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Co-funded by the
Erasmus+ Programme
of the European Union



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Erasmus+ EACEA

Grant Agreement Number: **2018-1-EL01-KA202-047904**

Project Duration: **24 months**

IO4 Pilot Implementation and Development of Training/mentoring Schemes

Task 1. Methodology: Setting up a Mentoring Scheme and a Training Guide for Mentors

Intellectual Output:	IO4: Implementation and Development of Training/mentoring Schemes
Type:	Document
Version:	Final
Delivery date:	May 2020
Keywords:	Mentors, mentees, Cultural mediators, posts, migrants

Table of Contents

Introduction	6
1. Understanding the context: definitions and terminological complexities	9
1.1. What is Mentoring?	9
1.1.1. What is a mentor?	9
1.1.2 What is a mentee?	9
1.2. Cultural Meditation	10
1.2.1. Culture	11
1.2.2. Intercultural	11
1.2.3. Intercultural Competence	12
2. Mentoring Scheme	14
2.1. Adaptation of Mentoring Scheme for Cultural Mediators in post offices	15
2.2. Criteria for the selection of possible mentees	16
2.3. Brief Programme Overview	16
3. Training Guide for Mentors as Cultural Mediators	19
Chapter 1: CULTURAL MEDIATORS MENTORING PROGRAM: GENERAL ELEMENTS	19
1.1. Mission Statement	19
1.2. Goals and Objectives	20
1.3. Roles / Tasks of Mentor as regards cultural issues	21
Chapter 2: COMMUNICATION SKILLS	21
Chapter 3: DEVELOPING THE RELATIONSHIP	22
3.1. Ice breaking & First Meeting	22
3.2. Mentee Learning Goals	23
3.3. Mentor’s Training and Support Methods	23
3.4. Patience and Maturity	23
3.5. Problem Solving Techniques	23
4. Action Plan – Four Sessions	26
1st Session: SWOT Analysis	26
2nd Session: Results Chain Development	28
3rd Session: Conduct role playing	29
4th Session: Closure and Final Evaluation	30
5. Scenario based learning: Analysis of practical problems & Development of solutions ...	32
Scenario 1. Language barriers	32
Scenario 2. Explain the type of your service	32

Scenario 3. How to handle an angry migrant client	33
Scenario 4. Racism behaviors from other native clients	33
References.....	34
Annexes.....	35
I. List of Mentors-Greece	35
List of Mentors: EUROFED Association	36
II. List of Mentees - Greece.....	40
III. List of Mentees - Romania.....	40
III. Mentoring Session, Sheet of Attendance Template.....	41
IV. Mentoring Session, Short Description Template	42

INTRODUCTION

Introduction

The challenge

Globalization and other phenomena such as migration huge flows and intense people mobility have brought a wider range of culture into a closer contact than ever before. In this framework, intercultural societies and diversity in the workplace are two of the main characteristics of social transformation. According to UNESCO 2013, new skills such as intercultural competence and communication are like a “new kind of literacy” needed from all people around the world. In this framework, there are two subgroups facing difficulties and challenges; on one hand Third Country Nationals are facing language and communication barriers and they are at risk of exclusion and from the other hand national workfare have problems as regards the effectiveness of customer service and social services. One of these social services is the EU postal sector, which is currently in a period of profound change. Understanding better the situation and developing appropriate upskilling pathways for postal sector employees can be consider as an essential answer to manage the changes and challenges for this sector. Within this context, this project has a dual purpose: (a) to increase social inclusion and improve access of migrants and refugees to postal services and (b) improve the quality of postal sector and empower postal employees.

Structure of Methodology

The Methodology contains 5 Parts after the introduction. Part 1 explains a few key terms and definitions about what mentoring and what cultural meditation is. Part 2 proposes a mentoring scheme and the main steps of setting it up. Part 3 is a tree-chapter Training Guide for Mentors as Cultural Mediators, with a special focus on communication skills and mentoring techniques and methodologies. Part 4 identifies and purposes four main sessions for developing an Action Plan during a mentoring session. It provides some main guidelines for the mentor and give an overview of the main modalities of implementation. Finally, Part 5 is a set of or further training and reflection for the mentee’s facilitation with migrants and refugees clients in the post office. It provides four scenarios concerning an analysis of practical problems with a development of solutions.

Given the complexity of the above described phenomenon, the methodology of this document should be seen as a synthesis of current thinking and good practices.



*1. Understanding the
context: definitions and
terminological complexities*

1. Understanding the context: definitions and terminological complexities

1.1. What is Mentoring?

Mentoring is a process during which someone (“the mentor”) takes an interest in another person’s (“the mentee’s”) development, imparting their own experience, knowledge and expertise. In other words, mentoring is a strategic approach to develop an employee, enhance productivity and helps align to business strategy. It is about pushing information to the other person and guiding them to arrive at their own solutions.

The aim of mentoring is to support individuals manage their own learning, so that they are able to develop their skills, improve their performance and maximize their potential to become the best they can be. Particular objectives are:

- To support someone’s capacity for self-development
- To motivate for career development
- To further develop existing staff development

1.1.1. What is a mentor?

A “mentor” has some of the following personal attributes and characteristics:

- A experience and trusted person
- A great listener
- Asking questions to help mentee understand his/her goals and present situation
- Sharing knowledge and experience
- Sharing informal networks
- Providing continuous support and development
- Offering guidance and advice
- Encouraging self-reflection
- Being a critical “friend”
- Help others less experienced gain confidence and clearer purpose
- Usually can be a colleague, non a Manager

1.1.2 What is a mentee?

On the other hand, a “mentee” is “a person who is advised, trained or counselled by a mentor”.

Within the process of mentoring, benefits can be identified not only for the mentee, but also for the mentor and for the company that support mentoring actions. In the following table, there are some of the benefits for each of the abovementioned categories:

Categories			
	Mentee	Mentor	Organisation/Company
Benefits	Develop learning, analytical and reflect skills, organizational and professional knowledge, own practice, self-confidence and willingness to take risks, ability to accept criticism, autonomy and independence. Broaden horizons Increase job satisfaction. Reduces reality shock.	Improves awareness of own learning gaps & leadership, communicational and organizational skills. Develop the ability to give and take criticism & to challenge, stimulate and reflect. Offers networking opportunities. Increases job satisfaction. Offers opportunity to pass the knowledge and experience.	For the organization, investing time and resources into a mentoring scheme is a great way to develop emerging talent and support employee engagement, to share desired company behaviors and attitudes, improve staff performance and motivation, and the overall productivity of employees.

1.2. Cultural Mediation

In general, “Mediation” is an effective instrument for conflict prevention, transformation and resolution. It is a basic feature of crisis management of inter- and intra-state conflicts. “The mediating person is an individual who serves as a link between two or more cultures and social systems. “Cultural mediation” describes a profession that studies the cultural differences between people, using the data in problem solving. It is one of the fundamental mechanisms of distinctly human development according to cultural–historical psychological theory introduced by Lev Vygotsky and developed in the work of his numerous followers worldwide. A “cultural mediator” is a person who facilitates mutual understanding between a person or a group of people, the migrant/refugee population for example, and a caregiver, a doctor for example, by interpreting, taking into account cultural elements. S/he can give advice to both parties regarding appropriate cultural behaviors. The issue of Cultural Mediation can be related with different contexts such as business, tourism and immigration.

In line with the first one, the cultural mediator aims to enhance relationships of employees and promote diversity.

As far as postal sector concerns, there are many reasons for cultural mediation especial with the last decade during which large numbers of migration flows have reached EU societies.

The main reason for cultural mediation is the **difficulty in communication** (language- or terminological differences). Other reasons are the **cognitive gaps**, i.e. unfamiliarity with certain concepts or processes (e.g. caused by insufficient access to education, low literacy, or cognitive development); **lack of relevant information** (e.g. about how to apply for housing); **cultural differences** (e.g. relating to concepts of politeness or punctuality); or **disability** (e.g. partial sightedness, hearing impairment). These are certainly situations which are likely to confront migrants arriving or settling in a new host country.

While linguistic communication is the most useful and the most frequently used means of mediation, non-linguistic elements such as pointing/gestures, using signs (e.g. on roads) and drawing maps may also be useful ways of mediating information and understanding in certain situations. Moreover, electronic devices with internet access offer various - often interactive - means of coping with gaps in understanding through written text, images and automatic translation.

Finally, there are essentially 5 steps to a successful mediation. They are comprised of the introduction, statement of the problem, information gathering, and identification of the problems, bargaining and settlement.

1.2.1. Culture

Culture is that set of distinctive spiritual, material, intellectual and emotional features of a society or social group, encompassing all the ways of being in that society. It includes art, literature, lifestyles, ways of living together, value systems, traditions, and beliefs Each culture is the sum of a practices shared by members of a group distinguishing them from other groups, and so one culture comes into clearest focus when compared to another culture maintaining different practices (UNESCO, 2013)

1.2.2. Intercultural

This word describes what occurs when members of two or more different cultural groups (of whatever size, at whatever level) interact or influence one another. Included in a broad definition of the term would be international political or economic interactions, when members from two or more countries interact or influence one another in some fashion.

1.2.3. Intercultural Competence

According to UNESCO, "Intercultural competence refers to sufficient special knowledge about specific cultures, as well as a general knowledge and skills on issues that arise when people from different cultures come in contact with each other". Some of the most important skills for intercultural competence are:

- Intercultural sensitivity
- Tolerance
- Cross-cultural self-efficacy
- Self-awareness
- Cultural knowledge
- Respect
- Openness
- Curiosity and discovery
- Empathy
- Flexibility
- Adaptability
- Emotional Intelligence
- Active listening skills
- Communication
- Critical thinking

2. Mentoring Scheme

2. Mentoring Scheme

The mentoring scheme will match a person with relevant experience (“the mentor”) to another who will benefit from this experience (“the mentee”).

The mentoring process happens when: *“an experienced individual, outside the reporting relationship, holds regular meetings and discussions and takes personal interest in guiding and supporting the development of a less experienced person in progressing within and beyond their immediate role”* (Hale 2000).



The following diagram explains the process based on a mentoring relationship.

2.1. Adaptation of Mentoring Scheme for Cultural Mediators in post offices

<p>Application Form (questions about personal expectations, expected results)</p>	<p>Mentors, as cultural mediators, can be post office employees or other relative professionals, who combine for elements:</p> <ul style="list-style-type: none"> • Previous intercultural experience • Basic language and cultural knowledge of third countries nationals • Strong communicational skills • Valuing human rights, democracy and diversity <p>Mentees have to present willingness for further learning and development, self-discipline and commitment, openness to cultural otherness, tolerance and multicultural mindset.</p>
<p>Matching process (mentor-mentee)</p>	<p>Mentors should be staff with previous experience in post sector or professionals for relative fields where he/she had a continuous and daily integration with migrants and refugees, while mentees should be either professionals already working at the post sector or individuals willing to enter the post service.</p>
<p>Mentoring Begins</p>	<ul style="list-style-type: none"> • Delivery area: professional empowerment and social and working inclusion • Objectives: improvement of required skills and competencies of post sector professionals • Expectations: better performance and effectiveness when interacting and getting in touch with third country nationals • Action plan: timetable, activities-tasks, resources needed, progress or evidence of improvement (ex. Terminology in English and Arab about post services) • Skills: empathy, listening and observing, adaptability etc. • Techniques: empowerment, discussion of concerns, further knowledge, needs identification • Networking building: among other post sector professionals

	with same experiences and knowledge <ul style="list-style-type: none"> • Duration: x days
Monitoring and Evaluation	A questionnaire is given to both of them in order to evaluate to whole process of mentoring and take further feedback.
Ending	A closure event

2.2. Criteria for the selection of possible mentees

The eligibility criteria for the mentees’ participation to the mentoring relationship are the following:

- Professionals either already working at the post sector or individuals willing to enter the post service.
- Employees facing communicational problems in the post sector
- People willing to stress out their soft skills and further develop themselves
- People with intercultural sensitivity and openness to cultural diversity
- People with empathy and problem solving ability

2.3. Brief Programme Overview

The Cultural Mediators Mentoring Programme will begin this pilot project by making [x] matches. All mentors and mentees will be volunteers. Mentors and mentees will be recruited, screened, trained, and matched by a Program Coordinator. Mentees must provide the program with a letter of nomination by his or her direct supervisor. All participants will commit to remain in the match for [four months]. Mentors and mentees are asked to meet for a total of [minimum x hours per month]. All participants must agree to sign a participation agreement before the match commences. Mentors and mentees will also periodically complete a written evaluation in order to foster improvements in the program.

Initial Training Sessions

Before the program begins, each participant will undergo a some hours initial training session. This training will include an in-depth explanation of the mentoring program, including program policies and procedures. Mentors and mentees will be trained separately in their respective groups.

Matching

Individuals will be matched based on job description, interests, the potential for positive chemistry. The Program Coordinator will make the matching decisions. Matching may be done directly before or directly after the initial participant trainings.

Monitoring the Matches

The Program Coordinator will monitor the matches in order to help resolve issues, should any arise during the match. He is responsible for the monitoring process. Mentors and mentees may also contact the Program Coordinator on an as-needed basis.

Program Policies and Procedures

All mentors and mentees must agree to uphold the programme's policies and procedures, which is a full listing of commitments required for the completion and success of the programme. In those procedures may be included:

- a mentor and a mentee participation agreement
- GDPR data protection
- Contact Requirements
- Confidentiality in the Mentor-Mentee Relationship
- Confidentiality of Coordinator
- Boundary Issues

3. Training Guide for Mentors as Cultural Mediators

3. Training Guide for Mentors as Cultural Mediators

The elements of the following chapters will become the guide for a mentor to set up and prepare his/her mentoring programme. Please mind that all the numerical data that are mentioned into the following chapters are given as an example in order to facilitate the mentors with the development of mentoring session. All of them are indicative and there is no force to be followed as such, because each mentee has his/her own special requirements and needed time to complete a mentoring programme and feel satisfied from the results of this process.

Training Guide for Mentors as Cultural Mediators



Chapter 1: CULTURAL MEDIATORS MENTORING PROGRAM: GENERAL ELEMENTS

In the first phase of the mentoring programme is necessary for the mentor to make clear the mission, the goals and objectives of his/her programme in order to set up the proper framework for the specific work field and the learning needs of the mentee.

Bellow, mentors as cultural mediators can find all the elements of the process in case of postal sector:

1.1. Mission Statement

The mission of the Cultural Mediators Mentoring Program is to support new or old post sectoral workers by matching them with post employees experienced in intercultural competencies and cultural meditation who will guide and support them during their so that

they may become more effective in providing quality services to migrants and refugees customers.

1.2. Goals and Objectives

Please note that goals are usually broad and general, while on the other hand objectives are usually specific and often numerical.

The Goals of the Cultural Mediator Mentoring Program are to:

1. Assist the mentee to successfully integrate into his or her vocation as a post sectoral worker
2. Provide the mentee with an orientation of the workplace
3. Facilitate the mentee's understanding of the cross-cultural communication and people from different cultural backgrounds
4. Promote a "culture of support and learning" within the agency
5. Provide training staff with another mechanism for reinforcing learning
6. Provide the mentee with assistance with the critical decisions made at each stage of customer's service process
7. Guide each mentee as they assess needed areas of improvement, and to support them in making those improvements
8. Advance the mentee's ability to quickly respond to a variety of problems regarding cultural issues;
9. Help the mentee to become more productive so that s/he will be able to provide quality services to migrants and refugees

The Objectives of the Cultural Mediator Mentoring Program are to:

1. Match a professional or a new postal worker mentee with an experienced in cultural mediation-mentor for at least four months
2. Make each mentee's mentor available to them for approximately eight hours per month during the duration of the program
3. Conduct at least one face-to-face meeting with the mentee, the mentee's direct supervisor and the mentor during the first two weeks of the match
4. Facilitate the mentee's self-assessment of his/her skills and areas that need improvement
5. Facilitate the mentee's creation of an individualized development plan, so that the match can identify and track specific learning goals

6. Assist each mentee to become proficient in the core competencies
7. Provide mentees with at least eight hours of on-the-job support and supervision by their respective mentor.

1.3. Roles / Tasks of Mentor as regards cultural issues

The Cultural Mediator mentor roles and tasks may include:

1. Becoming a source of general encouragement and support
2. Advocating for the post office employees training needs
3. Training the mentee on the core competencies
4. Coaching specific skills and behaviors that are needed to function successfully in cross-cultural circumstances
5. Evaluating and giving feedback regarding the mentee's observed performances
6. Being a positive role model
7. Helping the mentee solve problems and conflicts
8. Guiding and inspiring the mentee

Chapter 2: COMMUNICATION SKILLS

In this chapter four important communication tools are presented in order to help the mentor build an actual and trustful relationship between his/her and the mentee:

Active Listening	Non-Directive Approach
<p>Active listening means that you make a special effort to genuinely hear what the mentee is saying.</p> <p>A good listener usually receives (listens) before they transmit (talks).</p> <p>Remember that the relationship is about the mentee, not the mentor.</p> <p>Good listeners are able to bring themselves fully to the moment, even if they had a bad day.</p> <p>The mentor should pay attention to the little things and try to discern if there is anything unusual in the mentee's</p>	<p>A successful mentor places the growth and development of the mentee above helping them solve a particular problem.</p> <p>The mentor should not continually tell the mentee what to do, because he/she will fail to create an environment where the mentee can feel empowered.</p> <p>A mentor helps the mentee make up his or her mind.</p>

<p>conversation. Is their voice tense? Do they use words out of context that might give you a clue as to what is going on with them?</p>	
Open-ended Questions	Paraphrasing
<p>Using open-ended questions is a good way to get the mentee to talk and to (sometimes) subtly direct them to consider issues or options.</p> <p>Open-ended questions have nice soft beginnings:</p> <ul style="list-style-type: none"> • "I'm wondering if you are doing things this way because that's the way you did them on your last job? Please tell me about...?" • "I'm not sure, but it occurs to me that you might be feeling overwhelmed. If you don't mind, please give me your thoughts about..." • "Do you have any ideas why...?" 	<p>Paraphrasing is the process of repeating what you just heard the mentee say, but in a little different wording. The act of paraphrasing is a demonstration of your respect for the mentee. Paraphrasing shows your mentee that you are taking the time and effort to understand exactly what they are trying to get across.</p> <p>For example:</p> <p><i>"Correct me if I'm wrong, but what I think I'm hearing you say is that you've always done it this way in the past, and it's always worked out okay. Is that on target?"</i></p>

Chapter 3: DEVELOPING THE RELATIONSHIP

3.1. Ice breaking & First Meeting

It is the very first moment that the mentor and the mentee get to know each other. They are called to work together, achieving a common goal in a short period of time. In order to "quickly break the ice" between both of you, it is recommended to discuss and create relaxed atmosphere.

The main goal of the first meeting is to get to know mentee better. Initially, it is good for the mentor to begin presenting his/herself (studies, work experience and career path) and mention the problems, failures or difficulties and how he/she handle them. Then, let the mentee present him/herself and boost him/her by asking questions.

3.2. Mentee Learning Goals

In order to identify the mentee's learning goals is necessary to firstly map their needs and evaluate their soft skills. So, mentor explains the use of a Self-Assessment Tool and the mentee completes it to proceed to the further steps. After the completion they discuss and comment the results. Then, they design mentee's Action Plan (MAP) with the objectives, strategies and future actions.

3.3. Mentor's Training and Support Methods

There are many methods that a mentor can use to support and reinforce the mentees learning of the core competencies. As a mentor, use your creativity to find the strategies that will be the most impactful to your mentee (while not taking up too much of your time).

The main method used in a mentoring session is discussion, brainstorming and project-based learning. However, there is a variety of other methods that can be used, such as:

- Review individual self-assessment
- Assist in developing Mentee Action Plan (MAP)
- Review case files with mentee
- Review referrals
- Conduct role plays
- Discuss vignettes
- Attend specialized trainings with mentee

3.4. Patience and Maturity

Mentor and mentee may hit it off right away, or it might take you a while to get comfortable with each other. Remember that you are trying to build mutual trust and respect, and that usually takes some time.

A mentor who keeps a mature stance does not blame the mentee or put them in a defensive position when difficulties arise in the relationship. As the mentor, it is your responsibility to model the resolution of conflicts in a businesslike, professional manner.

3.5. Problem Solving Techniques

A Mentor should give the Mentee every opportunity to solve his/her own problems and come up with their own answers. It's the mentor's responsibility to ask questions that helps them to focus on the problem, but handing them the solution outright is usually

counterproductive. If the mentor gives the right answer and it works for the mentee, then it was someone else who solved the problem, and he/she will miss the chance of becoming empowered.

And vice versa, if the Mentor gives the mentee a strategy that doesn't work, then it was someone else's mistake, not his/her own.

4. Action Plan

4. Action Plan – Four Sessions

Mentor helps mentee to select some objectives and some competences and develop actions and strategies to accomplish each of it using the mentee action plan (MAP).

For the development of the objectives and competences there are no rules or specific steps. It is up to mentee’s willingness and needs. He/she can select two or three objectives or even more. This is the same for the timeline of mentoring process. It can works during four or more sessions. It is always up to mentor and mentee’s availability and readiness.

Here are some methods proposed for the development of the context of each session.



1st Session: SWOT Analysis

SWOT is an acronym used to describe the particular Strengths, Weaknesses, Opportunities, and Threats that are strategic factors for a person or a company. The external environment consists of variables (Opportunities and Threats), while the internal environment consists of the Strengths and Weaknesses variables. SWOT Analysis contributes a mentee to discover and take advantage of the opportunities presented in the external environment and avoid the threats. What is more, it allows the mentee to recognize his/her missing numbers and insist on manage and eliminate threats, which otherwise make him/her vulnerable and unprepared. This process will help the mentee to formulate a strategy, accomplish his/her goals and empower him/herself.



Here are some questions for the mentee to answer in order to use SWOT Analysis:



2nd Session: Results Chain Development

The development of a results chain could be very useful to a mentoring tool because it shows all processes and possible pathways leading to a long term behavioral change. It emphasizes on results to provide clarity around the key person's objectives. It helps the mentee to:

- Understand if he/she achieved the results he/she planned
- Improve and do things better. It provides the mentee with evidence to correct things
- Learn more about what works or not



Results chain distinguishes between 5 logically connected elements:

In the following table there are some examples explaining the logic framework of the results chain model.

RESULTS CHAIN	EXAMPLES
INPUTS (resources: financial, human, material)	<i>extra time and money</i>
ACTIVITIES (actions, works, trainings etc.)	<i>further vocational training and take Arab classes</i>
OUTPUTS (the product or service, the method, capacity, ability, policies, systems)	<i>post office workers with new skills (soft skills, intercultural competences, speak useful languages)</i>
OUTCOMES (short-term and medium-term changes in behavior, in performance etc./at the end of	<i>more effective and efficient workforce quality improvement of post office</i>

program or after)

IMPACT

(a long-term effect of a program/
detectable improvements in the
lives of people based on
economic, social, cultural,
institutional, environmental,
technological changes/ after
months or years)

increase post agency productivity

3rd Session: Conduct role playing

Role-playing is an effective and valuable vocational tool and offers a low-risk opportunity to practice a new theory or technique. The primary purpose of role-playing exercises is to emphasize the value of feelings and of creativity as well as of knowledge. There a lot of role play ideas. However, in the framework of CULMED project, the most appropriate example is to conduct a role play between a post office worker and a client who is migrant or refugee. In this case, the mentor is going to pretend that he/she is the migrant client and the mentee is going to pretend the post office worker (which is his/her real job role). They are going to play the role in the opposite way as well.

The following case is an example of a customer service in a post agency a post office worker and a migrant. Mentor and mentee will play their roles following the case example.

Mentor's Role

Mr. Abdul is a 45 years old asylum seeker who live in Athens the last four months. He wants to deliver a package to his brother who is settled in another city of Greece. He speaks only a few Greek and English. He goes to the post agency of his neighborhood to deliver the package, but since it is the first time for him using this service, he doesn't know the procedures at all.

Mentee's role

Mr. John is a post office worker. He is very experienced since he is holding this job more than 7 years. He speaks and understand adequate English, but he faces difficulties in communication when he has to serve immigrant clients.

How is he going to handle Mr. Abdul's request in the best possible way?

After the fantastic dialogue between mentor and mentee they discuss about the process and the outcomes and conclude in the best solution for a real case situation. Finally, they can propose some step that can be followed in similar cases.

4th Session: Closure and Final Evaluation

The main goal of the final meeting is to give the mentee as much as possible full-featured image / feedback on his progress and accomplished results. Mentor can use a questionnaire for the evaluation of whole mentoring process. They can discuss if there is need to keep in touch and reschedule any more sessions. Mentor should fill in again his/her self-assessment tool in order to ascertain the progress he has made and if he/she needs to improve more him/herself in specific skills, competences, behaviors or knowledge.

*5. Scenario based learning:
Analysis of practical
problems & Development of
solutions*

5. Scenario based learning: Analysis of practical problems & Development of solutions

In this chapter, there are four scenarios for further training and reflection for the mentee's facilitation with migrants and refugees clients in the post office. Scenario based learning is a practical and helpful tool to identify current concerns of obstacles and explore possible solutions and actions to be taken.

Scenario 1. Language barriers

Myriam is an old lady coming from Syria. She is a refugee living in Greece the last year. She only can understand few Greek. She wants to deliver a letter to her relatives in another EU country. Here are some DOs and DONTs a post officer should mind in order to serve her:

catch the issue early to take care of it

Speak slow and clear

Ask her to be more descriptive

Give her full attention

Do not interrupt her until she finishes

Make eye contact and nod from time to time

After she finishes focus on the solution

Scenario 2. Explain the type of your service

Abdullah is a 25 years old young form Pakistan. He comes into the office and ask you to help me fill in with his personal data an application form in order to create an electricity account. He speaks quite well Greek and English. You don't really have language barriers.

Explain that the type of your service is probably different from the one offered in his country

Propose him alternative resources or solutions

Recommend him to search in the Internet or elsewhere

Do not ignore his problem

Show empathy

Don't do what he asks because you feel sorry and you want to help

Never argue

Scenario 3. How to handle an angry migrant client

Mr. Ali is a 60 years old man from Iraq. He comes into the office in order to deliver a letter. He is very angry because of a long delay and he starts shouting at you. He speaks quite well Greek and English. You don't really have language barriers.

- Never argue
- Remain calm and professional
- Do not reply to his rudeness
- Do not mention intercultural differences
- Focus on the solution of his problem
- Influence him positively
- Give empathetic responses

Scenario 4. Racism behaviors from other native clients

Fakir is an 18 years old boy from Afghanistan who enters into the post office in order to receive a package he ordered. He has to wait a lot in the queue. When comes his turn, another man takes it with the excuses that he is a third country national and he becomes very rude to Fakir.

- Do not let conflicts occur between them
- Calm the situation by explaining what is fair and what is not
- Show respect to both of them
- Be polite
- Follow an antiracism speech
- Try to compact discrimination
- Show intercultural sensitivity

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Annexes

I. List of Mentors-Greece

Theodor Grassos

Mr. Theodor Grassos has an excellent theoretical background in Political Science, in VET, evaluation and European Studies since he has finished with distinction both his first Diploma in Political Sciences and Public Administration and his Master Degree in the field of the relationship of EU with the Developing Countries. He has proven his extensive Knowledge of ESF and the Employment and Cohesion Strategies, successfully implementing various EU co-financed projects in the areas of Social Affairs and evaluation of Operational Programmes either as an Expert or as a Project Manager. He is registered as an expert in the expert list of the Greek Managing Authority of the Operational Programme for Education and IVET. Since 2014, he is the Development Manager of the company and has implemented numerous LLL & Erasmus+ projects.

Vasileios Theleritis

Mr. Vasileios Theleritis holds a B.Sc. in Sociology from the Panteion University of Athens, as well as a M.Sc. in Social Sciences, more specific in issues regarding social exclusion also from the Panteion University of Athens. He has 20 years of experience in the consultancy sector and in co-financed and European projects. Particularly, he has been implementing consulting projects including labor market inclusion of vulnerable groups; training of trainers; VET reform; etc. as well as in the human resource management department.

Dimitra Aliferi

Ms. Aliferi Dimitra is a Mining Engineer - Metallurgist (Department of Mining Engineering - Metallurgists of the National Technical University of Athens), with a master's degree in "Automation Systems". Has more than fifteen (15) years of professional experience in providing support services to public bodies, more than ten (10) years of professional experience in VET, certification and labor market issues and has participated in more than five (5) projects related to Professional Qualifications Systems and National Qualifications Framework.

Aristotelis Maragakis

Mr. Aristotelis Maragakis holds a MBA from Athens University of Economics and Business (AUEB)-National Technical University of Athens(NTUA), Greece and a MSc in Hellenic Open University (Health Care Management MSc). He was born in 1967 in Heraklion, Crete. He obtained a Diploma in Production Management Engineering from Technical University of Crete in 1991. From 1992 to 2005 he worked as a senior consultant and Project manager in European Union Framework Programmes. He is currently working for Hellenic Post S.A. in the Direction of Strategy, Development & Co-financed Programmes. He is a Certified Instructor by the National Accreditation Center for Continuing Vocational Training (EKEPIS) (Over 3000 hours as an instructor at various vocational training centers) and since 2007 has been working as a Technical advisor and audit expert for Ministry of Finance – General Accounting Office – Financial Audit Committee.

Afroditi Riga

Ms. Afroditi Riga holds an MSc Degree in Mass Media & Communication, a Bachelor's Degree in Linguistics from the National and Kapodistrian University of Athens, as well as a Professional Diploma in Social Media. She has been working in the International Relations Division of Hellenic Post since 2006, where she serves as a liaison with international

organizations and foreign postal companies. She has a proven track record in successfully organizing and managing various corporate events within Greece and abroad. Afroditi is also ELTA's project coordinator in various EU funded training partnership projects (LDV, ERASMUS+), actively involved in the projects' work progress from the drafting of the funding proposal to the implementation of the final deliverables. Since 2017, she is the Vice-Chair of PostEurop's Training Working Group- CSR Circle, whose mission is to enhance Members' cooperation in the area of vocational training and HR management.

Thomas Macheras

Mr. Head of department of Planning and Development: He holds a degree in Business Administration from the "Athens University of Economics and Business (AUEB)" and an MBA from the "Athens University of Economics & Business (AUEB) & National Technical University of Athens (NTUA)". He speaks English, German, French and Greek and has a very good knowledge of the MS Office Suite (Word, Excel, Powerpoint, Access). He has worked as financial analyst for securities companies and asset management companies in Greece. He joined Hellenic Post in 2003 and worked for the ELTA Athens 2004 Olympic Games grand national sponsorship and held the position of the Personal Assistant to the CEO between 2005 and 2009. Since June 2009 he works at the Department of Planning & Development of the Direction of Strategy, Development & co-financed Programmes on the monitoring and update of the company's Strategic & Business Plan and the review of the performance objectives set for the ELTA managers. He is also actively involved in the implementation of projects co-financed by the European Commission.

List of Mentors: EUROFED Association

Adelina Dumitrescu Peculea

Ms. Adelina Dumitrescu Peculea has more than 10 years' experience in **education and scientific research in both national and international environment**. The **expert teaching experience** is based on the following courses: Corporate Governance, Risk Management; Internal Audit; Managerial Internal Control System; Financial Control and Public Audit in the European Union; Accounting for Public Institutions; Budget and Fiscal Policies in the EU (lecturer and training activities – both in Romanian and English). In the same time, **international background** has been developed through participation at international conferences and international projects with universities from European Union member states (for example, University of National and World Economy, Sofia, Bulgaria; Caledonian University of Glasgow, Glasgow, Scotland or Catholic University of Leuven for COCOPS FP7 project, no. 266887; Coordinating for Cohesion in the Public Sector of the Future-The Impact of the New Public Management in Europe: a Meta – Analysis) and China (for example, Ocean University of China, Shandong Normal University).

Because of professional activity the expert have daily contact with peoples and students from various social groups and **a relevant project implemented that is also coraletd with the subject of this proposal** was the **European Project „Curricular Development and Program relevance increase in public administration studies by innovative blended learning methods and labor market correlation”, POSDRU 156/1.2/G/133208 (between July, 2014 – April, 2015).**

Ciprian Drumașu

Mr. Ciprian Drumasu has experience in project management with non-refundable financing for more than 4 years, the experience acquired as a Contracting Officer within the POSDRU Regional Intermediate Body Bucharest-Ilfov. Also, the expert has more than 5 years experience in training and desinging the VET programs (including elaborating the program's curricula), the experience gained as a responsible of training programs within the association and as a trainer in the courses organized by the EUROFED Association.

The expert is graduate post-university studies and holds competencies in several areas of interest as follows:

Cristina Solca

Ms. Cristina Solca is a legal department coordinator in different companies and European projects, with a master's degree in "Management and communication for business" with expertise in commercial law. She has over than ten (10) years of professional experience in providing support services to NGOs and she has participated in more than five (5) projects financed through European funds and related with professional skills in training.

Marius Dan Peculea

Mr. Marius Dan Peculea. He holds a degree in Economical Engineering at Politehnica University of Bucharest (UPB) and an MBA in German from the "Economic University of Bucharest (ASE)". He speaks German, English, French and has exceptionally good knowledge of the MS Office Suite (Word, Excel, Powerpoint, Access) as well as working knowledge of several ERP systems and computer aided design tools such as AutoCAD and others. Since 2010 he has been working in the Technical Department of a leading German company in the field of intralogistics and has been head of the department since 2013. He is also actively involved in the implementation of projects co-financed by the European Commission.

Maricel Popa

Mr. Maricel Popa has experience both in the field of employment and training, as well as in the implementation of projects with non-refundable financing, over 5 years, experience gained as an employee and member in the project team:

- January 2010 - Present: Trainer, within RISING STAR SRL and Expert evaluator, providers and training programs in the Ilfov County Professional Training Providers' Authorization Commission,
- June-December 2015: Employment and Entrepreneurship Expert within the project "From Subsistence to Sustainability - Sustainable!", POSDRU 2007-2013, ID: 154881,
- March-September 2015: Career guidance adviser within the project "Integrated Programs to Increase Employment Opportunities in the Bucharest-Ilfov and South Muntenia Region" - PROCOR, POSDRU 2007-2013, ID: 147201,
- December 2014-June 2015: Career Advisor within the Foundation for Education,
- May 2011 - September 2015: Trainer at the Entrepreneurial Compensation Course at the "Group for Debate and Social Consensus" Association,
- January 2011 - May 2013: Coordination of employment activities within the project "NETWORK DEVELOPMENT RURAL NETWORK NETWORK (RND)" project, POSDRU 2007-2013, ID: 58094,
- 2006-2009: Trainer within the National Agency for Employment - National Center for Staff Training, Rasnov, Brasov County.

The expert is graduate of post-university studies and holds competencies in several areas of interest as follows:

- 2009: Certificate of graduation - Trainer, ANC professional training course, The Foundation for Education, Bucharest,
- 2009: Certificate of graduation - Evaluator - providers and training programs, ANC professional training course, The Foundation for Education, Bucharest,
- 2008: Certificate of graduation - Method of adult vocational training, National Agency for Employment - National Center for Staff Training, Rasnov, Brasov County,
- 2004-2005: Master's Degree, Modern Governance and Local Development - postgraduate level, National School of Political Studies and Public Administration, Bucharest,
- 2003: Certificate of graduation - Adult Training Techniques, National Agency for Employment - National Center for Staff Training, Rasnov, Brasov County,
- 1996: Certificate of graduation - Post-graduate course in the field of educational management, The Academy of High Military Studies, Bucharest,
- 1991-1993: Bachelor's degree, The Faculty of Armed Forces, The Academy of High Military Studies, Bucharest.

Marian Speriatu Dumitrescu

Mr. Marian Speriatu Dumitrescu has a degree in Marketing and has worked for prestigious financial institutions in Romania acquiring great experience in Sales and Finance. He speaks English and has a very good knowledge of the MS Office Suite (Word, Excel, Powerpoint, Access) and skills in coordinating teams as well as project management skills. In addition he is a licensed trainer and is involved in European Projects.

Adina Drumașu

Ms. Adina Drumasu has experience both in the field of training, as well as in the implementation of projects with non-refundable financing (especially in the field of administrative duties, accountancy), experience gained as an employee and member in the project team:

- February-December 2015: Accountant Expert within the project "From Subsistence to Sustainability - Sustainable!", POSDRU 2007-2013, ID: 154881,
- August-November 2015: Trainer within the project "YES FEMALE CHESS!" POSDRU 2007-2013, ID: 130005,
- May 2014-October 2015: Accountant Expert within the project "ADMIS pe piața muncii..." POSDRU 2007-2013, ID: 143183,
- October 2004-Present: Accountant within the UZUNOV AUDIT CONSULTING SRL, Bucharest.

The expert is graduate of university studies and holds competencies in several areas of interest as follows:

- 2014: Certificate of graduation - Trainer, ANC professional training course, Association for Training, Education and Development - EUROFED, Peris, Ilfov County,
 - 2012: Certificate of graduation - Project Management, ANC professional training course, The Foundation for Education, Bucharest,
 - 2008: Certificate of graduation - Public Relations Management, ANC professional training course, The Foundation for Education, Bucharest,
 - 2008: Certificate of graduation - Internal Communication Management, ANC professional training course, The Foundation for Education, Bucharest,
-

II. List of Mentees - Greece

<i>Name</i>	<i>Surname</i>	<i>Email</i>
KALLIOPI	DAMASKINIDI	k.damaskinidi@elta-net.gr
XENIA	THOMA	P.Thoma@elta-net.gr
ROULA	MPELMPA	Z.Mpelmpa@elta-net.gr

III. List of Mentees - Romania

<i>Όνομα</i>	<i>Επώνυμο</i>	<i>Email</i>
Lucachi Tatiana	Lenuta	B.OP4@posta-romana.ro
Dorina	MACOVEI	B.OP74@posta-romana.ro
Oana	TEODORESCU	oana.cipi@yahoo.com
Alexandra	EXERESCU	alexandra.exerescu@yahoo.com
Aurelia	DUMITRU	aureliadumitru68@gmail.com

III. Mentoring Session, Sheet of Attendance Template

Sheet of Attendance**Mentoring Session****CULMED- Cultural Mediators in the Postal Sector**

DATE OF MENTORING SESSION:

STARTING TIME:

ENDING TIME:

NAME OF MENTOR:	EMAIL

NAME OF MENTEE:	EMAIL
PLACE/CITY/ COUNTRY	

IV. Mentoring Session, Short Description Template

Short Description
Mentoring Session
CULMED-Cultural Mediators in the Postal Sector

NAME OF MENTEE:	
NAME OF MENTOR:	
PLACE/CITY/COUNTRY	
Short Overview of the mentee's profile (education, working experience, skills)	
Setting Goals and Objectives – Requests and future subjects for discussion – fields of improvement	
Diagnosis of problems recorded during the mentoring session (by the mentor)	
Steps and possible pathways leading to a long term behavioral change and effectiveness in the workplace	
Main Conclusions of this mentoring session	

Date: