

# Handbook on Mentoring for Social & Cultural Integration of Migrants

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# The Rising Project

The **RISING- mentoring** to raise motivated migrants project is a three year long project, funded by the Erasmus+ Programme of the European Union, establishes a partnership of six non-profit organizations from across Europe.

In order to develop successful integration processes for migrants in their host society, it is necessary to implement effective educational and training methodologies, through innovative ways of increasing learners' motivation. In this way, the project intends to integrate the motivational benefits of mentoring into the training and educational curriculum offered to migrants. Specifically, RISING will seek to provide a set of tools, complimentary to those projects already being carried out, in order to help mentors fulfilling their roles and to provide additional support for mentoring providers.

## **The Rising Project main goals are:**

- Raise awareness on the importance of motivation for migrants to adhere to further education;
- Increase the number of mentees interested in entering mentoring programs;
- Improve skills on mentors for migrants, especially on pushing migrants to action;
- Empower mentors by putting at their disposal a handbook of resources for mentoring sessions;
- Increase levels of motivation and proactivity among migrant mentees;
- Improve relationships between mentors and mentees, by better understanding of what is expected from both roles;
- Empower mentoring providers and practitioners, able to provide robust data and evidence-based mentoring, making use of the toolkit for process management;
- Improve skills among partners' staff and volunteers, enabling them to provide alternative support to migrants and their mentors.

In the first result of this project, a Handbook of tools and resources for mentors, including success stories of migrants, was developed. With this first result, it is intended to induce proactivity and civic competences improvement, to stimulate the self-knowledge of migrants through mentorship, thus recognizing their potential and their place within the society. Activities with specific and didactic topics are proposed, for mentors to understand migrants' expectations and fears about the receptivity of society, as well as about the steps in achieving their goals and obstacles during that journey. Such a strategy aims to empower mentors to identify problems and help mentees in being agents of change in search for solutions. Parallel to these tools, a collection of success stories will also be included, as an Annex, to better equip mentors with the knowledge of different perspectives about the integration challenges.

# Introduction

The Rising project aims to integrate the motivational benefits of mentoring into the training and educational curriculum offered to migrants. It will seek to develop and provide a set of tools that support the mentors fulfil their roles and provide additional support for mentoring providers. The first result of the RISING project involves creating a handbook to be used by mentors when working with their mentees, by targeting their motivation and engagement throughout the programme. This will empower mentors and support them in their mentoring practice of assisting migrants in their social inclusion.

Additionally, this handbook is also equipped with a booklet (Annexed in the end), which consists of successful integration cases of people from a diverse migration background, who are currently residing in Portugal, Greece, Romania, Turkey, Italy, and Poland. This booklet can be understood as a motivational tool to engage migrant people in mentoring processes in order to have a successful social integration.

The handbook consists of a compilation of tools and icebreakers that the mentor may use during the mentoring programme. The tools and icebreakers are not prescriptive, instead they represent a suggestion for a starting point for the mentor's work with the mentees. On one hand, this will enable mentors to understand about mentees' needs and desires; and on the other, it will also encourage mentees to reflect on their experiences and identify critical issues for their social integration. In this handbook, some exercises can be done in group, so it is up to the mentor to choose the appropriate tools for the groups' characteristics.

## **Each chapter represents a different phase of the mentoring programme:**

- First, mapping the mentee's needs (Chapter I);
- Second, identify, classify and match (Chapter II);
- Third, engagement (Chapter III);
- Fourth, phase, performing (Chapter IV);
- Fifth, phase, evaluate, report, renew (Chapter V).

Chapter I focuses on the first phase of the mentoring programme in which the mentor will assess what are the mentee's primordial needs, to consider while developing the mentoring sessions. This phase of mapping the mentee's needs is crucial to set-up the goal of the mentoring sessions and to set-up the session's themes, structure and methodology. There are plenty of tools and icebreakers which are suitable to map the mentee's needs, and this handbook will showcase a couple of icebreakers and three tools as examples as well.

Chapter II focuses on the second phase of the mentoring programme, the mentee's expectations, skills and competencies are determined to profile the mentees and match them with a suitable mentor. The icebreakers and tools used in this phase also represent a steppingstone for further work described in the third phase, the engagement phase.

Thus, Chapter III focuses on the third phase of the relationship between mentor and mentee, in which the mentor will work with the mentee to engage the mentee in different activities to develop the goals



established at the beginning of the mentoring sessions. In this phase, the mentor needs to be patient, understanding, and supportive, to allow the mentees to have the time and space to talk about their background, the problems that they are facing, or the support that they need.

In the fourth phase, the performing phase, which is the main focus of Chapter IV, the relationship between the mentor and the mentee is developed in-depth and some of the goals established at the beginning in the early phase of the mentoring programme should be achieved or reviewed at this point.

Finally, Chapter V is dedicated to the assessment of the mentoring process, the reporting and acknowledgement of what works and what must be improved, and the decision whether or not to renew the process by deciding on the new goals to be achieved, or if the reviewed goals in the last phase need more time for completion. Worthy of note, that during the mentoring process, measurement is likely to make the mentee – and sometimes the mentor – less open, less willing to admit weaknesses. Consequently, there are some effective criteria to measure the outcome and commitment throughout the entire process. For instance, assessing whether sessions were valued by all parties as helpful; if mentor and mentee were meeting on time; if the tools and overall, the methodology adopted is straightforward and easy to apply. Moreover, different dimensions of the mentoring training must be also under evaluation, such as: evaluation of the relationship processes, program processes, relationship outcomes and programme outcomes.

Before delving into each Chapter's tool and icebreaker, the introduction includes key definitions and terms which will be used throughout the handbook, followed by a brief methodology section which provides insight on the methods used to shape the tools to transform them into inclusive, and user-friendly tools.

## Definitions and key terms

Throughout the handbook certain key terms will be used to describe the tools and the phase of the relationship mentor-mentee. Before highlighting key terms and definitions, please note that vocabulary and terms should be chosen carefully so that the topics covered throughout the mentoring sessions are familiar to the mentees, without being offensive, frustrating, stereotyping, etc. For example, while using the tools in this handbook and when asking for hobbies, carefully expand the examples beyond the mentor's own cultural context. Moreover, it is important that mentors try as much as possible to eradicate Eurocentric views during the mentoring sessions which could be potentially harmful to the mentee's situation whilst representing a potential disrespect of the mentee's situation, path and history. Thus, "delicacy" in the choice of words and themes is recommended.

**Regarding definitions and key terms used throughout the handbook, these include:**

- **Mentee** - any individual who "receives" mentoring, and who is willing and motivated to devote time and effort in order to develop personal, social, and soft skills to support his/ her integration process in the host country. Please note that in this handbook, the tools have a special focus on mentees with a migratory or refugee background.

- **Mentor** - is any person who is willing to use his/her experience to model positive behaviours in a constructive way and preferably on a voluntary basis to a mentee.
- **Mentor's coordinator** - is the person inside an organisation who is responsible for coordinating the mentors and is responsible for setting up and coordinating the mentoring programme. The mentor's coordinator can organise the procedure, answer eventual questions and make sure that both parties feel comfortable with the matching.
- **Mapping the needs** - in this handbook by needs we consider the "Human needs specify innate psychological nutrients that are essential for ongoing psychological growth, integrity, and well-being" (Deci, & Ryan, 2000, p. 229). From this perspective, individuals can fully develop their skills and capabilities, if all their basic needs are satisfied (at least to some degree) (Desmet & Fokkinga, 2020). Therefore, it is extremely important to map the individuals' needs in order to establish key goals for the mentoring sessions.
- **Identity** - in this handbook by identify we mean not only identifying oneself, but also being able to express it aloud in a group.
- **Classifying** - in this handbook by classifying we mean to articulate needs, plans, thoughts about oneself is an extremely important stage in self-assessment and later self-realisation.
- **Match** - in this handbook by match we mean the completion of the two previous stages, without which match itself could not take place. After the matching is finalised, the mentee will have the chance to meet the mentor in the first formal meeting during which the mentor's coordinator should also be present.
- **To Engage** - in this handbook by engage we mean to persuade another person to get involved, to be interested, and to be active, in this case, in the mentoring sessions. Therefore, to engage the mentee into the activities it requires time, effort, and understanding of the mentee's needs, in order to establish an effective mentoring relationship. In particular, the mentor will need to take the time to understand the background, needs, and goals of the mentee and to explain to the mentee the importance of their collaboration in order to achieve their common objective – improving the mentee's life and promoting his/ her integration in the host society.
- **Relationship Processes** – in this handbook by relationship processes we mean what happens in the relationship. For example: how often does the pair meet? Have they developed sufficient trust? Is there a clear sense of direction to the relationship? Does the mentor or the mentee have concerns about their own or the other person's contribution to the relationship?
- **Program Processes** – in this handbook by program processes we mean, for instance, how many people are involved in the process? How effective are the activities foreseen in the program for the integration of the mentee (migrant)? In some cases, programme processes will also include data derived from adding together measurements from individual relationships, to gain a broad picture of what is going well and not so well.



- **Relationship Outcomes** – in this handbook by relationship outcomes we mean to assess whether the mentor and mentee have met the goals they have set-up? Note that some adjustments may be needed to achieve legitimate changes in goals as circumstances evolve.
- **Programme Outcomes** – in this handbook by programme outcomes we mean the assessment of whether the programme, for instance, improved the mentee’s social integration and inclusion in the host society, or if it raised the mentee’s competence and skills in specific areas?

# Methodology

To assure that the tools and icebreakers present in this handbook were inclusive and suitable for each phase of the mentoring programme, each partner had a consultancy round with experts to collect feedback for their development and design. This feedback was gathered through validation workshops, each one held on one-on-one basis with people with migratory background, mentors, gender experts, sexual orientation, and gender identity expert.

Therefore, the tools and icebreakers were designed whilst considering each project partners’ country conditions; different migrants’ backgrounds; and with a gender and religious sensitive approach.

Please note that tools and icebreakers in each Chapter were developed for each phase of the mentoring programme. And as mentioned earlier, we encourage the mentors to adapt and adjust such tools and icebreakers to the mentees’ and host-community’s social-cultural background. Additionally, please note that these tools and icebreakers are not prescriptive but represent a suggestion for a starting point for the mentor’s work with the mentees.



Chapter I

**Mapping Needs**

# Chapter I

## Mapping Needs

In this phase of the mentoring process, it is fundamental to map the mentees' needs, and identify what they really want to develop and achieve during the sessions with the mentor. In order to look at mentoring as an aid process, this phase aims at setting appropriate and realistic objectives, based on the needs of the mentee (PIA, 2017). Their needs must include specific issues and interesting topics to be discussed and should arise naturally from the mentoring sessions (PIA, 2017).

When talking with the mentees about their needs, it is important to emphasise that needs have a crucial role in human well-being, advancement, source of meaning and pleasure (and displeasure) (Desmet & Fokkinga, 2020). Thus, the mapping of the mentee's needs at the beginning of the mentoring process, constitutes the base for the identification of the mentoring goals. Note that motivation can be easily lost when the objectives of the mentoring process are not the mentee's goals and/or do not consider their needs (MPATH, 2017), hence, mentors should identify ideas and opportunities for possible ways of assisting the mentee in developing their skills and knowledge based on their needs (PIA, 2017). The identification of needs and the definition of objectives are carried out based on the self-assessment of the mentee's performance and competencies. In order to better identify needs and establish appropriate objectives, mentors can also introduce some strategies and activities, namely: motivational interviews, leisure activities, and provide feedback on mentee's ideas. Such activities would enable to apply the full potential of non-formal learning to map the needs of the mentee and to validate each step of the mentoring process if the goal is being accomplished. In order to set priorities for future action, mentors can organise their own paths and materials (if necessary) to identify mentee's needs and objectives, and to develop the mentee's goals, considering the mentee's level of education, the areas of interest, the style of learning, personal, cognitive and social functionality and the resources involved (MPATH, 2017). Below, you may find different tools that serve this purpose and that are explored in the following sections.

## Icebreaker I - Hello Kitty

This icebreaker can be adapted to a group of people, or even as a one-on-one activity. Please note that some mentees might find this icebreaker a little bit invasive, especially if they are shy and introverted. However, it can work as a good icebreaker to build a good relationship with the mentee. This icebreaker is a short game to try to make each other (mentor and mentee) crack a smile and laugh, hence, to relax it enables the mentor to put himself/herself into the mentee's shoes while provoking an emotion in the other person. This icebreaker also works on motivation, because it is based on positive feelings and emotions, which mark the beginning of the mentoring experience in a beneficial way, motivating the mentor and the mentee to move forward and break the ice with each other.



Chap 1 | Ice breaker |

### Hello Kitty

1. Set up by drawing a line in the middle of the room with masking tape
2. Mentor and mentee have to stand on opposite sides of the line
3. Mentor and mentee take turns acting like 'kitty' and 'puppy'
4. The kitty cannot smile or laugh
5. The puppy must say hello to the kitty in any way possible and try to make him/her smile or laugh
6. The 'puppy' must not cross the line on the floor, everything else is allowed
7. When a 'kitty' smiles or laughs, it automatically becomes a 'puppy' and must cross to the other side of the line.



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### a) How to apply?

- Set up by drawing a line in the middle of the room with masking tape;
- Mentor and mentee have to stand on opposite sides of the line;
- Mentor and mentee take turns acting like 'kitten' and 'puppy';
- The kitten cannot smile or laugh;
- The puppy must say hello to the kitten in any way possible and try to make him/her smile or laugh;
- The puppy cannot cross the line on the floor, everything else is allowed;
- When a kitten smiles or laughs, it automatically becomes a puppy and must cross to the other side of the line;
- The last kitten standing is the winner.

In case of mentoring a group of mentees, the exercise can be adapted in the following way: the mentor may create two groups with the same number of participants: one is the group of the puppies and the other one is the group of the kittens. Then follow the same dynamic of the icebreaker explained above, in this case, continue until only one kitten is left standing as the winner. You can extend the game, by switching kittens into puppies and do it again; or make the winning kittens into a team, see which one lasts longer.

### **b) What to learn?**

This icebreaker activity helps the mentee and the mentor in being creative and productive in a spontaneous way and helps them bond as well.

### **c) Tips for the mentor**

To maximise the potential of this icebreaker, it is important to ensure that participants are having fun and that they feel comfortable with each other.

### **d) Do's and Don'ts**

#### **Do's:**

- Ensure that everyone is ready for the activity;
- Ensure the individuals/group energy level is up;
- Ensure that individuals/group feel comfortable and at ease to engage in this activity.

#### **Don'ts:**

- Do not have a judgemental attitude;
- Do not be in a hurry to carry out this activity - take your time and be patient with other person's rhythm and personality.

## **Icebreaker II - *What's in the Bag***

This icebreaker has the potential to be adapted to multiple and diverse participants. For instance, while working with individuals with a migratory background it would be interesting to prepare in advance this activity and ask the mentees to bring objects that represent their social-cultural background. This activity may also be adapted and adjusted to one-on-one activity, small groups or even large groups. This icebreaker is a simple way to engage people and have fun getting to know each other. Each team gets points for any items called out and that they have with them. This icebreaker activity promotes empathy through a fun activity.



## What's in the bag?

The activity has 3 steps:

- **Step 1 - Pre-Task**

The mentor gives the mentee a paper bag, and creates a list of 10 things the mentee could have in his/her bag:

- The list should have about 7 ordinary things (for instance, mobile phone, hair tie, a pen, a lip balm, someone else's business card, a public transport ticket, or some object that represents the mentee's social-cultural background)

- **Step 2 - The mentor gives the mentee a paper and a pen to keep track of his/her earned points. The mentor calls out random items one at a time.**

- If the mentee has the item, he/she gets it out of the bag and stands up.
- For each item the mentor mentions and that is in the bag, the mentor gets one point;
- For each item the mentor mentions and is not in the bag the mentee doesn't have, the mentee gets one point.

- **Step 3 - Whoever has the most points wins!**



### a) How to apply?

The activity has 3 steps:

#### Step 1 - Pre-Task

- The mentor gives the mentees a paper bag, and creates a list of 10 things they could have in the bag:
- The list should have about 7 ordinary things (for instance, mobile phone, hair tie, a pen, a lip balm, someone else's business card, a public transport ticket, or some object that represents the mentee's social-cultural background).

#### Step 2 - The mentor gives the mentees a paper and a pen to keep track of their earned points. The mentor calls out random items one at a time.

- If the mentees have the item, they get it out of the bag and stands up;
- For each item the mentor mentions and that is in the bag, the mentor gets one point;
- For each item the mentor mentions and is not in the bag the mentees don't have, the mentees get one point.

#### Step 3 - Whoever has the most points wins!

- In case of mentoring with a group of mentees, the exercise can be adapted in the following way: You can divide the mentees into teams of 3-6 people and give each participant a paper bag. The dynamic follows as mentioned above.

## **b) What to learn?**

This activity helps us to know each other better through creativity. It also targets other skills, such as playing skills and social skills, and if done in a group, team building skills.

## **c) Tips for the mentor**

To maximise the potential of this icebreaker, the mentor must be sure that everyone is participating actively in the game, and that the main goal of the activity is being achieved: having fun whilst sharing details about each participant. The mentor can also share information about him/herself, using the objects to reveal fun facts about his/her life.

## **d) Do's and Don'ts**

### **Do's:**

- Make sure to use a captivating vocabulary.

### **Don'ts:**

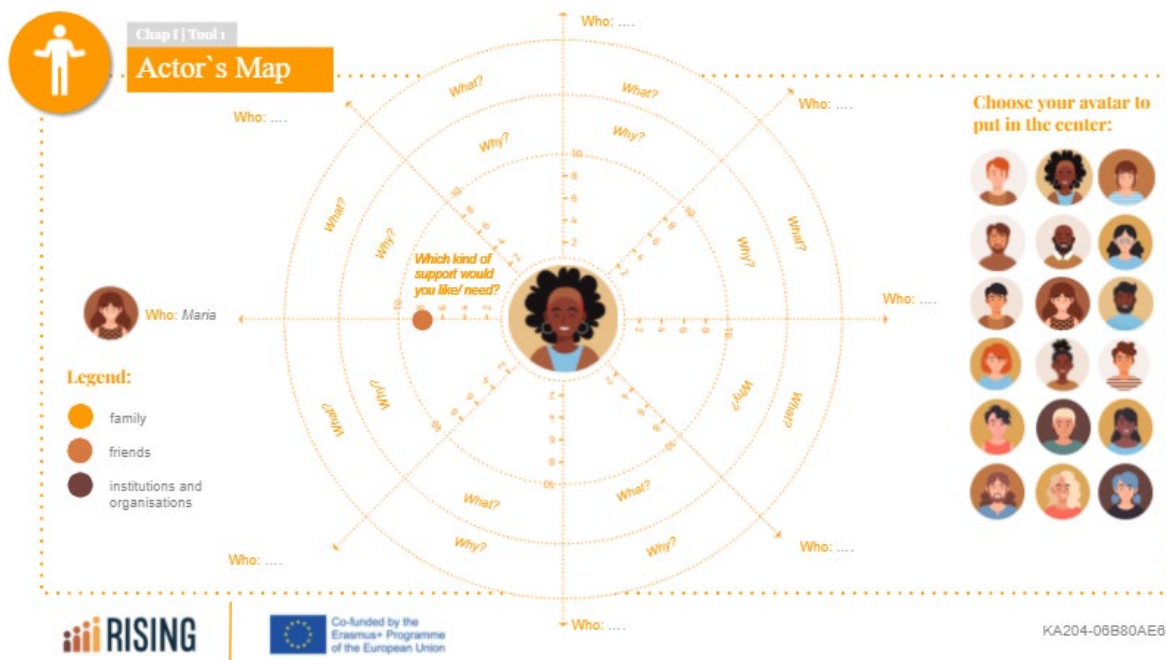
- If the mentee is not a child, do not use vocabulary for the game that is too childish, for it may demotivate the participant.
- 

## **Tool I – Actor's Map**

The Actor's Map is a tool that promotes the visual depiction of key individuals and/or organisations that might be useful to address, tackle or respond to a specific need of the mentee. Usually, the actor map involves three stages: preparation, facilitation, and revision. The Actor's Map is a tool that facilitates the visualisation of the goal setting for the mentoring process and facilitates the mapping needs of the mentee. This tool aims to identify who can help the main actor, (in this case the mentee), to achieve his/her goal, by identifying the mentee's needs' and aims (Miolo, 2021; MOBi, 2019). This activity requires identifying the actors, the relationship between those actors and the mentee, as well as to identify where, when, why specific situations occur, and which agents are necessary for them to occur. These agents can be people, environments, products, interfaces (Borba et al., 2013, cited in Miolo, 2021).

The tool promotes empathy and motivation, since it highlights the roles of possible actors who can support and guide the mentee in achieving their goals and it prompts the mentee to recognise the importance of the other people and networks in the issue at stake. The map created will help verify which actors are most relevant to address a specific need.





## a) How to apply?

To apply the tool, you should follow these steps:

- Provide the mentees with coloured pens to fill in the map to represent the people who would be depicted on their maps;
- In the centre is the image of a person, who will represent the mentee who will fill in the map;
- The mentees should think about their needs at this specific stage of their lives;
- The mentees will write the names of the main actors who can help them to achieve their goals, and the importance of each one of them. The mentees should identify family members, friends, and/or institutions;
- The mentees must determine the level of importance of each actor for their goal achievement process;
- The mentees must detail why and how they can help them;
- To further explore the visualisation of the information obtained, the mentees must be able to create colour legends and distinguish them in the box in the lower left corner of the tool. (family, friends, and institutions, which, however, can be exchanged for others) (Check-in Emprego, 2020; Miolo, 2021; MOBi, 2019).

## b) What to learn?

This tool helps to work on creativity as well as preparing the mentee to search for and receive support.

## c) Tips for the mentor

Give the mentees some time to talk. This is an opportunity for the mentees to analyse their current situation and understand their surroundings. This activity can be emotional; therefore it is important to be patient and respect the mentees' point-of-view.

## d) Do's and Don'ts

### Do's:

- Be patient with the mentees' rhythm in identifying whose actors are more significant for them;
- Encourage a cultural, gender and SOGI (Sexual Orientation and Gender Identity) sensitive approach to the map.

### Don'ts:

- Do not adopt a judgemental attitude;
- Do not influence the mentees' choice of actors.

## Tool II - Personal Analysis

The Personal analysis tool enables a self-assessment of what are the mentees' strongest skills, and the ones which require further development and/or improvement. This tool helps to get to know more about the mentees' personal and professional background as well as their life experience (Check-in Emprego, 2020; Miolo, 2021; MOBi, 2019). The tool enables the mentee to be motivated, and also helps them visualise, in a realistic way, their needs and what they need to improve, while getting motivation to set and pursue goals.

Chap 1 | Tool 2

Personal analyse

AM / IDENTITY <small>Identity factors (gender, SOGI, migration, age, ethnicity, religion, among others)</small>	PAST	CAPABILITIES	I THINK	STEPS
Write here	Write here	Write here	Write here	Write here
Write here	Write here	Write here	Write here	Write here
Write here	Write here	Write here	Write here	Write here
Write here	Write here	Write here	Write here	Write here

## a) How to apply?

The mentee must fill in the tool by answering to the following self-analysis questions:

- What is my personal background? What are my identity markers and cultural identity? (I am/ Identity)
- What is my professional/ training background? (Past)
- What do I know how to do well? What are my main skills? What are my main capabilities at professional and personal levels? (Capabilities)
- What do you want to do in your ideal future? (I think)
- Which steps should you take towards your ideal future? (Steps)

## b) What to learn?

This tool helps to work on orientation, empowerment, and self-knowledge. It aims to encourage mentees' self-awareness, self-knowledge, questioning their characteristics and experiences in relation to the education and labour market (Miolo, 2021). It allows the mentee and the mentor to better identify the direction in which the mentee needs and wants to go in an ideal future.

## c) Tips for the mentor

Give the mentees some time to talk. It is important for them to analyse their current situation, and understand what can be done with their already existing competences. Try to shed light on their achievements and reinforce positive outcomes to keep the mentees motivated in that task.

## d) Do's and Don'ts

### Do's

- Focus on the positive information;
- Use a positive approach to the lack of training or work, highlighting that identifying the needs of improvement, is the first step to achieve the desired goals.

### Don'ts

- Don't adopt a judgemental attitude.

## Tool III - *Personality, Abilities, and Interests*

This tool focuses on the mentee's personality, skills and interests. And provides an opportunity for the mentees to self-assess in-depth their interests, whilst providing an opportunity for the mentor to profile the mentees, and to identify their main needs and skills. This tool aims to help the mentor to identify the mentee's personality, skills and interests through a list of words (Miolo, 2021). The tool

created is divided into three major sections with random words and expressions for mentees to select the words who they think represent their personality, skills and interests. This would enable a self-reflection on the mentees' personality and main characteristics. This tool promotes motivation as it helps to identify the mentees' positive qualities, starting the mentoring process by examining the mentees' own situation from a positive overview.

Chap 1 | Tool 3

## Personality, Abilities and Interests

Personality					Abilities		Interests (what are your main areas of interest)?
Tolerant	Sensitive	Loyal	Expressive	People-oriented	Communicating	Monitoring	Write here
Competitor	Well-humored	Adventurer	Assertive	Adaptable	Planning	Analysing information	Write here
Affable	Perfectionist	Flexible	Dynamic	Trustworthy	Leading	Managing people	Write here
Artistic	Shrewd	Practical	Curious	Independent	Managing Information	Managing projects and tasks	Write here
Controlled	Persistent	Concerned	Sociable	Fun	Decision-making	Selling	Write here
Committed	Impulsive	Dedicated	Original	Responsible	Predicting	Coordinating	Write here
Stimulating	Intuitive	Organized	Energetic	Communicative	Problem solving	Helping others	Write here
Curious	Emotive	Empathetic	Persuasive	Rational	motivating others	Researching	Write here
Reliable	Demanding	Imaginative	Enthusiast	Other (specify):	teamwork	Other (specify):	Write here

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### a) How to apply?

- The tool is given to the mentees;
- Along with a list of skills and personal characteristics to help them self-reflect on their main characteristics, for example, remember which words they had used in their CV;
- They must identify their skills and personal characteristics among the lists presented;
- After finding them, mentees are asked to write their areas of interest, starting from the qualities (Miolo, 2021; MOBi, 2019;).

### b) What to learn?

This tool enables the mentor to profile the mentees, and this latter becomes self-aware of their skills, interests, personality. Together the mentor and the mentee may work towards the mentees' orientation (Miolo, 2021).

### c) Tips for the mentor

It is important to frame the activity in a realistic context and situation (e.g., motivate the mentees to identify their qualities with a concrete goal, such as, looking for a job, insert their qualities in the CV, etc.).

## **d) Do's and Don'ts**

### **Do's:**

- In the final discussion or feedback, it is important to discuss about the personal characteristics, skills, behaviours.

### **Don'ts:**

- Do not attack or devalue the mentees because of their personal traits, abilities, and interests.
- Do not adopt a judgemental attitude.



## Chapter II

# Identify, Classify and Match

# Chapter II

## Identify, Classify and Match

The purpose of this chapter is to collect various tools for assessing the mentees' skills and competencies, which will allow the mentor to get to know them. These activities will prepare them for further work, described in chapter III, "Engagement" and the following. In the course of the work with these icebreakers and tools the mentor will be able to know in-depth the mentees' expectation, fears, choices which will act as a barrier or as a potential useful skill to achieve the goals established at an earlier phase of the mentoring sessions.

The attitude of the mentor during getting to know the mentee and the establishment of a relationship and mutual understanding between mentee and mentor is crucial in bringing out, naming and matching well the qualities of the mentee. As was pointed out by the migrants asked for consultation, the icebreakers and tools should be adjusted to the migrants and their culture and not the other way round. E.g. not all inquiries (e.g., about personal matters) will be well received or even possible to realize. The icebreakers below: "the Queue" and "M&M's game" and tools: "Mentor/mentee survey", "Maslow Pyramid" and "Fear and Expectations" can also contain such traps, so it is important to lead the group through all the elements with great sensitivity. In this phase mentees are asked to get more involved, are presented with new challenges and goals, for example to get to know themselves better, to recognise and express their needs, to reflect on themselves and their further actions. We have to realise at this stage that some people will not be able to identify their needs and name them. It may be helpful and necessary to show them prepared examples of how to do the task.



## Icebreaker I - I am....

The mentor asks the group of mentees to line up at a marked line (on the floor) according to a specific scheme, e.g., by age. Other criteria can be used, such as culinary preferences, colour of clothes, etc. This tool's objective includes:

- Group integration;
- Breaking the barrier of physical contact between mentees;
- Getting to know other mentees;
- Observation of the group by the mentor.

This icebreaker gets the group in motion, and it helps to relax and to get rid of barriers and stress.

Chap II | Ice breaker |

### I am ...

1. Using string or painter's tape make a line on the floor long enough for all mentees to stand on it in a row - one person next to another.
2. Ask everyone to line up next to each other and state the following rules:
  - no one can speak - the only way to communicate is non-verbal (without using words);
  - at least one foot of each person must touch the line or tape at all time;
  - the group's task is to line up in a specific order, e.g. ascending from the youngest to the oldest (year, month, day);
  - no speaking.
3. Indicate on which end the youngest person should stand and on which end the oldest person should stand.
4. Once the group finishes the task ask each mentee their age, to check whether everyone got it right.



18 years old    22 years old    26 years old    34 years old    36 years old

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### a) How to apply the tool

Using string or painter's tape make a line on the floor long enough for all mentees to stand on it in a row - one person next to another. Ask everyone to line up next to each other and state the following rules:

- no one can speak - the only way to communicate is nonverbal (without using words);
- at least one foot of each person must always touch the line or tape;
- the group's task is to line up in a specific order, e.g., ascending from the youngest to the oldest (year, month, day) - without speaking.

Indicate on which end the youngest should stand and on which end the oldest. Once the group finishes the task ask each mentee their age, to check whether everyone got it right.

## **b) What to learn?**

Group integration, nonverbal communication.

## **c) Tips for the mentor**

This is a quite simple icebreaker; all it requires is a tape. Moreover, this icebreaker may easily be modified. It would be useful to demonstrate the task initially, to make it easier for the mentees to understand and get moving. Furthermore, the tasks might be extended, e.g., at the end the mentee might be encouraged to speak up and defend their position. This approach will help the mentees in the group to open up. It will have an impact on all mentees. Tasks must of course be given in a light form, with sensitivity, so as not to offend anyone, but to make it clear that it is only for fun.

## **d) Do's and Don'ts**

### **Do's:**

- Give the task a light form;
- Make it clear that it is only for fun;
- Be on the lookout for people who are feeling too much discomfort and support them if needed.

### **Don'ts:**

- Avoid sorting by issues which may be politically or religiously charged or that constitute stereotypes;
- Be aware of sensitivity so as not to offend anyone.

## **Icebreaker II - M&M's**

This tool involves using M & M's chocolates to give life to a process of mutual understanding of the mentees. Each mentee is required, based on the colour of M&M's chocolates, to describe and share an aspect of their life with the rest of the group. It will then be interesting to find out how many things the different mentees have in common. With each other, the objective is to get to know each mentee and his/her life experience, and foster mentee's openness to share.



## MM's Game

1. This tool involves using M&M's chocolates to give life to a process of mutual understanding of the mentees. Each mentee is required, based on the color of M&M's chocolates, to describe and share an aspect of their life with the rest of the group. It will then be interesting to find out how many things and what things the different mentees have in common.
1. Bring in a larger pack of M&M's to introduce the group to each other. Have the group sit in a circle. Pass the bag around and ask the mentees to help themselves, but to not eat the M&M's chocolates yet. When the bag has been around the full circle, each mentee to tell one thing about themselves for every M&M they took. A variation is to assign a number of things a mentee must tell about themselves to every color.  
**RED:** share about your favorite hobbies  
**YELLOW:** share about your hometown  
**BLUE:** share about your job  
**BROWN:** share about something you are good at  
**GREEN:** share about three words a friend would use to describe you  
**ORANGE:** share about anything!



### a) How to apply?

Bring in a larger pack of M&M's to introduce the group to each other. Have the group sit in a circle. Pass the bag around and ask the mentees to help themselves to the M&M's, but not to eat them yet. When the bag has been around the full circle, each mentee must tell one thing about themselves for every M&M they took. A variation is to assign a number of things a mentee must talk about themselves to every colour: RED - share about your favourite hobbies; YELLOW - share about your hometown; BLUE - share about your job; BROWN - share about something you are good at; GREEN - share about three words a friend would use to describe you; ORANGE - share about anything!

### b) What to learn?

The tool will allow the different mentees to discover how many things and what things they have in common.

### c) Tips for the mentor

A possible suggestion is to adapt the various items to be shared with the rest of the group according to the type of mentees to make the sharing as effective as possible.

### d) Do's and Don'ts

#### Do's

- Be attentive and focus on what the mentee's talk about. This exercise can lead to sharing of personal information.

#### Don'ts

- Do not be judgemental. It is important for the mentee to feel that they can trust you as a mentor.

## Tool I - Mentor/Mentee Survey

Considering that a successful mentoring relationship is mentee-driven and mentor-guided, this tool focuses on the mentee's self-reflection of their abilities. It is useful for profiling the mentees, based on the answers given to the survey, which will make it easier to match each mentee with a suitable mentor, to achieve a satisfying mentoring relationship. Matching mentor and mentees correctly will help enhance each other. The mentor will be encouraged to guide the mentees in a more efficient way and have all the resources and knowledge to do so; the mentees will be encouraged to learn as they recognise themselves in the mentor's guidance.



Chap II | Tool 1

Mentor/Mentee survey

**GENDER:**  Male  Female

**AGE:** .....

**ETHNIC BACKGROUND:**  Caucasian,  African  American,  Asian/Pacific  Islander,  Hispanic/Latino,  Lusophone, Native American,  Other:

**RELIGION BACKGROUND:**  Christian,  Muslim,  Hindu,  Buddhist,  Jew,  Sikh,  Atheist,  Other:

**PERSONALITY DATA:** Quiet, Shy, Nervous, Withdrawn, Talkative, Friendly, Insecure, Inquisitive, Confident, Spiritual, Sensitive, Happy, Easygoing, Introverted, Compassionate, Funny, Health-conscious, Creative, High energy, Spontaneous, Outgoing, Adventurous, Moody, Serious, Approachable, Extroverted, Discreet, Risk-taker, Business-oriented, Empathetic, Lively, Intuitive, Passionate, Vibrant, Reserved, Reflective

**HOBBIES AND INTERESTS:** Visual Arts, Electronic Games, Film Travel, Music, Volunteering, Politics, Reading (Fantasy/Fiction), Sports, Travel, Literary Works, Photography, Other:

**PROFESSIONAL INTEREST OR EXPERTISE:** Marketing and Advertising, Arts and Entertainment, Legal and Litigation, Non-Profit Administration, Information Technology, Financial Services, Publishing, Education, Consultancy, Health Care and Medicine, Engineering, Business and Development, Politics, Science and Technology  
What is something unique about you?

**DESCRIBE THREE THINGS ABOUT YOURSELF:**  
What are your expectations in this Mentoring program?





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### a) How to apply?

The tool matches mentor and mentee following profiling related to personal data, hobbies, skills, social background, etc. The mentees fill out a questionnaire about these aspects of their life, and subsequently, they will have a profile. It has been shown that a match according to specific criteria increases success and greater involvement in the mentoring process.

### b) What to learn?

The tool encourages mentor and mentee to work together in a compatible way, considering preferences and personality traits.

### c) Tips for the mentor

Evaluate matching priorities, i.e., whether you gain more prominence and matching based on hobbies rather than personality data, and vice versa. What is important is that the mentor and mentee recognise each other in the mentorship relationship.

### d) Do's and Don'ts

#### Do's:

- keep a friendly and open-minded approach while analysing the mentee's answers to the survey.

#### Don'ts:

- avoid uncomfortable questions; do not push/ force the mentee to provide an answer.

## Tool II - Maslow Pyramid

Maslow's hierarchy of needs is a simple tool to reveal the individual needs of a mentee and, therefore, a good starting point for further work with the mentee. It is a good basis for understanding what the mentee's needs are - and how their needs differ - and as a result getting to know the mentees. By collecting information about the mentees, the mentor is able to assess what needs should be addressed throughout the mentoring sessions.

Chap II | Tool 2

### Maslow Pyramid

1. The mentor presents the tool to the mentee (e.g. on the board or on a projected presentation), and describes the rules: what to write down.
2. The mentor gives the mentee an individual sheet to fill.
3. Time frame e.g. 10 min minimum.
4. After this time, the mentor asks each mentee to show, present and motivate his/her entries.
5. The mentor summarises the choices and draws conclusions.

The diagram shows a pyramid with five levels, each with an icon and a 'What: ...' label to its left. From top to bottom: 1. Self-actualization (person jumping) with 'What: ...'; 2. Esteem (award ribbon and hand with two fingers up) with 'What: ...'; 3. Love / Belonging (two people and three people icons) with 'What: ...'; 4. Safety (briefcase and house) with 'What: ...'; 5. Psychological (hand holding a pencil) with 'What: ...'.

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### a) How to apply?

- The mentor presents the tool to the mentee (e.g., on the board or on a projected presentation), describes the rules: what to write down;

- The mentor gives the mentee an individual sheet to fill;
- Time frame (e.g., 10 min minimum);
- After this time, the mentor asks each mentee to show, present and motivate his/her entries;
- The mentor summarises the choices and draws conclusions.

### **b) What to learn?**

This tool gives the mentor the opportunity to get to know the mentee which is helpful for further work to achieve the goals set-up earlier.

### **c) Tips for the mentor**

- Make sure that the mentee understands the instructions, preferably by filling in a part of the task as an example;
- An important role for the mentor: a lot depends on encouraging openness, and helping to fill in. Keep an eye on whether mentees are coping with the completion, if not, go through all the steps together: ask questions and translations for each step of the pyramid;
- Hang the resulting materials in a visible place, they can help to consolidate and further work on them, refer to them during further sessions.

### **d) Do's and Don'ts**

Do's:

- See if the mentees have problems with formulating thoughts in a foreign language and help them if necessary;
- If there are widespread problems with filling the pyramid in, a joint pyramid can be filled in by the mentor from suggestions offered by the mentee.

Don'ts:

- Force the mentee to fill in items they do not wish to.

## **Tool III - *Expectations and Fears***

Mentees are asked to write/order in two columns their expectations and their fears. Writing on paper helps the mentee to organise his/her thoughts. Thus, this activity helps the mentee to identify, name and organise their feelings. While completing this tool the mentee will become more aware and in control of emotional influences in future actions. Moreover, this tool may foster a change in the mentee's attitude as well. Consequently, describing expectations and fears helps to create a friendly space in the mentee's mind (e.g., fears have been relegated to the "fear" list, leaving a safe space), or a space in which they can see that they have a few expectations.

Chap II | Tool 3

## Expectation and Fears

1. The mentor distributes a sheet with columns to the mentee. The mentor explains the task and gives an example. The mentor actively helps the mentee to fill in the sheet (if necessary).
2. If the mentee is reluctant to write, the stage of writing on cards can be omitted and the exercise may be completed on the board by the mentor, according to the instructions of the mentee. However, writing individually has more clout for the mentee.



What: ...



What: ...



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### a) How to apply?

- The mentor distributes a sheet with columns to each mentee. They explain the task and give an example. They actively help mentees to fill in the questionnaires (if necessary);
- If the mentee is reluctant to write, the stage of writing on cards can be omitted and the exercise may be completed on the board by the mentor, according to the instructions of the mentees. However - writing individually has more clout for the mentee;
- All that is needed is a pen and a paper.

### b) What to learn?

This tool helps to identify the mentees' needs, naming the feelings - they learn more about themselves. The result might be surprising for the mentee, because it might be the first time they think about their feelings and write them down.

### c) Tips for the mentor

Some mentees might need encouragement to solve the task;

- The answers of the mentees can be used to further develop the exercise (e.g., written out on cards, pinned to a blackboard). Ask the mentee for comments, arrange them chronologically from least to most important - based on tool nr 2 - the Maslow Pyramid settings. Therefore, you might wish to combine both tools. For instance, ask the mentee which concerns prevent him/her from completing tool II and which expectations are needed to complete it (tool III).



## **d) Do's and Don'ts**

### **Do's:**

- It is usually best to keep to a simple formula rather than deeply structured lists;
- You can elaborate on expectations or fears;
- You can draw parallels or look for common themes or experiences;

### **Don'ts:**

- Do not dig too deep into people's fears if they are reluctant;
- Avoid making public judgments about one mentee's fear or expectation.



## Chapter III

# Engagement

# Chapter III - Engagement

After the matching is finalised, the mentee will have the chance to meet the mentor in the first formal meeting.

To engage the mentees, the mentor needs to be patient, understanding, and supportive. The mentees should have the time and space to talk about their background, the problems that they're facing, or the support that they need. Special emphasis should be given on letting the mentees reflect on their current situation and needs, especially those directly linked with integration, such as obtaining a legal status, learning the local language, developing skills, finding proper accommodation and work. Consequently, the mentees should be engaged in open discussion about their wishes and goals and how they would prefer to collaborate with the mentor to achieve them. More importantly, the mentor needs to show them that he/she is willing to devote time and effort to help them. The mentees can only be engaged if they trust and connect with the mentor.

In addition, the mentees should reflect on their strong and weak points, as self-awareness is crucial in the definition of the work plan. Therefore, to achieve effective engagement the mentor should promote open discussion on the mentees' needs and wishes and how they can best work together, given the circumstances and the individual characteristics of the mentee, aiming to achieve better integration in the host society.

In order to facilitate engagement of the mentees, the mentor needs to be patient; it is also important to be creative and use tools and icebreakers that will make the mentees feel interested to know their mentor better; the mentees need to feel that the mentor is truly interested in supporting them. The aim is to create connection, to help the mentees open up and trust the mentor. At the same time, the mentees need to be able to assess the areas that they can be supported by the mentor. By using tools, the mentor can help the mentees acknowledge their needs, wishes and goals, and organise the steps to achieve them. Some examples of useful icebreakers and tools in achieving engagement are listed below:

- "Quick Questions" and "My N.A.M.E.", which are icebreakers that aim to increase the interest in learning more about each other, and to work together; these also promote the sharing of experiences, as well as cultural awareness and empathy.
- "SWOT Analysis", "Road map" and "Motivation", which are important tools for the mentor and the mentee, help identify the strong and less strong characteristics of the mentees and potential difficulties that they will face in the process; these tools are also useful to link the needs and wishes of the mentees with their characteristics and have a view of the steps that need to be taken in the process. Additionally, the tools might even promote a sense of confidence in the mentees and help them get motivated to work together with the mentor to reach the set goals.

## Icebreaker I - Quick Questions

“Quick questions” is an easy tool to promote discussion on a variety of issues, starting from simple questions and going to more complicated ones. By allowing both mentor and mentees to respond to the same questions, they can know and relate to each other, but also share perspectives, similarities and differences. Promoting sharing of experiences and perspectives; increasing cultural awareness; building trust; and increasing empathy.

“Quick questions” can increase empathy by allowing both mentor and mentees to understand each other's background and characteristics. Based on the mentees' answers, the mentor can relate and increase the empathy towards the mentees' situation. On the other hand, through the mentor's replies, the interest of the mentees increases, and they may feel more motivated to collaborate with the mentor.

Chap. III | Ice breaker I

### Quick Questions

Who...? What...? What if...?

- If you could be any animal, which would you be?
- If you won one million dollars, what would you do?
- What is the weirdest gift you've ever received?
- If money, education and training were no obstacle, what would you do as your profession?
- Who was your hero while growing up?
- Who is your favourite person in the world?
- If you could have any super power, which would it be?
- What skill or talent do you wish you had?

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### a) How to apply?

The mentor prepares a list of easy, fun, and light-hearted questions, to be answered by the mentees and himself/herself too. The questions might be projected on a screen, written on a whiteboard, texted to the mentees, among other options.

Starting with the first question on the list, the mentor will answer the question firstly, and then pose it to the mentees. Moving on to the next question, the mentor asks the mentees to answer first this time. The questions and answers continue until the end of the list. It is OK to let the discussion go off-track a little bit; the point of the activity is to get to know each other and to see what both the mentor and mentees have in common, and how they can learn from each other.

It could be beneficial for the mentor to ask follow-up questions, and let the discussion elaborate on its own. Some examples of questions can be found below:

- If you could be any animal, what would you be?

- If you won one million dollars, what would you do with it?
- What is the weirdest gift you've ever received?
- If money, education, and training was no object, what would you do as your profession?
- Who was your hero growing up?
- Who is your favourite person in the world?
- If you could have any superpower, which would it be?
- What skill or talent do you wish you had?

## **b) What to learn?**

“Quick questions” can promote the mentees’ soft skills, such as effective communication, active listening, cultural awareness and sharing of perspectives and experiences.

## **c) Tips for the mentor**

- You can give them some choices in case they face difficulties with the language;
- Explain if they do not understand something or are not familiar with your answers;
- Ask for more information about their answers if you are not familiar with them.

## **d) Do's and Don'ts**

### **Do's**

- Try to keep a light tone in the discussion;
- If the mentee wants to confess something, give the appropriate space.

### **Don'ts**

- Avoid questions that could touch some sensitive strings.

## **Icebreaker II - My N.A.M.E. is...**

“My N.A.M.E” is a simple icebreaker suitable for people you get to know each other. The objective is to get everyone to know interesting facts about each other, by using the letters of their names and inducing discussion. Thus, the objective is to break the ice; engage in discussion; promote sharing of the mentees` life experience while understanding their background; and, finally, increasing interest to learn more about each other and to work together.



Clap III | Ice breaker 2

My N.A.M.E. is...

“Hi! My name is **H.a.n.n.a.h.:**

- **H** is for horses, my favourite animal.
- **A** is for Australia, the country I am currently travelling to.
- **N** is for New York, a city I really want to visit.”



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### a) How to apply?

“My N.A.M.E” can increase empathy by facilitating open discussion among the mentor and the mentees. This can help them relate and increase their empathy and motivation to collaborate. The mentor gives the mentees 3 to 5 minutes to think of an interesting fact that corresponds to the letters of their individual first name. The mentor will do the same for his/her name. At the end they will share the results. An example: *Hi, I’m Heather. H is for horses, my favourite animal. E is for eating, my favourite activity. A is for Australia, the country I am currently traveling to. T is for television because I like to watch it in the evenings. H is for holidays, something I like to do more than once a year. E is for exercise, which I do five times a week. And R is for Rome, a city I really want to visit.*

### b) What to learn?

“My N.A.M.E” can promote open discussion and sharing, as well as active listening and empathy.

### c) Tips for the mentor

If the first name is small, the mentees can be encouraged to use their last name as well.

### d) Do’s and Don’ts

#### Do’s

- Give funny responses for yourself;
- Help the mentees if they face any difficulties with their answers.

#### Don’ts

- Do not be judgemental.

## Tool I - Swot Analysis

In the Strengths, Weaknesses, Opportunities and Threats (SWOT) table, the mentees can reflect on their characteristics, values, and circumstances, and distribute them briefly in the relevant quarters of the SWOT analysis table. The SWOT Analysis is a tool to facilitate the mentees' self-awareness, definition of needs, and the means to overcome the difficulties that may occur due to individual characteristics or external factors. The SWOT Analysis allows both mentor and mentees to have an initial view on the advantages strong and weak points related to the mentees' individual situation. The mentor can develop empathy by understanding the problems the mentees are facing, as well as the mentees' characteristics. In addition, the mentees might be motivated to work with the mentor in order to benefit from his/her help, while overcoming difficulties that could jeopardise their effective integration.

The graphic shows a SWOT Analysis template. At the top left, there is a circular icon with a document and a pencil, next to the text 'Chap III | Tool 1'. Below this is a dark red banner with the text 'SWOT Analysis'. The main area is a 2x2 grid of colored boxes. The top-left box is orange and labeled 'S Strengths' with 'Write here...' below. The top-right box is a darker orange and labeled 'W Weaknesses' with 'Write here...' below. The bottom-left box is a medium-dark orange and labeled 'O Opportunities' with 'Write here...' below. The bottom-right box is a dark red-orange and labeled 'T Threats' with 'Write here...' below. At the bottom left, there is a logo for 'RISING' with a bar chart icon. In the center, there is the European Union flag and the text 'Co-funded by the Erasmus+ Programme of the European Union'. At the bottom right, the code 'KA204-06B80AE6' is displayed.

### a) How to apply?

The mentees will start by reflecting on their current situation in relation with the integration process; then they will fill in the SWOT Analysis table referring to their strengths and weaknesses, as well as any opportunities and threats. Strengths and weaknesses are internal factors, whilst opportunities and threats are external factors<sup>1</sup>. During this activity, the mentees might need the mentor's assistance.

### b) What to learn?

The SWOT Analysis promotes self-awareness of the mentees, as well as an active approach in order to overcome difficulties related to integration. It also allows the mentor to better understand the mentees' situation and empathise with their problems.

<sup>1</sup> SmartDraw, SWOT Analysis. Retrieved from: <https://www.smartdraw.com/swot-analysis/>

### **c) Tips for the mentor**

- You can find ways to make use of mentees' strengths and take advantage of possible opportunities;
- During the discussion about Strengths and Opportunities, some indicators of Weaknesses and Threats might arise;
- You can provide the mentees with useful resources according to their needs (e.g., phone numbers of relevant organizations, authorities and programs).

### **d) Do's and Don'ts**

#### **Do's**

- Elaborate on each category (strengths, weaknesses, opportunities, threats);
- Be encouraging;
- Show understanding;

#### **Don'ts**

- Do not be judgemental.

## **Tool II - *What steps to take in order to...***

In the "Road Map" the mentees should write down which actions and attitudes are necessary in order to achieve their goals towards inclusion in the host society while setting a time plan. Mentor should aim at promoting motivation and empowerment of the mentee; as well as developing some empathy and devotion to achieve the goals set by the mentees. By setting goals and a specific time frame, the mentees might get motivated to work in collaboration with the mentor to achieve them. This is beneficial for the involvement of the mentoring relationship, as it reinforces its structure and systematises the work plan that will be agreed between the mentor and the mentee. On the other hand, the mentor has a better view and understanding of the mentees' wishes and goals, which can increase their empathy and commitment.



Chap III | Tool 2

What steps to take in order to.....

	1 month	6 months	End of the year
 "...be the person I want"	Write here	Write here	Write here
 "...get my dream job"	Write here	Write here	Write here
 "...have a joyful life"	Write here	Write here	Write here



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### a) How to apply?

The mentees will fill in a table by completing statements such as: "To be the person I want ...", "To get my dream job...", "To have a joyful life...". The statements are general, in order to include a range of attitudes and actions. The mentees, with the mentor's support, will fill in the respective fields having in mind a timeframe in which the relevant tasks should be completed in order to achieve the set goals.

### b) What to learn?

The tool helps the mentor, and the mentees, to develop a draft plan on which actions are necessary to achieve an improvement in the mentees' life by seeking the inclusion in the host society. It also helps in systematising the plan by setting a specific timeframe for the completion of the tasks. Thus, it enhances the mentees' motivation to work together with the mentor, while promoting the mentor's empathy and commitment.

### c) Tips for the mentors

You can use the SMART Goals system.

<https://www.mindtools.com/pages/article/smart-goals.htm>

### d) Do's and Don'ts

#### Do's

- Hear the mentee's desires and perspectives attentively;
- Make sure your mentees feel comfortable;

- Enhance the mentees’ autonomy;
- Keep a moderate role.

### Don'ts

- Be careful not to patronize the mentees.

## Tool III - Achievements so far...

The motivation tool “Achievements so far...” allows the mentees to realise their skills, abilities, and potential, while increasing motivation and commitment to achieve new goals. The mentor should encourage the mentees to think about their achievements in the last 3, 6 or 12 months, or even prior achievements; how they achieved them; and what skills were used during that process, and was learnt from it. The motivation tool contributes to the mentees’ empowerment and motivation by reviewing their achievements; it also helps the mentor have a view of the mentee’s characteristics and potential. The motivation tool contributes to the mentees’ empowerment and motivation, as it helps them reflect on prior obstacles they have overcome, and the skills they attained or exercised; at the same time, it reinforces the mentor’s empathy through getting to know the mentees’ experiences and difficulties, as well as their endeavours and achievements.

Chap III | Tool 3

Achievements so far...

The mentor asks the mentee to fill in the motivation table (see below) by listing his/ her achievements; then the mentor will ask the mentee to answer the questions: “Describe your actual situation” and “How can you apply the answers in the previous questions to motivate yourself?”. The latter can lead to a fruitful discussion on how mentee’s skills, already exercised in previous achievements, can now be used to promote his/ her integration in the host society.

	Fill in the table	Describe your actual situation	How can you apply the answers of the previous questions to motivate yourself?
Achievements #1	Write here	Write here	Write here
Achievements #2	Write here	Write here	Write here
Achievements #3	Write here	Write here	Write here

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### a) How to apply?

The mentor asks the mentees to fill in the motivation table by listing their achievements; then, the mentor will ask the mentees to answer the following questions: “Describe your actual situation”; and “How can you apply the answers in the previous questions to motivate yourself?”. The latter question might lead to a fruitful discussion on how the mentee’s skills, already exercised in previous achievements, can be used to promote their integration in the host society.

## **b) What to learn?**

This tool reinforces the mentees self-awareness and motivation, as well as understanding of how personal characteristics and skills can contribute to the process of integration.

## **c) Tips for the mentors**

Be supportive and show enthusiasm for your mentees' achievements.

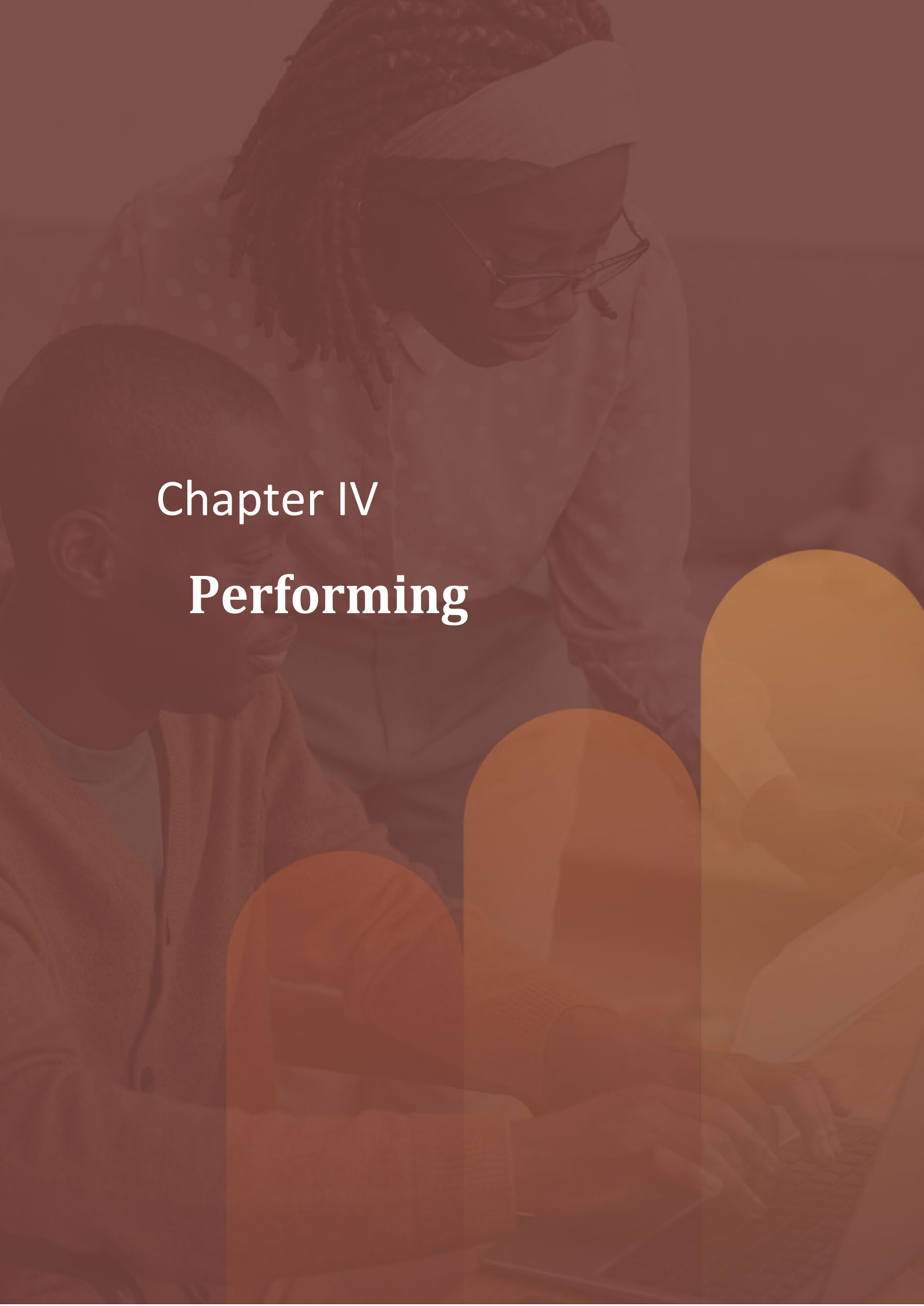
## **d) Do's and Don'ts**

### **Do's**

- Congratulate your mentees for the development so far;
- Enumerate your mentees' successful achievements.

### **Don'ts**

- Do not highlight on any mistakes or bad choices.



Chapter IV

**Performing**


# Chapter IV

## Performing

In this section, we will focus on the fourth phase of the mentoring programme - the performing phase. In this phase the relationship between the mentor and the mentee is developed in-depth and it is the right time to evaluate if some of the goals established at the beginning of the mentoring programme were achieved, if they are close to being achieved, or if it is necessary to review the goals established at the beginning of the mentoring programme. Moreover, this point, and with the support from the mentors, mentees should take concrete steps to achieve their goals. In this Chapter specific icebreakers and tools were designed as instruments for the mentor to help the mentees achieving their goals. Usually, some goals of mentees with a migratory or refugee background, include being granted legal status; getting a job; and feeling integrated and included in the host society. Hence, the tools provided in this section might help highlight these goals.

# Icebreaker I - Name Games


This icebreaker helps mentees feel at ease with the mentor, by sharing some personal information. This icebreaker is useful in a group of mentees in which they are divided into two groups of equal size, and form two circles, one inside the other. This icebreaker also helps the mentees relax and interact with each other in a fun way.





Chap IV | Ice breaker 1

## Name Games

1. This icebreaker is useful with a group of mentees. Divide mentees in two groups.
2. Those in the inner circle face outwards and those in the outer circle face inwards.
3. Mentees take turns to introduce themselves, e.g. "Hello, I'm Andrea. Pleased to meet you." - "My name is Alex - it's nice to meet you."
4. The outside circle then moves round while the inside circle stays still. Repeat until everyone has had at least one turn.
5. Then ask half the mentees in the outside circle to change places with the same number of mentees in the inside circle. They can then take turns to introduce people to each other; e.g. "Hello Andrea. This is Victor". - "Hello. It's nice to meet you" etc.
6. The mentees then introduce each other to the group, e.g. "This is Hakim/Mr. He comes from Afghanistan. He can speak Pashto and Arabic. He likes playing football. He supports Manchester United".



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## a) How to apply?

This icebreaker is useful with a group of mentees. Divide mentees in two groups. Those in the inner circle face outwards and those in the outer circle face inwards. Mentees take turns to introduce themselves (e.g., "Hello, I'm Andrea. Pleased to meet you." - "My name is Alex - it's nice to meet you."). The outside circle then moves round while the inside circle stays still. Repeat until the outside circle has made one full turn. Then ask half the mentees in the outside circle to change places with the same number of mentees in the inside circle. They can then take turns to introduce people to each other; (e.g., "Hello Andrea. This is Victor". - "Hello. It's nice to meet you" etc). The mentees then introduce each other to the group, (e.g., "This is Hakim/Mr. He comes from Afghanistan. He can speak Pashto and Arabic. He likes playing football. He supports Manchester United").

## b) What to learn?

The mentor and mentees will know each other better and will learn specific details about each other.

## c) Tips for the mentor

The mentor needs to make sure that every mentee feels comfortable.

## d) Do's and Don'ts

## Do's

- Ensuring every mentees' participation in the activity;
- Take measures to prevent any mentee from feeling ashamed.

## Don'ts

- Do not pressure mentees who are shy to participate in the activity;
- Do not adopt a judgemental attitude.

# Icebreaker II - *Hot and Cold*

This icebreaker is ideal for a group of mentees, and is a creative, joyful, and fun way to exercise the mentees' determination to achieve their goals, despite being 'blindfolded', which might be a metaphor for daily challenges that mentees face to achieve their goals.

Chap IV | Ice breaker 2

## Hot and Cold

1. The mentees are divided into pairs and each pair receives an object (pencil, rubber, piece of paper etc.). When both persons in the pair see and memorise what their object is, one of them should be blindfolded. The other one goes to the mentor who hides the object somewhere within the playing field. After hiding the objects, all pairs should be lined up at a certain starting point.
2. From there they receive the "Start" signal, and the blindfolded person should find the object, while the other person is guiding them. Only the words HOT and COLD are allowed to be used for guidance. HOT means getting closer, COLD means going in the wrong direction.
3. The game ends when all pairs find their objects. Then, it is possible to switch the blindfolded person.
4. The mentor should monitor if the mentees are following the rules. Make sure that the mentees use only HOT and COLD to guide, and make sure they do not mention other directions and avoid touching.



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## a) How to apply?

The mentees are divided into pairs, and each pair receives an object (e.g., pencil, rubber, piece of paper etc.). When both persons in the pair see and memorise what their object is, one of them should be blindfolded. The other one goes to the mentor who hides the object somewhere within the playing field. After hiding the objects, all pairs should be lined up at a certain starting point.

From there they receive the "Start" signal, and the blindfolded person should find the object, while the other person is guiding them. Only the words HOT and COLD are allowed to be used for guidance. HOT means getting closer, COLD means getting further.

The game ends when all pairs find their objects. Then, it is possible to switch the blindfolded person. The mentor should monitor if the mentees are following the rules. Make sure that the mentees use only HOT and COLD to guide, and make sure they do not mention other directions. It is also important for mentees' to avoid touching.

### **b) What to learn?**

This icebreaker will create a sense of trust among the mentees and will give them the ability to improve teamworking while working on their resilience to achieve their goals, despite being 'blindfolded'.

### **c) Tips for the mentor**

The mentor may give a brief presentation, or debriefing, to the mentees by emphasising the importance of trusting and developing a common working ground.

### **d) Do's and Don'ts**

#### **Do's**

- Ensuring the full participation of every mentee in the activity;
- Ensuring that everyone understands the rules of the game;
- Ensuring that the mentees do not hesitate to form close contact with each other.

#### **Don'ts**

- Adopt a judgemental attitude;
- Hesitate to revisit the game's rules and explain them to the mentees.

## **Tool I - *Intercultural Cooking Evening***

This cultural event might be used as a tool to foster networking among different people. Such networking might be useful to help the mentees meet new people (outside their social network). Networking is an important exercise, since it can be a gateway for new opportunities, new social interactions, and thus a way to achieve personal goals. There two alternatives for organising this kind of event:

- (1) organise it as a kind of potluck, where everyone (including mentees) brings one large dish from their country and eat together;
- (2) if a large kitchen is available, participants (including mentees) can bring the ingredients they need and cook together. An organiser should ask participants what they intend to bring beforehand to ensure that there is a well-balanced choice of dishes. It is also important to account for dietary restrictions, and for potential differences in alcohol drinking cultures.





## Intercultural Cooking Evening

1. An adequate room/space with a large table, comfortable seating
2. A large well-equipped kitchen

The mentee/s and other participants should prepare and present some local dishes and dishes from the mentees' country of residence/ home country. A dinner event will be held which will foster a friendly environment for networking between mentee/s and other participants who can help the mentee/s to achieve the goals set-up at the beginning of the mentoring programme.



\*Prepare and present some local dishes from your country and share information from traditions, culture, meaning of each dish.

### a) How to apply?

The group will need:

- An adequate room/space with a large table, comfortable seating;
- A large well-equipped kitchen.

The mentees and other participants should prepare and present some local dishes from the mentees' country of residence/home country. A dinner event will be held which will foster a friendly environment for networking between mentees and other participants who can help them achieve the goals set-up at the beginning of the mentoring programme.

### b) What to learn?

Innovative ways of networking and achieving the mentees' goals, while overcoming possible language, religion, ethnicity barriers, or even gender stereotypes.

### c) Tips for the mentor

Participants should be informed that the taste and appearance of the food to be prepared is not important. It should be conveyed to the participants that the main purpose of this exercise is to acquire the ability to work in a common ground and promote networking.

### d) Do's and Don'ts

#### Do's

- Motivate participants to do what they can;

- Assist participants in working in common ground, and promote networking;
- State that the participants' interactions in this workshop are more important than the result.

#### Don'ts

- Do not force participants (especially mentees) to do something they do not wish to;
- Do not force the participants (especially mentees) to share their dish if they do not wish to.

## Tool II - *Storytelling*

This tool enables the mentees to develop skills, such as presenting a pitch (whether using a video or not) which can be useful to achieve one of the goals set at the beginning of the mentoring programme. This tool also respects and provides a space for the mentees to use their voice to pitch and idea and achieve a certain goal.



Chap IV | Tool 2

Storytelling

**Requirements:**

1. The mentor along with a team of volunteers will collect the mentees' submission / footage and will edit them into a video.
2. The mentor and the team of volunteers will create a platform to disseminate the video.
3. The mentees will be asked to shoot a theatrical video about how they define themselves in the hosting country (2 hours). The mentees will explain the whole process from the beginning of their journey until their present experience in the hosting society.







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### a) How to apply?

The mentor, along with a team of volunteers, will collect the mentees' submission/footage and will edit them into a video. The mentor and the team of volunteers will create a platform to disseminate the video. The mentees will be asked to shoot a theatrical video about how they define themselves in the hosting country (2 hours – each group of mentors and mentees should establish their own rules). The mentees will explain the full process, from the beginning of their journey, until their experience in the hosting society.

### b) What to learn?

Practices, difficulties, conveniences, differences, social life, business, and economic opportunities in different countries will be learnt. Moreover, mentees will learn how to pitch an idea, which can be useful to achieve certain goals.

### c) Tips for the mentor

Note that mentees who are shy, or unwilling to shoot videos, should be offered alternatives, (e.g., use pictures). The important outcome is that they learn to pitch an idea.

### d) Do's and Don'ts

#### Do's

- Encourage mentees to use one method to train how to pitch an idea.

#### Don'ts

- Any method that may make the participants feel uneasy should not be used, and the mentees should not be pressured to use a method that they feel uncomfortable with.

## Tool III - *Accept Me*

With this activity the mentees will learn how to write a cover letter in order to get accepted into the labour market. This skill is very important, since it helps them in getting a job (a goal that is very commonly set by mentees). This tool brings to light some key aspects that must be included when writing a Cover Letter.



Chap IV | Tool 3

### Accept Me

- 1 – Ask the mentee which ideas come to their mind when they think of writing a cover letter.
- 2 – Ask the mentee to provide the do's and don'ts while writing a cover letter.
- 3 – Ask the mentee to draft a cover letter based on the example provided below.

**Name:**  
Address:  
Phone/email address:

**Date:**  
Subject: (e.g. Application for the position of Salesperson)

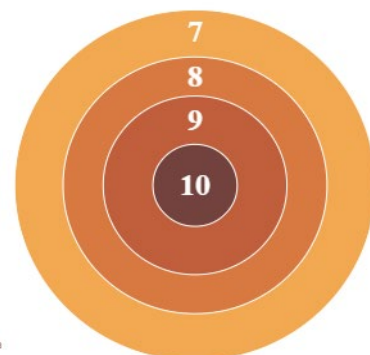
**Opening Greeting:**  
(Ex: Dear Sir/Madam)

**Letter Content:**  
**Opening Paragraph:**  
In response to/a... / I would like to express my interest in... / I would like to apply for...  
I would like to be considered for the... / I am a... interested in...

**Main body:**  
For the past... years I have been working... / I've always enjoyed working with... / My experience with... / I have qualifications in... / My training has prepared me for... / The key skills that qualify me / The added value that I could bring to...

As requested, I am sending you my résumé for your consideration in the hope that I can provide more details in a future interview.

**Final greeting:** (e.g.: Thank you for your attention, and best regards)



### **a) How to apply?**

- Ask the mentees which ideas come to their mind when they think of writing a cover letter;
- Ask the mentees to provide the do's and don'ts while writing a cover letter (do's will get mentees closer to the target, to achieve their goals; and don'ts will distance mentees from the target and from reaching their goals);
- Ask the mentees to draft a cover letter based on the example provided in the tool.

### **b) What to learn?**

The mentees will learn more than just the basics on how to write a Cover Letter. They will get familiar with crucial elements of a cover letter which are key to emphasise the applicant's strong points related to their professional experience and skills.

### **c) Tips for the mentor**

The mentor could emphasise strong elements of the mentees' draft as well as debate with the mentee different types and formats of a cover letter.

### **d) Do's and Don'ts**

#### **Do's:**

- Explain in detail the format, content, and crucial features of a cover letter, and why all these are so relevant in the success of a job application.

#### **Don'ts:**

- Do not compare Cover Letters of different mentees;
- Do not prevent those who want to write a Cover Letter in their own language to do so. Just make sure to have a translation to understand it and discuss some of its elements with the mentee.



Chapter V

**Evaluate, Report  
and Renew**

# Chapter V

## Evaluate, Report & Renew

The final phase of the mentoring programme is the evaluation phase, which is divided into two:

- 1. Formative Evaluation:** Information that is collected during the mentoring programme and will be used to help improve the programme.
- 2. Summative Evaluation:** Evidence that is collected upon completion of the programme in order to demonstrate if the programme has achieved its objectives.

As a first step, it must be decided what kind of information the mentor is more interested in at this stage. If the mentoring programme is in its early stages, you may wish to focus on formative evaluation information, which will help in revising the programme before undertaking a summative evaluation. If the programme is thought to be relatively stable, then it may be time for a summative evaluation. Typically, you will want to collect both kinds of information, but your emphasis on one or the other may vary based on the programme's stage of development.

As you prepare for a summative evaluation, you will want to consider what kind of information would be most useful. For example, do you want to know what the mentees think of the programme overall? What value do they place on it? And how has it affected their perceptions of themselves in different life situations?

The proposed exercises and tools aim to support the mentor in the evaluation process starting with a celebration of the achieved results and an assessment of what went well and what can be improved. Then, some exercises that should strengthen the bond created between the mentor and mentee will be provided. Finally, the last two exercises are more focused on the continuation of the relationship. This could either be a continuation of the mentoring relationship, or the beginning of a more informal relationship. This is also the phase when mentees choose to be mentors themselves.

## Icebreaker I - Celebrate the Wins in your Team

Organise a session and share a story – a task, a decision, or a result – that can and should be praised by both the mentor and the mentee. Something that was reached beyond their typical responsibilities and excelled. Acknowledge and thank each other for surpassing expectations. Put the focus on the mentoring process steps. It is important to boost the mentees' mood in the end of the mentoring process, and recall the best moments experienced during this process. This activity sheds light on the empathic side of both persons (mentor and mentees) and increases the validation of taken actions. It can boost the motivation of the mentor to continue working with other migrants, as well as of the mentees to become mentors too.



Chap V | Icebreaker 1

### Celebrate the wins in your team

Organise a session and share a story – an action, a decision, or a result – that can and should be praised by both, the mentor and the mentee. Something that was reached beyond their typical responsibilities and excelled. Acknowledge and thank each other for surpassing expectations. Put the focus on the mentoring process steps.



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### a) How to apply?

Choose a quiet and safe place to talk.

### b) What to learn?

To be mindful and appreciative of what you have gained from the whole mentoring process.

### c) Tips for the mentor

Everyone likes to be recognised. The icebreaker used will give the mentee the chance to celebrate success and helps set a great tone for the meetings to come.

### d) Do's and Don'ts

#### Do's:

- the mentor can share something first to increase the trust between mentor and mentees.



Don'ts:

- force the person to talk unless they want to.

## Icebreaker II - *Two truths and one lie*

Have each person make three statements about him or herself: two true statements and one lie. For example: "I've never broken a bone. I have five sisters. I was born in Poland." The other person tries to guess which statement is the lie. This activity is important to strengthen the bond created between mentor and mentee during the mentoring programme. Empathy and trust are built when the mentors are attentive to the different realities of their mentees. This highlights how powerful the relationship between them can be.

Chap V | Ice breaker 2

### Two truths and one lie

Have each person make three statements about him or herself: **two true statements and one lie**. The other person must try to guess which statement is the lie.

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### a) How to apply?

Be in a quiet place where discussions can be continued without interruptions.

### b) What to learn?

This is very important to practice active listening and communicating with empathy.

### c) Tips for the mentor

Both the mentor and the mentee should share something unique about themselves. This is an activity that can be implemented at the end of the mentoring process, since a good relationship has been established by now, and they should know each other at some level.



## d) Do's and Don'ts

### Do's:

- Say things about yourself that will empower the mentee to speak up more;
- Remember to encourage a discussion where both sides get involved.

### Don'ts

- Do not be judgemental.

## Tool I - *Reflect on your experience and determine next steps*

Thank each other and acknowledge what was accomplished in your time together. What were the most useful exercises? What were the biggest takeaways? What is next? Determine if and how you want to stay in touch. If there's more you can accomplish together, set up more sessions. Share your success: update each other on possible changes in your life. Become closer to the mentee and strengthen the understanding of each other's needs.

Chap V | Tool 1

### Reflect on your experience and determine next steps

 <i>What were the most useful exercises?</i>	 <i>What were the biggest takeaways?</i>	 <i>What is next?</i>
Write here	Write here	Write here
Write here	Write here	Write here
Write here	Write here	Write here

\*Did you find the experience rewarding and fulfilling?

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## a) How to apply?

Choose a quiet place, where other people cannot disturb you. Feel comfortable in that place, so both the mentor and the mentee can bring different topics into discussion.

## **b) What to learn?**

To understand that the end of the mentoring process does not mean the end of the relationship, and if you feel that there is value in continuing, you can arrange time to revisit the objectives you set to refresh and re-energize the partnership.

## **c) Tips for the mentor**

Choose a comfortable place in which meaningful conversations with your mentee can be organised. It is recommended to have this activity one-to-one. It can become emotional, so be acceptant of the revealed emotions.

## **d) Do's and Don'ts**

### **Do's:**

- Listen attentively. This exercise is a great way for the mentee to summarise the accomplishments during the mentoring programme.

### **Don'ts:**

- Do not induce answers. Respect and embrace differences of opinion.

## **Tool II - *Mindfulness Moment***

Ask people to take a few moments to reflect on themselves and write their worries on a piece of paper. The reflection can be led by questions such as: What energy level have they arrived with? What is on their mind that is unrelated to this meeting? What were their fears at the beginning of mentoring? What are their concerns regarding the next few days? Do their plans in this country scare them? Make sure the mentees know that they don't have to share their answers. After completion, the mentees should tear the piece of paper with the answers and discard them. This helps the mentees in identifying their state of mind, let go of their worries and have a better focus and more empathy towards the others. This also brings awareness of their worries, fears and concerns, which can help the mentees in overcoming them. This activity will motivate the mentees to look at all the accomplishments they made during the mentoring process, and empower them in creating new plans for the future.



## Mindfulness Moment



<i>What energy level have you arrived with?</i>	<i>What is on your mind that is unrelated to this meeting?</i>	<i>What were your fears at the beginning of mentoring?</i>	<i>What are your concerns regarding the next days?</i>	<i>Do your plans in this country scare you?</i>
Write here	Write here	Write here	Write here	Write here
Write here	Write here	Write here	Write here	Write here
Write here	Write here	Write here	Write here	Write here

### a) How to apply?

It will be better to apply this tool in a place with no distractions, so the mentees will have time and space to think about their answers.

### b) What to learn?

To be aware about what fears the mentees might have in their lives, and what is needed to be properly managed, accepted, and overpassed.

### c) Tips for the mentor

Try to bring questions regarding personal worries discovered during the mentoring process, so the mentees can think more about the whole process and how it helped them realise new achievements.

### d) Do's and Don'ts

#### Do's:

- Give the mentee a few seconds to think about the answer for each question, as much as you feel it is necessary.
- Debrief about the main points after the exercise.

#### Don'ts

- Don't Hurry the process.

## Tool III - Farewell but Not Goodbye

The mentor will create a list of possible activities to be done in the future together:

- Add your mentees to an email follow-up list that you use to distribute ideas and articles of interest;
- Schedule with your former mentees a lunch or coffee next month;
- Offer to participate in one another's brainstorming or problem-solving sessions;
- Participate together in community projects;
- Support your mentees to become a mentor if they wish that.

It is important to reflect upon the mentoring relationship and identify next steps for continuing with self-development. Try to stay connected with the mentee and encourage them to create as many connections as possible within the community.

Chap V | Tool 3

### Farewell but Not Goodbye

The mentor will create a list of possible activities to be done in the future together:

1. Add your mentee to an email follow up list that you use to distribute ideas and articles of interest
2. Schedule with your former mentee a lunch or coffee next month
3. Offer to participate in one another's brainstorming or problem-solving sessions
4. Participate together in community projects
5. Support your mentee to become a mentor if they wish that



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### a) How to apply?

Organise a session to discuss the follow-up process.

### b) What to learn?

The end of the mentoring partnership is a natural part of the process and one from which you can learn a great deal. The transition does not mean the mentee and mentor will have no further contact – often former mentoring partners remain close colleagues and informal coaches. It just means that you have achieved the objectives of the relationship and no longer need to maintain the structure of a mentoring partnership.

### **c) Tips for the mentor**

Understand that this mentoring process is over, but you can keep a relationship with your mentees. If the mentees want to keep contact, keep an open mind to do so.

### **d) Do's and Don'ts**

#### **Do's**

- Be attentive and respect the mentee's decision.

#### **Don'ts**

- Do not force a relationship if the mentee doesn't want to.

# Conclusion

The RISING partnership believes that one of the first steps towards migrants' integration in their host society should be seeking mentorship. That way, this consortium believes in equipping mentors with the right skills and competences to assist them with this challenge.

However, this tool should not be used blindly, but it must be adapted to the specific needs of the mentees. The mentor should always be proactive and must fit the mentoring content with the mentees' requirements.

Each Chapter of this Handbook represents different phases of the mentoring programme, providing specific tools and icebreakers to support the mentors in their work with the mentee throughout the different phases. Each tool may be adapted and adjusted to become client-oriented, in fact adjusting the tools is strongly advised. Consequently, throughout the mentoring sessions it is crucial that the mentor adopts a cultural, ethnicity, gender, religious sensitive approach while working with the mentee. This will enable the mentor to consider the social-cultural-religious background of the mentee and properly adapt and adjust the tools in order for the mentoring sessions to be developed in accordance with the mentee's identity markers and background. Furthermore, it is important to stress that these tools and icebreakers are not prescriptive, instead they represent a suggestion for a starting point for the mentor's work with the mentees.

This handbook is a perfect way to empower professionals and other people working with migrants. With the right tools to use throughout the entire mentoring process of migrants, social integration might be smoother and more efficient.

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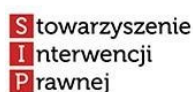
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