MENTOR

Co-funded by the European Union

HOW TO BECOME A MENTOR+?

PEDAGOGICAL MANUAL

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TECHNICAL SPECIFICATIONS

SLIDE 1

HOW TO BECOME A MENTOR+?

Pedagogical objectives of the training

- Explain the basics of mentoring.
- Raise awareness on the necessity of mentoring during an international mobility project.

Pedagogical process

- Pedagogical manual is meant to provide the necessary information and knowledge to the trainers to enable the preparation of the training.
- Training outline provides the trainers with a detailed step-by-step plan to enable the implementation of the training.

Key messages for the training

- Engage learners into Mentoring.
- Explain crucial notions: Mentoring fundamentals, Mentor+ and Mentee's roles and responsibilities, how to support Mentees.
- Promote mentoring for international mobility participant.
- Highlight on-going initiatives and actions that Mentors+ can adopt.

Training structure and duration

This training program is designed to equip Mentors+ with the necessary skills and knowledge to effectively support their Mentees throughout their mobility experience. The total duration of the structured activities in the training amounts to **7 hours and 45 minutes**. However, the overall length of the training may vary depending on how trainers choose to deliver the theoretical content and discussions.

The training can be conducted either **in person or online**, with each activity offering both options. Trainers have the flexibility to adapt the content and duration **based on their audience, the available time, and specific training objectives.** While the full training could span up to two days, it is up to the trainers to select and adjust the sessions according to their participants' needs.

Below is the estimated duration for each structured activity:

- **Activity 1 -** World café: 40 min
- **Activity 2 -** Support detective: 60 min
- **Activity 3 -** Case study: 30 min
- **Activity 4 -** Match & master: The competency puzzle: 40 min
- **Activity 5 -** Broken telephone / Clarity challenge: 30 min
- **Activity 6 -** Video about active listening: 30 min
- **Activity 7 -** Cultural iceberg: 20 min
- **Activity 8 -** Abigail's tale: 40 min
- **Activity 9 -** Value line: 45 min
- **Activity 10 -** Never have I ever: 30 min
- **Activity 11 -** Dice game: 40 min
- **Activity 12** - Problem resolutions: 60 min

In addition to these activities, trainers may include discussions, case studies, and interactive exchanges to reinforce key concepts. The total training time will therefore depend on the level of interaction and engagement during these non-structured moments. Trainers should consider these factors when planning their sessions to ensure an engaging and effective learning experience.

Each facilitator is encouraged to adapt the training by selecting the most relevant activities and structuring the sessions in a way that best suits their audience. Whether delivered in one intensive session or spread over multiple shorter sessions, the key is to ensure that participants fully grasp the role of Mentors+ and feel prepared for their responsibilities.

Training materials overview

To ensure a smooth and well-prepared training session, it is essential to gather all necessary materials in advance. Below is a summary of the required materials for all activities, categorized for in-person and online formats.

General materials (Used across multiple activities):

- Writing and presentation tools: Flipcharts, markers, pens, paper.
- Digital collaboration tools: *Google Docs, Miro, Jamboard, Mentimeter* (for online engagement).
- Video conferencing platform: *Zoom, Teams,* or other platforms with breakout room functionality.

ACTIVITY - SPECIFIC MATERIALS

IN-PERSON TRAINING

- Flipcharts and markers (Activities: World café, Clarity challenge, Problem resolutions)
- Printed documents (Activities: Case studies, Abigail's tale, Support detective, Problem resolutions)
- Dice (Activity: Dice game)
- Strongly agree/disagree signs and tape (Activity: Value Line)
- Screen and speakers (Activities: Video on active listening)
- Cultural iceberg graphic (Activity: Cultural iceberg)

ONLINE TRAINING

- Online whiteboard or collaborative tools (*Google Docs, Miro, Jamboard*)
- Pre-prepared digital documents (Activities: Case studies, Abigail's tale, Support detective)
- olling software (*Mentimeter, Zoom polls* – for Value line activity)
- Virtual dice tool (Activity: Dice game)
- Screen-sharing capabilities (Video on active listening activity)

Having these materials ready will allow for a seamless and engaging training experience, whether conducted in-person or online. Be sure to check the appendices for additional resources and printable documents.

INTRODUCTION

SLIDE 2

OBJECTIVES OF THE TRAINING

- Empower the individuals who are interested in becoming Mentors+ with essential knowledge and skills for effective mentorship.
- Improve the preparation of a Mentor+ prior to the matching with a future international mobility participant.
- Encourage Mentors+ to optimise their support through specific themes.

SLIDE 3

TRAINING OUTLINE

INTRODUCTION

MODULE 1

CONTEXT AND MENTORS+' ROLE

MODULE 2

PREPARING THE MENTOR+ - MENTEE RELATIONSHIP

MODULE 3

WHAT IT TAKES TO BE A GREAT MENTOR+

MODULE 4

HOW TO ASSUME YOUR RESPONSIBILITIES AS A MENTOR+

CONCLUSION

Pre-test evaluation

Before starting the session, the **trainer must inform participants that they need to complete the pre-test evaluation**. This test will help assess their **initial knowledge and expectations** regarding the training. It should be completed before the training begins to ensure an effective learning experience.

Send the pre-test in advance

- At least **one week before the training,** send an email to participants with:
  - A **brief explanation** of the test's purpose (to tailor the training to their needs).
  - A **link to the online questionnaire** (or attach a document for those who prefer a paper version).
  - A **deadline for completion** (ideally 2-3 days before the session).

Monitor responses

- A few days before the training, **review the responses** to identify knowledge gaps and adjust the training focus if needed.

Check completion on the day of training

- Before starting the session, **ask if all participants have completed the pre-test.**
- If some haven't, **allow them 5 minutes to do so** at the beginning of the session (if time permits).

SLIDE 4

WHO IS WHO ?

Before diving into the core of the training, it's important to take a moment for everyone to get to know each other. This helps create a comfortable and trusting environment, making it easier to exchange ideas throughout the session.

Each person will have a few minutes to introduce themselves and answer an ice-breaking question. The goal is to break the ice and help everyone feel more at ease.

SLIDE 5

STEP 1. INDIVIDUAL INTRODUCTIONS

Each participant takes a few minutes to introduce themselves. Guide them with the following themes to make it simple and effective:

- Name.
- Situation.
- Experience with mentoring (if applicable).
- What they hope to gain from the training.
- A fun or interesting fact about themselves (to keep it light and engaging).

STEP 2. ICE - BREAKER ACTIVITY: "THE OBJECT THAT REPRESENTS ME"

This is an interactive and simple activity, perfect for fostering connections among participants.

Step by step

Ask participants to take a couple of minutes to think of an object that represents them, something that symbolises who they are, or that has a personal meaning for them. This object can be real or imaginary.

Once they've chosen their object, they will briefly explain why it represents them."

Example: *"If I had to choose an object, I'd pick a book. Why? Because I love learning and sharing knowledge, and I see a book as a tool for opening up to new ideas and perspectives."*

After everyone has had a chance to introduce themselves and participate in the ice-breaker activity, wrap it up with a closing statement.
This structure not only breaks the ice but also helps participants feel more connected right from the start, creating a supportive environment for learning and discussion during the training.

If you would like to carry out a different icebreaker activity, you can refer to the other examples given in Section 3.4.

SLIDE 6

MODULE 1: CONTEXT AND MENTORS+' ROLE

Section 1.1
UNDERSTANDING THE ROLE OF MENTORS+ IN MOBILITY PROJECTS

Objectives

Define the role of Mentor+: Understand the essential role of the Mentor+ as a reinforced support, based on their personal experience of international mobility.

SLIDE 7

CONTENT

Mentors+ are individuals with extensive experience in international mobility who serve as mentors to future participants. They typically include:

- **Former mobility participants:** These are individuals who have previously participated in international mobility programs themselves. They have firsthand experience and insights into the challenges and opportunities of living, studying or working abroad.
- **Professionals:** who have expertise in fields relevant to international mobility, such as intercultural communication, career development, or personal coaching. They provide valuable guidance and support to Mentees based on their professional knowledge.
- **Individuals who have lived abroad for more than 3 months:** This criterion ensures that Mentors+ have a deep understanding of the cultural, social and practical aspects of living in another country for an extended period of time. Their experience can provide Mentees with valuable perspectives and advice.

SLIDE 8

ACTIVITY 1 • WORLD CAFE[1]

Group (min 6 participants)
at least 40'
IN PERSON / **ONLINE**

Material

IN PERSON: big sheets of paper (flipchart), markers, tables, chairs.

ONLINE: meeting platforms, with division in groups, and use of an online tool such a white board.

Learning objectives for the Mentors+

- Define the role of a Mentor+;
- Describe the specific responsibilities and duties of a Mentor+;
- Explain the personal and professional benefits of being a Mentor+, including skill development and career advancement.

[1] A Quick Reference Guide for Hosting World Café, 2015 The World Café Community Foundation Creative Commons Attribution, https://theworld-cafe.com/wp-content/uploads/2015/07/Cafe-To-Go-Revised.pdf

STEP BY STEP

IN PERSON

1. Arrange tables in small clusters, ensuring each has materials available (flipchart paper and markers). Create an open and inclusive atmosphere where participants feel comfortable expressing their thoughts. Beforehand, you can write down the different topics on sheets of paper to be used by the groups.
2. Divide participants into small groups of 3-4.
3. Assign a sub-theme to each table.

   Example sub-themes:

   a. Who can be a Mentor+?

   b. What are the roles and responsibilities of a Mentor+?

   c. What are the benefits of being a Mentor+?
4. Each group discusses their sub-theme for 5-10 minutes, writing or drawing key ideas on their flipchart paper.
5. After time is up, participants rotate to a different table, leaving one person behind as the table facilitator to summarize the previous discussion.
6. This process continues until all groups have contributed to each sub-theme.
7. Participants return to their original table.
8. Each table summarizes the key insights from all discussions and presents them in a 5-minute recap.
9. The trainer writes down key points on a large board for reference.
10. If there is a point that was not mentioned by the participants, bring it up or connect the activity with the content below.

STEP BY STEP

ONLINE

1. Set up breakout rooms for small group discussions. Assign a facilitator to each room, who will use an online whiteboard or shared document to note key points. Ensure participants feel comfortable speaking by setting engagement norms at the beginning.
2. Assign participants into breakout rooms of 3-4 people.
3. Each room is assigned a sub-theme and a facilitator who will document the discussion using a virtual whiteboard or shared document.
4. Groups discuss for 5-10 minutes before rotating to a new breakout room. One person remains in each room to summarize previous discussions.
5. The process continues until each group has contributed to all sub-themes.
6. Participants return to the main meeting room.
7. Each facilitator presents key takeaways from their breakout room's discussions.
8. The trainer records insights on a shared document visible to all participants. If there is a point that was not mentioned by the participants, bring it up or connect the activity with the content below.

Here are some helpful questions that could be asked for each topic:

Who is the Mentor+?

- What kind of person can become a Mentor+?
- What qualities are essential?
- Do you think anyone can become a Mentor+, or are there some fundamental prerequisites?
- Did you explore the idea of horizontal mentorship? How can people with diverse experiences support each other?

What are the roles and responsibilities of a Mentor+?

- What key roles and responsibilities did you identify for a Mentor+?
- How does a Mentor+ balance the responsibility of offering guidance with encouraging the Mentee's autonomy?
- Which responsibilities require the most commitment, and how can a Mentor+ manage them over time?
- Are there roles or responsibilities that vary depending on the context or type of mentoring offered?

What are the benefits of being a Mentor+?

- Which benefits did you find most significant for someone in the Mentor+ role?
- Are there only professional benefits or are there personal advantages as well?
- Did you consider the reciprocal benefits in the Mentor+-Mentee relationship? How do these contribute to the growth of both?
- What benefits might an organization gain from a structured mentoring program?

These questions can help participants reflect more deeply on the topic of mentoring, creating a safe and inclusive space to share diverse ideas and perspectives.

Main Takeaways

Mentors+ will enter mentoring sessions with a clear understanding of their role and responsibilities.

SLIDE 9

MENTOR+ PLAY A CRUCIAL ROLE IN PROVIDING EXTRA SUPPORT TO PARTICIPANTS IN MOBILITY PROJECTS

Here is how it works:
1. Complement the Tutor's guidance **by offering advice and support** based on their own experience of international mobility.

SLIDE 10

2. MENTOR+ ROLES

- Offer emotional support: Listen to and address the participants' concerns.
- Share their experiences: Talk about what they have learned from their own travels or international projects.
- Provide contextual and cultural advice: Help participants understand the culture, customs, and norms of their host country.

SLIDE 11

3. RESPONSIBILITIES

- Maintain regular contact with the participant throughout the mobility period.
- Be available to listen and provide support whenever needed.
- Organize and schedule mentoring sessions to ensure consistent follow-up.
- Adapt the frequency and format of meetings to suit the Mentee's needs.
- Provide advice and share relevant experiences while respecting the participant's autonomy.
- Recognize when an issue requires professional or external support and guide the participant towards the appropriate resources.

In summary, their experience and support will help participants transition more smoothly and adapt better to their new situation.

SLIDE 12

BENEFITS FOR MENTOR+

Mentors+ will gain benefits from their mentoring engagement, such as:

Enhance their communication, and problem-solving skills by guiding Mentees through their mobility experiences.

Gain confidence and can better appreciate and reflect on their own international experiences.

Expand their professional network by engaging with a community of other Mentors+ and mobility professionals.

Add value to their CVs, demonstrating leadership and intercultural competencies sought by employers.

Contribute to the success of young participants, help them prepare for and thrive in new cultural environments.

Learn from their Mentees while sharing their own knowledge.

SLIDE 13

MODULE 2: PREPARING THE MENTOR+-MENTEE RELATIONSHIP

Section 2.1
MENTEES' ROLE, EXPECTATIONS AND RESPONSIBILITIES

Objectives
Identify, clarify and manage Mentees' expectations.

SLIDE 14

WHO IS A MENTEE?

Mentees are individuals who are preparing for or planning to participate in international mobility programs in the future. They seek guidance and support from Mentors+ to navigate the challenges and make the most of their international experiences. Mentees may include:

- **Future mobility participants:** These are individuals who have been accepted or are in the process of applying for international mobility programs.
- **Young professionals:** Individuals who are planning to pursue career opportunities abroad or seeking international work experience to enhance their professional skills and prospects.
- **Students and/or jobseekers:** Students who are interested in exploring cultural exchange, or personal growth through international mobility programs.

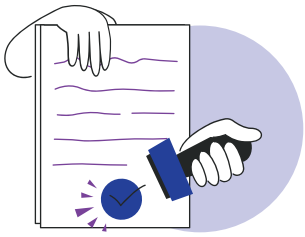
SLIDE 15

MENTEES EXPECTATIONS

Mentees' expectations of the mentoring relationship can also vary from person to person. Mentors+ can learn about Mentees' goals when setting the specific objectives of the relationship and vice versa.

Here are some examples of their expectations for the mentoring relationship:

- **To have someone to ask questions:** Mentees expect their Mentors+ to be approachable and available for answering any questions they may have, offering guidance throughout their mobility journey.
- **To exchange with someone who already has experience abroad:** Mentees look forward to connecting with a Mentor+ who has first-hand experience living abroad, and who can share valuable insights based on personal experiences.
- **To be supported in case of lack of motivation:** Mentors+ are expected to provide encouragement and emotional support, especially when Mentees face challenges or feel a lack of motivation.
- **To share practical information about everyday life:** Mentees appreciate Mentors+ who can share practical tips and advice on navigating day-to-day life in a new country, from housing to local customs.
- **To have information about cultural differences:** Mentors+ are seen as a resource for understanding and navigating cultural differences, helping Mentees adjust smoothly to their new environment.
- **To be advised on professional and personal paths:** Mentees hope for personalized advice and guidance on both their personal growth and professional development, including career and academic choices.



SLIDE 16

MENTEES RESPONSIBILITIES

Mentees are not inactive in a mentoring relationship and have responsibilities too. Mentee's responsibilities are the following ones:

- Mentees are expected to **actively participate** in the mentoring relationship. This means being open to new ideas and willing to learn from their mentors' experiences.
- It's important for Mentees to **keep in regular contact with their Mentor+.** They should share their goals, challenges, and progress throughout their time abroad, ensuring a strong connection is maintained.
- Mentees should **be eager to grow and develop throughout their mobility experience.** By taking on the advice and insights of their Mentor+, they can improve their intercultural understanding, as well as their personal and professional skills.
- Mentees will face challenges during their time abroad, and it's essential they **remain adaptable and resilient.** With the support and guidance of their Mentor+, they can navigate these obstacles and turn them into valuable learning experiences.

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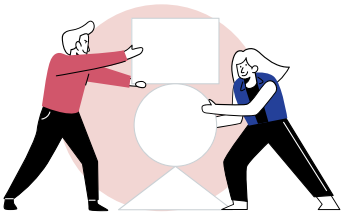
CONTENT

Mentoring is a **collaborative process** that requires **active engagement** from both the Mentor+ and the Mentee. Each plays a vital role in ensuring a meaningful and productive relationship.

For a successful mentorship, Mentees should:

- **Communicate openly and regularly** with their Mentor+.
- **Be proactive and receptive** to feedback and new perspectives.
- **Use the Mentor+'s guidance** to navigate challenges and enhance personal and professional growth.

By fostering mutual commitment, mentoring becomes a dynamic exchange that benefits both Mentor+ and Mentee.



SLIDE 18

KEY PRINCIPLES FOR A STRONG MENTOR+-MENTEE RELATIONSHIP

A successful mentoring relationship is built on four essential principles:

- **Confidentiality:** Trust is fundamental. Discussions should remain private to create a safe space where Mentees feel comfortable sharing challenges and aspirations.
- **Respect:** Acknowledging different perspectives, backgrounds, and boundaries fosters a supportive and inclusive environment. When differences arise, respect should guide interactions.
- **Teamwork:** Mentoring is a partnership. Both Mentor+ and Mentee should contribute, share responsibilities, and work toward common goals in a non-hierarchical, collaborative manner.
- **Effective Communication:** Open, clear, and active listening helps define expectations, prevent misunderstandings, and address challenges constructively.

By following these principles, Mentors+ create a **trustworthy and supportive space** where Mentees can grow and succeed.

Content

SLIDE 19

THE LISA METHOD

To introduce the **LISA method**, it is recommended to start with a **short explanatory video** that outlines its four key concepts: **Listening, Interculturality, Sharing, and Advice.** This video will help participants **visualize how these principles apply in real mentoring situations** and serve as a foundation for deeper discussions throughout the training.

SLIDE 20

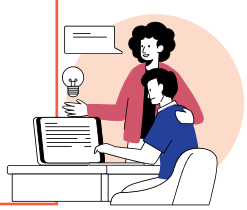
THE LISA METHOD PROVIDES A STRUCTURED APPROACH TO MENTORING, ENSURING THAT MENTORS+ CAN EFFECTIVELY SUPPORT THEIR MENTEES BY:

Listening
Creating a safe space for open communication and actively understanding the Mentee's experiences.

Interculturality
Helping Mentees navigate cultural differences and fostering adaptability in a new environment.

Sharing
Using personal experiences to guide, support, and inspire Mentees through real-life examples.

Advice
Offering thoughtful and tailored guidance while respecting the Mentee's autonomy.

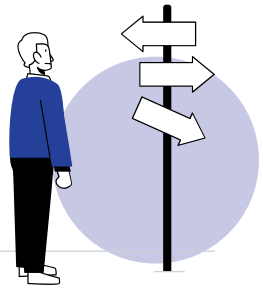


After watching the video, trainers should encourage discussion and reflection, allowing participants to share their insights and thoughts on how these four principles shape a successful mentoring relationship.

Section 2.2
KEY ROLES IN THE MENTORING SUPPORT SYSTEM

Objectives

- Clearly understand the division of roles among Mentors+, Tutor from sending organisation and Tutor from hosting organisation.
- To know who to turn to for support or assistance.



SLIDE 21

ACTIVITY 2 • SUPPORT DETECTIVE

Group Activity - 60'
IN PERSON / **ONLINE**

Material

IN PERSON: printed copies of the table, pens, small spaces for group work, space for a moment of collective discussion

ONLINE: an online platform that allows simultaneous work, word format of the table.

Appendix n°1.

Learning objectives for Mentors+

- Help Mentors+ understand who to turn to in specific situations.
- Encourage group problem-solving and collective reflection.
- Foster the ability to explain choices and consider different perspectives.

STEP BY STEP

IN PERSON

1. Divide participants into small groups.
2. Each group receives a copy of the table.
3. Participants discuss each situation and determine who the Mentee should turn to and contact first.
4. In a plenary session, groups explain their choices and motivations.
5. Ensure each group presents their reasoning for at least one situation.
6. At the end of the activity, each case is analyzed collectively.

ONLINE

1. Ensure each participant has access to an online platform allowing shared and simultaneous work (e.g., *Google Drive*).
2. Create a shared folder for each group (e.g., "Group 1," "Group 2").
3. Divide participants into virtual breakout rooms.
4. Each group accesses its folder and fills out the table collaboratively.
5. At the end, all groups return to the main room for a collective discussion, following the same structure as the in-person activity.

Results for each situation:
- Mentor+: 2, 7, 8, 11, 12
- Tutor from Sending Organization (SO): 1, 5, 10
- Tutor from Hosting Organization (HO): 1, 3, 4, 5, 6, 9

Main Takeaways

- Mentors+ will learn to identify specific individuals or resources to turn to for support in various situations, enhancing their problem-solving toolkit.
- The activity encourages critical thinking by prompting Mentors+ to analyse each situation carefully and evaluate the appropriateness of different support options.
- Participants become more aware of the network of support available to them and their Mentees, enhancing their ability to guide Mentees effectively.

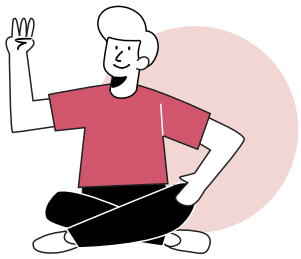
SLIDE 22

CONTENT

This Section analyses the key roles in the mentoring process: Tutor from supporting organizations (SO), Tutor from hosting organizations (HO), Tutors, and Mentors+. Each plays a specific role in supporting the Mentee during their international experience, and understanding these roles is crucial for effective communication and support.

Clearly defining roles and responsibilities is essential for a successful mentoring relationship. The Mentee must understand the roles of all involved parties, including their own, to ensure effective communication. Knowing whom to contact for various needs, requests, and requirements helps streamline the process and prevent misunderstandings.

1
MENTOR+



One of the first point of contacts for the Mentee, providing personal support and addressing immediate concerns. The Mentee can discuss a range of personal challenges with the Mentor+, and various situations such as including issues with roommates, difficulties adjusting to a new cultural environment, feelings of homesickness, and managing free time, etc.

2
TUTOR FROM SENDING ORGANIZATION (SO)

This Tutor is the reference person in the home country, and can be referred to regarding the bureaucracy and general management of the project, the contact related to Mentor+, any issues with the family and the need of resuming the volunteering stage.

Knowing the different stakeholders help the Mentee and Mentor+ identify the appropriate contact person, improving communication efficiency and problem resolution.

While it provides a general framework, it is essential to recognise that each situation is unique.

3
TUTOR FROM HOSTING ORGANIZATION (HO)

If additional assistance is required, the Mentee should contact the Tutor from the hosting organization (HO) for some situations related, which handles on-site logistics and support. The Mentee may need to discuss with this Tutor or HO issues such as:

- Clarifications about days off or requests for time off.
- Structural problems or faults in the accommodation.
- Difficulties in completing assigned activities or needing support with work tasks.
- Anything related to the missions and tasks of the project, and planning of activities
- A need to find local infrastructures (doctors, shops,...)
- Contacting local authorities, institutions or emergency medical support (police, hospitals, immigration office,...)

If a Mentee feels uncomfortable discussing issues with their Mentor+, they should feel empowered to reach out to the Tutor from the SO or HO directly. Flexibility in communication ensures that the Mentee can always access the support they need. On the other hand, if a Mentor+ feels uncomfortable while continuing the mentoring process with that Mentee, they can contact the Tutor of the sending organisation with their reasons to change their Mentee. In this way, a system that protects both parties is created.

Section 2.3
MENTOR+ LIMITS AND SUPPORT ORGANISATION TUTOR'S ROLE

Objectives

- Understand the limitations of the Mentor+ role.
- Understand where they may need to refer the Mentee to other responsible people.

SLIDE 23

ACTIVITY 3 • CASE STUDY

Group (min 4 participants)
15 to 30'
IN PERSON / **ONLINE**

Material

IN PERSON: printed study cases
ONLINE: electronic form
Use Appendix n°2.

Learning objectives for Mentors+

- Clearly understand and articulate the key responsibilities and expectations associated with the mentor role.
- Acknowledge the limits of the mentor's role, including when to refer Mentees to other resources or professionals.
- Develop the ability to make ethical decisions that respect the boundaries of the mentoring relationship, while ensuring the Mentee's well-being.

STEP BY STEP

IN PERSON

1. Divide participants into small groups and assign a different scenario to each group.
2. Participants read their assigned scenario and discuss for 15-20 minutes, answering the following questions:
   - How would you react/respond to this situation?
   - How would you ensure this situation does not happen again?
   - Determine the emergency level using a traffic light emergency scale.
3. Each group presents their scenario and conclusions to the larger group.
4. Encourage open discussion and reflection on ethical decision-making.
5. Summarize key insights and problem-solving strategies from the activity.

ONLINE

1. Ensure all participants have access to an online collaboration platform (e.g., *Google Drive, Microsoft Teams*).
2. Divide participants into breakout rooms and assign each group a different scenario.
3. Each group accesses their assigned scenario in a shared document and discusses for 15-20 minutes, addressing:
   - How would you react/respond to this situation?
   - How would you ensure this situation does not happen again?
   - Determine the emergency level using a traffic light emergency scale.
4. Groups return to the main online meeting room and present their scenarios and conclusions.
5. Facilitate an open discussion, ensuring all participants contribute.
6. Summarize the main insights and problem-solving techniques discussed.

Example of scenarios*

*You can complete this training with real life situations that you have encountered while having Mentees hosted by your organisation or in different programs in different countries.

Scenario 1

You are the Mentor+ of a Mentee living in a different country. It's 11:00 PM, and you receive an urgent message from your Mentee asking for help with a washing machine issue. They didn't close the door properly, and now the drum is stuck.

SOLUTION

1. Assess the situation

- What is the nature of the request? Is it truly urgent or can it wait?
- How can you respond in a way that helps the Mentee without overstepping your boundaries as a mentor?

2. Formulate your response

- Keep in mind the time of day, the urgency, and your role as a Mentor+. The response should be practical, respectful of boundaries, and encourage the Mentee's problem-solving skills. Asking what kind of issue it is? If there are lives in danger?
- If the Mentee panicked, your message has to be reassuring. You can explain that if it's not an immediate emergency, the issue will be taken into consideration the day after by the Tutor of the hosting organisation or the housekeeper, and solved by them after they contact them.
- If it's an immediate emergency, you can encourage the Mentee to contact the Tutor of the hosting organisation or the housekeeper.

Scenario 2

Your Mentee keeps sending you their ideas for activities with young people at the hosting organisation, asking you to help structure and plan the weekly activities. You volunteered at the same organisation.

SOLUTION

1. Assess the situation

- What is the Mentee asking for? Is it guidance or direct assistance with planning?
- How can you support the Mentee in a way that encourages independent problem-solving and growth, without taking on their responsibilities?

2. Formulate your response

- Encourage them to refer to their Tutor in their hosting organisation.
- Incorporate constructive feedback that helps the Mentee build their skills without relying too heavily on your direct involvement.
- If the Mentor+ is a former participant of the hosting organisation (and knows the context, target group, and the aim of the organisation), they can send them links and tips.

Scenario 3

Your Mentee tells you they are fed up with their life and not happy with their work in the project. They don't know how to stop it and the only solution they see is to just jump from a bridge.

SOLUTION

1. Assess the situation

- Recognize the urgency of the situation. The Mentee is expressing thoughts of self-harm, which must be treated as a critical situation.
- Acknowledge that while you can offer immediate emotional support, this exceeds your role as a Mentor+, and requires professional intervention and organizational involvement

2. Formulate your response

- Draft a message or verbal response that addresses the situation with care, urgency, and empathy.

- Your primary focus should be ensuring the Mentee's immediate safety and helping them reach professional support, such as a counsellor, helpline, or medical emergency services. Contact 112 yourself if you consider it's needed.
- It is also important to inform the Tutor of the hosting organisation so they can take appropriate action and ensure ongoing support.
- Be sure that you are not feeling overwhelmed yourself about the situation, and seek support as well if needed.

Scenario 4

Your Mentee has issues with his housemates regarding the cleaning of the house, and they are not comfortable talking to them directly. They request your help by sending you a message, a Sunday at 2.30 am. You read the message when you wake up.

SOLUTION

1. Assess the situation

- Recognize the emergency of the situation.
- What are the steps that the Mentee can follow to speak up?
- How can you support the Mentee in a way that encourages independent problem-solving and growth?

2. Formulate your response

- Draft a message showing understanding and empathy.
- Give them the steps to follow to encourage problem-solving. In case the Mentee really feels bad about talking to them, propose a mediation meeting between him and the rest of the housemates. Encourage the Mentee to refer to the Tutor of the hosting organisation who needs to be aware of the situation.
- Make the Mentee aware of the time in which they sent the message. And set together a timeframe during the day for light emergency situations. Only for immediate emergencies, the Mentee can contact during the night.

Main Takeaways

- Mentors+ will better understand their responsibilities and ethical boundaries.
- Participants will develop problem-solving skills applicable to real mentoring situations.
- The activity fosters collaboration and encourages Mentors+ to reflect on their approach to different scenarios.
- A structured approach to analyzing scenarios will help Mentors+ make informed decisions in complex situations.

Reflection

- What did you learn from the conclusions and insights of other groups? How can these learnings enhance your mentoring approach?
- How did the scenarios help clarify your understanding of your role as a Mentor+? Did any new responsibilities or limitations become apparent?

Content

As a Mentor+, it's essential to know when to offer support directly and when to redirect the Mentee to the appropriate contact. To determine your role in any given situation, consider the following questions:

SLIDE 24

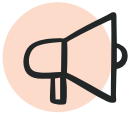
PERSONAL AND EMOTIONAL SUPPORT

Does the Mentee feel homesick, isolated, or unsure about their experience?

- **If YES** → Provide emotional support by actively listening, sharing personal experiences, and encouraging self-reflection.
- **If NO** → Move to the next step or check in periodically. Even if they seem fine now, adaptation challenges may arise later. Encourage them to remain socially active and open to discussing their experiences in future meetings.

Is the Mentee struggling with cultural adaptation or social integration?

- **If YES** → Offer advice on navigating cultural differences, suggest local activities, and encourage patience in the adaptation process.
- **If NO** → Move to the next step or encourage deeper reflection. Ask open-ended questions to understand how they are experiencing the local culture. Sometimes, Mentees might not realize their struggles until they encounter a cultural shock later.



Does the Mentee need motivation, encouragement, or confidence-building?

- **If YES** → Share strategies for goal-setting, self-confidence, and overcoming self-doubt.
- **If NO** → Move to the next step or observe engagement levels. If the Mentee appears overly confident, ensure they have realistic expectations about their experience. Discuss potential challenges they might face in the future and how to handle them proactively.

SLIDE 25

PRACTICAL CHALLENGES

Is the Mentee facing difficulties in their daily life (e.g., transport, food, social activities)?

- **If YES** → Offer practical advice based on your experience, help brainstorm solutions, or suggest useful resources.
- **If NO** → Move to the next step or ensure they are well-informed. Even if they are not struggling now, provide useful tips and encourage them to plan ahead (e.g., how to access healthcare, where to find emergency contacts).

Does the Mentee need help with communication (language barrier, social misunderstandings)?

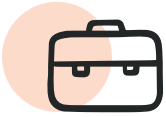
- **If YES** → Provide encouragement, recommend language learning strategies, or role-play social interactions.
- **If NO** → Move to the next step or promote long-term language and cultural learning. Encourage them to practice the local language with native speakers, take language courses, or engage in intercultural exchanges to enhance their adaptation.

Is the Mentee experiencing minor conflicts with roommates, colleagues, or locals?

- **If YES** → Guide them in conflict resolution by helping them reflect on the situation and suggesting constructive communication techniques.
- **If NO** → Move to the next step or teach preventive strategies. Share strategies for open communication and respecting different cultural perspectives before conflicts arise. Encourage Mentees to express concerns early instead of waiting until issues escalate.

SLIDE 26

SITUATIONS REQUIRING REFERRAL



Is the Mentee facing a serious work-related issue with their host organization?

- **If YES** → Refer them to the HO Tutor for resolution.
- **If NO** → Move to the next step or encourage proactive communication. Ensure they understand their role, responsibilities, and whom to contact if issues arise later. Encourage regular check-ins with their HO Tutor.

Does the Mentee have financial, legal, or visa-related concerns?

- **If YES** → Direct them to the SO Tutor, who can provide appropriate administrative support.
- **If NO** → Move to the next step or encourage financial planning and awareness. Even if there are no current issues, advise them to keep track of their expenses, understand their visa conditions, and save emergency contacts.

Has the Mentee lost important documents (passport, ID, residence permit)?

- **If YES** → Refer them to the HO Tutor for local assistance and legal guidance.
- **If NO** → Move to the next step or encourage document security. Remind them to make digital copies of important documents and store them securely in case of future loss.

Is the Mentee experiencing a health or safety emergency?

- **If YES** → Immediately contact emergency services and inform the mentoring structure (SO or HO Tutor, depending on location).
- **If NO** → Move to the next step or promote well-being awareness. Encourage Mentees to take care of their mental and physical health, stay informed about local medical resources, and seek help if they feel unwell in the future.

SLIDE 27

CRISIS OR EMERGENCY SITUATIONS

Is the Mentee experiencing harassment, discrimination, or abuse?

- **If YES** → Immediately escalate to the mentoring structure and ensure the Mentee is safe. Offer emotional support but do not handle it alone.

Is the Mentee experiencing mental health distress (e.g., severe anxiety, depression, self-harm thoughts)?

- **If YES** →Encourage the Mentee to seek professional support and inform the mentoring structure for additional guidance.

Is the Mentee involved in a legal situation (arrest, police involvement, legal conflict)?

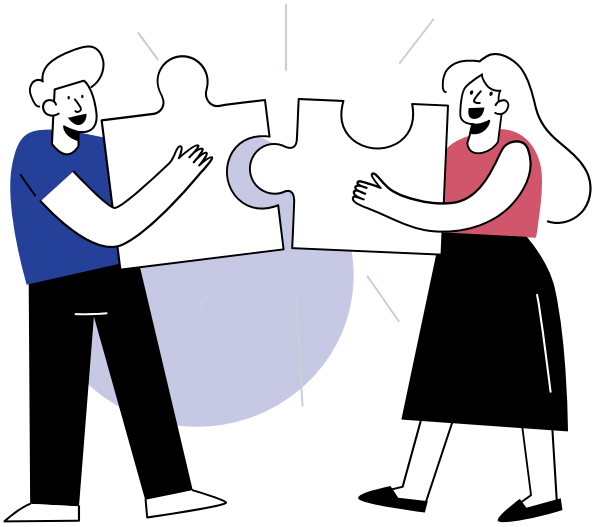
- **If YES** → Refer them to the SO Tutor and legal representatives for appropriate action.

For further information, see Appendix n°3 on the emergency scale.

SLIDE 28

MODULE 3: WHAT IT TAKES TO BE A GREAT MENTOR+

Section 3.1
KEY COMPETENCIES OF A MENTOR+



Objectives

- Identify the competencies of a Mentor+.
- Understand what a Mentor+ should know, do and how to behave.

SLIDE 29

ACTIVITY 4 • MATCH & MASTER: THE COMPETENCY PUZZLE

Group (3 to 5 people per team)
40'
IN PERSON / **ONLINE**

Materials

Cards or sheets with each skill and its variations: 'Important', 'Less important', 'Not relevant' (see Appendix n°4 - Match & Master: The competency puzzle).

IN PERSON: Cards or sheets with skills and their variations ('Important', 'Less important', 'Not relevant'), whiteboard. Print and cut out the parts to be grouped together later using the Appendix n°4.

ONLINE: Collaborative tools such as *Google Docs or Miro*.

Learning objectives for Mentors+

- Identify the key skills needed to be an effective Mentor+.
- Differentiate between skills that are important, less important and not relevant to Mentors+ in the context of international mobility.
- Encourage critical reflection and group discussion on the priorities of the Mentor+ role.
- Understand the impact of the selected skills on the Mentor+/Mentee relationship.

STEP BY STEP

IN PERSON

1. Explain the goal of the activity: prioritizing essential skills for the Mentor+ role. Define categories: Important, Less important, Not relevant, and provide an example (5 minutes).
2. Divide participants into teams of 3 to 5 people. Each team receives a set of skills and classification cards (5 minutes).
3. Each team discusses each skill and classifies it as Important, Less important, or Not relevant. Encourage teams to debate differing viewpoints and reach consensus (20 minutes).
4. Each team presents their choices and justifies their rankings. The trainer encourages discussion and clarifies misunderstandings (10 minutes).
5. Compare commonalities and differences in rankings across teams. Discuss why certain skills are critical and how they affect Mentor+/Mentee relationships (10 minutes).

STEP BY STEP

ONLINE

1. Ensure participants have access to a collaborative platform such as *Google Docs or Miro*.
2. Explain the objective of the activity and categorize skills as Important, Less important, or Not relevant (5 minutes).
3. Assign participants to breakout rooms in groups of 3 to 5. Each group works on a shared document where they classify skills and add reasoning behind their choices (5 minutes).
4. Groups discuss each skill, classify it, and justify their choice. Encourage active participation and consensus-building (20 minutes).
5. Groups return to the main session and share their rankings. The trainer facilitates discussion and provides clarifications (10 minutes).
6. Identify common themes across groups and discuss key differences. Reflect on how different priorities impact mentoring relationships (10 minutes).

Example

Organisational skills

- **Important:** Plan regular meetings with the Mentee to follow up on their experience.*(This ensures constant follow-up and enables the Mentee's needs to be met in a timely manner).*
- **Less important:** Create detailed tracking tools to measure the Mentee's progress.*(Useful in some cases, but not essential for all Mentors+ who focus more on human interaction than on technical tools).*
- **Not relevant:** Manage the logistical aspects of the Mentee's stay, such as accommodation and transport. *(These tasks are generally delegated to project coordinators or host organisations. Mentors+ are not responsible for these logistical aspects).*

Main Takeaways

- Mentors+ should prioritise skills that strengthen listening, emotional support and cultural adaptation.
- Some tasks or skills, although interesting, are not directly linked to their mission.

Reflection

- **Questions for participants:**
  - Which skill do you find most important in your role? Why or why not?
  - Are there any skills that you underestimated before this activity?
- **Point for the trainer:** Encourage the Mentors+ to see this exercise as a basis for their ongoing development and to identify ways of improving the skills they consider essential.

Section 3.2
PRACTICING ACTIVE LISTENING

Objectives

- Understand the impact of miscommunication and the importance of clarity.
- Implement strategies for effective and clear communication.

Content

According to the transnational study, active listening skills are one of the most essential skills that a Mentor+ has. Mentees who are away from their home for international mobility projects are particularly vulnerable and eager to be heard, understood, and validated. Allowing Mentees to express themselves while actively engaging in listening, understanding, and showing empathy towards their perspectives helps them manage their emotions, doubts, and concerns more effectively.

SLIDE 30

DEFINITION

Active listening[2] goes beyond merely hearing words. It involves understanding the speaker's thoughts and feelings, turning a conversation into a dynamic and non-competitive interaction.

SLIDE 31

ACTIVE LISTENING: ASPECTS

There are three aspects to active listening that you need to be aware of if you want to support someone effectively:

- **Cognitive aspect**
  - Pay attention to all information, both explicit and implicit.
  - Integrate and comprehend what the speaker is conveying.
- **Emotional aspect**
  - Stay calm and compassionate during the conversation.
  - Manage your own emotional reactions, such as annoyance or boredom.
- **Behavioural aspect**
  - Show interest and understanding through verbal and nonverbal cues.
  - Use body language, eye contact, and affirmative gestures.

Active listening is an important aspect during international mobility mentorship for the following reasons:

- Improves the Mentor+-Mentee relationship by creating a safe space for sharing.
- Facilitates better understanding and reduces misunderstandings.
- Strengthens emotional bonds and rapport.

Practising active listening not only improves your communication skills but also contributes to a more positive work environment. Research shows that those who engage in active listening are perceived as more competent, likeable, and trustworthy.

[2] *What Is Active Listening?*, Harvard Business Review, by Amy Gallo, January 2 2024, https://hbr.org/2024/01/what-is-active-listening

SLIDE 32

ACTIVITY 5 • BROKEN TELEPHONE / CLARITY CHALLENGE

Group – 30'
IN PERSON / **ONLINE ALTERNATIVE**

Material

IN PERSON: Pre-prepared messages related to mentoring, paper and pens (optional), timer, whiteboard or flipchart (optional).

ONLINE: A video conferencing platform with breakout rooms, a shared document (*Google Docs, Miro, or Jamboard*).

Learning objectives for the Mentors+

- Identify how miscommunication can occur in a mentoring relationship.
- Practice active listening and clear articulation of messages.
- Explore strategies to minimize misunderstandings and enhance communication clarity.
- Reflect on how different interpretations impact mentoring interactions.

STEP BY STEP

IN PERSON
(Broken telephone)

1. Introduce the concept of "Broken Telephone" and explain how messages can become distorted when passed through multiple people.
2. Divide participants into small, equal-sized groups. If there are not enough participants, a single group can be used.
3. Arrange each group in a line or circle so that each participant can only whisper to the person next to them.
4. Whisper a specific message to the first person in each group. Examples of messages to use during the activity:
   - Effective mentoring involves active listening and mutual respect.
   - The best mentoring relationships are built on trust and open communication.
   - Asking open-ended questions can encourage Mentees to share more.
   - Trust is the foundation of a successful mentoring relationship.
5. Each person whispers the message to the next person in line, with only one chance to convey it.
6. The last person in each group publicly states the message they received.
7. Compare the final messages with the original ones and discuss the changes.
8. Conduct a debriefing session focusing on challenges encountered and strategies for better communication.

STEP BY STEP

ONLINE (Clarity challenge)

1. Use a video conferencing platform with breakout rooms.
2. Assign participants to breakout rooms with 4-6 people per group.
3. Provide each group with the same short, complex text (e.g., a brief mentoring guideline with ambiguous phrasing).
4. Each participant rewrites the text in their own words and shares it in the group's shared document.
5. Compare the different versions and discuss how meanings changed, emphasizing the role of clarity in communication.
6. Bring all groups back to the main session and facilitate a debriefing discussion.

The debriefing after the activity provides an opportunity to reflect on the difficulties encountered and discuss ways to improve communication. It helps identify areas for improvement and develop strategies for more effective communication.

Reflection

- Were you surprised by how much the message changed? Why or why not?
- Have you experienced similar miscommunications in your mentoring relationships? Can you give an example?
- How do you think miscommunication can affect the Mentor+ - Mentee relationship?
- What did this activity teach you about the importance of clear communication?
- What strategies can you use to ensure clearer communication with your Mentees?

Main Takeaways

- Mentors+ will recognize how messages can be altered through multiple exchanges, emphasizing the need for clarity and precision in communication.
- Mentors+ will develop an awareness of "message loss" and how slight alterations in communication can lead to misunderstandings.
- Mentors+ will understand the importance of active listening and clear articulation to ensure messages are conveyed accurately.
- Mentors+ will explore strategies to ask for clarification and verify understanding to prevent miscommunication.
- Mentors+ will reflect on the influence of cultural differences on communication and apply strategies to improve intercultural understanding.

Both formats emphasize the importance of precise communication and reflection on how messages are interpreted and conveyed in mentoring relationships.

SLIDE 33

GUIDELINES FOR SUCCESSFUL MENTORSHIP

Here are some principles for Mentors+ for implementing a successful mentoring relationship through active listening.

- Pay attention
- Do not judge
- Reflect/Analyse
- Dare to ask questions/Clarify
- Summarise/Reformulate
- Sharing

During this training, it is essential to explore how each principle of active listening can be practically applied. Here's a detailed explanation for each principle, along with practical examples for Mentors+ who are supporting participants in international mobility programs.

SLIDE 34

1. PAY ATTENTION

The Mentor+ must be fully present and engaged, without distractions, when the Mentee is speaking. This goes beyond listening to words—it's about perceiving emotions, body language, and the context.

Practical application

Eliminate distractions: Before starting the conversation, the Mentor+ should put away their phone, computer, or any other potential distractions.

Make eye contact: Maintaining eye contact helps reinforce the connection and shows attentiveness.

Be aware of non-verbal cues: Pay attention to gestures, tone of voice, and facial expressions, as they provide additional insights into the Mentee's feelings or concerns.

Listen with your whole body: Adopting an open posture (slightly leaning forward, uncrossed arms) shows that you are fully engaged in the conversation.

SLIDE 35

2. DO NOT JUDGE

The Mentor+ needs to adopt an open and accepting attitude. The goal is to understand without making judgments or assumptions.

Practical application

Be non-judgmental: The Mentor+ must accept that the Mentee's experiences, even if they seem different or unusual, are valid. Avoid interrupting or downplaying what the Mentee shares.

Be mindful of personal biases: The Mentor+ may have preconceived notions about the Mentee's situation (culture, background, etc.), but they must be vigilant about not letting those judgments influence their responses.

Remain neutral: The Mentor+ should not take a moralistic approach. For example, if discussing challenges related to culture in a foreign country, the Mentor+ should refrain from saying things like "That's a typical French problem" or "You didn't handle that well."

SLIDE 36

3. REFLECT/ANALYSE

The Mentor+ takes time to paraphrase and analyze what the Mentee has shared, reflecting on their speech to clarify their emotions or what they wish to express.

Practical application

Paraphrase: For example, "If I understand correctly, you're feeling lost in this new culture and struggling to adjust to the local pace." This shows that the Mentor+ is actively listening and comprehends the situation.

Highlight emotions: Reflection helps bring out what might be underlying the Mentee's words, such as anxiety, frustration, or excitement. For instance: "It seems like you're feeling stressed about this situation, is that right?"

Check for understanding: After paraphrasing, the Mentor+ can ask, "Am I understanding correctly what you're feeling?" This invites further clarification.

SLIDE 37

4. DARE TO ASK QUESTIONS/CLARIFY

The Mentor+ asks open-ended questions to clarify points, explore the Mentee's reflections further, and help them organize their thoughts.

Practical application

Ask open-ended questions: Avoid yes/no questions that limit reflection. For example, instead of "Did you like this experience?", the Mentor+ could ask "What stood out to you in this experience?" or "How did you feel about this situation?".

Clarify unclear points: If the Mentee speaks in vague terms, it is essential to ask questions to better understand. For example, "You mentioned feeling lost. Can you explain more specifically what makes you feel that way?".

Encourage deeper reflection: The Mentor+ can also ask questions that prompt the Mentee to think about solutions. For example: "How could you approach this situation differently next time?".

SLIDE 38

5. SUMMARISE/REFORMULATE

After listening, the Mentor+ summarizes or rephrases what the Mentee has said in order to verify understanding and facilitate further reflection.

Practical application

Summarize at key points: For example, after discussing a challenge faced during the mobility program, the Mentor+ might say, "You mentioned that you're having trouble understanding certain social rules, which makes you feel uncomfortable."

Rephrase key ideas: This could be done by rewording the main points shared by the Mentee. For instance, "It seems like what bothers you most is the difference in non-verbal behaviours. Is that what you're finding difficult?"

Clarify goals: Once the Mentee has shared their concerns, the Mentor+ can restate the objectives to be achieved. "We've talked about how to better understand social codes. How do you feel about taking this next step?"

SLIDE 39

6. SHARING

The Mentor+ shares personal experiences or resources that may be helpful, while keeping the Mentee's needs at the centre.

Practical application

Share personal experiences: The Mentor+ might say, "I remember when I was abroad, I faced similar challenges, and what helped me was..." This creates an empathetic connection while offering a concrete resource.

Offer useful resources: For example, the Mentor+ could recommend a book, website, or support group to help the Mentee better understand the local culture or develop adaptation strategies.

Encourage the Mentee to share their own resources: The Mentor+ can also encourage the Mentee to share solutions or insights that have worked for them, fostering mutual exchange.

In summary, these active listening principles allow the Mentor+ to effectively support the Mentee by building trust, facilitating exploration of challenges, and encouraging deeper reflection.

Each principle helps create a safe and open space for the Mentee to share and learn throughout their international mobility experience.

SLIDE 40

ACTIVITY 6 • VIDEO ABOUT ACTIVE LISTENING

Individual / Group - 30'
IN PERSON / **ONLINE**

Material

- Find 1 video on active listening.
  - Example: Extract from the film Inside Out: https://www.youtube.com/watch?v=QT-6FdhKriB8&t=1s
  - Example: The Present - CGI Awarded short film: https://youtu.be/3XA0bB79oGc
  - Example: Let's Eat - Award Winning Animated Short Film: https://youtu.be/0MX_fJAhmEE

IN PERSON: A screen to display the video, speakers, a whiteboard or flipchart (optional for note-taking).

ONLINE: A video conferencing platform, screen-sharing capabilities, and a shared document for discussion notes.

Learning objectives for Mentors+

- Assess Mentors+' own listening skills and identify areas for improvement.
- Develop active listening skills to better understand Mentees' emotions and needs.
- Create a safe and open space for Mentees to express themselves freely.
- Strengthen trust and empathy in the mentoring relationship.

STEP BY STEP

IN PERSON

1. Select and play a video about active listening.
2. Divide participants into small groups for discussion.
3. Provide guiding questions to facilitate reflection on the video (See the example below with the extract from Inside Out video).
4. Ask participants to refer back to the principles seen earlier.
5. Each group shares their insights with the larger group.
6. Summarize key points and highlight strategies for effective active listening in mentoring relationships.

ONLINE

1. Have the participants watch the video by sharing the screen.
2. Use breakout rooms to facilitate small group discussions.
3. Provide guiding questions to facilitate reflection on the video (See the example below with the extract from Inside Out video).
4. Ask participants to refer back to the principles seen earlier.
5. Bring participants back to the main session and invite each group to share key insights.
6. Summarize the discussion, reinforcing active listening techniques and their importance in mentoring.

Example with the extract from *Inside Out* movie:

How does Sadness demonstrate active listening to Bing Bong?

Expected answers

- **Pay attention:** Sadness gives Bing Bong her full attention. She stays close to him, makes eye contact, and listens carefully, showing she is present and focused on his emotions.
- **Do not judge:** She doesn't judge Bing Bong's sadness. She simply accepts his feelings without trying to change or minimize them.

What does Sadness do when Bing Bong expresses his sadness? How can you as a Mentor+ do the same with your Mentee?

Expected answers

- **Reflect/Analyse:** Sadness allows Bing Bong to express his emotions and then reflects back what he feels, validating his sadness without rushing to fix it. A Mentor+ should also reflect back what their Mentee says to show understanding.
- **Dare to ask questions/Clarify:** Sadness doesn't immediately offer solutions but remains present, encouraging Bing Bong to explore his emotions. A Mentor+ can ask open-ended questions to help the Mentee reflect on their feelings without imposing solutions.

Why is silence important in a mentoring conversation?

Expected answers

- **Pay attention:** Silence gives space for the Mentee to process and express their emotions, showing that the Mentor+ is listening attentively and giving time for reflection.
- **Summarise/Reformulate:** Pauses allow the Mentee to find their words. After a moment of silence, the Mentor+ can then summarise or reformulate to ensure understanding and deepen the conversation.

Reflection

- Recognize the importance of active listening. When and why is it essential to listen actively?
- Assess their ability to listen to their Mentee. Do they feel confident in receiving and understanding what they have to say?
- Identify what they will take away from this exercise and how they will apply it to their mentoring practice.

Main Takeaways

- Evaluate their listening abilities and identify areas for improvement.
- Create an environment where Mentees feel comfortable sharing their thoughts and concerns.
- Build and maintain trust in their mentoring relationships by demonstrating genuine understanding and empathy.

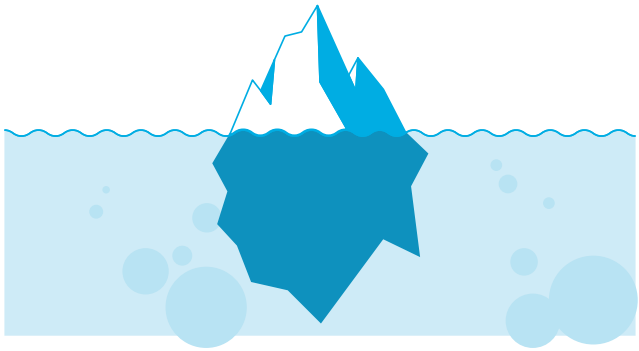
Section 3.3
MASTERING INTERCULTURAL COMMUNICATION

Content

Interculturality in mentoring strengthens the relationship by building trust, encouraging open dialogue, and increasing awareness of cultural influences on communication and values. Respecting these differences and addressing intercultural challenges creates a more inclusive and understanding environment for Mentees, supports their adaptations and helps to build their resilience.

SLIDE 41

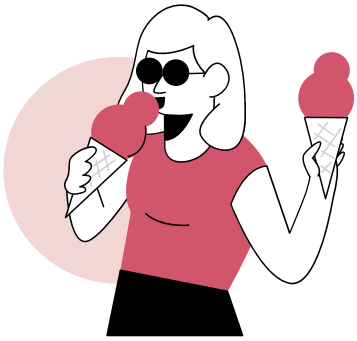
ICEBERG MODEL OF CULTURE[3]



One of the most well-known models for representing culture is the iceberg model. Its purpose is to illustrate the various components of culture, emphasising that some are visible, while others are hidden and thus more challenging to uncover.

This model suggests that culture can be likened to an iceberg because only a small portion is visible above the water. The visible tip of the iceberg is supported by its much larger, submerged section, which remains hidden from view. Despite being unseen, this submerged part forms a solid foundation for what is visible above.

[3] *L'apprentissage interculturel,* T-KIT, Conseil de l'Europe & Commission Européenne, page 21



SLIDE 42

ACTIVITY 7 • CULTURAL ICEBERG

Individual / Group – 20 minutes
IN PERSON / **ONLINE**

Material

Digital or physical "Cultural iceberg" image (you can use also a simple graphic showing an iceberg with labels for visible and hidden elements of culture)

Learning objectives for Mentors+

- Recognize the visible and hidden aspects of culture in mentoring relationships.
- Understand how cultural values and beliefs influence interactions with Mentees.
- Reflect on their own cultural background and its impact on communication.
- Develop awareness of cultural differences and promote inclusivity in mentoring.

STEP BY STEP

IN PERSON

1. Ask participants: *"Have you ever heard of the iceberg model of culture?"* and allow them to share their thoughts.
2. Briefly explain the concept using a visual representation of the iceberg.

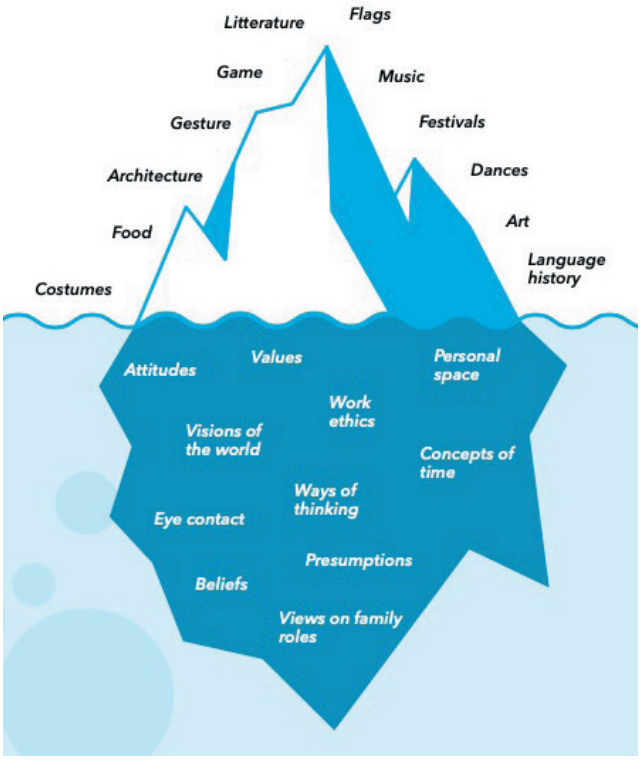
3. Ask participants to identify visible elements of culture (the 'tip' of the iceberg) and write them down on the prepared graphic.
4. Ask them to identify hidden cultural elements that might influence behaviors and interactions.
5. If needed, provide examples from the Cultural Iceberg model.
6. Present a pre-prepared list of examples and check for any surprises or overlooked elements.
7. Ask participants to reflect on their own cultural background and how it might influence their mentoring style.

STEP BY STEP

ONLINE

1. Share a digital version of the Cultural Iceberg model via screen share or a collaborative platform.
2. Ask participants: "Have you ever heard of the iceberg model of culture?" and allow them to share their thoughts in the chat or on a shared document.
3. Use a shared document or whiteboard tool to list examples of visible cultural elements.
4. Ask participants to contribute hidden elements of culture by adding them to the shared document.
5. If needed, provide examples from the Cultural Iceberg model to guide discussion.
6. Discuss the similarities and differences in participants' perceptions of culture.
7. Invite participants to reflect on their own cultural background and its impact on mentoring interactions.

SLIDE 43



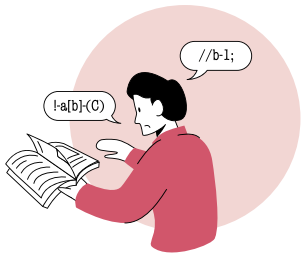
When it comes to culture, certain aspects are easily visible: architecture, the arts, cuisine, music, and language, to name a few. However, the true foundations that ensure its stability are much harder to discern. These include the history of the people who uphold the culture, their norms, values, and fundamental assumptions about space, time, and nature.

The iceberg model illustrates that the visible aspects of culture are merely manifestations of its hidden elements. It also underscores the challenge of understanding people from different cultural backgrounds. While we can observe the visible parts of their "iceberg," identifying the underlying foundations is more difficult.
That said, the iceberg model does not fully answer all the questions it raises. It generally serves as a starting point for a deeper analysis of culture, offering an initial visualisation of why understanding and "seeing" culture can be challenging.

An essential element of international mobility is interculturality. Since the participants experience

new cultures firsthand and work alongside host-country nationals and other participants from diverse cultural background, they have a unique opportunity to develop intercultural skills which are "a better understanding of other cultures, more receptivity towards multiculturalism, more tolerance and respect for other cultures, and an improved intercultural dialogue." (European Commission, 2017: 166)

Thus, international mobility results in participants adopting different mindsets and new ways of thinking by expanding their horizon as well as increasing their knowledge about other cultures and developing an interest in new cultures. On the other hand, language differences and deeply held beliefs and values that shape each culture's perspective on the world can lead to misunderstandings and hinder the skills that come with being in an intercultural environment. Therefore, the advice, experience and guidance that a mentor who has previously completed a project in the same country as the Mentee or has been involved in similar project activities will be valuable to the Mentee.



SLIDE 44

ACTIVITY 8 • ABIGAIL'S TALE

Individual / Group – 40'
IN PERSON / **ONLINE**

Materials

IN PERSON: Several versions of the text of Abigail's Tale (print it if in person). Optional: a flipchart

ONLINE: A shared document (*Google Docs, Miro*) with the story text available.

See Appendix n°5.

Learning objectives for Mentors+

- Recognize and appreciate diverse values and perspectives.
- Develop open-mindedness by exploring different viewpoints.
- Practice respectful and constructive communication while expressing divergent opinions.
- Strengthen critical thinking by questioning personal biases and assumptions.
- Foster a culture of respect and tolerance by encouraging discussion on ethical dilemmas.

Abigail's Tale illustrates how individuals perceive the world through varied perspectives, hold different values, and draw diverse conclusions based on identical information.
When interacting with individuals from diverse cultures, it's important to recognize that not all of their actions, values, and attitudes are solely shaped by their cultural background. Through this exercise, you can illustrate how people who seem similar may approach things differently, possess distinct moral values, and perceive reality in varying ways.

STEP BY STEP

IN PERSON

1. Distribute printed copies of Abigail's Tale or read it aloud.
2. Give participants 3 minutes to determine who is most and least guilty in the story.
3. (Optional) Divide participants into pairs and allow 5 minutes for discussion.
4. Each participant presents their ranking and justifies their reasoning (1 minute per participant).
5. Facilitate a 15-minute group discussion, encouraging debate and diverse viewpoints.

6 Conduct a 5-minute debriefing where participants reflect on their perspectives and possible biases.

STEP BY STEP

ONLINE

1. Share the story text in a collaborative document.
2. Ask participants to independently rank the characters based on guilt within 3 minutes.
3. Assign breakout rooms with pairs or small groups for a 5-minute discussion.
4. Have each participant present their ranking and reasoning in the main session (1 minute each).
5. Facilitate a 15-minute structured discussion, ensuring all perspectives are heard.
6. Conduct a 5-minute debriefing to reflect on lessons learned and reconsidered viewpoints.

You can add some variations:

- Modify the story to include unisex names in order to tackle the subject of gender.
- Ask participants to debate from a randomly assigned perspective to deepen engagement.
- Take the opposite stance of each character who was more or less guilty to ensure that no participant is left without an echo to their plea. The text is very general, so you can imagine the details. This is to show them that it's a matter of perspective.

Reflection

During the discussion ask lateral thinking questions like: "Would you reorder your list if Abigail was 13? How?".

Ask participants

1. What are the different views/perspectives explored: culture, family ties, violence, friendship, loyalty, attitudes towards sexual activities, gender, religion, power and domination, era.
2. What do you take with you from this exercise?

Main Takeaways

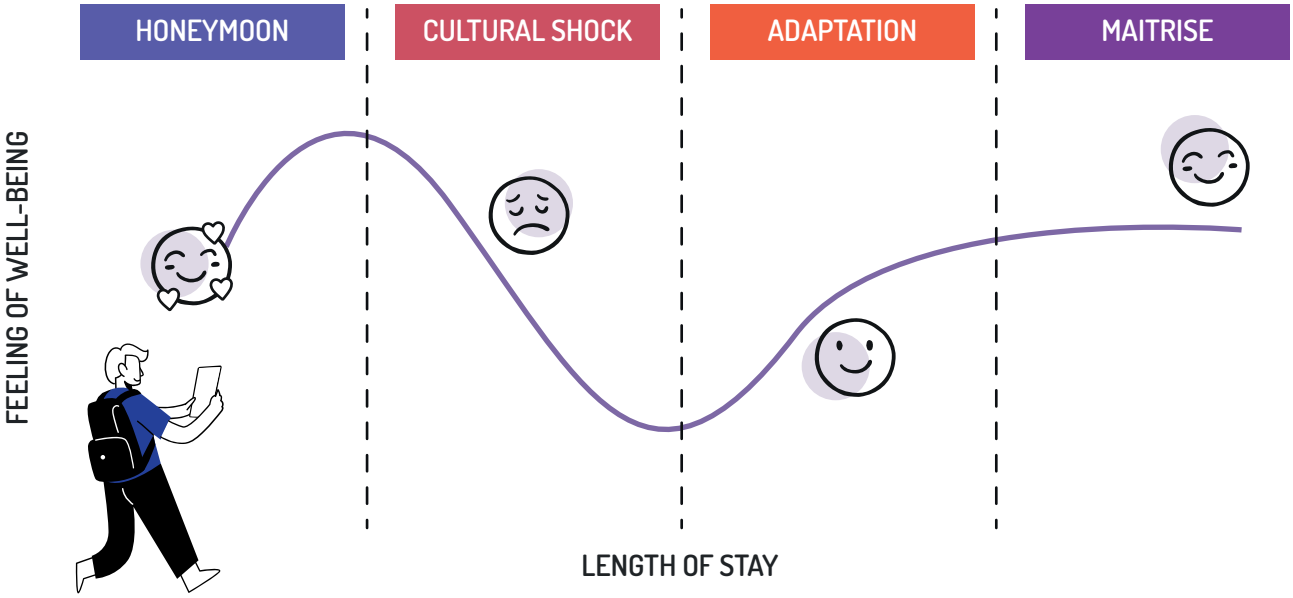
- Navigate ethical dilemmas and complex decisions by providing guidance and support while respecting Mentees' autonomy.
- Promote an understanding of cultural differences and encourage Mentees to consider these factors in their interactions and decision-making.
- Emphasise the importance of clear, open communication and trust in relationships.
- Discuss the significance of personal boundaries and ethical behaviour in professional and personal contexts.
- Encourage Mentees to build support networks and seek advice when faced with challenges.

SLIDE 45

THE PHASES OF CULTURE SHOCK

When being abroad, whether for a short or extended period, participants are likely to undergo an adjustment period. In their new international setting, they will encounter different cultures, work approaches, political landscapes, and environmental conditions. Some of these new experiences may be exhilarating and stimulating, while others may present challenges and frustrations.

Many participants will experience what professionals in the study abroad field refer to as the phases of cultural shock. This curve illustrates the stages of adjustment that individuals typically go through. It's important to recognize that not everyone will navigate this process in the same way. Some may skip certain stages, experience them in a different sequence, or have shorter or longer adjustment periods compared to others.



It's crucial for Mentees to acknowledge and reflect on their emotions, both positive and negative, while they're abroad. They should understand that experiencing such feelings is normal and that there are support resources available to them (Tutor, Mentor+..).
Mentors+ need to be aware of this aspect of international mobility and be prepared to support their Mentees who may potentially experience these emotions.

SLIDE 46

PLEASE FIND BELOW THE DIFFERENT PHASES OF CULTURE SHOCK

Phase 1:
Honeymoon phase/initial enthusiasm

- **Description:** The person is excited by change. Everything seems new, fascinating and full of possibilities. This is a phase of discovery and curiosity, where cultural differences are perceived positively.
- **Emotions:** Enthusiasm, optimism, wonder.
- Example: "Bolivians are so welcoming and warm. I feel integrated straight away, and everyone is willing to help me and show me around the city."
- **Link with bereavement (denial):** As in the denial phase, the person is protected from the negative aspects and focuses on the new, without seeing the challenges ahead.

Phase 2:
Crisis phase/shock and resistance

- **Description:** The reality of change is beginning to set in. The first difficulties arise, such as language barriers, different social norms and discomfort with the local pace of life. This phase is often marked by feelings of resistance, frustration and even isolation.
- **Emotions:** Frustration, loneliness, anger.
- **Examples:**
  - "The high altitude makes me very tired. I get headaches and feel out of breath climbing the slopes of La Paz. It's more difficult than I imagined."
  - "The hours here are very flexible. People take their time, which is frustrating for me, because I feel like everything takes longer than it needs to."
  - "People are more tactile here, and I'm not used to this level of closeness. It makes me a little uncomfortable in certain situations."

- **Link with grief (Anger):** As in the anger phase, the person expresses frustration at cultural differences, which become obstacles.

Phase 3:
Depression/sadness and longing

- **Description:** Awareness of cultural challenges can lead to a phase of sadness and nostalgia, where the person feels discouraged and isolated. This phase of depression is marked by a feeling of disorientation and regret for the culture of origin.
- **Emotions:** Sadness, loneliness, nostalgia.
- **Example:** "I feel lonely and find it hard to make friends. I miss my loved ones, and I feel like I don't belong here."
- **Link with bereavement (Depression):** This phase resembles depression in the grief curve, where the person fully feels the loss of their bearings and experiences negative emotions in the face of reality.

Phase 4:
Adaptation/exploration and acceptance phase

- **Description:** The person begins to accept the situation and look for ways to adapt. They explore new strategies for integrating into the local culture, whether by learning the language, making new friends or adopting new habits.
- **Emotions:** Calming, acceptance, commitment.
- **Examples:**
  - "I'm learning to adapt to the Bolivian rhythm. Instead of being impatient, I'm trying to take advantage of the waiting time to chat and get to know the people around me better."
  - "I've started drinking coca tea to cope better with the altitude. It helps me a lot and is part of the local habits."
  - "I've made Bolivian friends who explain local customs and show me the less touristy parts of the city".
- **Link with bereavement (Negotiation):** As in the negotiation phase, the person looks for ways to improve their situation and begins to adapt by exploring solutions.

Phase 5:
Mastery/integration and acceptance Phase

- **Description:** The person feels at ease in the new culture and has integrated the local elements into their own way of life. They are at peace with cultural differences and feel confident in their day-to-day interactions.
- **Emotions:** Confidence, satisfaction, belonging.
- **Examples:**
  - "I'm getting used to warm greetings and hugs. It now feels natural, and I feel more comfortable in my interactions."
  - "I'm starting to cook Bolivian dishes at home and incorporate local ingredients into my meals. It's part of my daily routine now."
  - "I now appreciate the tranquillity and patience of the Bolivians. I feel more relaxed and less rushed, which has allowed me to really integrate into local life."
- **Link with bereavement (Acceptance):** As in the acceptance phase of the grief curve, the person has fully integrated the change and feels at peace with their new reality.

To help Mentees get through the various phases of culture shock and the mood curve, here are a few coping strategies that Mentors+ can suggest during international mobility:

- **Develop routines to reduce daily stress:** Encourage your Mentee to create a routine that brings stability to their day. By planning their day and integrating moments of relaxation—like sports, reading, or simply taking time to explore the local culture at their own pace—they can feel more in control and reduce stress in an unfamiliar environment.

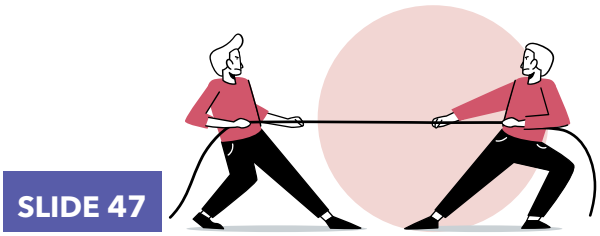
- **Set small, achievable goals:** Help your Mentee break down overwhelming challenges into manageable, achievable tasks. For example, learning one new word or phrase each day or committing to interact with locals once a week can keep them motivated. This approach helps them build self-confidence and counter feelings of inadequacy.
- **Encourage physical activity to release stress**: Support your Mentee in integrating regular physical activity into their routine, such as yoga, walking, hiking, or recreational sports. Exercise not only reduces stress but also boosts mood by releasing endorphins. Even simple movements, like stretching, can have significant benefits for mental well-being.
- **Promote social connections to avoid isolation:** Encourage your Mentee to stay socially connected by joining expatriate groups or participating in local activities. It's important that they seek support when needed—whether through friends, colleagues, or support groups—to combat feelings of loneliness and isolation during their time abroad.
- **Suggest keeping a journal to process emotions:** Advise your Mentee to write in a journal as a way to express their thoughts and emotions. This personal space can help them clarify their feelings, track their personal growth, and release anxieties without fear of judgment. Writing allows them to reflect and find meaning in their experiences.
- **Take breaks and explore new places:** Encourage your Mentee to take time off from their usual environment. A short trip within the host country or a change of scenery can help recharge their batteries and provide fresh motivation. Exploring new places will allow them to take a mental break and detach from everyday stresses, helping them feel rejuvenated.

By implementing these strategies, Mentors+ can help their Mentees navigate the emotional challenges of cultural adjustment and create a supportive environment that fosters resilience and personal growth throughout their international mobility experience.

Section 3.4
SHARING EXPERIENCES AND PROVIDING GUIDANCE

Objectives

- Reflect on personal beliefs about respect and confidentiality.
- Learn to build trust and create a safe space for open communication.



SLIDE 47

ACTIVITY 9 • VALUE LINE

Group/Individual - 45'

IN PERSON / **ONLINE**

Materials

IN PERSON: "Strongly Agree" and "Strongly Disagree" signs, tape, list of statements related to respect and confidentiality.

ONLINE: A virtual whiteboard with a line and labels for "Strongly Agree" and "Strongly Disagree" or a polling tool (e.g., *Zoom polls, Menti.com*).

Learning objectives for the Mentors+

- Reflect on personal experiences and beliefs about respect and confidentiality.
- Identify ways to improve the relationship with Mentees.
- Understand diverse perspectives on respect and confidentiality.
- Enhance critical thinking about ethical dilemmas in mentoring.
- Improve decision-making skills regarding confidentiality issues.
- Develop effective communication strategies for discussing sensitive topics.

STEP BY STEP

IN PERSON

1. Place a sign at one end of the room that says "Strongly Agree" and another at the opposite end that says "Strongly Disagree."
2. Explain the concept of the "Value Line" activity and its purpose in exploring perspectives on respect and confidentiality.
3. Read a statement related to mentoring, respect, or confidentiality (see the statements below).
4. Ask participants to physically position themselves along the value line according to their stance.
5. Invite a few participants to share why they chose their position.
6. Repeat the process with different statements, encouraging discussion and self-reflection.
7. Summarize key insights and how they apply to mentoring relationships.

ONLINE

1. Set up a virtual whiteboard with a labeled scale or use a polling tool (e.g., *Menti.com, Zoom polls*) with a range from 1 (Strongly Disagree) to 5 (Strongly Agree).
2. Explain the purpose of the activity and how participants will engage with the statements.
3. Read a statement related to mentoring, respect, or confidentiality (see the statements below) and ask participants to select their position on the virtual scale.
4. Invite a few participants to share why they chose their position in the chat or via microphone.
5. Repeat the process with different statements, encouraging discussion and self-reflection.
6. Summarize key insights and how they apply to mentoring relationships.

Examples of the statements to use during the activity

- **It is important to always respect the Mentee's opinions, even if you disagree.**
  - **Explanation:** "It is normal to disagree but respect comes first. Not to dictate our opinions to the Mentee even if we disagree and just move on. Mentoring process is not about you but about the Mentee, you are here as a guidance."

- **Respecting a Mentee means not challenging their decisions.**
  - **Explanation:** "Disagree: Respecting a Mentee means challenging him/her. It is important to clarify what we mean by challenge. Sometimes you need to intervene to challenge Mentees' opinions. Example: If a Mentee wants to go home, ask him why. Do not challenge too much, make them think of other options, other ways of thinking. Mentees need to be challenged in order to grow. Keep the Mentee motivated: add some small goals."

- **Respect requires giving the Mentee space to make mistakes and learn from them.**
  - **Explanation:** It's important to allow the Mentee to make mistakes as part of their learning process. Mistakes are natural and valuable opportunities for growth. As a Mentor+, your role is not to step in and fix every issue but to provide guidance and help the Mentee reflect on what went wrong and how they can improve. By giving them space to learn from their mistakes, you foster their independence and help them build resilience, which is crucial for their development.

- **A Mentor+ should encourage Mentees to share personal stories to deepen the relationship, even if those stories are difficult or emotional.**
  - **Explanation:** Sharing personal stories can ultimately deepen the relationship. However, Mentors+ should not push Mentees to do so, as these are very personal stories. Everyone's limits must be respected. If the Mentee doesn't want to share their own story, you have to respect their decision and vice versa.

- **A respectful Mentor+ never gives critical feedback to their Mentee.**
  - **Explanation:** A Mentor+ should always provide constructive feedback, even if it may feel critical, as long as it is done respectfully.

- **Confidentiality should be maintained unless the information involves harm to the Mentee or others.**
  - **Explanation:** Confidentiality is important, but if a Mentee is in immediate danger, the Mentor+ should report it, regardless of confidentiality agreements.

- **Sharing personal anecdotes from the Mentee with other Mentors+ helps improve the mentoring process.**
  - **Explanation:** Sharing personal anecdotes from the Mentee with other Mentors+ can sometimes be useful, but only with explicit permission to ensure trust is maintained.

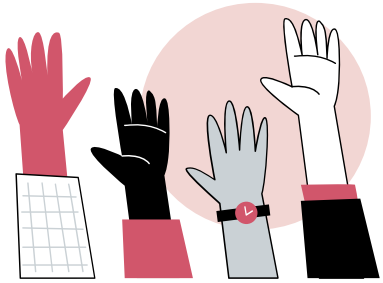
Main Takeaways

- Mentors+ will develop a deeper awareness of how personal values shape mentoring relationships.
- Mentors+ will recognize the importance of respecting different perspectives and cultural influences.
- Mentors+ will strengthen their ability to make informed ethical decisions regarding confidentiality.
- Mentors+ will gain strategies for discussing sensitive topics in a respectful and open manner.
- Mentors+ will learn how to foster an environment of trust and transparency with Mentees.

Reflection

- How did this activity change your views on the mentoring relationship?
- What are some strategies you can use to ensure respect and confidentiality in your mentoring relationship?
- How do you decide what information should remain confidential between a Mentor+ and Mentee?
- How can you handle situations where respect or confidentiality might be compromised?
- What are the best ways to improve the relationship?
- If a Mentor+ accidentally uses inappropriate language or expresses an opinion that may offend the Mentee, how should they address it?
- What do you do if a Mentee expresses harmful opinions or "hate speech" during a mentoring session?
- How do you balance respecting a Mentee's freedom of expression with the need to protect others from harmful or offensive language?

In cases such as hate speech, sexism and racism, a firm stance needs to be taken using nonviolent communication methods. Nonviolence is not retreat. It allows conflict to be resolved without creating new violence through nonviolent communication methods.



SLIDE 48

ACTIVITY 10 • NEVER HAVE I EVER

Group 30'
IN PERSON / **ONLINE**

Learning objectives for the Mentors+

- Understand the importance of creating a safe space for open communication.
- Learn to build trust through shared vulnerability.

STEP BY STEP

IN PERSON

1. Briefly explain the rules of "Never Have I Ever" and the importance of honesty and respect.
2. Set ground rules for a safe space (e.g., no judgment, confidentiality, active listening).
3. Arrange participants in a circle.
4. Share a personal example to set the tone.
5. Each participant starts with ten fingers raised.
6. Participants take turns saying "Never have I ever..." followed by something they have never done.
7. Anyone who has done the mentioned activity lowers one finger.
8. Continue until time runs out or participants have had multiple turns

STEP BY STEP

ONLINE

1. Briefly explain the rules of "Never Have I Ever" and the importance of honesty and respect.
2. Set ground rules for a safe space (e.g., no judgment, confidentiality, active listening).
3. Share a personal example to set the tone.
4. Ask participants to turn on their cameras and display their hands.
5. Each participant takes turns stating "Never have I ever..." in the chat or aloud.
6. Anyone who has done the mentioned activity lowers one finger.
7. Continue until time runs out or participants have had multiple turns.

Main Takeaways

- Mentors+ will recognize the importance of creating a safe and judgment-free space for Mentees.
- Mentors+ will develop skills to build trust and encourage open communication through shared vulnerability.
- Mentors+ will understand how openness fosters deeper connections and meaningful mentoring relationships.
- Mentors+ will gain confidence in facilitating honest discussions that support Mentees in expressing themselves freely.

Reflection

- How did it feel to participate in this activity?
- How did the activity help you understand the concept of a safe space?
- Were there any moments where you felt a sense of connection with others?
- Were there any moments that felt particularly challenging or uncomfortable? How did you handle them?

- What role does vulnerability play in building a strong Mentor+ - Mentee relationship?

Make sure that the participants feel comfortable to share. To break the ice you can be the first to start and set an example. With your example you are sending the message that "Sharing is also sharing your vulnerability".

SLIDE 49

ACTIVITY 11 • DICE GAME

Individual / Group – 40'
IN PERSON / **ONLINE**

Material

IN PERSON: A physical dice.

ONLINE: A virtual dice tool accessible via an online platform.

Learning objectives for the Mentors+

- Learn to share experiences clearly and engagingly to connect with and guide Mentees effectively.
- Deepen Mentors+'s knowledge of the host country's socio-professional environment to better support Mentees.
- Share short stories thoughtfully, ensuring they provide meaningful insights to Mentees.

STEP BY STEP

IN PERSON

1. Explain the rules of the dice game and highlight the importance of respectful and thoughtful storytelling.
2. Each participant takes turns rolling a physical dice.
3. Depending on the number they roll, they share a short story corresponding to the assigned category:
   - 1: An uncomfortable situation.
   - 2: An interesting encounter.
   - 3: An intercultural experience.
   - 4: A socio-professional characteristic of the host country.
   - 5: An unexpected goal.
   - 6: An initiative taken.
4. Reinforce that participants have the choice to share or not, emphasizing respect and boundaries.
5. Continue until all participants have shared at least one story or time runs out.

STEP BY STEP

ONLINE

1. Use a virtual dice tool and ensure all participants can access it.
2. Each participant rolls the virtual dice in turn.
3. Depending on the number they roll, they share a short story corresponding to the assigned category:
   - 1: An uncomfortable situation.
   - 2: An interesting encounter.
   - 3: An intercultural experience.
   - 4: A socio-professional characteristic of the host country.
   - 5: An unexpected goal.
   - 6: An initiative taken.
4. Encourage active listening and respectful engagement in the virtual setting.
5. Summarize the key insights shared and relate them to the mentoring context.

Main Takeaways

- Mentors+ will improve their ability to share relevant and impactful experiences with Mentees.
- Mentors+ will gain insights into the host country's socio-professional environment and how to convey this knowledge effectively.
- Mentors+ will develop confidence in storytelling as a tool for guidance and support.
- Mentors+ will learn to create a safe space for open discussions, ensuring shared stories align with mentoring objectives.

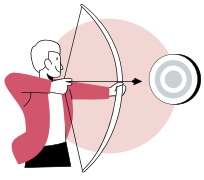
Reflection

- What do you take with you from this exercise?
- Do you think you will feel comfortable sharing stories with your Mentee?

SLIDE 50

WHEN SHARING PERSONAL EXPERIENCES WITH MENTEES, IT'S IMPORTANT TO APPROACH IT IN A THOUGHTFUL AND INTENTIONAL WAY.

The focus should always be on providing relevant, useful insights that support the Mentee's development and help them navigate their own journey.



1. Ensure relevance in sharing
It is essential to ensure that any shared experience is relevant to the Mentee's current situation. Focus on offering advice and examples that directly address their goals, challenges, and needs. Tailoring insights to their specific context will make the guidance more impactful and meaningful.

2. Prioritize understanding the Mentee
Before sharing personal experiences, take the time to understand the Mentee's background, objectives, and challenges. Actively listen to their concerns and gain clarity on what they hope to achieve. By exploring their situation first, the advice shared will be aligned with their needs and provide more effective support.

3. Share with purpose
Ensure that every story shared serves a clear purpose. The objective should not be simply to tell anecdotes, but to offer valuable insights that contribute to the Mentee's growth. Every shared experience should provide something concrete, such as advice, lessons, or perspectives, that helps the Mentee move forward in their journey.

By following these principles, mentors can ensure that their shared experiences are meaningful and impactful, ultimately fostering a more effective mentoring relationship. Sharing with intention, relevance, and purpose will support the Mentee's growth and help them navigate their own challenges with confidence.

Objectives

- Recognize the roles of support and trust in Mentor+ - Mentee relationships.
- Develop communication skills and critical thinking.

SLIDE 51

ADVISING - HOW TO ADVISE THE MENTEES / GIVE TIPS / DO AND DON'T

Content

One of the main roles of Mentors+ is to offer advice to their Mentees throughout the mobility experience. Whether it's before, during, or after the mobility, this guidance is essential to support Mentees in adapting to and making the most of their experience. However, Mentors+ should remember that their role is not to make decisions for their Mentees, but to provide informed suggestions based on their knowledge and experience.

A good question for Mentors+ to reflect on is: *"What would I have liked to have been told before I left on my international mobility experience?"*

SLIDE 52

BEFORE THE MOBILITY

Ask the participants how the Mentors+ can support their Mentees before the mobility starts. Mentors+ will make suggestions that may differ from those proposed below.
Make a note of the proposals so that you can come back to them if necessary and complete them with the proposals below.
Mentors+ can provide valuable advice during the preparation phase, helping Mentees feel confident and ready for the journey ahead.

Areas of focus might include, for examples:

1. Building the mobility project

- **CV and cover letter writing:** suggest formats and approaches that align with the host country's norms.
- **Language preparation:** recommend language apps or resources (e.g., Duolingo, Babbel) and share tips for learning practical phrases.
- **Setting realistic goals:** help Mentees define what they hope to achieve during their mobility, both personally and professionally.

2. Practical preparation

- **What to pack:** provide a checklist of essentials (adapters, documents, weather-appropriate clothing).
- **Travel logistics:** offer advice on navigating airports, booking transport, and handling any potential travel complications (e.g., flight delays).
- **Local information:** share insights about the host country's customs, climate, and transportation.

3. Mental and emotional preparation

- **Cultural expectations:** discuss the potential cultural differences they may encounter, and how to approach them with an open mind.
- **Setting realistic expectations:** prepare them for the initial excitement (honeymoon phase) but also for possible challenges, such as culture shock and homesickness.

SLIDE 53

DURING THE MOBILITY

Ask the participants how the Mentors+ can support their Mentees during the mobility project. Mentors+ will make suggestions that may differ from those proposed below.

Make a note of the proposals so that you can come back to them if necessary and complete them with the proposals below.

The Mentor+'s support is crucial while the Mentee is adapting to life abroad. Regular check-ins help Mentees manage their emotions and address any challenges. **Mentors+ can advise on the following:**

1. Managing emotions and culture shock

- **The Mood curve:** remind Mentees that it's normal to experience highs and lows, from the excitement of new experiences to frustration with everyday differences. For example, at some point of the project Mentees can experience homesickness. Encourage openness to talk about it to the trusted person.
- **Stress management:** help Mentees re-focus on the project's objectives and how they're progressing towards them. Encourage techniques like mindfulness, journaling, or reaching out for support.

2. Budget Management

- **Spending and saving tips:** share practical advice on how to budget their allowance, avoid unnecessary expenses, and plan for leisure activities.

3. Relationship Management

- **Conflict resolution:** offer strategies for handling disputes with fellow participants or within shared accommodations. Encourage open communication and empathy.
- **Cultural understanding:** guide Mentees on the do's and don'ts of their host country to help them avoid misunderstandings.

4. Encouraging Integration

- **Engaging in local life:** suggest attending local events, participating in cultural activities, or joining social groups to better integrate.
- **Seeking support:** encourage Mentees to connect with expatriate communities or local support structures if they face challenges.
- **Keep motivation:** share the importance of reviewing the Mentee's goals and progress, as well as encourage setting new goals. Refer to seeking the surrounding of positive people who can cultivate motivation.

SLIDE 54

AFTER THE MOBILITY

Ask the participants how the Mentors+ can support their Mentees after the mobility. Mentors+ will make suggestions that may differ from those proposed below.
Make a note of the proposals so that you can come back to them if necessary and complete them with the proposals below.

As the mobility period ends, Mentees often need guidance on how to transition back or plan their next steps. Mentors+ can provide advice on:

1. Future career and personal projects

- **Support structures:** point Mentees towards local or international resources (such as career services, study programs, or volunteer opportunities) to help them pursue their goals.
- **Asking the right questions:** encourage Mentees to reflect on their experience by asking, *"What did I learn? How has this experience changed my career goals or personal values?"*

2. Sharing networks

- **Professional connections:** introduce Mentees to your professional network, especially if it could help them advance in their careers or future projects.
- **Staying connected:** encourage Mentees to maintain relationships they've built during the mobility, both with locals and other expatriates.

3. Reflection and evaluation

- **Self-assessment:** guide Mentees in reflecting on their experience. Suggest creating a personal or professional portfolio that captures the skills and knowledge gained during mobility.
- **Reintegration:** offer advice on how to manage reverse culture shock upon returning home and how to stay connected to the global mindset they developed. Encourage future plans and help understanding how learned skills can be put in this context.

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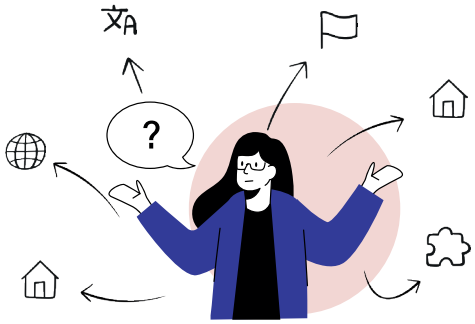
WHEN TO ASK FOR HELP

Mentors+ are not expected to have all the answers. If you encounter topics outside your expertise, reach out to the youth organization or other Mentors+ in the network. This ensures Mentees receive accurate information and feel fully supported.

Section 3.5
MANAGING CHALLENGES (INTERCULTURAL AWARENESS, EMOTIONAL SUPPORT, CONFLICT RESOLUTION)

Objectives

- Understand possible problems that they can face with their Mentees and learn how to solve them.
- Picture the possible situation and see how it will develop when we apply different solutions



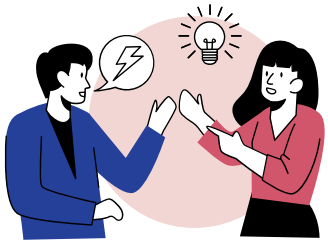
SLIDE 56

CONTENT

During a mobility project, a number of potential problems can arise due to the complexity of the new environment and intercultural context, and it is quite usual. In the next activity, there are some of the potential problems and solutions that may be encountered in real life.
These issues can be various such as: difficulties of adaptation in the new environment, or the relations between the housemates/host family, the integration in the community, the cultural shock, the living conditions, the projects' activities.

The solutions prepared are not the only facts or options for these problems, but the Mentor+ can refer to these solutions when communicating with Mentees to solve problems.
Since the Mentor+ is also a former mobility participant or has lived abroad for at least 3 months, it is also important for the Mentee to get support from Mentor+' own knowledge and experience.

The Mentor+ should direct the Mentees to the relevant persons for solutions they are not sure about, and follow up on this.



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ACTIVITY 12 • PROBLEM RESOLUTIONS

Group - 60'
IN PERSON / **ONLINE**

Materials

IN PERSON: papers and pens for note-taking, a timer, flipcharts to summarize discussions. If needed, print the Appendix n°6.

ONLINE: a video conferencing platform, shared document (*Google Docs, Miro, Jamboard*) for collaborative note-taking.

Learning objectives for the Mentors+

- Improve active listening and understanding.
- Knowing how to help Mentees with their problems or redirect them to the right person.

STEP BY STEP

IN PERSON

1. Divide participants into small groups of 3-4 people.
2. Assign each group 2-3 potential mentoring-related issues and reasons (see the table below). (Optional) Use the printed and cut-out version of the table below (Appendix n°6).
3. Give groups 15-20 minutes to brainstorm solutions based on their own experiences or logical reasoning.
4. Each group presents their assigned problems and proposed solutions to the others.
5. Facilitate feedback from other groups and lead an open discussion.
6. Conduct a reflection session on how these problem-solving strategies apply to real mentoring situations.
7. Provide additional insights using the prepared solution guide/table.

ONLINE

1. Divide participants into breakout rooms of 3-4 people per group.
2. Share a collaborative document where groups can write down their ideas.
3. Assign each group 2-3 potential mentoring-related problems and reasons (see the table below).
4. Give groups 15-20 minutes to brainstorm solutions based on their own experiences or logical reasoning.
5. Return to the main session where each group presents their ideas.
6. Facilitate feedback from other groups and lead an open discussion.
7. Conduct a reflection session on how these problem-solving strategies apply to real mentoring situations.
8. Provide additional insights using the prepared solution guide/table.

N.B: The column "Solutions for HO Tutor / SO Tutor" is as information solutions to give to the participants after the activity. Don't ask participants to find solutions as this is not their role.

Table 2: Potential issues faced, their reasons and solutions

Potential issues	Reasons	Solutions for Mentor+	Solutions for HO Tutor / SO Tutor
LACK OF COMMUNICATION BETWEEN MENTEES AND HOSTING ORGANIZATION They do not feel that the given missions and tasks are matching the information before departure. The communication is not clear and some disagreements occur for planning, free days, etc.	Uncertainties, changes or unclear expectations such as the Mentee's expectations from the mobility process or the hosting organization's expectations from the participant can lead to communication problems. Issues may occur regarding working hours or the use of monthly vacation days.	Encourage Mentees to voice any uncertainties and facilitate discussions to clarify expectations with relevant parties. Share your own experiences to help Mentees navigate changes and uncertainties, offering strategies to adapt effectively. Encourage the Mentee to meet with the Tutor of the Hosting organisation, in order to ask questions on their mind, clarify everything and discuss expectations. Assist Mentees in adapting to changes by providing strategies for flexibility and coping with unexpected responsibilities. Encourage Mentees to express their interests and concerns regarding activities, helping them seek opportunities that align better with their goals.	Ensure Mentees understand **HO Tutor** Clearly communicate the roles and responsibilities of both the Mentee and the Hosting organization from the outset to prevent misunderstandings. Ensure that there are open lines of communication for Mentees to ask questions about the process and expectations at any time. **SO Tutor** Regularly check in to ensure that Mentees are not overwhelmed and that their working hours and vacation days are being respected. **SO / HO Tutor** Conduct regular briefings or updates about the mobility process and any changes that may affect the Mentee's experience.

Potential issues	Reasons	Solutions for Mentor+	Solutions for HO Tutor / SO Tutor
LANGUAGE BARRIER *How do they get to communicate with the local community who doesn't speak their language/ English?* They do not feel integrated because of their lack of language skills. And it leads to misunderstanding in shops, with neighboors, local community,...	This occurs due to the Mentees' insufficient language knowledge or the low number of people who speak English in the local community especially in the rural areas.	Remind Mentees that international mobility is the best place for them to gain new skills, competencies and experiences, and to encourage them to work on the areas where they are struggling and to improve themselves. Provide Mentees with resources such as language apps, online courses, or local language classes to improve their language skills. Encourage the Mentee to get support from a participant who speaks his/her own language. Encourage Mentees to engage in cultural exchange activities where they can practise the local language in informal settings.	**HO Tutor** Provide Mentees with basic phrases and vocabulary relevant to their daily activities and the local community. Offer information on local resources, such as language clubs or community centers, where Mentees can find support. **SO / HO Tutor** Ensure that Mentees receive language training or resources before their departure and during the project, to build a foundational understanding. Regularly check in with Mentees about their language challenges and provide strategies for improving communication with locals.

Potential issues	Reasons	Solutions for Mentor+	Solutions for HO Tutor / SO Tutor
LIVING CONDITIONS AND ACCOMMODATION They do not adapt easily to the living conditions They complain about the facilities in the accommodation provided by the hosting organisation	The project or the accommodation is in a zone with less social opportunities. Mentees' accommodation conditions may be different from what they expect or may not meet the expected standards - or lifestyles of other housemates (cleaning, hygiene,...)	Motivate Mentees to participate in local community events or activities to foster social connections and integration. And to connect with local people who can introduce them to new social circles. Help Mentees identify nearby organizations, clubs, or groups where they can meet people and make friends. Suggest online platforms or social media groups where Mentees can connect with others in similar situations or interests. Inquire details about the living conditions in the house. According to the situations, help them being aware of the cultural differences, financial status of the hosting country, and other elements that could differ from their back home standards. Share tips on adapting to different living conditions and how to maintain cleanliness and hygiene in shared spaces. If the problem comes up due to the other participants living in the same house as the Mentee, Mentees are first encouraged to talk with the participants. Then, if it is still unresolved, the situation can be discussed with the Tutor.	**HO Tutor** Share information about nearby social and cultural activities, such as festivals, workshops, or classes. And promote group outings to reduce the feeling of isolation. Act as a liaison between the Mentee and local groups, helping them find opportunities for socialization. Provide detailed information about accommodation options, including photos and descriptions, to help Mentees understand what to expect. **SO Tutor** Check on the accommodation status and facilities provided by the hosting organisation. And regularly check to assess Mentees' satisfaction with the accommodation.

Potential issues	Reasons	Solutions for Mentor+	Solutions for HO Tutor / SO Tutor
ADAPTATION AND ADJUSTMENT *How do they experience their cultural shock? Were they aware of this phase?* *How are they trying to integrate the community?*	Adapting to a new environment and getting used to living there can be difficult for some Mentees. Adapting to a new culture, work arrangement or lifestyle can take time and can be challenging. This can sometimes lead to a loss of motivation.	Discuss the adaptation process with Mentees, the cultural shock phase and emphasize that adjustment takes time and is a normal part of the experience (see the cultural adjustment curve). Offer your own experiences of adapting to new environments, including challenges faced and how you overcame them to inspire resilience. Help Mentees set achievable short-term goals to foster a sense of accomplishment and maintain motivation. Actively listen to Mentees' concerns and validate their feelings, reinforcing that it's okay to seek help when needed. And encourage them to share their feelings with the Tutor of the Hosting organisation.	**HO Tutor** Conduct orientation sessions to familiarize Mentees with the new environment, culture, and expectations, easing their transition. Provide resources such as local guides, cultural tips, or workshops that can help Mentees acclimate to their new surroundings. Promote group discussions or peer support networks where Mentees can share experiences and strategies for adjustment. **SO Tutor** Schedule frequent check-ins to monitor Mentees' adjustment progress and address any challenges they may face.

Potential issues	Reasons	Solutions for Mentor+	Solutions for HO Tutor / SO Tutor
STEREOTYPES, PREJUDICES AND MISCONCEPTIONS *Did they receive stereotypical comments during their experiment?* *How did they react to these remarks?* *Did they have any preconceived ideas about their host country before they went on the mobility scheme?* *How did they manage to overcome these preconceptions?*	Being in contact with other cultures, and living in a different country can raise the feeling of being judged, stereotyped, and victim of prejudices	If they have any concerns, encourage them to talk to the people who can help (Tutor of HO, Tutor of SO, other members of HO). Make sure that Mentees are not fooled by appearances and keep an open mind. Actively listen to Mentee's and guide them to develop their critical thinking and awareness of others' cultures. Share tips on how to react, encourage them to approach some topics in order to understand and break the stereotypes/prejudices. Share books, videos, and informative support about the topics. Encourage the Mentees to be in contact with locals, to discuss, to share fears and thoughts, and to understand.	**HO Tutor** Make sure they understand the meanings of the stereotypes, prejudices, and misconceptions. And help them to overcome them. **SO Tutor** Provide information about interculturality, prejudices, stereotypes and misconceptions before leaving **SO / HO Tutor (if knowledge)** Share information about the hosting country and the history
LACK OF GUIDANCE AND SUPPORT FROM THE HOSTING ORGANISATION The Mentee doesn't feel guided in their tasks and project There is no actual status meeting between the Mentee and the HO Tutor/or specific weekly planning	Lack of monitoring and support from the hosting organization during the project can reduce the Mentees' motivation and make it difficult for them to solve their problems.	Encourage Mentees to connect more frequently with the hosting organisation. Encourage Mentees to talk and explain the situation to their sending organisation, so that it can intervene and mediate if necessary.	**SO / HO Tutor** Ensure there are alternative staff members designated to provide support in case the primary Tutor is unavailable. **HO Tutor** Maintain open lines of communication with Mentees to inform them of your absences and reassure them of available support options.

Potential issues	Reasons	Solutions for Mentor+	Solutions for HO Tutor / SO Tutor
LACK OF MENTORSHIP AND SUPPORT FROM THE MENTOR+ *Is the Mentee committed to mentoring?* *How often do they maintain the mentoring meetings?* *Do the sessions and process of mentoring suit the Mentee's needs and expectations?*	Inadequate or inaccessible Mentors+ can also contribute to these problems. Some participants do not have Mentors+ or they are appointed late or there are differences between them that don't fit the Mentee's needs and Mentor+ competence. Therefore, without a Mentor+, they do not know how to approach problems or from whom to get support.	Inquire the Mentee in which way you can help more efficiently with the mentoring sessions. What do they seek? What do they expect from the Mentor+? What are their needs? Try to find solutions to rebalance the relations between Mentee and Mentor+. Or to contact the sending organization to readjust the mentoring process with another Mentor+.	**SO Tutor** Keep track of Mentor+ assignments and ensure that all Mentees have been paired with a Mentor+ in a timely manner. Inquire the Mentee about the relation with the Mentor+, if it suits them. And ensure there are regular mentoring meetings between Mentee and Mentor+ all along the project. Establish a system for interim mentorship where another Mentor+ can step in if the primary mentor is unavailable.

Main takeaways

- Mentors+ will enhance their ability to listen actively and identify possible solutions for Mentees.
- Mentors+ will learn to recognize when to guide Mentees toward appropriate resources rather than solving issues themselves.
- Mentors+ will develop collaborative problem-solving skills that strengthen their mentoring approach.
- Mentors+ will gain a deeper understanding of common challenges Mentees face and the best ways to support them.

Reflection

- What do you take with you from this exercise?
- Do you feel able to support the Mentee in any difficulties they may encounter?

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MODULE 4: HOW TO ASSUME YOUR RESPONSIBILITIES AS A MENTOR+

Objectives

- Create the foundations of the mentoring relationship.
- Define concrete objectives with the Mentee.
- Plan meetings and structure support (objectives, meetings, tools).

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Section 4.1
CONTACTING THE MENTEE

Objective

- Explain to Mentors+ how they will be able to contact their Mentee after the match.

Step 1: Announce the match

- Inform the Mentor+ and Mentee about their match through the mentoring organization.
- Determine the announcement method: email, phone call, message via the online platform, or an in-person meeting.
- Ensure both Mentor+ and Mentee are aware of the match and are ready to initiate contact.

Step 2: Establish communication channels

- Discuss and decide which communication channels will be used throughout the mentoring relationship. Possible options include:
  - Group meetings
  (if mentoring multiple Mentees at once).
  - In-person meetings.
  - Instant messaging apps
  (*Messenger, WhatsApp*, etc.).
  - Emails.
  - Phone calls.
  - Online meetings.
  - Video calls (*Skype, Zoom*).
- Agree on one or two primary communication channels that work best for both parties to ensure consistency and avoid confusion.
- Define the purpose of each channel (e.g., emails for formal communication, *WhatsApp* for quick updates).

Step 3: Set communication rules

- Establish clear "rules" for contacting each other to maintain a structured and respectful communication framework. Consider the following:
  - Define specific hours for calls and messages to avoid disruptions.
  - Avoid sending messages late at night or too early in the morning.
  - Discuss how to handle urgent and non-urgent messages.
  - Take time zones into account, especially in long-distance mentoring.

Step 4: Examples of best practices

- Setting specific hours for calls: Agreeing that calls should happen between 10 AM and 6 PM (Mentee's local time) to respect personal schedules.
- Avoiding calls/messages at inappropriate times: Setting boundaries such as "no messages after 9 PM" or "only urgent messages before 8 AM."
- Consistency in scheduling meetings: If Mentor+ and Mentee agree to have a call every first Monday of the month at 3 PM, they should stick to that schedule unless urgent changes are needed.
- Clear communication for changes: If adjustments are necessary, inform the other party in advance to avoid confusion.

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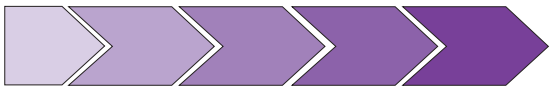
Section 4.2
FIRST MEETING

Before diving into the first mentoring session, it is essential to prepare the meeting in advance to ensure a smooth and productive conversation. A well-prepared session allows the Mentor+ to establish a strong foundation for the relationship, set clear expectations, and create a structured yet flexible approach. Here are the key steps to follow:

Prepare the meeting step by step



Step 1: Schedule a date

- Coordinate with the Mentee to find a mutually convenient time for the first meeting.
- Decide on the format: Will it be a face-to-face meeting or an online session?
- Send a calendar invitation or confirmation message to ensure clarity.

Step 2: Introduction and presentations

- Introduce yourself and explain your role as a Mentor+.
- Create a safe place.
  - Do ice-breaking activities.

Step 3: Define objectives

- Mentors+ and Mentees define their own objectives for the mentoring relationship.
- Complete other sheets by using the platform:
  - Both Mentor+ and Mentee should familiarize themselves with the platform using the provided Tutorial.
  - Regularly update reflections, challenges, and successes to track personal and professional growth.
  - The platform ensures transparency, structured support, and easy progress monitoring.
- Using the sheets including questions about the Mentee's background, expectations, challenges, and personal goals for the mobility experience.
- Taking notes will allow the Mentor+ to track progress, remember key points, and prepare for future sessions.
- Summarize key takeaways from the conversation. (Read the guidelines on 'How to use the platform').

Step 4: Summarize key takeaways

- Summarize key takeaways from the conversation:
  - Ensures mutual understanding and avoids miscommunication.
  - Organizes ideas and highlights crucial points.
  - Defines next steps, responsibilities, and deadlines.
  - Prevents redundant discussions and improves productivity.
  - Serves as a reference and reinforces commitments.

Step 5: Define next steps/next meeting date and close the meeting

- Define next steps, such as additional resources to review, follow-up actions, or the scheduling of the next meeting.
- Ensure the Mentee leaves with a clear understanding of what comes next.

Do Ice breaking activities

Objectives

- Develop skills to establish initial connections and foster trust among Mentees and Mentors+.
- Learn techniques to engage Mentees actively from the start, setting a positive tone for the program.

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CONTENT

Ice-breaker activities are effective tools for groups or individuals who have not met before to connect and get to know each other. These activities are particularly useful during the first interaction between a Mentor+ and a Mentee, as they help eliminate barriers, reduce tension, and create a space conducive to developing a mentoring relationship.

By encouraging open communication, these activities reduce nervousness and formality, foster trust, and establish rapport from the start. They also promote vulnerability and create a sense of safety, which are crucial for a successful mentoring relationship. Additionally, ice-breakers help build group dynamics, promote a sense of belonging, and motivate participants, setting a positive tone for the collaboration and interaction that follows.

To make the session interactive and enriching, ask the Mentors+ if they have any ice-breaking activities they have used successfully in other settings (e.g., workshops, meetings, or team-building events). This gives Mentors+ the opportunity to share experiences and learn new ideas they can apply in their own mentoring practices.

Discussion Question

Have you ever used ice-breaking activities in different settings?

If so, what was your favourite, and why did it work well?

Once you have their ideas, give them examples of activities they could use with their Mentee. Below is a list of ice-breaker questions/activity that can easily be carried out in small groups. These activities help participants identify common interests, foster team building, and ensure the sustainability of the mentoring relationship.

Table1: Ice-breaker activities

Ice Breaker questions/ Activity for first interaction[3]
What is an activity or hobby that you enjoy in your spare time?
What TV show or movie do you like the most?
What is the song that you listen to boost your mood?
What is your favourite traditional meal or dessert?
Names and adjectives
Two truths and a lie*
Would you rather*

*This guide provides detailed instructions on how to play these ice-breaker activities.

[3]The ice breaker questions and activities are adapted from the website, https://www.mural.co/blog/small-group-ice-breakers

Create objectives and planning

Objectives

- Understand follow-up techniques to facilitate exchanges.
- Organise a meeting schedule.

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CONTENT

"Clear goals and structured exchanges are the foundation of effective mentoring."

To create a positive and productive mentoring relationship, Mentors+ and Mentees must establish shared guidelines from the start. Two key priorities must be addressed:

- **Defining specific development objectives**
  Supporting Mentees in identifying realistic goals and outlining actions to achieve them.
- **Planning mentoring sessions**
  Determining the frequency, methods, and communication channels for structured discussions.

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DEFINITION OF SPECIFIC DEVELOPMENT

Objectives

Setting clear and meaningful goals is a crucial first step in the mentoring process. These objectives can cover various areas—personal, professional, and social development—and should be based on the Mentee's motivations, fears, skills, attitudes, and expectations before their international experience.

Here is a non-exhaustive list of Mentees' expectations of their international mobility project.

- **Personal development**
  - Get out of their comfort zone.
  - Gain independence and self-confidence.
  - Find a purpose.
  - Get inspired for personal or professional projects.
  - Feeling fulfilled while having the experience.
- **Social and cultural adaptation**
  - Be integrated into the new culture/environment.
  - Find new friends.
  - Learn/improve a (new) language.
  - Settling abroad.
- **Professional and academic growth**
  - Gain new skills.
  - Learn new working methods.
  - Test yourself before entering the job market.
  - Define a career path.
- **Civic engagement and contribution**
  - Have a civic/European commitment.
  - Helping others.
- **Other**

During the Mentor+-Mentee exchange, Mentees can choose which expectations they have. And then Mentors+ can support Mentees in their expectations.

It is also important to address the Mentee's fears and obstacles at the beginning of the mentoring relationship.

Here are some fears that Mentees may have regarding their international mobility project:

- **Emotional challenges:** Loneliness, homesickness, and cultural shock.
- **Practical concerns:** Budget management and language barriers.
- **Social and environmental adaptation:** Adjusting to new social norms, living conditions, and stepping out of their comfort zone.

Mentors+ can help Mentees deal with their fears about mobility all along their relationship.

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PLANNING OF MOMENTS OF EXCHANGE AND DISCUSSION

A well-structured mentoring schedule ensures consistency, builds trust, and provides effective support throughout the mobility experience.

Step 1: Setting the frequency of meetings

- **Plan in advance:** schedule meetings early to ensure commitment and continuity.
- **Maintain regularity:** a monthly meeting is recommended, with flexibility based on Mentee needs.
- **Adapt to key moments:** meetings should align with different phases of the mobility journey (pre-departure, adjustment, mid-term check-in, final reflection).

Step 2: Respecting time commitments

- Meetings are confidential and structured spaces—both Mentor+ and Mentee should honor agreed schedules.
- Communicate any changes in advance to maintain trust and organization.

Step 3: Choosing the right communication channels (See Section 4.1: Contact Mentee for details on communication methods.)

- Agree on one or two preferred channels to ensure clarity.
- Use different channels appropriately (e.g., instant messaging for quick updates, video calls for deeper discussions).
- Stick to the agreed communication plan to maintain consistency.

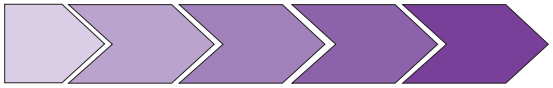
By balancing structure and flexibility, Mentors+ ensure productive and meaningful exchanges with their Mentees.

Section 4.3
MONTHLY FOLLOW-UP

After the first meeting, regular follow-ups are essential to maintaining a productive and supportive mentoring relationship. While each session should adapt to the Mentee's evolving needs, the following key steps help ensure continuity and effectiveness:

SLIDE 65

STEP



Step 1: Scheduling and preparing the session

- **Schedule a date:** Set a mutually convenient time and confirm the format (face-to-face or online).
- **Prepare the online platform or interview sheets:** Ensure the mentoring follow-up tool is ready for documentation and reflection.

Step 2: Conducting the meeting

- **Meet face-to-face or online:** create a welcoming and structured environment for the discussion.
- **Check in on progress:** start with a brief review of the Mentee's recent experiences, challenges, and achievements.
- **Engage in open exchanges:** actively listen, provide guidance, and encourage the Mentee to share their thoughts.

Step 3: Documenting key insights

- **Take notes:** record important points from the discussion in the online platform or a the sheets.
- **Track progress:** update objectives, identify action points, and adjust support based on new developments.

Step 4: Defining next steps and closing the session

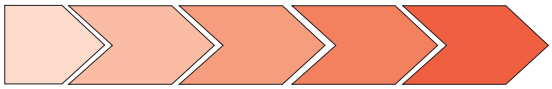
- **Summarize key takeaways:** reinforce what was discussed and highlight progress made.
- **Set action points:** identify specific steps the Mentee can take before the next session.
- **Plan the next meeting:** agree on the timing and format for the next follow-up.

By keeping each session structured, adaptable, and action-oriented, Mentors+ ensure that Mentees receive consistent support, clear direction, and meaningful guidance throughout their mobility experience.

Section 4.4
CLOSING THE MENTORING RELATIONSHIP

The final mentoring session is a key moment to reflect on the mentoring journey, assess progress, and prepare for the post-mobility transition. It ensures that both Mentor+ and Mentee can evaluate their experience, consolidate learnings, and plan next steps.

SLIDE 66



Step 1: Schedule a date

Set a mutually convenient time for the final session.

Step 2: Reviewing the experience

- Reflect on key achievements, challenges overcome, and personal/professional growth.
- Compare initial and final goals, highlighting progress and evolving objectives.

Step 3: Discussing future steps & transition planning

- Use the 'future professional or personal objectives' Section completed beforehand on the online platform to steer the conversation towards post-mobility projects or available sheets.
- Address key areas such as career/education plans, re-adjustment, and support needed for reintegration.

Step 4: Completing the online platform & evaluation

- Ensure both Mentor+ and Mentee update final reflections and next steps.
- Complete the evaluation questionnaire to provide feedback on the mentoring experience.

Step 5: Closure and acknowledgment

- Express appreciation for the time and effort invested in the relationship.
- Encourage continued self-reflection and application of learnings.
- Discuss possibilities for staying in touch, if appropriate.

This structured closure ensures Mentees feel prepared, supported, and confident as they transition beyond their mobility experience.
At the end of each mentoring relationship, it may be a good idea to inform the mentoring structure (SO or HO). The organisation can assign a new Mentee to the Mentor+ and suggest that the Mentee in turn becomes a Mentor+.

Section 4.5
ADDRESSING POTENTIAL ISSUES IN THE MENTORING RELATIONSHIP

It is also important to ensure that Mentors+ and Mentees feel comfortable and satisfied with the match. In cases where adjustments are required, the organisation needs to be prepared to make changes.

Here are some of the difficulties that can arise in a mentoring relationship and how to overcome them:

Difficulties	Causes	Solution
LACK OF ENGAGEMENT OR COMMITMENT The Mentor+ or Mentee does not actively participate in scheduled meetings, frequently cancels, or shows little investment in the relationship.	Busy schedules or competing priorities. Lack of motivation due to unclear expectations. Mismatched expectations between the Mentor+ and Mentee.	Discuss the importance of regular engagement and define a mutually agreed meeting schedule. Log key discussion points and progress to maintain accountability. Encourage at least one meeting per month while adjusting based on the Mentee's needs.
POOR COMMUNICATION Misunderstandings, lack of responsiveness, or confusion in exchanges between the Mentor+ and Mentee.	Differences in communication styles or cultural misunderstandings. Unclear guidelines on how and when to communicate. Over-reliance on informal channels (e.g., WhatsApp) leading to scattered information.	Decide together on the preferred method for structured discussions (e.g., email, online platform, scheduled calls). Set mutual guidelines for when and how quickly to respond to messages. If misunderstandings arise, address them openly and clarify intentions.
LACK OF TRUST AND EMOTIONAL CONNECTION The Mentee does not feel comfortable sharing concerns, leading to a distant or ineffective mentoring relationship.	The Mentor+ does not establish a safe and non-judgmental space. Lack of active listening or empathy. Fear of being judged or dismissed by the Mentor+.	Show genuine interest, remain non-judgmental, and reassure the Mentee that their concerns are valid. Build trust through informal conversations before diving into deeper topics. Reflect on what the Mentee shares, ask open-ended questions, and avoid giving immediate solutions unless requested.

Difficulties	Causes	Solution
MENTEE'S PERSONAL CHALLENGES AFFECTING ENGAGEMENT The Mentee disengages from the mentoring process due to external difficulties.	Personal struggles such as homesickness, financial issues, or mental health concerns. Overwhelming stress from cultural adjustment or workplace challenges. Lack of clear goals leading to loss of motivation.	Ask open-ended questions to understand their challenges. Reassure them that struggles are a natural part of mobility experiences. Help them break down their objectives into small, manageable steps using the online platform. f the Mentee's issues go beyond your role, suggest a professional, the supporting organisation (SO or HO), or program support services.
FEELING UNPREPARED AS A MENTOR+ The Mentor+ feels unsure about how to support the Mentee effectively.	Uncertainty on how to handle sensitive topics or ethical dilemmas. No clear structure for escalating serious issues.	Refer to the mentoring guide and online platform for guidance. Contact program coordinators (SO or HO) for advice on complex situations. Understand that your role is to support and guide, not to solve all problems. If a situation requires professional help, redirect the Mentee to the right resource.
HANDLING CONFLICTS WITH A MENTEE A disagreement or tension arises between the Mentor+ and the Mentee, affecting communication and trust.	Miscommunication or unclear expectations. Cultural misunderstandings or differing communication styles. Mentee feeling unsupported or Mentor+ feeling disengaged. Personal stress factors affecting the Mentee's reactions.	Address the issue privately, using nonviolent communication and active listening. Ask open-ended questions to understand the Mentee's perspective and redefine expectations if necessary. Work together to adjust communication and ensure mutual respect. If tensions persist, involve the mentoring coordinator (SO or HO) for support.

If unresolved, conflicts should be escalated to the **mentoring organization (SO or HO)** for mediation. If no solution is found, the mentoring relationship may be ended, with possible reassignment of the Mentee.

Section 4.6
ADDITIONAL RESOURCES FOR MENTORS+

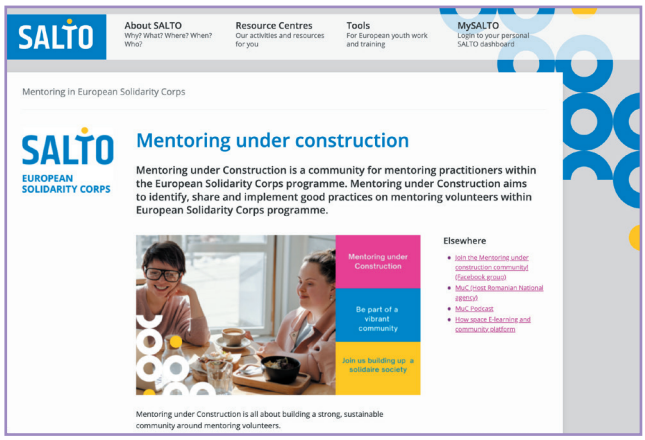
Content

Collaboration among Mentors+ is essential for filling knowledge gaps and complementing each other's skills. Mentors+ who are part of mentoring networks and communities highlight the importance of seeking support and exchanging advice with peers to address common issues and maintain motivation.

There are some existing communities of Mentors+ and additional training opportunities available through SALTO Youth (Support, Advanced Learning and Training Opportunities).

SLIDE 67

SALTO-YOUTH PLATFORM



The SALTO Youth platform is a part of the European Union's Erasmus+ Programme, which focuses on youth mobility, learning, and cooperation. The platform is designed to provide resources, tools, and opportunities for young people, youth workers, and organizations involved in youth work across Europe and beyond.

For those looking to deepen their understanding of mentoring and strengthen their skills, Mentoring under Construction offers a valuable resource within the European Solidarity Corps (ESC).

This initiative connects mentors, project managers, volunteer coordinators, and trainers to:

- Build a common understanding of mentoring roles, responsibilities, and competencies.
- Develop professional skills to address evolving challenges in mentoring.
- Share good practices and resources to improve mentoring quality.
- Engage in a network of practitioners for peer support and continuous learning.

More information can be found at:
mentoring under construction.

SLIDE 68

COMMUNITIES OF MENTORS+

Mentor+ communities in the field of volunteering and mobility provide platforms for them to connect, share good practice and collaborate. They facilitate the exchange of experiences and resources, creating an environment conducive to learning and skills development. Mentors+ also use these communities to plan joint activities and workshops to support the growth and success of Mentors+ and Mentees in volunteering and mobility initiatives.

If Mentors+ are interested, they can be part of mentor communities

SLIDE 69

CONCLUSION

SLIDE 70

RECAP - FINAL SUGGESTIONS TO BECOME A MENTOR+

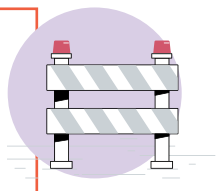
Establish a structured and trusting relationship
Set clear expectations, maintain regular follow-ups, and create a safe space for open communication.

Adapt your mentoring approach
Stay flexible, acknowledge cultural differences, and tailor your support based on the Mentee's evolving needs.

Encourage Mentee autonomy
Guide them in defining goals, overcoming challenges, and finding their own solutions, rather than providing ready-made answers.

Use the available tools effectively
Keep track of exchanges on the online platform, follow structured mentoring steps, and leverage provided resources.

Recognize your role's limits
Be aware of when to redirect Mentees to SO or HO for additional support, especially in cases of persistent challenges or conflicts.



SLIDE 71

PRACTICAL TOOLS

To find out more about mentoring, participants can be redirected to the following websites:

- **ADICE**
  https://adice.asso.fr/en/projects/mentor/

- **ASPEm**
  https://aspem.org/mob_volontariato/mentor-ka2/?lang=en

- **VCS**
  https://vcs.org.mk/mk/mentor/

- **Pi Youth Association**
  https://www.pigenclikdernegi.org/en/on-going-projects/mentor-2/

- **Curba de Cultura**
  http://evs.curbadecultura.ro/index.php/mentor/

Each tool is available in English, French, Italian, Macedonian, Turkish and Romanian.

On these websites, participants will find several tools they can consult online or download:

- **A cross-country study on mentoring needs.** With this tool participants can find out about Mentor+s and Mentees' needs and expectations during an international mobility project, from France, Italy, Macedonia, Türkiye and Romania.
- **An interactive tool to support participants in their mentoring relationship.** Thanks to this tool, participants will be able to keep a record of their exchanges with their Mentees to better support them throughout the mobility period.

SLIDE 72

EVALUATION OF THE TRAINING

Evaluating the training is essential to ensure its effectiveness and continuous improvement. These questionnaires, administered before and after the training, allow both trainers and participants to assess the learning process, identify areas of improvement, and measure the impact of the training on mentoring practices.

Step 1. Introduce the evaluation at the end of the training

Before concluding the session, explain the purpose of the evaluation:

- Assess the impact of the training.
- Identify strengths and areas for improvement.
- Ensure future training sessions are better adapted to participants' needs.
- Inform participants that their feedback is anonymous (if applicable) and will be used to enhance future training sessions.

Step 2. Distribute the questionnaire

- Option 1: Online submission
- Provide a QR code, link, or email invitation to an online form (*Google Forms, Typeform*, or another survey tool).
- Encourage participants to complete it immediately before leaving the session or within the next 24 hours.
- Option 2: Paper version
- Hand out printed evaluation forms before the final wrap-up.
- Allow 5–10 minutes at the end of the session for participants to complete them.

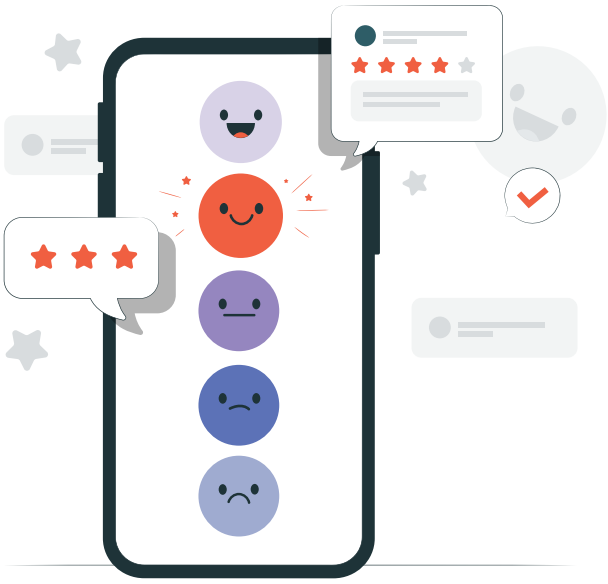
Step 3. Monitor responses & encourage completion

- Send a reminder email within 24–48 hours for those who haven't completed the survey.
- If using an online tool, monitor responses and send a follow-up reminder if needed.

Step 4. Review feedback and analyze key in sights

Look for patterns in participant responses:

- Did participants feel prepared for their role as Mentors+?
- Were certain modules/topics particularly helpful or lacking?
- Were there any logistical or structural issues that need adjusting?
- Share a summary of key takeaways with your team or stakeholders for improvement.



USE THE QUESTIONNAIRES BELOW AS A GUIDE FOR COLLECTING FEEDBACK.

Pre-training evaluation questionnaire

1. What do you expect from this training? (Multiple choice, select all that apply)

□ Better understand the role of a Mentor+
□ Gain practical tools and methods for mentorship
□ Enhance my communication and problem-solving skills
□ Learn how to support Mentees in their personal and professional growth
□ Other (please specify): _____

2. How familiar are you with the concept of mentoring?
(1 = Not at all familiar, 5 = Very familiar) □ 1 □ 2 □ 3 □ 4 □ 5

3. How confident are you in applying mentoring techniques before this training?
(1 = Not confident at all, 5 = Very confident) □ 1 □ 2 □ 3 □ 4 □ 5

4. How well do you understand the following concepts before the training?
(Rate from 1 to 5: 1 = No understanding, 5 = Full understanding)

- Understanding the role of a Mentor+ in mobility projects □ 1 □ 2 □ 3 □ 4 □ 5
- The responsibilities and limits of a Mentor+ □ 1 □ 2 □ 3 □ 4 □ 5
- Key competencies needed to be an effective Mentor+ □ 1 □ 2 □ 3 □ 4 □ 5
- Active listening and intercultural communication □ 1 □ 2 □ 3 □ 4 □ 5
- Managing mentoring relationships and addressing challenges □ 1 □ 2 □ 3 □ 4 □ 5

5. What challenges do you foresee in your role as a Mentor+? (Open-ended)

6. What specific skills or knowledge would you like to develop during this training?
(Open-ended)

Post-training evaluation questionnaire

1. How satisfied are you with the training overall?
(1 = Not satisfied, 5 = Very satisfied) □ 1 □ 2 □ 3 □ 4 □ 5

2. Did the training meet your expectations?

□ Yes, completely
□ Partially
□ No, not at all

3. How likely are you to apply the knowledge gained in your mentoring role?
(1 = Not likely, 5 = Very likely) □ 1 □ 2 □ 3 □ 4 □ 5

4. How would you rate your understanding of the following topics after the training?
(1 = No understanding, 5 = Full understanding)

- Understanding the role of a Mentor+ in mobility projects □ 1 □ 2 □ 3 □ 4 □ 5
- The responsibilities and limits of a Mentor+ □ 1 □ 2 □ 3 □ 4 □ 5
- Key competencies needed to be an effective Mentor+ □ 1 □ 2 □ 3 □ 4 □ 5
- Active listening and intercultural communication □ 1 □ 2 □ 3 □ 4 □ 5
- Managing mentoring relationships and addressing challenges □ 1 □ 2 □ 3 □ 4 □ 5

5. How would you rate the following aspects of the training?
(1 = Not satisfied, 5 = Very satisfied)

- Training organization and structure □ 1 □ 2 □ 3 □ 4 □ 5
- Interest and relevance of the content to your mentoring commitment □ 1 □ 2 □ 3 □ 4 □ 5
- Clarity and quality of the trainers' presentations □ 1 □ 2 □ 3 □ 4 □ 5
- Opportunities for participation and interaction □ 1 □ 2 □ 3 □ 4 □ 5
- Quality of group dynamics and exchange between participants □ 1 □ 2 □ 3 □ 4 □ 5
- Usefulness of the different media/tools presented □ 1 □ 2 □ 3 □ 4 □ 5
- Pace, duration, and progression of the training □ 1 □ 2 □ 3 □ 4 □ 5
- Logistics and accessibility of the training format (venue, online platform, materials, breaks, etc.) □ 1 □ 2 □ 3 □ 4 □ 5

6. How useful was each module for you? (1 = Not useful at all, 5 = Very useful)

- Module 1: Context and Mentors+' role □ 1 □ 2 □ 3 □ 4 □ 5
- Module 2: Preparing the Mentor+-Mentee Relationship □ 1 □ 2 □ 3 □ 4 □ 5
- Module 3: What it takes to be a great Mentor+ □ 1 □ 2 □ 3 □ 4 □ 5
- Module 4: How to assume your responsibilities as a Mentor+ □ 1 □ 2 □ 3 □ 4 □ 5

7. Were there sufficient opportunities for participation and interaction during the training?

□ Yes
□ Somewhat
□ No

8. Were there any areas that need improvement?

□ No
□ Partially
□ Yes (please specify): _____

9. What were the most useful or impactful parts of the training?
□ Understanding the role of a Mentor+ in mobility projects
□ Learning about the responsibilities and limits of a Mentor+
□ Developing key mentoring competencies
□ Practicing active listening and intercultural communication
□ Learning how to manage challenges and conflict resolution in mentoring
□ Gaining practical tools and structured methods for mentorship
□ Exploring real-life mentoring case studies and examples
□ Networking and exchanging experiences with other Mentors+
□ Other (please specify): _____

10. What aspects of the training were the least relevant or useful?
□ Theoretical concepts of mentorship
□ The LISA method
□ Practical implementation of mentoring techniques
□ Communication strategies and resolving conflicts
□ Mentor communities and available additional training opportunities
□ Group discussions and interactive exercises
□ None – I found all elements useful
□ Other (please specify): _____

11. Is there any topic that you think should be covered in more depth?
□ Understanding different mentoring styles and approaches
□ More real-life case studies or role-playing exercises
□ Conflict resolution strategies for mentoring relationships
□ Supporting Mentees through personal and professional challenges
□ Cultural adaptation and working with diverse Mentees
□ Structuring and planning mentoring sessions effectively
□ Using digital tools for mentoring follow-up
□ None – the coverage was sufficient
□ Other (please specify): _____

12. Do you have any additional comments or suggestions for improvement?

APPENDICES

APPENDIX N°1
SUPPORT DETECTIVE

	Example Scenarios	Mentor+	Tutor from Sending Organisation (SO)	Tutor from Hosting Organisation (HO)
1	I lost my wallet and need assistance in blocking credit cards and getting a new ID.			
2	I am having communication issues with my roommate and the house is always messy.			
3	My computer broke down and I need assistance for repair or purchase of a new device.			
4	I am facing health issues and need to find a local doctor.			
5	I had a tragedy in the family and I would like to return to my home country, but then resume volunteering.			
6	My local supervisor doesn't give me fulfilling tasks, and often I have nothing to do at work.			
7	My expectations about the volunteering experience were different. I'm struggling to integrate.			
8	I am overwhelmed by the stress associated with volunteering responsibilities and feel anxious about my performance.			
9	My accommodation is unsatisfactory or does not meet expectations, and this affects my well-being. The room is too small, and I can't have my personal space.			
10	I do not feel comfortable with my Mentor+, and do not feel on the same page.			
11	I am facing financial issues and find it difficult to manage the budget during the volunteering period.			
12	I feel a conflict between my personal values and those of the community I am serving. This community is too misogynistic, and I can't bear it.			

Answers:
- Mentor+: 2, 7, 8, 11, 12
- Tutor from SO: 1, 5, 10
- Tutor from HO: 1, 3, 4, 5, 6, 9

APPENDIX N°2
CASE STUDY: SCENARIOS

Scenario 1

You are the Mentor+ of a Mentee living in a different country. It's 11:00 PM, and you receive an urgent message from your Mentee asking for help with a washing machine issue. They didn't close the door properly, and now the drum is stuck.

Scenario 2

Your Mentee keeps sending you their ideas for activities with young people at the hosting organisation, asking you to help structure and plan the weekly activities. You volunteered at the same organisation.

Scenario 3

Your mente tells you they are fed up with their life and not happy with their work in the project. They don't know how to stop it and the only solution they see is to just jump from a bridge.

Scenario 4

Your Mentee has issues with his housemates regarding the cleaning of the house, and they are not comfortable talking to them directly. They request your help by sending you a message, a Sunday at 2.30 am.

APPENDIX N°3
EMERGENCIES' SCALE

Different types of emergencies	Protocol / person to contact
SEVERE Temporary suspension of operations, relocation of international staff and participants	**Who is the first person to be contacted?** • If necessary or lives in danger: medical emergencies services, helpline. • The **HO Tutor** if it's a situation that requires an immediate presence from hosting country. • The **SO Tutor** if it's a situation that can be solved by calls/texts, and necessitate help from sending country. • The Directors, as the organisation's legal representatives for all legal and emergency matters.
HIGH Strict security measures	The situation is to take into immediate consideration but can eventually be solved in a few hours, or the day after **Who is the first person to be contacted?** • The **HO Tutor** if it's a situation that requires a presence from hosting country: something about the house, the activities, loss of personal belongings... • The **SO Tutor** if it's a situation that can be solved by calls/texts, and necessitate help from the sending country: related to activities, project, loss of personal belongings, relation with the hosting organisation or the Mentor+...
MODERATE Reinforcement of safety and security measures	If the situation can wait the day after or next days to be solved **Who is the first person to be contacted?** • The **HO Tutor** if related to activities, project, and living conditions but no actual danger or immediate emergency • The **SO Tutor** if the situation concerned the general management of the project, relation with the hosting organization or the Mentor+... • The **Mentor+** if related to living conditions, relations with other people, local environment and culture...
NORMAL Safety precautions	If the situation can be solved in the next days, and eventually providing the support to the Mentee for them to solve the problems by themselves **Who is the first person to be contacted?** • The **HO Tutor** if it's related to activities, future plans, local environment, self-organisation and autonomy... • The **SO Tutor** if the situations are related to future plans, process of coming back home after the project ends... • The **Mentor+** if it's related to personal and professional future plans, ideas and advices for local cultural events or immersions...

APPENDIX N°4
MATCH & MASTER: THE COMPETENCY PUZZLE

Competency	Answers to the activity
Communication skills	
• Ability to express oneself clearly, both orally and in writing. • Design written or visual communication media (presentations, reports). • Be able to listen actively and reformulate to clarify needs.	• **Important:** knowing how to listen actively and reformulate to clarify needs. • **Less important:** be able to express yourself clearly, both orally and in writing. • **Not relevant:** designing written or visual communication media (presentations, reports). *(Justification: Mentors+ are not required to produce formal documents or materials; this skill is more the responsibility of coordinators or trainers).*
Empathy and emotional support	
• Offering sympathetic support at difficult times. • Being able to recognise and understand the Mentee's emotions. • Manage psychological crises requiring professional intervention.	• **Important:** being able to recognise and understand the Mentee's emotions. • **Less important:** offer sympathetic support at difficult times. • **Not relevant:** dealing with psychological crises requiring professional intervention. *(Justification: Mentors+ are not mental health professionals and should not intervene in situations requiring clinical expertise).*
Intercultural competencies	
• Understanding and respecting cultural differences. • Help the Mentee adapt to a new cultural environment. • Organising intercultural events to promote diversity.	• **Important:** understanding and respecting cultural differences. • **Less important:** help the Mentee adapt to a new cultural environment. • **Not relevant:** organising intercultural events to promote diversity. *(Justification: These actions are the responsibility of coordinators or host organisations, not Mentors+).*
Conflict management	
• Identifying the causes of disagreements and tensions. • Train Mentees in formal conflict resolution techniques. • Intervene neutrally and constructively to resolve conflicts.	• **Important:** identify the causes of disagreements and tensions. • **Less important:** intervene neutrally and constructively to resolve conflicts. • **Not relevant:** train Mentees in formal conflict resolution techniques. *(Justification: Mentors+ must intervene on an ad hoc basis and are not trained to teach complex methodologies).*

Competency	Answers to the activity
Guidance and support	
• Supporting autonomy by encouraging decision-making and problem-solving. • Developing a detailed action plan for each stage of mobility. • Guiding Mentees in defining their personal and professional goals.	• **Important:** Support autonomy by encouraging decision-making and problem-solving. • **Less important:** Guide Mentees in defining their personal and professional goals. • **Not relevant:** Develop a detailed action plan for each stage of mobility. *(Justification: The creation of detailed plans is an administrative task for the Mentee or the project coordinators).*
Motivation and inspiration	
• Encouraging continuous learning and personal commitment. • Acting as a motivational speaker or trainer to groups. • Be a positive and inspiring role model for the Mentee.	• **Important:** be a positive and inspiring role model for the Mentee. • **Less important:** encourage continuous learning and personal commitment. • **Not relevant:** acting as a motivational speaker or trainer to groups. *(Justification: The role of Mentors+ is focused on a one-to-one relationship, not on public speaking).*

APPENDIX N°5
ABIGAIL'S TALE TEXT

"Abigail loves Tom, who lives on the other side of the river. A flood destroyed all the bridges crossing the river, leaving only one boat spared. Abigail asks Sinbad, the owner of the boat, to ferry her across the river. Sinbad agrees on the condition that Abigail first gives herself to him.

Confused, Abigail seeks advice from her mother, who refuses to intervene in her daughter's affairs. Desperate, Abigail gives in to Sinbad's demand, and he subsequently ferries her across the river.

Abigail rushes to meet Tom, joyfully embraces him, and tells him everything that happened. Tom harshly rejects her, and Abigail flees.

Not far from Tom's house, Abigail encounters John, Tom's best friend. She confides in him about everything that happened. John slaps Tom and leaves with Abigail."

APPENDIX N°6
PROBLEM RESOLUTIONS

Potential issues	Reasons	Solutions for Mentor+	Solutions for HO Tutor / SO Tutor
LACK OF COMMUNICATION BETWEEN MENTEES AND HOSTING ORGANIZATION They do not feel that the given missions and tasks are matching the information before departure. The communication is not clear and some disagreements occur for planning, free days, etc…	Uncertainties, changes or unclear expectations such as the Mentee's expectations from the mobility process or the hosting organization's expectations from the participant can lead to communication problems. Issues may occur regarding working hours or the use of monthly vacation days.	Encourage Mentees to voice any uncertainties and facilitate discussions to clarify expectations with relevant parties. Share your own experiences to help Mentees navigate changes and uncertainties, offering strategies to adapt effectively. Encourage the Mentee to meet with the Tutor of the Hosting organisation, in order to ask questions on their mind, clarify everything and discuss expectations. Assist Mentees in adapting to changes by providing strategies for flexibility and coping with unexpected responsibilities. Encourage Mentees to express their interests and concerns regarding activities, helping them seek opportunities that align better with their goals.	Ensure Mentees understand **HO Tutor** Clearly communicate the roles and responsibilities of both the Mentee and the Hosting organization from the outset to prevent misunderstandings. Ensure that there are open lines of communication for Mentees to ask questions about the process and expectations at any time. **SO Tutor** Regularly check in to ensure that Mentees are not overwhelmed and that their working hours and vacation days are being respected. **SO / HO Tutor** Conduct regular briefings or updates about the mobility process and any changes that may affect the Mentee's experience.

Potential issues	Reasons	Solutions for Mentor+	Solutions for HO Tutor / SO Tutor
LANGUAGE BARRIER *How do they get to communicate with the local community who doesn't speak their language/ English?* They do not feel integrated because of their lack of language skills. And it leads to misunderstanding in shops, with neighboors, local community,...	This occurs due to the Mentees' insufficient language knowledge or the low number of people who speak English in the local community especially in the rural areas.	Remind Mentees that international mobility is the best place for them to gain new skills, competencies and experiences, and to encourage them to work on the areas where they are struggling and to improve themselves. Provide Mentees with resources such as language apps, online courses, or local language classes to improve their language skills. Encourage the Mentee to get support from a participant who speaks his/her own language. Encourage Mentees to engage in cultural exchange activities where they can practise the local language in informal settings.	**HO Tutor** Provide Mentees with basic phrases and vocabulary relevant to their daily activities and the local community. Offer information on local resources, such as language clubs or community centers, where Mentees can find support. **SO / HO Tutor** Ensure that Mentees receive language training or resources before their departure and during the project, to build a foundational understanding. Regularly check in with Mentees about their language challenges and provide strategies for improving communication with locals.

Potential issues	Reasons	Solutions for Mentor+	Solutions for HO Tutor / SO Tutor
LIVING CONDITIONS AND ACCOMMODATION They do not adapt easily to the living conditions They complain about the facilities in the accommodation provided by the hosting organisation	The project or the accommodation is in a zone with less social opportunities. Mentees' accommodation conditions may be different from what they expect or may not meet the expected standards - or lifestyles of other housemates (cleaning, hygiene,...)	Motivate Mentees to participate in local community events or activities to foster social connections and integration. And to connect with local people who can introduce them to new social circles. Help Mentees identify nearby organizations, clubs, or groups where they can meet people and make friends. Suggest online platforms or social media groups where Mentees can connect with others in similar situations or interests. Inquire details about the living conditions in the house. According to the situations, help them being aware of the cultural differences, financial status of the hosting country, and other elements that could differ from their back home standards. Share tips on adapting to different living conditions and how to maintain cleanliness and hygiene in shared spaces. If the problem comes up due to the other participants living in the same house as the Mentee, Mentees are first encouraged to talk with the participants. Then, if it is still unresolved, the situation can be discussed with the Tutor.	**HO Tutor** Share information about nearby social and cultural activities, such as festivals, workshops, or classes. And promote group outings to reduce the feeling of isolation. Act as a liaison between the Mentee and local groups, helping them find opportunities for socialization. Provide detailed information about accommodation options, including photos and descriptions, to help Mentees understand what to expect. **SO Tutor** Check on the accommodation status and facilities provided by the hosting organisation. And regularly check to assess Mentees' satisfaction with the accommodation.

Potential issues	Reasons	Solutions for Mentor+	Solutions for HO Tutor / SO Tutor
ADAPTATION AND ADJUSTMENT *How do they experience their cultural shock? Were they aware of this phase?* *How are they trying to integrate the community?*	Adapting to a new environment and getting used to living there can be difficult for some Mentees. Adapting to a new culture, work arrangement or lifestyle can take time and can be challenging. This can sometimes lead to a loss of motivation.	Discuss the adaptation process with Mentees, the cultural shock phase and emphasize that adjustment takes time and is a normal part of the experience (see the cultural adjustment curve). Offer your own experiences of adapting to new environments, including challenges faced and how you overcame them to inspire resilience. Help Mentees set achievable short-term goals to foster a sense of accomplishment and maintain motivation. Actively listen to Mentees' concerns and validate their feelings, reinforcing that it's okay to seek help when needed. And encourage them to share their feelings with the Tutor of the Hosting organisation.	**HO Tutor** Conduct orientation sessions to familiarize Mentees with the new environment, culture, and expectations, easing their transition. Provide resources such as local guides, cultural tips, or workshops that can help Mentees acclimate to their new surroundings. Promote group discussions or peer support networks where Mentees can share experiences and strategies for adjustment. **SO Tutor** Schedule frequent check-ins to monitor Mentees' adjustment progress and address any challenges they may face.

Potential issues	Reasons	Solutions for Mentor+	Solutions for HO Tutor / SO Tutor
STEREOTYPES, PREJUDICES AND MISCONCEPTIONS *Did they receive stereotypical comments during their experiment?* *How did they react to these remarks?* *Did they have any preconceived ideas about their host country before they went on the mobility scheme?* *How did they manage to overcome these preconceptions?*	Being in contact with other cultures, and living in a different country can raise the feeling of being judged, stereotyped, and victim of prejudices	If they have any concerns, encourage them to talk to the people who can help (Tutor of HO, Tutor of SO, other members of HO). Make sure that Mentees are not fooled by appearances and keep an open mind. Actively listen to Mentee's and guide them to develop their critical thinking and awareness of others' cultures. Share tips on how to react, encourage them to approach some topics in order to understand and break the stereotypes/prejudices. Share books, videos, and informative support about the topics. Encourage the Mentees to be in contact with locals, to discuss, to share fears and thoughts, and to understand.	**HO Tutor** Make sure they understand the meanings of the stereotypes, prejudices, and misconceptions. And help them to overcome them. **SO Tutor** Provide information about interculturality, prejudices, stereotypes and misconceptions before leaving **SO / HO Tutor (if knowledge)** Share information about the hosting country and the history
LACK OF GUIDANCE AND SUPPORT FROM THE HOSTING ORGANISATION The Mentee doesn't feel guided in their tasks and project There is no actual status meeting between the Mentee and the HO Tutor/or specific weekly planning	Lack of monitoring and support from the hosting organization during the project can reduce the Mentees' motivation and make it difficult for them to solve their problems.	Encourage Mentees to connect more frequently with the hosting organisation. Encourage Mentees to talk and explain the situation to their sending organisation, so that it can intervene and mediate if necessary.	**SO / HO Tutor** Ensure there are alternative staff members designated to provide support in case the primary Tutor is unavailable. **HO Tutor** Maintain open lines of communication with Mentees to inform them of your absences and reassure them of available support options.

Potential issues	Reasons	Solutions for Mentor+	Solutions for HO Tutor / SO Tutor
LACK OF MENTORSHIP AND SUPPORT FROM THE MENTOR+ *Is the Mentee committed to mentoring?* *How often do they maintain the mentoring meetings?* *Do the sessions and process of mentoring suit the Mentee's needs and expectations?*	Inadequate or inaccessible Mentors+ can also contribute to these problems. Some participants do not have Mentors+ or they are appointed late or there are differences between them that don't fit the Mentee's needs and Mentor+ competence. Therefore, without a Mentor+, they do not know how to approach problems or from whom to get support.	Inquire the Mentee in which way you can help more efficiently with the mentoring sessions. What do they seek? What do they expect from the Mentor+? What are their needs? Try to find solutions to rebalance the relations between Mentee and Mentor+. Or to contact the sending organization to readjust the mentoring process with another Mentor+.	**SO Tutor** Keep track of Mentor+ assignments and ensure that all Mentees have been paired with a Mentor+ in a timely manner. Inquire the Mentee about the relation with the Mentor+, if it suits them. And ensure there are regular mentoring meetings between Mentee and Mentor+ all along the project. Establish a system for interim mentorship where another Mentor+ can step in if the primary mentor is unavailable.

NOTES

ADICE
42 rue Charles Quint
59100 Roubaix
France
adice@adice.asso.fr

ASPEm
Via Dalmazia, 2,
22063 Cantù CO
Italy
aspem@aspem.org

VCS
Marko Cepenkov 28b,
1000, Skopje
North Macedonia
vcs_contact@yahoo.com

Pi Youth Association
Akdeniz Mah. 1353 Sokak No:1 Taner İş Hanı Kat:5 D:503 Konak 35210 İzmir
Türkiye
iletisim@pigenclikdernegi.org

Curba de Cultura
Strada Principală, DN1A 91A, Izvoarele
107320
Romania
info@curbadecultura.ro

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