piece of paper, write **1 dream**. (3 important dreams together).



### 3. Take away pieces of paper as instructed, until you are left with the most important things in life. Discuss your choices.

Of all 15 pieces, choose 3 things that you can live without and move them aside. Remove the next three and continue until you are left with 6 pieces of paper.



**All these pieces are important, but these 6 matter the most.**

**Action Phase**

# Reveal Your Work Skills

In MESH-project we asked employer representatives about i.e., what kind of skills, characteristics, and attitudes they wish for potential employees, and how should you prepare for a job interview. When you are looking for a job or an internship, it can be hard to know what kind of skillset the employers are looking for. When you understand the employers' need better, it can make job hunt and preparing for an interview easier.

Watch together some of the videos and write down some central points. Share your thoughts and think about how these things you've just learned could be utilized in mentoring.



**Videos can be found on the MESH-project YouTube channel:**

<https://youtube.com/playlist?list=PLdNZJtoVrhSs-jcZl7muem6H739vpkth>

(The videos are in Finnish but subtitles for multiple different languages exist.)

## Objective:

Increase understanding about what employers want from an employee, and recognize one's strengths and places for improvement



*"Tällä hetkellä odotetaan monitaitoisuutta"*

*Minna Piipponen, Isku-Yhtymä Oy*

*"Työnantaja hakee kehityshaluista ihmistä"*

*Jaana Pulkkinen, Lehtiojan palvelukeskus*

*"Yrittäjähenkisyys on hirveän tärkeää"*

*Merja-Leena Alenius, Näkemystehdas MBE*

*"Työhaastattelu toimii kumpaankin suuntaan"*

*Ville Mäkelä, Nordic Simulators Oy*

*"Työturvallisuus, työsuojelu ja työajat ovat tosi tärkeitä"*

*Tuija Timonen, Oilon Oy*

*"Se voi olla lottovoitto!"*

*Jari Kukkonen, Production Software Oy*



**Answer to the questions based on the videos.**

1. What do companies and employers want from an employee?

2. What additional value can a person with a foreign background bring to work and the job community?

3. How should you prepare for a job interview?

4. What else was came up in the discussions?

5. What would it be good focus on in mentoring, based on these thoughts?

# Time Management

Everyday life includes a variety of responsibilities and obligations. These take time. One's own sense of control of everyday life often forms from the sense of managing time. Through this exercise you can identify some factors that might hamper your own time management.

On the next page there is a list of different factors that can act as 'time robbers' or barriers to being in control over your time management. Which of these do you recognize to be a part of your everyday life?

When you've identified the biggest 'time robbers' / barriers for controlled time management, think about:

1. Which ones are the most burdening or disturb your life the most?
2. Which ones can you influence yourself?
3. How can you start removing these 'time robbers' and barriers to controlled time management?
4. Plan and tell how you plan to manage your time next week.

(Modified from: Kannianenet al. 2017, 30.)



## Objective:

Identify the factors that hamper time management.



# Time Management

Which of these things take too much time and keep you from focusing to the most important tasks?

- |                          |   |                          |  |
|--------------------------|---|--------------------------|--|
| <input type="checkbox"/> | When I work I'm often being interrupted                               | <input type="checkbox"/> | An email or a social media message often interrupts my working                                 |
| <input type="checkbox"/> | I'm involved in too many things                                       | <input type="checkbox"/> | Relationship issues trouble me and make my thoughts wander, and thus I cannot work efficiently |
| <input type="checkbox"/> | I didn't plan my day  | <input type="checkbox"/> | I am tired and have no energy for working  |
| <input type="checkbox"/> | My belongings are disorganised  | <input type="checkbox"/> | It's hard for me to concentrate  |
| <input type="checkbox"/> | The things I need for working are out of order                        | <input type="checkbox"/> | I lack self control  |
| <input type="checkbox"/> | I don't know how to effectively use the tools I have e.g. computer    | <input type="checkbox"/> | I do plan my day, but what I plan never happens  |
| <input type="checkbox"/> | I find it hard to concentrate at the place where I work               | <input type="checkbox"/> | Some other 'time robber': _____  |
| <input type="checkbox"/> | It is unclear to me what is expected from me                          |                          |  |
| <input type="checkbox"/> | It's hard for me to prioritize  |                          |  |
| <input type="checkbox"/> | It's hard for me to make decisions and it is also very time consuming |                          |  |
| <input type="checkbox"/> | I don't work in an organized way but jump from a task to another      |                          |  |

Table 1. Time management (Modified from: Kannianen et al. 2017.)

# Levels of Impact

There are lots of things in life that one can impact. There are also things that one cannot impact, so it is good to leave those outside the mentoring process.

With this tool it is possible to identify the things in one's life situation that they can impact and the ones they cannot. The things that cannot be impacted shouldn't be spent too much time and energy on.

## Instructions for using this tool:

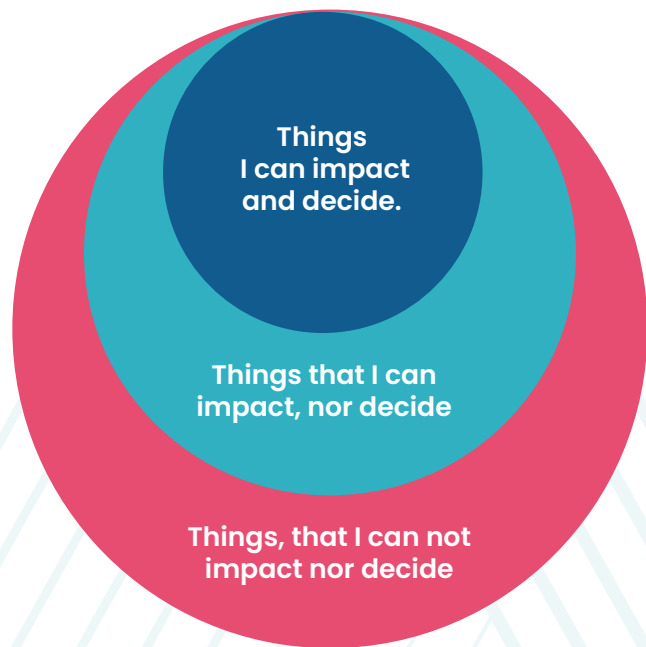
1. Stop for a moment to think about your life situation.
2. As instructed, write on the levels of impact some things that you can affect and those that you cannot affect in your own life.
3. After this exercise, discuss with the mentor about some of the things that are worthy of paying attention in mentoring.

(Modified from: Kanninen et al. 2017, 23.)

## Objective:

Identify those issues and questions in life that one can have an impact on.





**Image 1.** Levels of Impact (Image: Oona Rouhiainen)

I can impact and decide:

I can not impact:

I can impact, yet not decide:

# Goal-directed Networking:

## A) My networks

Networking is an interactive process. Through networking one can create social and professional contacts and exchange knowledge. Expanding networks is goal oriented. Discuss together about how networks can help when you are looking for a job.

Using this tool, you can map your own networks and plan how you can expand your networks. You can think about for example:

- ◆ Professional networks (E.g. coworkers and those trying to get into the field)
- ◆ Personal networks (E.g. hobbies and volunteer work)
- ◆ Social media networks (E.g. Facebook groups for particular professions)

### Objective:

Map one's networks, search for ways to expand them and set a goal for networking



In addition to this tool (A. My networks) there are two other networking tools in this material (B. Network Action Plan and C. Expanding networks). We recommend doing all of them. However, it is possible to use them separately.

## My networks

### 1. Think about your networks first independently and then discuss together

Who is in your network?  
-> E.g. family, friends, prior coworkers and employers, and social media groups

How have you networked?

Where have you done networking? Who was there?

What have you got from your networks, and what have you given to them?

Have there been any challenges regarding networking? What kind?

### 2. Discuss together how one can expand their networks.

What different ways of networking can you come up with?

What would be some possible places to meet new people?

Are there any tips regarding the mentor's network that they can share with the actor?

### 3. Discuss the possible goals regarding networking.

What professional goals do you have?

How can networks promote achieving these goals?

# Goal-directed Networking:

## B) Network Action Plan

Setting goals guides your thinking and actions. With this tool you can make yourself a network action plan and goals for expanding your networks. In this tool you will create yourself a network action plan and the goals for expanding your networks.

On the chart on the next page, write down goals and a plan for networking. A job-related networking goal was already considered in the prior tool (My networks). You can use that same one as your networking goal here or choose a new one if you are not happy with it. The actions are some concrete steps to acquiring or expanding networks.

### networking goal can be, for example:

- ◆ I'll find an interesting professional community online that I can join
- ◆ I'll join an organization that interests me

This tool can be used independently between meetings or discussing it together. In the last networking tool (C. Expanding networks) this plan is addressed and discussed together.

### Objective:

To create a plan for networking



# B) Network Action Plan

<b>Networking Goal:</b>			
	<b>Where?</b>	<b>With who?</b>	<b>When?</b>
<b>Action:</b>			
<b>Action:</b>			
<b>Action:</b>			

<b>Networking Goal:</b>			
	<b>Where?</b>	<b>With who?</b>	<b>When?</b>
<b>Action:</b>			
<b>Action:</b>			
<b>Action:</b>			





# Goal-directed Networking:

## C) Expanding networks

In this tool the actor and mentor go through the network action plan together. Discuss the plan and think about other possible networking goals and ways of expanding networks.

Search together for networks to join, events to participate in and try to identify people that would be good to contact.

For example, different volunteer opportunities, family cafes, professional networks of different fields, Facebook groups and different organizations are great ways to expand one's personal and professional networks. Find out how these networks can be joined.

### Objective:

To discuss about networking action plan and finding new networks



## Expanding Networks

Discuss expanding networks.

### 1. Discuss the network action plan

- What was easy in making the plan?  
How about challenging?
- Why did you choose these networking goals?
- How do you have to act to reach these goals?
- In what ways can you expand your networks?  
E.g. new hobbies, child's school community, LinkedIn.

### 2. Search for networks together

- What kind of places and opportunities for networking can you find online? How do you join them?
- What kind of tips did you find of suitable networks?
- What kind of groups, events or organizations could you join?

# The High Five

Describing your know-how can help you to understand what you can do, and to set goals for yourself.

Know-how doesn't just refer to knowledge, but rather consists of various aspects: will, knowledge, skills, experience and contacts. Like every finger in a hand, so do these aspects have their own roles and missions. Through the high five you can make your own know-how visible.

On the other side of this paper, write to on every finger what you can do.

After this, discuss together about what kind of know-how you have. Ask each other questions about each 'finger' and help each other to see how much know-how you already have.

## Objective:

To make visible the existing know-how



(Modified from: Kanninen et al. 2017, 21.)

**Know-how**  
Degrees, studies,  
expertise

**Skills**  
practical making

**Networks**  
Contacts, groups,  
community

**Experience**  
work experiences,  
hobbies,  
life experience

**Identity**  
own features,  
acquirements, values,  
attitude, interest

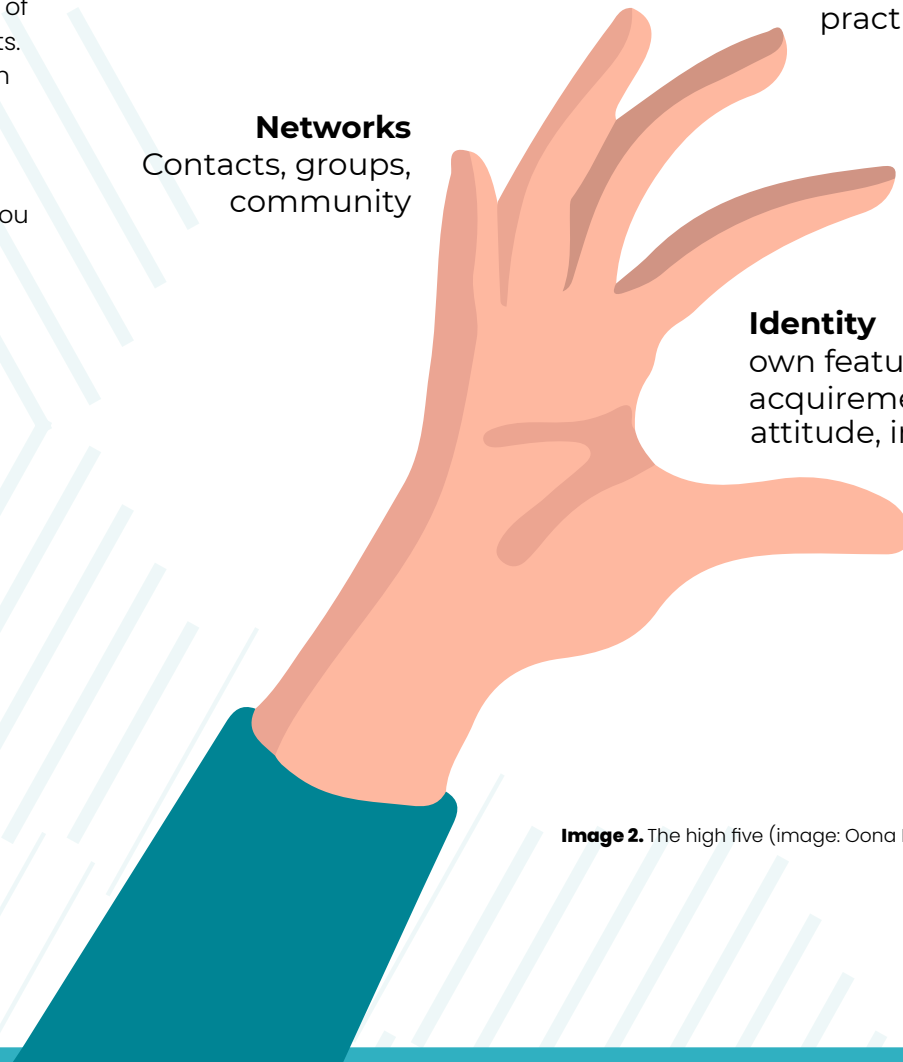


Image 2. The high five (image: Oona Rouhiainen)

# Elevator Pitch

With elevator pitch one can practice introducing themselves and articulating their know-how.

First, create the content to the elevator pitch. Fill in each of the sections on the next page. Make use of the examples and beginnings of sentences. The content can be modified together. An adequate length for an elevator pitch is one minute. After this, both actor and mentor briefly introduce themselves using the text. It is recommended to practice and perfect the speech together.

## Tips for preparing the pitch

- ◆ Ready-made questions help to construct the pitch. Elevator pitch focuses on the most important things.
- ◆ Writing the text, it can be helpful to think about a job one would like to apply for or an occasion where one must convincingly bring forth their know-how.
- ◆ Speak concisely.
- ◆ Make use of the High Five (page 26) in identifying your strengths.

### Objective:

To learn to talk about one's know-how in a brief and invigorating way



# Elevator Pitch

Fill in each section below. Make use of the example sentences. You can also use the examples listed in brackets. An adequate length for a pitch read aloud is approximately one minute.

## I am...

(name? Tell something interesting about yourself – e.g. through your job, education or hobbies.)

## I can...

(e.g. professional skills, education, language skills, interaction skills, skills gain through hobbies.)

## I'm worth hiring / giving a place to study, because ...

(What's your greatest strengths in reference to the job/task you're applying for? Have you got some special skills or knowledge?)

## I succeeded when...

(What is one of your most memorable successes? Demonstrate with a brief story or an example.)

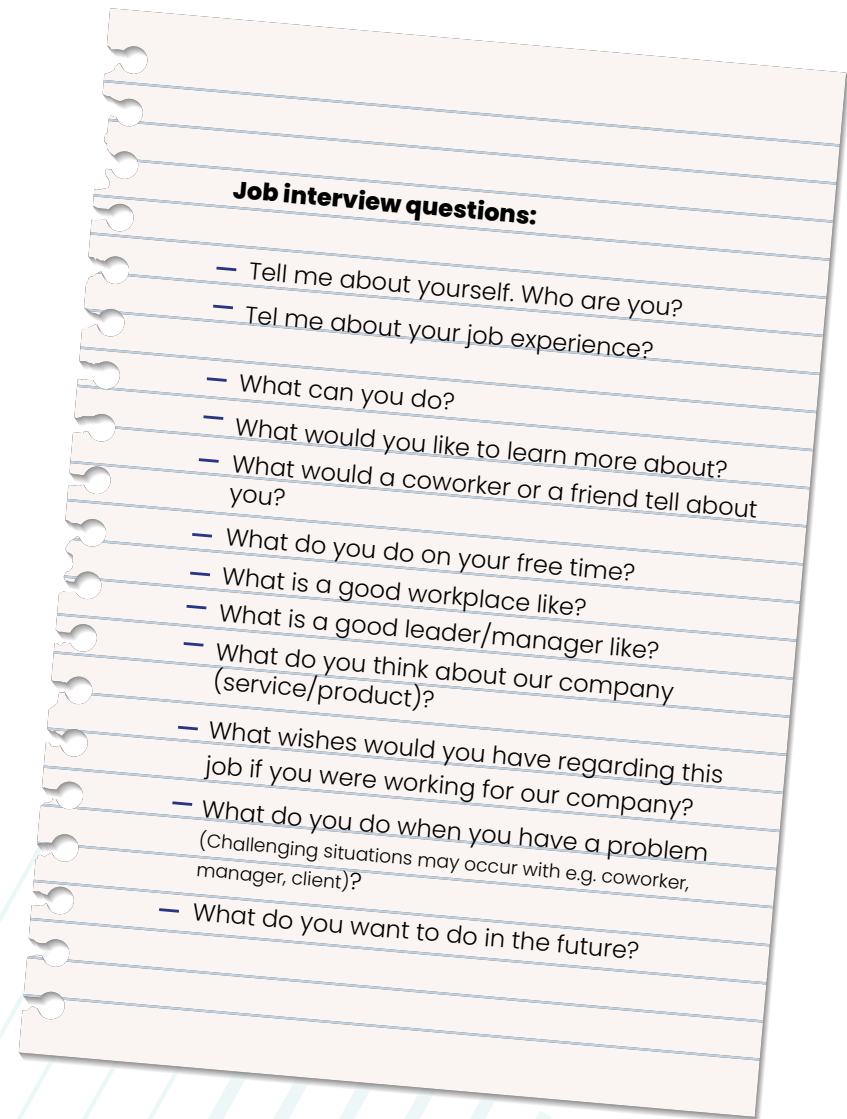
# Jobinterview

It pays off practicing job interview beforehand, so you can practice answering some possible questions, gain more confidence and practice suitable vocabulary.

The other acts as the interviewer and the other as the interviewee. You can also swap roles. If, for example, the actor is getting ready for a job interview, it can be useful to modify the questions to match the role they're applying for. If job hunt is not topical at the moment, you can ask each other questions one at a time, which allows also discussing suitable answers. You can make use of the questions on the next page or come up with new questions in addition to those.

## Objective:

To prepare for a job interview



# Work Skills and Cultural Knowledge

As working life becomes more globalized, a good language proficiency is useful but not everything. It is also crucial to be able to recognize habits and situations in the workplace that are affected by culture. At a workplace, many habits and expectations include silent cultural knowledge that is not easy to recognize. A way to discuss and make visible the silent cultural knowledge is to reflect on it using soft skills as a tool. In working life, soft skills are of great significance as they impact on i.e. communication, problem solving and carrying out tasks.

Using this tool, you can discuss how culture affects working and what kinds of skills are needed in working life. On the next pages there are example questions about soft skills that can be used to spark up conversation. The tool can open new perspectives for soft skills and cultural knowledge in working life.

## Objective:

Think about your working life skills and the effect of culture on work





**Image 3.** Work skills and cultural knowledge (Image: Oona Rouhiainen, Marja Ahola & Dina Seppälä)

### Self-determination:

How do you relate to schedules?

Do you manage your time well? Do you carry out tasks at the latest possible moment or do you do them as soon as you can?

How do you manage tight schedules??

What kind of control or boundaries do you need? What do you not need? Is that typical in your culture?

How would you like your team to be managed?

How do you like to develop yourself?

### People skills:

How do you interact with people? What affects your interaction with others?

What added value does your team bring to your work? What's the significance of teamwork skills to you?

How do you make use of the others' know-how in your work? How could team dynamics be improved?

How do you handle conflicts?

What is a natural role for you in work in Finland or in your home country?

What should you develop in your people skills?

### Resilience – Flexibility:

What do you think about the complexity of work environments, and that contracts and forms of employment are continuously changing? Does that create problems, or do you adapt to that change well?

How well can you put up with stress?

Are you good in making decisions? What affects that ability?

How do global problems (climate change, pandemics, wars...) change work life in your opinion?

How do digitalization and globalization affect your work? What are your digital skills like?

### Creativity – Critical thinking:

What do you think about standards (commonly agreed requirements and quality for products and services)? Are there tight standards in your home country, or is it unusual to use them?

Do you easily see places for improvement in your workplace?

How could your field or workplace increase their competitiveness in your opinion?

How are your problem-solving skills? How do you make use of it in your work?

### Emotional intelligence:

How well do you read people? How can you utilize that? Or is it a challenge for you?

How do you act in situations where the goal is to get a task done quick and effectively?

What are your challenges and strengths in dealing with others?

Is it important for you to have a strong inner motivation in your job?

# Language Proficiency Reflection

In working life, versatile language proficiency is beneficial, which is why it is good to reflect on your learning of languages. It pays off to think about your strengths and weaknesses, so that developing your foreign language proficiency can be as effective and appropriate as possible.

This tool will help you make visible what you are already good at, and what you should focus on in developing your foreign language usage. On the next page there are questions relating to language usage, ways of learning and motivation. Think about the questions and discuss them together.

## Objective:

To reflect one's language proficiency by making visible strengths and possible places for improvement



## Think about your own foreign language proficiency and language usage

### Why do you use this language?

- ◆ What motivates you to learn a language? Do you have a dream (e.g. getting a job) that requires a certain level of language? Or do you want to be able to get by in everyday life better?
- ◆ What level of language proficiency do you need for, e.g. studying or work?

### Ways of using language

- ◆ Are some of the ways of using language (speaking, writing, listening, reading) easier or harder for you than others?
- ◆ What do you need to practice? What do you need support for?
- ◆ Is some of the ways of using language more central than another, e.g. for a job?

### Situations

- ◆ Where do you use foreign language – in school, work, or freetime? If you tend to use it only in certain situations, could you practice using it in other situations too?
- ◆ In what situations is it hard to use foreign language? What aspects could you develop?
- ◆ What do you need support for? What are you good at?
- ◆ Is there a form of language that is easier or harder than the others? Are you good in e.g. written standard language, but spoken language is problematic? Or do you get by ok in everyday life, but specialized professional vocabulary is lacking?

### Ways of learning

- ◆ How do you learn language the easiest? By having discussion, studying vocabulary independently, or watching videos? What feels natural to you?
- ◆ Could you practice the challenging things in a new way?



# Phone Conversation

Phone is one of the central ways to communicate in working life. Especially using a foreign language, it is good to practice work-related calls beforehand.

Using this tool, you can practice different work-related situations that happen over phone. The examples are of a sales situation, but you can choose any other suitable topics or situations for the conversation.

Zoom and WhatsApp video calls are good for practicing phone calls online but practicing face to face also works well. Being face to face will make the interaction easier, while using a phone will make the exercise more challenging.



# Puhelinkeskustelu

You can structure your conversation following the example, but choose the topic yourselves (the example is of a sales situation)

1. Choose roles first: are you a caller or the one to pick up (the inner layer of the circle).
2. Then choose a situation for the conversation (the middle layer).
3. Finally, choose additional features for the call (outer layer).

## You can also think about the following questions:

- ♦ What especially do you need help with?
- ♦ Do you know some common phrases that are used in the beginning, during and in the end of a phone call?
- ♦ How do you ask someone to repeat what they just said, or express that you didn't understand something?
- ♦ What kind of challenges have you had talking on phone? Would you also want to practice those?

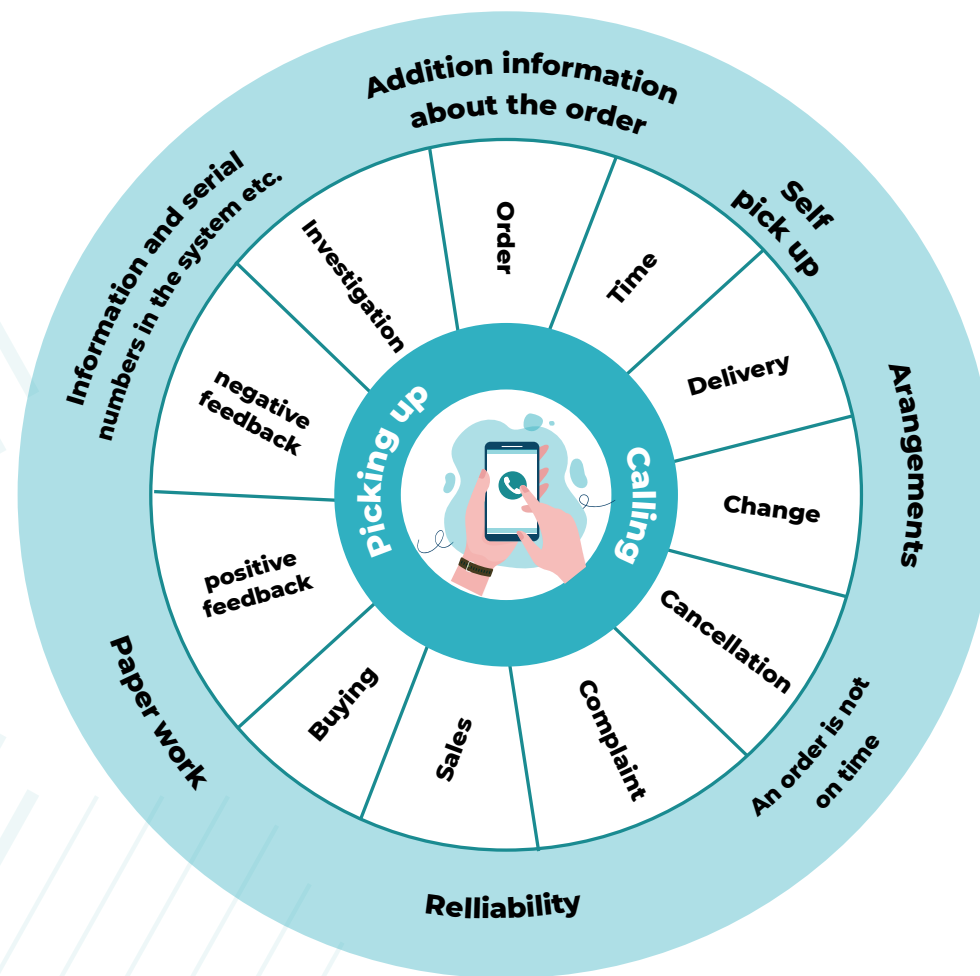


Image 4. Phone conversation (Image: Oona Rouhiainen, Marja Ahola & Dina Seppälä)

# Professional Language Path

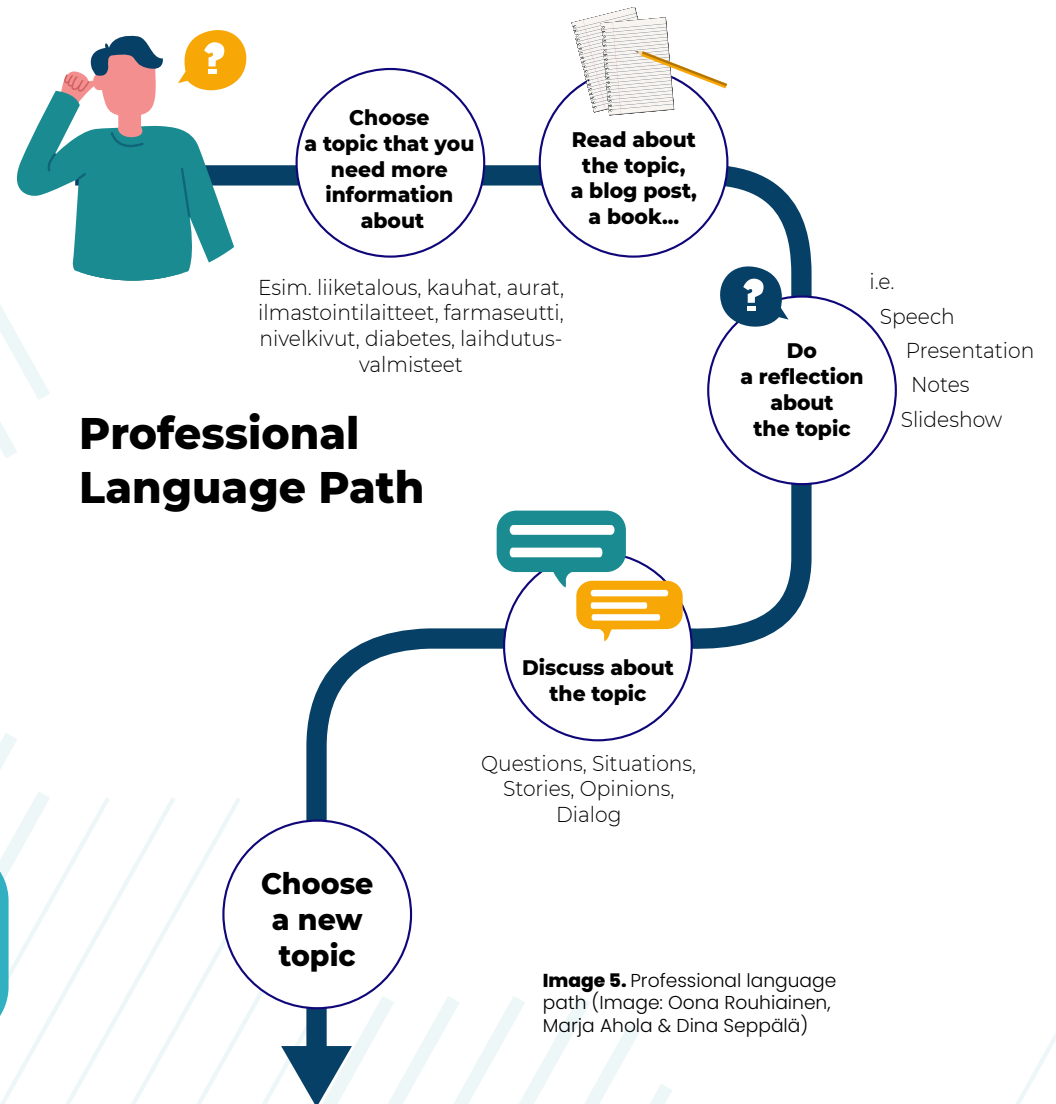
Professional language proficiency and the vocabulary of one's field improves constantly. Practicing language usage, you can gain confidence for communicating and working in your own field. This tool includes phases of independent work and a discussion together. Both, the mentor and the mentee will prepare for the meeting by familiarizing with a commonly agreed material. Discussing about the topic together will deepen your professional know-how and give confidence for using the language

## The language path consists of the following phases:

- 1. Beforehand, choose a topic that you want to learn more about** (i.e. spare parts for cars, allergy medicines, legislation about technology export).
- 2. Read an article, a book, a blog, or watch a YouTube video.** Search as much information as you can.
- 3. Make your own reflection about the topic** (i.e. a slideshow, notes, a presentation).
- 4. When you meet, discuss the topic.** Share experiences, stories, and opinions about the topic.
- 5. Choose a new theme and keep learning.**

### Objective:

To support the development of advanced professional language proficiency in the workplace



**Image 5.** Professional language path (Image: Oona Rouhiainen, Marja Ahola & Dina Seppälä)

# Coffee Table Conversation

Informal conversations at a workplace are an important part of the community and person's well-being at work. Through such conversations it is easier to get to know one's colleagues and become a part of the community. With this tool you can practice coffee table conversation and its common themes.

You can structure your conversation following the example

1. First, choose a role: the one to lead the conversation or the one to participate (inner layer).
2. Then choose a topic for the conversation (middle layer – this can be anything else outside the example too).
3. Finally, choose a way to relate and react to the topic (outer layer).

## Objective:

To describe the characteristics of informal conversation and practice the informal conversation that might occur in the workplace

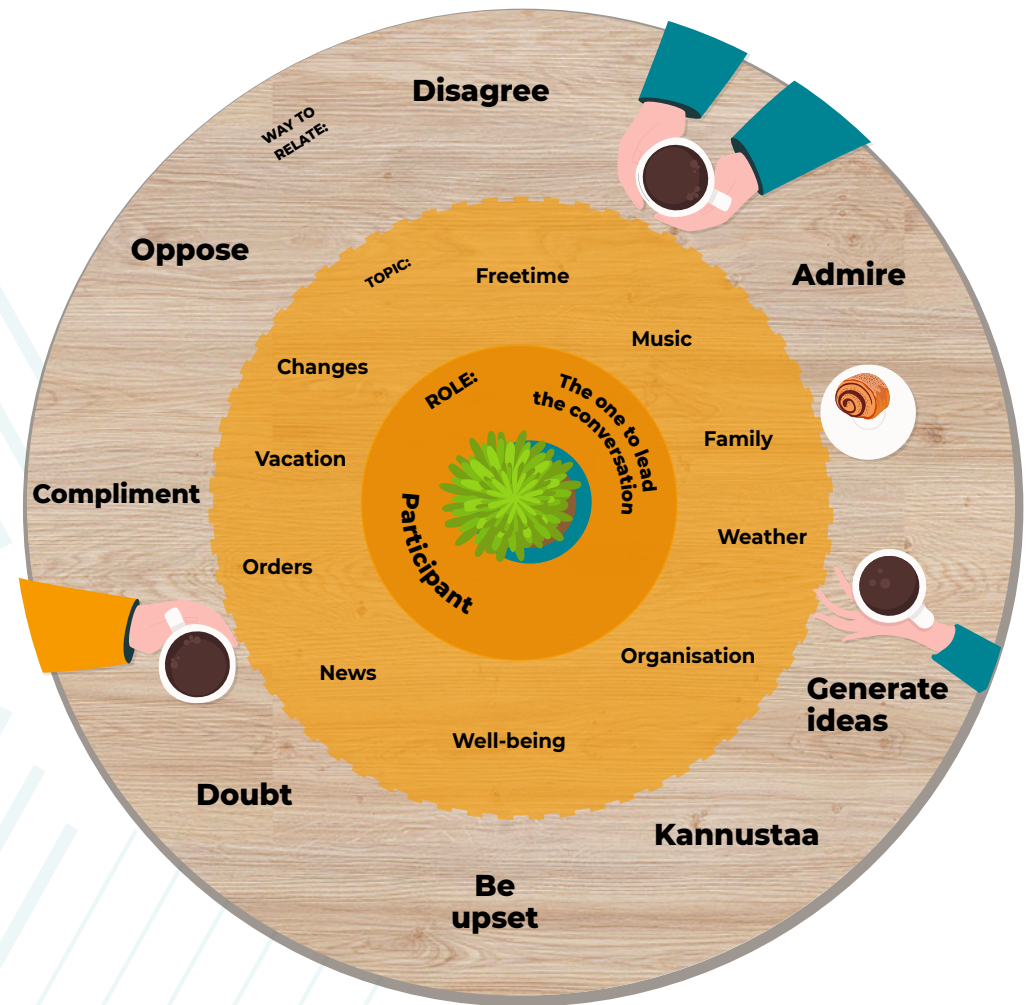


Image 6. Coffee table conversation (Image: Oona Rouhiainen, Dina Seppälä & Marja Ahola)

# Math Machine

Numeral expressions and mathematical tasks can be an important part of one's everyday work. With math machine you can practice using work-related numeral expressions in Finnish.

Discuss which mathematical words and concepts are important in your field. Choose then some central mathematical exercises for your field, and practice these. You can also create your own exercises.

## Objective:

To practice using common work-related mathematical words and expressions in foreign language

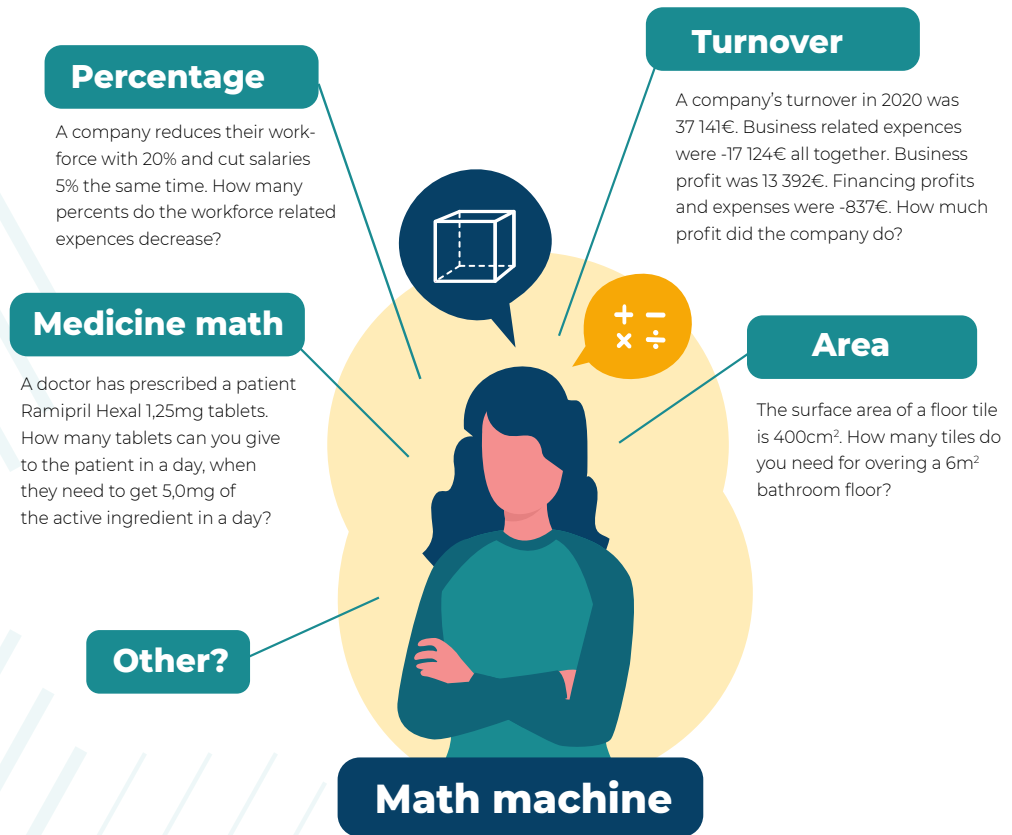


Image 7. Math machine (Image: Oona Rouhiainen, Dina Seppälä & Olga Kaartinen)

# Megatrends in Working Life

Using the megatrend cards, you can strengthen and inspire your thinking, generate new ideas and envision what the future could look like. These cards have been adjusted to for working life.

Choose from the megatrend cards some interesting perspectives that go well with your professional field.

- ◆ Compare and back your opinions
- ◆ Envision, create stories for the future
- ◆ Generate ideas, dreams, and new services
- ◆ Concretize
- ◆ Come up with contrary processes

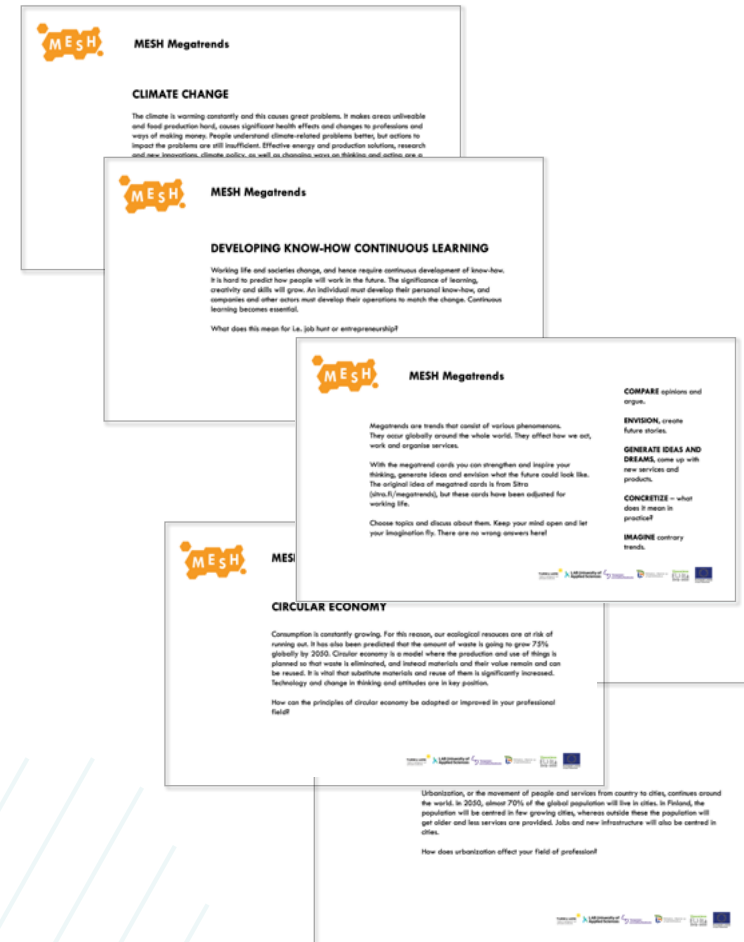
You can find the card pack attached in the end of this material.

## Objective:

Strengthen creative thinking and envision what the future could be like.



(Modified from: Sitra 2020.)



**Closure**

# Tree of Dreams

The tree of dreams will help you recognize your dreams and resources. What kind of dreams do you have regarding working life? Which things create well-being and are important in your life?

Write down your dreams and resources on the tree .

**Objective:**

Recognize your own dreams and resources



On the leaves of the tree, write down dreams, and to the trunk and the roots the resources that help you in your life.



**Image 8.** Tree of dreams (Image: Oona Rouhiainen)



# Future Visions

It is good to think about your future and goals, so you can better understand your hopes and challenges, and plan your actions.

All of the claims concern future. What do you think about them? Do you agree with them or not? Mark your opinions on the line on a spot you consider appropriate.

When you're done with all the claims, discuss your answers together.



## Objective:

Think about your future and goals



(Modified from: Ahvenainen et al. 2017.)

## Questions for discussion:

- What affects your choices?
- What can you affect yourself?
- Who else's opinions affect your choices?
- What do you think about future?  
Are you i.e., trustful, open, or worried?

# Future Visions

Use a pen to mark what you think:

## 1. I have dreams

Yes  \_\_\_\_\_  No

## 2. I know what kind of job I want

Yes  \_\_\_\_\_  No

## 3. My family affects my choices

Yes  \_\_\_\_\_  No

## 4. I am willing to move after a job

Yes  \_\_\_\_\_  No

## 5. I am willing to solve problems

Yes  \_\_\_\_\_  No

## 6. I myself decide what kind of profession I want

Yes  \_\_\_\_\_  No

## 7. I am open for new things

Yes  \_\_\_\_\_  No

## 8. A good job is more important for me than a salary

Yes  \_\_\_\_\_  No

## 9. I will get a good job in the future

Yes  \_\_\_\_\_  No

## 10. My future is going to be clearer in a year

Yes  \_\_\_\_\_  No

# Ending mentoring

Mentoring has a commonly agreed beginning and an end. In the final meeting it is good to evaluate the meetings and what you have learned.

Discuss the questions and write down answers to the questions on the next page.

**Objective:**

To evaluate and give feedback about the mentoring process, and look into the future



# Ending mentoring

Discuss the mentoring to work -process.

1. What do you know now that you didn't know before the meetings?

2. Did the meetings meet your expectations and your plan, or did you end up elsewhere than planned?

3. What did you learn from yourself during the mentoring process?

4. What strengths did you notice in yourself – what did strengths did you notice in your mentoring partner?

5. What will you take with you to the future from the meetings?

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**Attachment**



## MESH Megatrends

Megatrends are trends that consist of various phenomena. They occur globally around the whole world. They affect how we act, work and organise services.

With the megatrend cards you can strengthen and inspire your thinking, generate ideas and envision what the future could look like. The original idea of megatrend cards is from Sifra (sifra.fi/megatrends), but these cards have been adjusted for working life.

Choose topics and discuss about them. Keep your mind open and let your imagination fly. There are no wrong answers here!

**COMPARE** opinions and argue.

**ENVISION**, create future stories.

**GENERATE IDEAS AND DREAMS**, come up with new services and products.

**CONCRETIZE** – what does it mean in practice?

**IMAGINE** contrary trends.



## MESH Megatrends

### CLIMATE CHANGE

The climate is warming constantly and this causes great problems. It makes areas unliveable and food production hard, causes significant health effects and changes to professions and ways of making money. People understand climate-related problems better, but actions to impact the problems are still insufficient. Effective energy and production solutions, research and new innovations, climate policy, as well as changing ways on thinking and acting are a key solution.

What kind of actions could be done in your professional field in order to tackle climate change?



## MESH Megatrends

### CIRCULAR ECONOMY

Consumption is constantly growing. For this reason, our ecological resources are at risk of running out. It has also been predicted that the amount of waste is going to grow 75% globally by 2050. Circular economy is a model where the production and use of things is planned so that waste is eliminated, and instead materials and their value remain and can be reused. It is vital that substitute materials and reuse of them is significantly increased. Technology and change in thinking and attitudes are in key position.

How can the principles of circular economy be adopted or improved in your professional field?



## MESH Megatrends

### AGING POPULATION

People live longer, populations are getting older and less babies are born. In Western countries, young people become a minority. The world is changing and requires new and sustainable ways of doing things. An aging population will require different structural and service solutions. When life expectancy grows, performance in everyday life becomes more central. In health care, a significant amount of resources go into age-related issues. The age of retirement will also be higher, and different ways of being retired are formed.

What will the future's working life look like, when even bigger part of the population will be over 65, and it is normal to live to 100 years old?





## MESH Megatrends

### URBANIZATION

Urbanization, or the movement of people and services from country to cities, continues around the world. In 2050, almost 70% of the global population will live in cities. In Finland, the population will be centred in few growing cities, whereas outside these the population will get older and less services are provided. Jobs and new infrastructure will also be centred in cities.

How does urbanization affect your field of profession?



## MESH Megatrends

### HYPERCONNECTIVITY

More and more services and functions are at least partly online. Things, services, and people are connected to each other through web. This why hyperconnectivity, or everything's connectivity to everything deepens. Technology and web create connectivity and sense of community that make possible people's participation in society better than ever. However, the web is open for everyone and for this reason, it is difficult to monitor.

What kind of opportunities or threats technology and communality online can bring to working life?



## MESH Megatrends

### TECHNOLOGY SKILLS

Technology develops fast and changes the ways we do and produce things. For this reason, it is important for an individual, a company, and a state to update their technology skills. These can include i.e., issues around data usage and rights, understanding of how algorithms can affect behaviour and decision making, or issues of cyber security.

What kind of skills must everyone have in working life? What are some central places for improvement in technology in your professional field?



## MESH Megatrends

### ARTIFICIAL INTELLIGENCE

Computers develop, the amount of data is growing tremendously, and new algorithms are being created all the time. This has led to AI being used in more and more tasks and functions. Because of it, technical systems can observe their environments and solve problems based on this information. Companies and states compete who can make the most benefit of data growth and development of AI by, for example, getting patents and planning new infrastructure. Algorithms are given more power to decide, which brings forth questions about transparency and responsibility.

How could the use of AI be as responsible as possible in your professional field? What could AI be used for?



## MESH Megatrends

### DIGITALISATION AND PLATFORM ECONOMY

Digitalisation, or use of digital technology in services and interactions between people, is part of our everyday life. It has also made possible the growth of platform economy. Platform economy refers to a new field of economy, where a company provides a platform on which private persons or other companies can operate or sell products and services. Platforms enable new functions and make the lines between different professional fields unclear. In addition, this development challenges the traditional relationship between employer and employee. Work can be organised and its benefits distributed in many ways.

Are platforms being used in your field of profession, or how could they be used in the future?



## MESH Megatrends

### DEVELOPING KNOW-HOW CONTINUOUS LEARNING

Working life and societies change, and hence require continuous development of know-how. It is hard to predict how people will work in the future. The significance of learning, creativity and skills will grow. An individual must develop their personal know-how, and companies and other actors must develop their operations to match the change. Continuous learning becomes essential.

What does this mean for i.e. job hunt or entrepreneurship?

