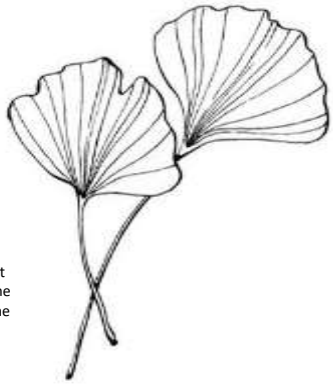
BRIDGES BY MENTORS

Guidelines for Training International Students to Become Mentors



This resource is licensed under CC BY 4.0

Co-funded by the European Union

Co-funded by the European Union. Views and opinions expressed are however those of the author or authors only and do not necessarily reflect those of the European Union or the Foundation for the Development of the Education System. Neither the European Union nor the entity providing the grant can be held responsible for them.

Table of Contents

Introduction **2**

A. Theory on mentoring **5**

A1: Characteristics 5

A2: Different mentoring types 6

A3: Description of the mentoring process 7

A4: Mentoring elements 10

A5: Training methodology 11

B. Specific modules for international students in a mentoring relationship **12**

B1: The general framework of the training model 12

B2: Training module - Introduction 13

B3: Training module – Detailed description of activities 16

C. Facilitating your mentoring program's training **36**

C1: Recognition 36

C2: The importance of facilities 36

C3: Duration 36

D4: Support after the training 36

Conclusion 37

References **38**

Appendices **40**

Appendix 1: Training module for international students to become mentors – Guide for trainers 41

Appendix 2: Resources and material for trainers 53

Appendix 3: Tool for designing mentoring activities 68

Appendix 4: List of mentoring activities 71

Appendix 5: Evaluation of mentoring training by trainees 74

Appendix 6: Trainer self-evaluation form 79

Appendix 7: Feedback from mentoring trainings & mentoring activities implementations of the BBM project 81

Introduction

The Bridges by Mentors (BBM) framework focuses on cross-cultural mentorship, where international students take the role of mentors for local youth. It aims to connect international students with youth from diverse backgrounds within their local region. By fostering deep and guided interactions, the project encourages collaboration in mentorship activities. Additionally, it raises awareness of social engagement among international students and imparts knowledge on how to engage with local communities

The project hopes to succeed in:

- **Increasing Depolarization:** The framework seeks to bridge gaps and reduce polarization by promoting understanding and trust.
- **Promoting Intercultural Understanding:** It emphasizes cross-cultural competence and empathy.
- **Supporting Well-Being:** The well-being of both international students and citizens is a priority.
- **Stimulating Social Engagement:** It raises awareness of social engagement among international students.

The implementation involves connecting students (international students engage with local youth through joint activities) and sharing outcomes (successful outcomes shared across regions in Europe, benefiting mentoring and international education).

Mentoring can play a crucial role in Higher Education Institutions (HEIs), fostering personal and academic growth among students. While mentoring programs are often designed for local students, there is immense untapped potential in engaging international students as mentors. These students bring unique perspectives, cultural diversity, and global experiences that can enrich the mentorship process. The potential of the Bridges by Mentors project is threefold:

- **Empowering international students:** By recognizing their position as students in a foreign country, we aim to make international students aware of the positive impact

they can have on their environment and society. Through mentorship, they can leverage their experiences to inspire others and contribute to a more inclusive and supportive community.

- **Equipping international students:** Institutions can provide international students with the knowledge and skills necessary to fulfil the role of mentors. This includes understanding cultural nuances, effective communication, and strategies for supporting diverse groups of mentees.
- **Promoting cross-cultural exchange:** Mentorship is a two-way street. While international students provide mentoring to local youth, they also learn from young people from diverse backgrounds. This exchange fosters mutual understanding, empathy, and cross-cultural competence.

Cross-cultural mentoring programs offer valuable learning opportunities for both mentors and mentees. These include:

- **Cultural Awareness and Identity Empowerment:** Cross-cultural mentoring can support building equality in the society, as mentors transfer their cultural capital (attitudes and behaviours) to mentees and empower them for academic and social success (Smith, 2007). It is worth noting that successful cross-cultural mentoring programs place priority in transformative relationships over transactional ones, and place emphasis on capacity building and collaboration (Pryce et al., 2022).
- **Learning Opportunities for Mentors and Mentees:** Cross-cultural mentoring exposes mentors and mentees to new cultural contexts, enhancing their understanding of global diversity. Mentors learn effective communication across cultures, adaptability, and empathy. Both mentors and mentees gain insights, challenge biases, and develop cross-cultural competence.

The following sections delve into theory on mentoring, specific guidelines for training international students as mentors, and describe a training program that can be implemented in higher education institutions to promote cross-cultural mentoring.

The purpose of the training is to equip international students who will serve as mentors in the local community with the skills they need to succeed in their role and build fruitful connections with local youth. The training is designed for international students and in HEIS. It targets international students who want to become mentors and positively impact their environment. The Guidelines for Training International Students to Become Mentors presents a training module designed to be implemented in HEIs to support international students in building the necessary skills to become mentors for local youth. Group-mentoring is the essential feature of the training module. Mentoring allows equality in the relationships, empowerment of all parties involved and beneficial results for both citizens in the region and international students.

How to navigate through the *Guidelines for Training International Students to Become Mentors*

The *Guidelines for Training International Students to Become Mentors* have been composed with the understanding that the readers' level of familiarity with mentoring, or mentoring trainings, may vary. Thus, it includes all the information necessary for a newly introduced to mentoring reader, as well as the more specific, detailed and in depth and practical information which a more experienced reader would expect.

The document includes four parts. The first one describes basic theory on mentoring, the second one includes specifics on the structure of the BBM Mentoring Program for International Students, the third one concentrates on the training module developed and the fourth one discusses further information and suggestions around the facilitation of the mentoring program's training. In the Appendices, a plethora of practical tools for the trainer can be found, including a customized short guide for the trainer with the training module, a tool for designing mentoring activities, examples of mentoring activities, as well as a form to be used by trainees for the evaluation of the mentoring training and a self-evaluation form for trainers.

Regardless of the variability in experience with mentoring between readers, we suggest that trainers use and customize parts of the *Guidelines for Training International Students to*

Become Mentors, according to their needs and context. For example, some trainers may choose to give some of the theory as a prior reading to the participants, whilst others may prefer to share this in written form during or after training. In addition, some trainers may choose to deliver the training in more than one day with shorter training sessions, whilst others may prefer to complete it in the format presented during a single day. Activities can be added, removed or customized according to the needs of each trainer, mentoring group and context.

Real examples and feedback of customization of the activities can be found in *Appendix 7: Feedback from Mentoring Trainings & Mentoring Activities Implementations of the BBM Project*. We suggest that readers spend some time in understanding the theory and the framework of the mentoring activities, before delivering the specific training module.

A. Theory on mentoring

A1: Characteristics

Over the past years, mentoring has become widely popular. While definitions may vary according to the context and needs, mentoring generally defines a relationship between a mentor and a mentee, where the former provides a form of support or guidance to the latter under the supervision of a mentoring structure.

Mentoring is a methodology through which a mentor voluntarily accompanies a mentee/ or group of mentees, who might be experiencing difficulties of different kinds and might be at risk, under the supervision of a professional team. It is expected that the mentor guides, accompanies and provides support to the mentee(s) in diverse situations for a long period of time, ideally six months to a year. The needs and objectives can be different for each pair/or group and may also change with time. Activities include, but are not restricted to, doing homework or providing support in other academic/professional areas, exploring the local culture and locality, the personal development of the mentee or their projection towards the future. The approach is neither technical nor disciplinary, but humane, and incorporates the needs of the mentee as a whole.

Mentoring should not be confused with other support or guidance related services and relationships such as tutoring or coaching, as there are differences in mentoring scope, duration and goals. Coaching is based on identified individual and specific objectives; it often involves the transfer of concrete expertise (professional or personal; it usually involves a short term and unidirectional coach-coachee relationship. Tutoring relates to a specific objective and often academic such as passing a particular exam or getting better grades in a subject; it involves a fixed term and unidirectional relationship from the tutor to the student.

A2: Different mentoring types

Mentoring can take different forms. These are described below.

- **Natural mentoring**, also referred to as informal mentoring, includes mentoring relationships that occur more naturally, rather than through a formal program or organization. Natural mentoring describes a mentorship that evolves organically, almost like a friendship. Colleagues, family members, and friends can all be informal mentors; they are people one turns to for advice or challenge.
- **Formal mentoring** includes matched mentoring relationships through programs and organizations. There is tremendous diversity and creativity in the ways that mentoring programs are designed and delivered.
- **Reverse mentoring** is a new form of mentoring where the younger person is the mentor sharing expertise with the older person, mentee. Reverse mentoring is not a widespread method. Although research in this area is new, it suggests that reverse mentoring seems to be an efficient tool for sharing knowledge, creating engagement, developing leadership and, first and foremost, building intergenerational relations based on mutual acceptance. Evidence suggests that the efficacy of reverse mentoring depends on the level of engagement in the mentor/mentee relation and the level of organisational support, engagement of the administrative staff, supportive organisational culture and an atmosphere conducive to cooperation.
- **One-on-One mentoring** is a one-mentor one-mentee relationship. This format allows for personalized attention and activities tailored to the mentee's specific background

needs and challenges. This mentoring approach involves a direct and dedicated interaction between the mentor and the mentee.

- **Group Mentoring** can be defined as a mentoring program in which a mentor (or small number of mentors) works with multiple youth in an ongoing, set group. This includes standard group mentoring (one mentor working with a group of youth), co-mentoring (where two to three mentors work with a larger group of youth), and "team" mentoring (where a group of mentors with specific and complementary skill sets work with a group of youth). Group mentoring can also include a scheme where dedicated mentors are "incorporated" into an existing program or service with a focus other than mentoring, but where the work of mentors is intended to strengthen outcomes for groups of youth.

An important challenge for mentors working with groups is managing group dynamics. Mentors will need considerable skills and support to keep groups on task, relatively free of conflict, in order to function effectively through all of the stages of group development. In fact, Tuckman's stages of group development (forming, storming, norming, performing, adjourning) (Tuckman, 1965) may offer a useful framework for thinking about the group over the program cycle. Mentors must observe the interplay between mentees and ensure strong group cohesion. While youth mentoring is most often conceptualized as a one-to-one relationship between a single caring adult and a young person, the reality is that group mentoring models can reach and make a difference to as many young people as the more traditional individualized programs.

A3: Description of the mentoring process

There are four Phases of Mentoring Relationships, as follows:

1. Phase 1: Preparation – Beginning and building
2. Phase 2: Negotiating – Testing and challenging
3. Phase 3: Enabling growth – Real Mentoring
4. Phase 4: Closure – Transition and closure

These sequential phases build on each other and vary in length. In each phase, there are specific steps and strategies that lead to mentoring success.

Phase 1: Preparation – Beginning and building

The first phase is a very important stage in the mentoring relationship. The mentor and mentee get acquainted, explore whether they are a good match, and build the foundations of the relationship. They discuss in an informal manner their common interests, values, future goals, and dreams. Since the mentoring pair is new in the relationship, the first phase can be challenging. Confusion may arise, difficulties in communication may be present, or even lack of communication. In some cases, mentees can be reluctant to trust their mentors at this stage. If this stage is not treated as a priority, the relationship can terminate because of miscommunication and misunderstanding.

Mentors play a vital role in this phase to make the relationship effective. They must take initiative to communicate with the mentee, and also devote time to the relationship. They must ensure that the mentee feels comfortable with them. Furthermore, they are responsible for building trust in the mentee.

Phase 2: Negotiating – Testing and challenging

The second stage can be viewed as the "business stage" of a mentor-mentee relationship. It is the stage where a mentor helps the mentee set their learning goals. They agree on initial expectations and define the strategy to achieve the target(s). Furthermore, they come to an agreement about when and how they will meet, the frequency of their meetings and accountability.

Although mentors and mentees work on setting goals and creating a mutually agreed upon work plan, the negotiation stage is not always simple. It involves talking about soft issues in a relationship, establishing ground rules, confidentiality, boundaries, and shared responsibilities. These are topics that are often left out of conversations because they are

not very easy to talk about. Yet, these are critical topics that need to be discussed. If a mentoring pair is not compatible, negotiation is the stage where they can part ways in a friendly manner.

Phase 3: Enabling growth – Real Mentoring

Once trust is built and expectations are discussed, a mentoring relationship enters into the 3rd phase, enabling growth. At this stage, the mentoring partners start working towards the goals that were set. This stage offers the greatest opportunity for learning and development. The mentor's responsibilities at this stage are to help the mentee achieve development using various mentoring resources. They help mentees overcome challenges; and gradually, a mentor becomes a guide, adviser, and friend to the mentee.

Another key responsibility of a mentor is to provide honest, candid, yet constructive feedback to the mentee. Feedback is one of the most important parts of a mentoring relationship. It allows mentors to acknowledge the mentee's strengths and help them identify their weaknesses; crucial aspects for mentees' growth. During this phase, both partners monitor the learning process and progress to ensure the goals are being met.

Phase 4: Closure – Transition and closure

At the fourth stage, the mentor and mentee formally close their mentoring association. This can happen as a result of various reasons: The program is completed, the goals are accomplished, needs become fulfilled. Yet, this stage is more than simply marking an end to the relationship. It is an opportunity for the mentoring pair to recognize and celebrate their success. Both mentor and mentee benefit from closure. It is an opportunity to harvest the learning and apply it in real-life situations.

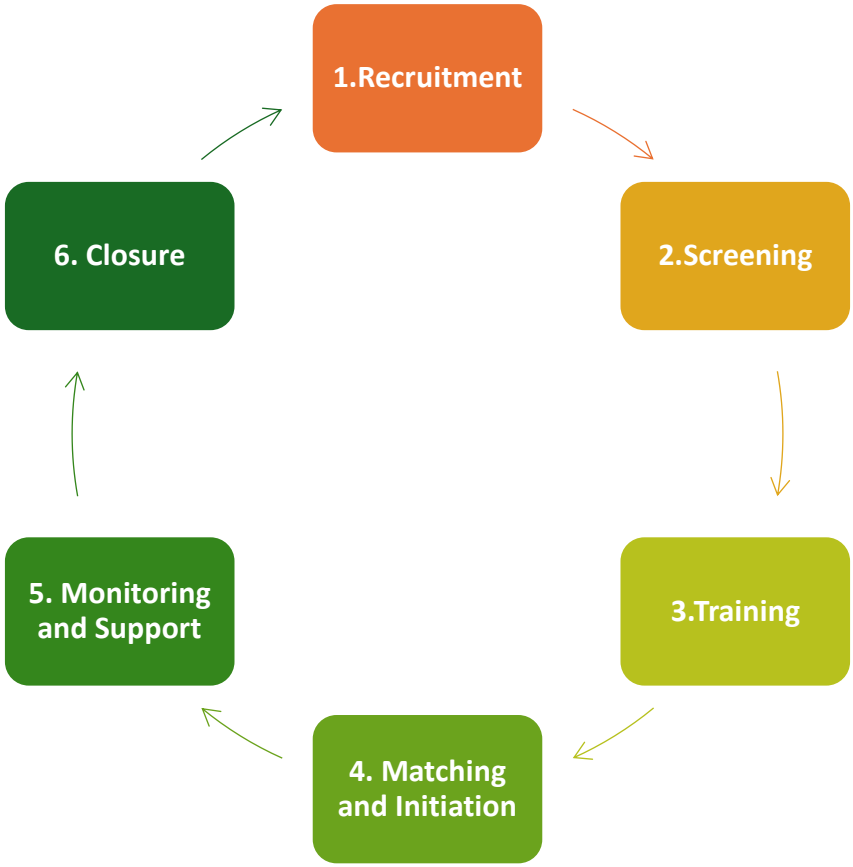
The mentoring program should provide mentors with strategies for closing each meeting with rituals that encourage reflection on the group members' relationships and personal growth,

as well as to allow each member to say goodbye in ways that mirror the ultimate closure of the group.

In conclusion, all mentoring relationships move through these four phases. Yet, there is no specific formula to create a successful relationship. It takes effort from both partners to make it work. And if, at any stage, the relationship experiences hardship, communication is the only solution.

A4: Mentoring elements

Any mentoring program that directly supports mentoring relationships has six mentoring elements in place. These are recruitment, screening, training, matching and initiation, monitoring and support, and closure.



Specific information on each of these mentoring elements for the purposes of the BBM mentoring program can be found in the Service Delivery Manual of this project.

A5: Training methodology

The methodology used is multifunctional and utilized within a workshop. The workshop aims at providing hands-on learning experiences. Participants can practice and apply soft skills in a controlled environment via various techniques incorporated in the training module. The techniques include role plays, case studies, group discussions, motivational videos, guest speakers, interactive group activities, peer learning and team-building exercises. The philosophy behind each technique is described below:

- **Role-Playing**: Participants are engaged in role-playing scenarios to simulate real-world mentoring interactions. This helps them practice active listening, empathy, and communication.

- **Case Studies**: Real-life mentoring situations can be analysed through case studies. The participants can discuss how soft skills impact the outcomes.

- **Group Discussions:** Group discussions can be facilitated on various soft skill topics. Through group discussions the participants are encouraged to share their experiences and insights.

- **Guest Speakers:** Inviting experienced mentors or professionals to share their expertise and insights / storytelling can be a source of inspiration a way to transfer knowledge from experienced mentors to beginners.

- **Interactive Group Activities:** Activities designed to actively involve all participants. Group discussions, brainstorming sessions, and collaborative problem-solving are effective.

- **Peer Learning:** Encouraging participants to learn from each other. This may involve sharing success stories, challenges, and best practices.

- **Team-Building Exercises:** Foster a sense of fellowship among mentors and mentees.

B. Specific modules for international students in a mentoring relationship

B1: The general framework of the training model

In this section of the Guidelines for Training International Students to Become Mentors, theory on mentoring the training module developed to train international students to become mentors is presented. Cumulatively, all the elements of the guidelines will facilitate reaching the aim of creating awareness of civic engagement among international students and increasing their knowledge on how to reach out to local communities.

Group mentoring is based on the concept that volunteers who frequently engage with small groups of young people can serve as trusted counsellors or guides. By developing multiple successful and productive relationships at once, group mentoring programs can offer mentorship to many youths without exhausting limited volunteer resources (Herrera et al. 2002).

Karcher et al. (2006) proposed a framework for understanding the components of mentoring programs based on three dimensions: context, structure, and goals. The context of a program refers to the location where meetings take place. Structure pertains to the type of mentee-mentor relationship, such as one-on-one versus group mentoring, and adult-with-youth versus cross-age peer mentoring. The goals of a program influence the activities within the mentoring relationship, which can range from task- or skill-focused to relational and developmental in nature.

In developing the training program, we considered the qualities and skills that successful mentors should have, and designed relevant activities based on clear goals and learning outcomes. The training modules adhere to the principles of humanistic mentoring (Beyene et al., 2002; Cruz et al. 2020; Varney, 2009). According to Varney (2009, p. 128) humanistic

mentoring is "mentoring that incorporates care and nurturance for the person within the developing professional". Key aspects of humanistic mentoring include:

- **Personal Connection:** This aspect involves establishing a robust and empathetic relationship between the mentor and mentee. The mentor provides support and guidance that is specifically tailored to the individual needs of the mentee.
- **Growth-Oriented:** The primary objective is to assist the mentee in achieving their maximum potential, both in professional and personal domains.
- **Empowerment:** Mentors employing this model aim to empower mentees to take responsibility for their own learning and development.
- **Active Listening:** A humanistic mentor engages in active listening to understand the mentee's concerns and aspirations, thereby creating a safe environment for open communication.
- **Non-Directive:** In contrast to traditional mentoring, which can be more directive, humanistic mentoring adopts a non-directive approach, allowing the mentee to set their own goals and direction.

B2: Training module - Introduction

The training is designed to incorporate theory on mentoring and experiential learning. Every activity designed has a clear purpose/objective, as well as specific expected learning outcomes. Some activities include theoretical input from the trainer (e.g. for the explanation of key components of mentoring), and other activities are more practical and require the mentors in training to practice mentoring skills, design mentoring activities, engage in role playing and think critically. An overview of the training activities is given below. Furthermore, the "Training module for international students to become mentors – Guide for trainers", a helpful overview of the training that can be consulted by during the sessions by the trainer(s), can be found in Appendix 1.

The total duration of the training is approximately 4.5 hours, comprised of various activities ranging from 10 to 25 minutes each. The training activities have specific space and materials requirements. These include chairs arranged in a circle and space for movement in some occasions. Various materials are required, including paper ties, markers, flip boards, pens,

notebooks, and printed handouts. markers, pens, notebooks, printed handouts, and PPT presentations. In addition, inspirational videos and case studies, as well as scenarios for role-play exercises may be used. At the end of the training participants will be awarded with certificates of completion.

The training module includes 15 key activities. In some parts of the module, supplementary activities or suggestions for alternative activities are given. The trainer(s) are required to study in detail the "Guidelines for Training International Students to become Mentors", prepare appropriately and make the necessary adjustments in advance, so that the training corresponds to the needs of the specific target group.

The objectives of the training activities are:

1. To help participants get to know each other and create a comfortable environment.
2. To create a common understanding and set expectations for the training and mentoring relationships.
3. To provide context and inspiration for the mentoring role.
4. To familiarize mentors with the program's structure and expectations.
5. To align personal expectations with program goals.
6. To equip mentors with practical activities tailored to their mentees.
7. To understand the phases of mentoring relationships and potential challenges.
8. To explore the mutual benefits of mentoring in the local community.
9. To develop key interpersonal and communication skills.
10. To practice and refine mentoring skills in simulated situations.
11. To learn from real-life mentoring experiences.
12. To identify and acknowledge personal strengths as a mentor.
13. To address and find solutions for potential group dynamics issues.
14. To consolidate learning and address any remaining queries.
15. To recognize and celebrate the achievement of becoming a mentor.

The soft skills most likely to be developed through mentoring (MentorYourFuture, 2023), and which are promoted via this module's training are:

COMMUNICATION: Being able to transmit and exchange ideas, information, and/or opinions in a clear way. To communicate well means to know how to listen, to be receptive to the proposals of others, and to know how to adapt one's speech to the interlocutor.

PEDAGOGY: The ability to mobilize one's knowledge and skills (theoretical or practical) in order to pass them on to others in an appropriate and encouraging way while maintaining a flexible and open attitude (without judgment). We can also talk about the notion of "learning to learn" when you give a person the tools and methods to build up his/her knowledge.

CREATIVITY: The ability to create, imagine and/or realize something new, find alternative solutions, and/or propose inventive activities. Being able to step out of a predefined context and look beyond.

ORGANISATION: The ability to adapt, modify or build a method to structure different elements of a situation in order to achieve an objective. It is also the ability to segment, prioritize and anticipate tasks.

EMPATHY: The ability to position oneself without judgment in front of the other person in order to understand his or her difficulties and to be able to work together. In addition to one's own personal experience, it is the ability to understand the other person by putting oneself in his or her place.

CULTURAL OPENNESS: Being able to open up and take an interest in the culture of others, including things that may surprise at first. It also means being able to share one's culture and cultural references with others.

INVOLVEMENT: The ability to feel personally concerned by one's action or project and to assume one's role in its accomplishment. It means knowing how to prioritize in order to make yourself available to fulfil your commitment.

ADAPTABILITY: The ability to redirect the course of action to meet the goals in a new situation. It also means being able to adapt to new situations quickly and/or to change or be changed according to situations or circumstances.

PROBLEM-SOLVING: The ability to work through details of a problem to reach a solution. It may include mathematical or systematic operations and can be a gauge of an individual's critical thinking skills.

B3: Training module – Detailed description of activities

This section provides a detailed description of the 15 activities comprising the training program. The objectives, expected outcomes, group size, total time, training materials, class setting space requirements, preparation needed, tips for the trainer, the rationale for the specific exercise, as well as a description of the specific activity are presented.

ACTIVITY 1: INTRODUCTION AND ICEBREAKER EXERCISE

The guessing game: Two truths and one lie about my self

OBJECTIVE: To help participants get to know each other and create a comfortable environment for the group training.

EXPECTED OUTCOMES:

- Help to create a relaxed environment where students share ideas and participate more fully in the group.
- Encourage students to share ownership for the learning environment of the group.
- Build rapport among students and foster a productive learning environment.
- Prepare students for collaborative group work.

GROUP: 6 – 20 HEI International students with or without mentor experience.

TOTAL TIME: 10 minutes.

TRAINING MATERIALS: Paper ties and markers with which to write with.

CLASS SETTING SPACE REQUIREMENTS: Chairs in circle, space for students to move.

PREPARATION NEEDED: Print the paper ties preferably in coloured hard paper. Cut the paper ties according to the number of participants.

TIP FOR THE TRAINER: Have some extra paper ties available. Use the paper tie sample in Appendix 2.

RATIONALE: Ice breaking exercises and games set the tone for the training and lead into course content in fun and engaging ways.

ACTIVITY DESCRIPTION

This activity is a game called **Two Truths and a Lie**. It is usually played with a small group of people, but it can be played with just two people or even a larger group of people. To start, one person has to think of three statements about themselves and write them in a paper tie.

The trick is: Some of the statements will not be true. Two of the statements given should be true and one should be a lie. After everyone is finished, participants move in the room, and everyone should guess which statement they think is the other person's lie. Keep the game going and try to interact with as many as possible. Once everyone has made their guess, reveal which statement were the lie.

Example of statements:

''My family goes to Disney World every year'', ''I had 6 dogs growing up'', ''I love sushi'', '' I have a twin'' etc.

ACTIVITY 2: DESCRIPTION OF WORKING RULES

Our Group's agreement for the training and how to operate while mentoring.

OBJECTIVE: To create a common understanding and set expectations for the training and mentoring relationships

EXPECTED OUTCOMES:

- Members of the group to create their own ground-rules for how to work together effectively and respectfully while in training.
- Members of the group to create their own ground-rules for how to work together effectively and respectfully while mentoring.
- Prepare students for collaborative group work.

GROUP: 6 – 20 HEI International students with or without mentor experience.

TOTAL TIME: 15 minutes.

TRAINING MATERIALS: Flip board, paper leaflets, and markers.

CLASS SETTING SPACE REQUIREMENTS: Chairs in circle.

PREPARATION NEEDED: Prepare a flip board page with the points of common understanding (entertainment, limits, restrictions, confidence, and confidentiality).

TIP FOR THE TRAINER: Alternatively, you can use a power point and create the agreements there in common view.

RATIONALE: Mentors will spend a fair amount of their time together both in training and then in group mentoring programs they will be assigned to. A group agreement ensures that everyone gets the chance to express their own needs around what will enable them to participate fully and feel as safe as possible. We may assume everyone wants the same as us, but the reality is that everyone's needs are different, and we don't know what they are until

we ask! Starting with an open conversation about how to meet the different needs may give us the best chance of making the space work for everyone. No agreement will be perfect for everyone.

ACTIVITY DESCRIPTION

After explaining the rationale of group agreements, start with the process of thinking about the *Group's agreement for the training.* Allow a few minutes for everyone to reflect on what they need, share their thoughts, and listen to everyone else. This is necessary if you want the ground rules you create to be genuinely based on consent, especially since the group is going to work together long term. Note down on the sheet of the flip board, the rules we want to commit in operating as a group during the training. To assist the process, provide a list of points that would be good to clarify between mentors and mentees before their mentoring relationship commences. Is there a common understanding and expectation for the following?

- Entertainment
- Limits
- Restrictions
- Confidence
- Confidentiality

When this is completed, proceed to create the *Group's agreement for the mentoring program*, in a similar way.

Ground rules are sufficient if they meet all the core needs, and as many preferences as possible. Needs are things people must have in place to participate. Preferences are things we can be flexible about if they don't work for others. For example, someone might have a need for a venue with step-free access, and a preference for people using 'hands up' when they want to speak. In addition, try to be a) concrete, b) realistic and c) genuinely agreed.

ACTIVITY 3: THE BBM PROJECT & MENTORING

Understanding the framework of BBM and our mentoring program

OBJECTIVE: To provide context and inspiration for the mentoring role.

EXPECTED OUTCOMES:

- The group gains an understanding of the structure and context of the BBM.
- The group gains an understanding of the framework of mentoring.
- The group gains motivation on using their potential as a positive impulse for their environment and society via mentoring.
- The group gets familiar with the program's expectations from mentors.

GROUP: 6 – 20 HEI International students with or without mentor experience

TOTAL TIME: 10 minutes

TRAINING MATERIALS: Pens and paper notebooks, PPT.

CLASS SETTING SPACE REQUIREMENTS: Chairs in circle. For the middle part of the activity move the chairs in smaller circles.

PREPARATION NEEDED: Choose the videos you are going to use from before.

TIP FOR THE TRAINER: Have a timekeeper for the activity. Move the chairs to create small circles to facilitate small group discussions.

RATIONALE: For Mentoring Programs to thrive, they must be effectively promoted. One frequent obstacle is the inadequate promotion of the program. It is essential not to take for granted that Mentors know well the program's benefits. Since Mentorship might be a novel experience for many, it's important to illustrate the advantages and the commitment's worthiness. It is also important to inform them on the strategic importance of the program and share the goal of the partners who created and designed the program with the mentors themselves. To establish a healthy group alliance between the partners, the organizations and the mentors, the mentors need to have a clear understanding of what they add as value to the program. The mentors' motivation and thought process need to be ignited via the training and kept alive for the duration of the program.

ACTIVITY DESCRIPTION

First, briefly introduce the purpose of the training & aim of BBM project in a PowerPoint presentation. Following the presentation, project an inspirational video/videos about the impact of mentoring from the following suggestions:

Storytelling from mentors: The impact of mentoring

https://www.mentoryourfuture.eu/storytelling/

Be a Mr Jensen
https://youtu.be/4p5286T_kn0?si=PFAaVv5JmgM94rlf

Be a mentor

https://www.youtube.com/watch?v=24HqSC9antg

Mentor in real life

https://www.youtube.com/watch?v=n6bJSBEvrPE

After the group views the videos, the trainer instructs the group to get divided in smaller groups (randomly) and instruct them to discuss the following with each other, based on what they know so far and the videos they watched:

- What are the characteristics of a mentor and a mentee?
- What does each party gain from the relationships dynamic?

Participants write notes and the trainer initiates a discussion in the consortium.

ACTIVITY 4: PROCEDURES OF THE MENTORING OUTREACH PROGRAM

Understanding the procedures and policies of our mentoring program

OBJECTIVE: To familiarize mentors with the program's structure and expectations.

EXPECTED OUTCOMES:

- The group gets familiar with the program's procedures.
- The group gets familiar with the program's policies.
- The group gets familiar with the program's target group.

GROUP: 6 – 20 HEI International students with or without mentor experience

TOTAL TIME: 15 minutes

TRAINING MATERIALS: Pens and paper notebooks, PPT, post-it notes. Optional: Printed handouts with policies and procedures.

CLASS SETTING SPACE REQUIREMENTS: Chairs in circle.

PREPARATION NEEDED: Study the specifics of the Service Delivery Manual and the Mentoring Outreach Program's target group.

TIP FOR THE TRAINER: Ask if any of the participants has an experience with the target group or explore what are their initial ideas about the target group before you give them the information.

RATIONALE: All mentoring programs need to have clearly defined policies in place that coordinate activities within the organization and among mentors. Based on your program's structure, population served, and community affiliations, you may need to add, delete, or modify policies of the Service Delivery Manual, accordingly. To establish a robust Mentor base, the mentors need to have a clear understanding of what the program and policies procedures entail, as well as the kind of monitoring and support they will receive during the implementation of the program.

ACTIVITY DESCRIPTION

Guide mentors through procedures and the program's challenges through a PPT presentation. Provide information of the specific profile of mentors/mentees according to each Mentoring Outreach programs target groups:

- Secondary school students,
- University students,
- Youth in the community

It is important to mention that supervision will be available throughout the program and to make clear in which occasions extra support needs to be asked from the mentoring staff or the organization.

√ SUPPLEMENTARY ACTIVITY

Understanding Mentors' Expectations

OBJECTIVE: To align personal expectations with program goals.

ACTIVITY DESCRIPTION: After the above activity ask participants to write on a post-it note what are their expectations about their selves and about their mentees. They can leave this

on the flipchart so that others can view them and discuss their expectations later in the training.

ACTIVITY 5: MENTORING ACTIVITIES

Familiarization with mentoring activities

OBJECTIVE: To equip mentors with practical mentoring activities.

EXPECTED OUTCOMES:

- The group gets familiar with various ideas for mentoring activities.
- The group gains an understanding of the framework of mentoring activities and their purpose.
- The group gets access to mentoring activity sources.

GROUP: 6 – 20 HEI International students with or without mentor experience

TOTAL TIME: 10 minutes

TRAINING MATERIALS: Printed handouts with samples

CLASS SETTING SPACE REQUIREMENTS: Chairs in circle.

PREPARATION NEEDED: Suggest some mentoring activities appropriate to the target group.

TIP FOR THE TRAINER: Prompt participants to change and adjust activities to fit their target groups and the different mentoring stages.

RATIONALE: There is a plethora of mentoring activities gathered from various sources. Some ideas are for fun and some produce more serious responses. All are designed to help mentees develop their social, emotional, intellectual, spiritual, and physical sides. Nevertheless, mentors should make plans about their mentees and with their mentees. Mentors should try the activities that will work best for their target groups and the overall aim of the mentoring program in which they operate. Most ideas require their active involvement and could take place during official "mentoring meetings" or spontaneously as they come to mind or become available. Others can be done with some guidance by the mentees themselves with a "report-in" to mentors when they meet again.

ACTIVITY DESCRIPTION

Ask if any of the participants have ideas about mentoring activities for the specific target group. Explore their ideas before you give them the information and examples to study. Following, instruct the group to get divided into smaller groups (randomly). Ask the group members to study the handouts they were given, to discuss in groups what activities they like

the most and why. Ask one representative of each smaller group to present the activities their group studied in the consortium.

ACTIVITY 6: DESIGNING MENTORING ACTIVITIES

Learning how to design mentoring activities.

OBJECTIVE: To equip mentors with tools that facilitate the design of mentoring activities, tailored to their mentees needs.

EXPECTED OUTCOMES:

- The group gains knowledge on how to design appropriate mentoring activities.
- The group gets tools with which to design mentoring activities.

GROUP: 6 – 20 HEI International students with or without mentor experience

TOTAL TIME: 10 minutes

TRAINING MATERIALS: Printed handouts with the printed tool. These can be found in Appendix 3. Examples of mentoring activities can be found in Appendix 4.

CLASS SETTING SPACE REQUIREMENTS: Chairs in circle.

PREPARATION NEEDED: Study the tool for designing mentoring activities beforehand and communicate with the designers of the training for further clarifications if you need to.

TIP FOR THE TRAINER: Prompt participants to change and adjust activities to fit their target groups and the different mentoring stages.

RATIONALE: It is always a good idea for mentors to plan activities ahead, considering the mentees' needs. At the same time, it is also important to be ready with a plan b, or to grab the opportunity to design or implement an activity on the spot when an opportunity arises.

ACTIVITY DESCRIPTION

Present the tool for designing mentoring activities and go through an example. Discuss how the plan can be used as a compass but underline the importance of being flexible and always keeping a backup plan. Explain that they can discuss their ideas for mentoring with the supervisors of the mentoring program before the implementation and after.

ACTIVITY 7: STAGES OF GROUP MENTORING RELATIONSHIPS

Understanding the phases of mentoring relationships.

OBJECTIVE: To understand the phases of mentoring relationships and potential challenges.

EXPECTED OUTCOMES:

- The group gains knowledge on the different phases of mentoring relationships
- The group links potential challenges to different mentoring phases
- The group develops skills on recognising and dealing with different mentoring phases.

GROUP: 6 – 20 HEI International students with or without mentor experience

TOTAL TIME: 10 minutes

TRAINING MATERIALS: 6 different case studies, each one printed on a separate enlarged deck of cards. These can be found in Appendix 2.

CLASS SETTING SPACE REQUIREMENTS: Chairs in circle.

PREPARATION NEEDED: Study the phases of mentoring and the scenarios of case studies, adjust the scenarios according to your mentoring program's target group.

TIP FOR THE TRAINER: Prompt all participants to join the conversation.

RATIONALE: Establishing a positive mentor mentee relationship is very much like establishing any other human relationship. It requires both parties to have a genuine desire to understand the values and expectations of each other. A mentor mentee mentoring relationship goes through four stages over the period of mentoring. These are 1) Initiation, 2) Negotiation, 3) Growth and 4) Closure. Each stage is equally important to make a relationship successful and should be treated with the same priority. While the time spent in each phase differs from relationship to relationship, the progression is uniform. Any mentoring relationship moves through these four phases. Yet, there is no specific formula to create a successful relationship. It takes effort from both partners to make it work. And if at any stage, the relationship experiences hardship, communication is the only solution.

ACTIVITY DESCRIPTION

Via a PowerPoint presentation, present the four phases of mentoring relationship along with the potential challenges and tips for each phase. An interactive activity follows in which the trainer presents 5 different case studies, each one printed on a separate enlarged deck of cards. One of the 5 cards represents a scenario which is fake, and it doesn't represent mentoring. This card is called 'The Joker.' The trainer mixes the scenarios and asks one of the

participants to choose a card. The participant reads the scenario loud and is asked to recognize which of the mentoring phases is represented on the card. While the participant thinks, the trainer facilitates their thinking process by showing the suggested phase on the ppt and the group is asked to think along giving suggestions. At the end the trainer reveals whether the suggestion was the correct one and the game continues until all 5 cards are discussed.

ACTIVITY 8: INTERNATIONAL STUDENTS AS MENTORS

Realizing the potential of international students as mentors

OBJECTIVE: To explore the mutual benefits of mentoring by international student in the local community.

EXPECTED OUTCOMES:

- An attitude of cultural understanding and sensitivity in mentoring relationships is developed within the group.
- The group realized the mutual benefits of cross-cultural mentoring, both for the mentors and the local community.

GROUP: 6 – 20 HEI International students with or without mentor experience

TOTAL TIME: 10 minutes

TRAINING MATERIALS: A list with the listed questions and main points to share during the discussion.

CLASS SETTING SPACE REQUIREMENTS: Chairs in circle.

PREPARATION NEEDED: Study the listed questions and add your own if you need to. Have the main things you would like the group to take away noted.

TIP FOR THE TRAINER: Prompt all participants to join the conversation but be aware of the time frame for the discussion.

RATIONALE: Cross-cultural mentorship gives people from different backgrounds the opportunity to interact in ways that may differ from the usual. Cross-cultural mentorship initiatives clarify to all involved parties that diversity is being prioritized and celebrated. In today's globalized world, mentoring relationships often span cultural boundaries, bringing together individuals from diverse backgrounds and perspectives.

ACTIVITY DESCRIPTION

Facilitate a discussion within the group addressing one of the following questions:

- How can international students make a difference in the local community as mentors?

- Is mentoring by international students to mentees in the local community mutually beneficial?

The trainer makes a summary of the points raised and contributes by adding information.

ACTIVITY 9: INTERCULTURAL EXCHANGES AND COMMUNICATION

Opening the door for intercultural exchanges and communication

OBJECTIVE: To explore cultural differences and communication challenges

EXPECTED OUTCOMES:

- The group develops an understanding that diversity can be a rich source of learning and growth while at the same time also present challenges.
- The group starts developing an awareness of the potential challenges and ways to deal with them.
- The group can recognize that selflessness, active listening skills, honesty, a non-judgmental attitude, persistence, patience, and an appreciation for diversity are the characteristics they need to be successful mentors as international students.

GROUP: 6 – 20 HEI International students with or without mentor experience

TOTAL TIME: 10 minutes

TRAINING MATERIALS: A list with the questions and main points to share during the discussion.

CLASS SETTING SPACE REQUIREMENTS: Chairs in circle.

PREPARATION NEEDED: Study the listed questions and add your own if you need to. Have the main things you would like the group to take away noted.

TIP FOR THE TRAINER: Prompt all participants to join the conversation but be aware of the time frame for the discussion. Suggest that participants continue the conversation during the break or when they meet again in informal ways.

RATIONALE: Cultures are very different, and one must not only know the language to communicate fully but also to open doors to the possibility of discussing cultural difficulties. Because of the complexity of cross-cultural mentoring, mentors also need certain attributes or abilities, including selflessness, active listening skills, honesty, a non-judgmental attitude, persistence, patience, and an appreciation for diversity. While this diversity can be a rich source of learning and growth, it can also present challenges in terms of communication,

expectations, and understanding. To navigate cultural differences in mentoring relationships, it's essential to approach the partnership with an open mind, a willingness to learn, and a commitment to fostering cultural understanding and sensitivity. Mentors should take the time to educate themselves about their mentee's cultural background, values, and norms, and be mindful of how these may influence their communication style, decision-making process, and expectations of the mentorship. When in doubt, mentors shouldn't hesitate to ask questions and seek clarification, creating a safe space for both parties to share their perspectives and experiences. By engaging in honest, respectful dialogue, mentors can bridge cultural gaps and build a strong, mutually enriching mentoring relationship.

ACTIVITY DESCRIPTION

A video explaining cultural differences/communication is presented. We suggest the video called: Understanding Cultural Communication Differences.

https://www.youtube.com/watch?v=0W9iLrfyq20

Facilitate a discussion within the group addressing one of the following questions:

- Are selflessness, active listening skills, honesty, a non-judgmental attitude, persistence, patience, and an appreciation for diversity key elements in fostering cross cultural mentoring and why?
- Do you have experiences of cultural differences getting in the way of communication?
- Is learning about your mentee's cultural background, values, and norms important and why?

The trainer makes a summary of the points raised and contributes by adding information.

√ SUPPLEMENTARY ACTIVITY

Identifying the soft skills for mentors

OBJECTIVE: To Identify soft skills for mentors

ACTIVITY DESCRIPTION: The trainer can prepare a written mentoring scenario including the skills of empathy, active listening skills, honesty, a non-judgmental attitude, persistence, patience, and an appreciation for diversity and then ask participants to recognize the skills mentioned in the case study.

ACTIVITY 10: PRACTISING THE ROLE OF A GROUP MENTOR

Developing empathy, creativity, and problem-solving abilities through role playing

OBJECTIVE: To practice and refine mentoring skills in simulated situations

EXPECTED OUTCOMES:

- The group develops an insight on the roles of mentor and mentees.
- The group starts practising empathy, creativity, and problem-solving abilities through role playing.
- The group develops an understanding on how their role has an impact on the mentees.

GROUP: 6 – 20 HEI International students with or without mentor experience

TOTAL TIME: 25 minutes

TRAINING MATERIALS: 3 different scenarios, 3 printed roles (mentor – mentees -observer) each one printed separately. Note that the observer's scenario includes both roles. These can be found in Appendix 2.

CLASS SETTING SPACE REQUIREMENTS: Chairs and tables aside, use open space for role plays. After the role plays return to circle seating arrangement

PREPARATION NEEDED: Prepare the scenarios of case studies, adjust the scenarios according to your mentoring program's target group.

TIP FOR THE TRAINER: Setting clear and realistic goals and scenarios, choosing appropriate roles and characters, using props and available material to create realism. Debriefing and reflecting after the role-play.

RATIONALE: Role-playing is a valuable skill that can help mentors develop empathy, creativity, and problem-solving abilities. By role-playing, mentors can simulate real-life situations that their mentees might face and help them prepare for them. Mentors can also role-play as their mentee and let them give you feedback as your mentor. This way, mentors can switch roles and gain insights into each other's perspectives, feelings, and motivations.

ACTIVITY DESCRIPTION

The participants practice using role-play exercises with 3 scenarios. Participants are divided into 2 or 3 groups as follows:

Mentors and mentees in each group study their roles without sharing the information between them. The observer in each scenario can read the scenarios for both roles but not share. Each group starts to role play the scenarios and for each scenario the observer will just observe. At the end of the role plays, all participants return to their seats at the group circle to discuss. For each scenario the trainer facilitates the discussion as follows:

- The observer presents what was the scenario of the group.
- The mentors share how they felt during the scenario.
- The mentees share how they felt during the role play of the scenario.
- The consortium will discuss how they evaluate the mentor's attitude in the scenario: Was the mentor's attitude helpful to the mentees and in which way?

ALTERNATIVE APPROACH: The participants are divided in two groups. One facilitator for each group reads the scenario and leads the discussion using the questions below.

- How might the mentors have felt during the scenario.
- How might the mentees have felt during the scenario.
- The mentees share how they felt during the role play of the scenario.
- Was the mentors' attitude helpful to the mentees and in which way?

ACTIVITY 11: MENTOR'S STORYTELLING

Getting inspiration and resolving questions on the role of a mentor

OBJECTIVE: To practice and refine mentoring skills in simulated situations

EXPECTED OUTCOMES:

- The group develops an insight on the roles of mentor and mentees.
- The group starts practising empathy, creativity, and problem-solving abilities through role playing.
- The group develops an understanding on how their role has an impact on the mentees.

• Role 1: Mentors • Role 2: Mentees • Role 3: Observer	• 2 Mentors per group • 4-5 Mentees per group • 1 Observer per group

GROUP: 6 – 20 HEI International students with or without mentor experience

TOTAL TIME: 20 minutes

TRAINING MATERIALS: None

CLASS SETTING SPACE REQUIREMENTS: Chairs in circle

PREPARATION NEEDED: The mentor is invited and asked to prepare a presentation

TIP FOR THE TRAINER: Prompt participants to ask questions

RATIONALE: Listening to the experiences of a mentor can be inspirational. Trainees will also have the opportunity to ask questions and get tips from the mentor.

ACTIVITY DESCRIPTION

A mentor is invited and asked to prepare a presentation in any way they feel comfortable in (PPT, or through photos from their experience etc). The mentor in their presentation shares their experience with mentoring, highlighting what they have gained from the experience and challenges faced. They also share tips and explain how challenges were addressed. After the storytelling a Q&A follows.

ALTERNATIVE APPROACH: Storytelling videos from MYFuture website (https://www.mentoryourfuture.eu/storytelling/) are used and then discussion follows with the trainer.

ACTIVITY 12: MY PERSONAL MENTORING QUALITIES

Recognizing personal mentoring qualities: Super-mentor powers

OBJECTIVE: Attention for the international student's background and strengths

EXPECTED OUTCOMES:

- The group develops an insight on the strengths and qualities they bring to their mentoring relationships as international students.
- The group develops an understanding on how their international experiences can have an impact on the mentees.

GROUP: 6 – 20 HEI International students with or without mentor experience

TOTAL TIME: 20 minutes

TRAINING MATERIALS: Pens, leaflets with the printed Mentor superpower logo, which can be found in Appendix 2.

CLASS SETTING SPACE REQUIREMENTS: Participants in pairs. Chairs can move so that each participant seats facing the other one.

PREPARATION NEEDED: Print the leaflets in advance and maybe cut them in a diamond shape.

TIP FOR THE TRAINER: Prompt participants to ask questions in a settle way and keep the timeframe.

RATIONALE: In every mentoring relationship it is important for the mentor to have a level of self-awareness about their background, their strengths, and qualities. A mentor must have the right characteristics and necessary attitude to provide professional guidance to others. Here are 10 important characteristics of a mentor:

1. They are a good listener.
2. They give constructive feedback.
3. They take a personal interest in their mentee.
4. They are enthusiastic about their role.
5. They treat others with respect.
6. They are a skilled teacher.
7. They demonstrate responsibility for the employee they're mentoring.
8. They are non-judgmental.
9. They have expertise in a certain field.
10. They take pride in their work.

ACTIVITY DESCRIPTION

Participants form pairs with the person sitting next to them. Each participant gets a sheet with a printed Mentor Superpower logo on one site and a blank one on the other. In each pair, Participant A will ask Participant B various general questions, trying to find out what his/her strengths are: the person's positive personality traits, beliefs and values and knowledge, talents. The things that make him a good mentor. Questions can be general introductory questions such as:

- Tell me about yourself.
- How do you enjoy spending your free time?

They can also be more specific such as:

- Describe a moment in your life that you considered a challenge and how did you deal with it?
- What you would or wouldn't accept in a relationship.

Participant A summarises on the back of the page the powers they discover. They give the notes to Participant B or discuss. Be careful not to exceed the 10-minute interview/discussion per person. After the time has passed, we repeat it by switching roles.

ACTIVITY 13: GROUP DYNAMICS IN MENTORING WITH INTERNATIONAL STUDENTS

Recognizing group dynamics in mentoring with international students

OBJECTIVE: Attention to the dynamics for a mentoring relationship between an international student and a group of local youth.

EXPECTED OUTCOMES:

- The group develops an insight on the dynamics for a mentoring relationship between an international student and a group of local youth.

GROUP: 6 – 20 HEI International students with or without mentor experience

TOTAL TIME: 20 minutes

TRAINING MATERIALS: A handout with the information BBM gathered from focus groups and student panels concerning some of the possible challenges. These can be found in Appendix 2.

CLASS SETTING SPACE REQUIREMENTS: Participants in group, chairs in circle

PREPARATION NEEDED: Study the information BBM gathered from focus groups and student panels concerning some of the possible challenges and have suggestions on how to face these challenges.

TIP FOR THE TRAINER: Focus on the solution and empowerment of mentors in their role. Emphasis the supervision element and prompt them to ask for assistance with issues

RATIONALE: International students as mentors, aim to offers their mentees groups, personalized guidance, motivation, and encouragement, lifting up the youth and supporting their goals. International students as mentors will serve their mentees as advocates, helping them build confidence, develop skills etc. Nevertheless, there are many challenges to be aware of and identifying these in advance can help create the best possible setting for mentoring in advance.

ACTIVITY DESCRIPTION

After the trainees read the handout, the trainer facilitates a group discussion on group mentoring by international students and possible challenges the mentors will face. The trainer can use the information BBM gathered from focus groups concerning challenges and focus in ways to deal with potential challenges, respecting our difference and recognizing the boundaries of the relationship. Indicative challenges to be discussed include:

- Challenges specific to group mentoring (e.g. group dynamics, practical difficulties)

- Facilitating discussions within a group
- Managing diverse personalities

ACTIVITY 14: WRAP-UP AND Q&A

Recognizing group dynamics in mentoring with International Students

OBJECTIVE: Reflect on the training and what trainees have gained

EXPECTED OUTCOMES:

- The group develops perspective from summarizing, reviewing, and demonstrating their understanding of major points.
- The group demonstrates the participants understanding of the training's major points
- The group consolidates and internalizes key information from the training.

GROUP: 6 - 20 HEI International students with or without mentor experience

TOTAL TIME: 15 minutes

TRAINING MATERIALS: Buzzer, flip board, questions with True or False answers

CLASS SETTING SPACE REQUIREMENTS: Participants in group, chairs in circle

PREPARATION NEEDED: Prepare a list with statements regarding the content of the training.

TIP FOR THE TRAINER: Give the chance to all participants to share what the main takeaway is for them by this training.

RATIONALE: Trainers use closure activities to check for understanding and inform subsequent instruction, emphasize key information, tie up loose ends, and correct misunderstandings. During the closure activity, participants may gain perspective from summarizing, reviewing, and demonstrating their understanding of major points. Consolidating and internalizing key information through reflection. Linking lesson ideas to a conceptual framework and/or previously learned knowledge, and lastly transferring ideas to new situations.

ACTIVITY DESCRIPTION

The trainer recaps key points of the training and opens the floor for questions and discussion. The trainer provides additional resources for further learning.

√ SUPPLEMENTARY ACTIVITY

What have you learned?

OBJECTIVE: To identify the main take-aways of the training in a fun and interactive way

ACTIVITY DESCRIPTION: The trainer prepares a list with statements regarding the content of the training and they provide additional resources for further learning. This is followed by a True-False game:

- The group gets divided in two groups and each group gives a name to their team. Both groups form two lines, one for each team. In the lines, one participant stands in front of the other one.
- A chair or a table is placed in front of the two lines and on the chairs/table there is buzzer.
- The presenter reads a statement and as soon as they finish the sentence, the front player of each line "race" to the buzzer. The player who buzzes the buzzer first gets to reply to the question with a True or False.
- If the player's reply is correct, their team wins a point. Points are noted on the flip board.
- The players go back in line and the two new front players continue the True or False game until all the questions have been answered.

√ ALTERNATIVE APPROACH

The questions are entered in Kahoot game.

At the end of the session participants will be asked to complete in printed form or via a QR code the "Evaluation of Mentoring Questionnaire" for quality assurance purposes. The printed form can be found in Appendix 5.

In addition, it is suggested that after the completion of the training the self-evaluation form (Appendix 6) is completed by trainers, so that they may reflect upon their efficiency and identify points for improvement.

ACTIVITY 15: AWARD OF CERTIFICATES – SMALL CEREMONY

Recognizing the completion of the training as an achievement

OBJECTIVE: Attention to the skills gained and celebrating the formation of a trained group of mentees that will join forces to mentor local youth.

EXPECTED OUTCOMES:

- The group develops a sense of achievement by the completion of their training.
- The group celebrates mentoring and realizes the value of the potential they gain by the training.
- The feeling of bonding among mentors is initiated and the base for peer mentoring is set

GROUP: 6 - 20 HEI International students with or without mentor experience

TOTAL TIME: 10 minutes

TRAINING MATERIALS: Certificates

CLASS SETTING SPACE REQUIREMENTS: Participants in group, chairs in circle

PREPARATION NEEDED: Prepare the certificates.

TIP FOR THE TRAINER: Give the chance to all participants to share what the main takeaway is for them by this training.

RATIONALE: This activity strives to empower mentors. The rationale is to celebrate them and to build their excitement and motivation about their upcoming connection to their mentees and the mentoring program. The completion of the training signifies the beginning of their journey as mentors. As mentors they now have a connection to a larger international mentoring community. In this community they become engaged citizens by utilizing the skills and expertise to bridge the gaps and disparities that, as a society, we are faced with.

ACTIVITY DESCRIPTION

The trainer addresses participants and congratulates them on the successful completion of their training and their new identity/role as mentors. For each participant, a certificate of training completion is given and the rest of the team is asked to clap and congratulate each member who receives the certificate.

C. Facilitating your mentoring program's training

C1: Recognition

Stakeholders can increase the recognition of this mentoring training through various ways including issuing certificates of attendances, social media exposure, newsletters, a mini ceremony at the end of the training etc.

C2: The importance of facilities

Describing the space formation/arrangement of the room and the needed material in order to facilitate this kind of training (circle, lighting of room, projector, printed material, board post-it notes etc).

C3: Duration

The duration of the training is crucial in order to keep attention span and motivation of participants. Especially if the training is online, duration might differ. Its preferable to have more training sessions with material disseminated between online sessions. Some online tools to use can be kahoot games, break rooms etc.

D4: Support after the training

The importance of ongoing supervision after the training cannot be emphasized enough. It is and make sure this info does not overlap with training manual. Much of the work of mentoring programs is dedicated to monitoring and supporting mentoring relationships, and there are many reasons why this is critical to the success of mentoring. For example, mentoring relationships that are monitored and supported by program staff are more satisfying, which, in turn, leads to more positive youth outcomes. In addition, mentoring relationships develop over time and therefore must adjust to changing developmental needs of the mentee. As the mentee changes, the mentoring relations must also change. Further, there is no guarantee that a lengthier mentoring relationship will be an easier relationship and thus monitoring and support must remain consistent and frequent throughout the match in order to help the match navigate any challenges that arise. Finally, monitoring and support of mentoring relationships is critical for ensuring youths safety.

Conclusion

The Guidelines for Training International Students to Become Mentors, consists of mentoring theory, a training module and practical mentoring tools that align with a threefold goal:

1. To enables institutions to make international students aware of the potential of their position as a student in higher education in a foreign country and how they can use that as a positive impulse for their environment and society.
2. Institutions are enabled to offer these internationals student the knowledge and skills necessary to fulfil the position of being a role-model for others and at the same time learn from local young people from diverse backgrounds.
3. To provide institutions a training module which they can use to train the international students in establishing and conducting activities with several groups in the region where they study.

All the above, help to reach the aim to create awareness of civic engagement among international students and knowledge on how to reach out to local communities. Inclusivity and participation are stimulated by using mentoring as the main method for interaction. Mentoring is characterized by establishing equal relationships, which are based on building trust to set a safe atmosphere, to look for common values, exchange ideas and discuss differences. Group-mentoring is an important feature, both in a formal and informal way. Mentoring allows equality in the relationships, empowerment of all parties involved and beneficial results for both citizens in the region and international students.

References

Beyene, T., Anglin, M., Sanchez, W., & Ballou, M. (2002). Mentoring and relational mutuality: Protégé's perspectives. *Journal of Humanistic Counselling, Education and Development*, 41(1), 87–102.

Cruz, J., Goff, M. H., & Marsh, J. P. (2020). Building the mentoring relationship: humanism and the importance of storytelling between mentor and mentee. *Mentoring & Tutoring: Partnership in Learning*, *28*(2), 104–125.

Garringer, M. Kupersmidt, J., Rhodes, J., Stelter, R. & Tai, T. (2015). *Elements of effective practice for mentoring: Research-informed and practitioner-approved best practices for creating and sustaining impactful mentoring relationships and strong program services (4th edition)*. Mentor.

Herrera, C., Vang, Z. & Gale, L. Y. (2002). *Group mentoring: A study of mentoring groups in three programs*. Wasington, DC: Office of Educational Research and Improvement.

Jammulamadaka, N. (2020). Digital reverse mentoring as a strategic HRM tool: Case study of an Indian firm. In P. Kumar, A. Agrawal & P. Budhwar (Eds.), *Human & Technological Resource Management (HTRM): New Insights into Revolution 4.0* (pp. 89-109). Emerald Publishing Limited.

Karcher, M. J., Kuperminc, G. P., Portwood, S. G., Sipe, C. L., & Taylor, A. S. (2006). Mentoring programs: A framework to inform program development, research, and evaluation. *Journal of Community Psychology, 34*(6), 709–725.

Kupersmidt, J., Stelter, R. Kuperminc, G., Garringer, K. & Shane, J. (2020). *Group mentoring: Supplement to the elements of effective practice for mentoring*. Mentor.

Mentor Your Future (2023). *Student Mentoring: How to use powerful peer-to-peer support for an engaged and inclusive education in Europe*. Mentor Your Future, available at https://www.mentoryourfuture.eu/intellectual-outputs/.

Pryce, J., Gilkerson, L., Baruah, N., & Solis, A. (2022). Adaptation of the Mentoring FAN Cross-Culturally: Lessons from India. *Journal of Social Service Research*, *48*(3), 314–328.

Smith, B. (2007). Accessing social capital through the academic mentoring process. *Equity & Excellence in Education*, *40*(1), 36–46.

Tuckman, B. W. (1965). Developmental sequence in small groups. *Psychological Bulletin, 63*(6), 384–399.

Varney, J. (2009). Humanistic mentoring: Nurturing the person within. *Kappa Delta Pi Record*, 45(3), 127–131.

Appendices

1. Training module for international students to become mentors – Guide for trainers

Attach the detailed training module with description and activities.

2. Resources and material for trainers

Attach resources and materials to be used by mentors during the activities

3. Tool for designing mentoring activities

Attach the leaflet which mentors can use to design activities and how they can use this.

4. List of mentoring activities

Attach some mentoring activities per category and explain that an online drive space can be created to add activities per country so that all mentors can benefit.

5. Evaluation of mentoring training by mentors

Attach the training evaluation form, to be completed by mentors after the completion of the training.

6. Evaluation of mentoring training by trainers

Attach the trainer self- evaluation form, to be completed by trainers after the completion of the training.

6. Feedback from mentoring trainings & mentoring activities implementations of the BBM project

Attach feedback from partners who implemented the BBM trainings & mentoring activities after the completion of the training and activities in all countries.

Appendix 1: Training module for international students to become mentors – Guide for trainers

INTERNATIONAL STUDENT'S TRAINING TO BECOME MENTORS	
Training Module	
Activity 1	
Duration of activity: 10' Basic requirements: • Chairs in circle • Space in which to move Materials: Paper ties and markers with which to write Preparation needed: • Print the paper ties, preferably in coloured hard paper. • Cut the paper ties according to the number of participants. Tip: Have some extra paper ties available.	**Introduction and icebreaker exercise** Welcome the participants and start an icebreaker exercise. **Name of activity: The guessing game: Two truths and one lie about myself** We give all participants paper ties and ask them to write on them: • Their name • 2 Truths (e.g. I have a pet, I like ice cream) • 1 Lie (e.g. I have been taking ballet classes the last 5 years) We ask them to get up and walk around the room and read each other's tie, trying to guess the truths and lies.
Activity 2	
Duration of activity: 15' Basic requirements: • Chairs in circle Materials: Flip board, paper leaflets, markers Preparation needed:	**Description of working rules** **Our Group's agreement for the training and how to operate while mentoring** We note down on the flip board the rules we want to commit in operating as a group during the training. **Our group's agreement on how to operate while mentoring.** We also provide a list of points that would be good to clarify between mentors and mentees before their mentoring relationship commences. Is there a common understanding and expectation for the following?

Prepare a flip board page with the points of common understanding as per the table on the right. Tip: Alternatively, you can use a power point and create the agreements there in common view	• Entertainment • Limits • Restrictions • Confidence • Confidentiality
Activity 3	
Duration of activity: 10' Basic requirements: • Chairs in circle Materials: Pens and paper notebooks, PPT, post-it notes Preparation needed: Choose the videos you are going to use from before. Advice: Have a timekeeper for the activity. Move the chairs to create small circles to facilitate small group discussions.	**The BBM Project & Mentoring** **Understanding the framework of BBM and our mentoring program** Briefly introduce the purpose of the training & aim of BBM project (PPT) **Storytelling from mentors: The impact of mentoring** https://www.mentoryourfuture.eu/storytelling/ **Be a Mr Jensen** https://youtu.be/4p5286T_kn0?si=PFAaVv5JmgM94rlf **Be a Mentor video** https://www.youtube.com/watch?v=24HqSC9antg **Mentor in real life video** https://www.youtube.com/watch?v=n6bJSBEvrPE The group gets divided in smaller groups (randomly) and they are instructed to discuss the following with each other based on what they know so far and the videos they watched: • What are the characteristics of a mentor and a mentee? • What does each party gain from the relationships dynamic? Participants write notes and we discuss them in the consortium

Activity 4	
Duration of activity: 15' Basic requirements: • Chairs in circle Materials: PPT Preparation needed: Study the specifics of the service delivery manual and the mentoring outreach program's target group. Tip: Ask if any of the participants has an experience with the target group or explore what are their initial ideas about the target group before you give them the information	**Procedures of the mentoring outreach program** **Activity: Understanding the procedures and policies of our mentoring program (PPT Presentation)** The trainer guides mentors through procedures and the program's challenges through a PPT presentation. The trainer provides information of the specific profile of mentors/mentees according to each mentoring outreach programs target groups: • Secondary school students • University students • Youth in the community Make sure you mention that supervision will be available throughout the program.
	SUPPLEMENTARY ACTIVITY
	Mentors' Expectations After the above activities ask participants to write on a post-it note what their expectations about their selves and about their mentees are. They can leave this on the flipchart so that others can view them and discuss their expectations later in the training.
Break (15 minutes)	
Activity 5	
Duration of activity: 10' Basic requirements: • Chairs in circle	**Mentoring activities** **Activity: Familiarization with mentoring activities**

Materials: Printed handouts with samples Preparation needed: Suggest some mentoring activities appropriate for the target group. Tip: Prompt participants to change and adjust activities to fit their target groups and the different mentoring stages.	Ask if any of the participants have ideas about mentoring activities for the specific target group. Explore their ideas before you give them the information and examples to study. • The group gets divided in smaller groups (randomly). • They are instructed to study the handouts they were given, to discuss in groups what activities they like the most and why. • One representative of each smaller group presents the activities the group studied in the consortium.
Activity 6	
Duration of activity: 10' Basic requirements: • Chairs in circle Materials: Printed handouts with the printed tool Preparation needed: Study the tool for designing mentoring activities beforehand and communicate with the designers of the training for further clarifications if you need to. Tip: Prompt participants to change and adjust activities to fit their target groups and the different mentoring stages.	**Designing mentoring activities.** **Activity: Learning how to design mentoring activities** • Present the Tool for Designing Mentoring Activities (Appendix 3) and go through an example. • Discuss how the plan can be used as a compass but underline the importance of being flexible and always keeping a back ap plan. • Explain that they can discuss their ideas for mentoring with the supervisors of the mentoring program before the implementation and after.

Activity 7	
Duration of activity: 10' Basic requirements: • Chairs in circle Materials: 5 different case studies, each one printed on a separate enlarged deck of cards Preparation needed: Study the phases of mentoring and the scenarios of case studies, adjust the scenarios according to your mentoring program's target group. Tip: Prompt all participants to join the conversation.	**Understanding the phases of mentoring relationships** **Activity: PPT Presentation followed by interactive activity with 6 case studies** • The trainer presents in a power point the four phases of mentoring relationship along with the potential challenges and tips for each phase. • An interactive activity follows in which the trainer presents 5 different case studies, each one printed on a separate enlarged deck of cards. • One of the 5 cards represents a scenario which is fake, and it doesn't represent mentoring. This card is called 'The Joker.' • The trainer mixes the scenarios and asks one of the participants to choose a card. • The participant reads the scenario loud and is asked to recognize which of the mentoring phases is represented on the card. • While the participant thinks, the trainer facilitates their thinking process by showing the suggested phase on the ppt and the group is asked to think along giving suggestions. • At the end the trainer reveals whether the suggestion was the correct one and the game continues until all 5 cards are discussed.

Activity 8	
Duration of activity: 10' Basic requirements: • Chairs in circle Materials: A list with the listed questions and main points to share during the discussion Preparation needed: Study the listed questions and add your own if you need to. Have the main things you would like the group to take away noted. Tip: Prompt all participants to Join the conversation but be aware of the time frame for the discussion.	**International students as mentors** **Activity: Realising the potential of international students as mentors** The trainer facilitates a discussion within the group addressing one of the following questions: • How can international students make a difference in the local community as mentors? • Is mentoring by international students to mentees in the local community mutually beneficial? The trainer makes a summary of the points raised and contributes by adding information.
Activity 9	
Duration of activity: 10' Basic requirements: • Chairs in circle Materials: list with questions and main points to share during discussion	**Intercultural exchanges and communication** **Opening the door for intercultural exchanges and communication** A video explaining cultural differences/communication is presented. We suggest the video "Understanding Cultural Communication Differences": https://www.youtube.com/watch?v=0W9iLrfyq20 Facilitate a discussion within the group addressing one of the following questions:

Preparation needed: Study the listed questions and add your own if you need to. Have the main things you would like the group to take away noted Tip: Prompt all participants to join the conversation but be aware of the time frame for the discussion. Suggest that participants continue the conversation during the break or when they meet again in informal ways.	• Are selflessness, active listening skills, honesty, a non-judgmental attitude, persistence, patience, and an appreciation for diversity key elements in fostering cross cultural mentoring and why? • Do you have experiences of cultural differences getting in the way of communication? • Is learning about your mentee's cultural background, values, and norms important and why? **SUPPLEMENTARY ACTIVITY** **Identifying the soft skills for mentors** After presenting the soft skills, the trainer presents a videoclip which includes these skills and participants are asked to note what skills they recognize. If it is difficult to find a video clip the trainer can prepare a written scenario including these skills and then ask participants to recognize the skills mentioned in the case study.
Activity 10	
Duration of activity: 25' Basic requirements: • Chairs and tables aside, use open space for role plays. After the role plays return to circle seating arrangement Materials: 3 different scenarios, 3 printed roles (mentor – mentees - observer) each one printed separately. Note that the observer's scenario includes both roles. Preparation needed: Prepare the scenarios of case studies, adjust the scenarios according to your mentoring program's target group.	**Practising the role of a group mentor** **Activity: Developing empathy, creativity, and problem-solving abilities through role playing** The participants practise using role-play exercises with 3 scenarios. These can be found in Appendix 2. Participants are divided into 2 or 3 groups: • Role 1: Mentors • 2 Mentors per group • Role 2: Mentees • 4-5 Mentees per group • Role 3: Observer • 1 Observer per group Mentors and mentees in each group study their roles without sharing the information between them. The observer in each scenario can read the scenarios for both roles but not share. Each group starts to role play the scenarios and for each scenario the observer will just observe. At the end of the role plays, all participants return to their seats at the group circle to discuss. For each scenario the trainer facilitates the discussion as following: • The observer presents what was the scenario of the group. • The mentors share how they felt during the scenario. • The mentees share how they felt during the role play of the scenario.

Tip: Prompt all participants to join the conversation.	• The consortium will discuss how they evaluate the mentor's attitude in the scenario: Was the mentor's attitude helpful to the mentees and in which way? **Alternative approach:** The participants get divided in two groups. One facilitator for each group reads the scenario and leads the discussion. Using the questions below. • How might the mentors have felt during the scenario. • How might the mentees have felt during the scenario. • The mentees share how they felt during the role play of the scenario. • Was the mentors' attitude helpful to the mentees and in which way?
Break (15 minutes)	
Activity 11	
Duration of activity: 20' Basic requirements: • Chairs in circle Materials: None Preparation needed: The mentor is invited and asked to prepare a presentation. Tip: Prompt participants to ask questions	**Mentor's storytelling** **Activity: Getting inspiration and resolving questions on the role of a mentor** A mentor is invited and asked to prepare a presentation in any way they feel comfortable in (PPT, or through photos from their experience etc). The mentor in their presentation shares their experience with mentoring, highlighting what they have gained from the experience and challenges faced. They also share tips and explain how challenges were addressed. After the storytelling a Q&A follows. **Alternative approach:** Storytelling videos from MYFuture website (https://www.mentoryourfuture.eu/storytelling/) are used and then discussion follows with the trainer.
Activity 12	
Duration of activity: 20' Basic requirements: • Participants in pairs Materials: Leaflets with the printed Mentor superpower logo, pens	**My personal mentoring qualities.** **Activity: Super-mentor powers** Participants form pairs with the person sitting next to them. Each participant gets a sheet with a printed Mentor Superpower logo on one side and a blank one on the other. In each pair, Participant A will ask Participant B various general questions, trying to find out what his/her strengths are: The person's positive personality traits, beliefs and values and knowledge, talents. The

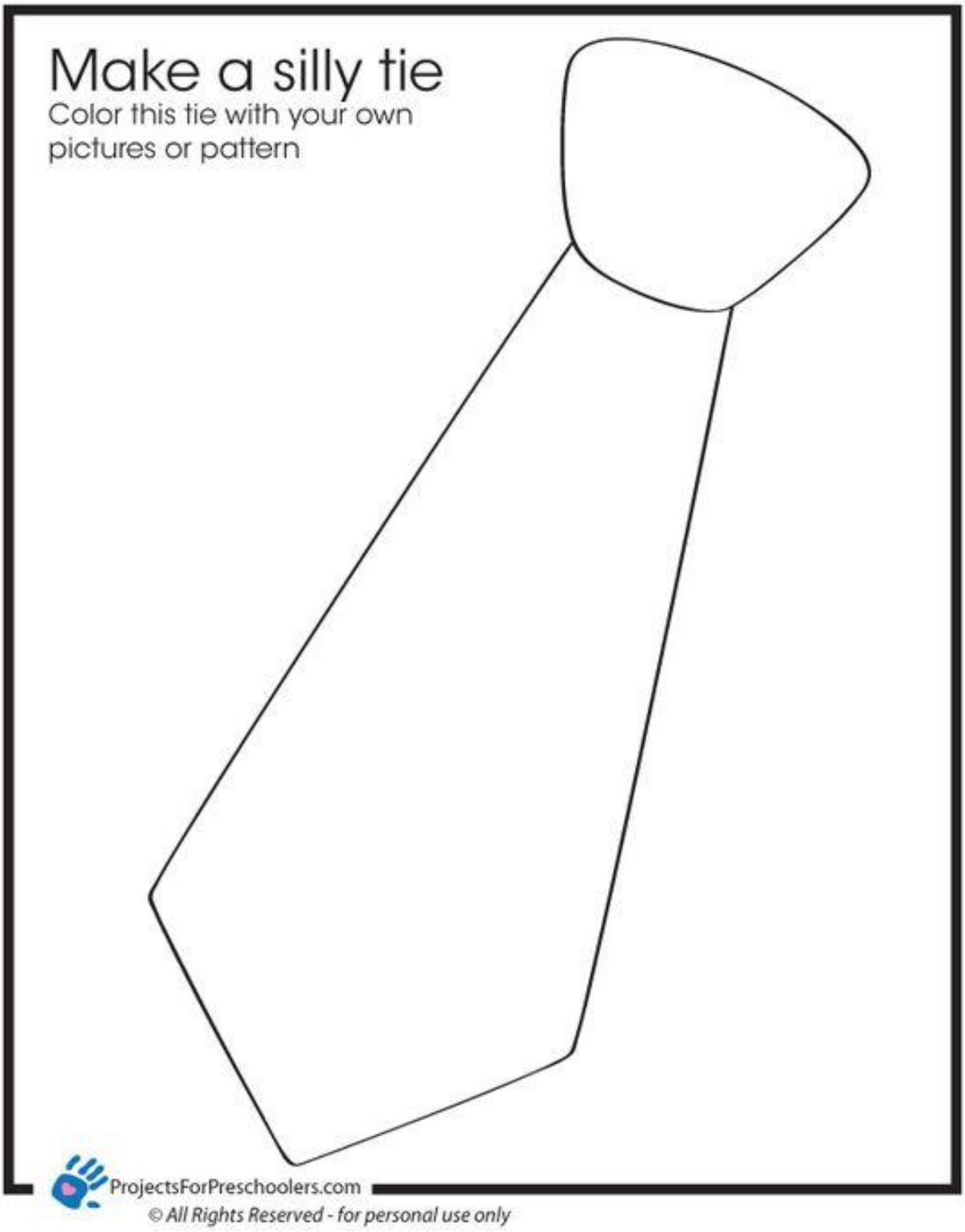
Preparation needed: The mentor is invited and asked to prepare a presentation. Advice: Prompt participants to ask questions in a settle way and keep the timeframe.	things that make them a good mentor. Questions can be general introductory questions such as: • Tell me about yourself? • How do you enjoy spending your free time? They can also be more specific such as: • Describe a moment in your life that you consider a challenge. How did you deal with it? • What you would you or would not accept in a relationship. Participant A summarises on the back of the page the powers they discover. They give the notes to Participant B or discuss. Be careful not to exceed the 10-minute interview/discussion per person. After the time has passed, we repeat it by switching roles.
Activity 13	
Duration of activity: 20' Basic requirements: • Participants in group, chairs in circle Materials: A page with the information BBM gathered from focus groups and student panels to mention some of the difficulties Preparation needed: Study the information BBM gathered from focus groups and student panels to mention some of the difficulties and have suggestions on how to face these challenges. Advice: Focus on the solution and empowerment of mentors in their role. Emphasis the supervision element and prompt them to ask for assistance with issues	**Group Dynamics in Mentoring with international students** **Activity: Handout with the information BBM gathered from focus groups and student panels concerning possible challenges, followed by group discussion** After trainees read the handout, the trainer facilitates a group discussion on group mentoring by international students and possible challenges the mentors will face. The trainer can use the information BBM gathered from focus groups and student panels concerning possible challenges and focus on ways to deal with potential challenges, making sure that differences are respected and recognizing the boundaries of the relationship. Indicative challenges to be discussed include: • Challenges specific to group mentoring (e.g. group dynamics, practical difficulties) • Facilitating discussions within a group • Managing diverse personalities

Activity 14	
Duration of activity: 15' Basic requirements: • Participants in group Materials: Buzzer, flip board, questions with True or False answers Preparation needed: Prepare a list with statements regarding the content of the training Tip: Give the chance to all participants to share what the main takeaway is for them by this training.	**Wrap-Up and Q&A (15 minutes):** The trainer(s) recap key points of the training and open the floor for questions and discussion. Provide additional resources for further learning. **SUPPLEMENTARY ACTIVITY** **What have you learned?** The trainer recaps key points of the training and opens the floor for questions and discussion. The trainer provides additional resources for further learning. **Activity: True-False game** The trainer prepares a list with statements regarding the content of the training and then they coordinate a true or false game with the group: • The group gets divided in two groups and each group gives a name to their team. Both groups form two lines, one for each team. In the lines one participants stand in front of the other one. • A chair or a table is placed in front of the two lines and on the chairs/table there is buzzer. • The presenter reads a statement and as soon as they finish the sentence, the front player of each line "race" to the buzzer. The player who buzzes the buzzer first, gets to reply to the question with a True or False. • If the player's reply is correct, their team wins a point. Points are noted on the flip board. • The players go back in line and the two new front players continue the True or False game until all the questions have been answered. **Alternative approach:** The questions are entered in Kahoot game At the end of the session participants will be asked to complete in printed form or via a QR code the "Evaluation of Mentoring Questionnaire" for quality assurance purposes. The printed form can be found in Appendix 5.
Activity 15	
Duration of activity: 10' Basic requirements: • Participants in group Materials: Certificates	**Recognising the completion of the training as an achievement** **Activity: Short award ceremony** The trainer addresses participants and congratulates them on the successful completion of their training and their new identity/role as mentors. For each participant, a certificate of training completion is given

Preparation needed: Prepare the certificates. Tip: Give the chance to all participants to have a proud moment at the completion of the training	and the rest of the team is asked to clap and congratulate each member who receives the certificate.

Appendix 2: Resources and material for trainers

ACTIVITY 1: Paper tie sample



ACTIVITY 7: Stages of mentoring relationship case studies

SCENARIO 1

Rebecca is a 9-year-old girl and Nicole is a 21-year-old Education student. Today Nicole will talk to Rebecca about what they have gained through their program meetings and how Rebecca can use what she has gained in other moments of her later life. Together they make a craft they call a treasure box and on each paper-diamond they write the knowledge gained. Nicole feels quite emotional watching the child fill out the forms and thinks that she will miss the child.

SCENARIO 2

Peter is an 11-year-old boy and Nico is a 23-year-old law student. Peter and Nico are in the child's room where for 20 minutes Nico has been trying in vain to convince little Peter to concentrate on his school math exercises. Peter keeps talking about other subjects and doesn't even open the math book. Nico feels that Peter is doing this on purpose but he is not sure if it will be more effective to make a remark or to let him talk about what he wants since maybe this way this child fills other gaps he has. In fact Nico thinks that he is going to have a hard time with this child and that although he was excited about taking on a child at first, he now doesn't feel the same way. He wonders why Peter always wants to do his own thing and feels a strong responsibility to change this and other negative behaviours of Peter.

SCENARIO 3

George is an 11-year-old boy and Anna is a 23-year-old English Literature student. In their meeting today George did not want them to deal with the English lesson and learning the English alphabet. He made excuses and avoided it. Anna continued to try to teach him the English alphabet and when the child talked about other topics Anna reminded him that they are in this meeting to learn and that her time is valuable and his behaviour is unacceptable.

SCENARIO 4

Anna is an 8-year-old girl and Iliana is a 22-year-old Psychology student. Anna and Iliana are in the park where the child's little dog Max is walking. As they walk they talk to each other. Little Anna talks more who is thrilled to find that Iliana spends time with her every week and is a person who listens to her without interrupting her while playing with her. Anna talks about everything, how she did at school, her favourite foods and what she wants them to do next time they meet. At one point she asks Iliana if it's okay for them to spend more time at the park than they planned and not go right back home. Anna asked a similar question the previous week towards the end of their mentoring session.

SCENARIO 5

Philip is an 11-year-old boy and his mentor Anastasia is a 23-year-old English Literature student. In their meeting today Philip did not want them to deal with the English lesson and learning the English alphabet. So he made excuses and avoided it. When his mentor had an honest discussion with him, the child reported that "I can't learn anything, I can't do it." The mentor reminded him of times that he learned things during their meetings and they made a list to remind them of this fact. Then they saw a video about the Paralympic games. In the end they practiced and finally learned the English alphabet through a song.

SCENARIO 6

Connor is a 9-year-old boy and John is a 21-year-old medical student. Connor and John are at the child's house where they are engaged in painting, which is Connor favourite activity. John comments on various elements from the drawing and asks probing questions to find out more things about the child. The child is shy at first but slowly starts to talk more to John. John discovers through Connor's free drawing that they both like the sea and playing with the ball. John thinks that during the year they might be able to visit the beach.

Match between scenarios and mentoring stages for the use of the trainer

Scenario 1: 4th Stage / Transition and Closing

Scenario 2: 2nd Stage / Negotiation. A testing period in the relationship

Scenario 3: A fake scenario/ Not a real mentoring relationship

Scenario 4: 1st Stage / Initiation of the relationship

Scenario 5: 3rd Stage / Real Mentoring and Growth

Scenario 6: 1st Stage / Initiation. Building of the relationship

ACTIVITY 10: Practising the role of a mentor - role play scenarios

SCENARIO A

Mentee Profile 1

You are little Stella, 9 years old, a child from a single parent family and today is your first meeting with your mentor. You are shy and in fact you were so shy that you didn't want to have a mentor but your mom said it would be a fun experience and you accepted. You still don't feel very comfortable and you are worried if your mentor will like you, your room, your house... You are in your office and you have decided to design a landscape together, she will make one part and you the other. While you started to draw the flowers your mentor started talking to you...

SCENARIO A

Mentor Profile 1

During your first meeting with little Stella you decided to design a landscape together, she will make one part and you the other. On the occasion of the flowers she started drawing, you find an opportunity to talk to her about a story from your life. You are excited and want to tell it, you get carried away by the story and you tell it without letting the child talk or paying attention to anything else. You once went with your mom and dad on a field trip to a meadow, you played with your brothers and they hid very well, but you who were the smartest kid (your mother used to say you got all the good traits from both parents and you became so perfect…) you easily found their hiding places and while they were getting angry you were laughing, one was hiding behind a tree….. Continue the story without you stop until the end of your time…

SCENARIO A

Observer Profile 1

Read carefully the mentees and mentors' scenario and then observe the dynamic of their interaction and keep notes for discussion.

Mentee Profile 1

You are little Stella, 9 years old, a child from a single parent family and today is your first meeting with your mentor. You are shy and in fact you were so shy that you didn't want to have a mentor but your mom said it would be a fun experience and you accepted. You still don't feel very comfortable and you are worried if your mentor will like you, your room, your house... You are in your office and you have decided to design a landscape together, she will make one part and you the other. While you started to draw the flowers your mentor started talking to you...

Mentor Profile 1

During your first meeting with little Stella you decided to design a landscape together, she will make one part and you the other. On the occasion of the flowers she started drawing, you find an opportunity to talk to her about a story from your life. You are excited and want to tell it, you get carried away by the story and you tell it without letting the child talk or paying attention to anything else. You once went with your mom and dad on a field trip to a meadow, you played with your brothers and they hid very well, but you who were the smartest kid (your mother used to say you got all the good traits from both parents and you became so perfect…) you easily found their hiding places and while they were getting angry you were laughing, one was hiding behind a tree….. Continue the story without you stop until the end of your time…

SCENARIO B

Mentee profile 2

During your first meeting with little 11-year-old Daisy, you were trying to find an interesting game to play with her. You kept asking her for suggestions, but she was too shy to speak. Therefore, you took the initiative to suggest creating a dollhouse by using cardboard and she accepted. You started building the dollhouse and you saw a drawing she made on the carboard. She drew a girl watering the flowers in the window. You noticed that and tried to get her to open about to you by engaging in a conversation about the drawing.

- What wonderful flowers these are, you are good at painting. I love flowers too! You;

Depending on her response or not, you ask her if she wants you to think of a story together about what this girl did before she watered the flowers, and you start that story waiting for her to fill it in. You are positive, happy and encouraging. You don't force her, you encourage her.

SCENARIO B

Mentee Profile 2

You are the small and shy 11-year-old Daisy and your stepmother is much older than you. He usually doesn't play with you that much. It is your first meeting at home with your mentor and you are happy, you liked that you will be able to play together. Your mentor suggested that you make a dollhouse out of cardboard for your dolls and you accepted, you were also thinking of an idea but generally you are shy to say it, besides you want to see if this good mentor for the moment will continue to be good in the rest of your time. However, she seems nice to you and you think you might as well talk to her... While you are drawing a girl watering the flowers in the window on the caisson, the mentor talks to you...

SCENARIO B

Observer Profile 1

Read carefully the mentees and mentors' scenario and then observe the dynamic of their interaction and keep notes for discussion.

Mentor profile 2

During your first meeting with little 11-year-old Daisy, you were trying to find an interesting game to play with her. You kept asking her for suggestions, but she was too shy to speak. Therefore, you took the initiative to suggest creating a dollhouse by using cardboard and she accepted. You started building the dollhouse and you saw a drawing she made on the cardboard. She drew a girl watering the flowers in the window. You noticed that and tried to get her to open about to you by engaging in a conversation about the drawing.

- What wonderful flowers these are, you are good at painting. I love flowers too! You?

Depending on her response or not, you ask her if she wants you to think of a story together about what this girl did before she watered the flowers, and you start that story waiting for her to fill it in. You are positive, happy and encouraging. You don't force her, you encourage her.

Mentee Profile 2

You are the small and shy 11-year-old Daisy and your stepmother is much older than you. He usually doesn't play with you that much. It is your first meeting at home with your mentor and you are happy, you liked that you will be able to play together. Your mentor suggested that you make a dollhouse out of cardboard for your dolls and you accepted, you were also thinking of an idea but generally you are shy to say it, besides you want to see if this good mentor for the moment will continue to be good in the rest of your time. However, she seems nice to you and you think you might as well talk to her... While you are drawing a girl watering the flowers in the window on the cardboard, the mentor talks to you...

SCENARIO C

Mentor Profile

You are Paul, a 22-year-old student, and today you meet your mentee for the 10th time. Now you have a meeting him. He will try to tell you about something that is on his mind.

You will pay special attention to what he tells you and you will not interrupt him. You will look him in the eyes and show him with your expressions and your body language that you really listen and “put yourself in his shoes.” You want to convey to him that you have an accurate understanding of what he is experiencing and that you are putting aside your own perceptions and attitudes.

You use the following techniques:

- Content Summary: The repetition of what was said in summary form.
- Echo: The repetition of an important word or phrase in the same way as it was said.
- Reflection of Emotion: The reflection in words or body posture or expressions of the emotion expressed
- Synthesis: The connection of content and emotions.

Don't judge what it tells you and try not to direct it. Trust that it will eventually reach a productive outcome. If he asks you what you believe then ask back "What do you believe?"

SCENARIO C

Mentee Profile 3

You are Anthony, 10 years old, you participate in Mentor and today you meet your mentor for the 5th time. Today you are angry because you had a fight with some kids at school and the teacher reported you to the school administration.

Your parents, principal and teacher scolded you for pushing the kids and yelling at them. You are shy and you accepted the consequences but you are angry because no one asked you what caused your behaviour. The truth is, these kids were making fun of you, because they noticed that the shoes had whole on them for days while you continued to wear them.

Now you have a meeting with your mentor. Your parents have just told her about the incident, and you are trying to explain what happened

SCENARIO C

Observer Profile 1

Read carefully the mentees and mentors' scenario and then observe the dynamic of their interaction and keep notes for discussion.

Mentor Profile 3

You are Paul, a 22-year-old student, and today you meet your mentee for the 10th time. Now you have a meeting him. He will try to tell you about something that is on his mind.

You will pay special attention to what he tells you and you will not interrupt him. You will look him in the eyes and show him with your expressions and your body language that you really listen and "put yourself in his shoes." You want to convey to him that you have an accurate understanding of what he is experiencing and that you are putting aside your own perceptions and attitudes.

You use the following techniques:

- Content Summary: The repetition of what was said in summary form.
- Echo: The repetition of an important word or phrase in the same way as it was said.
- Reflection of Emotion: The reflection in words or body posture or expressions of the emotion expressed
- Synthesis: The connection of content and emotions.

Don't judge what it tells you and try not to direct it. Trust that it will eventually reach a productive outcome. If he asks you what you believe then ask back "What do you believe?"

Mentee Profile

You are Anthony, 10 years old, you participate in Mentor and today you meet your mentor for the 5th time. Today you are angry because you had a fight with some kids at school and the teacher reported you to the school administration.

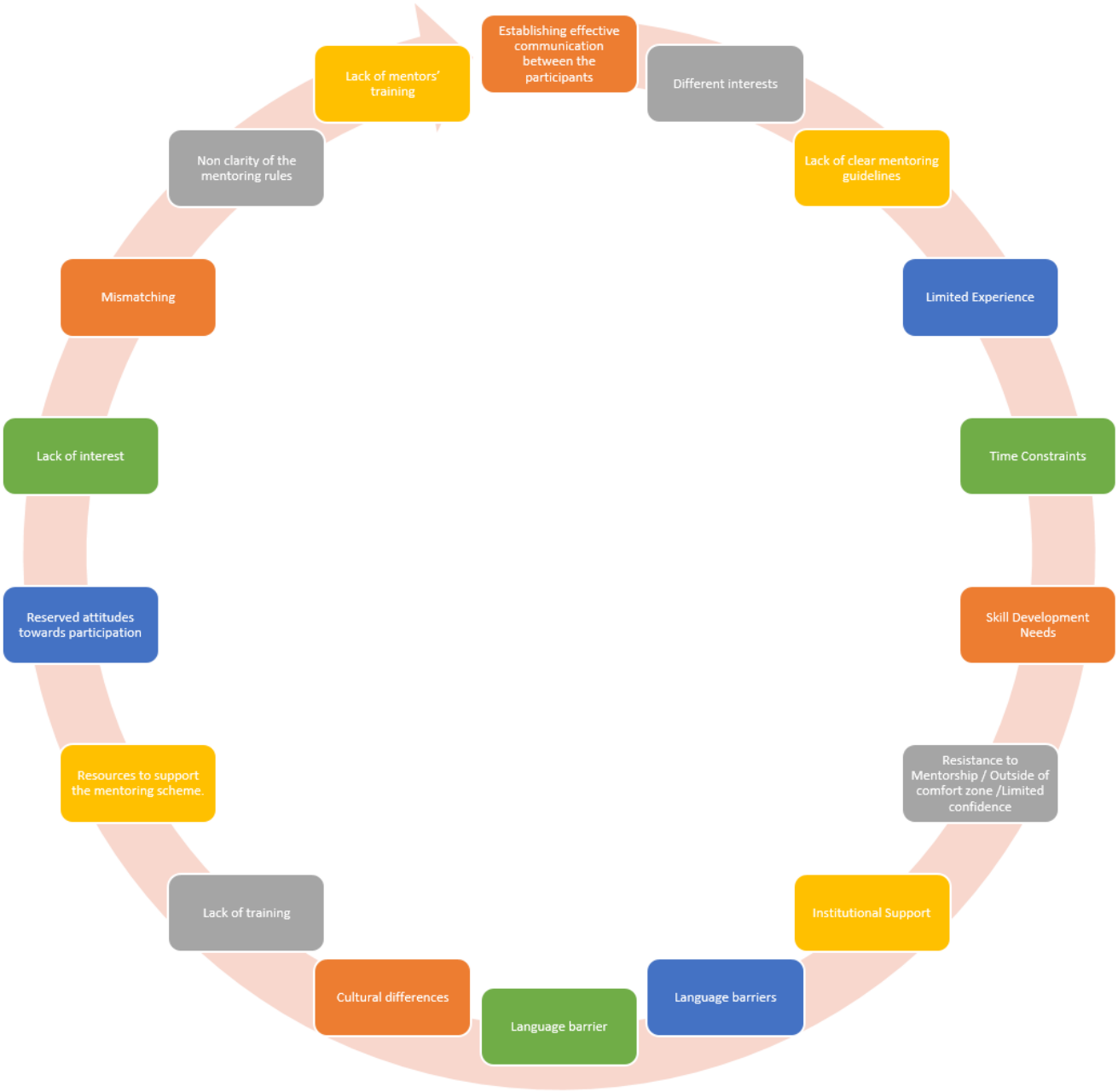
Your parents, principal and teacher scolded you for pushing the kids and yelling at them. You are shy and you accepted the consequences but you are angry because no one asked you what caused your behaviour. The truth is, these kids were making fun of you, because they noticed that the shoes had whole on them for days while you continued to wear them.

Now you have a meeting with your mentor. Your parents have just told her about the incident, and you are trying to explain what happened.

ACTIVITY 12: Mentor superpowers

ACTIVITY 13: Challenges in mentoring

Key challenges in mentoring identified by focus groups with experts and students



Appendix 3: Tool for designing mentoring activities

Tool for designing mentoring activities

1) Place an X on the areas where the mentoring activity will focus on:

☐ Social integration ☐ Personal development ☐ School achievement

2) If your activity falls under more than one area, please write next to each area the percentage that it represents.

Social integration: % Personal development: % School achievement: %

3) What specific observation(s) of yours will the activity be based on?

4) What are your overall goals for the area in which the activity falls mostly under?

5) What are your specific goal(s) for the activity?

6) Describe the materials you will need for the activity.

7) Describe the activity

8) Include some type of assessment after your activity, such as a discussion with the child about what you did and what they learned, a question-and-answer game based on the activity, or something else creative that you can think of. Describe the type of assessment you chose.

9) Did this activity achieve its goal? How else could it have been conducted?

Appendix 4: List of mentoring activities

Examples of mentoring activities

- Ask them to teach you something. It can be a game, a craft or something you are not familiar with.
- Encourage them to try something new, it could be food, music, or something they have not done before.
- Go to a book fair together
- Have them look in the mirror as you tell them positive traits. Note that it is important to include personality traits not looks.
- Have them look in the mirror and tell you the positive traits they think they have.
- Take part in a volunteer activity together. It can be every month or just once.
- With the permission of the parents, teach the child the concept of saving, with a piggy bank. They can save a little money each week and set a goal to buy something they want.
- To show them the point of view of each of you, you can write down what you see around you in two minutes. Then read aloud what each person wrote and you will notice the differences between how you each see your surroundings.
- Show them how to fly a kite
- Help with schoolwork
- Ask the child to tell you some comments about things they like and dislike. It is important to let them know that they can tell you what they do not like so that you can use the feedback to improve your relationship and the efficacy of the mentoring sessions.
- Play question games using the phrase "what if...". For example "what if you saw someone stealing?", “what if someone offered you a cigarette?”, “what if a stranger offered you candy?". With these questions you can initiate discussion around issues of values, attitudes, and safety.
- Create your own calendar! Design a diary in collaboration with your mentee describing the children's activities you are involved in and what you did each time. You can stick photos and other memorabilia.
- Ask the child to make their own diary
- Ask them “What was the best thing that happened to you this week?”
- Ask them “What was the worst thing that happened to you this week and why?”

- Ask them to describe their strangest dream
- Ask them “What would you like to change about yourself and why?”
- Ask them “What should people know about you?”
- Create a box of positive memories. In a box you can guide your mentee to put pictures or positive memories (write them down) that they experience every day. Whenever they feel sad they can open the box and look at the things that really make them happy. In addition, you can decorate the box so that it is a more pleasant process.
- Visit a museum looking at the exhibits. You can give a prize for the funniest, the most interesting, the most incomprehensible etc.
- Have a picnic!
- In case it is your last meeting you can throw a small party with decorations and treats.
- Paint together, alternating between strokes or lines! The first begins to paint with one stroke or line, then the other person continues, then the first one etc. At the end save the design you created together. It is funny because everyone has something different in mind and the design comes out more abstract.
- Discuss the people your mentee admires, why they admire them, which of their qualities they would like to have.
- Make a healthy meal together! You can teach your mentee how to eat right and instil healthy eating habits that will last a lifetime.
- Discuss interesting ways to read! Show them some tricks like taking notes, reading the day's lesson or colouring to remember things.
- Give them a book!
- Discuss the rights of the child. Make a banner about them so the child knows the issues that concerns them.
- Try different activities so that they can discover their personal interests.
- Encourage the child to make up their own fairy tale. Give them ideas and make a little fairy tale with designs and colours that the child likes.

Appendix 5: Evaluation of mentoring training by trainees

EVALUATION OF MENTORING TRAINING BY TRAINEES[1]

Date: _____

Please answer the following questions. Your feedback is valuable to us.

Circle the answer that applies to you:	I strongly disagree	I disagree	I neither disagree or agree	I agree	I strongly agree
1. The training was well planned (paced well, plenty of time for Q&A, etc).	1	2	3	4	5
2. I received information that solved the questions I had about this type of mentoring.	1	2	3	4	5
3. The materials and handouts provided had content that was useful both for this training and for the future reference.	1	2	3	4	5
4. The trainers were knowledgeable and helpful.	1	2	3	4	5
5. After the training I feel like I have a better understanding of what the role of a mentor entails.	1	2	3	4	5

6. The training fulfilled the goals it set from the beginning.	1	2	3	4	5
7. This training was valuable, and I would recommend it to others.	1	2	3	4	5

8. Was there a topic you would have liked to have covered more in this training? What is it and why would you want to get into it?

9. Was there a topic you would have liked to have covered less in this training? What is it and why would you want to get less into it?

10. What are the main key takeaways from the training that you see beneficial for your own learning?

11. Name two 'things' you would like to be improved in the future implementation of this training.

12. Could you mention a few extra subjects which you would like to get more training on in future mentoring trainings?

Appendix 6: Trainer self-evaluation form

International Students' Mentor Training

Trainer Self-Evaluation

Trainer	Click or tap here to enter text.	Date/s of Delivery	Click or tap here to enter text.
Training Location	Click or tap here to enter text.	Number of Participants	

1. Overall, I was pleased with the training	**Strongly Disagree**	**Disagree**	**Not sure**	**Agree**	**Strongly Agree**
	1	2	3	4	5
	☐	☐	☐	☐	☐
2. List two things that went well:	Click or tap here to enter text.				
3. List two things that can be improved:	Click or tap here to enter text.				
4. Rate yourself as a trainer in these areas:	**Strongly Disagree**	**Disagree**	**Not sure**	**Agree**	**Strongly Agree**
	1	2	3	4	5
I was fully focused on the learners	☐	☐	☐	☐	☐
I created a comfortable learning environment	☐	☐	☐	☐	☐
I kept the learning outcomes in mind	☐	☐	☐	☐	☐
I followed the training guidelines provided	☐	☐	☐	☐	☐
I selected appropriate training activities	☐	☐	☐	☐	☐
I used appropriate training delivery mediums	☐	☐	☐	☐	☐
I was adequately prepared	☐	☐	☐	☐	☐
I had mastery of the content	☐	☐	☐	☐	☐
I facilitated effective learning activities for participants	☐	☐	☐	☐	☒
I made adjustments to meet participant needs	☐	☐	☐	☐	☐
I managed the pace of the training well	☐	☐	☒	☐	☐
I transitioned well between content items	☐	☐	☐	☐	☐
I felt that participants enjoyed the training	☐	☐	☐	☐	☐
I assessed the training content and delivery throughout training	☐	☐	☐	☐	☐
I answered participant questions effectively	☐	☐	☐	☐	☐
5. My training improvement focus now is to:	Click or tap here to enter text.				

Appendix 7: Feedback from mentoring trainings & mentoring activities implementations of the BBM project

FEEDBACK FROM MENTORING TRAININGS & MENTORING ACTIVITIES IMPLEMENTATIONS OF THE BBM PROJECT

A. Overview of the mentoring activities implemented by BBM partners

During the implementation of the BBM project there was a variety of different mentoring outreach programs implemented among the partners, with different target groups and activities. Some of the mentoring outreach programs involved mentoring with unaccompanied minors, with children in vulnerable groups, with people with disabilities, with children in primary or secondary school education or with university students. Activities range from language villages, to cooking workshops, sports activities, outdoor activities, field trips, gardening, cultural activities and many more.

B. Overall feedback of the implementation of the training activities

Some partners offered the training in 5 different training-sessions of 1 hour prior to the mentoring activities, using the guidelines. In other examples 3 training sessions of 1,5 hours before the mentoring activities were offered. Some partners offered a whole day of training using the guidelines and added extra trainings utilizing the stakeholders experience and expertise with the target population.

As far as the trainers who were utilized to offer the trainings, some partners used the train-the-trainers' sessions with the students (3rd year-interns in the field of pedagogy and social work). Some partners utilized directly their own expertise as mentoring professionals and psychologists to deliver the trainings, while also utilizing other professionals, working with the population at hand.

The overall conclusion is that the trainers from all partners, used the Guidelines for the training sessions, this apparently was working very well. Nevertheless, partners also reported:

A. The need for additions to prepare for specific mentoring activities
B. The need for extra training for specialized knowledge on the characteristics of the population at hand.

C. The need for extra training for crisis management (in the case of working with vulnerable populations)

D. The need to add monitoring – supervisory sessions during the activities.

C. Customization of the activities for different mentoring outreach programs

Partners reported some activities being skipped during initial training but then being customized and added to additional trainings. Such activities were Activities 4,5,8,9,10 and 13. The themes of these activities were more specific to procedures of the mentoring outreach program at hand and with the actual preparation of activities.

Partners also reported some of the most successful activities were Activities 1,11 and 12. The themes of these activities were on team building, storytelling and recognising personal mentoring qualities.