Module 5

Strategies for Overcoming barriers and best practices in mentoring

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Module Title	Module 5: Strategies for overcoming barriers and best practices in mentoring
Learning Objectives	**Module 5 aims to:** 1. Educate learners on phases of barriers in mentoring 2. Train learners on how to be prepared for barriers and what to expect 3. To provide best practices for mentoring process
Learning Outcomes	**Through Module 5, learners will be able to:** 1. Define the barriers and pitfalls on the side of the mentor and the mentee 2. Learn how to avoid the substacles in this case 3. Utilise the best practise and suitable manage the goals in mentoring process

1. Introduction

Barriers and pitfalls in mentoring

Mentoring also brings many risks and even barriers, which make it impossible to implement, or discourage so much that the implementation does not even begin. The barrier is a factor that is difficult to change or even insurmountable. The risks of mentoring in the helping professions are conditioned by several factors that can be eliminated with appropriate methodology, and can even be turned into a privilege.

As we can see, it is therefore necessary that the factors influencing the successful implementation of mentoring be carefully and timely identified not only before, but also during its course. Counting on undesirable influences means developing creativity together and looking for solutions for changes so that the motivation for professional self-development remains even after the end of mentoring.

Mentoring in the organization can only work if the management itself, future mentors and workers involved as learners (mentee) understand the goal of mentoring and the benefits that mentoring will bring them.

1.a. Pitfalls of mentoring in organizational settings

Practice shows us that mentoring in helping professions works informally on an intuitive basis, especially if the team of workers is evenly composed of more experienced and less experienced colleagues and there is a good relationship climate between them. It is possible to observe it during discussions during breaks, when writing documentation, at meetings. Currently, there is a high need for some kind of internship guidance from mainly graduates or employees without experience. Many have a high level of empathy, tenacity and determination, which can be used in the mentoring process.

Working with people with dementia requires a team of workers to share the same moral values and rules for creating living conditions for clients with dementia. Therefore, workers simultaneously participate in trainings and courses, where they come enthusiastically, take away useful, often practical knowledge, which, paradoxically, does not end with the end recipient of the social service. They cannot incorporate them into practical use. Managers of organizations and facilities are becoming more and more skeptical of the offer of further education, as they themselves do not see the benefit, only the deduction of the participation fee from the overall budget. Middle management

places emphasis on the quality standards of social assistance provision and employees strive to comply with them.

Example

The key worker processes the client's individual plan with methodical guidelines and according to procedures. The coordinator with a professional methodology checks that the regulation has been followed. The individual plan should serve the client with dementia, so that his needs and rights are met, and at the same time, the workers should treat the client as a unique personality with the same professional approach. However, if it is a formal act of compliance with the quality standards of the provided social service, it is not possible for the worker to establish or even deepen a relationship with the client, because he himself does not experience sharing together. He becomes an executor of aid, not a mediator, a guide.

From this example, it is possible to deduce several pitfalls that may occur when introducing mentoring into the organization.

1.b. Skepticism towards effectiveness and lack of funds

Management may not see a great benefit in mentoring, mainly due to employee turnover as well as in relation to the financial budget, which is an integral part of it. However, one of the benefits of mentoring is that there is no need to call an external expert into the organization. A person who is a permanent employee of the organization with many years of experience can become a mentor. A mentor can support an individual, but also an entire team, thus ensuring the maintenance of the organization's vision. He can be a mentor being a person who has a job position at the same level as the mentee, which contributes to increasing the motivation of newcomers to learn and achieve the same expertise. Through mentoring, it is possible to achieve stabilization of the team, the quality of the provided service and, ultimately, the saving of finances.

1.c. Frequent employee turnover

It is often presented that the problem of employee turnover is a huge mental and physical burden and insufficient financial remuneration, or an emphasis on compliance with administrative tasks at the expense of real help to clients. Absence of introducing innovative approaches into practice, non-compliance with legal standards of the number of workers per number of clients, lack of aids and training, length of working hours are factors that significantly affect the quality of

mentoring. It is difficult to introduce an innovative approach if the basic conditions for service provision are not met. Through mentoring, it is possible to optimize the work environment so that there is a balance in the workload. It can help guide the employee in his personal and professional life, catch the first signs of frustration and start working on them actively, strengthen the spirit of teamwork and inter-professional cooperation. The result is a change in the employee's perception that is in line with the organization's vision. At the same time, it prepares the organization for personnel changes such as maternity leave, long-term incapacity for work, or the departure of an employee.

Example

The co-ordinator of a day care center for people with dementia lost two members of staff from their team in a short period of time as they went on maternity leave. Despite the fact that this situation could be foreseen due to the personal circumstances of the workers, the management did not prepare potential replacements in time. In order to save economic costs, they accepted part-time workers, agreements and student-volunteers. As a result, the team was unable to come together and maintain the same direction. Caring for clients naturally became more demanding, because the necessary rituals and programs, the continuity of uniform care, were not preserved, which the clients showed by their undesirable behavior. Due to time constraints, the coordinator no longer had the opportunity to mentor a potential colleague, as he himself was trying to save the staff shortage and was constantly processing the time schedule of the workers.

Employee turnover also has a negative impact on the personality of the mentor, who loses motivation to sell his experience further if there is a frequent exchange of mentees. Not seeing the real results of their work and efforts demotivates the mentor to carry out this activity in the future. For this reason, it is important that the mentee is selected for mentoring according to the given criteria, which guarantee the assumption that the mentoring process will be brought to its successful conclusion.

1.d Inconsistent/unclear vision of aid

If the vision of the organization is not clearly defined, it is difficult to set goals and tasks in mentoring. A vision is an overarching sense that transcends a specific service (Geropp, 2014). Each worker's activity is a small step towards fulfilling the vision. The vision is a direction to help make everyday life easier for people with dementia and their families. The meaning of the vision is not to provide care during the day, to create activation programs for clients, to do educational courses for

family caregivers. The vision should be the interests of the person with dementia and his family, who will be supported in accompanying their loved one in such a way as to preserve the continuity of the uniqueness of their own being as much as possible.

Examples of visions focused on performance, statutory administration and employee:

Example

"Our vision is to become a model facility that provides quality comprehensive services in the area of care for people with Alzheimer's disease and their families in the region. It is equally crucial for us to create a constantly motivating and valuable environment for our employees and co-workers."

"Our vision is to create and ensure a high-quality and safe environment for clients, in the form of implementing quality conditions, aimed at protecting people with disabilities from all forms of mistreatment, with zero tolerance of violence, creating conditions for the integration of clients into society, based on their interest, individual abilities and possibilities, ensuring and supporting forms of active aging with the aim of improving their quality of life."

"The vision of our facility is to provide an environment that supports the highest possible degree of self-sufficiency and autonomy of the client while providing professionally correct and safe services."

Examples of visions focused on the needs of the client with dementia and their family:

Example

"The mission is to provide a dignified life to people who cannot live in their own household due to a gradual loss of self-sufficiency or serious changes in their health status. Support and assistance is aimed at maintaining or developing the abilities of seniors and people with disabilities and helps mediate contacts with family and the environment."

"The main mission of the facility is to provide high-quality social services, to ensure a dignified life for the recipients, to create optimal conditions for the highest possible quality and full-value life, to develop the personality of the recipient to the maximum extent possible, to create conditions so that the recipients can actively participate in solving their own social situation, as well as in social events."

The benefit of mentoring is that the mentee will understand the importance of administration, the call to change stereotypes, the introduction of innovative procedures, the need for self-development,

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because it is one of the steps to achieving a vision as a higher goal. Examples of visions focused on performance, legal administration and employees will not support creativity, own initiative and especially own sensitivity to the needs of clients. Another advantage of a well-set vision is that through mentoring it is possible to gain self-confidence in professional procedures, where the mentee can professionally defend an urgent change of approach in favor of the client.

Example

The client with dementia has scheduled personal hygiene at 10:00 a.m. However, at that time she is disoriented and scared.

Procedure without mentoring: The caregiver tries to divert the attention of the client with dementia to something else, after a while her expressions of fear intensify. The client defends herself, hits the caregiver with her hands, who tries to explain to her that with such cooperation, she will not have time to do hygiene for everyone.

Procedure with mentoring: The caregiver tries to communicate with the client about what she is afraid of. She feels that the planned hygiene could make her condition even worse. She reschedules it for another time and informs the therapist about her condition, asking him if he could be helpful before implementing the hygiene.

If there is a clear vision of the organization, reflecting the priority needs of the client, mentoring can strengthen the sensitive perception of the worker to assess the situation and decide to change the procedure for which he takes responsibility.

1.e. Obstruction of middle management

If middle management is predominantly made up of pre-retirement workers, they may feel like a threatened group being pushed out by the younger generation. This fear can become so strong that the introduction of new innovative procedures will not be acceptable to them. Their need to have everything under control also increases the pressure on the risk of their own failure. Which could have an impact on the employee's dismissal from employment. For this group of workers, data, documentation and compliance with work instructions that are clearly measurable are important, instead of the perception of satisfaction of clients and their families.

The negative effects described above require supervision, coaching of the team and its managers before the organization decides on mentoring. Then it can be assumed that the mentoring effect will

only have a short-term impact and the workers will either burn out or resign. Mentoring has the power to change the perception and view of a person with dementia in a much deeper way, and if the mentee experiences it, he will not want to return to outdated patterns of approach.

It is not only important that the mentee's knowledge increases, but that he becomes more sensitive to himself and others in both work and personal contexts. The mentor should describe, explain, show, but above all be an inspiration, so that the internal resources for self-development of the mentee are strengthened even more. However, for this it needs a solid background of the organization, which is defined by the common vision of the facility.

1.f. Resentment or jealousy of others

Mentoring is a highly sought-after activity because it has a positive impact on people's professional development. Unfortunately, not everyone can be involved in mentoring programs due to capacity limitations. As a result, those who participate in such programs may experience resistance from those who are not in the program. This is manifested by colleagues either criticizing the program or expressing their indignation that a mentee can leave work to attend a meeting, unable to imagine what the mentoring "relationship" is for.

Recommendation

Education is the best starting point. Mentors and mentees can share information about the program (eg flyers, articles) with colleagues and key people in the organization. Publish information about what mentoring is, what obligations the person involved has and what the mentoring result is expected to be, or add the possibility of signing up.

2. Challenges for mentor and mentee

Deciding to become a mentor means taking responsibility for the way a teammate leads. And at the same time, the mentee takes responsibility for his learning process. The responsibility is therefore on both sides, but despite this, challenges enter into this relationship, with which it is necessary to calculate in advance, so that the mentoring does not suddenly stop or end.

2.a. Time and Scheduling

Mentoring requires **dedicated time** to meet the requirement of effectiveness. Therefore, the mentor should have time reserved for mentoring within his working hours if he is an internal mentor of the organization. The mentor's superiors should also be informed about the timetable. The same goes for the mentee.

However, all mentoring pairs face this challenge. Both mentors and mentees have other obligations and responsibilities that can serve as a convenient excuse to postpone the mentoring session. However, mentors and mentees must also be mindful of their commitment to the program and to each other. If they do not meet as planned or if meetings are often postponed, the foundations of the mutual relationship will quickly be damaged.

Recommendation

A calendar application can help with planning. Meetings can be scheduled several weeks in advance, if it is even slightly possible to reserve the same day and hour of the week. From a mental point of view, it is advisable to treat meetings like any work meeting or meeting. To realize that mentoring meetings are not outside of work or voluntary activity. In the event that the couple is unable to harmonize, it is advisable to ask the support of the manager of the mentoring program or a superior as an objective third party who will offer solutions.

Excessive time and energy commitments are the flip side of the above challenge. In this case, the mentor or mentee wants to meet more often than the program requires. This is most likely to happen at the beginning of the relationship. However, maintaining such a consistent busy schedule will prove impossible over time. This in itself may not be such a problem. However, after adjusting the meeting schedule, the mentee may perceive that the mentor does not care, does not value him or her, or may believe that the mentor is not as engaged.

Recommendation

From the beginning, it is necessary to realistically consider a timetable that takes into account all responsibilities outside of mentoring. It is recommended to follow the program guidelines and meeting

2.b. Unrealistic expectations

Unrealistic expectations and assumptions can wreak chaos in the mentoring relationship. Overloading the mentee with information and expecting the mentee to become a clone of the mentor are two examples of unrealistic expectations that can have a negative impact on the relationship. Conversely, the mentee may expect the mentor to provide more support and guidance than is appropriate under the circumstances.

Recommendation

It is advisable to set tasks and goals at the beginning of mentoring, ideally at the first meeting, plan the tasks for the next two meetings. That way, everyone agrees on expectations. And again, when a mentor or mentee encounters resistance, it is necessary to contact the manager of the mentoring program.

2.c. Mentor/mentee overdependence

The mentor's dependence on the mentee may consist of expecting emotional support from the mentee, although he should be the one focusing on the mentee's needs. A mentor may have expectations that the mentee will accept whatever is presented to them, rather than letting them find their own way.

Similarly, the mentee may expect the mentor to approve his own decisions, he may even rely on it too much - he will not make a decision without his approval. Instead of moving towards independence, the mentee needs to consult with the mentor before making a decision out of fear of making a mistake or receiving criticism.

Recommendation

Mentors need to keep their egos in check and remind themselves that the relationship is about the mentee, not the mentor. Mentees need to remind themselves that they are the ones who have to make the "hard decisions" and that mentors are only a source of support and feedback.

2.d. Providing constructive feedback

Timely, purposeful and frequently provided constructive feedback encourages and motivates the mentee to further develop their professional competences. Providing constructive feedback is not always easy. The mentor realizes that the mentee needs time to learn and develop in order to obtain a professional qualification.

It is important that the mentor also requires feedback from the mentee about his mentoring competencies for his own development.

The main obstacles to providing effective feedback

- **Insufficiently specific feedback**. Phrases like "You need to be more proactive" don't give the mentee enough information to find a solution to being more proactive.
- **Incorrectly worded feedback.** If the student has less experience in performing a particular task, he needs more positive feedback. As the learner gains experience, constructive feedback can help improve their expertise.
- **Giving feedback in an inappropriate environment**, such as during a team meeting with other mentees or staff, can be stressful and embarrassing.
- **Excessive amounts of constructive criticism** or excessive negative feedback can hinder effective learning in practice. Mentors should consider what is the ideal ratio of positive and negative feedback to improve interpersonal relationships.

2.e. Dishonest manipulation by the mentor/mentee

The mentor may ask the mentee to **complete the mentor's work** under the pretense that the mentee will learn better by doing the task themselves. Although practice in "realistic" situations is the best ground for learning, there is a huge difference between practicing a skill and doing the work for someone else.

Mentees, on the other hand, **may resist taking personal responsibility for their actions** or decisions and instead "blame" their mentor "You know it happened because my mentor suggested I do it this way." This can create an urgent problem if such a statement is made in a context that pits the manager against the mentor. On the part of the mentee, this form of behavior is always inappropriate, but may not always be intentional.

Recommendation

Blaming others for failure can be based on the mentee's personal history, when even in his personal life he did not have the opportunity to try failures as a way of learning. It is a period of childhood, which the mentee subconsciously and in stressful situations flips into reality with the intention of avoiding punishment for misconduct. However, it is an opportunity for the mentor to move the mentee further in this area as well, and gradually hand over responsibility to him with encouragement that even erroneous decisions are decisions and that their subsequent resolution is important.

2.f. Ineffective mentoring pairs

Although this is rare in formal programs that use a strong matching algorithm, it can still happen that a mentoring pair doesn't work for a variety of reasons: lack of commitment, mismatched learning styles, changing job roles, and sometimes the pair just doesn't work well together.

Recommendations

If such a situation arises, one or both parties should speak to the Mentoring Program Manager as soon as possible. The manager can help the couple reconnect or find a way. But if the manager of the mentoring program evaluates that the cooperation between the mentor and the mentee is not possible, it should be terminated.

2.g. Barriers on the part of the mentor

The mentor should be characterized by certain prerequisites, not only because of the mentoring result itself, but also so that he himself feels confident and comfortable in this role.

In mentoring, there are interactions in which not only the personal but also the professional features of the mentor enter. For this reason, it is essential that the mentor uses and develops self-reflection, which can be helpful in overcoming barriers on his part.

2.h.1. Personality type and cultural influence

The mentor's personality is a key factor for successful mentoring. Šneberger, Dobrovolná et al. (2014) summarized recommendations for the selection of mentors according to the following assumptions:

Attitudes and character

- Positive approach to life, education, mentoring.
- Healthy self-confidence, the ability to take responsibility and the ability to support others in the same.
- Willingness to work on their professional development and support their colleagues in this.
- Conviction that working on oneself has meaning and mentoring is a suitable form for it.
- Willingness to establish, develop and support professional relationships in the workplace.
- Ability to self-reflect, reflect and lead the reflection of others.
- Willingness to share information, ideas, resources with colleagues.
- Belief that I don't have to agree with others, but I can still respect them.
- Helpfulness, openness, honesty.
- Willingness to take risks, fail, learn from mistakes.
- Respect for the individuality of the other.

Expertise and experience

- Understands current trends in education and supports them.
- His pedagogical competences are at a very good level and as an expert he is also respected by his colleagues.
- He has excellent knowledge of pedagogy, didactics, psychology and the relevant subjects of his approval.
- He has confidence in his own pedagogical competences.
- Maintains a network of professional contacts.
- Understands the strategies, procedures and vision established within the organization.
- Can be a careful observer in mentoring
- Works well with other colleagues.
- He is willing to learn from his colleagues and innovate his work.

Communication skills

- Knows and uses partner communication methods - "I" statements, active listening
- Is able to accept feedback. He offers it himself in a positive and productive way (corrective descriptive feedback).
- Asks useful questions that encourage reflection and aid understanding.

- His communication exudes a positive attitude, interest in colleagues, enthusiasm for learning, further education, new trends.

- In communication, he is discreet and maintains confidentiality.

Interpersonal skills

- Is able to maintain professional relationships based on trust.

- He perceives the emotional and professional needs of his colleagues.

- When communicating with others, he is accommodating, empathetic and open.

- He approaches others as a partner, with respect and humility for their own path and way of development.

- He is approachable, establishes relationships with other people without difficulty;

- He can maintain himself in the role of an impartial observer and facilitator of the process, he does not need to constantly evaluate something and someone, criticize, educate, advise.

- Can use time effectively.

It follows from the above that mentoring in social services requires consistent supervision and lifelong learning, not only in the professional field, but also in self-development. A mentor's barrier may be a lack of experience in adult education, but this could be helped by management support, coaching and supervision.

The cultural influence of the environment from which each individual comes is manifested in his actions and behavior. It is important for the mentor to become familiar with the ways and specifics of the mentee's culture in order to avoid possible misunderstandings when caring for clients with dementia. Religion, nationality, race, but also the method of upbringing from childhood are knowledge that can help the mentor in setting the goals and procedures of mentoring. The mentee can express his views on different situations and, together with the mentor, look for breakthroughs and specifics in the differences. In social service facilities, clients with dementia are increasing, whose origin is different and thus their cultural background is also different. The advantage of the present is also the fact that people from other countries also apply for employment in social services, which naturally creates a multicultural environment. However, this phenomenon will also help the mentor in knowing and setting the quality standards of social services for individual clients with dementia.

Below are the specific competencies for providing culturally harmonious mentoring care to students from different cultures with a different mother tongue according to Oikarainen, A. et al. (2021).

Cultural awareness, understanding and knowledge:

- desire and determination to integrate, guide and support mentees from different cultures with a different mother tongue
- about knowledge of one's own cultural background
- to reflect on how one's own culture and beliefs influence expertise and interactions with others
- willingness to give up possible prejudices towards patients/clients or students and to develop
- about cultural sensitivity
- realize the importance of accepting different cultures of patients/clients and students
- promoting a welcoming approach to different cultures and opinions on health care
- respecting diversity in patient care and mentoring students

Recommendations

1. *Tips for activities that can be included in the training of mentors on cultural competence (Oikarainen, A. et al. ,2021).*

2. *Mentors will consider their role in helping mentees from other cultures with a different mother tongue to overcome the problems they face in practice, and the mentor's role in supporting integration and adaptation of the mentee.*

3. *Mentors identify and define the signs of cultural competence in mentorship and use them when planning personal development in the field of cultural competence.*

4. *Mentors will consider their own cultural background, their values and beliefs in multicultural situations.*

5. *Culture often influences patterns of verbal and non-verbal communication. Communication problems were assessed as stressful for both students and mentors. Inform yourself and the students how to support the expertise in the linguistic competence of the mentees and their knowledge of the local language. Consider using the expertise of linguists when creating content on a given topic.*

6. *Mentors play an important role in ensuring a safe, culturally tolerant practice that supports the education of mentees from different cultures with a different mother tongue. Mentors must take immediate action to address potential bias, stereotyping, and racism*

in the clinical practice setting. Create simulations where mentors practice cultural skills in a variety of real-life scenarios from mentor practice.

7. *Mentoring mentees from different cultures with a different native language can be stressful and time-consuming. Mentors can think about how to get the support they need to succeed in their mentoring role.*

8. *Listen to the opinions and listen to the experiences of clients from different cultures with a different mother tongue. Incorporate videos, digital media, interviews into mentoring education.*

2.h.2 Pedagogical portfolio, or how to perceive the learning process of a mentee

Mentoring is not only about the mentee gaining new information and knowledge, but also knowing how to use it in practice. For this reason, it is important for the mentor to perceive the learning process as a time that is necessary for internalizing and automating the procedures of working with the client. The length of this process is individual and it is a unique journey for each mentee. The mentor should also be patient in order to adapt to the pace of the mentee's learning process. If the mentor does not set clear sub-goals with the mentee based on the principle from simple to complex, from detail to whole, the effect of mentoring may be delayed or not even present. Under too much pressure to advance in education, the mentee may lose internal motivation and withdraw from the mentoring process.

An example of the mentee's learning stages according to Petrášová et al. (2014)

The first is the weaning or forgetting stage. Old ways of acting and ways of our reactions no longer work as well as they did in past situations and roles.

We find out that we want to change something, some kind of action stops suiting us.

The second stage is subliminal, the mentee abandons his old ways of acting, but still needs to learn how to act differently. He already knows, suspects, tries to act in a new way. It is a period in which he can quickly slip into old habits and stereotypes.

The third stage of integration is characterized by the fact that the mentee begins to use new ways of thinking, acting and behaving and they become his own. The new habit becomes automatic.

Cognitive, motor and emotional areas need to be taken into account when learning. Developing and supporting the mentee equally in all areas will bring logic to the learning process, but also self-

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understanding. This will support his internal resources, which he will need in the time after the end of mentoring. Explaining, showing, trying and experiencing consolidates knowledge and skill, and the mentee gains the benefit of his own maturation.

Example

The mentee refuses to communicate with the client with aggression. He feels his insecurity on himself and is afraid of him. He had already experienced aggression from his father in his life. The image of the situation with the client is triggered by somatic changes - sweating of the hands, accelerated heart rate, stiffness of the limbs. He should react as he was taught to do, but he can't move from the spot.

Before starting to work with the mentee on the topic of client aggression, the mentor discusses the possibilities of what is happening with the worker. It teaches him how to deal with his fears, thoughts, how to center, calibrate and what approach to choose. The mentor will offer him a role-playing exercise so that the mentee can practice it in a safe environment. Only when the mentor makes sure that the cognitive-motor and emotional levels are ready to handle the situation and the mentee himself feels confident, only then is he ready for the field.

2.h.3 Exceeding the mentor's expertise

A situation when a potential mentor who has experience is afraid to move them on because he might lose his job. By selling his experience to someone younger, he risks that the younger colleague is faster and can progress further. The elder may thus become redundant for the organization (Petrášová et al., 2014).

Recommendation

The basis is respect for the older generation, which creates the stability of the organization. It is necessary to highlight not only the sale of professional knowledge and experience, but also human experience and a greater outlook, perspective and a long-lasting view of the issue. The mentor has an influence on the personality development of the mentee, and he has this influence even if he does not want to have it. If the mentor does not develop personally himself, he sets the example of not developing personally. This is how a vicious circle is created, why today generations are eventually excluded from the system. If the older generation does not develop personally, it is not a suitable role model for the younger generation, and that is the reason why it is not recognized by the younger

generation. This is not about the pace of development, but about stable long-term development. A mature, experienced mentor who is loyal to the organization is the basis for the development of organizational culture, and organizations with a long-term perspective value these people (Petrášová et al., 2014).

Petrašová et al. (2014) says that as long as the older generation develops and recognizes the younger generation, it is also recognized as a role model. The elders thus have an influence on the development of the potential of the younger generation. The responsibility for intergenerational respect is assumed by the older generation, which thus holds the key to how to strengthen respect. However, the first step is to recognize the younger generation as a partner.

2.h.4 Financial evaluation

During mentoring, the mentor uses his skills and experience to help the organization grow professionally and maintain the vision it has set. The role of a mentor requires personal commitment, experience, and therefore this factor should not be neglected. Often a financial bonus, even if symbolic, shows the mentor that the organization cares about him and that he values his time and commitment. In addition, the status of a mentor contributes to an increase in self-confidence and pride in the position he holds, since he was selected from among other employees.

2.i. Barriers on the part of the mentee

Every mentor should also be aware of the risks that may arise on the side of the mentee. Anticipating situations, being sensitive to changes in behavior, capturing his uncertainty and need for support is essential for achieving goals.

2.i.1. Unclear boundaries when starting mentoring

When starting mentoring, it is important to clarify and define the idea of cooperation. Clarification of roles, tasks, but also possible barriers. Inconsistency in this initial phase of mentoring can cause later dissatisfaction and break off the collaboration. The boundaries are set not only by the mentor, but also by the mentee. In the event that one of the parties encounters a given limit during mentoring, another or another expert may be recommended to the mentee. It mainly concerns personal and family problems, where the help of a psychologist, therapist or other expert can be useful.

It is necessary to clarify the following questions:

- *What will be the frequency of contact - How much time will the mentor, but also the mentee, reserve for this work, how long will the meetings be, or how will the consultations take place outside of formally agreed meetings.*

- *What method of contact will be chosen - personal meetings, telephone or email messages*

- *How long the cooperation will be agreed upon - delimiting the cooperation is key, setting regular intervals for evaluating results, achieving goals, or will it take an informal form.*

- *How confidential information will be handled - how the mentor will ensure that the mentee feels safe and can rely on the confidentiality of the information shared with the mentor.*

2.i.2. Impossibility of choosing a mentor

One of the barriers can be the impossibility of choosing a mentor, due to the fact that the management creates pairs according to its own algorithm, or there are few mentors within the organization, so it is not possible to choose one. The risk is that the mentee may have too much respect from the mentor and that a friendly relationship will not be created, or that they are not similar in nature, or everyone has a different view of the situation. There can be many reasons.

Recommendation

In the event that the mentee is unable to align with their mentor, the mentoring manager should be informed to address the situation as soon as possible.

2.i.3. Participation in meetings

Successful mentoring also depends on the mentee's regular participation in meetings with the mentor. Junk (2007) summarized a number of points that emerge during the consultation process and indicate that "something is not right" and that something has changed from the previous course.

Signals that are visible in the mentee

- forgets to come to the meeting
- no longer has time for meetings

- is increasingly unprepared

- does not show initiative

- likes to show increasing reservations about anything that comes from the mentor and starts the sentence with "yes, but...".

- reacts to the mentor disproportionately emotionally

- often brings small gifts and compliments to the mentor

- the atmosphere in the relationship between mentor and mentee has changedV tomto prípade je užitočné, reflektovať predchádzajúci priebeh spoločnej práce.

At the subsequent meeting, it is possible to formulate a request for an ongoing evaluation. The goal is to find out what the mentee experiences during the interviews and how he feels. Explicitly, the mentor can ask to comment on things critically. The mentor listens carefully, does not apologize or explain. The mentee verbalizes their expectations and the mentor determines if they can meet those expectations. This will adjust another way of cooperation, which can contribute to the achievement of the goal (Junk, A. 2007).

The mentee's active approach can also be destroyed by the mentor and that

- about the frequent rescheduling of meeting dates

- about inconsistency and lateness

- about the impossibility of setting exact dates at regular intervals

- The mentee may get the feeling that the mentor is indifferent to the meetings and thus quickly lose interest.

3. Summary

Mentoring brings many risks and barriers, which may make it impossible to implement, or discourage so much that the implementation does not even begin. The risks of mentoring are conditioned by several factors that can be eliminated with appropriate methodology. Counting on undesirable influences means developing creativity together and looking for solutions for changes so that the motivation for professional self-development remains even after the end of mentoring.

Mentoring in the organization can only work if the management itself, future mentors and workers involved as mentees understand the goal of mentoring and the benefits that mentoring will bring them.

4. Rererences

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