



SYMPATIC

Support and Value Adults Mobility and Training for Integration into Companies

MENTORS' KIT

SUPPORT AND VALUE YOUNG
ADULTS MOBILITY AND TRAINING
FOR INTEGRATION INTO COMPANIES

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Introduction

This **toolkit** aims at integrating your understanding of mentorship through a brief overview of its effective practices. Most mentoring programmes rely heavily on the mentee's development as a programmatic outcome. Traditionally, in fact, mentorship is seen as a one-directional relationship in which the mentor passes knowledge down to the mentee. And although this is, to a certain extent, what a mentor is indeed meant to do, this formula risks to be passé, and for two profoundly interrelated reasons:

- (1) *the large diversification of the workforce*, which has widened to include minorities, women, immigrants, people with disabilities;
- (2) *the fact that 50% of this more inclusive workforce is now made of millennials¹* - people who were born between 1980 and 2000- who are estimated to change job every 18 months to 3 years, often changing industries completely.

These two elements imply a widening of backgrounds, needs and objectives which, combined with nowadays' high levels of job mobility, put into question the traditional interpretation of mentoring dynamics. For this reason, this toolkit will try to shift the axe of the analysis: mentees will not be presented as mere vessels that knowledge is poured into passively but, rather, as valuable human assets to attract and train in order to face the challenges of nowadays' world of work. In this sense, while focussing on the practical models and schemes of mentoring programmes, you will also be invited to see mentorship as a mutually beneficial developmental relationship that encourages the mentee to take agency, to be committed, responsible and accountable.

The innovation in the SYMPATIC mentoring programme and its added value rely in two different foundations:

- the mentoring process that start before a mobility

The mentor will facilitate not only the professional integration of the young mentee (which is common to most of the existing mentoring programmes) but also and most importantly his/her self development in terms of hard and soft skills through a stay abroad in the

¹ "Millennials at work, reshaping the workplace" 2011, <https://www.pwc.com/co/es/publicaciones/assets/millennials-at-work.pdf>

framework of a formal or non formal mobility in lifelong learning. The mentor is not only the one supporting and opening doors and networks to find a job but he is also the one supporting the mentee in the development and acquisition of hard and soft skills abroad that will be useful and valuable for the construction and realisation of a professional project.

- the mentoring process completed by a reinforced support with the job coach

The methodology applied in SYMPATIC brings together two key people that will support differently but with complementarity the young people. Job coach and mentor each one with specific objectives and precise missions and always in interaction will provide an individual and reinforce support before, during, after the mobility in order to facilitate the reflection and design of the mentee's professional project or his/her professional integration into the job market.

Generally speaking we have used the term of tutor and tutoring in order to give a broad name to the entire SYMPATIC methodology that includes: mentoring, job coaching and also tutoring (the tutor is the person in the host organisation abroad responsible for the missions and tasks given to the young persons). The content of this toolkit aims at delivering to mentors the basics about mobility experiences in lifelong learning, soft skills development and mentoring schemes with the young people and the job coach. The job coach is the person interacting regularly with the mentor, the tutor and the young person. The mentor interacts only with the young person (mentee) and the job coach. All along the 5 chapters you will understand how precisely the interactions will take place and what your missions are.

Chapter 1 is dedicated to the explication of international mobility, what it is and how it has become (more than a simple stay abroad), a real learning tool in the life of many young people and a catapult for their professional integration. A mobility experience allows for a large scale of personal and professional development depending of each person.

Chapter 2 presents the value in the companies of soft skills and emphasises the importance to recognise them when recruiting. It is not easy and quick to develop and acquire soft skills and an educational mobility abroad usually helps a lot.

In **Chapter 3**, you will understand the mentoring approach and its effective implementation. You will appreciate how you, mentor, can help the mentee in the process of developing soft and hard skills abroad while thinking at their future professional integration. Lastly,

Chapter 4 will connect you with the job coach : the role and missions before, during and after a mobility experience and how both of you interconnect.

To conclude with the **Chapter 5** in which testimonies of mentors have been collected in order to illustrate the SYMPATIC approach, its benefits and its impacts.

CHAPTER 1**International
mobility:
an added value****1.1** Introduction

With the development of exchange schemes (including, in Europe, Erasmus+ for higher education students, secondary school pupils, teachers, trainers, apprentices and anyone under 30 years old or undergoing lifelong learning), periods of mobility abroad have become frequent, sometimes unavoidable. The variety of programs available makes international mobility available to a large audience, and are particularly suited for a young audience in need of professional experience. Taking multiple forms such as semesters of study at a foreign university or work placements in companies, or short/long term volunteering, the skills acquired during these immersion phases, both linguistic and technical, and in terms of life skills, are undeniable and valued by numerous research studies. European stakeholders and policy makers involved in the fields of youth, education, employment, inclusion promotes them widely as **mobility enables all citizens to acquire skills (soft and hard) and know-how, to contribute to multilingualism and to the development of European citizenship and European values**. Among the multitude of ways to develop transversal competences, it has been demonstrated that **transnational mobility programmes represent a unique and privileged context for the growth of these competences**. The added value in the development of an individual's competences is increasingly recognised by employers, who see a stay-abroad learning experience as being a major asset in a candidate's application.

1.2 Programmes and mobility offers (Erasmus+, European Solidarity Corps, international civic service)

International mobility is a unique possibility to learn and create new opportunities that allow to enrich values and acquire useful skills to carry out personal and professional projects. It enables participants to develop social skills, professional capacities and an intercultural mindset. It is open to every young people, no matter the degree, profile, background, involvement is mainly based upon motivation, willingness to learn and develop competences for a professional project.

International mobility can be implemented in many different ways: it can be in the framework of formal education or non formal education, it can be volunteer-oriented, study-oriented or work-oriented, it can be on short or long term, it can be alone or within a group.

The main programmes that SYMPATIC partners are developing in order to offer formal and non formal mobility options to young people are developed below:

The Erasmus + VET programme gives to skilled and unemployed people the opportunity to go abroad for a professional internship, in a company or association in any field: marketing, design, architecture, administration, social... The internships are financially supported by the European Commission through the Erasmus + programme, and is open to any candidate as soon as they are 18 years old and followed by a job center under the status of a vocational training trainee.

The European Solidarity Corps (former European Voluntary Service) is the European Union initiative which creates opportunities for young people to volunteer or work in projects in their own country or abroad that benefit communities and people around Europe. **Candidates must be between 18 and 30 years of age.**

- **Volunteering** is a solidarity activity of a duration of **2 to 12 months**. This type of solidarity activity provides young people with the opportunity to contribute to the daily work of organisations in solidarity activities to the ultimate benefit of the communities within which the activities are carried out.
- **Traineeships** are periods of full-time work practice of between **2 to 6 months** renewable once for a **maximum duration of 12 months** within the same participating organisation. This type of solidarity activity includes a learning and training component, to help the participant gain relevant experience with a view to developing competences useful for personal, educational, social, civic and professional development. Traineeships have to be remunerated by the host structure.

The International Civic Service is a program that exists in France, Germany and Italy (among SYMPATIC partners) which can be more suited to candidates in search of their vocation. Missions have to last at least **6 months, up to 12 months** and candidates must be between **18 and 25 years of age**. Participants need to be of French, German, Italian nationality, EU national or have one year of continuous regular residence in the country. The activities take place within associations, administrations or communities in one of the nine areas recognized as priorities for the Nation: solidarity, education for all, environment, culture and recreation, sport, international development and humanitarian action, intervention crisis, health, memory and citizenship.

Nabila, 27 years old, Intern with the Erasmus + VET Programme in a Law Firm in the United Kingdom:

"I had the opportunity to live a great experience and develop technical as well as linguistic skills. [...] International mobility brought an added-value to my judicial career and helped me develop my professional English".

Find also in French only, testimonies of young people involved in volunteering civic service with **Eurocircle** and going abroad for the first time: **individual mobility** and **En-Vol project**.

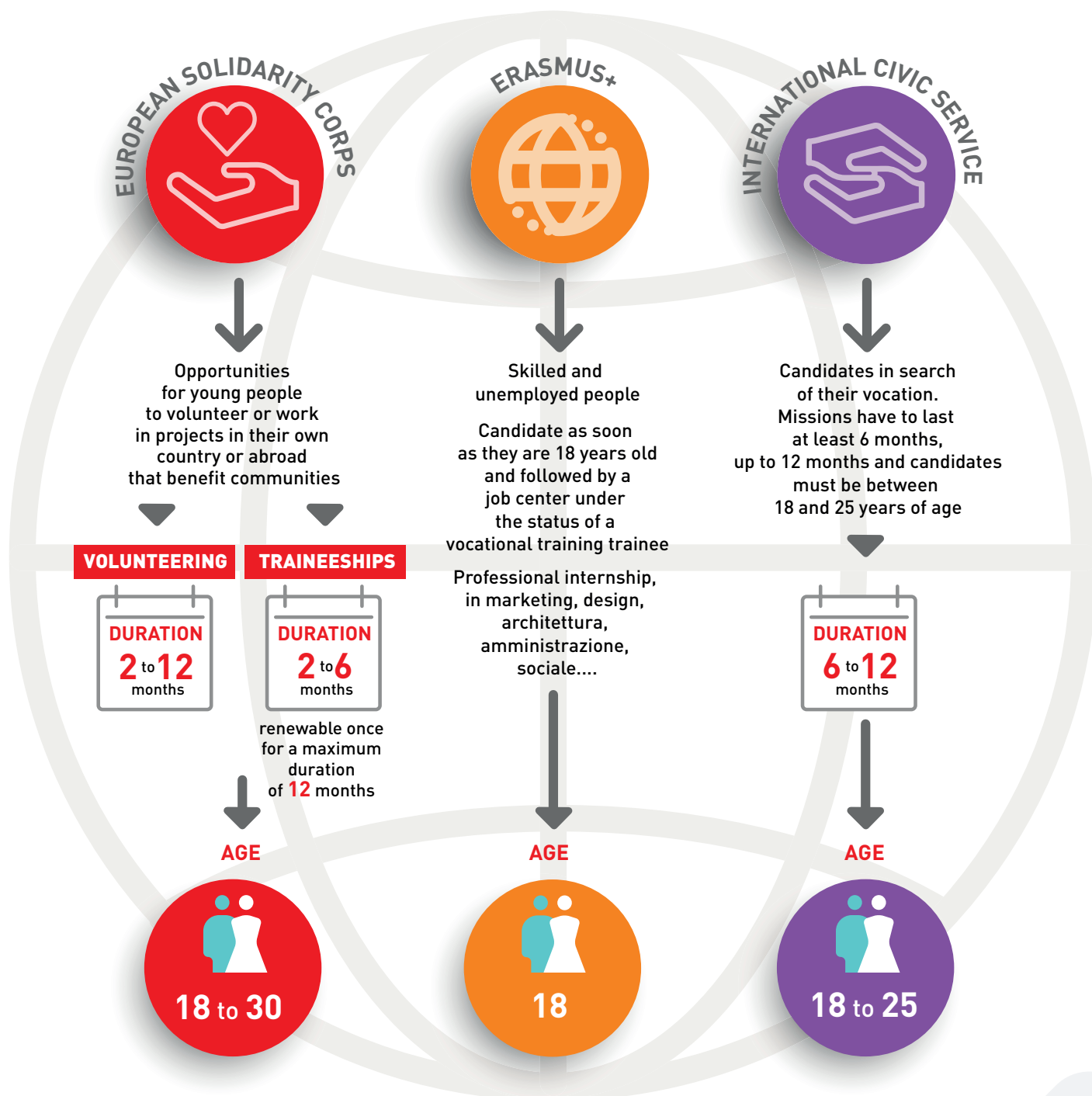
Steps and procedures to get involved in a mobility programme will be developed later in this toolkit and more precisely also in the Mobility Pack. SYMPATIC partners have a specific work routine to select young people for those mobility projects. An overview

of the procedure is developed in chapter 4.



Programmes and mobility offers

(Erasmus+, European Solidarity Corps, international civic service)



1.3 Hybrid mobility in light of the 2020 pandemic consequence

International mobility has been profoundly impacted in the context of the current worldwide pandemic. To propose an alternative for mobility participants, hybrid mobility has been created to allow candidates to do a part of / their whole mobility remotely. This innovation is brand new and implemented only by international mobility organisations for their participants in this pandemic context. Currently, there is not yet publication of studies or evaluation of the impacts of hybrid or virtual mobility.

1.4 Evaluation of the impact of a mobility and recognition of a mobility as an added value for the professional integration of a young person

Patrick 25 years old:

"I thought this was an important experience because it showed us how to cope on our own. In another country, with completely different people, a different culture. With completely different ways of working. I think I can adjust to many different people better now. Above all, I can approach things with a different perspective. Because I only knew Berlin. Now I know another city where I lived for a few months. And I noticed how the people affect me, or rather how I affect the people"

International mobility experiences help participants to develop transversal skills sought by employers. If the definition of these competences differs from one interlocutor to another, they include common elements, such as autonomy, adaptability, creativity, mastery of a language, and intercultural competences. Given the difficulty young people can face in getting employed, international mobility enables them to develop "soft skills" which can be valuable for employers.

For the target group of so-called disadvantaged young adults (NEET: not in education, not in employment and not in training), who have difficult access to the labour market due to multiple obstacles, a mobility measure brings a gain in terms of employability and personal growth.



Among the NEET target group, there is above all an increase in self-confidence and self-responsibility, as well as an awareness of one's own competencies, generally speaking the competencies that are developed through empowerment. Through the mobility measure, the participants break away from their old environment, which has a negative influence on them and, for divergent reasons, causes them to remain unemployed. The process of detachment during the stay abroad causes a change of perspective. Participants perceive themselves differently in the new environment, reflect themselves anew and can significantly improve their self-image.

According to a study by the **National Agency Education for Europe** at the **Federal Institute for Vocational Education and Training**, based on experience with accompanying internships abroad for disadvantaged young adults, there has also been a significant increase of employability and placability (successful integration into the labour market): employability refers to the ability of a person to offer his or her work force on a more or less rapidly changing market on the basis of his or her professional and interdisciplinary skills². These include flexibility, mobility, forward-looking thinking, self-management, individual competitiveness and personal responsibility³. Concerning the transversal competence field, the

young people interviewed who had completed an internship abroad even reported higher competence gains than the young people who were interviewed for a domestic internship. Particularly noticeable and statistically significant in this regard were competence gains in terms of the young people's ability to work in a team. The development of this competence is apparently particularly encouraged by the special conditions and challenges of an internship abroad. The content analysis of

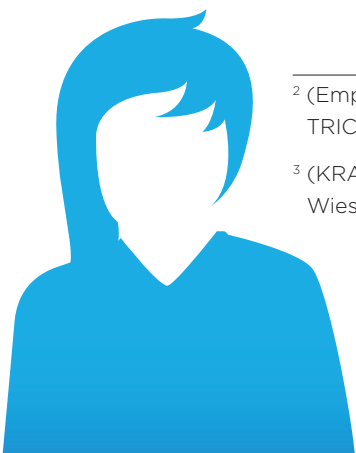
Janique B., 27 years old:

"It's just so great when you can tell about something that gives you self-confidence, what you're really good at and what you can decorate a little bit and even if it's only been two months, but it's so much more and covers all the bad things that were in your CV before, what people might have noticed, and then you can really build on that and then it gives you self-confidence in the job interview when you start talking about it (...)".

the experiences described by the youths also revealed that they were able to acquire international professional skills through the internships abroad, i.e. foreign language skills, international specialist knowledge and intercultural skills.

² (Employability and professionalism - two competing models of employment qualification? WOLF-DIE-TRICHGREINERT Prof. Dr. phil., Prof. for vocational pedagogy in the journal of the BiBB BWP4/2008).

³ (KRAUS, K.: From profession to employability. To theory one of the pedagogy of the acquisition Wiesbaden 2006)



The obligatory requirement for an increase in the placability of this target group is the embedding of the internship abroad in a jobcoaching conception. The jobcoaching starts as soon as the participant is selected and has accepted the selection. Supporting measures are presented in chapter 4 of this toolkit and detailed in the Mobility Pack. In conclusion, it can be said that increased employability leads to improved placability.

1.5 Self reflection activities

The aim of this activity is to help the mentor reflect on the added-value of international mobility for participants, companies or society. From a larger perspective, it may help the mentor to better apprehend the state of mind of the participants before, during and after mobility, to reflect on the various challenges that they may face during their time abroad, and to anticipate how much they will be able to benefit from this experience afterwards.

Please reflect on these questions:

- Can you remember your first experience abroad? Where? When? With whom? How long?



- What difficulties did you face to organise this experience of international mobility? Did you feel anxious before departure?

- Did you feel comfortable being in a place you have never been too? Did you find it difficult/easy to communicate? Would it have reassured you to be supported by someone in your native country?



- What did you discover during this experience? What are the positive/negative experiences you had during this time?

- What did you learn abroad? What can you draw from this experience? Did you feel more confident about going abroad afterwards?



- In your company or in the professional sector you are involved in, what benefits can you see when interviewing or recruiting a young person who has had an experience abroad?

1.6 Key words

International mobility in SYMPATIC project: it has many facets and here it is intended as a willing and chosen experience abroad for a young person selected upon motivation as the main criteria. It is a temporary (short or long term) installation in another country under a framework that can be volunteer, work-based or linked to formal education obligations. It is intended as a tool in the process of lifelong learning of the young person in order to develop hard and soft skills that will lead to the construction or refinement of the young person's professional and personal goals in life.

NEET is an acronym for 'not in employment, education or training', used to refer to the situation of many young persons in Europe and beyond. The definition of NEET agreed by the **European Commission Employment Committee (EMCO)** includes young people aged 15–24 years who are unemployed or inactive, as per the International Labour Organization (ILO) definition, and who are not attending any education or training courses. The definition was applied by Eurostat in its statistical data and the indicator subsequently used in the context of the **Europe2020 strategy**.

CHAPTER 2

Soft skills

2.1 Mobility and soft skills

When an organization is looking to employ staff, it is often that the organization may be thinking about the hard skills the candidate should have in order to fulfill his/her duties. Beyond the hard skills though, soft skills play an important role in fulfilling the job requirements.

According to an article in the Harvard Business Review, employers are looking for specific qualities such as, **Flexibility/Adaptability, Communication, Respectfulness, Positive Attitude, Reliability/Dependability, Character, Efficiency, Time management, Team work, Empathy** and so forth.

It is also a fact that hard skills can be measured relatively easy with assessments and/or written or oral exams. On the other hand, soft skills are hard to measure and HR people are trying to measure these soft skills in many cases through interviews, aptitude tests as well as employing other means such as looking at the candidates profile on social media, trying to understand the qualities (or not) of the candidate.

Additionally, hard skills can be earned through training and practice provided that the skills fall in the domain of the candidate's studies but more importantly provided that the candidate is willing to learn, is motivated and has a positive attitude towards his/her new job/new position. Therefore, soft skills play an important role for the development of the can-

didate. Soft skills can be cultivated through training but it is not always the case since soft skills are closely related to the way someone is brought up (family environment, school, experiences, character and personality).

Soft skills can partly be developed with **non-formal training**, but it will not be done overnight! The candidate must be self-aware, often reflecting on his/her own behaviour to improve. Soft skills can be better developed through **in-formal training** referring to the skills acquired through life in general (family life, work life, experiences). Healthy family and work environments, engaging with people with the “right” mindset, and life experiences can often cultivate these skills. When living through situations, experiences can frame the way we see and understand the world which can lead to “right” or “wrong” behaviours.

In our project, soft skills development, evaluation and recognition are precisely what it is aimed at when preparing for mobility and then assessing the young person upon return. **This is the task of the job coach to facilitate a workshop about it that can lead then to a complementary discussion between the young person and the tutor in light with the professional sector and expectations.**

2.2 Companies and soft skills

The main soft skills that are valued by the employers are:



Strong work ethic

The employer needs to feel that you care about your job by working to the best of your ability. No matter your role or industry, having a strong work ethic is extremely valuable. Employers want to hire people that will work to the best of their abilities. This isn't about being perfect; it's about being professional and respecting your colleagues and workplace.



Respectfulness

There are many ways to demonstrate respectfulness in the workplace. Showing up on time, following through on tasks you said you'll do, treating colleagues as you would like to be treated, and adhering to workplace standards are just a few examples. If you're applying or interviewing for jobs, you can show respect by carefully following the application criteria, being punctual, dressing appropriately, and being professional and polite at all times.



Positivity

A positive approach helps us feel motivated and be productive. And what's more, positivity is contagious. When an employee approaches a challenge with a 'can do' attitude, it's hard for their team mates to be negative. Positivity gets things done; negativity slams on the breaks.



Teamwork

Collaboration is a skill needed in many workplaces, even if you don't directly work alongside others. When we are able to work in a team, we show that we respect the opinions of others, and can negotiate to reach an outcome. Being a team player means you recognise that everyone has a valuable contribution to make.



Communication

To be a team player, we need to communicate. This might take the form of verbal, written, or non-verbal communication. Some communication methods are outside of our skill set, and that's okay. Using the communication skills, we have to engage with others in an honest and constructive way is what counts.



Active listening

Active listening helps us to show respect and better understand the requirements of our role. Active listening is a big part of being a good communicator. Active listening means we give our full attention to what someone is saying or writing to us. Active listening helps us understand the other person's perspectives and what we need to do, whether it be answering a customer's query or following instructions from our manager.



Empathy

Empathy refers to trying to understand another person's feelings, thoughts, and needs. We can have empathy without sharing the experiences or circumstances of others. When we 'put ourselves in another's shoes' - or try to imagine things from another's point of view - we're demonstrating empathy. Empathy helps us to communicate better and build trust with our colleagues.



Self-confidence

Self-confidence is important to achieve goals. Self-confidence is the drive to try out things and succeed. Having said that, we must stress that being overconfident can be a disad-

vantage. Knowing your limits, making small steps to achieve something is always good if it does not put in jeopardy the company, our colleagues, or our job. Small actions can add up to a more confident you. Positive language can help boost your confidence. Knowing and highlighting your skills and competences is always good and making small steps to improve other qualities is a way forward for life-long learning.



Problem solving

These skills are developed from living in a world not often designed with diverse needs in mind. Problem solving skills, reflect on how one may have overcome societal and environmental hurdles and how one adapts to achieve results. It is important not to underestimate how transferrable these problem-solving skills are to the workplace.



Growth mindset

While it's important to demonstrate your existing skills, it is also essential to approach new jobs and opportunities with an open mind. Having a 'growth mind-set' means you're willing to learn new things, adapt your processes, and build on your skills. Recognise that learning happens every day, and every person we meet can be a teacher to us.

2.3 Recruiting candidates

Recruiting the right person for the right job can be a trivial job. As previously mentioned, in many cases recruiters focus on the hard skills and leave behind the soft skills. A good combination of both hard and soft skills is usually a successful recipe.

An organization should promote that qualities such as work ethics, reliability, team work is valued. The organization should make this visible to candidates. When creating advertisements to recruit candidates, apart from the hard skills (list only the minimum which are a prerequisite), soft skills should also be listed and promoted as qualities that the organization seeks and values.

2.4 Self reflection question

Please reflect on these questions:

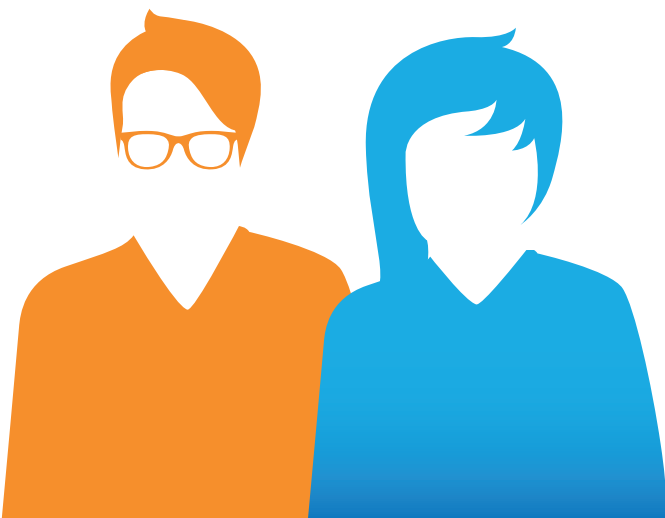
- Can you remember your first experience abroad? Where? When? With whom? How long?

- What are the top 5 soft skills you would value in your company? In the professional sector you are involved in?

- Which soft skill would you like to see when interviewing a young person for a job position in your team?

- If you were to look for a job, what soft skills would you like to read on a job offer? or to highlight in an interview?

- Remember your first (an) experience abroad: which soft skills did you develop ?



2.5 Key words

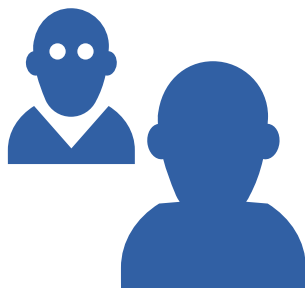
Soft skills: A set of intangible personal qualities, traits, attributes, habits and attitudes cross-cutting across jobs and sectors and relate to personal competences and social competences. As they are broadly applicable they are also seen as transferable skills or interpersonal skills.

The term is used in contrast to **'hard' skills** that are considered as more technical, highly specific in nature and particular to an occupation, and that can be (generally) taught more easily than soft skills.



CHAPTER 3:**Defining the role of the mentor and enhancing an effective guidance process****3.1 Tutoring in SYMPATIC project (methodology)**

The tutoring process we are implementing as an innovative tool in our daily work with young people in order to facilitate their professional integration is based on three different axes:



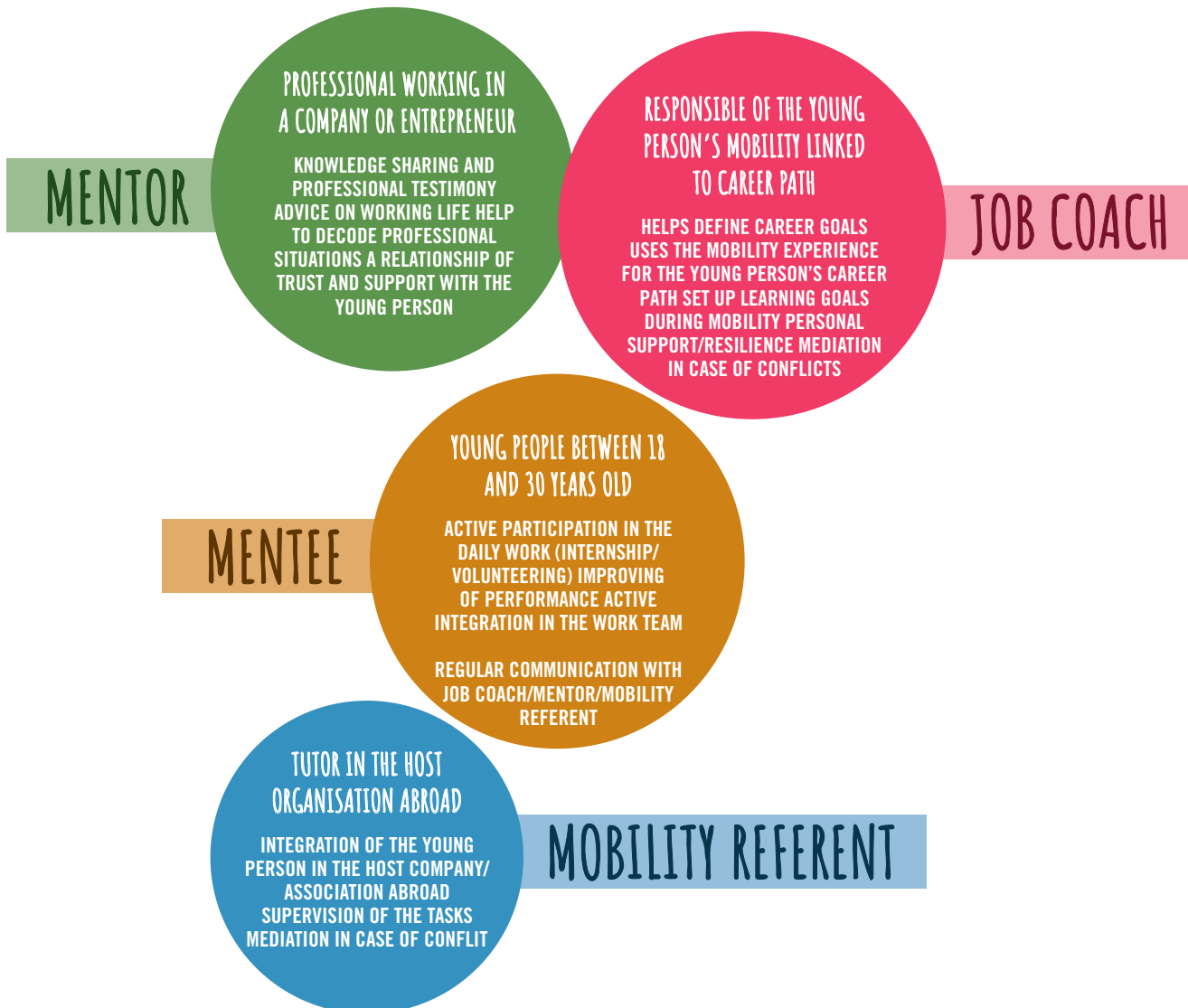
- the **job coaching support** which is implemented by the job coach (the mobility operator or the youth professional responsible for mobility actions)
- the **mentoring support** with a professional (mentor) in a company
- the **tutoring support** (the mobility referent of the young person in the host organisation abroad responsible for the missions of the young person)

The added value of SYMPATIC tutoring programme is that this individual and reinforced support is implemented before, during and after a stay abroad of the young people. That differs from a lot of mentoring programmes already implemented in our countries which are focused only on giving support to the mentee to find a job. SYMPATIC is tutoring young people through mobility until they find a job or a professional project upon return. SYMPATIC is focused on:



- **giving the opportunity** to young people to live, learn, grow and develop hard and soft skills through a period of formal or non formal learning abroad
- **preparing and training** young people to make the most of their mobility in order to come back with news competences to add on their CVs
- **identifying and recognising** the soft skill aquired abroad as an asset in their CVs
- **promoting the stay abroad** as a real added value in the profile of a young person coming for a job interview.

Tutoring methodology of SYMPATIC Project



3.2 Who is a mentor?

Developmental relationships, whether personal or professional, are a constant and yet vital element in our lives, as we continuously learn and grow from others. At the same time, our actions and behaviours throughout the years, the relationships we build, and real life experiential learning, they all give us mentoring qualities. And such qualities can be displayed either intentionally, by seeking opportunities to guide and help others, or even unintentionally, by simply leading by example. Mentoring is, in fact, a pervasive component of our lives; so before considering a first definition of mentorship, we would like you to take a moment to reflect on the following questions:

Have you ever been an “unintentional mentor”?

When was the last time you were in a mentoring relationship (formal or informal)?

What was your objective?

What was the experience like?

Did you have any expectations?

To what extent were they met?

Did you know how to engage in the relationship?

3.3 What is mentorship in SYMPATIC?

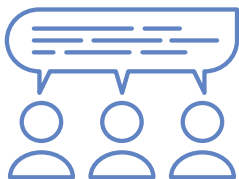
According to the Oxford dictionary, mentorship refers to “**the advice and help provided by a mentor to a less experienced person over a period of time**”.

In SYMPATIC programme, we bring together a mentor -a professional acting on a volunteer basis- and a mentee - a young person or, more generally, a job seeker, who will first get involved in a mobility project abroad and then come back and build or follow his/her professional project. The final objective of SYMPATIC is, consequently, to direct young people’s motivation, competences, and attitudes, before, during and after a mobility, towards the needs of employers, so that to foster their access or re-integration into the job market.

3.4 Why engage yourself and your company in SYMPATIC?

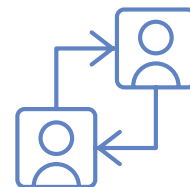
One of the main reasons for mentoring increased salience is the recognition of the profound changes that have affected nowadays’ workforce in terms of background, needs, competences etc. **Millennials, now entering employment in large numbers, will undoubtedly represent a valuable and powerful generation of workers, which will also support a dramatically larger older generation, as life expectancy increases.** Their career aspirations, attitudes about work, their knowledge of new technologies, their cultural awareness, will define the culture of the 21st century workplace. Attracting and mentoring millennial workers, especially those with the right set of skills, will therefore be critical to the future of any business. **In this very sense, an increasing number of companies and organisations have started to see mentorship not only as an important social commitment, but also as a key business strategy that leaves stereotypes aside to promote the exchange of intergenerational knowledge.**

The implementation of the SYMPATIC mentoring programme in your company/organisation/institution can have multiple benefits such as:



- reinforce internal cohesion and encourage team dynamics among your employees;

- promote intergenerational exchange and cohesion;



- encourage the involvement in and the implementation of cross-disciplinary and solidarity projects which are motivating factors for your employees;

- strengthen your territorial presence and visibility;



- facilitate new collaborations and new partnerships with the actors of the territory;

- enhance the image of your company;



- enrich your communication on your commitment to employment;

- enrich your human resources and social innovation policy;



- foster your diversity and equal opportunity policy;

- attract new employees or build loyalty among your team;



3.5 Who is the mentee?

As mentioned above, for the specific purpose of this toolkit the target group is represented by young people (between 18 and 30 years old) who are participating in an international mobility with the goal to reflect and build or confirm their future professional project.

As it concerns their profiles, it is important to keep in mind that, **due to the age-range of those having the right to apply to a mobility project, mentees may find themselves at different stages of their professional career.** As a consequence, their needs can vary considerably, and usually we can distinguish two main profiles:



- **The young person who knows what he/she wants and the mentoring essentially consists of working on precise elements to achieve a specific objective already determined;**
- **The young person who does not know how to formulate what he/she wants or without a precise idea. In this case before the previous phase, it is necessary to accompany him/her in a reflection process, the identification of strengths, weaknesses, centers of interest etc.**



3.6 The matching process

The first meeting between the mentor and the mentee is of great importance to set out the relationship in a positive and dynamic way and, especially, to start building trust and boost motivation.

The job coach, who has the first contact with the young person and has already started to identify the profile, the needs and the goals of the latter and who has the first contact with the mentor will suggest a matching.

The first meeting can be between the 3 of them or only mentor-mentee after an exchange of personal details through phone or email.

3.7 Practical Activity: prepare the first meeting

See documents in Annex:

Annex 1: The tutoring scheme and timeline in SYMPATIC

Annex 2: The SYMPATIC Mentoring Charter

Annex 3: SYMPATIC mentoring: the pedagogical process

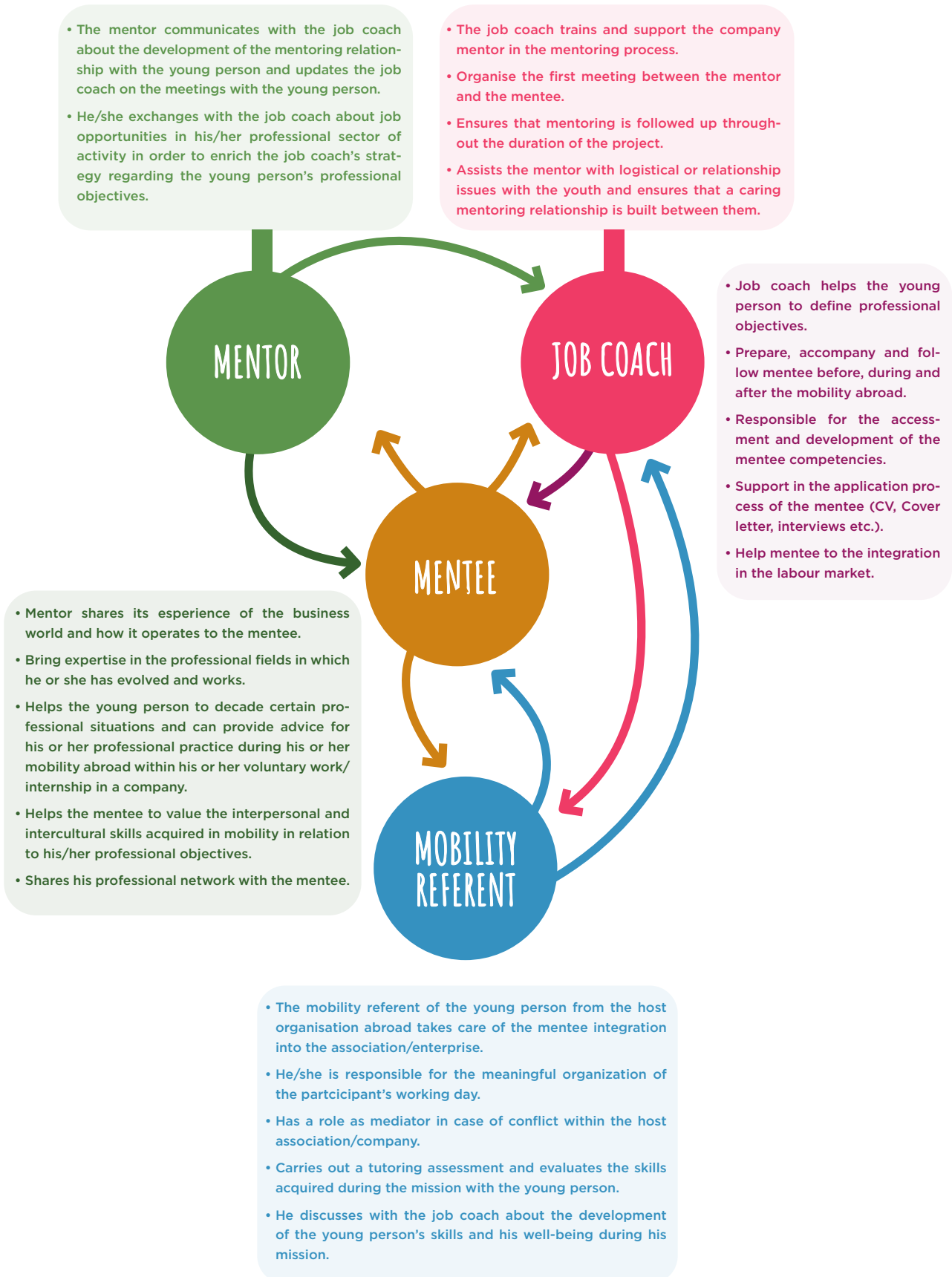
Annex 4: The mentoring steps

Annex 5: The first mentoring meeting

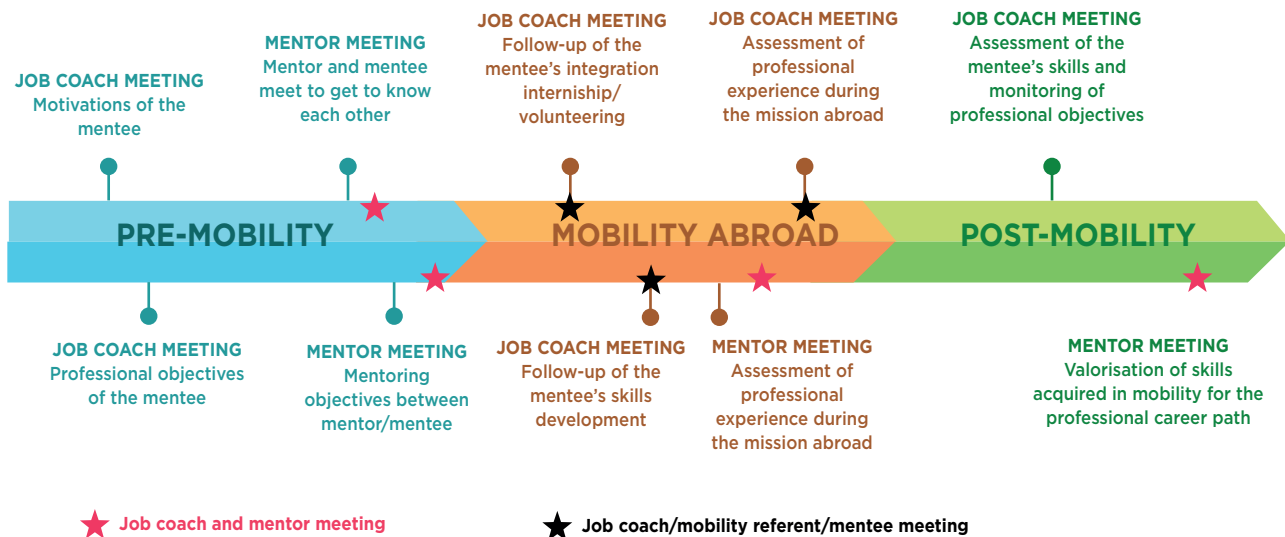
Annex 6: Template to take notes and write objectives after each meeting

CHAPTER 4:The relation
between the
mentor and the
job coach**4.1** The relation between the mentor, the
job coach and the mentee

Check below the scheme of interactions and the timeline of meetings
in order to visualise who is who and who does what and when.



4.2 Mentoring timeline



4.3 Steps and interactions between mentee/job coach/mentor/tutor in the SYMPATIC process

PRE-MOBILITY

1. Job coach meeting: motivations of the mentee



The first interview between the job coach and the young person aims to get to know each other in order to establish a relationship of trust and to discuss the participant's motivations in relation to his or her mobility abroad and integration into the mobility project.

This meeting also makes it possible to identify the difficulties of the young people in their integration into the job market and to better understand their relationship with the professional world.

Eventually, this interview also allows the young person to express his or her expectations and fears regarding mobility and the construction or determination of his or her professional project.

2. Job coach meeting: professionnel objectives of the mentee



The second meeting between the job coach and the mentee aims to clarify the young person's professional project and to identify realistic and attainable professional objectives throughout the coaching process.

An assessment of the young person's profile and skills is carried out thanks to an exchange on his or her professional/foreign experiences, educational background, expectations of the project and fears and a skill evaluation.

3. Mentor meeting: get to know each other



The first meeting between the mentor and the mentee is intended to get to know each other during an informal and friendly get-together.

In particular, the mentor can present his or her job, company and career path to the young person. The mentee can in turn talk about his or her career path, motivations and aspirations. Eventually, it is important to determine a meeting framework and objectives to be set for the next appointment.

4. Mentor meeting: Mentoring objectives



The second meeting between the mentor and the mentee will make it possible to set mentoring objectives based on the professional objectives previously set between the job coach and the mentee.

Establish a diagnosis in relation to the strengths and weaknesses of the young person, identify his/her needs, determine the contribution of the mentor's experience for the young person and analyse the opportunities of mobility for the professional project.

MOBILITY ABROAD

5. Job coach meeting: follow-up of the mentee's integration in the internship/ volunteering abroad



The job coach organises an online meeting with the mobility referent (tutor) and the young person to discuss the first weeks of integration within the company (internship) or association (voluntary work) abroad, getting to know the host structure and preparing initial learning objectives in relation to the missions.

It is above all a question of analysing the mentee's state of mind on arrival and his or her integration within the structure's team as in the host country.

6. Job coach meeting: follow-up of the mentee's skills development



A new meeting is proposed to the mentee once the young person has had time to spend several weeks in the host structure (halfway through his/her mobility). At this stage of the mission, the mentee feels more at ease in the missions and within the team and can therefore more easily exchange with the job coach about activities and projects he/she is setting up.

The job coach and the young person can therefore analyse the development of the young person skills and in his/her new work and life environment.

7. Mentor meeting: discovery and exchange on the mentee's mission abroad



The online exchange between mentor and mentee during the youth's mobility allows the mentor to learn more about the mentee's mission abroad.

The mentor can also provide help and advice to the mentee regarding her/his professional posture, to resolve a conflict, advise on a project and analyze if the mentoring objectives are still accurate.

8. Job coach meeting: Assessment of professional experience during the mission abroad



The final online meeting between the job coach, the young person and the mobility referent aims to assess the young person's mobility experience.

In particular, the job coach can collect the young person's feelings about their learning and the professional, interpersonal and intercultural skills they have gained. It also makes it possible to assess the learning objectives that were set throughout the mobility period.

POST-MOBILITY

9. Job coach meeting: Assessment of mentee's skills and monitoring of professional objectives



Once the young person has returned from his or her mobility abroad, it is important to propose a new meeting with the job coach in order to be able to make a complete assessment and evaluation of the skills acquired during the experience abroad.

Mobility abroad often allows participants to take time to reflect on their plans for the future. This exchange time also aims to update the coaching strategy according to what the young person wishes to do after his or her mobility. While some of them wish to find a job, others aspire to return to school or to engage on a second mobility.

10. Mentor meeting: Valorisation of skills acquired in mobility for the professional career path

The meeting between the mentor and the young person following his/her mobility abroad should take place once the mentee has been able to meet his/her job coach.

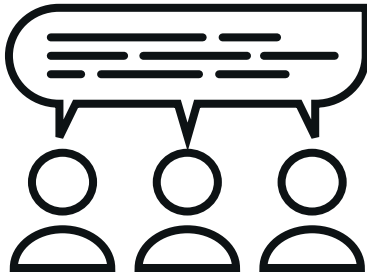
During the interview with the job coach, the young person has been able to identify the skills acquired during his/her mobility and also see which ones he/she would like to develop further. He also has a better idea of his professional objectives as a result of the experience abroad.

The mentor's objective here is therefore to help the mentee to analyse how the skills and experience can be put to good use in the professional world. It can be a help in writing a CV, a covering letter or preparing for an interview, for example, in addition to the work already started with the job coach.

The mentor's expertise in a professional sector is a great strength for the young person during this internship as he / she can advise and guide the young person according to the new skills acquired (interpersonal and intercultural) and professional objectives.

Adaptation of meetings

The job coach may also have more regular (weekly) interviews with the young person in order to assess the skills and objectives and to keep the link after the mobility in order to continue the support according to their life project (work, return to school, training, mobility etc).



The aim here is to show a starting point for the meeting times between the mentor and the mentee.

Interactions with job coach

The *mobility referent* or also called **tutor of the young person** within the host organisation abroad is also linked to the job coach during the period of mobility of the young person. The contact between the mobility referent and the job coach gives the opportunity to have additional information about the young person's progress, state of mind, behaviour and personality at work from the point of view of the host organisation.



CHAPTER 5:

A focus on the job coach training delivery about intercultural learning and competences

5.1 Trainings and preparation of young people

The following pages will present the main content and guidelines of trainings provided by the job coach to the young people. It will help mentors better understand how the job coach prepares, trains and evaluates the young people.

The *pre-mobility and post-mobility* period also allows young participants selected for mobility abroad to follow a pre-departure and post-departure training course in group with the job coach.

The *pre-departure training* is mainly based on the discovery and understanding of interculturality in order to best prepare the young person for his or her encounter with another culture.

The *return training* focuses more specifically on the return of the young person's experience, the identification of skills acquired during mobility and exchanges on the young person's professional project in order to enhance the value of their experience abroad.

Those training times are important for the young person because they allow them to approach different pedagogical modules related to safety while travelling, the notion of commitment, interculturality, education for global citizenship as well as the professional project and interpersonal skills. Coming from non-formal education, the proposed activities also offer an alternative learning model that encourages the young person to be an actor in the proposed workshops and to increase their autonomy and participation on their own.

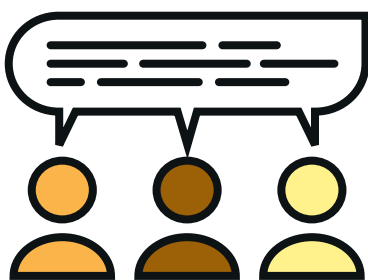
5.2 The pre-departure training of the young person

Among the missions of the Job coach in the support of the mentee, the training to prepare the departure in mobility is one of the key elements in order to ensure the cultural integration of the young person during his stay abroad. This training, which consists of different modules, aims to enable them to project themselves into their future mission and the new cultural environment they will discover.

On a practical level, the young people are made aware of the risks linked to mobility abroad and the safety precautions to adopt in order to anticipate any problems.

Often leaving in groups (or in pairs) and interacting with various teams, activities related to conflict management are also proposed through small role-plays. Work is also carried out on the autonomy of young people in both a personal and professional context, as well as on their commitment within the care structure.

However, one of the main objectives of this training is to raise awareness of the intercultural world, whether in the context of volunteering or an internship in a company. **According to the IMC-Coaching network**, the job coaches work on a varied programme of non-formal education activities which allows them to approach this intercultural coaching with different objectives:



- to have a **cultural self-awareness**,
- to understand **intercultural differences**,
- to know the **influence of our own culture**,
- to detect a **conflicting cultural situation**,
- to identify what is a **stereotype and a prejudice to overcome them**,
- to develop **empathy and curiosity avoiding judgments**,
- to learn about **intercultural communication style and behaviors** and finally to see **cultural differences as opportunities to develop skills**.

5.3 Concrete example of training activities

This intercultural learning plays an important role in the process of detachment and decentralisation of the mentee concerning his / her cultural relationship to the Other during his or her mobility abroad.

“We all view the world through our own cultural glasses.”

Geert Hofstede

The intercultural activity called “The Cultural Glasses” often used during training courses helps to illustrate the process of changes that take place during mobility when one manages to adapt to a different cultural environment. The purpose of this activity is to identify the cultural filters through which you perceive and interpret reality, be able to understand others, respect their perspectives and the way in which they perceive the world.

“Our **‘Cultural Glasses’**, our opinions, perception of others and of the world are often mainly based on our past experiences. Think about how much of what you know about the world and people is learned through your own personal experiences.

We all tend to judge and generalise; in fact, it is almost as if we were constantly wearing ‘cultural glasses’ through which we see the world. However, because our personal experiences differ, the ‘cultural glasses’ of people are not the same.

In order to be able to understand others, respect their perspectives and the way in which they perceive the world, you first need to know yourself and be aware of your identity (socio-economic status, age, religion, sexual orientation, ethnicity, gender, language, physical/emotional/developmental abilities etc) and cultural background (traditions, values, food, arts, knowledge etc).

This is why we would like you to take some time and think about this as well as what the aspects of your personal position and perspective are.

Which elements of your identity and your experience shape your ‘cultural glasses’?”⁴

It is not possible to completely remove cultural glasses, however understanding that others also have their own cultural glasses allows you to learn more about the culture and perspective of the other. This activity aims to overcome prejudices, stereotypes and discrimination.

Intercultural encounters also question us consciously or unconsciously about our own culture and how we perceive it, like a mirror. Intercultural experience thus has a great influence on the young person’s own perception of him or herself in a new environment.

In order to raise awareness of cultural differences to facilitate the integration of youth, the facilitator often uses the activity on the **iceberg of culture**. This activity aims to reflect on the concept of “culture” and its complexity.

The visible part of the Iceberg is what comes immediately to mind when thinking about the concept of culture. This is what can be found in the cultural pages of a newspaper: ballet, opera, music, reading and other artistic or intellectual activities.

But the vast majority of what culture is is much broader, much deeper, and not as directly visible. It is the hidden dimension, that of codes, rituals and representations. It is the immersed part, linked to the values and behaviors that allow groups of people to give meaning, to act with the world around them.



⁴ This activity comes from the Papyrus project which partners are The Manchester Metropolitan University, TUAS - Turku University of Applied 21 Sciences Ltd., Kopin - Koperazzjoni Internazzjonali, WEBIN - Western Balkans Institute and CESIE. It is available at: <https://papyrus-project.org/selfexploratory-activities/>

This activity is used in particular to work on culture shock. When we go abroad we do not necessarily know the non-visible part of the culture of the country we are going to. We can therefore sometimes use our own cultural frame of reference and stick it to that of the country we are going to. But it is at this point that a cultural shock can appear because we discover through our mobility behaviors, beliefs or modes of communication that are totally different from those we know. The aim of this activity is therefore to help us understand that our cultural frame of reference is not necessarily identical to that of another person and that it is important to take cultural differences into account in order to adapt as well as possible.

5.4 Focus on intercultural skills acquired in mobility abroad

Facing globalisation and flourishing migration, interculturality is increasingly being invited into professional spaces through partnership exchanges, the creation of multicultural teams or the reception of foreign clients.

Intercultural skills can thus have a significant impact on the way companies operate and bring a great deal of richness, particularly through intercultural communication.

Intercultural competence as a whole is not necessarily acquired during mobility abroad, but its development can be strongly influenced by an experience of cultural disorientation which encourages a young person's process of personal transformation.

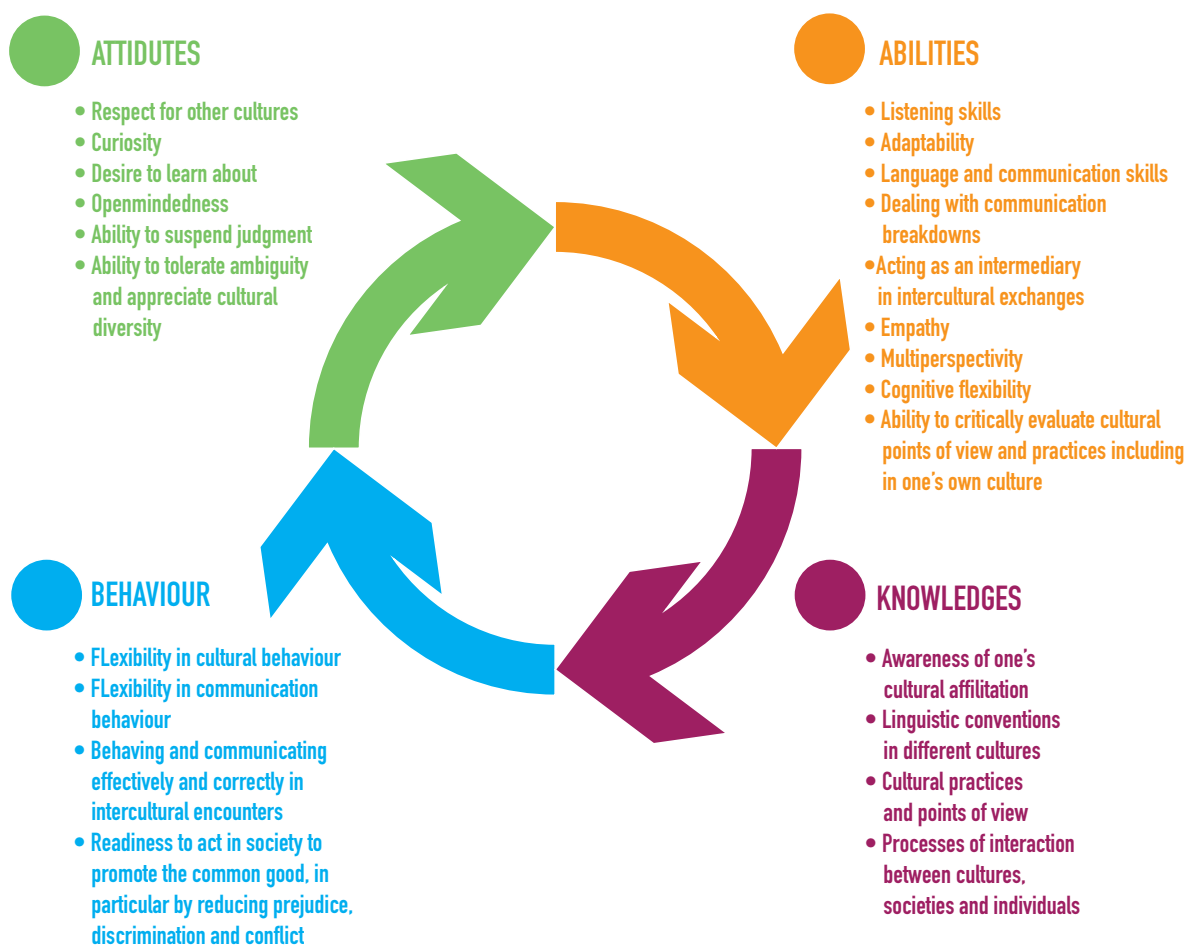
Mobility will thus increase the intercultural sensitivity of young people through “the transformation of individuals' social capital through mobility, and the transformation of learning capacities and subjective cultural integration strategies.”

The SYMPATIC job coach therefore attaches great importance to the intercultural skills that the young person can develop during his/her mobility because they enrich his/her professional profile. Many activities in the pre-departure training courses focus on the discovery of interculturality in both a personal and professional environment. It is therefore

interesting as a mentor to analyse one's intercultural sensitivity in relation to one's own experience.

The mentor can thus get to know and recognise intercultural competences and what they can bring to the young person according to the mentor's area of professional expertise.

COMPONENTS OF INTERCULTURAL SKILLS



Seen in its entirety, Intercultural competence is seen as an “open-mindedness that makes it possible to understand the cultural norms and expectations of others, to make them interact, communicate and articulate effectively, including outside their home environment” (Hunter et al., 2006, translated from the author).

Intercultural competence groups together several competences which are in principle transversal and can be integrated into different professional environments.

INTERCULTURAL SKILLS

AN ADDED VALUE IN THE WORKPLACE



5.5 Activity of self-reflexion

The following questions are designed to make you think about the intercultural skills you have acquired in your personal and professional life. By identifying your own intercultural skills, you have the opportunity to exchange more easily with the young person about their own intercultural competences.



- What do you think about your competences in intercultural relations? Think of concrete life examples.

For example, have you ever had the opportunity to come into contact with people from different cultures or with a different cultural background, whether abroad, at work or in your private life? What have you learned and gained from these encounters?



- Have you ever witnessed discrimination against certain people? What has happened? How did you react to this?



- Have you ever felt misunderstood about your own cultural background?



- When you meet people from a different culture from your own, do you have the opportunity to learn more about the traditions, ways of life and values of that culture?



- When you meet foreign partners or clients, have you ever had the opportunity to learn about cultural facts and professional behaviour related to this culture in order to facilitate dialogue and interaction?



- Have you ever adapted your communication (verbal or non-verbal) with people from different cultures in order to resolve a situation of misunderstanding, incomprehension or even conflict?



- Have these intercultural experiences and situations had an impact on your learning or the improvement of knowledge, know-how and interpersonal skills in the workplace?

5.6 Key words

Intercultural skills: According to UNESCO, “Intercultural competences refer to having adequate knowledge about particular cultures, as well as general knowledge about issues that may arise in contacts between people of different cultures, having a receptive attitude that encourages the establishment and maintenance of relations with various ‘others’, and having acquired the ability to use this knowledge and receptivity in interactions with individuals belonging to different cultures”.⁵ According to the linguist Michael Bryam, this skill set includes “**knowledge** (knowledge of a culture), **understanding** (interpretive/communication skills), **learning** (discovery/interaction skills), **being** (curiosity/openness) and **engagement** (ability) to **engage** (culturally critical reflexion)”.

⁵ UNESCO (2013). Intercultural competences : Conceptual and operational framework.

CONCLUSION

The internship/mobility experience represents a privileged opportunity to enhance the skills of young people who have not yet had full access to the labor market, being a highly work-based experience, **with the value of accelerator of personal and professional skills and abilities.**

As this kit has documented on several levels, it **is a central experience for the educational, professional and often even existential growth** of the young people involved, with positive effects that can go well beyond initial expectations. Indeed, virtuous circles can be triggered, capable of nourishing the confidence of families and young people in European mobility as an opportunity for personal growth and professional, promoting intercultural awareness, the European dimension of active citizenship and greater personal attention to one's aptitudes and career prospects by supporting **the acquisition of soft skills, competences linguistic and intercultural in a perspective of civic, social and employment growth.** Aspects therefore far from secondary in the historical era we are experiencing, characterized by sovereign echoes and by a syndemic emergency that strongly penalizes young people in accessing the job market, and beyond.

Although the COVID emergency has heavily affected mobility abroad, young people do not seem to have been discouraged, considering this as a unique training experience of its kind, even in a blended way.

Unemployment is on the rise among all age groups, but young people have already been strongly affected, since if their entry into the labor market is not fluid and immediate, the COVID emergency has further weakened access channels and new opportunities, while more than one in six young people have stopped working since the start of the crisis⁶.

⁶ ILO (2020), *Preventing exclusion from the labour market: Tackling the COVID-19 youth employment crisis*

Many worked in heavily affected sectors, already harassed by the scourge of illegal work, today even more without recognition or protection systems, such as accommodation and catering services, entertainment, while others are trying to enter the labor market right now that these sectors are no longer able to hire.

In many Member States, younger generations are even experiencing the second economic downturn of their lives: those who were 18 at the height of the previous youth employment crisis are now just 25. The challenges are likely to be even greater for older groups. fragile or made vulnerable by an often exclusionary productive system, aggravated by economic recessions, and more generally by social crises, which tend to exacerbate inequalities and therefore the discrimination that is often underlying. Young people who belong to vulnerable groups, for example belonging to minorities, and/or young people with special needs or who live in remote or disadvantaged areas, face additional barriers to entering the labor market. As well as for young people with a migratory background (which constitute a growing and important component of our young people), and for young women who have to deal with undeclared gender stereotypes and prejudices (glass ceilings, sticky floors, etc.), the crisis due to COVID clearly highlights the intersectional and systemic nature of discrimination, which affects them in normal terms and therefore even more so in a period of emergency such as the one we are experiencing⁷.

Mobility experiences can today more than ever be read and interpreted as an opportunity for young people to restart or sometimes a real departure, and from this point of view, with a stronger social and cultural value, as well as professional.

⁷ “Employed young people are concentrated in types of work which make them vulnerable to income and job loss during the current crisis. More than three out of four of the world’s young workers had informal jobs prior to the onset of the crisis compared with **60 per cent of adults aged 25 and above**. Young informal workers do not have access to social protection or to other employment-related benefits. Furthermore, young people are over represented in working poverty and less protected forms of work, such as temporary and gig employment. Moreover, **young people aged under 30 represent 70 per cent of international migrant flows**. Significant gender wage gaps and occupational segregation between young women and men also persist. Young women spend considerably more time doing unpaid care and household work than young men. Widespread closures of schools and the unavailability of childcare services are intensifying the double burden of care often borne by young women”.

ILO (2020), *Preventing exclusion from the labour market: Tackling the COVID-19 youth employment crisis*.

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