



Qualitative Services at local level for Emigrants and Refugees

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Deliverable IO4

The Circular Cycle of Mentoring Model

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Q-SER Consortium

The Q-SER Consortium consists of:

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1. CONCEPT AND AIMS OF THE IMPACT CIRCULAR CYCLE OF MENTORING MODEL IN Q-SER PROJECT

1.1. Introduction

Having presented the IO3 model, which is targeting the organizational level, IO4 presented below, is designed to target the low-level activity and training i.e. that of the staff in an organisation. The model allows for interaction between municipality staff to improve their competencies such as:

- understanding of the concept of culture,
- self-knowledge,
- knowledge of interacting cultures,
- adaptation skills,
- organizational skills,
- intercultural communication abilities,
- attitude of modesty and respect,
- relationship-building skills,
- and personal and professional commitment.

all leading to social inclusion of the Q-SER target groups, grass root change within an organisation and the promotion of the principle of non-discrimination.

The second objective of IO4 is to train staff, through the presentation of various tools and guidelines, to become e-mentors or mentors. Promoting self-empowerment and up-skilling personnel to work as mentors and who interact with the Q-SER target group, allows for greater motivation to conduct their work and greater efficiency, productivity but also positiveness. On the other hand, their customers, in this case the Q-SER target group, enjoys better customer service.

Hence, the Circular Cycle of Mentoring Model targets the actual organisation staff and provides tools and information to facilitate their progression into (e-)mentors and acquisition of knowledge. By becoming part of the Circular Cycle of Mentoring, a staff member can:

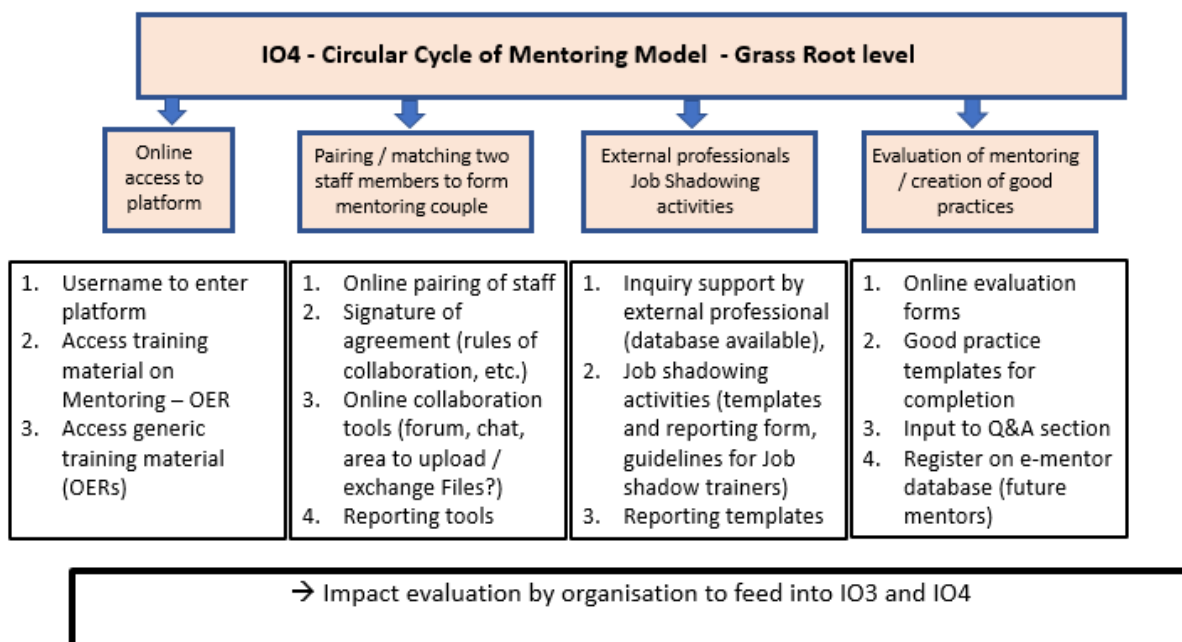
- Access the tacit knowledge of a more experienced staff member,
- Solidify knowledge on how to treat / work with an immigrant,
- Train to become an e-mentor in the organisation,
- Apply a work-based learning and working approach,
- Transfer knowledge as e-mentor to other staff in the organisation,
-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

This is in direct connection to the European Commission's policies on immigration and its schemes to reach a balancing approach¹, which includes the smooth local², social inclusion of immigrants and refugees within the host country. Through the IO3 and IO4 models, the training of the target group staff will focus on becoming mentors but also, on the promotion of empowerment, rights, autonomy, and participation. Through them respecting human rights, enhancing critical thinking, and enabling the ability to speak for oneself, the model will provide the necessary forum and tool to be used, together with methodologies and information.

So, what will the model do? It is comprised of several steps where each step signifies the phases needed to be undertaken by the staff and the organisation in order to reach the objectives. If this was to be depicted on a schematic structure, it would look something like this:



IO4: Circular Cycle of Mentoring Model - Concept



Having undergone each step / phase, the users of the model will have conducted the following online and offline activities:

- A. Pairing with mentors: setting up and managing pairs of mentors and mentees. The mentors should be familiar in intercultural education and in general follows a more training approach and how is located in the same educational environment. The training can be followed online in IO3 or through the workshop training units in IO4
- B. Accessing training material that facilitates their up skilling
- C. Have access to external professionals through an online database as well as the communication tools to discuss and interact with them. This will facilitate exchange of know-how
- D. Reporting facilities to evaluate the interaction

¹ <http://www.europarl.europa.eu/factsheets/en/sheet/152/immigration-policy>

² https://ec.europa.eu/regional_policy/sources/docgener/studies/pdf/local_integration.pdf

- E. Re-circulating and recycling the model and impact back to the organisation and transferring to other departments.

1.2. Methodological paths

The Circular Cycle of Mentoring model is used bottom up and combined with the Impact Circular Model offers an organisation the necessary tools to approach inclusive training, social inclusion, improved administrative efficiency, but also communities to have employees who will become more open minded, live far away from their stereotypes, have democratic values and treat equally groups at workplace (colleagues or citizens service users). Organisations can subsequently take these two models and apply them to other target groups such as new employees, young scientists, potential staff or older generation employees with low or obsolete skills.

The model development follows specific steps and have considered diverse issues and topics of interests. Some of the considerations are:

- The need to understand the hinders and barriers faced by the employees regarding accessing training and becoming mentors
- The use of the ICT tools (LMS) and other educational resources and communication tools
- Collaborating with other employees which may be their superiors, and overcoming any obstacles presented
- Skills and competences needed by a mentor

As intercultural education and intercultural communication is of essence in IO4, the model contains within a webinar on the topic as well as an OER.

2. DETAILED IMPLEMENTATION STEPS

The below steps depict how the IO4 model's implementation is suggested to take place in any one organisation. These steps are presented here on a low-level perspective with key actions in place. They will be elaborated further below.

2.1. Step 1: Accessing the online platform for information and training

Prior to starting the use of the IO4 model, the users are guided to the Q-SER online learning management system where they can follow training on three topics:

- Introduction to multiculturalism and immigration
- Diversity as a source of wealth
- Intercultural communication: Moving towards mutual understanding

The initial training will serve to properly prepare the staff.

Activities involved:

1. Having created **usernames and passwords** for the learning management system and having accessed it. In case of need, the user manual will be consulted.
2. Accessing **online communication tools** that help set the training environment and the collaboration with professionals and mentors.
3. **Internal procedures to consider.** Moving to the next point, the responsible person for the training and matching process should consider any internal procedures that might apply. These procedures can be legal, procedural, and departmental or else which may hinder the staff members accessing the training material when on work duty. When drafting the selection report and guidelines / checklist, a short introduction on processes needs to be included.

The training programme that is part of IO4, is comprised of three different OERs (Open Educational Resources) readily available on the system. The training material is complementary to the online training on the LMS and should be followed by the future mentors in order to better prepare themselves for their roles.

2.2. Step 2: Pairing – matching mentors and mentees

The next step is to set up the pairs of the mentors and mentees. This stage is one of the most important

Preparation by organisation:

1. **The pairing process:** the pairing process can be completed either online or offline through a discussion process with a 3rd party. If online, the mentees should be able to complete a profile sheet with goals and objectives while the system would pair them to a fitting mentor. The mentor would follow a similar process where their profile sheet would contain

information on their skills and competences, experience and know-how but also, willingness to bring about a change. For the Q-SER project, the tested pairing methodology took place offline and the selected department to participate (MOE) was the kindergarden department. Since the participants knew each other, it was deemed optimal to do the pairing process offline. The pairing process should be characterised by impartiality, neutralism and objectivism. It is important that the mentees feel that their needs are met and that they will be matched to a mentor that will understand and guide them properly.

2. **The actual matching:** once the pairing process has been successful the matching is done. Both parties are introduced to each other. If on an online environment, this should cater to include communication tools such as a chat room (for personal conversations), a forum which may be public or private, a database where documents can be uploaded for review.
3. **The agreements:** each paired couple should sign a written agreement where goals and achievements are mentioned and where the characteristics of the mentoring are written. This should be treated with importance as it constitutes an agreement that both parties should adhere to. This agreement should be printed, read and signed and if possible uploaded scanned into an online folder for both parties to have access and re-visit when needed.
4. **The rules of cooperation:** as in all agreements, written or not, the rules of cooperation should be mentioned. This relates very much to the organisation and its structures and how their internal processes work.
5. **Reporting formats:** as in all partnership, training programmes, mentoring structures etc. a reporting structure should be put in place. The reporting tools should cover each session but also an overall evaluation should be provided in order to allow for impact. The pairs should evaluate each other, and the mentor should use the good practice templates available in IO3 to create good practices and case studies that will be re-fed into the system (mentoring model).

2.3. Step 3: External professionals working as mentors – an online database. Job shadowing activities

As an organisation might be small in numbers or not acquire the necessary mentor candidates, it may cooperate with external professionals to work as mentors. In this case, an online database should be designed where interested professionals can submit their application to work as mentors.

The preparation phase:

1. Online system readily available to allow for submission of applications. The profile pictures should be similar to the in-house mentoring application process.
2. The external professionals should have access to a user manual of the system in order to fully explore its capabilities,
3. Communication tools: the online system should cater to provide online communication tools such as a discussion forum for closed and open group chats, a chat room function and possibly an internal mail system to keep a record on the communication between the pairs.

4. The profile application template of the mentor should be drafted by the organisation and the responsible for the mentoring process, in order to cater for internal processes, interests, needs and functions.
5. In case of need, workshops can be organized for the external mentors to participate and provide expertise and know-how as consultants to other mentoring couples or as consultants to both the organisation and a mentee. The structure of the workshop follows the one specified in the IO3. During the workshops, specific scenarios of use will be discussed and in IO4, there are several real-case scenarios available to be used as examples.

In addition to the training material, the Q-SER project has a secondary, support structure, that of the job shadowing to prepare future mentors. The job shadowing programme available consists of several tools and methods preparing one person to conduct job shadowing as part of the mentoring process. The job shadower can either be a trainer or a person who has training providing experience.

The tools (files) available in the job shadowing section are:

1. General information on job shadowing
2. Steps needed by an organisation to adopt job shadowing
3. Setting up a training path for job shadowing
4. Checklist for trainers conducting job shadowing

Job shadowing is an excellent technique for direct and immediate feedback and evaluation of an employee's work. The results of the constructive criticism can be directly applied in the work position and daily routine, rendering it a very successful combination with mentoring.

2.4. Step 4: Evaluation of mentoring, creation of good practices

The evaluation of the mentoring activities is of outmost importance as it provides impact, evaluation data, measurement of the activity results as well as creation of good practices that can be re-used and re-purposed within the organisation and the two models, IO3 and IO4.

For the Q-SER project, the evaluation of the mentoring can be done online or through a paper form. If online, the system should have the necessary tools to complete this task. In case of paper format, a template should be designed by the mentor in cooperation with the department manager and overall manager. In this way, the data collected will be processed into creating good practices, new application methods or areas, as well as identification of skills and competences needed to feed into IO3 curriculum and new content creation.

Preparation by organisation:

1. Set up evaluation aspects online. The technical department should create a section for online evaluation data input where all system users have access. The results should be collected in an excel sheet (exported)
2. The mentoring should be evaluated in a separate section of step 1. The evaluation should focus on:
 - a) Mentor's capability of conducting mentoring
 - b) Mentoring aspects and topics of work

- c) Methodology of mentoring
 - d) Personal relationship of mentor and mentee
 - e) Tools used and timeframe of mentoring
 - f) Any other aspect deemed necessary by the related parties.
3. Good practice templates: they can be downloaded from the IO3 section and used by both parties to create good practices. The good practices can be re-used. One vital re-use is its possible transferability into other departments or other mentoring couples.
 4. Q&A section: an online Q&A section should be created. It should cater for both mentors and mentees and the initial questions and answers should come from the workshop organized as part of IO3 and IO4.
 5. Mentor's database: all mentors should be registered either online or offline in order for organisations to use their details and profile for future references. Since the mentees that have undergone the training and mentoring, can themselves now be mentors, the database will grow in numbers as the practice continues.

Impact evaluation to feed into IO3 and IO4

One of the objectives of IO4 is to be reused and recycled back into the system. The results obtained from the mentoring and data received, can lead to major changes in how an organisation and its employees work but also their behaviour.

For each step, the organisation and its mentors have now recorded and can design a strategy, the necessary templates and tools to be used, set up the necessary cooperation and networking structures but also created a list / database of collaborators and trainers to cooperate with. Having successfully designed the Circular Cycle of Mentoring Model, they will have access to new mentors, new case studies and good practices, a database of mentors, a database of external professionals acting as mentors, job shadowing training techniques and finally, related training material.