



SYMPATIC

Support and Value Adults Mobility and Training for Integration into Companies

ANNEXES

THE TUTORING SCHEME AND TIME LINE IN SYMPATIC

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





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ANNEX 1**The tutoring scheme
and time line in
SYMPATIC**

SYMPATIC is an innovative approach that takes place simultaneously in France (Marseille and Roubaix), Italy, Germany and Cyprus.

SYMPATIC tackles the problem of youth unemployment and wants to promote the mobility of young people as an added value for their professional integration as well as the role of mentors as a key contact person on whom young people can rely for advice and networking, and the role of the job coach to provide a methodology and a framework for skills development and evaluation before, during and after the mobility.

The SYMPATIC methodology is a **reinforced accompaniment** towards a professional integration of the young person after an educational mobility abroad (internship or volunteering) with an individualized and bipartite follow-up with the mentor, the job coach (and a tutor abroad who is the tasks supervisor).

COACHING COMBINES **job coaching**, **mentoring** and **tutoring**.



Jobcoaching = job coach + young person

Identify the young person's professional project and build a mobility project that meets the objectives.

Prepare, follow up and evaluate the young person before, during and after his or her mobility.

Promote mobility as an added value in the profile of the young person.



Mentoring: mentor + young person

Identify the young person's professional project and to accompany, advise, and equip him/her in order to achieve the professional project.

Testify, share experiences and open up possibilities and/or a network in a professional field.

Value the skills acquired during a mobility abroad with a view to professional integration.



Tutoring: in charge of the mobility in the hosting organisation abroad + young person (+ job coach)

Organise the mobility with specific tasks that allows the young person to develop the skills, in terms of knowledge, know-how and interpersonal skills, required to work on his/her professional project.

Monitor and evaluate the young person on the technical and interpersonal skills to be acquired during and acquired at the end of the mobility.

Tutoring methodology of SYMPATIC Project

MENTOR

PROFESSIONAL WORKING IN
A COMPANY OR ENTREPRENEUR

KNOWLEDGE SHARING AND
PROFESSIONAL TESTIMONY
ADVICE ON WORKING LIFE HELP
TO DECODE PROFESSIONAL
SITUATIONS A RELATIONSHIP OF
TRUST AND SUPPORT WITH THE
YOUNG PERSON

RESPONSIBLE OF THE YOUNG
PERSON'S MOBILITY LINKED
TO CAREER PATH

HELPS DEFINE CAREER GOALS
USES THE MOBILITY EXPERIENCE
FOR THE YOUNG PERSON'S CAREER
PATH SET UP LEARNING GOALS
DURING MOBILITY PERSONAL
SUPPORT/RESILIENCE MEDIATION
IN CASE OF CONFLICTS

JOB COACH

MENTEE

YOUNG PEOPLE BETWEEN 18
AND 30 YEARS OLD

ACTIVE PARTICIPATION IN THE
DAILY WORK (INTERNSHIP/
VOLUNTEERING) IMPROVING
OF PERFORMANCE ACTIVE
INTEGRATION IN THE WORK TEAM

REGULAR COMMUNICATION WITH
JOB COACH/MENTOR/MOBILITY
REFERENT

TUTOR IN THE HOST
ORGANISATION ABROAD

INTEGRATION OF THE YOUNG
PERSON IN THE HOST COMPANY/
ASSOCIATION ABROAD
SUPERVISION OF THE TASKS
MEDIATION IN CASE OF CONFLIT

MOBILITY REFERENT

KEY PEOPLE AND THEIR OBJECTIVES:

YOUNG PERSON (mentee)

- Between 18 and 30 years old, looking for a job or a (vocational) training or willing to develop a professional project.
- Willingness to engage in an innovative approach combining international educational mobility and support for a positive post-mobility experience (work experience, internship, resumption of initial studies or vocational training, entry into civil service (public service), departure and settlement abroad, entrepreneurship, long-term volunteering, etc.).

Objectives:

- Find one's professional goals and
- Develop hard and soft skills via a mobility abroad



MENTOR

- An active employee or employer or an entrepreneur who has the desire and the time to transmit, share his/her experience, advise, exchange and live an intergenerational experience.

Objectives:

- Present one's company and testify about the skills looked for, the different positions in the company with the profile wanted, transmit, share experience and advise.
- Share a network and opportunities for employment, internship, training in the professional field
- Understand and promote the mobility tool in the career path of young people as an added value within the company.

JOB COACH

- The mobility operator who will build the young person's mobility project, prepare it and monitor it.
- He/she is the link and contact point between the young person and the mentor; he has an observer role in the mentoring process (reading of reports) and is also able to provide a network and advice for the future of the young person specifically by organising individual and group workshops about competences identification and assessment.
- He/she is in regular contact with the host organization abroad and the young person's local representative (tutor).

Objectives:

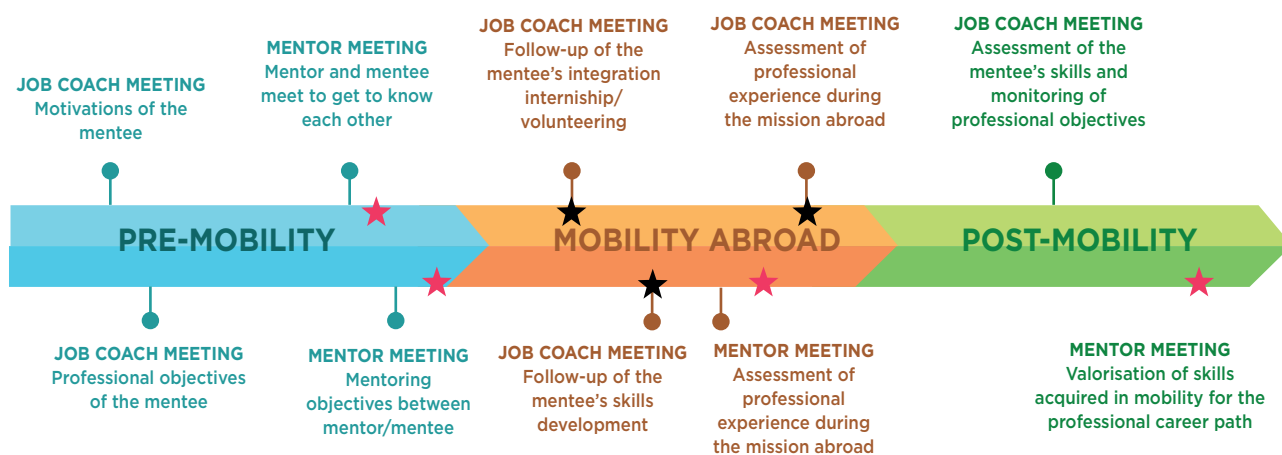
- Facilitate the professional integration of young people through educational mobility and mentoring
- Create a link with companies and promote the mobility tool in the career path of young people as an added value within the company
- Prepare and train the youth and the mentor
- Monitor the competences development and assessment with the mobility tutor abroad

TUTOR ABROAD

- He/she is in the host organisation abroad
- He/she works in conjunction with the job coach to build a mission adapted to the young person.

Objectives:

- Supervise the young person's tasks, act as a tutor on site
- Ensure the follow-up and evaluation of the mission and the skills developed



SYMPATIC CONNECT Platform



A digital tool for exchanging (forum) to fix your individual appointments and to discover other profiles of young people, mentors and job coaches.

A directory of companies offering internships, training or jobs.

Visibility of various profiles of young people who are available and have completed an international educational mobility program.

A visibility of the company and open positions in 4 European countries.



ANNEX 2**The SYMPATIC
Mentoring Charter****The meaning/the essence**

An individualized accompaniment by professionals in activity on 2 axes

- exchange and advice in the light of the mentor's experience
- Professionalization of the job search or a positive (successful) integration into a project (training, volunteering, internship).

**The duration**

Maximum **10 months**, SYMPATIC mentoring is **ending in December 2021**.

The mentoring relationship can continue afterwards at the discretion of each person and according to individual needs.

**The goals**

- Facilitating reflection on the mentee professional future
- Opening up doors and sharing a network
- Developing the autonomy of the mentee who becomes more efficient in his or her research thanks to active listening, a motivating and encouraging attitude, and greater confidence in his or her abilities.
- Developing exchange and intergenerational mutual relations.

The method

Mentoring is a voluntary commitment consciously chosen and accepted by both the mentee and the mentor. There is no obligation to participate, however, once committed, both parties do their utmost to complete the accompaniment in calm and serenity.

Mentoring is a complementary and reinforced accompaniment and is linked to the follow-up carried out by the job coach.

The pair (mentor/mentee) meets according to needs and availability. It is recommended at least once a month, online or within the company, with one to two hours of interview. The frequency can be closer or more extensive depending on the specific needs identified. A note-taking and reporting form is to be filled out during each interview in order to keep track and progress evidence.



The expected impacts

Both mentee and mentor benefit from this relationship, both professionally and humanly. Beyond the human relationship based on respect, trust and tolerance, mentoring is:

- Breaking isolation, feeling understood and being encouraged
- Bringing a positive outlook and a sympathetic ear;
- Analysing together difficulties, previous failures and points to be improved;
- Clarifying the professional future
- Motivating and re-motivating
- Providing practical advice, information and access to a network of professionals.
- Bringing the youth closer to the business world and demystifying its functioning, its requirements, its codes and its culture.
- Possibly accessing to periods of immersion and observation to develop or strengthen their skills.

The involvement of mentors and mentees

Mentors and mentees voluntarily commit themselves according to a code of ethics that promotes respect, confidentiality, transparency, humility, non-judgment and non-comparison.

THE MENTOR

The accompaniment takes two axes:

- exchanging and advising in the light of the mentor's experience

Experience sharing (mentor's experience and company experience)

Demystification and (re)establishment of a positive image of the business world

Acquisition of a positive and dynamic image of the young person in active research

Identifying and valuing soft and hard skills acquired throughout life

- professionalizing the search for employment or a successful integration (into training, job, internship, volunteering)

Technical support (selection of job opportunities, resume writing, interview preparation, preparation of arguments)

Coaching in the knowledge and know-how of the targeted trade (strengths and weaknesses, training needs)

Coaching on posture, attitude

Participation in events or meetings to build the youth's network

DOs

- Prepare the reception, the welcome
- Recall the framework: reciprocal commitments
- Take the time to build a relationship of trust
- Listen, facilitate freedom of expression
- Set goals to assess progress
- Reformulate, ask question based on concrete facts

- Keep a mentoring note book
- Identify and structure the process that will lead to the final objective identified by the young person.
- Schedule the next appointment and let know if you are available by email or phone between interviews and the frequency of your appointment.

DON'Ts

- Receive the young person if you don't have time (last minute emergency): always favour a quiet moment in which your attention is not monopolized by other problems.
- Do not say if commitments are broken
- Make decisions or act in the youth's place
- Falling into the assistantship, it is necessary to give the necessary tools for the young person to be independent in one's own steps.
- Provide an answer to all, or solve all problems
- Don't say your disagreement or disappointment: be truthful and objective.
- Do not make written notes of meetings
- Feeling forced to offer a job as a result of the mentoring

THE YOUNG PEOPLE

In a voluntary, positive and professional integration dynamic.

Has agreed to voluntarily commit to an innovative project in which he/she is an actor of one's own destiny and benefits, via the help of job coach and the mentor, with an individualized and reinforced support for a positive exit. He/she is in the process of acquiring skills for a future life project.

We will distinguish two profiles:

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

DOs

- Show a real dynamism and motivation
- Be active in all the steps
- Respect the mutual and voluntary commitment
- Be in regular contacts and inform about an evolution of the situation

DON'Ts

- Give up (you can lose motivation temporarily, you have to say so and warn when motivation returns)
- Passively expect things to be done
- Failure to notify of unavailability or delay
- Cut the communication

THE JOB COACH

- Ensures the coordination, monitoring and evaluation of the entire process. Identifies and selects the youth and the mentor. He/she organizes the first contact (often by e-mail or telephone) before a first meeting between the mentor and the youth. He/she reads the mentoring reports with set objectives and respects confidentiality (confidential elements between the youth and the mentor can be the subject of a written note that is not transmitted to the job coach).
- Ensures all the pedagogical and administrative preparation before, during and on return from the mobility with regular contact and follow-up of the young person during the stay abroad.
- The privileged contact in case of difficulties throughout the mentoring process.

ANNEX 3

SYMPATIC mentoring: the pedagogical process

The mentoring is based on the active listening of the mentor and the transmission of knowledge and experiences that encourage questions to which the young person will have to find answers throughout the mentoring process.

The transmission and sharing are intended to illustrate to your interlocutor concrete examples of life learning. It is a question of illustrating facts but also of talking about the feelings and emotions experienced at a specific moment to allow a better understanding of a situation and to show the possible ways. It is in this exchange that the mentee will be able to start a reflection, to question oneself, to find answers and to build one's own path.

Active listening is a communication technique that uses questioning and rephrasing to make sure that one has best understood the message of the other person and can demonstrate it. This facilitates freedom of expression in a climate of trust and respect.

It is one of the most important skills for mentoring. Indeed, when you listen carefully, you show the person that his or her needs, intentions and concerns have been heard and understood. Regardless of the length of the relationship, active listening is therefore a fundamental prerequisite for building trust. The purpose of active listening is to ensure that you have fully understood your interlocutor and to verify his/her interpretations and assumptions. There are several ways - behaviours - to indicate that you are listening carefully:

- **show your interest by giving encouraging answers;**
- **use appropriate non-verbal language, such as looking the other person in the eye, nodding your head, etc;**
- **avoid interrupting;**
- **remember things that have been said previously;**
- **summarize the key elements of the discussion;**
- **do not diminish the importance of concerns and doubts you may hear;**
- **do not provide instant solutions (be a “problem explorer” and not a problem solver).**

Active listening is a **three-step process**:

1. REPHRASE

Make sure the facts are understood.

Validate that the words mean the same thing to both of you.

Words to rephrase:

**“If I understand correctly...”, “correct me if necessary, but according to what you say...”,
Proposal... then “is this correct?”.**

2. CLARIFY AND SEARCH FOR THE MEANING BEHIND THE WORDS

Make sure that the unsaid and implied feelings are understood.

Words to clarify:

“When you say..., what do you mean by that?”, “I can observe, on this question...”

3. SUMMARIZE

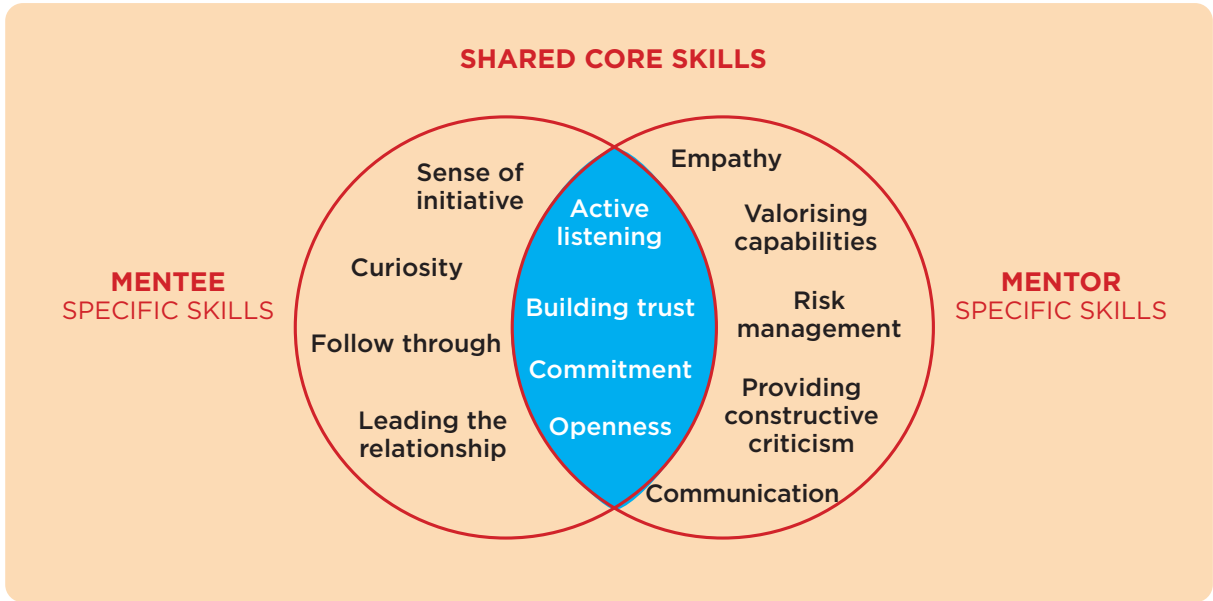
Synthesize the important facts.

Establish a common basis for conversation.

Words to summarize:

“We have discussed these different points:... Do you agree with my conclusions?...”.

In addition to active listening, the diagram below shows you, on the one hand, the specific skills that mentors and mentees need to possess respectively and, on the other hand, the common basic skills needed to improve their relationship.



ANNEX 4:

The mentoring steps

Six steps are proposed in the mentoring interviews. There is no obligation to strictly follow them. They provide a framework and allow for the identification of milestones and steps to be taken during the interviews.

STEP 1 WELCOMING

Start with (for the first interview) a 2/3 minute self-presentation exercise.



I am....

My background....

Why I am here today, my request.

This presentation will then be used for all contacts related to the job search or training application: on the phone, face-to-face during a job interview, etc.

For subsequent interviews, you can start with a more informal point, a soft entry to take the temperature and find out if the minds are focused on the mentoring or if there are disturbances in the brains.

STEP 2 UPDATE ON THE STEPS CARRIED OUT



This phase allows you to recall the commitments made during the previous interview and possibly to remove any uncertainty about a misunderstood approach, a poorly formulated commitment or a forgotten element.

During the first interview, this phase allows to know if the introduction given by the job coach is up to date or if the situation and needs have evolved.

This time allows us to analyze the objectives achieved or not, the commitments kept or not, and to identify the obstacles that may have prevented from reaching the set objectives.

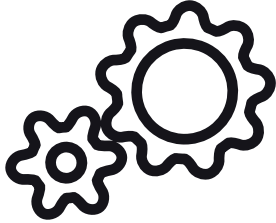
STEP 3 VALIDATION AND VALORISATION



Any progress (even minimal), any overcome obstacle (even partially), any significant progress, must be the subject of an evaluation that allows to say “we have made progress”. This success must be the subject of a concrete, mutual acknowledgement.

This phase is a key point in the mentoring interview: it allows to validate the evolution of the accompaniment and to find the resources to continue moving forward.

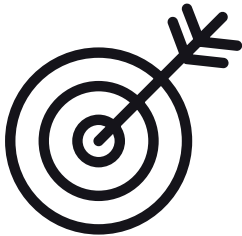
STEP 4 TECHNICAL INPUT



After validation of the positive points, it is necessary to work of the brakes, difficulties, weaknesses and areas to be improved.

This is the time when the mentor brings knowledge, experience, added value.

STEP 5 SETTING UP NEW OBJECTIVES



It is appropriate here to make a synthesis of the three previous steps: past commitments, achievements and progress, difficulties, practical implementation of technical contributions.

Then, define the objectives and commitments to be met between now and the next meeting.

Set specific, measurable, attainable, realistic and time-bounded objectives.

This steps is then mutually agreed upon by both parties.

STEP 6 NEXT MEETING



Always book the next appointment! Never end with “we call each other back” or “we stay in touch”. Evaluate the time needed to reach the objectives and find the spot in your agenda that suits you and your mentee.

ANNEX 5

The first mentoring meeting

The first interview will allow to get to know each other, to define the framework of the relationship and to validate the current situation of the young person with the already acquired skills and the areas to be improved.

It is important to give time to get to know each other before entering into the more technical phases of the support.



Creating a climate of trust

Remember to organize your first meeting in a neutral environment so that it **doesn't feel like a "guest" but rather like a "partner"**;

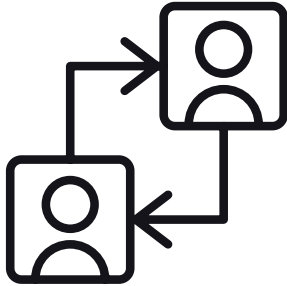
If you meet the mentee in your company, **consider organizing a friendly and welcoming moment with other colleagues and a visit of the company**. This will help to create a friendly environment where it will be possible to get to know the young person informally;

Be sure to address each other with the **same language code**;

As mentioned above, keep in mind that for both of you to get the most out of the program, **your relationships must be mutually beneficial and satisfying**. To do this, you may want to take a moment to review these issues together:

- What respectively do we hope to gain from this relationship?
- Are we willing to be open-minded and accept criticism?
- How do we expect this relationship to unfold?

Welcoming and introduction:



By introducing yourself: tell who you are professionally and personally;

By explaining why you wanted to be a mentor;

By clearly explaining what you can do to support the mentee;

The young person must also introduce him/herself: who is he/she?

To introduce yourself, be clear and talk about your professional background, your current position in the company/organization/institution, your reasons and motivation for participating in the mentoring program, your vision of your strengths and limitations. He/she will be interested in your current reality, and the way you present it.

When introducing oneself, the mentee may feel uncomfortable at first or have difficulty getting to the point. To avoid this kind of situation - or at least to make the process easier - it is generally recommended to break the ice by sharing informal experiences that are not necessarily related to the purpose of the meeting; for example, you may ask him or her to recall and share an enjoyable or pleasant experience he or she has recently had.

Understanding motivations and expectations of the mentee

Why did he/she want to be part of the mentoring programme?

What does he/she expect from it?

What does he/she expect from you? Do the expectations correspond to what you are able to bring?

What are the fears? Any already identified obstacles?

Speaking about the mobility (the first meeting will take place before departure)

Will this be the first time abroad?

Where will he/she go? For how long?

What is he/she going to do?

What are his/her expectations and concerns?

You can also talk about your first experience abroad, difficulties, surprises, benefits, memories, etc.

Understanding who the mentee is and understanding the background and chosen professional/educational path

What is important to him/her now?

What are his/her strengths, weaknesses, and fears?

What are his/her goals?

How will the mobility help to confirm, refine and achieve his/her goals?

Will the mobility enable him/her to develop skills? Which ones?

How could the mobility remove fears?

Setting up a framework

Agree on:

The frequency and modalities of the meetings (place, duration...),

Mentor's commitments to the mentee,

Involvement of the mentee in his or her professional project,

The modalities and tools for communication and follow-up of between appointments.

To clear up misunderstandings and validate the reciprocal expectations between the expectations of the mentee and the support and inputs from the mentor,

Define the first steps in order to build the path for the mentee to reach the first objectives.

Setting up the objectives to be achieved by the next meeting

In order to properly support the mentee's motivation, it is important to guide him/her and to regularly set objectives (during each meeting).

Clearly note down the SMART objectives to be reached by the next meeting and the resources the mentee has in order to achieve that.

Remind:

The frequency and modalities of the meetings

Mentor's commitments to the mentee

Active involvement of the mentee in reaching the objectives

The overall duration of the mentoring

The methods of communication and follow-up between meetings

ANNEX 6:

Template to take notes and write objectives after each meeting

Date _____ Place _____

Mentor name: _____ Mentee name: _____

1. State of the art of the current situation
(strengths, weaknesses, obstacles, procedures undertaken)

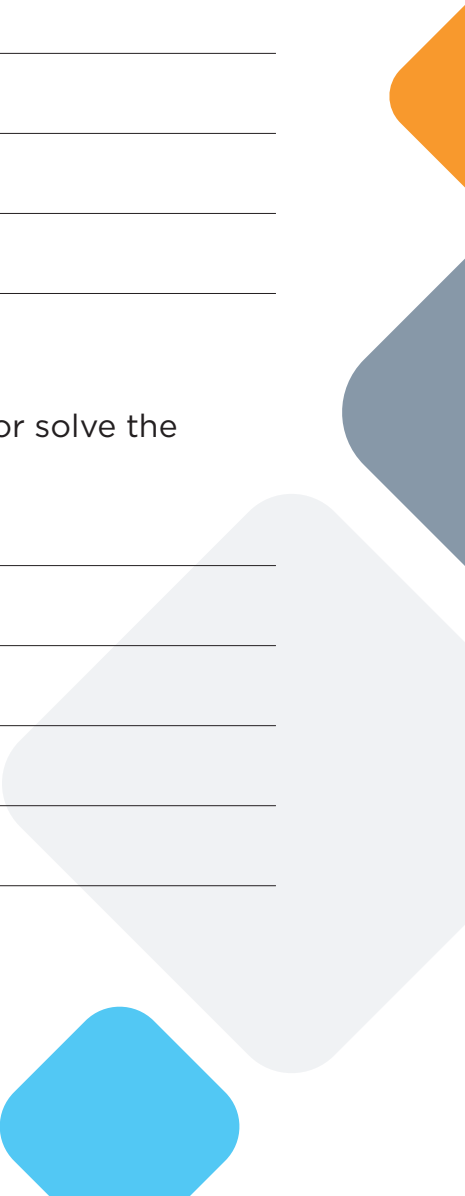
2. Positive highlights
(before the first meeting or in between each meeting)


3. Negative highlights

(before the first meeting or in between each meeting)

4. Needs/obstacles /difficulties

5. Technical input from the mentor to answer the needs or solve the difficulties:





6. Objectives for the next meeting:

7. Date of the next meeting, time and place:

8. Optionally, contact via email or phone in between meeting: yes/no
When? What for? Which goals and reasons?

9. If this is the last meeting, please state any short, medium, long term objectives that your ex mentee will have to reach and the resources to gather in order to obtain results

Timeline (short, medium, long term)	Objectives	Resources	Results (expected)



ANNEX 7:

Documentation for the young people: what is mentoring, why and what are the benefits

- **A reinforced accompaniment** with a professional (employee or employer or entrepreneur)
- **A professional chosen according** to your professional interests
- **Practical advice**, open discussions, exchange of experiences and testimonials
- **An opening to a network** of professionals
- **A better knowledge of the company**, the world of work or a particular professional sector
- **Appointments and follow-up** that can be adjusted according to your needs and time frame
- **Possibility of immersion** or observation periods
- **A win-win exchange**: getting to know the company better, getting to know oneself better, better defining one's future choices / valuing the contribution of youth, intergenerational exchanges, development of non-formal skills, mobility as a tool for learning and development
- **CV and skills** assessment workshops
- **Workshops** to prepare interviews, cover letters
- **Access to the SYMPATIC CONNECT platform** to meet other young people, other mentors and recruiting companies and other job coaches
- **International links** and opportunities between Germany, France, Italy and Cyprus.

CONTACT

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

