

"I started out thinking I couldn't do it. Now I feel like the person who's meant to do this."

Eight months of methodological mentoring through which I passed to a workshop team know-how I'd held in the organization alone.

ZVOL SI INFO · 10/2025 – 6/2026 · TEAM OF FOUR

8	4	11	2
MONTHS	TEAM MEMBERS	METHODOLOGICAL TOPICS	DEVELOPMENT TRACKS

 THE BRIEF

Know-how that rested on one person

For years I held the methodological know-how at Zvol si info myself. When I was stepping down from leading the organization, it risked leaving with me. This mentoring was a way to pass it on to the team instead, so the organization wouldn't stay dependent on a single person.

They reached out in autumn 2025. They wanted to learn these things and draw on what I know while I was still around. The team were mostly juniors — enthusiastic, some with an educational game behind them, but they did most things intuitively and lacked confidence. They weren't working with learning objectives, with the measurability of workshops, or with pedagogical principles. Workshops were designed by feel, and when one worked, it couldn't be reliably repeated.

 HOW I DESIGNED IT

Tailored, not a generic syllabus

I didn't open the mentoring with a lecture. I started the way I start every program: by **mapping needs**. I asked what each of them expected from the sessions, where they felt unsure, what they were working on. I built the content around that, not around a generic syllabus.

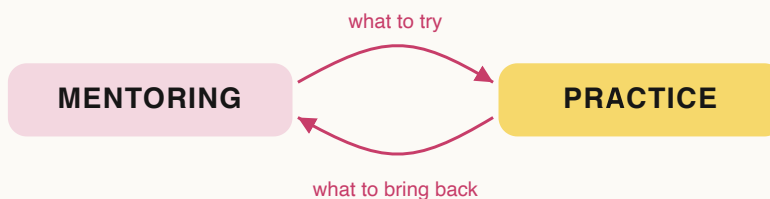
The program ran on two tracks. A **methodological** one (learning design from audience needs to impact measurement) and a **psychological** one (confidence, less imposter syndrome). People who do the work well often don't believe they're up to it, and methodological vocabulary alone won't help with that — if anything the opposite. The second track decided whether the first ever made it into practice.



THE MECHANISM

Mentoring and practice in a loop

Between sessions, practice was running. The team met outside the mentoring too and tried what we'd covered on real workshops, then brought it back. That loop is the whole mechanism behind the change. It's also why the team speaks a shared language.



"Mentoring and practice go hand in hand. If only one of them were running, it would start to grind."



WHAT WE COVERED

Eleven topics in eight months

The whole learning-design path from needs analysis to impact measurement. No topic stayed theoretical — each was tried in practice straight away.

01 Learning design and the double diamond

02 Audience needs and research

03 Personas and proximal development

04 Internal training and theory of change

05 Learning objectives and NAOMIE

06 Competences: knowledge, skills, attitudes

07 Bloom's taxonomy

08 Scaling skills and validating objectives

09 Designing methodologies and activities

10 Group dynamics

11 National curriculum and media literacy



WHAT CHANGED

Six shifts the team named themselves

The quotes come from individual reflections with all four team members. What came up independently from more than one of them is here.

Greater confidence

"I started out thinking I couldn't do it. Now I feel like the person who's meant to do this."

Thinking in objectives

"I started asking what the goal is and at what point we'll say we've got there."

Higher workshop quality

"This is genuinely much better than what we had before" — said in the team about the new generation of the workshop.

Courage to iterate

"It hit me that it doesn't have to be finished. I can test it and keep working on it."

A less fragile team

"We've got four people who know enough to build on it and not drown in it."

Reach into other roles

"It carried over into a lot of other things, including running meetings inside and outside the team."

"We have a more realistic sense of what we can actually cover. In 90 minutes we get roughly to the level of understanding."

It sounds modest. Yet it's **the whole difference** between a workshop that does something and a workshop that rolls over people. A team that knows it will reach understanding, not application, in ninety minutes stops cramming five activities into a program and does two of them properly.



EVIDENCE FROM PRACTICE

Here's what it looks like in concrete terms

On-the-spot flexibility

During a webinar the team judged mid-session that the format wasn't working and switched: "I messaged my co-facilitator that we'd do it differently, and it worked."

A better product

The new generation of the workshop went through several rounds of testing and the team rated it as markedly better than the previous version.

Stronger grant applications

Someone who understands design writes a grant so a functioning workshop can actually be built from it. It saves work on both ends.

Objectives everywhere

The habit of asking "what's the goal" moved beyond workshops, into running meetings and other projects.



HOW I ASSESSED THE IMPACT

Honest about what the data can bear

Learning design without impact measurement is half the job, so I applied the same logic to this mentoring. At the start I mapped what each person was bringing to the program and what they expected from it. That gave me a reference point to measure the shift against at the end. In June 2026 I ran a **structured individual reflection** with each of the four members separately, using the same set of questions. Individually on purpose, so the answers wouldn't influence each other. Then I looked for what recurred across all four. What came up independently from several people is a signal, and that's what this study is built from. The quotes are verbatim and anonymized.

I'll stay honest about it: this is **qualitative evidence, not hard measurement**. I have no control group and no data on the workshop participants. If I wanted to go further, I'd add a short self-assessment at the start and end and one indicator on the participants' side. That's exactly what I set up for clients, so the impact of their programs can be shown, not just claimed.



WHAT YOU CAN BOOK

Always tailored

I build every program to fit. First I find out where you are and what you need, and I choose the format and pace accordingly. In two basic modes:

Long-term mentoring

For a team or an individual. Strongest where you want a skill to settle in for good. It runs in a loop between mentoring and practice: between sessions you try things on real programs and bring them back. With a team you also build redundancy.

Shorter consultation on a program

You bring a workshop or course you're designing and we go through it from the objectives down. A fit when you need a second pair of eyes on something in progress and quick feedback.

Want to talk about mentoring? Write to me at veronikagabor.cz.