EU MENTOR STEM

Empowering migrant women through mentoring

IO2: EUMentoring

Trainer's Kit inspired by the Mentoring Circles™ methodology

Table of Contents

License

License

1. The concept of Inova's Mentoring Circles™ - EUMentoring

Inova Consultancy Ltd recognises that finding employment for migrant women can be a daunting prospect, even more so when their background is in any STEM field. Inova developed group mentoring sessions to incorporate action learning techniques, coaching and mentoring, combined with career development/self-reflection tools to support women in STEM and improve their employability skills. The Mentoring Circles™ have been adapted to EUMentoring for the purpose of the EUMentorSTEM project.

The EUMentoring consists of 1 facilitator, working with approximately 5 mentees (migrant women in STEM) in a group setting. The programme combines group discussions and individual challenges, reflection, goal setting and personal action planning. EUMentoring led by skilled facilitators with expertise in action learning or by facilitators who have been trained in the methodology by Inova Consultancy directly.

1.1. EUMentoring Purpose & method

EUMentoring provide a safe and challenging environment where ideas for developing careers can be explored and tested, allowing individuals to share their challenges with others. Action points are generated and discussed in the group and individuals are supported in finding the next steps forward in planning their career. There are also opportunities to network with other women, make new contacts and build confidence in talking to people in the same field.

The concept of EUMentoring is built on the process of learning as a journey which allows the individual to reveal that some knowledge is already within and needs to be brought forward, and that shared knowledge and learning from others can be valuable. The main focus is on questioning to reveal insights- whether this is through group discussions, thus EUMentoring are learner led and learner focused. Through guided questioning sections within a EUMentoring, participants take it in turns to have a time slot to talk about their problem or opportunity and the other group members offer questions. The questioning is about discovery, trying to understand more fully any underlying issues which it would be fruitful to explore further. Thus the focus is on questioning rather than advice giving. Similarly, when completing exercises regarding self-development or self-reflection, participants are encouraged to question their responses and to support other group members in questioning why they responded to an exercise in a certain way. This process strengthens the development of self-

reflection.

The model below is useful in explaining the purpose and process.

Fig 1. Kolb's Experiential Learning Cycle (1984)
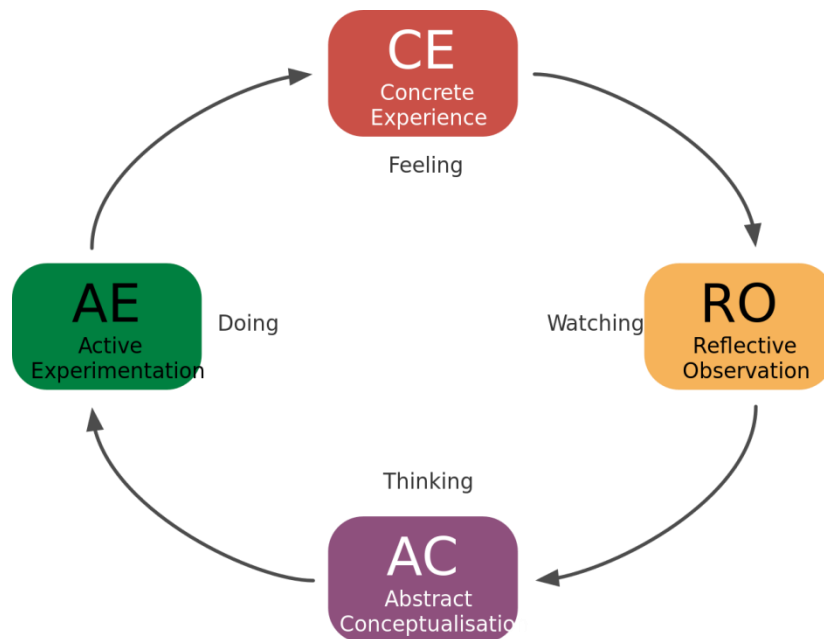
This model provides a holistic outlook on the learning process, it is multi-linear of adult development, both of which are consistent with what we understand about how we learn naturally, how we grow and how we can develop.

1.2. EUMentoring Goals

EUMentoring are facilitated in a non-directive manner, but a directive approach is used when appropriate e.g. when an individual might be about to undertake risky or damaging actions which can be foreseen. The size of group dictates the level of direction required. Larger groups tending to be led in a more directive fashion than smaller ones.

Key outcomes from prior experience show that we can **learn from mistakes**. Research from Argyris (1993) found learning still occurs whenever errors are detected and corrected.

We encourage group members to be creative, to **work outside comfort zones** and to maximise opportunities. "The comfort zone is a behavioural state within which a person operates in an anxiety-neutral condition, using a limited set of behaviours to deliver a steady

License

Attribution-NonCommercial-ShareAlike
4.0 International (CC BY-NC-SA 4.0)

"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

level of performance, usually without a sense of risk."[1] For further information please watch this video https://lifehacker.com/the-science-of-breaking-out-of-your-comfort-zone-and-w-656426705.

The facilitation should also be **future focused and solution focused**. Your facilitation will explicitly require people to commit to plans, report on their own progress, redefine goals and review outcomes.

The facilitation should also involve awareness of **group dynamics and group process**; this may occasionally require that the facilitator may have to intervene to protect someone's time. For further information about this topic please watch this video https://www.mindtools.com/pages/article/newLDR_86.htm

In addition, participants might wish to **experiment with behaviours** in the EUMentoring (with the agreement and support of their colleagues) and obtain feedback. For further information about this topic please watch this video https://www.mindtools.com/pages/article/newTMM_98.htm

Finally, contracting is important, as defining an agreement with the EUMentoring members about roles and responsibilities in order that a) you can best facilitate: b) they can get most out of the process in a climate which is conducive to learning. Agreements need to be revisited frequently and rules of operation need restating at the start of each session. More information follows on the content of contracting discussions.

2. Overview of the sessions:

Skills and competencies that participants will develop are in conjunction with the The Entrepreneurship Competence Framework model; EntreComp, published by the European Commission in 2016.[2] Participants also assess their own individual skills at the start and also at the end of the programme. Previous participants' developed the following:

- Self-motivation
- Networking skills
- Efficiency

---

[1] White, A. From comfort zone to performance management. *White & MacLean Publishing*, 2009, p. 2.
[2] Bacigalupo, Margherita, Panagiotis Kampylis, Yves Punie, and Godelieve Van den Brande. "EntreComp: The entrepreneurship competence framework." Luxembourg: Publication Office of the European Union (2016).

- Communication
- Negotiation skills
- Confidence
- Self-reflection skills,
- Assertiveness
- Leadership
- Delegation skills
- Presentation skills
- Goal setting

These are just a handful of skills and attributes that previous participants enhanced, in addition to many more.

SESSION INDICATIVE CONTENT	Suggested tools/exercises
MEETING 1 - Preliminary contracting - Personal introductions-your introduction and EUMentoring member introductions - Introduction to Action Learning - Administration and materials signatures on attendance record, check contracts signed, show and explain learning log, introductory booklet - Go through examples- approach, difference between ad- vice giving, using questions, turning questions into statements, outline way of working - Ground rule agreement Arrange individual time slots - Articulation of challenges and opportunities (you may wish to use the mind map exercise here) - Exploration of issues - Goal setting and action planning Summary of actions and learning Evaluation forms	- Thinking differently (ref 1) - Old woman/young woman (ref 2) - Wheel of skills (ref 3) - SMART &Goal setting worksheet (ref 4) - Flow theory (ref 5)

License

• Ensure you have agreed next session, date, time, venue (may be prescheduled)	
MEETING 2 • Re contracting- checking agreement on ways of working Arrange individual time slots • Progress review: discussion of successes, difficulties Articulation of new challenges and opportunities Exploration of issues • Goal setting and action planning Summary of actions and learning Evaluation forms • Ensure you have agreed next session, date, time, venue (may be prescheduled)	• Motivators to start up in business (ref 6) • Innovation- creating a market niche (ref 7) • Mind Map & ideas generation (ref 8) • Business Quick Quiz (ref 9)
MEETING 3 • Re contracting- checking agreement on ways of working • Arrange individual time slots • Progress review: discussion of successes, difficulties • Articulation of new challenges and opportunities • Exploration of issues • Goal setting and action planning • Summary of actions and learning Evaluation forms • Exchange contact information, agree any further informal networking	• Understanding values Worksheet (ref 10) • Setting Priorities- Jelly Bean Exercise (ref 11) • Preparing for interviews (ref 12): a) Story telling b) interview Questions c) Self-assessment form d) Stress Management

3.   EUMentoring Programme

EUMentoring are held in a series of 3 – 4 meetings with at least a 3 week gap in between. You will need a project administrator who liaises closely with facilitators and group members on times and dates and will handle all preliminary emails to the group members and reminders about meetings. Facilitators are encouraged to communicate with set members in between meetings so it will be useful for you to set up a defined Group containing your EUMentoring members' email addresses.

Contracting

Contracting is a crucial role of the facilitator and ensures that expectations are clarified from both sides: the programme and the learners. *Block* (1981) suggests that a contact with a client is a social contract and is developed to enable the consultant or facilitator to have equal power with the client. It forms an explicit agreement about expectations of one another of the respective parties and develops detail about how they are going to work together.

The facilitator needs to develop an informal contract and way of working with the participants. The concept of action learning and EUMentoring needs to be explained. Each new EUMentoring will begin with a contracting element which will be described in detail here.

3.1. Session 1 - Preliminary Contracting Overview:

A structured contracting session to start off the first meeting would include your personal introduction and an emphasis on engaging EUMentoring members by introducing themselves to one another.

Facilitators should provide ground rules to ensure the safety of discussion and the following:

- An introduction to the EUMentorSTEM project, EUMentoring, how they work, why this methodology has been chosen, relevant statistics and background information about the Inova methodology
- An outline of the meeting process
- Discussion surrounding the expectations about evaluation and administration procedures (initial contract signing, attendance register, evaluation materials, end of project testimonials).
- Any expectations the group members have of you as facilitator and any expectations you have of the participants, in terms of contribution or behaviour or the way meetings run.

a. Your personal introduction to the team

- Your name and role in the project.
- Personal history, how you developed your career
- Length of time in your role, fields you have worked in and your career route.
- Professional qualifications if relevant, credibility to be able to facilitate.
- Explain your role- process expert rather than technical expert.

Once this has been mentioned, please give out any relevant materials, learning logs, handouts, and files. Ensure all attending have signed the attendance sheet and mentoring agreements have been signed.

b. Engaging EUMentoring members by introducing themselves to one another

This need only be brief at this initial stage. It can help to give people a framework to contain their introduction and a set time e.g. two minutes. Write these headings on flipchart paper and ask them to inform each other on their:

- Name
- Background (only what they are comfortable sharing – perhaps previous jobs, interests etc.).
- Three challenges they face at the moment about being a woman in STEM
- What they want to achieve from attending EUMentoring

c. An introduction concerning EUMentoring

Explain how EUMentoring work; they provide a facilitated space where individuals have a dedicated time slot each to present their issues. Through questioning, the group members help them to gain more insight into their situation; the aim is to help them find ways forward in taking purposeful action. This method works because it places the learner in the centre of the situation and integrates any theoretical learning with real experience.

It enables learners to think about their options and solutions, some they might have never even thought about yet. EUMentoring colleagues may help learners look at potential consequences or outcomes; they may help learners to generate more innovative and creative ideas or find new ways to approach situations. It offers a constructive method of challenging ideas to help learners develop their way of thinking.

You may also wish to include some information on the benefits for migrant women (this could be taken from the Needs Analysis Report relevant to your country).

d. Establish the meeting process; give a brief description of how each meeting will work.

The general process of what happens in EUMentoring is as follows:

EUMentoring have a trained facilitator who helps shape the sessions. You meet for 3-4 hours per session. Each person has allocated time to explore an issue they are facing. The facilitator helps participants to develop action plans to go forward and test out new ideas or implement solutions.

Participants then bring issues back to the EUMentoring at the next meeting. EUMentoring colleagues can help hold participants to account, giving them confidence to push themselves out of comfort zones. Participants report back to the EUMentoring to review achievements, difficulties and successes they have built upon. Learning is about being resilient in the face of difficulty. Participants may not achieve everything that they set out to achieve, however they will be encouraged to review difficulties and learn from them and find ways forward or new paths for action.

You may wish to refer them to the diagram of the action learning model or draw one of your own on a flip chart to explain this process. The diagram is also in the learner pack.

e. Communicate expectations about evaluation.

It is a requirement of participating in each programme that EUMentoring members agree to take part in evaluation. At the end of all EUMentoring evaluation forms should be completed at the end. Please note that the response rate if not as effective if you allow people to take the form home. Allow ten minutes at the end of the session for them to be completed. Materials are contained with the evaluation section of each participant's learner pack.

f. Administration procedures: initial contract signing, attendance register, evaluation materials.

At meeting 1 there is a requirement for the following administration:

Provide each participant with two copies of the EUMentoring agreement (see learner pack for example). Ask them to read them and sign and date both. The participant retains one for their records. The facilitator collects the second copy and keeps for the project records.

At the start of each meeting participants are asked to sign in on the attendance register. This is an important record for the project and provides evidence to funders that the event has taken place. Please retain it.

License

Please explain that participants may be contacted at the end of the programme for feedback outlining any learning and achievements. It is helpful if participants can log their progress. You could encourage them to keep a learning log (see learner pack) or private diary on their thoughts, goals and progress reviews. Give examples of what might be considered outcomes, where possible quantitative measures, for example:

- Created a tailored CV to the field that the participant specialises in
- Applied for 3 jobs
- Feedback from 2 job applications
- Enrolled onto a course specific to the participants field

These are just couple of examples for trainers to see outcomes that reflect S.M.A.R.T. goals the facilitator ensures the learners come up with S.M.A.R.T goals and see their action plan through.

g. Discuss any expectations the group members have of you as facilitator.

This will vary according to your facilitation style and experience, but you might check the following:

- How much does the participant want to be challenged?
- Do they have any particular requirements or sensitivities?
- Do they require group or individual feedback?

h. Exchange any expectations you have of them in terms of contribution or behaviour or the way meetings run.

It is worth reiterating your expectations about confidentiality.

- What do you expect about openness and honesty?
- Explain your expectations about doing work between meetings whether that is logging progress, reflecting, preparing for next sessions.
- Attendance; explain any expectations you have regarding attendance, participants informing you of non-attendance, timekeeping, communicating with you or others if there are problems or also any emergencies.

i. Developing Group Ground Rules.

The learner pack for EUMentoring members suggests that they give thought to:

License

- Confidentiality
- Attendance and commitment
- Questioning and levels of challenge
- Giving feedback (E.g., Participant A says to participant B "you should do something about this" Facilitator could say to Participant A "could you rephrase your question please using the NLP handout?")
- Respect
- Use of time
- What helps people learn and understand? What hinders?

Here are two examples of methods develop ground rules:

METHOD 1

Write up a list of bullet points/questions on the flip chart headed Ground Rules:

Invite a brief discussion around each theme and. Invite people to articulate their thoughts around topics. Write them up, checking all the time that everyone feels able to sign up to what has been agreed. Probe to check that issues resonate with all. Pick up on anybody language or discomfort that might suggest there is covert disagreement. Summarise the consent.

METHOD 2

Write up the question on the flip chart headed *Ground Rules*:

Invite a brief discussion around the question. Invite people to articulate their thoughts around topics. Identify themes and agreement. Write up notes, checking all the time that everyone feels able to sign up to what has been agreed. Probe to check that issues resonate with all. Summarise the consent. Check your list in the guidance to see all angles have been covered. Introduce new ideas if anything has been missed.

An EUMentoring agreed ground rules might look something like this:

<u>Ground Rules:</u>

- We will be open to new ideas, criticisms, and we will articulate what is working and not working
- Be open and honest with one another
- Be open if we are not comfortable with level of challenge
- We will take individual ownership and action in between sessions
- We will try to develop trust to offer creative ideas
- Respect one another's ideas
- If not able to attend because of illness we will phone and get a message through to the facilitator/ group as early as possible

At the end of session one, type up the flip chart rules agreed and e mail them around to each member of the group and send a copy to the project administrator marking the e mail confidential. Print off a copy and keep it in your file to refer to. You may need to re-contract around ground rules if issues arise during the work. Check if people are happy with giving one another consent to email one another and share e mail addresses with one another. This is not usually a problem at all.

j. Introducing the Method developed by Inova

In your first session you need to give people experience of trying out the method and draw attention to the role of the presenter and conventions- e.g. asking for input and the focus on questioning rather than advice giving; an exercise or examples may be needed to communicate how to question and how to avoid advice giving. During your first session you will need to outline not only the general process of working but the behavioural elements of your role and the roles of participants.

Explain that the EUMentoring and way of working is learner led and therefore presenter led. The 'presenter' is the person speaking explaining their issues in their time slot. The presenter is encouraged to state what they need and to regulate contributions from others if too directive or unhelpful.

If input is required the presenter is expected to initiate it, asking for input from others when required. Ensure that people understand your definition of 'advice giving', in its unhelpful

sense of directing the presenter towards a particular way of thinking or course of action. Look for sentences starting with:

'Have you tried this….?'
'Have you thought about this option …?'

Explain how statements may be focused on a questioner's experience when the focus should be on the presenter.

'When I managed a business, we used to….'
'When I was in charge I found that…'

Tools for working with EUMentoring participants:

Give people an opportunity to practise turning statements into questions. Refer to the exercise on page 2 of their learner pack.

Tips for participants on communicating in a EUMentoring

Try to avoid giving advice; it is tempting to offer a story of your experience in a similar situation or details of how you did something but this may not be appropriate or relevant and could detriment the participant's confidence. The main focus should be on questioning. If you feel yourself making an observation or a statement, try to turn it into a question. Do consider that we also disguise our advice in questions. Leading questions also contain the main ideas we hope to lead the individual with. Sometimes language can be too forceful. If you hear yourself saying, *should, must, ought*, you are probably offering advice. You could explore unhelpful comments such as: 'If I were in your situation I would…..'

However also give an example of when advice, if asked for, might be constructive.

For example

A presenter might ask for advice about contacts.

> 'I'm looking to secure to a job in IT. Does anyone know an agency who specialises in IT employment?'

This may be appropriate; it may help them to save time finding a new employment agency. However also offer caveats. Each individual would need to take responsibility and check out the credibility of people personally by asking for proof of qualifications and testimonials. They

License

would be expected to make a judgment for themselves concerning competence; the EUMentoring is not a substitute for professional advice.

Sometimes learning from others' experience can provide a useful shortcut. You might wish to explain about your role in offering support and challenge and how it is boundaried within the specific meetings.

4.   The EUMentoring Procedure

Your first meeting is dominated by more preliminary contracting; however subsequent meetings generally follow a similar process but may differ in the type of exercises you choose to work on with the group depending on individual and group needs.

Here is more detail about the process within each stage of work:

4.1. Checking in

This is the introduction when you find out how people are, what they have been working on, what challenges they have been facing, what progress they have made, their review of any changes. It helps to structure a format. You might wish to write the following on the flip chart to help structure the individual presentations.

- What's been happening?
- What actions did you take?
- What progress have you made?

4.2. Describe the current challenge(s)

At this point the individuals have separate time slots for airing issues. Allocate equal time for each person leaving enough time for a summary and evaluation at the end. Establish a turn-taking order. Then in this section the 'presenter' talks about the issue they wish to discuss at the moment. The 'presenter' (the person airing the issue) gives enough information to give the EUMentoring members an understanding about what they are facing.

Writing down '*My problem or issue I want to talk about is*…'.and allowing individual thinking time prior to starting this stage can help individuals to clarify key issues per session.

Then the EUMentoring members question the presenter. At the early stage questions are probably information questions to provide enough understanding to grasp the context. It can be time consuming to do 2 rounds, 1 for a check in, the second to air the issue, so decide if

16

License

it's best to combine the check in with the airing of the issue. This will depend on numbers, time available, and talkativeness of the members and complexity of issues. If this is your approach add other questions on the flip chart to structure the format. You are enabling the presenter to articulate and describe their issue at this stage.

1. What's your key priority/challenge?
2. What do you need help with today?

It can sometimes be difficult for participants to prioritise their tasks and identify what needs to be done and when, in order to achieve their goals. Some questions that may help include:

1. What is the barrier between you and completing the required task?
2. What makes you procrastinate
3. How important is your issue on a 1-10 scale?
4. How much energy do you have for a solution on a 1-10 scale?
5. What task should be tackled first?

Some issues are complex so sequential goals are required to achieve a solution; therefore it is important to be flexible. It is also vital to be aware when a participant is flitting from one issue to another that it might be symptomatic of other issues which may need tackling, confidence, poor self-organisation, fear of failure, or procrastination in avoidance of committing to one decision.

You will use your judgment as a facilitator when to probe usefully to maximise learning. There can be value in exploring why actions have worked and why things don't work at the check in stage too.

4.3. Exploring the issues

Participants are encouraged to explore each other's issues by questioning. Through this exploration, it should lead to insights or solutions for their own personal challenges.

The facilitator must judge whether to offer some input on how to question here, particularly in the early stages. It may be necessary to explore open and closed questions, hypothetical questions, discovery questions and leading questions. Discovery questions also help uncover the hidden assumptions and limiting beliefs that may be preventing the individual from taking useful action.

4.4. Developing solutions, options, alternatives for action

The process then moves onto resolving issues or resolving them slightly; sometimes

17

opportunities may have been explored so there may be further actions identified rather than solutions. This stage is characterised by people moving from 'not knowing' to 'knowing what to do next'.

4.5. Summarise action and learning

At this stage the facilitator should ask participants to summarise their actions and verbally commit to goals or actions. There are a number of tools in the packs for people to use such as: goal and task worksheets, personal development plans, an exercise which enables participants to explore emotional and underlying values and tasks.

These specially designed forms for logging learning which can be used at the end of sessions to help the summary stage (see learner pack). In session 1 you may also need to pay some attention to SMART goal setting which will help them undertake credible actions which can be measured.

The most interesting and important things I am learning from my circle members.

What I'm learning about myself from others in my circle...........

Other Mentoring Circle members
The most interesting and important things I'm learning about others....

1. Circle member (Name) _____

The learner pack contains the following information:

4.6. Goal setting tips

If you write your goals down you have more chance of achieving them. Visualising goals also helps to make them come alive. Before you start to write goals think about the following questions.

- What time do you have available?
- Is it a very large goal that needs to be split into sub goals?
- Do you need to gain support to achieve your goals? Who from- colleagues, your partner, staff? How will you do this?

18

License

Top logos: EU MENTOR STEM, inova consultancy, Funded by the Erasmus+ Programme of the European Union

+ Can you organise goals into a framework- Short term, Medium term, and Long term?
+ Do you know other people who have achieved goals like this? Can you learn from them and model your behaviour on their success?
+ Are you able to write your goals using the *SMART* format?

SPECIFIC

MEASURABLE

AGREED

REALISTIC

TIME-BOUNDED
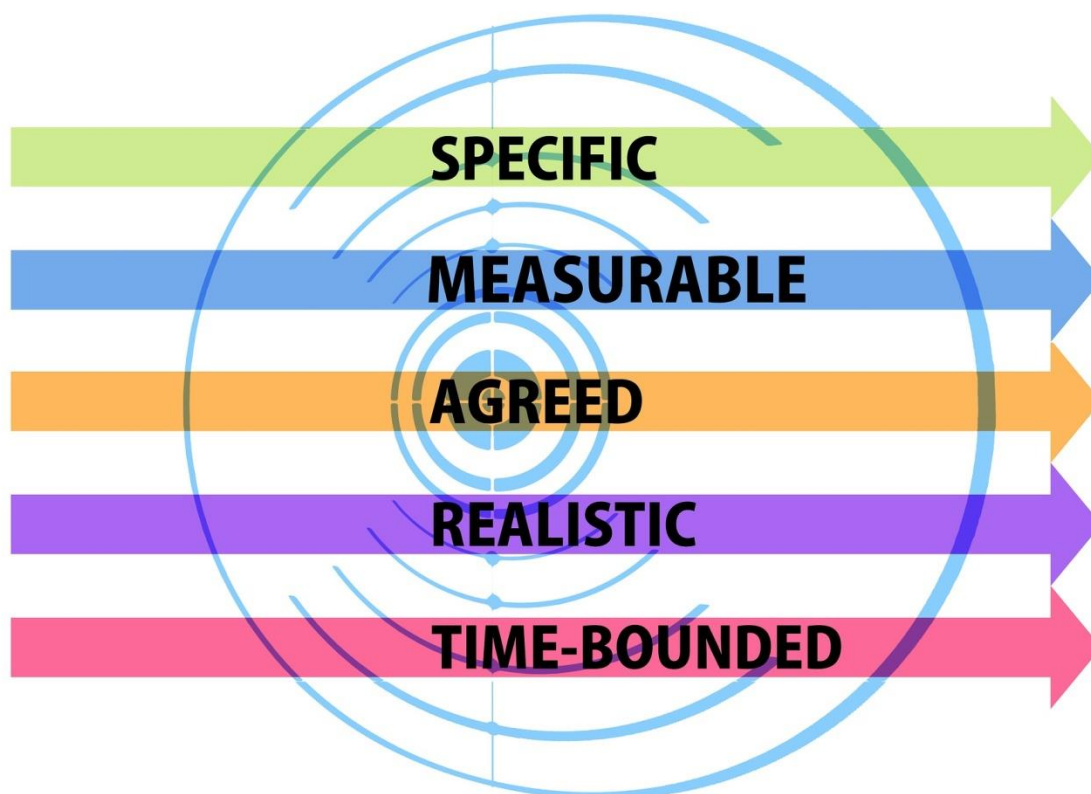
5. EXERCISES

Exercise 1: Thinking Differently

III	This exercise aims to encourage participants to understand how easy it is to get stuck in certain thought patterns or problem-solving behaviours rather than thinking more creatively and applying new ways of solving problems each time a problem comes along.
IX	Write out the three images on a flipchart. Ask participants what the first image is- most people will eventually say 'a 3 in Roman Numerals'. Ask participants what the second image and third image is. Then ask them how they could turn the second image into a 4, and how they could turn it into a 10. Then ask how they could turn the second
X	image into a 6. Most people will try adding a I by the right hand side of the upper V of the X. Then write the solution – write the two letter SI next to the X to make SIX.

Exercise 2: Old Woman/Young Woman

Seeing Things Differently...

Step 1 Ask participants what they see when they look at the picture?

Who can see an old lady? Who can see a young lady?

Most people look at the picture and see one first - either the old or young lady. If participants can't see both, ask someone else to take a look and see what they can see. Ask another group member who can see both to explain how. Discuss the following questions with the group: How did they feel if someone else saw something different to you and you couldn't see it? Maybe they felt frustrated, annoyed, stupid, curious, amused? Can they see both now? Could they go back to only seeing one?

The meaning of this exercise is that we often get 'stuck' seeing ourselves or our lives in certain ways. Ask participants to try and look at hobbies and interests and see if any of them could help them in their career. For example, they've always been a keen cook at home but you haven't thought about turning the love of making home-made chutneys into a business. Encourage participants to look at themselves differently- as someone would who didn't know them very well. What skills/passions would they see?

Exercise 3: Wheel of Skills

License

WHEEL OF SKILLS
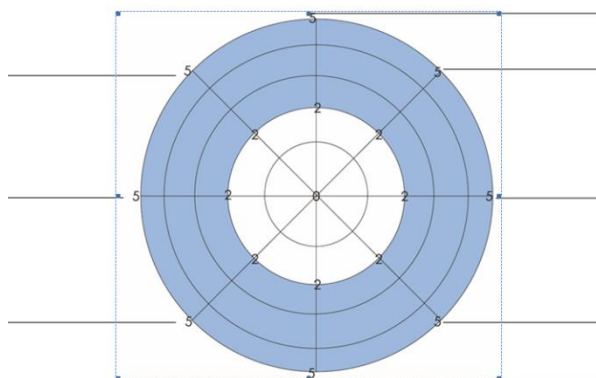
The aim of this exercise is to help participants to understand what skills are useful in finding a job and to think about how they would rate themselves on their confidence level in this skill currently. Participants add new skills to the general list of skills and then choose the 8 skills they think are most important to their career and write each skill on each of the lines by the side of the wheel. For each skill, ask participants to rate how confident they feel in this skill from a scale of 0-5 where 0 is not confident at all and 5 is extremely confident. Then ask participants to join up the Xs on the wheel.

A general group discussion following the exercise helps participants to see ways they could increase confidence in their skills where necessary or to see what skills they have confidence in currently to use these to their best effect.

Exercise 4: Goal Setting Worksheet – Action Plan

Participants can be led through the information on setting goals before choosing 3 goals to work on throughout the EUMentoring programme. Remind participants of the SMART methodology when setting goals and make sure they're clear of the breakdown of tasks in order to achieve each goal.

License

GOAL SETTING WORKSHEET

GOAL STATEMENT:		
MEASUREMENT OF SUCCESS:		
TASKS	DEADLINES	PROGRESS

Exercise 5: Flow   **Theory**

The flow experience occurs when both skills and challenges are high. A typical activity starts at A, with low challenges and skills. If one preserves the skills will increase and the activity becomes boring (B). At that point, one will have to increase the challenges to return to flow (C).

This cycle is repeated at higher levels of complexity through D and E. In good flow activity these cycles continue almost indefinitely.

After explaining the theory ask participants to engage in a discussion about their anxiety and boredom and the impact this has with regard to procrastination. Ask them to think about strategies to move into flow. Ask them to provide you with examples of times when they have been in flow and what motivated this.

If a participant notices arguments related to intercultural conflict they should feel confident and prepared enough to address it rather than feel anxious and procrastinate about a solution to the conflict.
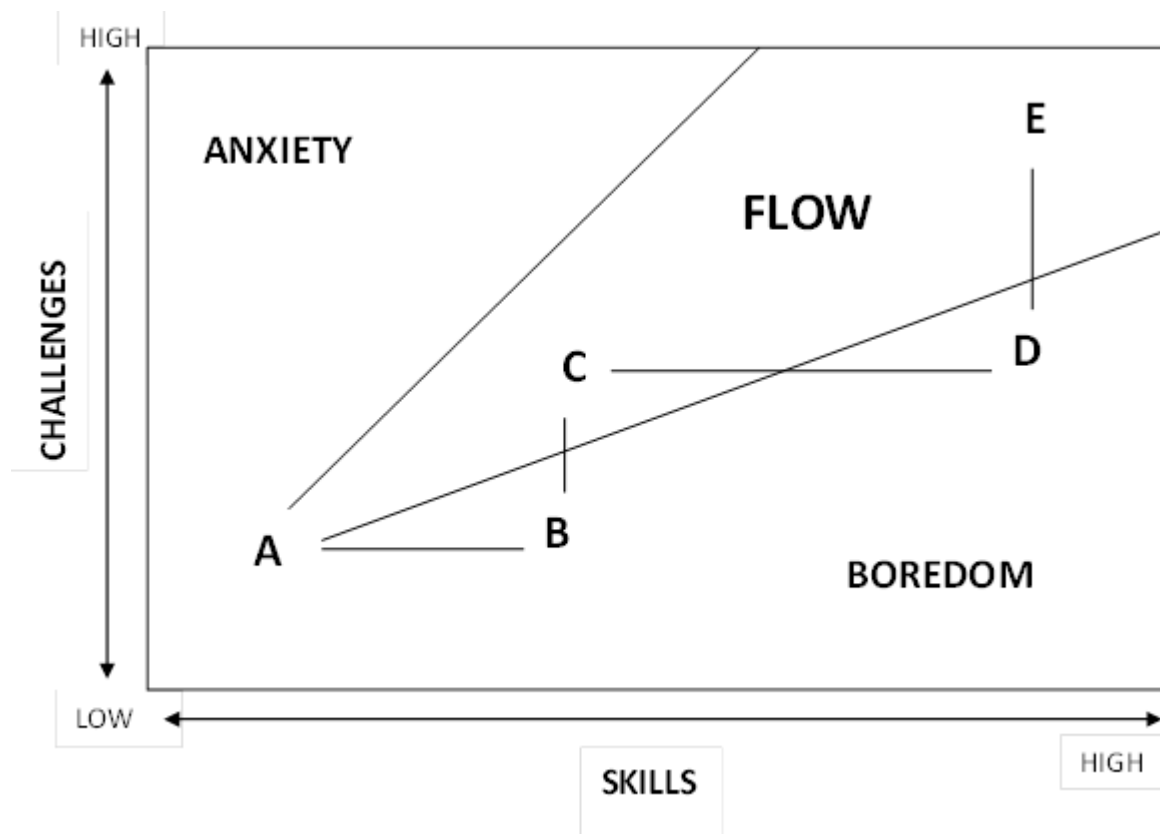
License

After explaining the theory ask participants to engage in a discussion about their anxiety and boredom and the impact this has with regard to procrastination. Ask them to think about strategies to move into flow. Ask them to provide you with examples of times when they have been in flow.

Exercise 6: Motivators in Business

Encourage participants to engage in a discussion about what motivates them in general and to start thinking about what would motivate them in a potential business. Look at internal and external motivators and encourage participants to complete the table thinking about their own personal drivers and motivators.

Internal and external motivators

Exercise 7: Innovation & creating a market niche

After explaining example of a beauty salon and the way they decided to innovate, ask participants to reflect on their own business niche if they have any or think of possible business ideas with a STEM background. What innovations are they bringing into the business? Are they aware of the needs of their target group?

License

Exercise 8: Making a Mind Map

Drawing their situation, ideas, skills as a mind map is a good way to express the complexity of progressing in their careers. Here are some tips to give to participants.

- ✓ Use key words
- ✓ Start from the centre of the page and work out
- ✓ Make the centre basic and clear
- ✓ Use colour to depict themes, associations and to make things stand out
- ✓ Use highlighters

24

Research
- Represent women in STEM fields
- Build connections

EU MENTOR STEM

Problems / challenges
- Lack of confidence
- Worried about skills not being advanced enough
- Finding work
- Motivation
- Language barriers
- No self esteem
- Returning to work

Concerns
- Worried about going back to work
- Lack of diversity at work
- Using skills and finding the right job for me

Opportunities
- Networking
- Meeting new people
- Get back into work
- Becoming an entrepreneur
- E. Learning activities

Support
- Develop confidence
- Empowerment
- Mentoring
- Coaching
- Online community

Exercise 9: A Business Quiz

Remind participants that this is just a quick fun quiz about business but they can complete it in order to start thinking about their answers to the questions and how ready they feel. Encourage all participants that regardless of their final score, they can still think about owning a business and self employment, but they may need more support to plan and gain business advice in order to feel more prepared. (See handout: Exercise 9: Business Quiz)

Exercise 10: Understanding your values

The following exercise will help you understand personal values and which ones are most important to you in addition to the priority you give to them. If participants can make their actions run in harmony with their values, they may find that you feel more in control of your life and more satisfied with the decisions you make.

Using the following scale, rank each value according to its importance to you:
1 = very important
2 = quite important
3 = not important

	Good Health		Freedom to live where I wish
	Many close friendships		Time to myself
	A large family		Enjoyment of arts, entertainment, and cultural activities
	A fulfilling career		A life with many challenges
	A stable & happy partnership		A life with many changes
	A financially comfortable life		Opportunity to be a leader
	Independence		Helping those in distress
	Creativity		Physical fitness
	Religious/spiritual activities and belief		Opportunity to establish roots in one place
	Having children		Opportunity for physical activities
	A variety of interests and activities		An exciting life
	Freedom to create my own lifestyle		To live according to strong moral values
	Owning a house		Opportunity to teach others
	A happy love relationship		To write something memorable
	Fulfilling careers for me and my partner		A chance to become famous
	Contributing to my community		To help others solve problems
	Abundance of leisure time		To make lots of money
	Ability to move from place to place		A chance to make social changes
	A stable life		To be remembered for my accomplishments
	A life without stress		Opportunity to improve the world we live in

Please list any personal values not found above:

_____

_____

26

License

Next step: Once you have ranked all the above personal values; circle your 5 most important values.

Exercise 11: Setting Priorities – The 'Jelly Bean' Exercise

Participants are given 15 Jelly Beans (using sweets works well as participants can eat them as a treat but any counters would work as well) and 6 cups.
Ask participants to brainstorm their priorities in life and write these on a flipchart: examples of common priorities are family/friends; freedom; security; money; reputation; status; love relationship; making a difference; work-life balance; health, etc. Each participant should choose the 6 which are most important to them and write one on each cup (you can use stickers for this).

Ask participants to distribute the Jelly Beans between the cups based on how high in their priorities each cup comes and then place the cups in order from highest priority to lowest. For example:
Success = 4 Jelly Beans
Money = 4
Security = 3
Independence = 2
Fun = 1
Family/Friends = 1

Ask participants to write down the original distribution of Jelly Beans.
Then ask all the participantsto take away 2 Jelly Beans from any of the pots.
Then another 1.
Then another 3.
Then another 1.
Then another 3.

As they are forced to remove Jelly Beans, the participants will have to reconsider their priorities and the order will gradually change. Eventually, some priorities will be removed completely. Finally, they will be left with the most important priorities in their lives and can reflect on whether their current life actions are reflecting these. Ask participants to compare it to the original distribution. Are participants spending too much time at work when family is their priority? Or forgetting to take care of their health in pursuit of more success? Discuss what was most difficult for them to give up and whether setting up a business could compromise their most important priorities. These reflections are a useful way to help participants reflect on their lifestyle and how a business could fit into that.

Exercise 12: Preparing for interviews

License

a. Storytelling Exercise

This exercise helps people think about how they present themselves during interviews and is inspired by TED Talks and the book, 'Talk Like TED' by Carmine Gallo.

Participants should be given an example of a story from a successful woman in STEM and should be asked to write their own stories, no more than 2 minutes long. Ask for volunteers to share their story with the group.

Using these examples discuss whether, as listeners, the group felt engaged and inspired by the stories they heard. Discuss what makes a good story. Key things to think about are:

- Passion
- Body Language
- Engagement
- Creativity
- Appeal
- Attentiveness
- Manners
- Eagerness
- Responsiveness
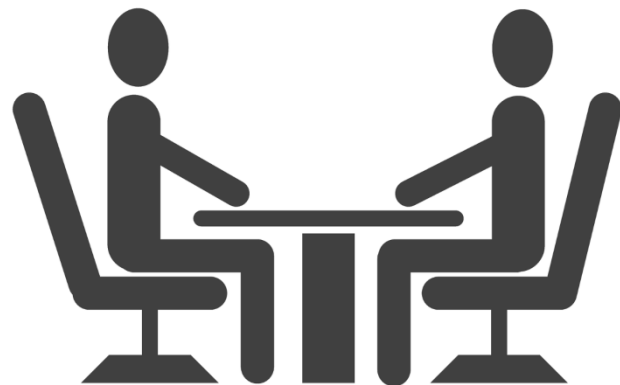
Following the discussion, show a second version of the example story which is more engaging and have the participants rewrite their own stories with these points in mind.

b. Example Questions – Interview Preparation

Potential Questions	Notes for your ideas/potential responses
Tell me a little bit about yourself	Highlight "international" skills
What do you know about our organisation and what we do here?	
What do you think you will bring to the organisation?	

How do you manage change?	Give examples of your experience of adapting to a new country
How would you describe your work style?	
What have been your main achievements to date?	

c. Interview Self-Assessment Form

Complete the form as soon as possible after your interview – reflect on the experience to use the information to help you prepare for your next interview.

Company/Organisation			
Location		Date:	
Name of Interviewer/s:			
Was I on time?	Yes / No	Was I confident?	Yes / No
Were my answers clear?	Yes / No	Was I relaxed?	Yes / No
Was I enthusiastic?	Yes / No	Was eye contact good?	Yes / No
Did I speak clearly?	Yes / No	Did I waffle?	Yes / No
Was my posture good?	Yes / No	Was I well mannered?	Yes / No
Did I sound coherent?	Yes / No	Did I fidget?	Yes / No
What did I do well?			

License

Tricky questions:
Was my research good enough? If not, why?
Anything I could have done better?
Ideas for the next interview:
Overall: Did I enjoy the interview? Yes / No   Did I do my best?   Yes / No
What happens next?

Taken from David Littleford et al. (2004), Career Skills.

d. Stress management

Try these relaxation exercises to help you handle the stress you may feel before an interview/assessment centre/psychometric testing session- or just at any time in life you need help to feel a bit more relaxed!

1. Breathing Exercise
Breathe in slowly and consciously try to fill up your lungs. Hold your breath for about 3 seconds, counting up to 3 in your mind, then slowly breathe out through your mouth. As you are breathing out, try and picture all the tension and stress leaving you with your outward breath as the air leaves your body. Repeat two or three times.

2. Releasing Tension
Tense all of your muscle groups individually and then relax them. Start working upwards- beginning with your feet: screw up your toes as tightly as possible and then hold for a few seconds. Slowly relax the muscles and let everything feel floppy! Work upwards through your body, legs, stomach, hands, shoulders and your face. By the end your body should feel lighter and looser- releasing any stored up tension.

Breathing Techniques

Stressful situations affect everyone but you can learn to control their effects through practicing some breathing techniques used by actors, to improve your performance under stressful conditions. Try and practice these techniques at home and you will find that you become better at gaining control of your response to stressful situations such as interviews.

Gain Better Extent of Breath

This exercise aims to help you increase the capacity of your lungs. As we only speak as we breathe out, increased lung capacity means that you should have better control of your answers to interview questions.

The aim of the exercise is to talk continuously as you breathe out.
1. Try and relax yourself first using the relaxation exercises above.
2. Talk aloud about anything - if it feels easier, read from a book or magazine aloud, using a single breath - the aim is to become better at using your breath to support your voice over longer periods
3. Time yourself and keep a note to see your progress
4. Repeat the exercise and you will find it becomes easier!

Try and practice any presentations or potential answers to interview questions by talking out loud to yourself and any willing friends/family members – try and get used to hearing your own voice sounding calm, confident and clear. This will boost your confidence that you can do it on the day!

If you wish to use CBT (Cognitive behavioural therapy) as a facilitator this link might be useful https://positivepsychologyprogram.com/cbt-cognitive-behavioral-therapy-techniques-worksheets/#cbt-tools.

Exercise 13: Collage

Ask participants to prepare a collage with meaningful things for them.

License

6. ENDING MEETINGS

Finally ascertain what people have learned in the session. What have they learned about themselves; and about their problem or issue? Have they learned anything from others? What were the most useful questions? What impact did they have?

Both formative and summative evaluation is required. All the materials are contained with the evaluation section of each participant's file. During or before meeting 1 please ask the individual to complete the self-rated Profile Evaluation form which gets them to rate themselves across a range of competencies and skills (available in Annex).

The facilitator keeps this form from each participant securely and presents it to participants again at the end of session 3 to compare any changes in skill rating. Forms should also be completed at the end of each session. At the last session, ask individuals to complete their second summative self-rated *Profile Evaluation (At the end of the journey)* (available in Annex).

If facilitator believes group dynamics are really good encourage participants to give feedback to each other about growth and competencies developed during the last session.

Facilitator's Learning Log

After each session, the facilitator fills in the Facilitator's Learning Log.

6.1. Closing meeting 1

- Ask people to summarise their actions and comment on any learning for the session.
- Ask learners to fill in the Skills tracker available in the Learners' Pack.
- Remind participants about the Learner's Learning Log as an option form to fill in after each session.
- Explain any arrangements for encouraging group members to hold one another to account. You may decide to ask people to allocate a 'chasing buddy' to their left around the table. This person chases them up, asks about progress and generally checks informally on their success in between meetings. This can also help to build relationships more strongly within the group and help to widen networks.
- Ensure everyone has the date of the next meeting in their diary and has venue information.
- Confirm any action you will take e.g. emailing the ground rules agreed.
- Close the session by asking people to complete the relevant evaluation form.
- After the session complete the Facilitator's Learning Log available in annexes.

6.2. Closing the final meeting

- Ask people to summarise their actions and comment on any learning for the session and to complete the final outcome form (see learner pack).
- Close the session by asking people to complete the relevant evaluation form for the final session.
- Ensure the self-assessment and group evaluation end of journey assessments are complete.
- Remind participants that the project team may make contact to gain feedback/ quotes regarding learning outcomes.
- Confirm any arrangements for continuance or informal networking outside of the group.

6.3. Evaluation

7. ANNEXES

7.1. EUMentoring Profile Evaluation (At the start of the Journey)

Name: …………………………………………………

Date:………………
…

Please Evaluate yourself at this present time

1 =
Poor
5 = Excellent

	Skills and Attributes	Please Tick Box				
		1	2	3	4	5
1	Self-Motivation					
2	Networking Skills					
3	Efficiency					
4	Communication Skills					
5	Knowledge of how to motivate others					
6	Negotiation Skills					
7	Confidence					
8	Self-reflection skills					
9	Knowing how and where to get support when needed					
10	Knowing what I want next					
11	Sense of achievement at work					
12	Assertiveness					
13	Leadership Skills					
14	Problem Solving Skills					
15	Sensitivity to others					
16	Enthusiasm					
17	Management of Stress					
18	Delegation skills					
19	Presentation Skills					
20	Sense of humour					
21	Building new relationships					
22	Time Management					
23	Goal Setting					
24	Getting things done					
25	Understanding what's important to me					
26	Knowing clearly what I want to achieve					
27	Knowing clearly what my limitations are					
28	Work life balance					

License

7.2. EUMentoring Profile Evaluation (At the end of the Journey)

Name: …………………………………………   **Date:……………**

Please Evaluate yourself at this present time

1 = Poor
5 = Excellent

	Skills and Attributes	1	2	3	4	5
		**Please Tick Box**				
1	Self-Motivation					
2	Networking Skills					
3	Efficiency					
4	Communication Skills					
5	Knowledge of how to motivate others					
6	Negotiation Skills					
7	Confidence					
8	Self-reflection skills					
9	Knowing how and where to get support when needed					
10	Knowing what I want next					
11	Sense of achievement at work					
12	Assertiveness					
13	Leadership Skills					
14	Problem Solving Skills					
15	Sensitivity to others					
16	Enthusiasm					
17	Management of Stress					
18	Delegation skills					
19	Presentation Skills					
20	Sense of humour					
21	Building new relationships					
22	Time Management					
23	Goal Setting					
24	Getting things done					
25	Understanding what's important to me					
26	Knowing clearly what I want to achieve					
27	Knowing clearly what my limitations are					
28	Work life balance					

License

7.3. EUMentoring Programme Agreement

(Insert name of facilitator's organisation) Our commitments as part of the EUMentorSTEM Project:
We agree to:

- ✓ Place you in a EUMentoring (provided that we have a suitable and available facilitator for the group)

- ✓ Monitor your EUMentoring and ensure that you meet at least 3 times over a 4 month period

- ✓ Provide you with support during your involvement in the EUMentoring programme

Your commitments
You agree to:

- ✓ Attend all meetings with your EUMentoring (at least 3 meetings; more meetings can be agreed by the participants)

- ✓ Notify your facilitator if you are unable to attend a meeting (at least 2 days in advance)
- ✓ Complete all necessary paperwork, and return to us: a) Evaluation forms after each session and b) your action plans
- ✓ Actively participate in the EUMentoring

Confidentiality:
I agree that I will not disclose any confidential information that I may be privy to in the EUMentoring to any outside party, without the prior consent of the facilitator and group participants involved.

Copyright
EUMentoring based on the Mentoring Circles™ methodology, materials, images, and activities are the intellectual property of Inova Consultancy Ltd and are protected by UK and international copyright laws. All material and activities are distributed under the CC BY NC SA license.

Other:
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………
Name
Signature:
Date:

License

7.4.   NLP Questions handout

Listen for	You make me feel like I'm not perfect
Question	How does what he is doing cause you to feel imperfect?

Listen for	When you turn away, you don't think I'm good enough for you
Question	How does her turning away mean that you are not good enough?

Listen for	He doesn't think that I'm good enough
Question	How do you know?

Listen for	I must succeed
Question	What would happen if you didn't?

Listen for	I can't stay in a relationship
Question	What prevents you?

Listen for	My decision limits me/ I believe that
Question	How are you deciding to limit yourself now?

Listen for	I can't learn

Question	What do you believe you can't learn?

Listen for	I'm not sure.... I'm stressed....
Question	About what?

Listen for	They aren't sure
Question	Who, specifically?

Listen for	She's more sure
Question	Compared to whom or what?

7.5. Evaluation form

Evaluation Questionnaire: EUMentoring 1

INSERT DATE HERE AND VENUE

1. What were your expectations for today's session?

2. Has today fulfilled these expectations?

3. What are the three things you have learned about your issues today?

>

>

>

4. What was the most worthwhile thing about your group session today?

5. Is there anything you would like to have changed about the session?

6. Is there something you could do personally to make sessions more effective and/or productive?

7. What stands out for you today in terms of how this EUMentoring is working out?

License

8. Please add any further comments in the space below e.g. anything you particularly enjoyed or if you would like to cover a particular topic in the next session:

Name: ……………………………………………………….

Date: ……………………………………………………

Thank you! Please return this to your facilitator.

7.6. Learner's Learning Log

- What did I do?

- How do I think/feel about this?

- What did I think about but not say (or what did I want to say but did not)?

- How well (or badly) did it go?

- What did I learn?

- What have I achieved?

7.7. Facilitator's Learning Log

Pilot (   )   Session (   )

- What was your experience of delivering the module?

- How do you feel the participants engaged with the materials?

- Is there anything you would change in the content or delivery of the module?

- Any other thoughts/reflections?

- A completed example of the Facilitator's Learning Log is available in annex.

7.8.   Example Facilitator's Learning Log completed

Module 5- Becoming intrapreneurial

What was your experience of delivering the module?

Participants were very engaged and they could now relate better to the intrapreneurial skills needed for finding a job. They could also relate much better to their experiences and skills while appreciating their differences and their own identities as migrants.

How do you feel the participants engaged with the materials?
The creative CV tools and interview role play exercises were well .With regards to the CV, it was interesting how many of the learners had neglected to update their CVs on a regular basis and therefore they did not have a CV ready to give an employer. A discussion followed on how to get around gaps in a CV, how to be creative and how to change a CV depending on the job that is being applied for, for example making skills stand out. A CV template was given to learners to support them with their extended learning.
Overall timings of the session worked well and feedback from the learners was excellent/very good. The "interview role play" gave learners a great opportunity to put into practice what they had learnt during the previous modules.
The collage activity was a great topic to include during this session in order to wrap up all the participant's learning in images and metaphors. Participants enjoyed this activity very much as they felt they could express their learning in a creative way.
The final skills assessment was a great tool for participants to reflect on their skills development. All made tremendous progress and thus all participants increased their self-efficacy, which was one of the main aims of the Migrapreneurs stage 1 pilot.
Peer support and peer assessment were also encouraged and this worked extremely well for this course. Feedback at the end of the course reflected this and learners were signposted to other new opportunities for continued learning and self-development.

Is there anything you would change in the content or delivery of the module?
I would have encouraged them more to have more hours as "extended learning" homework to

License

update their LINKED-IN page and to update their CVs

Any other thoughts/reflections?
Facilitating the Migrapreneurs programme Stage 1 in the UK was a real pleasure. Despite having facilitated these similar workshops for many years I have never had the opportunity to have so much international talent in one room. Delivering training always bring interesting challenges and new things to learn. One of the most important key lessons during the recruitment process was to be aware of the participants' personalities and learning styles in order to match them accordingly to the different groups. Overall the whole journey was a success with migrants being eager to meet other migrants in similar situations and share information and experiences with them. Getting more focused on their business ideas and also having fun and feeling engaged and energised by the process were the main aims for the sessions set by participants and, as a facilitator, I was dedicated to supporting the learners during this process.

We received a significantly positive and valuable feedback from the participants that helped us to understand the problems faced by migrants when setting up a business or thinking about entrepreneurship. In general, the modules helped migrants to try reducing any negative self-image perceptions; to remember the joy of their journeys from their home country to the UK; and to turn challenges into a positive force as they try to move their business ideas forward. It was particularly interesting to receive the feedback of a participant who had attended many workshops in Sheffield and which she thought this was the only one she could relate to as it was only aimed at migrants.

Overall the main of the programme was to increased self-efficacy in participants and this was achieved successfully. As self-efficacy is conceived as a dynamic set of self-beliefs that are linked to particular performance domains and activities, the personal accomplishments of the participants were able to exert the greatest influence on their self-efficacy. This was seen in the group as the ability the migrants had to persist and succeed with a task. In addition, the module's methodology was able to challenge paradigms. By influencing and challenging the participants' beliefs they held regarding their power to affect situations, it strongly influenced both the power the participants actually acquired to face challenges competently and the choices they were most likely to make. As seen in the chart below.
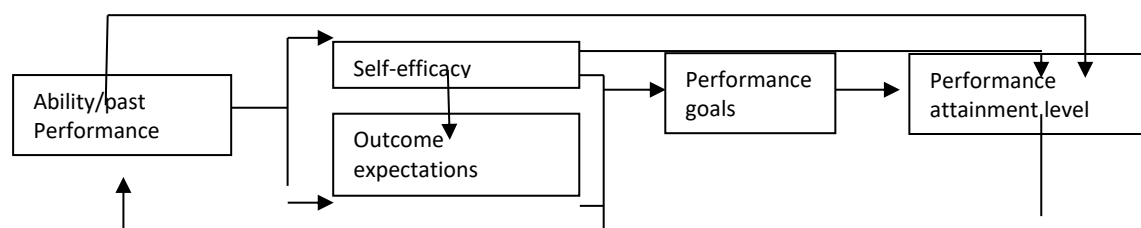

Figure 1. Model of Task Performance (Lent, 2005)

People base their self-efficacy and outcome expectations partly on their perceptions of the skills they currently possess and of how well they have performed and what outcomes they have received under relevant performance conditions in the past. Self-efficacy and outcome expectations, in turn, influence the level of performance goals that people set for themselves. Therefore, we were able to identify in our participants a stronger self-efficacy and positive outcome expectations which in turn promoted more ambitious goals which helped to sustain performance efforts.

License

©①⑤⓪
Attribution-NonCommercial-ShareAlike
4.0 International (CC BY-NC-SA 4.0)

"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

We also noticed that an increased in self –efficacy promoted an entrepreneurial spirit. This is supported by the idea that career interests are more likely to blossom into goals when people experience strong environmental support in relation to their preferred career paths. This is why it was important for the trainer to acknowledge the participants' self-efficacy and made them realise it themselves. . The trainer must guide the trainee in knowing his/her interest, what he/she is capable of and his/her values. In doing so, the self-efficacy of the trainees increased, which made them grow their employability and were therefore more likely to succeed.

Finally, it is important to mention that the success of the programme was also due to the honesty, commitment and willingness to learn from all participants. After all what it is important to all of us, will always be the main engine for our success.

7.9. Skills tracker

Please fill in the table after each session with examples on how you developed your skills. You do not need to fill in all cells.

	Soft and hard skills	Session 1	Session 2	Session 3
1	Self-Motivation			
2	Networking Skills			
3	Efficiency			
4	Communication Skills			
5	Knowledge of how to motivate others			
6	Negotiation Skills			
7	Confidence			
8	Self-reflection skills			
9	Knowing how and where to get support when needed			
10	Knowing what I want next			
11	Sense of achievement at work			

12	Assertiveness			
13	Leadership Skills			
14	Problem Solving Skills			
15	Sensitivity to others			
16	Enthusiasm			
17	Management of Stress			
18	Delegation skills			
19	Presentation Skills			
20	Sense of humour			
21	Building new relationships			
22	Time Management			
23	Goal Setting			

46

License

24	Getting things done			
25	Understanding what's important to me			
26	Knowing clearly what I want to achieve			
27	Knowing clearly what my limitations are			
28	Work life balance			
29	Prioritisation skills			
30	Writing CVs/Applications			
31	Networking skills			
32	Interview skills			
3	Presentation skills			

License

3				

8. BIBLIOGRAPHY

Arygyris, C, *Knowledge for Action*: A Guide to overcoming barriers to organizational change, Jossey Bass 1993).

Bacigalupo, Margherita, Panagiotis Kampylis, Yves Punie, and Godelieve Van den Brande. "*EntreComp: The entrepreneurship competence framework*." Luxembourg: Publication Office of the European Union (2016).

Block, P, *Flawless Consulting* Jossey Bass Publications, San Fransisco USA, (1981).

Kolb. D. A. and Fry, R 'Toward an applied theory of experiential learning' in C. Cooper (ed.) Theories of Group Process, London: John Wiley, (1975).

Revans, R, The ABC of Action Learning Mike Pedlar Library: Developing People and Organisations, (1998).

White, A. From comfort zone to performance management. White & MacLean Publishing, (2009).