



Qualitative Services at local level for Emigrants and Refugees

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Q-SER Consortium

The Q-SER Consortium consists of:

MUNICIPALITY OF EGALEO	Greece
IOM Mezinárodní organizace pro migraci v Praze	Czech Republic
INTRACOM GMBH	Germany
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1. MENTORING AND CONCEPTS OF MENTORING IN Q-SER PROJECT

Did you know?

One of the first records of a "mentor" is found in Homer's *The Odyssey*. A wise man named Mentor is given the task of educating Odysseus' son, Telemachus. When Odysseus went to fight in the Trojan War, he entrusted the care of his Kingdom and his son to Mentor, a wise and trusted counselor.

1.1. Mentoring: Concepts and meanings

Mentoring is a practice that has been increasingly adopted in recent years to achieve support and empowerment by transferring know-how and knowledge from experienced to less experienced people. Nowadays, mentoring has become widely used in business in order to bridge the gap between educational process and the real-world experience. Mentoring finds its application in many fields: scientific, professional and educational.

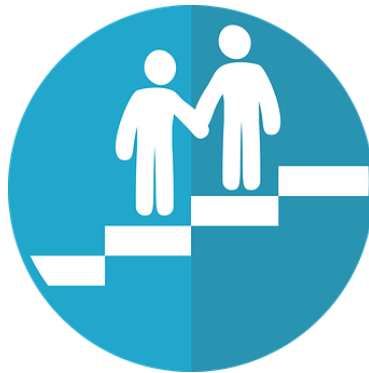
Although there is no commonly accepted definition of Mentoring, it seems that everyone agrees that this is a collective process where members improve and gain benefits at a practical and symbolic level. Mentoring is defined as the relationship between an experienced (or more experienced) person, the mentor, and a less experienced person (mentee) who, through assistance and guidance, aims at the personal, educational and professional development of the beneficiary (Haney 1997). The purpose of Mentoring is to help individuals and / or groups manage their personal learning to maximize the perspectives and opportunities offered to them, develop and evolve their skills and improve their performance.

Mentoring has also been seen as:

- A way to help new employees learn about organizational culture (Bierema, 1996)
- A means to facilitate personal and career growth and development, and to expand opportunities for those traditionally hampered by organizational barriers (Gunn, 1995)
- Support for individuals through opportunities to enhance cultural awareness, aesthetic appreciation, and the potential to lead meaningful lives (Galbraith and Cohen, 1995)

In conclusion, mentoring is a relationship of cooperation between two (or more) individuals who, through the exchange of experience, opinions, information and practical advice on a particular area of education, employment or activity, in a trust and respect framework, aims to strengthen professional, educational and personal skills of the participants.

1.2. The concept of mentoring in Q-SER



The Q-SER program aims to raise awareness of civil servants through training and mentoring on the treatment of migrant / refugee populations. Employees of public bodies and local authorities often come -during the performance of their tasks- in contact with the migrant population in order to accommodate some of their demands for housing, social care and welfare, health, education and other bureaucratic demands associated with licenses of residence and work, other certificates etc. The immigrant population faces various problems particularly in communication and contact with the host country's institutions, because of language barriers and cultural differences.

On the other hand, employees who are asked to satisfy their (migrants') demands and facilitate their situation are often not familiar with these problem-solving practices; they lack the appropriate training, tools, or guidance. If one takes into account the stereotypes and prejudices that both sides may have, additional or different problems can arise when serving a request. These problems can be a barrier to communication, cooperation and indirectly to the social integration of immigrants.

Q-SER project develops tools and services designed to facilitate communication between the two parties, with a focus on empowering municipal employees through their training and mentoring.



The project develops two models of mentoring services, the **Impact Circular Model (IO3)** and the **Circular Cycle of Mentoring Model (IO4)**.

The **Impact Circular Model** targets change at an organisational level allowing public organisations and local authorities to:

- Improve the organisational culture in one area (i.e. In our case that of handling immigrants),
- Improve the organisation's communication tools and information and adopt a common communication strategy for handling immigrants,
- Enable their staff to commit to serving all their clients to certain standards,
- Collect internal knowledge and know-how and re-use / re-purpose,
- Do knowledge management and build a database / repository of good practices and know-how (tacit knowledge),
- Provide mentoring facilities and support structures to help their staff,
- Re-use information and transfer to other departments.

The **Circular Cycle of Mentoring Model** targets the actual staff of an organisation and provides tools and information to facilitate their progression into mentors and acquisition of knowledge. The Model allows interaction between staff to improve their competencies such as: self-knowledge; communication skills; organizational skills; intercultural communication abilities; attitude of human rights respect; personal and professional commitment. The mentees, guided by their mentors, will be able to apply appropriate communication and collaboration techniques on the migrant population with whom they come into contact, as well as to put into practice procedures that promote integration and equal treatment. Their experience will add knowledge and skills capable of turning them into future mentors of other less experienced colleagues, following the mentoring cycle [circular cycle]. This procedure promotes empowerment and focuses on rights, autonomy and participation while at the same time, decreasing the risk of social exclusion. By becoming part of the Circular Cycle of Mentoring, a staff person can:

- Access the tacit knowledge of a more experienced staff member,
- Solidify knowledge on how to treat / work with an immigrant,
- Train to become a mentor/ e-mentor in the organisation,
- Apply a work-based learning and working approach,
- Transfer knowledge as mentor/e-mentor to other staff in the organisation,
- Have access to good practices, Q&A sections, experienced staff,
- Contribute to the organisation's commitment to better serve clients and have advantages such as decrease of complaints.

Mentoring can be a very useful tool in the Q-SER project, as applying the above models the organization's human resources and know-how is used in order to generate new knowledge and to streamline processes in serving groups with specific characteristics (such as case of project, migrant / refugee population).

As is well known there are many different models of mentoring depending on the purpose and needs of an organization and its staff. In Q-SER project and during the implementation of IO4 - Circular Cycle of Mentoring Model- it has been considered appropriate to apply the model of **reverse mentoring**¹. Reverse mentoring is an efficient way to bridge generation gaps in organizations. This is the practice of more senior staff consulting younger or less experienced staff for their

¹ The mentor toolkit (n.d.), The Ohio State University, Human resources.

wisdom and perspective. It leads to significant insights and increased performance. It's also a great opportunity for younger workers to connect with the organization and enhance their level of engagement and commitment².

² See also <http://www.prmagazin.de/meinung-analyse/hintergrund/reverse-mentoring-112018.html>

2. MENTORING MODELS

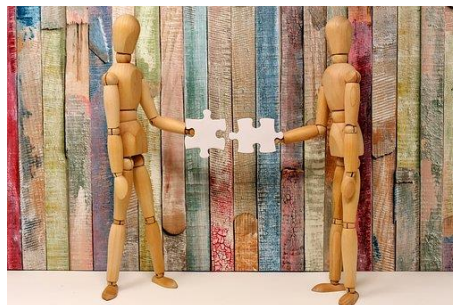
The mentoring process may follow different application models. The factors that influence the selection of appropriate models can be many, such as the goals and duration of a program, the type of organization, and the particular characteristics of the parts of the organization where the mentoring will be implemented. Also, before selecting the mentoring model / s some practical issues should be taken into consideration, such as:

- ✓ Where the mentor/mentees are located?
- ✓ How they feel about communicating electronically?
- ✓ Are there a sufficient number of mentors?

It is common for a combination of different models to be used in the application, as it is possible that the size or requirements of one department or branch to lend themselves to one type of mentoring model, while another model may be more suited to the needs of another group within the organization. For example, where there are many mentee candidates but a limited number of potential mentors, Group Mentoring or e-Mentoring might work best. The composition of different departments or lines-of-business within an organization might be such that different mentoring methods are applied to different departments or lines of business³.

Some of the most appropriate and successful mentoring models are ⁴:

2.1. One-On-One mentoring (or Dyads)



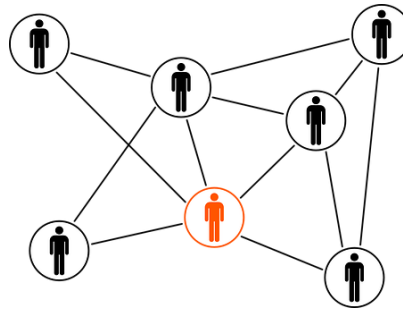
The most common/ traditional mentoring model, one-on-one mentoring matches one mentor with one mentee. This model can be the easiest to administer for an organization. It can create strong relationships between mentors and mentees.

Most people prefer this model because it allows both mentor and mentee to develop a personal relationship and provides individual support for the mentee. Availability of mentors is the only limitation.

³ <https://www.insuranceinstitute.ca/fr/Mentoring/for-organizations/mentoring-models>

⁴ <https://www.management-mentors.com/about/corporate-mentoring-matters-blog/bid/30129/Different-Types-Of-Business-Mentoring-Models>

2.2. Group mentoring



Group mentoring requires a mentor to work with 4-6 mentees at one time. The group meets once or twice a month to discuss various topics. Combining senior and peer mentoring, the mentor and the peers help one another learn and develop appropriate skills and knowledge.

This model is particularly useful if there are not as many mentors as mentees. It also has the added benefit of mentees gaining insight from each other.

On the other hand, group mentoring is limited by the difficulty of regularly scheduling meetings for the entire group. It also lacks the personal relationship that most people prefer in mentoring. For this reason, it is often combined with the one-on-one model.

2.3. Peer mentoring



This is where the mentor and mentee are of more-or-less the same level and they mentor each other.

2.4. Training-based mentoring



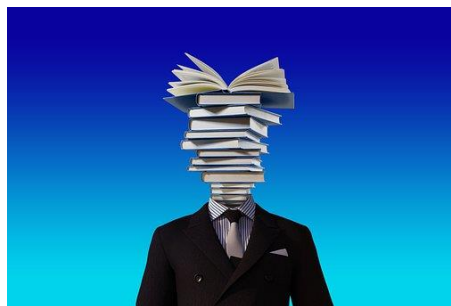
This model is tied directly to a training program. A mentor is assigned to a mentee to help that person develop the specific skills being taught in the program. Training-based mentoring is limited, because it focuses on the subject at hand and doesn't help the mentee develop a broader skill set.

2.5. Reverse mentoring



Reverse mentoring is an efficient way to bridge generation gaps in organizations. Usually it is the practice of more senior staff consulting younger or less experienced staff. It leads to significant insights and increased performance. It's also a great opportunity for younger employees to connect with the organization and enhance their level of engagement and commitment. But it may - not very often - be applied in the opposite direction, where a junior person will be the mentor to a more senior person (in the case of new technologies or new developments in a workplace).

2.6. Executive mentoring



This top-down model may be the most effective way to create a mentoring culture and cultivate skills and knowledge throughout an organization. It is also an effective succession-planning tool, because it prevents the knowledge "brain drain" that would otherwise take place when senior management retires.

2.7. E- Mentoring



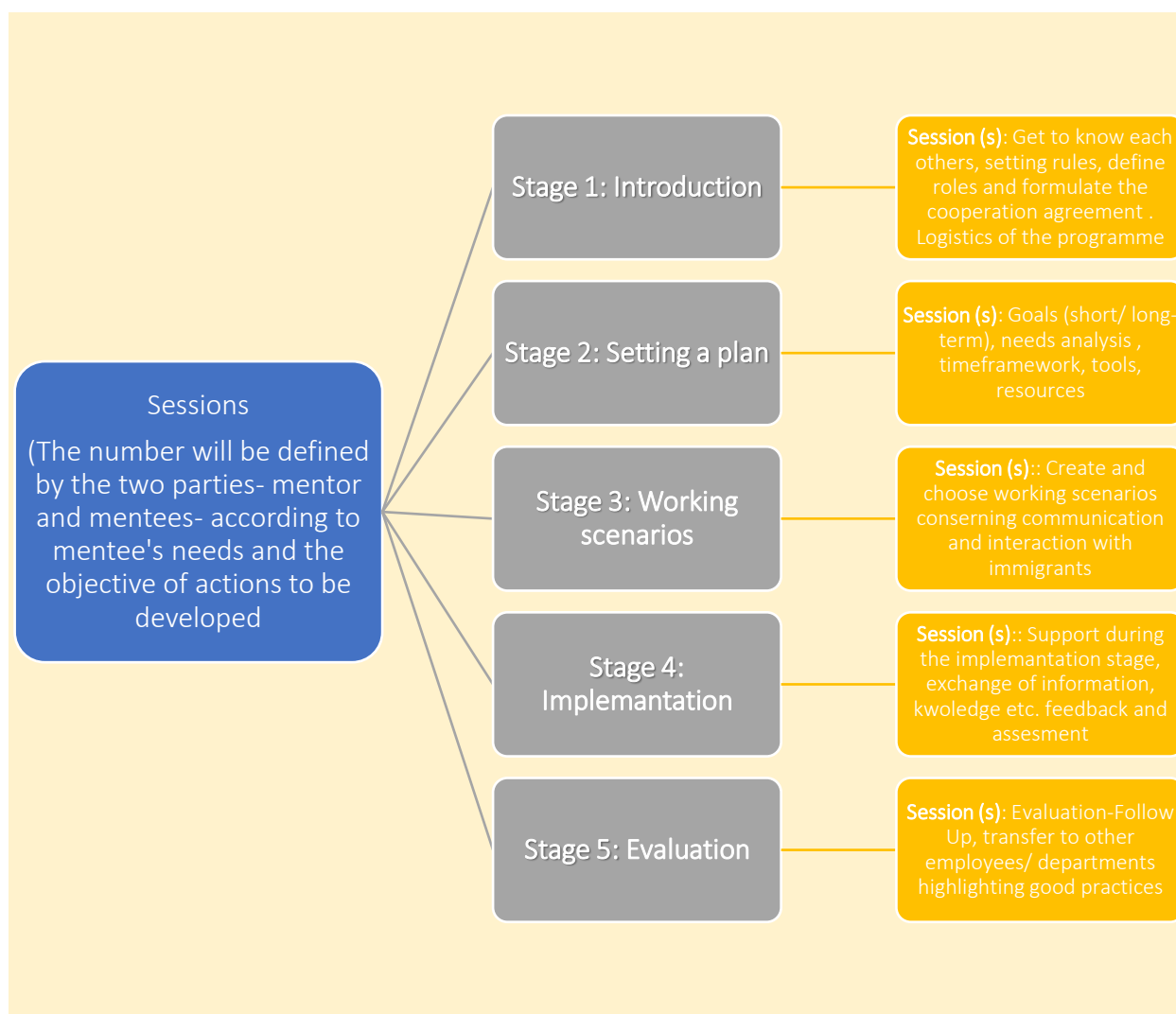
This is where the mentor and mentee “meet” via the Internet, for example through e-mail, instant messaging, Skype, Google etc. This model is especially useful where mentors and mentees are not in the same location.

In Q-SER project the one-on-one mentoring (mentor and mentee) in combination with group mentoring (mentor and mentees from the same workplace/department) and reverse mentoring were evaluated as suitable for implementation.

3. METHODOLOGICAL FRAMEWORK IN Q-SER MENTORING PROCESS

This section outlines the stages and steps that are proposed to be followed during the implementation of Q-SER project's mentoring models. This is a brief and indicative map / guide that can be used by mentors and adapted to the needs of their mentees and the process.

Schematic depiction of the mentoring process in Q-SER project



In more detail the objectives of each stage are:

Stage 1: Introduction

Objectives:

- ✦ Creating and building a mentoring relationship, Contract - Commitment.
- ✦ Establish a climate of mutual trust.
- ✦ Boosting mentee's interest.

- ✦ Program flow planning with clear goals.

Mentoring tools:

- Partnership Agreement / Mentoring Contract
- Stage 1: Mutual understanding
- Suggested calendar of mentoring sessions.

Stage 2: Setting a plan**Objectives:**

- ✦ Clear and measurable goals
- ✦ Mutual understanding and agreement
- ✦ Strategic targeting
- ✦ Selection of suitable methods and tools

Mentoring tools:

- Stage 2: Expectations and goals
- Suggested form for recording mentoring sessions

Stage 3: Working scenarios**Objectives:**

- ✦ Recording scenarios based on real cases

Mentoring tools:

- Form for recording working scenarios

Stage 4: Implementation**Objectives:**

- ✦ Develop communication and cooperation skills in the application of selected scenarios
- ✦ Teamwork and problem solving
- ✦ Identifying Opportunities and Risks - SWOT analysis

Mentoring tools:

- Suggested form for recording mentoring sessions
- The mentor may also keep personal notes in the form of a diary to record the progress of the work

Stage 5: Evaluation**Objectives:**

- ✦ Evaluation of applied practices
- ✦ Highlighting good practices
- ✦ Evaluation of mentoring relationship
- ✦ Proposals for further application in other departments of the organization

Mentoring tools:

- Evaluation of the mentoring process

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5. USEFUL LINKS

1. <https://www.management-mentors.com/resources/benefits-of-mentoring>
2. <http://www.prmagazin.de/meinung-analyse/hintergrund/reverse-mentoring-112018.html>
3. <https://www.insuranceinstitute.ca/fr/Mentoring/for-organizations/mentoring-models>
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5. <http://www.emt.org/userfiles/DesignTraining.pdf>