



Cultural Mentoring Curriculum

NEST PROJECT

KA3: 612187-EPP-1-2019-1-EL-EPPKA3-IPI-SOC-IN

WP3. Designing innovative and tailored educational solutions to support the inclusion of migrants and refugees in the culture host societies: The 'Learn and Blend' approach

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This point of view does not provide any value judgment, it is a simple recording of the extremely complex composition of the global village, according to a relativist approach.	
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1. General Aim of the Cultural Mentoring Curriculum

The general aim of this curriculum is to support cultural learning through a face-2-face training session, in which it will build the competency of participants to become mentors themselves, or to provide more effective mentoring services.

In specific, the curriculum will address mentors in order to develop their soft skills, techniques and attitudes in providing cultural training courses, like the NEST project. Through their participation in the workshop, mentors and future mentors will have the opportunity to learn about the NEST project and the 'Learn & Blend' approach, to familiarize themselves with concepts like 'multicultural communication' and understanding, 'integration', etc. and to acquire new skills and competences for intercultural dialogue and for professional mentoring.

2. Target Groups

Coaches with intercultural, transcultural field competence (pluriculturalism) and counselling competence.

Migrants/Refugees will be trained to become mentors. In this respect, they will act also as multiplying agents that can transfer the outputs and the project experience to their settings. At the same time, they will provide their valuable input in rendering the project outputs more relevant to the needs of the direct target group.

Ideally one native coach and one migrants/refugee will work together.

3. Learning Outcomes

After the end of the workshop, the participants will be in a position to:

In terms of knowledge:

- *Differentiate between the concepts on interculturalism, multiculturalism, acculturation, integration, and inclusion, and have forged a basic understanding and opinion regarding them.*
- *Have acquired basic knowledge on how to ensure effective intercultural communication*
- *Understand the concept of mentoring as well as its variations (coaching, peer mentoring, cultural mentoring)*
- *Identify what skills a mentor needs to develop*
- *Know about a series of effective mentoring techniques used to support a mentoring relationship*

In terms of skills:

- *Indicate what to avoid and what to do to promote effective Intercultural Communication*
- *Describe the mentoring context and process*



- *Being able to devise a basic cultural self-assessment scheme to be used both in mentoring but also to support their own personal development*
- *Being able to devise a basic result-chain scheme, based on a SWOT analysis, to be used both in mentoring but also to help them plan and achieve their personal goals*
- *Being able to utilise a number of interpersonal communication techniques to improve the quality of mentoring (storytelling, open-ended questions)*

In terms of competences:

- *Be sensitised about the importance of intercultural communication*
- *Having acquired the basic tools to become mentors themselves*
- *Being able to stay involved in the mentoring process, even after the end of the programme*
- *Be competent in everyday life (life skills)*

4. Workshop Duration and Training Methodology

The workshop duration is five hours, and it will be conducted face-to-face.

5. Equipment and materials necessary

Laptop, Projector, PowerPoint Presentation, Pen-Paper



6. Programme Breakdown

Cultural Mentoring Curriculum	
1. About the NEST Project	1 hour
Introduction to the NEST Project and icebreaking	30 minutes
The 'Learn & Blend' approach	30 minutes
2. MULTICULTURAL / INTERCULTURAL COMMUNICATION	1 hour
Introduction to the concepts of INTERCULTURALISM and MULTICULTURALISM	25'
What is ACCULTURATION - examples, history and evolution of the concept, up to today's concept of INTEGRATION and INCLUSION.	20'
Intercultural Communication Do's and Don'ts	15'
3. KEY MENTORING TECHNIQUES	2 hours
Intro to mentoring and mentoring techniques	15 '
Cultural Self-Assessment	20 '
Result-Chain Development	20 '
Sharing Personal Experiences & Storytelling	15 '
Open-Ended Questions	10 '



Hands-on Learning and Role-Playing Techniques	10 ‘
First Mentoring Session: Role-Playing exercise	30 ‘
4. KEY MENTORING SKILLS	1 hour
Empathy as the first means of encountering the other; Learning to enter and exit the relationship without hurting oneself.	20 ‘
Presentation of exemplary cases in which the mentor plays a particularly complex role in the mentor-mentee relationship dynamics.	20 ‘
Transversal Skills and Competences necessary to become an effective mentor	20 ‘



7. Methodological Tools

INTRODUCTION: ABOUT THE NEST PROJECT		1 hour
Methodological tools	Training technique	Duration
Introduction to the NEST project	<i>ppt lecture</i>	<i>15 minutes</i>
Icebreaking	<i>group exercise</i>	<i>15 minutes</i>
The 'Learn & Blend' approach	<i>ppt lecture</i>	<i>30 minutes</i>
UNIT 1: MULTICULTURAL / INTERCULTURAL COMMUNICATION		1 hr
Methodological tools	Training technique	Duration
Introduction to the concepts of INTERCULTURALISM and MULTICULTURALISM	<i>ppt lecture, Q&A</i>	<i>45min</i>
What is ACCULTURATION - examples, history and evolution of the concept, up to today's concept of INTEGRATION and INCLUSION.	<i>ppt lecture, group discussion</i>	<i>45min</i>
Intercultural Communication Do's and Don'ts	<i>lecture, group discussion</i>	<i>30min</i>
UNIT 2: KEY MENTORING TECHNIQUES		2 hrs
Methodological tools	Training technique	Duration
<i>2.1 Intro to mentoring and mentoring techniques</i>	<i>ppt lecture, Q&A</i>	<i>15min</i>
<i>2.2 Cultural Self-Assessment</i>	<i>ppt lecture, Q&A</i>	<i>20min</i>
<i>2.3 Result-Chain Development</i>	<i>ppt lecture, group exercise</i>	<i>20min</i>
<i>2.4 Sharing Personal Experiences & Storytelling</i>	<i>ppt lecture</i>	<i>15min</i>
<i>2.5 Open-Ended Questions</i>	<i>ppt lecture, Q&A</i>	<i>10min</i>
<i>2.6 Hands-on Learning and Role-Playing Techniques</i>	<i>ppt lecture</i>	<i>10min</i>
<i>2.7 First Mentoring Session: Role-Playing exercise</i>	<i>Role Playing Exercise</i>	<i>30min</i>
UNIT 3: KEY MENTORING SKILLS		1 hr
Methodological tools	Training technique	Duration
<i>Empathy as the first means of encountering the other; Learning to enter and exit the relationship without hurting oneself.</i>	<i>lecture, group discussion</i>	<i>45min</i>



<i>Presentation of exemplary cases in which the mentor plays a particularly complex role in the mentor-mentee relationship dynamics.</i>	lecture, group discussion	45min
<i>Transversal Skills and Competences necessary to become an effective mentor</i>	lecture	45min



8. Activities

INTRODUCTION: ABOUT THE NEST PROJECT			30 min
Activity	Aim of the Activity	Instructions	Duration
Introduction to the NEST Project and the 'Learn & Blend' approach	The Activity aims at introducing the mentors to the NEST project goals and context	The activity will be implemented through a PPT presentation with the main info provided for the NEST project (See Annex 1)	15 minutes
Icebreaking "Find 10 Things in Common with the Other Team Members in Your Group"	The activity aims to provide a means for participants to get to know one another better and to make them feel more comfortable in the groups.	<p>Divide the participants into groups of four or five people by having them number off.</p> <p>Tell the newly formed groups that their assignment is to find ten things that they have in common, with every other person in the group, that have nothing to do with work, body parts and clothing.</p> <p>Tell the group to find the ten things that they have in common. One person should be taking notes and be ready to read their list to the whole room upon completion of the assignment.</p> <p>Ask for a volunteer to read their list to the room, first. Then, ask each group to share their whole list with the room.</p> <p>Allow a free flow of conversation, laughter, and sharing.</p>	15 minutes
The 'Learn & Blend' approach	The aim of this activity is to familiarize the participants with the 'Learn & Blend' approach. After the approach is described, the 'Learn & Blend' course will be presented.	The activity will be implemented through a PPT presentation with the main info provided for the 'Learn & Blend' course (See Annex 2)	30 minutes
UNIT 1: MULTICULTURAL / INTERCULTURAL COMMUNICATION			1 hr
Activity	Aim of the Activity	Instructions	Duration
1.1 Introduction to the concepts of INTERCULTURALISM and MULTICULTURALISM	This activity will help the mentees conceive how being present in a multicultural world can influence one's own identity, and that there are different ways of	The trainer is to explain the differences between the two concepts, and to point out to the mentees situations where they can notice a multicultural presence. (See Annex 1.1)	25min



	<p>living and of conceiving of others, but also the possibility for cross-cultural appreciation and mutual understanding.</p>	<p>In addition, he/she is to introduce participants into thinking upon these two concepts, and explain how the motions away from a simply descriptive view (multiculturalism) and towards one that values interaction and mutual understanding (interculturalism) can strengthen human societies and foster the ideal of inclusiveness and of finding unity in diversity.</p>	
<p>1.2 <i>What is ACCULTURATION - examples, history and evolution of the concept, up to today's concept of INTEGRATION and INCLUSION.</i></p>	<p>The aim of the activity is to make mentees feel that, just as they learn about a different world, those who receive them must also, in some way, be put into a state of "crisis" by the encounter with different cultures and ideas.</p> <p>In doing so, they will be closer to grasping the fears and concerns of the receiving society, and to make the first crucial step towards mutual understanding, even when the receiving society remains hesitant.</p>	<p>In a context of open and continuous dialogue, the trainer is to explain the terms of acculturation, integration, and inclusion, while focusing on the historical transformation of terms, which started from the first (acculturation) and has today arrived to the last of them (inclusion).</p> <p>(See Annex 1.2)</p> <p>At the end of the activity, the participants will be invited to provide examples of their own lives, or from stories they have heard, as regards real-world acculturation experiences, as well as discuss what barriers to integration are presented by difficulties in effective communication with the host society.</p> <p>The trainer must always keep in mind that these subjects are very complex and should strive to provide clear explanations and real-world examples whenever possible.</p>	<p>20min</p>
<p>1.3 Intercultural Communication Do's and Don'ts</p>	<p>Moving away from theoretical discussions, the unit ends with a simple presentation of the do's and don'ts of intercultural communication, with the aim of helping participants in their everyday interactions and provide them with some practical material to contemplate upon</p>	<p>The trainer is to present the relevant table (See Annex 1.3) to the participants.</p> <p>After that, a discussion will follow on their perceived difficulties during intercultural communication and on whether they already employ some effective or ineffective intercultural communication techniques.</p>	<p>15min</p>



	and later share with their own mentees.		
UNIT 2: KEY MENTORING TECHNIQUES			2 hrs
Activity	Aim of the Activity	Instructions	Duration
2.1 Intro to Mentoring and Mentoring Techniques	<p>The activity illustrates basic mentoring principles and introduces the participants to the theme of the unit, namely the concept of mentoring techniques.</p> <p>After its completion, participants will have fostered an understanding of the general structure of the mentoring process, and this will help them in kickstarting their own mentoring experience.</p>	<p>The Trainer is to introduce participants to the concept of cultural mentoring and to illustrate the basic principles of a mentoring session.</p> <p>Further, he/she will touch on the subject of mentoring techniques, i.e., proven and time-tested methods to facilitate mentoring and ensure its effectiveness.</p> <p>The above actions are to be implemented in as much of an interactive manner as possible, and to that end, trainers may consult the suggestions provided in Annex 2.1, as regards how to best use the relevant PP presentation.</p> <p>At the end of the activity, the trainer will briefly outline the rest of the unit's content to the participants, that is the techniques illustrated below:</p> <ul style="list-style-type: none"> – Cultural Self-Assessment – Result Chain Development – Sharing Experiences and Storytelling – Open-ended Questions – Hands-on Learning and Role-Playing 	15min
2.2 Cultural Self-Assessment	<p>The activity presents a tool which can enable mentees to explicitly state and reflect on their own self-understanding in terms of culture, but also on their understanding and level of appreciation of the host culture.</p> <p>In doing so, the activity helps mentors introduce this difficult topic to their future</p>	<p>As regards Cultural Mentoring in particular, the Cultural Self-Assessment Technique can serve as a valuable resource to initiate a meaningful relationship between mentor and mentee.</p> <p>The trainer is to illustrate this technique to the participants, focusing on a SWOT analysis approach, and with the help of the relevant PP presentation. (See Annex 2.2)</p>	20min

		mentees, as a first step towards integration and cultural competence.		
2.3 <i>Result Chain Development</i>	<i>Chain Development</i>	<p>This activity elaborates on a fundamental aspect of mentoring: goal setting.</p> <p>It presents to the participants the “Result Chain Development Technique”, which serves as an example for them to visualize the process of goal setting and planning.</p> <p>This logical methodology will support participants in strategically devising goals and goal-reaching courses of action when they eventually establish their own mentorship relationships.</p>	<p>The trainer will start by presenting a basic result chain scheme, through a blackboard or other digital means. (See Annex 2.3)</p> <p>From the outset, the trainer has to make clear that any mentoring goal-setting scheme is a person-centred one, meaning that it is based on each mentee’s needs and aspirations, and therefore there should never be two identical result chains.</p> <p>He/she will then explain the various steps in devising such a scheme, again with a focus on a SWOT approach.</p> <p>At the end of the activity, the trainer will provide some time for the participants to ask any questions they may have and will proceed to answer them in brief.</p> <p>If time allows, participants will be invited to devise their own simple result chain, by setting a concrete goal and imagining the necessary steps towards its achievement.</p>	20min
2.4 <i>Sharing Experiences and Storytelling</i>	<i>Sharing and Storytelling</i>	<p>This activity highlights the importance of sharing personal experiences within a mentoring relationship. At the same time, it illustrates some of the dangers of using this technique excessively, and provides an alternative, namely the "Storytelling" technique.</p> <p>In presenting both techniques, the activity provides the participants with knowledge on what may be the most crucial tool a mentor has, as well as with some basic guidelines for its use.</p>	<p>A big part of being a mentor is to act as a role model for the mentee. To accomplish this, however, it is crucial that the mentee identifies with the mentor, as someone who has successfully gone through similar troubles as his/her own.</p> <p>Sharing personal experiences is a technique which facilitates this process and, in general, builds trust between mentor and mentee.</p> <p>In this activity, the trainer is to illustrate the above points and to provide some guidelines regarding the correct use of the relevant techniques. (See Annex 2.4)</p>	15min

<p>2.5 <i>Open-ended Questions</i></p>	<p>This activity presents a way to initiate or dive into a difficult subject, namely the Open-Ended Questions Technique. It complements other communication skills mentors should have to ensure a constructive mentoring relationship.</p>	<p>The trainer is to present the Open-Ended Questions Technique, explaining the structure of such questions, as well as their benefits and reasons to use. (See Annex 2.5)</p> <p>After that, he/she should invite trainees to devise and share with the group their own open-ended questions.</p>	<p>10min</p>
<p>2.6 <i>Hands-on Learning and Role - Playing Techniques</i></p>	<p>The last presented techniques are more practice-oriented ones and can complement the other mentoring activities. Through hands-on learning and role-playing, the mentee can promptly learn practical competences to help him/her in their daily lives. Moreover, the techniques can serve as an instrument for the mentee to better internalize cultural knowledge.</p>	<p>In this activity, the trainer illustrates the hands-on learning and the role-playing techniques. (See Annex 2.6)</p> <p>He/she explains to the participants that the rationale behind hands-on learning and role playing is that learning by doing is more effective than just a theoretical endeavour.</p> <p>However, he/she stresses that the mentee must keep in mind that not all subjects can be taught in this way, and that cultural knowledge is way more than just everyday practical competences.</p> <p>At the same time, caution is advised since, as stated previously, mentoring is not supposed to solve problems for the mentee directly but must indirectly empower them to grow themselves.</p>	<p>10min</p>
<p>2.7 <i>First Mentoring Session: Role-Playing</i></p>	<p>The final activity will help participants to better internalize basic points made throughout the unit, in an interactive way.</p> <p>Specifically, it will revise the basic principles mentoring should be built upon, as well as the first steps a mentoring relationship has to take.</p> <p>Moreover, it will showcase the role-playing technique in a more concrete manner, namely by urging participants to take part in it directly.</p>	<p><i>To sum up, the unit will end with an interactive, role-playing game, where the participants will be invited to impersonate a mentor and a mentee during their first meeting.</i></p> <p><i>The trainer has to focus the attention of the mentees on the following points:</i></p> <ul style="list-style-type: none"> - Presenting to the (fictional) mentee the basic principles of mentoring - Setting a timeframe for the mentoring sessions: overall and recurrent, e.g., "the relationship will last 1 year unless otherwise stated later, we will see each other once a week at DAY/TIME) 	<p>30min</p>

		- Setting/Discussing initial goals: the (fictional) mentor should direct the (fictional) mentee towards thinking his/her own goals and putting them to words – if they cannot voice them by themselves.	
UNIT 3: KEY MENTORING SKILLS			1 hr
Activity	Aim of the Activity	Instructions	Duration
3.1 Empathy as the first means of encountering the other; Learning to enter and exit the relationship without hurting oneself.	The element of empathy is taken up as a key concept to get in touch with the other and build a bridge of communication.	The trainer will explain to the participants what empathy is, making a distinction between positive and negative empathy. (See Annex 3.1) He/she will also make sure that, at the end of the activity, there is ample time for participants to share some thoughts and feelings about empathy, and especially empathy for culturally diverse or otherwise different from them individuals.	20min
3.2 <i>Presentation of exemplary cases in which the mentor plays a particularly complex role in the mentor-mentee relationship dynamics.</i>	<i>Through providing two specific examples, this activity aims to prepare participants for instances where the mentor plays a particularly complex role in the mentoring relationship dynamics, as well as inform them on the best ways for them to act in such cases, having in mind both the benefit of the mentee and their own well-being.</i>	After presenting each of two cases which may take place at some point within the mentoring relationship, the trainer asks the participants to imagine how they would act in a similar situation. Afterwards, he/she proceeds to explain to them the correct course of action as well as the reasons why it is correct, and to invite them to share their opinions and further discuss on the matter. Group discussion on the subject (See Annex 3.2)	20min
3.3 <i>Transversal Skills and Competences necessary to become an effective mentor</i>	This final activity focuses on a number of transversal skills needed to become an effective mentor and urges participants to try and cultivate them further throughout all areas of their lives.	The trainer is to present to the participants the concept of "transversal skills" and which amongst them are essential for establishing effective mentoring relationships. (See Annex 3.3) Concluding the Unit, the trainer should make clear that establishing a mentoring relationship can be beneficial not only for the personal development of the mentee, but also for that of the mentor, and can help him/her acquire new interpersonal and intercultural	20min



		competences, and/or consolidate those that he/she already has.	
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9. Annexes

Annex 1.1

<i>Multiculturalism</i>	<i>Interculturalism</i>
<p>Multiculturalism is nothing other than the objective transcription of a factual reality, of the coexistence on the same territory of different peoples, ethnic groups, languages, and values.</p> <p>This point of view does not provide any value judgment, it is a simple recording of the extremely complex composition of the global village, according to a relativist approach.</p> <p>At the same time, multiculturalism presents the possibility of facing oneself, through the encounter with the other in its fluidity and through being open to and "accepting" ways of acting and thinking that may differ considerably from our own.</p> <p>This is why a new emphasis has been placed not on simply describing the rich mosaic of co-existing cultures within modern societies, but on the opportunities the interaction between cultures presents as regards self-discovery, but also mutual respect and enriching one's own identity.</p>	<p>Unlike the idea of multiculturalism, what interculturalism emphasizes is the interaction between cultures.</p> <p>In our daily lives, diversity is constantly encountered in most environments, such as when working with colleagues from other countries, in homes where people from different nations live, in entertainment, and many more.</p> <p>Interculturalism stresses that, instead of merely accepting the multicultural fact of modern societies in a passive manner, culturally different people should strive to interact with one another, to foster dialogue and to journey towards self-discovery, mutual understanding and finding unity in diversity, as well as strength.</p>

Annex 1.2

Acculturation, Integration, and Inclusion.

The term 'acculturation' derives etymologically from the Latin preposition ad, which suggests a one-way ad quem movement. It is worth remembering that the anthropologists who coined this term have always unambiguously stressed that acculturation is a two-way process (Herskovits), even if this exchange is very often unequal. The 'donor' culture is also modified by what it receives from the culture to which it gives.

This distinction, although useful, becomes increasingly blurred in today's society where the two processes interfere and overlap more and more frequently due to the planetary information and communication system of the media and where the territorial borders of individual cultures become increasingly inoperative. Each individual or group has difficulty in perceiving the endogenous or exogenous character of its cultural change (value and behavioural content). It is therefore essential to arrive at terms such as integration but above all mutual inclusion between people from different backgrounds.

To shed light upon these two terms:

- **Integration** is a two-way process in which both the migrant and the local residents become adjusted to each other. This process is promoted in a safe and non-discriminatory environment which enables cross-cultural interaction.
- **Inclusion** is the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized. Inclusion is both a result of a successful integration process and also an important factor that influences the rates of integration success.
An inclusive society ensures that migrants or other disadvantaged populations become an integral part of the society and are able to fully realize their potential and to lead satisfying lives.

In the encounter and confrontation between individuals and different social and cultural groups, it is not only otherness and difference that must be taken into account, but also the inequality or equality of the relationships between the groups that meet, which often decide (rather than the intrinsic properties of the interacting cultures) the content and methods of the exchanges that take place, as well as the new cultural configurations that result.

Annex 1.3

Intercultural Communication Do's and Don'ts

DOs	DON'Ts
<ul style="list-style-type: none"> • Be open to diversity and expect to meet differences • Be self-aware and conscious of your own behavior and communication style – is it different from what is culturally expected by the other person? • Show a sincere interest to other people and their viewpoints, sincerity should lessen the chances of misunderstanding, or their repercussions • Confront your own stereotypes • Be conscious of your body language and non-verbal communication and know the preferred non-verbal cues members of other cultures use • Try to adapt your communication style according to context 	<ul style="list-style-type: none"> • Assume that everyone behaves in a stereotypical way based on their country of origin • Be afraid of misunderstandings or even conflict. They are normal and you should instead try to acquire effective conflict management skills, like explaining your views in a polite way, and respect the views of others. • Be defensive and assume that the other has bad intentions from the outset • Take understanding for granted. In intercultural contexts there is a need for everything to be clarified, until one gets used to the other's acting and thinking patterns

Annex 2.1

Suggestions on how to best present the relevant PP presentation.

To attract the participants' attention and promote active participation from the outset, the trainer initiates this unit posing a question:

"What is, in your opinion, the difference between mentoring and coaching?"

Based on the answers that follow, or the lack of them, the trainer proceeds to answer this question, in as much of an interactive manner as possible.

Afterwards, he/she explains further that, although mentoring involves trust-based relationships that are long-term and less formal, it still must follow some general principles in order to be effective.

Namely, no matter the specific techniques employed each time, mentoring should abide by the following:

– **Confidentiality:**

The mentor commits to not share any personal info or other concerns of the mentee to third parties

– **Goal setting:**

The relationship is tailored to the mentees' aspirations and needs, and has specific goals and a pre-determined timeframe

– **Don't tell approach:**

A mentor should not solve the mentee's problems directly, since in the long-term, this does not help the mentee learn nor improve. Instead, the mentor's role is to empower the mentee and support him/her in devising his/her unique solutions to their own problems.

– **Open-door policy:**

The mentee is free to end the relationship should they decide it does not further their goals

A brief conversation may follow on the above points. If the participants are passive, the trainer should ask them questions directly, for example on whether something confused or impressed them, and on whether they could see themselves acting as mentors in the future.

Concluding the activity, the trainer is to mention that, aside from the points above, there are other time-tested and specific techniques a mentor can employ to best support their mentee.

Some of the most important of these techniques are presented in the activities that follow, with the aim of facilitating the participants transition into being mentors

Annex 2.2 Cultural Self-Assessment Technique

a. Technique Guidelines

This technique should be employed as fast as possible within the mentoring context, second only to establishing a timeframe for the mentoring and explaining to the mentee the basic principles illustrated in the previous activity.

Through the Cultural Self-Assessment, the mentor invites the mentee to consider the special characteristics of his/her own culture in conjunction with those of the host culture. In doing so, the mentee can adopt a **SWOT** analysis approach, where he/she thinks in terms of Strengths, Weaknesses, Opportunities, and Threats.

"What kind of differences or similarities can the mentee identify between the two cultures, and in what ways can they present him/her with opportunities and or threats?"

By initiating this type of inquiry, the mentor will help the mentee spell out his/her own understanding of themselves and their culture, which can be the first important step towards a journey of self-discovery, in general terms but also in terms of culture and cultural appreciation.

In discussing the mentee's fears and concerns, as well as the differences, strengths, and weaknesses they perceive in themselves in relation to the new environment, both they and their mentor will be able to address each other biases, enrich their understanding of the host culture and culture in general, and overcome any difficulties the mentee might face.

b. SWOT Analysis Example, with a focus on Culture.

Mentee's Internal Characteristics, Abilities, and Skills, in terms of culture.



Treats and Opportunities presented by the new cultural Environment

Annex 2.3

Result-Chain Development

On reaching initial goals and successful mentoring:

A result chain is a plan made to the best of one's abilities based on current information. Therefore, it is often necessary for it to be readjusted in accordance with future inputs.

This, however, does not equal failure for the mentorship. As long as the mentor and the mentee are able to evaluate and re-evaluate together their relationship and its results, as well as the various successes and difficulties they may have faced, the mentorship relationship is definitely constructive for both of them, thus remains successful.

On the other hand, if all or most of the goals of a result chain are reached, it undoubtedly signifies the success of mentoring, but not necessarily the end of the relationship, since mentor and mentee are free to devise new chains which will in turn address new goals.

Result Chain Development 101:

Goal setting and the development of a result chain should have the following characteristics:

- Be person-centered and tailored to the specific needs of each mentee
- Utilize the results produced by a Cultural Self-Assessment or similar tool
- Be flexible and ready to be readjusted based on future inputs / results

Basic Result Chain Scheme:



Annex 2.4

Sharing Personal Experiences & Storytelling Technique

When sharing personal experiences, the mentor must remember that it's not him/her that should be in the limelight, but the sharing is happening for the sake of supporting the mentee:

Sharing Personal Experiences Dos and Don'ts	
DOs	DON'Ts
<ul style="list-style-type: none"> • Address some concern expressed by the mentee or otherwise has relevance with the mentee's goals • Be brief and illustrate advice • Be sincere • Remember that there may not be a one-size-fits-all solution to the mentees' concerns 	<ul style="list-style-type: none"> • Excessively talk about oneself and/or brag • Have a competitive mentality • Compare oneself with the mentee • Belittle the mentees character and/or difficulties they may face

Through the **sharing of past experiences**, the mentor may answer a number of relevant questions as they arise within the mentoring sessions, such as:

- Has the mentor faced some similar problems or opportunities with the mentee, and if so, how did he/she tackled them?
- How did the mentor managed to learn the host-country's language?
- What type of difficulties did the mentor face at first while socializing? How did he/she overcome them?
- How did the mentor managed to get a job? Where there any difficulties in communication within his/her job environment, and how did he/she overcome them?

Inquiries like the above act as the driving force of the mentoring relationship.

That being said, taking into consideration that excessive talk about oneself can disorient the relationship away from the mentee's development, and/or disempower the mentee by over-emphasizing the mentor's success, the sharing of past experiences can also take an alternative form, that is "**Storytelling**".

The storytelling technique is like sharing personal experiences, however:

- Experiences are shared under the guise of a third, fictional character.
- or**
- Experiences are based on actual occurrences, but are purposefully tweaked, albeit in a realistic manner, in order to illustrate a point.

The two techniques presented above should be used interchangeably, since they share similar functions. It is not easy, however, to strike a balance between the two and knowing when to best use each technique. That being said, as long as mentoring continues, the mentor will eventually get a feeling for and become proficient at it.

Finally, in setting questions and providing answers, both the mentor and the mentee should keep in mind the results of the SWOT Self-Assessment Analysis

Annex 2.5

Open-Ended Questions

As regards the style of communication within a mentoring relationship, it is important that the mentor does not act like an authority or an expert who provides the mentee with solutions directly.

On the contrary, given that within the relationship conversations on difficult subjects arise, such as on assessing the mentee's behaviour, discovering his/her hidden motives and fears, and conversing on race, ethnicity, and culture, it is often that there may not be a single "correct" answer or course of action.

For this reason, and to facilitate mutual learning and self-discovery, the mentor can employ the Open-Ended Questions technique:

Open-ended questions are soft and indirect, for example:

- "Do you have any ideas why..."
- "I'm not sure, but I think you might be doing this because..."
- "I am wondering whether you are behaving like this because..."

Moreover, Open-ended questions serve multiple purposes, they can:

- Act as conversation starters, breaking the initial ice or easing into a difficult subject
- Facilitate the process of getting to know each other better, and can lead in tackling each other's biases directly
- Subtly direct the conversation in a particular way, without offending the other person.

Annex 2.6

Hands-on Learning and the Role-Playing Technique

The **Hands-on Learning Technique** refers to a more practical approach to learning, which complements the otherwise focused on conversation mentoring sessions.

Instead of just providing the mentee with advice and illustrating points of interest through personal experiences or fictional stories, the Hands-on Learning Technique enables the mentor to support the mentee in a more direct manner.

- After a theme or subject has been substantially discussed within the sessions, the mentor can follow the mentee into a real-world environment where the relevant knowledge is employed in practical terms, and vice-versa.

Alternatively, the **Role-Playing Technique** can be employed.

- The role-playing technique is a fictional scenario in which the mentor and the mentee impersonate third persons to practice acting in the relevant situations. In the example on the left, the mentor could impersonate the bank's employee.

Example: Civic Competences

A theme that nicely fits the requirements for hands-on learning is civic knowledge/competency:

After explaining the process one has to undertake to accomplish an action in a particular institution, the mentor can accompany the mentee there and demonstrate it first-hand.

For example, mentor and mentee can visit a local bank together, and open a bank account for the mentee. Afterwards, they can discuss how the mentee felt during intercultural communication with the staff and whether he/she successfully followed cultural etiquette.

Reasons to prefer the role-playing technique rather than Hands-on Learning include:

- ✓ Some situations do not allow for accompanying the mentee, such as a job interview
- ✓ Role-playing can reduce the stress associated with real-world environments
- ✓ Role-playing allows for repetition & practice, and for trying out alternative behaviours
- ✓ Mentoring is not supposed to solve the mentees problems directly, but to help him/her grow and become independent

Annex 3.1

Empathy is the ability to understand the mood, behaviour, and emotions of others, i.e., to "put oneself in the other person's shoes".

***Positive empathy** refers to the ability of the subject to participate fully in the joy of others; it is a matter of a con-joy and therefore being able to grasp the joy of others, being aware of the happiness they feel. In this sense, empathy in positive terms can generally be linked to sympathy. The joy experienced through sympathy is, however, different in content from the joy experienced through empathy. In the first case, in fact, it will be a non-original joy and therefore less intense and lasting; whereas in the second case, the joy grasped through empathy will be of the original kind, in that the content of what is experienced by empathising with the other will have the same content, even if only in another way.*

With **negative empathy** we conceive of the experience of one who is unable to empathise with the joy of others, transferring his emotions into his own original experience. This happens because something in him opposes him; a present or past experience or the person's own personality acts as a barrier to his ability to grasp the joy of others. The example could be that of the loss of a loved one, which prevents the individual from showing sympathy for the other's joy and thus sharing it. In this case, in fact, the sad event and the feelings of the same kind that derive from it give rise to a conflict, as the self feels divided between two sides: to live in the joy of others or to remain in the sadness that what has happened determines.

Annex 3.2

During this activity, two fictional cases are made explicit, concerning critical moments for the mentoring relationship, where the mentor is invited to make a choice:

- a. *The mentee may at some point be at a loss as to how to manage a situation emotionally – for example, the communication of difficult news by a family member. In such times, the mentor must not act as a figure providing psychological support, like a psychologist would do, but more as a friend, as a point of reference to provide the mentee with the possibility of not feeling alone. In case of further difficulties, the mentor can indicate to the mentee the correct professional to help him in his current situation. In simple words, the mentor should always remember to act as a mentor providing cultural guidance, and not as a counselling professional, a psychologist, or in general, someone who must carry and solve all the mentees' problems.*

- b. *A simpler case might be whenever the mentee, having established a friendly and supportive relationship with the mentor, is unable to maintain the relationship for personal reasons or because he/she has managed to integrate into the host society. In such cases, the mentor must not be emotionally hurt, and for that it is crucial to have accepted the oftentimes ephemeral nature of their role. At the end of the end, the end of the mentoring relationship signifies the success of the mentoring process.*

Annex 3.3

Transversal Skills are skills that are typically considered as not specifically related to a particular job, task, academic discipline, or area of knowledge and that can be used in a wide variety of situations and work settings.

Core Transversal Skills which the participants might have cultivated through other areas of their lives and that are essential for becoming an effective mentor include the following:

1. **Active Listening:** It is the practice of giving your full attention to the speaker and includes being fully present in the moment and prepared to listen, to observe what verbal and non-verbal messages are being sent, and then to provide appropriate feedback and show attentiveness. This form of listening conveys a mutual understanding between speaker and listener and is an effective tool towards building trust.
2. **Inspiring Trust:** Building trust is the foundation upon which the mentoring relationship is built, therefore the mentor must be a person who inspires trust in others and is also able to trust them himself/herself. Of course, trust is something that develops over time; however, an effective mentor displays some appropriate behaviours towards that end:
 - o Follow through on their promises
 - o Admit their errors
 - o Be honest but also careful to not hurt the other
 - o Make sure to spend enough time together with the mentee
 - o Be genuinely interested in the mentees' development
3. **Providing Encouragement:** Being able to encourage your mentee is crucial for the mentoring relationship, and for empowering the mentee to achieve his/her goals. However, providing effective encouragement is not always easy, and has a prerequisite of being empathetic and genuinely interested about the other persons. To be encouraging, mentors should make sure to recognize their partners efforts and also to provide them with sincere verbal feedback, without overreacting and seem insincere.