

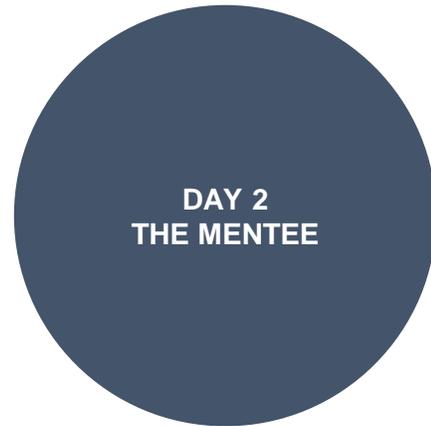
MENTORING, DIGITAL STORYTELLING AND NEW LANGUAGES



MENTORING, [DIGITAL] STORYTELLING AND NEW LANGUAGES

a quick guide

MENTORING, [DIGITAL] STORYTELLING AND NEW LANGUAGES - THE PATH



How we will work:

Maieutics is the name of the so-called 'Socratic method', i.e. the dialogical method by which Socrates, as reported by Plato, led his interlocutor to arrive at a truth authentically - simply by helping him give birth to it.

Cooperative learning is a method that involves collaborative exchange and reflection in the peer group. Within processes inspired by cooperative learning, positive interdependence within groups, face-to-face relationships, and individual responsibility are valued.

Experiential training proposes the creation of dynamics of simulation, play, observation of reality capable of producing learning. In experiential education the crystallization of the content is entrusted to the learner, through a process of supervision, facilitation and mentoring by the teacher.

Discussion questions

Students are invited to engage in a brief dialogue and discussion facilitated by the following questions

- Have you ever heard of them?
- Have you had any experience with this approach?
- What do you think the benefits are?
- What do you think are the risks?

MENTORING - day 1

The Role of the Mentor



MENTORING AND
LEARNING
ORGANIZATION

MENTORING: A
FASCINATING
STORY

WORKING ON
KEY
COMPETENCES:
THE ACTIVE
LISTENING

Why should Mentoring be a useful practice in your organization?

Every human organization can be understood as a learning community, that is, a community of people immersed in a continuous process of learning and adaptation to a changing context.

From this perspective, every learning relationship can be accelerated and facilitated through the enhancement of mentoring relationships designed to:

- facilitate internal processes
- facilitate interaction with the external ecosystem
- allow the socialization of norms and values to new members

What are the characteristics of a Learning Organization?

- Culture of Collaborative Learning (Systemic Thinking)
- Mentality of "continuous learning" (Personal Mastery)
- Openness to innovation (Mental Models)
- Future-oriented leadership (Shared Vision)
- Knowledge Sharing (Team Learning)

<https://www.docebo.com/it/learning-network/blog/learning-organization-5-caratteristiche/>

Discussion questions

Students are invited to engage in a brief dialogue and discussion facilitated by the following questions

- What collaboration means to you
- How can learning and collaboration be linked?
- What are the concrete elements and behaviors that characterize a vision open to innovation within the organization?

Group Reflection Activities

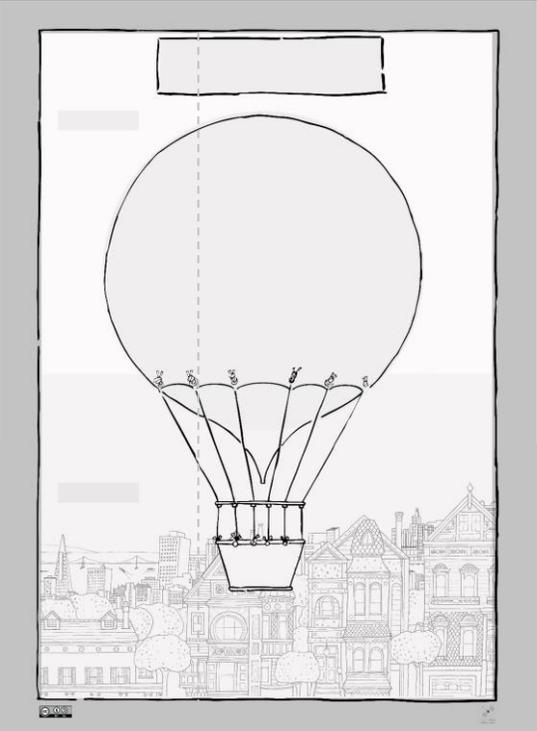
Students, working in groups, reflect on the perceived meanings of the characteristics indicated.

WORKING TOGETHER

INDIVIDUAL LEVEL



RELATION LEVEL



ECOSYSTEMIC LEVEL

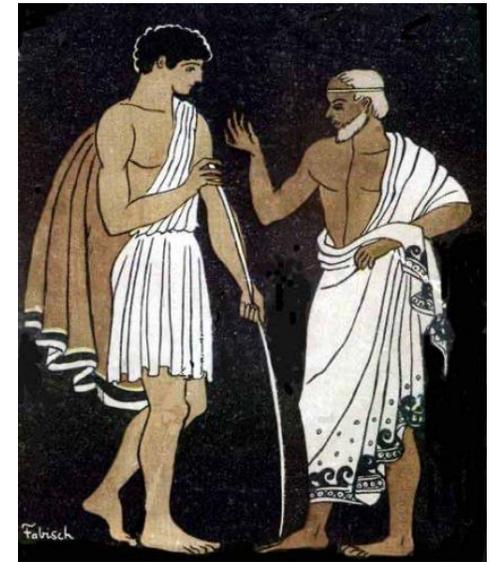


But... What exactly is mentoring? A fascinating story... (1)

“Mentor (gr. Μέντωρ) Character of the Odyssey: son of the Ithacian Alcimus, faithful friend of Odysseus, who on his departure for Troy entrusts him with his home and family. Athena often appears in his guise, especially to accompany Telemachus and to help Ulysses in the final battle against the Proci.”

Treccani Encyclopaedia

The training methodology of mentoring combines the traditional training approach based on the transmission of theoretical notions or knowledge, understood as "knowledge to be applied", with experiential training aimed at developing the individual's abilities, or "behaviors to be implemented", through a sharing of content and reflections based on a non-hierarchical relationship that stimulates the establishment of open, emotional and conscious communication between Mentors and Mentees. Thus mentoring refers to the relationship between a more experienced individual (mentor) and a less experienced one (mentee), in order to enable the latter to properly develop a learning and socialisation process in a new context.



But... What exactly is mentoring? A fascinating story...(2)

The objective of mentoring is to develop the whole person through the use of multiple techniques such as the analysis of skills/skills, storytelling, role playing, case study, sharing of information and training materials, participation in networking events, etc..

Those (mentor and mentee) involved in the mentoring relationship must have and act with an appropriate mindset.

But... What exactly is mentoring? A fascinating story...(3)

Mentoring is practiced in different contexts and with different modalities:

Individual mentoring. The Mentor provides his services to an individual Mentee, with whom he carries out a series of sessions based on discussion and sharing, scheduled and organized in the manner (in person or online) and frequency appropriate to the pursuit of the agreed objectives. The mentoring intervention can be commissioned and financed by a third party, called "Sponsor", who does not intervene in the mentoring relationship.

Group mentoring. The Mentor provides his services to a group of Mentees, who belong to the same organization, social group and/or territorial context, with whom he carries out a series of collective sessions based on the interview, sharing and carrying out of group training activities, scheduled and organized in the manner (in person or online) and frequency appropriate to the pursuit of the agreed objectives. The mentoring path can be commissioned and financed by a public or private Sponsor, even within the context of broader projects of a social nature.

MENTOR: a matter of mindset and skills

A good mentor must preside over, with practice the following skills and competencies.

- Verbal and non verbal communication skills
- Empathy in order to enter into a relationship with the mentee and to be able to really guide him/her in achieving the identified goals.
- Emotional intelligence in order to empathize with the coachee
- Interest and curiosity in the other person and his or her needs, objectives and difficulties.
- Ability and attitude to active listening
- Strong experience on the topic/context
- Professional and technical skills
- Awareness of self, of the relationship and of the organisational ecosystem
- Presence, i.e. the ability to be in relationship, here and now, focusing on the mentee
- Knowing how to ask powerful questions (i.e. questions that give you food for thought)
- Giving feedback in a constructive way (i.e. to create new awareness)
- Empowering the mentee with goodwill, encouraging and supporting him/her
- The ability to welcome the mentee as he/she is, without judging him/her, is essential to the mentoring relationship.



30 MINUTES - IN GROUPS

Collaborative activity

What characteristics do you think the Mentor should possess? Start a participatory dialogue, mapping out all the elements that may be useful in framing the figure of the Mentor. Fill in the Empathy Map and map competencies, skills and behaviors.



Thoughts	Actions	Words	Feelings	Desires

Working together on a key competence: active listening

ACTIVE LISTENING: A FIRST DEFINITION

Active listening requires the ability to put oneself in the other person's shoes, trying to grasp their thoughts and feelings, as well as expressing what is understood with warmth and acceptance. In other words, listening means listening with empathy.

Empathic listening by definition allows us to consciously focus not only on the content of the message, but also on the emotional state of the sender. Empathy and active listening are therefore particularly useful when there is a conflict or a problem to be solved.

Discussion questions

Students are invited to engage in a brief dialogue and discussion facilitated by the following questions

- Why do you think it is useful for a Mentor to develop the ability to listen actively?
- In general terms, what information is useful to pick up in the dialogue with the other person?
- What do you think are the elements that lead to excellence in active listening?
- What do you think are the elements that can undermine an adequate listening process?
- Would you like to recount an experience in which you felt particularly unheard? What were your thoughts? What were your feelings? What behaviours led you to believe that you were not listened to well?

ACTIVE LISTENING IN 5 KEY POINTS

SUSPEND VALUE JUDGMENTS

("He's right" - "He's wrong")

PUT YOURSELF IN THE OTHER'S PANTS

("What is his point of view?" - "What does it matter to him?")

LISTEN

(Activating a reflective silence)

DEMONSTRATE EMPATHY

(Metacommunication)

VERIFY UNDERSTANDING

(At the content level - at the relationship level)

ALSO TAKE INTO ACCOUNT ...

Empathetic understanding. The basic attitude of active listening, this is trying to see the world from the other person's eyes. You're trying to convey to your conversational partner, "I understand what you are saying and also what you mean and how you feel."

Listening is not agreeing. Listening to understand the other person's point of view doesn't necessarily mean that you agree with them. It just makes it more possible to take it all in and then carefully share your own viewpoint, even if it's completely different.

Be willing and ready to listen – no distractions. If you are distracted, it's best to be open and honest about it. Ask if you can postpone the conversation to another time, or take a moment to get the distraction out of your way. Pretending to listen is not only very impolite; it also runs contrary to active listening and over time can damage relationships.

ALSO TAKE INTO ACCOUNT ...

Active Listening Skills

Build trust and establish rapport.

Ask specific questions.

Active listening techniques can help you truly understand what people are saying in conversations and meetings

Demonstrate concern.

Use brief verbal affirmations like:

I see.

the balance

The infographic features a central title 'Active Listening Skills' in a large, dark brown, handwritten-style font. Surrounding the title are five illustrations, each with a text box above or below it. 1. Top left: Two people sitting at a table with coffee cups, one holding a cup. Text: 'Build trust and establish rapport.' 2. Top right: Two women sitting on a bench; one has her hand on the other's shoulder. Text: 'Demonstrate concern.' 3. Bottom left: Two people walking, one gesturing with their hand. Text: 'Ask specific questions.' 4. Bottom center: A man and a woman talking; a speech bubble from the man says 'I see.'. Text: 'Use brief verbal affirmations like:'. 5. Bottom right: A man and a woman talking. Text: 'Active listening techniques can help you truly understand what people are saying in conversations and meetings'. In the bottom left corner, there is a small logo for 'the balance'.

WHAT DOES IT MEAN ACTIVE LISTENING?

Active listening means being able in:

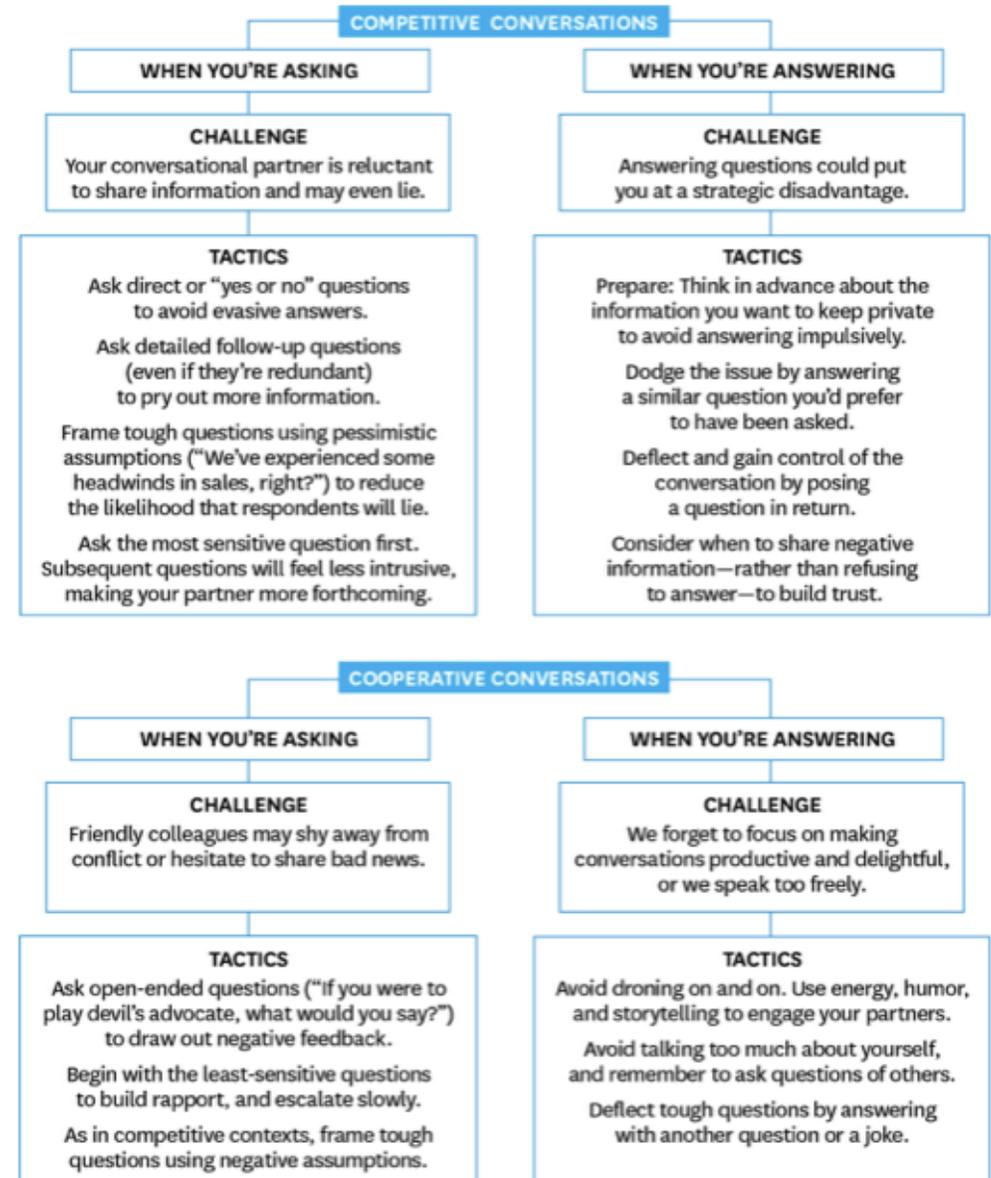
- asking open questions rather than closed ones
- asking precisizing questions instead of general ones
- summarize other's point of view and feelings

Let's practice it!

HOW TO ASK EFFECTIVE QUESTIONS

- Plan to use questions that encourage thinking and reasoning
- Ask questions in ways that include everyone
- Give people time to think
- Avoid judging people’s responses
- Planning for effective questioning

<https://hbr.org/2018/05/the-surprising-power-of-questions>





10 MINUTES

LISTEN SABOTEUR

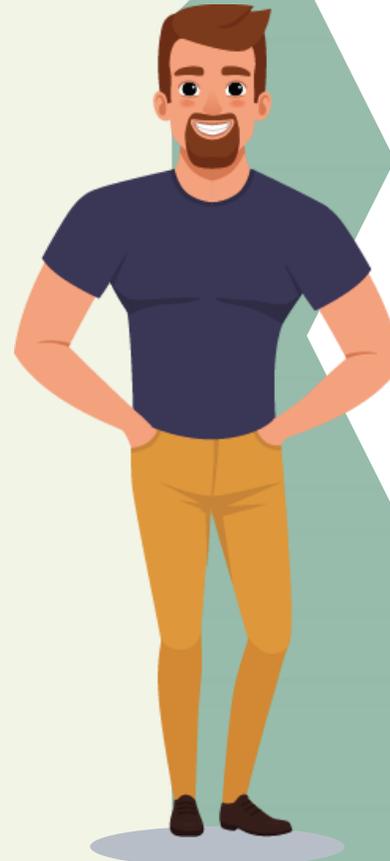


THINK		
SAY		
DO		

ACTIVE LISTENING

THE MENTOR

- FOCUSES ON THE NEEDS OF THE MENTEES
- MANAGES THE PROCESS WITHOUT DOMINATING OR MANIPULATING
- ADOPTS AN ACTIVE LISTENING STYLE
- ESTABLISHES A SERENE RELATIONAL CLIMATE CONDUCIVE TO THE ACHIEVEMENT OF OBJECTIVES
- GATHERS AND TRANSMITS POINTS OF VIEW



MENTORING - day 2

The Role of the Mentee

FIXED MINDSET
AND GROWTH
MINDSET

LEARNING
STYLES (KOLB)

BEGINNER'S
MIND
(SUZUKI)

THE SABOTEUR
THAT LIVES IN
US. COGNITIVE
BIAS

MENTEE: a matter of mindset and skills.

The mentee must train, possess, reinforce, act complex skills that enable him/her to acquire a GROWTH MINDSET.

- self-awareness
- humility
- ability to enter into the learning process
- resilience
- ambition
- optimism
- creativity
- perseverance
- determination
- grit
- spirit of collaboration



GROWTH MINDSET FIXED MINDSET

C.Dweck (2006) gave 10 year olds problems that were somewhat above their skill level. Some reacted with phrases such as "I love a challenge" on the assumption that their skills could be developed even if they could not solve the problem at the time - growth mindset.

Others were convinced that their intelligence was "fixed" and this led them to avoid the next task or even to repeat copying or to compare themselves only with those who had done worse than them in order to feel better - fixed mindset.

GROWTH MINDSET FIXED MINDSET

FIXED MINDSET



Everyone has basic qualities, skills, intelligence, abilities, traits that characterise us and are largely responsible for our results.

"This is who I am"

We are driven by the desire to show off our skills and be seen as 'smart'.

GROWTH MINDSET



Everyone has basic qualities to cultivate and improve and the possibility to develop new skills with practice and experience

"This is who I am"

"I can improve"

We are driven by the desire to learn and have confidence that we can evolve

GROWTH MINDSET FIXED MINDSET

Elements that distinguish the fixed mindset from the growth mindset

When faced with a challenge

FM- AVOID THE CHALLENGES: you walk away because of the risk of not succeeding and of "seeing your skills, talents, intelligence debased".

GM- WELCOMES CHALLENGES: they are seen as an adventure, an opportunity to progress and push forward.

When an obstacle arises

FM - AVOIDING OBSTACLES: one gives up easily and adopts a defensive attitude.

GM - FACE OBSTACLES: one persists in the face of setbacks.

GROWTH MINDSET FIXED MINDSET

Elements that distinguish the fixed mindset from the growth mindset

The point of view of effort

FM - DRAWING AWAY FROM EFFORT: effort is perceived as a sign of poor talent, intelligence, ability... it may be useless.

GM - SUSTAIN THE EFFORT: effort is perceived as the road to mastery and mastery.

When a mistake is made

FM - MISTAKES ARE IGNORED AND HIDDEN: one feels uncomfortable when one makes mistakes or encounters failures and tries to "hide" them.

GM - YOU LEARN FROM Mistakes: you recognise that mistakes and failures are valuable learning opportunities.

GROWTH MINDSET FIXED MINDSET

Elements that distinguish the fixed mindset from the growth mindset

When someone offers feedback

FM - IGNORE FEEDBACK: you get annoyed at criticism even if the feedback is constructive.

GM - LEARN FROM Mistakes: you use feedback as a learning opportunity.

In front of the success of others

FM - WE DISCOVER: we do not confront others in the face of their positive results.

GM - FIND INSPIRATION: you look for learning stimuli in the positive achievements of others.

When someone offers to help

FM - REFUSES OTHER PEOPLE'S HELP: support from others is seen as something that can highlight one's own "shortcomings".

GM - ASKS FOR HELP: one seeks support and contributions because one learns from others.

GROWTH MINDSET IS THE POWER OF "NOT YET"

One is committed to learning regardless of external recognition of commitment thus seeking "mastery goals" (learning to walk, learning to communicate effectively)

- What matters is commitment then persisting through difficulties
- The evaluation criteria are related to oneself and not to doing better or worse than others.
- Mistakes are seen as fundamental stages of learning.
- Skills are seen as something to be developed and learned

FIXED MINDSET IS "TYRANNY OF THE HERE AND NOW"

One strives to demonstrate one's knowledge and be judged positively thus seeking "performance goals" (exam grade, role recognition)

- Evaluation criteria are related to doing better or worse than others
- Mistakes represent failure and evidence of poor ability
- Skills are seen as "fixed entities"
- Individual does not think they can exceed their limits



30 MINUTES - INDIVIDUALLY

LEARNING STYLE QUESTIONNAIRE

Each individual answers the questionnaire to determine his or her learning style.

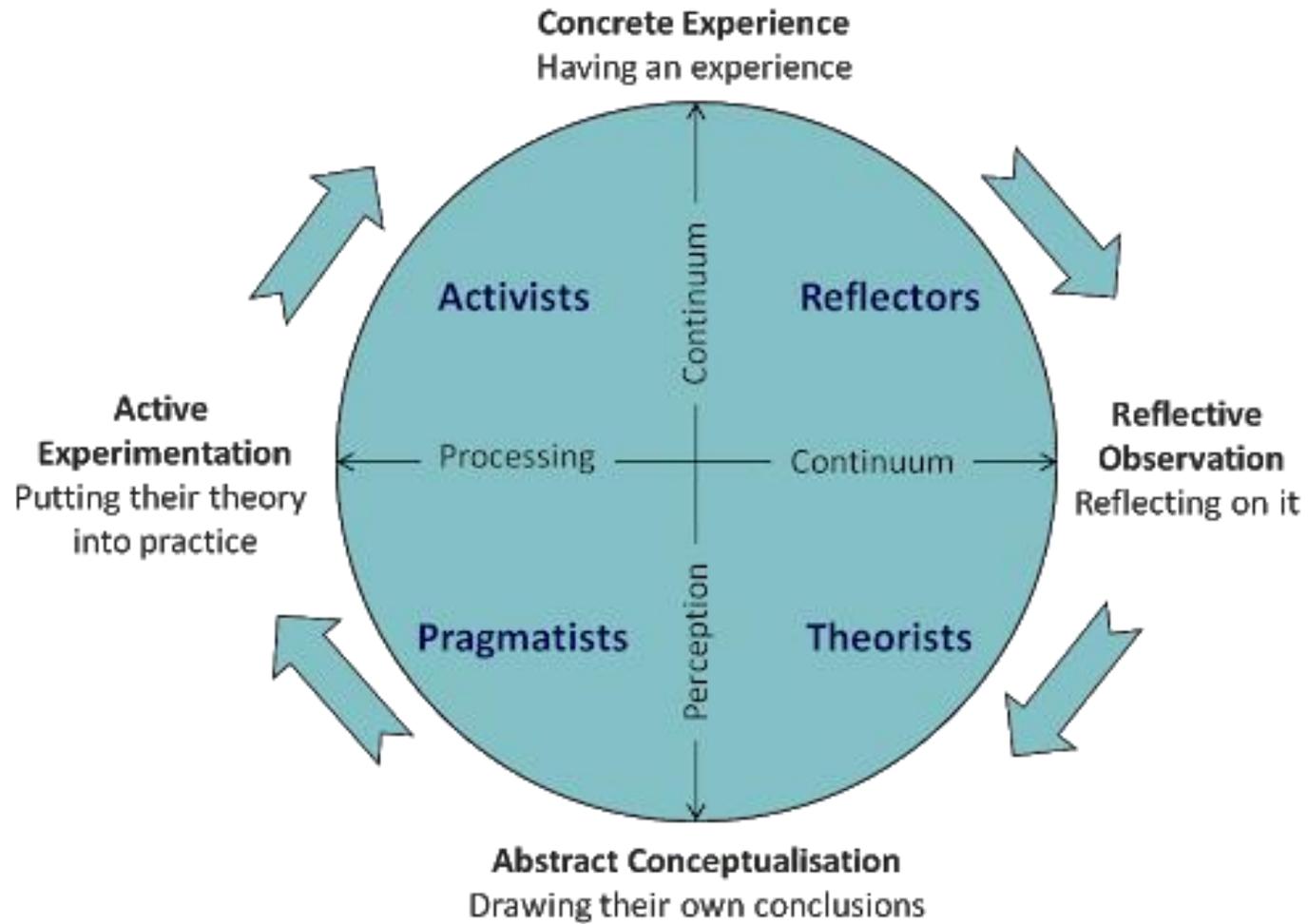
ONLINE TEST

<https://www.mint-hr.com/mumford.html>

DOWNLOAD PDF TEST

<http://www.bunbury.wa.gov.au/pdf/environment/u472/Appendix%2019%20U472%20Community%20Facilitator%20Kolb%20Questionnaire%20Final.pdf>

LEARNING STYLE MODEL



CONCRETE EXPERIENCE:

Kolb's learning process cycle begins with a concrete experience. This can either be a completely new experience or a reimagined experience that already happened. In a concrete experience, each learner engages in an activity or task. Kolb believed that the key to learning is involvement. It is not enough for learners to just read about it or watch it in action. In order to acquire new knowledge, learners must actively engage in the task.

REFLECTIVE OBSERVATION:

After engaging in the concrete experience, the learner steps back to reflect on the task. This stage in the learning cycle allows the learner to ask questions and discuss the experience with others. Communication at this stage is vital, as it allows the learner to identify any discrepancies between their understanding and the experience itself. Good vocabulary also allows a solid review of the events that occurred.

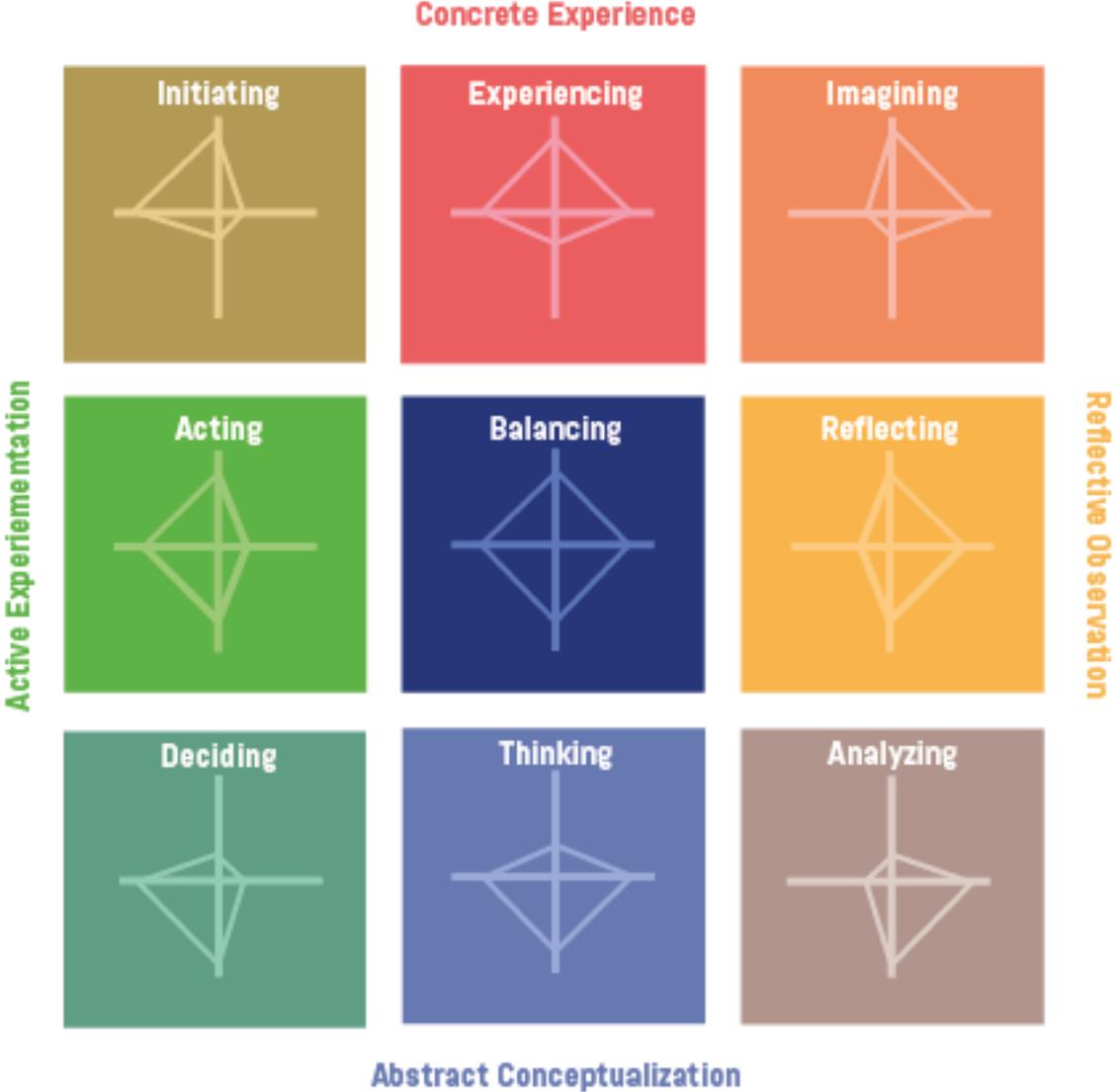
ABSTRACT CONCEPTUALIZATION:

The next step in the learning cycle is to make sense of these events. The learner attempts to draw conclusions of the experience by reflecting on their prior knowledge, using ideas with which they are familiar or discussing possible theories with peers. The learner moves from reflective observation to abstract conceptualization when they begin to classify concepts and form conclusions on the events that occurred. This involves interpreting the experience and making comparisons to their current understanding on the concept. Concepts need not be “new”; learners can analyze new information and modify their conclusions on already existing ideas.

ACTIVE EXPERIMENTATION:

This stage in the cycle is the testing stage. Learners return to participating in a task, this time with the goal of applying their conclusions to new experiences. They are able to make predictions, analyze tasks, and make plans for the acquired knowledge in the future. By allowing learners to put their knowledge into practice and showing how it is relevant to their lives, you are ensuring that the information is retained in the future.

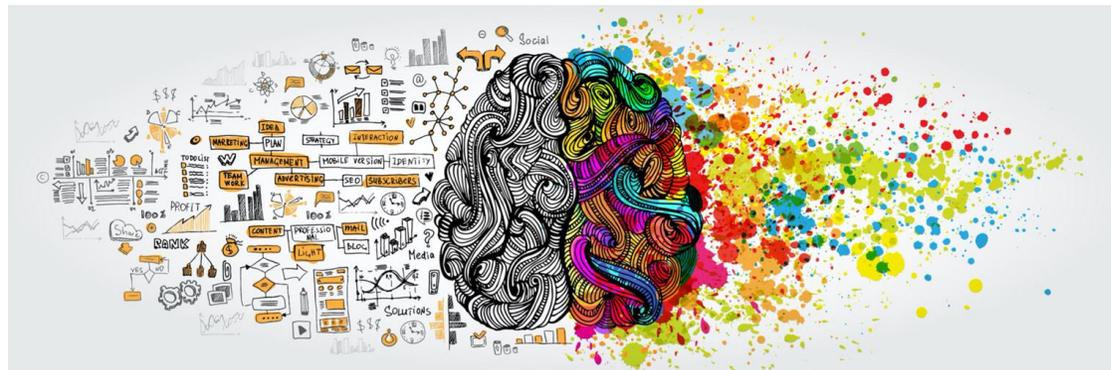
LEARNING STYLE MODEL



BEGINNER'S MIND

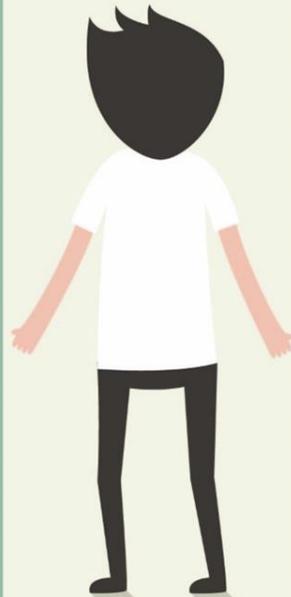
Shunryu Suzuki, in his classic book, *Zen Mind, Beginner's Mind*, tells us that in the beginner's mind there are many possibilities, but in the expert's mind there are few. Certainly, this statement is a simple and true perspective. A beginner, not knowing much of anything about the subject at hand and forced to make decisions, may look at many possibilities. An expert, given a certain circumstance, will have thoughts pouring down a funnel of experience and/or education framing his or her thoughts.

Both a beginner's and an expert's perspective have value. a beginner views each piece of learning with wonder, open to the myriad of unknown possibilities that may exist. Whereas the expert looks at everything through the lens of whether or not it conforms to a pre-existing view of the world



JUDGMENTS AND DECISIONS

- ✓ INDIVIDUAL MOTIVATIONS
- ✓ SOCIAL PRESSURES
- ✓ EMOTIONS
- ✓ LIMITATION OF INFORMATIONS



ERRORS AND BIAS

CULTURAL PREJUDICES

PREJUDICES ABOUT ONESELF AND OTHERS

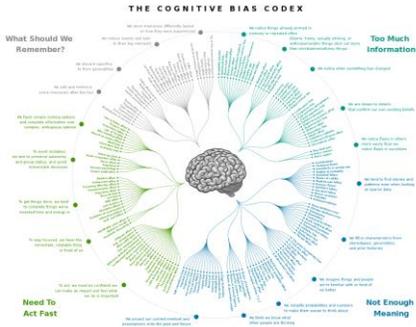
PERSONAL INTERESTS

HABITS OF

COGNITIVE BIAS

THE SABOTEUR THAT LIVES IN US. COGNITIVE BIAS

Cognitive biases are constructs based, outside of critical judgement, on misperceptions or distorted perceptions, prejudices and ideologies; often used to make quick and effortless decisions



https://upload.wikimedia.org/wikipedia/commons/c/ce/Cognitive_Bias_Codex_With_Definitions%2C_an_Extension_of_the_work_of_John_Manoojian_by_Brian_Morrisette.jpg

https://www.sog.unc.edu/sites/www.sog.unc.edu/files/course_materials/Cognitive%20Biases%20Codex.pdf

https://en.wikipedia.org/wiki/List_of_cognitive_biases#/media/File:Cognitive_bias_codex_en.svg

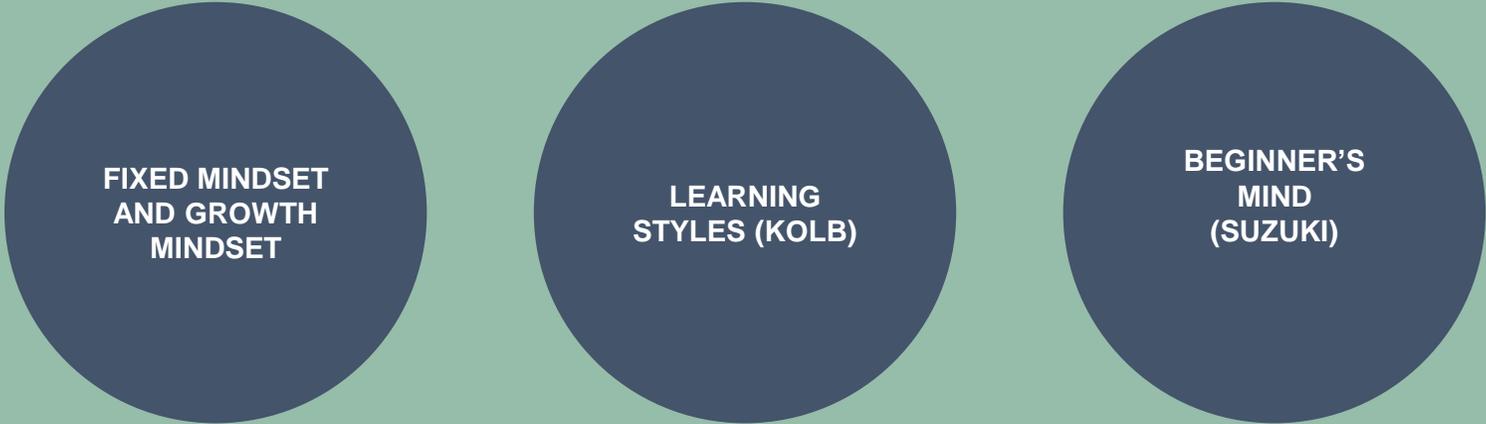


30 MINUTES - IN GROUPS

- Groups choose some cognitive biases (4 or 5) from the map. They write a mentorship dialogue in which Mentor and Mentee use the narrative structure inspired by the selected biases.
- The dialogue should be about 5 minutes long.
- The dialogue should be acted out by each of the groups while the others observe.
- At the end the observers tell what they saw.

MENTORING - day 3

Mentor and Mentee: the relationship



FIXED MINDSET
AND GROWTH
MINDSET

LEARNING
STYLES (KOLB)

BEGINNER'S
MIND
(SUZUKI)

MENTORING AS PEDAGOGICAL RELATIONSHIP. A DECALOGUE OF VALUES INSPIRED BY PAULO FREIRE

Teaching is not transferring knowledge.

In a Mentoring relationship there is not only transfer of knowledge. Mentoring requires:

- *incompleteness*
- *recognition of the other*
- *respect for the mentee's autonomy of being*
- *common sense*
- *humility, tolerance and focus on the rights of the mentor and mentee*
- *grasp of reality*
- *cheerfulness and hope*
- *conviction that change is possible*
- *curiosity*

MENTORING AS PEDAGOGICAL RELATIONSHIP. A DECALOGUE OF VALUES INSPIRED BY PAULO FREIRE

Teaching is a human peculiarity.

Mentoring qualifies as a complex human activity. Mentoring requires:

- *confidence, professional competence, generosity*
- *commitment*
- *understanding that mentoring is a form of intervention in the world*
- *freedom and authority*
- *conscious decision-making*
- *listening*
- *readiness for dialogue*
- *"loving the mentee"*

MENTORING AS PEDAGOGICAL RELATIONSHIP.

A DECALOGUE OF VALUES INSPIRED BY PAULO FREIRE



30 MINUTES - INDIVIDUALLY AND IN GROUPS

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- . *"loving the mentee"*

What it means on an individual level (behaviour, attitudes, values)	What does it mean on a relational level?	What does this mean on an ecological/ecosystemic level?

MENTORING AS PEDAGOGICAL RELATIONSHIP. A DECALOGUE OF VALUES INSPIRED BY PAULO FREIRE

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MENTORING: AN EFFECTIVE RELATIONSHIP

An effective mentoring relationship is based on compatibility of characters and complementarity of skills and interests. When looking for the right match, therefore, you have to consider:

- Mutual respect
- Mutual complementation
- No ulterior motives
- Compatible characters or styles Commitment

MENTORING: AN EFFECTIVE RELATIONSHIP

The mentoring relationship can be acted out in very different contexts. There are many classifications that allow us to reflect on the specificities that the Mentoring relationship can assume.

Mentoring can be formal or informal (Natural Mentoring). In the first case, the relationship between Mentor and Mentee is explicit, organised in a S.M.A.R.T. process (Specific, Measurable, Achievable, Realistic, Timely). In the second case, the relationship is implicit and linked to the natural relationship of trust and authority that binds mentor and mentee.

Types of Mentoring depending on the context:

- Community Mentoring
- Group Mentoring
- E-mentoring

...

Types of Mentoring depending on themes

- Intergenerational
- Life Mentoring
- Corporate Mentoring

...

Mentoring and [Digital] Storytelling

MENTORING AND [DIGITAL] STORYTELLING (1)

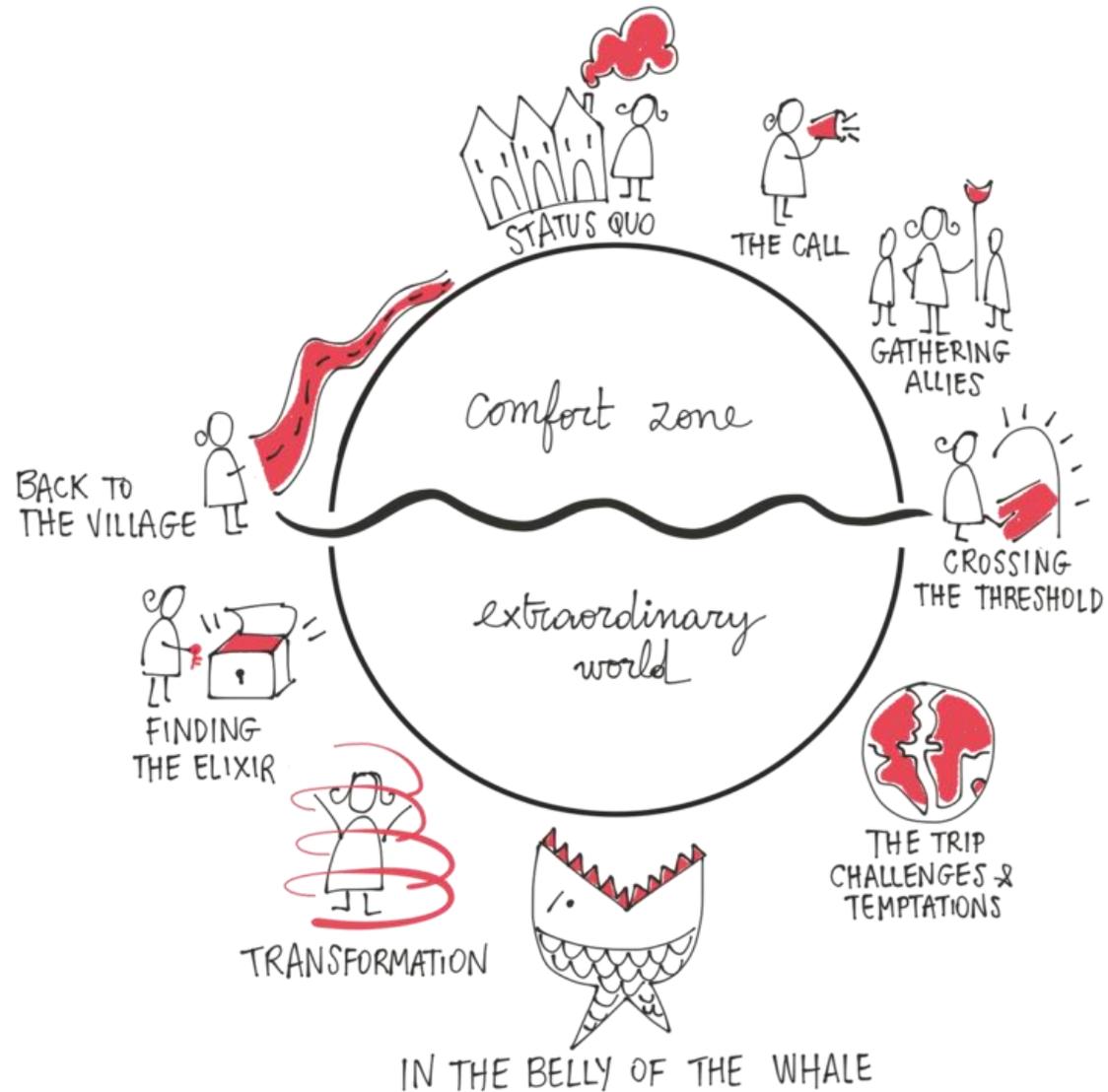
Mentoring is a journey made together: Mentor and Mentee.

The content of the mentoring relationship is all in the powerful conversations that bind the individuals participating in this journey.

Storytelling provides Mentoring with well-established tools for creating meaning: the use of appropriate language, the study of context, the use of metaphors, paradoxes and other rhetorical figures as leverage for the creation of powerful content.

The digital context also imposes a new way of understanding the relationship between individuals through the mediation of the web, offers us numerous tools that enable new levels of relationship and involvement, supports us in the choice of new tools, allows ubiquity and connectivity.

MENTORING AND [DIGITAL] STORYTELLING (2)



MENTORING AND [DIGITAL] STORYTELLING (2)

The Hero: He is the one who moves the story, who makes the journey, physical or mental. He usually has a weak point (fatal flaw) on which he can be struck, and has to face death (often symbolic, and in any case the hero accepts the possibility of sacrifice). He also has qualities with which we can identify and is driven by universal and original drives. He may also have contradictory impulses.

Mentor: If the hero is the self of the story, the mentor is his self. He is the guide who helps, trains or instructs the hero. He gives him gifts, convinces him or pushes him into adventure. Often the mentor is a former hero, a wise person or teacher, like a conscience or moral code of conduct, and serves to motivate the hero.

Threshold Guardian: He tests the hero by creating difficulties: he probes the hero's will and strengthens it. Apparently an enemy, but he can also be overtaken or turned into an ally. Sometimes he's not even an enemy, but someone the hero meets along the way and has to conquer by absorbing his energy. Of course, the guardian can also be internal, an aspect of the hero himself that he has to deal with.

MENTORING AND [DIGITAL] STORYTELLING (2)

Messenger (Herald): He communicates the beginning of the adventure, the coming change, its necessity. It is the triggering incident. It can also be an object, such as a telephone call or a telegram. It awakens motivation.

Shapeshifter: Changes shape, disguises himself. It is the unstable archetype, the friend who becomes the enemy. The function of this figure is to sow doubt and suspense.

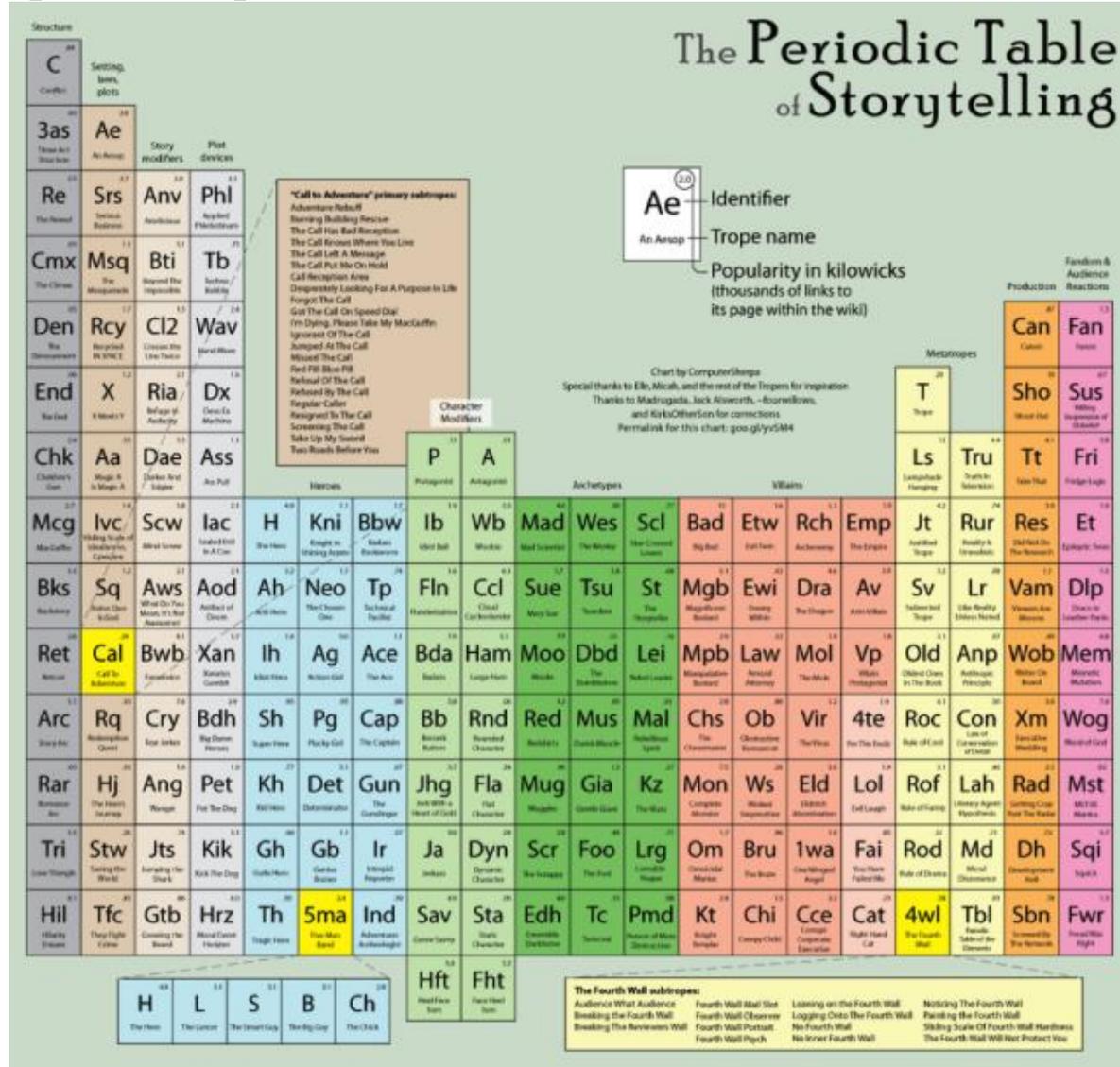
Shadow: Generally, it is the antagonist. However, the opponents also need to appear human, and they are never just stereotypes of badness (also because, after all, an enemy is a 'hero' of his own mythical journey, and Vogler suggests going through or re-reading history at least once from the point of view of the shadow). It is the shadow-hero encounter/clash that drives the story.

Trickster: he is the sidekick and the goliardic moment. He creates mishaps, stimulates changes, also in a negative sense. It is a childish mischief-making energy, if embodied in a character generally with characteristics of confusion, enemy of the status quo, hypocrisy and egocentrism. Of course, this function of his, linked to the hero, should not be confused with the figure of the trickster in certain stories, where he is instead another type of hero.

MENTORING AND [DIGITAL] STORYTELLING - THE CAST CANVAS

THE VISUAL STORY MAP				
C CONTENT	Why	What	How	What If
	Who			
A AUDIENCE	Learning and Decision Styles			
	Structure	Character	Sense of Urgency	Delivery Plan
S STORY	Design			
	Test			

MENTORING AND [DIGITAL] STORYTELLING - THE PERIODIC TABLE OF STORYTELLING



MENTORING AND [DIGITAL] STORYTELLING - DIGITAL CONTEXT

The current digital context requires communication skills capable of adequately managing new relationships between meanings and media:

- Interactivity, which involves the reader intervening in the unfolding of the narrative.
- Multimedia, i.e. the integration of text, sound, images and video.
- Hypertextuality, understood as the non-linearity of the narrative.
- From hypertextual narratives to multimedia narratives.

MENTORING AND [DIGITAL] STORYTELLING - DIGITAL CONTEXT

The digital context also imposes a new way of understanding the relationship between individuals through the mediation of the web, offers us numerous tools that enable new levels of relationship and involvement, supports us in the choice of new tools, allows ubiquity and connectivity.

Awareness of the opportunities offered by the digital environment offers Mentors and Mentees new ways of expression, reflection, exchange and sharing.

The digital context also requires the expert use of mentoring techniques to create attentiveness, awareness and involvement of "digital natives" groups (Z-Generation, Y-Generation...). To this end, it becomes essential to properly administer the new languages and work on gamification tools and methods.

New and fascinating contexts are also emerging, such as the Phyrtual experiences, which break down the distance between the physical and the virtual. These new relational situations will dominate the landscape in the coming months and years and require the development of appropriate relational processes.

MENTORING AND [DIGITAL] STORYTELLING - DIGITAL CONTEXT



MENTORING AND [DIGITAL] STORYTELLING - DIGITAL CONTEXT

