O3 Extra resource Additional Resources for NOW Mentors
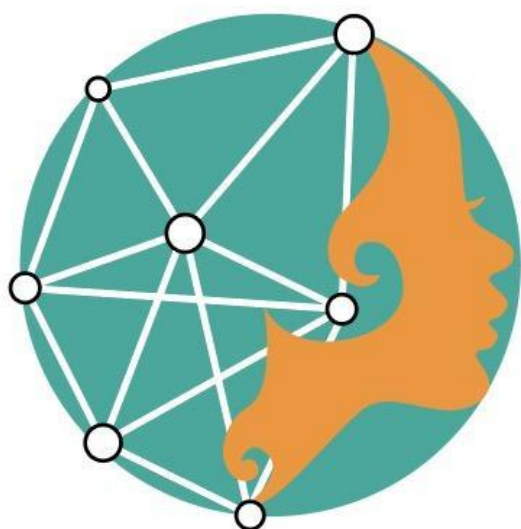
NOW
New Opportunities for Women

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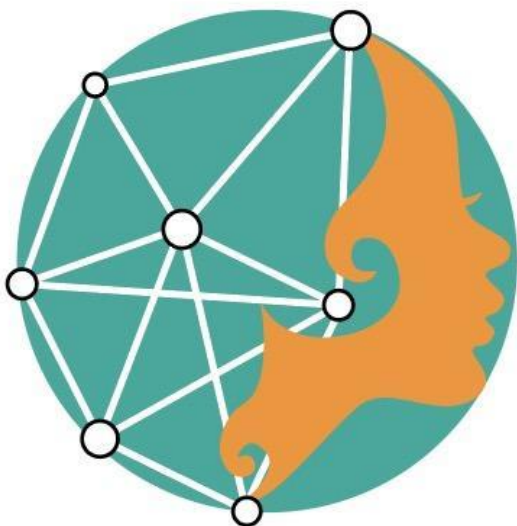
O3 Extra resource

Coaching through Acculturation:
Understanding Culture Shock

NOW
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for Women

Coaching through Acculturation: Understanding Culture Shock

Aims

As part of the NOW Mentoring Cycle Programme, FIP has produced this extra resource "Coaching through Acculturation: Understanding Culture Shock". This resource is part of a toolkit which aims to:

☑ assist NOW mentors in understanding the acculturation process, so that they can support female migrants in their mentoring partnerships who are at various stages of the process.

☑ support NOW mentors to coach female migrants through the process of culture shock, and to overcome barriers and obstacles related to their cultural assimilation, which they may be facing.

☑ This resource includes:
   #1 overview of culture shock and acculturation theory
   #2 two handouts that NOW mentors can use with female migrants to support them to understand the acculturation process and where they are on their journey

Understanding Acculturation

Travelling has become part of people's everyday life; in the globalised world international tourism, studies or business trips abroad are common events. Yet, cultural contact requires quite different psychological and cultural involvement from people depending on the type of 'cultural immersion' they undertake:

● **Tourists**: superficial, short-term immersion in the new culture, without commitment.
● **Short-term visitors**: moderate cultural contact by means of repetitive short-term visits/medium term stay relating to business, studies, volunteering, etc., without serious commitment.
● **Immigrants**: indefinite long-term stay requiring serious commitment.
● **Refugees**: indefinite long-term stay requiring serious commitment.

Four variables have key influence on the integration motivation and strategy of newcomers, and how the cultural immersion takes place in the new culture. (Ward et al., 2001) For example, the expectation to return at some stage to the country of origin lowers the commitment to the host country.

short, medium, long term

Time span

e.g. make a profit, recreate, study, volunteer, make a life in

Purpose

Involvement

Summary concept

Observer (tourist) Participant (immigrant) Contributor (experts), etc

perceptions about the ethnicity (minority)

Figure 1. Four dimensions of culture contact. "Culture-Contact-Pie"

Cultural Immersion and Acculturation Process

Cultural immersion is a powerful 'journey', which effects the individual's wellbeing, self-concept, and ethnic identity. (Brochner, 1982). It definitely takes time to learn to dive in 'open waters' in the reality of a new culture, and the deeper you dive, the more time it takes.

Acculturation process is the process of learning to cope with a new and largely unfamiliar culture (Taft, 1977, p. 122; Dow, 2011).
  ● Setting roots in a new culture is considered a significant life-changing event, which involves unaccustomed changes and new forms of intercultural contact. It is unavoidable that the acculturation process leads to some extent of **cultural shock** in everyone who goes through it. Cultural shock refers to the 'depression and anxiety

experienced by many people when they travel or move to a social and cultural setting for a long term'. (Oberg, 1960).

The **acculturation process** is not easy and no one can avoid it; at the same time, understanding the process and its steps can help to accept the challenge and cope with it. Migrants can feel that they are not alone with their feelings, and know what they experience is normal. They can share it, speak about it and don't have to fear it. Hereunder we guide you through the main stages[1]. Note, this is just a general description; but remember all individuals are unique. There can be significant individual differences depending on the level of cultural contact, the individual's personality, past experiences, cultural background, social status, etc. Some people go through the entire curve 'according to the book'; while others may skip a stage, or spend more/less time in a stage then others.

CULTURAL ADJUSTMENT CURVE

Figure 2. Culture shock roller-coaster

Stages of the Acculturation Process

The following stages are all considered key milestones in the acculturation process:

1. **Honeymoon stage – euphoria & enthusiastic acceptance**: on arrival, everything feels interesting, new. You are all curious about novelties and full of motivation to learn and discover. Your involvement in the host culture is yet superficial (like a tourist), hence you notice similarities and differences between the new culture and the original culture. In this phase most people feel full of energy, positive, ready to cooperate and cope with anything.

   In case of migrating from well established, better circumstances (e.g. on occasion of international marriages – leaving behind home, family, established personal and professional networks), or being forced to leave everything behind (e.g. refugees escaping a war), the initial honeymoon stage might be skipped and newcomers arrive directly to the second stage.

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[1] http://deltadiscovery.com/five-stages-of-acculturation/

2. **Culture shock – frustration and hostility**: the novelty begins to fade and you start to notice the darker side of the new culture, what you haven't seen before. People become more sensitive, small problems can be felt as catastrophes. Feelings of uncertainty, helplessness, frustration, lower self-confidence are common. You get homesick; miss people and familiar things – and to make matters worse, you hear that the weather in your hometown is glorious. Communication and self-expression causes struggle, and you tend to withdraw, rather than opening. It is usual to feel at this stage as if the host nationals were cold, unreachable, snobbish, and prefer to search for expat compatriots.

3. **Resentment and criticism**: this stage is not necessarily a real stage, but more like a state. It is possible, that you never experience it, or just discover it in your attitude sometimes, while you advance from cultural shock towards adjustment. When you are in this state you tend to see everything with criticism; nothing is good, nobody is friendly enough. Note that this is part of the process, yet it's better to keep on remembering yourself that this is just a challenging phase to overcome; you are a guest in a new culture. Try to resist complaining about everything to locals, since you might catch away some potential friend.

4. **Gradual adjustment – Humour**: when you arrive to this stage you start to feel more familiar with the new culture and its "logic". Orientation gets easier, you feel more comfortable and less isolated. You probably realize that the previous stages' negativity has been largely due to the hardship of acculturation; you might as well acknowledge that some aspects of the new culture can be even better than the home culture. It is still normal to experience periodic ups and downs, though. It helps a lot when the sense of humour re-appears and you become able to laugh at things (even at yourself) that previously just annoyed you.

   Only from this stage on, having 'burned through' all the previous emotional stress and reached consolidation, are people ready to enter a deeper level of cultural embedding, learning. You may identify new approaches to your life, reorganise and re-evaluate some of your important beliefs. This can be both exciting and unnerving; it gives a chance to real personal growth.

5. **Accommodation and 'Feeling at Home'**: the "new" culture is no longer new, it starts to feel homey. You have reached a certain level of comfort, social embedding (friends, colleagues) and begin to enjoy the new life experiences. Differences from the home culture don't affect you too negatively anymore and you become able to live and work to your full potential again. This state might as well honour you with a sense of success and pride, allow yourself to feel it!

The Cultural transition is a powerful 'journey', which affects people's well-being, self-confidence, and identity. Different types of cultural contact require different psychological and cultural involvement from people, depending on four main features:

- Time (short, medium or long-term stay);
- Involvement (observer, learner, contributor, etc.);
- Purpose (leisure, making money, professional or personal development, settling down, etc.);
- General concept (perceptions about one's ethnicity abroad).

All these variables have the key influence on the integration, motivation and strategy of 'newcomers' in the new culture.

Worksheets

Worksheet – Design your Cultural Contact Pie:

Following the contents of cultural immersion and the four dimensions of the cultural "Culture-Contact-Pie" explored previously, NOW mentors can lead their mentoring partner in developing their own cultural contact pie. Each "pie" must reflect their experience:

1. Before introducing the exercise, mentors should summarize once again the four dimensions of cultural contact.
2. Distribute the worksheet to design the cultural contact pie.
3. Work through designing the pie together, and then talk through each of the aspects of the pie with their mentoring partner.

In the hope of facilitating the understanding of the most important psychological and emotional challenges that migrants experience along with their cultural transition, we suggest that NOW mentors try and undertake these tasks with curiosity, humour and openness.

Create your own cultural contact pie! Use different colours to fill your pie, also using keywords that demonstrate your own experience in a different country. After filling your pie, you will present it to the rest of the class. Don't forget to take notes"

_____
"Culture-Contact-Pie"
(write your name above)

Notes about my "Culture-Contact-Pie":

_____
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Culture Shock Rollercoaster

Setting roots in a new culture are considered as a significant life-changing event, which involves unaccustomed changes and new forms of intercultural contact. In fact, learning to deal with a new and unfamiliar culture has its own scientific term, known as the acculturation process. It is unavoidable that this process leads to some extent of stress and cultural shock in everyone who goes through it.

Culture shock refers to the 'depression and anxiety experienced by many people when they travel or move to a social and cultural setting for a long-term'. The main stages that most people experience are five; however, there can be always individual differences:

1. Honeymoon stage – euphoria and enthusiastic acceptance
2. Culture shock – frustration and hostility
3. Resentment and criticism
4. Gradual adjustment – Humour
5. Accommodation and Feeling at Home

Use the "Culture shock roller-coaster" chart (Figure 2.) and ask your mentoring partner the following question: **"Where is your emotional roller-coaster at the moment?"**

1. Design the "Culture shock roller-coaster" chart together using pen and paper.
2. Discuss each of the stages with your partner and ask where they are at the moment.
3. Mark the answers in the chart and discuss what it will take to get to the next stage.

Handout:

Figure 2. Culture shock roller-coaster

O3 Extra resource

Mentoring for motivation – mentoring techniques, activities, and questions

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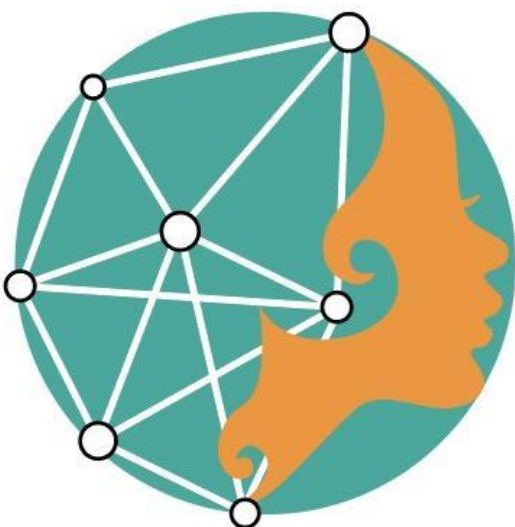
Mentoring for motivation – mentoring techniques, activities, and questions

Aims

As part of the NOW Mentoring Cycle Programme, INFODEF has produced this extra resource "MENTORING FOR LESLLA" this resource is part of a toolkit which aims to:

☑ assist NOW mentors in gaining relevant knowledge and skills about mentoring Low-Educated Second Language and Literacy Acquisition (LESLLA) females

☑ offers a practical and effective strategy to incorporate in their mentoring sessions, including:
#1 LESSLA mentoring competences and assessment tool
#2 Specific mentoring activities and questions to boost mentee's integration and position in the host community

Mentoring for LESLLA

Migration to Europe is common practice. The migrant's integration and adaptation are crucial for both the migrant and their host community.

Linguistic integration is one of the key elements that will determine the success of an effective integration and adaptation. Being unable to communicate lowers the chances of becoming a full member of the community, decreases independence perhaps due to unemployment and limits the chances of pursuing education.

Migrant women are one of the most disadvantaged groups in the EU: They suffer a double discrimination due to their origins and gender. They present a low rate of labour participation and social inclusion. Among migrant women, those who are low-educated present the greater challenges and the biggest uncovered needs.

What is LESLLA?

There is no common definition in the specialised literature of Literacy Education and Second Language Learning for Adults (LESLLA) learners. However, there is some agreement on their characteristics:

They are **adults learning to read, write and speak a new language for the first time**, which is mostly the language of the country they immigrated to.

Some of them come from pre-literate societies where print is not common, others come from literate societies but have never been to school or only have had a few years of schooling. Some are not familiar with the Latin/Roman alphabet.

In the specialised literature, adult non-literate learners can be classified in four main groups:

- <u>Pre-literate learners</u> come from an environment in which language is mainly used in oral form and not in written form
- <u>Non-literate learners</u> come from a literate culture, but had no opportunity to learn how to read and write in their first or second language
- <u>Semi-literate learners</u> have had some schooling in their own language, but generally less than six years and lack confidence in their literacy skills
- <u>Non-roman alphabet literate</u> is fluent in literacy in a language that does not use a Roman alphabet.[2]

The most vulnerable group of second language learners are pre-literate and non-literate adults. Those who have never been to school face challenges that are different from those with basic knowledge of reading and writing in their native language.

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[2] Haveron, W & Haynes, J (1982): ESL/ Literacy for adult learners. Language in Education: Theory and Practice No.49.

Mentoring for LESSLA

LESLLA professionals need to develop responsive instruction: select appropriate materials, set an instructional focus, and use relevant approaches, so that all learners have an equal chance to succeed. These professionals should keep in mind that LESSLA students will present slower progress when learning a new language due to their lack of previous study skills so the professional will need to support the student's empowerment and promote being active in their participation in their host communities.

Teaching a second language requires specific theoretical knowledge about different types of literacy needs and levels of learners. In addition, it requires a mentoring supportive approach to gain insights into the migrant's cultural and life experiences and cultural background and exchanging knowledge about the host country's culture.

Literacy teaching

Understanding how to teach adults

Acknowledging appropriate language learning strategies

Developing a syllabus adequate to the migrant women needs

Help women to apply and notice literacy around them

Social mentoring

Accompanying women in their life experience reflection

Supporting migrant women

Provide information outside the teaching and learning community

Identifying perception and values regarding education in migrant communities

Promote the community integration through language exposure

LESSLA mentoring competencies Assessment tool

As mentioned above, LESSLA learners have their own specific needs that should not be interpreted as second language learners. What's more, LESSLA learners will need a "bridging" professional to supports them in their integration.

Have you ever worked with this group? Are you ready to empower LESSLA female migrants? Rate the following statements to assess the competences required to work with this collective.

Statements	Extremely low competence	Very low competence	Low competence	Sufficient competence	High proficiency competence
I understand the key elements about adult language teaching	1	2	3	4	5
I identify and reflect on key factors of teacher preparation for LESSLA learners	1	2	3	4	5
I identify and define the literacy and second language learning needs for low-educated migrant women	1	2	3	4	5
I understand and identify perceptions and values regarding education in migrant communities	1	2	3	4	5
I have knowledge of migration and refugee experience and the meaning of cultural identity for migrant women	1	2	3	4	5
I reflect on factors that affect language learning by LESSLA migrant women	1	2	3	4	5
I apply a learning + mentoring program approach	1	2	3	4	5
I assess appropriate methodologies to provide literacy and language learning for low-educated women according to the types of literacy level of learners	1	2	3	4	5
I support migrant women in acquiring basic language skills in order to become an active member of their host community	1	2	3	4	5
Create a relationship of trust with the learner and adapt the content of the course to their personal concerns.	1	2	3	4	5
Notes / Observations					

Boosting mentee's integration and position in the host community

Appreciative Inquiry for learners

Appreciative Inquiry (AI) is one resource to help mentees learn from their experiences, find their strengths, and do more of what works well. In contrast to the more traditional problem-solving approach (find what's wrong and fix the problem), Appreciative Inquiry puts the focus on what goes well and strengthens it to move forward and keep developing.

Learning objectives

- Focusing on what leads to positive change
- Boosting personal development through the positive elements in the learner's situation.
- Improvement in self-esteem and self-confidence

Main steps

- Reflect individually on two positive stories.

The first story should focus on the purpose of personal development: Think of a situation, an example of success where the mentee showed good leadership and supported the growth of the others. It may be a long course of development, or a small story.

The second story should focus on values and good attitude: Think of a situation, an example of success where your mentee works from their values in everyday life and shows values turning into action. It may be a long course of development, or a small story.

- Tell each other or if working with a group, ask group to work in pairs

Describe the sequence of stories. Be specific about what happened, what made it so good and the feedback received around the stories. Don't hesitate in asking questions.

- Tell your mentee or the rest of the group

Retell the two stories. Be specific about what happened, what made it so good and the feedback received around the stories. Don't hesitate in asking questions.

- Closing the activity

Look for common points in each of the participants' stories. Gather all the success points that are common to the participants. Keep in mind the following questions to facilitate the closure of the activity:

What went well and why was it okay?
What can we learn from our failures? (it's okay to "fail")
What opportunities do we have now?
Which small change can give the greatest effect?
Who are we and what do we do when we work best together?
What can we make together that make everyone a winner?

Tip

Starting this exercise can be difficult as humans tend to keep the wrongs fresher than the success and rights. In order to facilitate the exercise, recommend the participants to reflect on when they have received positive feedback from others.

Required material

Paper and pen, whiteboard and flipcharts and possibilities to sit so that the learners can face each other when having the presentation round.

Activity evaluation

Letter for development
One method of working with development and follow-up is to assign a letter to oneself.

Provide an envelope to each of the participants and ask them to put their name and address on it. Share a piece of paper for each one and ask them to reflect on paper what are they good at, what do they need to develop, how to become better leaders, what they learnt, what would they bring with them and something to be reminded in three months' time. Ask the participants to close the envelope. After those three months, send them the envelopes and make a session to track all the challenges they have conquered.

Useful resources

http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.615.6954&rep=rep1&type=pdf
https://www.tandfonline.com/doi/abs/10.1080/17449640802015202

The Language Experience Approach is an effective activity for development of reading, listening, speaking, and writing skills. The Language Experience Approach enhances reading comprehension and fluency and provides ways to extend the experience by incorporating further reading, writing, and learning tasks. Furthermore, teachers can use this practical activity to explain sentence structure and help students to understand the structure of a written text.

Learning objectives

- Understand the range of backgrounds that migrant learners bring to their classes
- Identify their motivations, expectations, personal and familiar factors and how these may affect language learning
- Identify and apply learning methods for the teaching of an additional language

Activity description

The Language Experience Approach (LEA) is a literacy learning activity that promotes reading and writing through the use of personal experiences and oral language. This activity can be used in classroom settings with homogeneous or heterogeneous groups of migrants with no or limited literacy skills in their first language.

The basis for applying LEA consists of telling our own experiences to others by means of a participative process, mainly in connection with pictures, photographs or videos.

Within this process, the participants relate their personal experiences to the group, using some pictures, photographs, or videos as background. These experiences are then transformed into a transcription which will be later used for reading and writing activities. Experiences can be also performed by migrant families as a group activity, instead of being narrated, then discussed together and later transformed into a written account.

Main steps

- Select the experience

Ask each participant to choose an experience to be narrated and written; or to be performed, discussed, and written.

- Organize the activity

Plan with the class what to do and when (especially if they are going to perform). Write the plan on the board to provide the first link between the activity and the written word.

- Conduct the experience

There are two possible options: (a) Each participant narrates their chosen experience or (b) Each participant performs the experience. In both cases, it's recommended that the teacher narrates as the story unfolds, repeating key words and sentences

- Discuss the experience

Involve the participants in the discussion by asking Who, When, What, How, Where. The class might reconstruct the sequence of story, describe the experience or generate an extended text about a prompt. The teacher writes key words and phrases on the board.

- Developing a written account

Learners work all together or in small groups to develop a written account. The teacher writes and highlights key words and phrases, without making corrections yet. Peer corrections are recommended.

- Reading the account

The teacher (or a learner) reads the text aloud to the class, focusing on key words and phrases. This can be done at many different points promoting rethinking and revision throughout its evolution.

Required material

Whiteboard, markers, paper, pencils, Internet, computer, and projector. Prompts for the narration or performance of the experience: pictures, photographs, videos, songs, books, movies, shared exercises.

Tips

Several language and literacy activities can be based on the written text, and then adapted according to the proficiency level of the learners. Some examples:

- Beginning level: make the participants copy the story themselves; make them match words with pictures or definitions; delete some words and make the families fill in the blanks (use a word bank if necessary); select words from the story for vocabulary or spelling; review grammar (sequence of tenses, word order); dictate the story.

- Intermediate level: develop individually written texts about the same topic, a similar experience, or as a critique of the experience; revise and edit the text and prepare for publication; read other texts related to the topic; generate comprehension questions for families to answer.

Activity evaluation

Two combined assessment tools are suggested:

- Classroom observation

The teacher should observe the group during the activity to assess the following basic aspects:

Motivation, participation, and engagement
Different language proficiency levels
Reading, listening, speaking, and writing skills
Students' learning reflection

- Students' learning reflection

Aiming at helping students to reflect after the activity in a structured way about new lessons learned, as well as the significance of these lessons for their personal life. This significance is closely linked with the motivation to acquire additional language and could enhance motivation and performance of the participants.

They should reflect and discuss the activity, and then write down the results. LESSLA female migrants with beginning level of proficiency can be guided or assisted by the teacher when writing down the results. Is very important to allow migrants to decide the topics and results they want to talk about.

The following questions can help to guide the process:

Have we learned something new today? If yes, what was it?
What were the most important things learned during this activity?
On what do we want to learn more?
Which contents should be covered again in further language learning activities?
What do we want to put into practice immediately?

Written results will be kept by each participant as a conclusion of the activity and to be later revisited during the learning process.
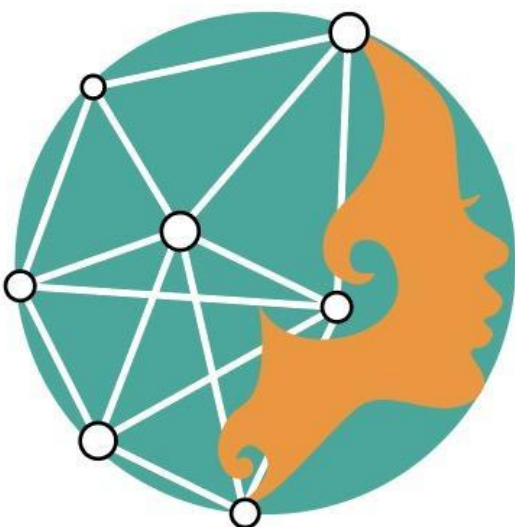
Useful resources

https://www.theliteracybug.com/using-the-language-experience-approach/
http://k12teacherstaffdevelopment.com/tlb/understanding-the-language-experience-approach-lea/
https://youtu.be/zAMdcyL1RRU
https://youtu.be/Xg3fJQrG2cA

O3 Extra resource

Mentoring for entrepreneurship – competence assessment tool and mentoring techniques

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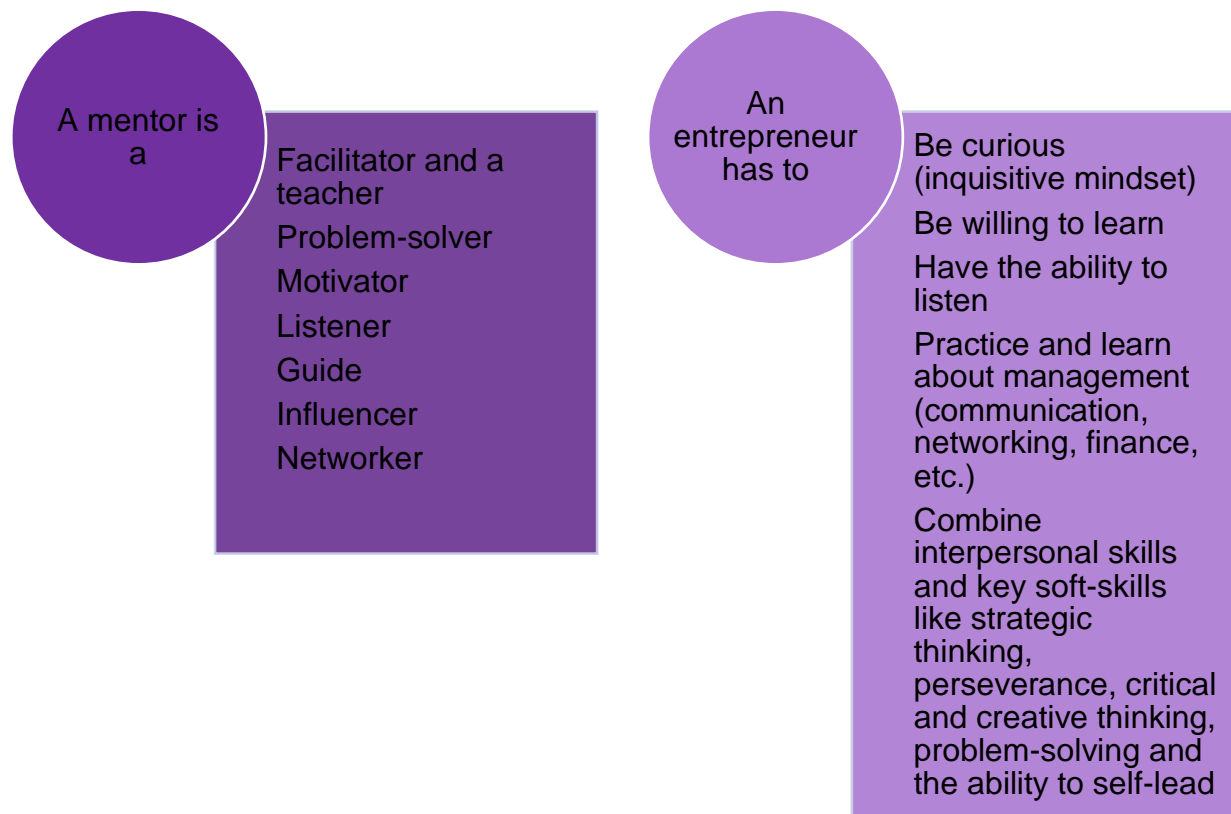
Aims

As part of the NOW Mentoring Cycle Programme, Mindshift produced the extra resource "Mentoring for Entrepreneurship - competence assessment tool and mentoring techniques" which aims to:

☑ assist NOW mentors in gaining relevant knowledge and skills about mentoring for entrepreneurial mindset development

☑ offer a set of practical and effective strategies to incorporate in their mentoring sessions, including:
> **#1** Entrepreneurial competence assessment tool
> **#2** Specific mentoring techniques to boost mentee's competences for a successful entrepreneurial path

Entrepreneurial competence assessment tool

Entrepreneurship can be described as the set of combined competences and behaviours that leads a person to recognise an opportunity to create value. Entrepreneurship and mentorship have an aligned set of competences and behaviours. This means that the abilities that define a good mentor are the ones expected from any entrepreneurial mindset.

A mentor is a

Facilitator and a teacher

Problem-solver

Motivator

Listener

Guide

Influencer

Networker

An entrepreneur has to

Be curious (inquisitive mindset)

Be willing to learn

Have the ability to listen

Practice and learn about management (communication, networking, finance, etc.)

Combine interpersonal skills and key soft-skills like strategic thinking, perseverance, critical and creative thinking, problem-solving and the ability to self-lead

Mentorship plays an important role in the development of an individual entrepreneurial mindset. An entrepreneurial mindset can be described as a set of beliefs, knowledge, skills and attitudes that drives entrepreneurial behaviour, i.e., the ability to take ownership; and be self-directed; action-oriented; highly engaged; resilient; resourceful, solution oriented; curious; creative, etc.

Entrepreneurial learning is not only fundamental for self-employment or business creation, it is essential also for personal development. Entrepreneurial learning, understood as the acquisition and development of knowledge, skills and attitudes, to develop an entrepreneurial mindset or an entrepreneurial activity, is essential in mentorship.

Mentoring for an entrepreneurship mindset doesn't provide answers but supports the mentee to identify the right questions. Below, we present a set of resources and tools to help you assess your mentee's entrepreneurial competences, helping you to define what kind of mentoring support they need.

EntreComp: The European Entrepreneurship Competence Framework

EntreCom is a reference framework that explains what is meant by an entrepreneurial mindset. It offers a comprehensive description of the knowledge, skills and attitudes that people need to be entrepreneurial and create financial, cultural or social value for others.

*EntreComp is a framework of **15 entrepreneurship competences**, structured in three competence areas - Ideas & Opportunities; Resources; Into Action - and broken down further into threads that describe what the particular competence really means in practical terms. These are clearly defined through learning outcomes – what a learner knows, understands and can do. The learning outcomes are mapped across eight different levels of progression, from beginner to expert.*

To access a full description and brief presentation of this competence framework click on the following link: Understanding EntreComp[3]

IDEAS & OPPORTUNITIES	RESOURCES	INTO ACTION
1. Spotting opportunities 2. Creativity 3. Vision 4. Valuing ideas 5. Ethical and sustainable thinking	6. Self-awareness and self-efficacy 7. Motivation and perseverance 8. Mobilising resources 9. Financial and economic literacy 10. Mobilising others	11. Taking the initiative 12. Planning and management 13. Coping with uncertainty, ambiguity, and risk 14. Working with others 15. Learning through experience

EntreComp is a free, flexible reference framework that can be adapted to support development and understanding of entrepreneurial competence in any setting. For that reason, it is a resource you must have in your toolkit!

The EntreComp into Action - Get inspired, make it happen: A user guide to the European Entrepreneurship Competence Framework[4] is another reference tool you must explore. This guide compiles ideas, resources and tools on how you can explore and work your mentee's entrepreneurship competences. Below, we provide you with an example of an entrepreneurial competence assessment test developed from the EntreCom Framework.

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[3] Understanding EntreComp: https://iefp.eapn.pt/docs/AE1_Quadro_Europeu_competencias_digitais.pdf

[4] EntreComp user guide: https://publications.jrc.ec.europa.eu/repository/handle/JRC109128

Entrepreneurial competence assessment tool

This tool was designed by Mindshift, based on the three areas defined by EntreComp, and aims at providing an overview of the level of development of key entrepreneurial competences. It can be used individually, like a self-assessment, or during a mentoring session. The result allows the mentor to design an action plan in the areas that need to be improved and further developed, as well as in follow-up assessments which you can use to track and measure progress.

Instructions:

1. First, rate your proficiency on a scale of **1 (needs improvement) to 4 (highly proficient)** in each of the three following competence areas.

2. Second, indicate by marking **Y (Yes) or (N)** if you are willing to commit your time to develop the skills/areas in which you indicate as needing to be improved.

IDEAS & OPPORTUNITIES	1	2	3	4	Y	N
1. I use my imagination to identify needs and challenges that need to be met	☐	☐	☐	☐	☐	☐
2. I explore and experiment new innovative approaches to deal with different situations	☐	☐	☐	☐	☐	☐
3. I tend to visualise future scenarios to guide draft my goals and objectives	☐	☐	☐	☐	☐	☐
4. I can recognise the potential an idea has for creating value	☐	☐	☐	☐	☐	☐
5. I understand that my choices and behaviours have impact in both people and planet	☐	☐	☐	☐	☐	☐
RESOURCES	**1**	**2**	**3**	**4**	**Y**	**N**
6. I have the ability to identify and assess my personal strengths and weaknesses	☐	☐	☐	☐	☐	☐
7. I'm determined to turn my ideas into actions and make a difference	☐	☐	☐	☐	☐	☐
8. I believe in my capacity to put efforts and the necessary resources to follow my goals	☐	☐	☐	☐	☐	☐
9. I'm aware that it is important to make proper financial plans	☐	☐	☐	☐	☐	☐
10. I can persuade, involve and engage others	☐	☐	☐	☐	☐	☐
INTO ACTION	**1**	**2**	**3**	**4**	**Y**	**N**
11. I can act and work independently to achieve goals, stick to intentions and carry out planned tasks	☐	☐	☐	☐	☐	☐

12. I can define priorities, design action plans and follow trough	☐	☐	☐	☐	☐	☐
13. I can handle fast-moving situation promptly and with flexibility	☐	☐	☐	☐	☐	☐
14. I can solve conflicts and face up to challenges positively	☐	☐	☐	☐	☐	☐
15. I use initiative taking as a learning opportunity	☐	☐	☐	☐	☐	☐

The tool was designed to link each question with one of the 15 competencies identified in the EntreComp framework. Using it, you will collect information about your mentee entrepreneurial competences in the following areas:

IDEAS & OPPORTUNITIES
Question 1 – Competence: **Spotting opportunities**
Question 2 – Competence: **Creativity**
Question 3 – Competence: **Vision**
Question 4 – Competence: **Valuing ideas**
Question 5 – Competence: **Ethical and sustainable thinking**

RESOURCES
Question 6 – Competence: **Self-awareness and self-efficacy**
Question 7 – Competence: **Motivation and perseverance**
Question 8 – Competence: **Mobilising resources**
Question 9 – Competence: **Financial and economic literacy**
Question 10 – Competence: **Mobilising others**

INTO ACTION
Question 11 – Competence: **Taking the initiative**
Question 12 – Competence: **Planning and management**
Question 13 – Competence: **Coping with uncertainty, ambiguity and risk**
Question 14 – Competence: **Working with others**
Question 15 – Competence: **Learning through experience**

Use the table above to capture the notes about the results obtained by your mentee. As you can see, each question of the test matches a specific competence. You can use only part of the questions, or tailor them, taking into consideration the goals of the mentoring cycle, your own mentoring style and also to match the objectives you intend to achieve with your mentee. Below you will find some useful links to other specific online entrepreneurial competence assessment tools.

OCDE – Supporting women in entrepreneurship self-assessment[5]

OCDE – Supporting migrants in entrepreneurship[6]

OCDE – Supporting unemployed in entrepreneurship[7]

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[5] Women in entrepreneurship assessment tool: https://betterentrepreneurship.eu/en/node/add/women-quiz

[6] Migrant entrepreneurship assessment tool: https://betterentrepreneurship.eu/en/node/add/migrants-quiz

[7] Unemployed entrepreneurship assessment tool: https://betterentrepreneurship.eu/en/node/add/unemployed-assessment

Mentoring for entrepreneurship: specific techniques

Whatever the context, there are some examples of mentoring techniques to boost your mentee's competences for a successful entrepreneurial path.

#1 STAR method

This mentoring technique can help you evaluate your mentees interpersonal skills This situation and behavioural questioning technique will also allow the mentee to be aware of their own soft skills. S-T-A-R stands for:

SITUATION
Questions about specific situations/contexts and challenges the mentee could face.
TASK
Questions about responsibilities; values and perception of teamwork abilities.
ACTION
Questions about the steps and procedures that need to be taken.
RESULT
Questions that challenge the mentee to evaluate possible courses of action.

More information about the STAR Methodology[8]

#2 OSKAR

Use this methodology to work on your mentees' management skills (set goals, schedule actions, accomplish goals, mobilise resources, etc.). OSKAR is a coaching tool used to help shift the mentees' focus from problems to solutions. It is a person-centred approach that draws on the skills, knowledges and attitudes of the mentee. It can be used, for example, to support your mentee to design an action plan. O-S-K-A-R stands for:

OUTCOME
Ask your mentee what he/she wants to achieve (long, medium or short term). Provide the mentee with a specific task: to develop an action plan to achieve the indicated outcome.
SCALING:
In each of the mentoring sessions, use the scaling techniques to establish the mentees progression. For example, on a scale of 1-10, where 1 represents x and 10 represents y, where are you in relation to your initial plan?
KNOW-HOW & RESOURCES
Use this phase to explore and evaluate your mentee knowledges and skills. Ask questions like: What skills do you have that can help you develop this plan? What skills or knowledge do you need to develop this plan?
AFFIRM & ACTION
Affirming is when you encourage your mentee and provide positive feedback. Action is when you orient your mentee to take action.
REVIEW
Evaluating the progress of the mentee with the actions taken to deliver the desire outcome. Framing your questions around this method will help the mentee to analyse their own situation.

More information about the OSKAR Model[9]

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[8] STAR methodology: https://www.indeed.com/career-advice/interviewing/how-to-use-the-star-interview-response-technique

[9] OSKAR model: https://www.toolshero.com/management/oscar-coaching-model/

O3 Extra resource

Mentoring for motivation – mentoring techniques, activities, and questions

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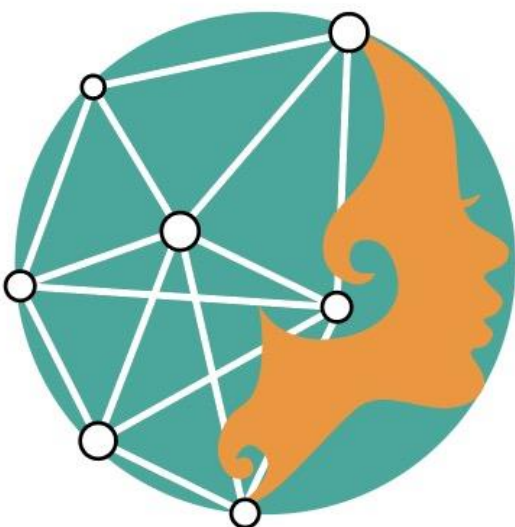
Mentoring for motivation – mentoring techniques, activities, and questions

Aims

As part of the NOW Mentoring Cycle Programme, EGS has produced this extra resource "Mentoring for Motivation" this resource is part of a toolkit which aims to:

☑ assist NOW mentors in gaining relevant knowledge and skills about mentoring for motivation

☑ offers a practical and effective strategy to incorporate in their mentoring sessions, including:

> **#1** Curiosity competence assessment tool

> **#2** Specific mentoring activities and questions to boost mentee's energy motivation and goal setting

Mentoring for Motivation

Often as mentors the core issue that we are supporting mentees with is to increase or sustain their motivation to achieve their goals. However, as you will see below, motivation is an active process which has its ups and downs. This resource will help mentors to approach this challenge.

What is Motivation?

Motivation has as many faces as there are human desires. The simplest definition of motivation boils down to Baumeister, 2016) - wanting a change in behaviour, thoughts, feelings, self-concept, environment, and relationships.

Motivation is an internal process. We can think of it as a drive or a need. It is a condition inside us that desires a change, either in ourself or the environment. When we tap into this energy, motivation provides the person with the drive and direction needed to make the changes they are seeking. Motivation is influenced by a feeling of satisfaction – the more satisfied we are the more motivated we will be. Our environment and social surrounding will have an impact on extrinsic motivation. People are also motivated by goals and values.

Here are 3 examples of motivation:

Extrinsic - External rewards:	Intrinsic - Internal rewards:	Addiction - External and internal rewards which are unhealthy and toxic
• Money • Praise • Awards • Recognition • Benefits	• Joy • Relief • Achievement • Sense of competence • Reassurance	• Shame • guilt • Withdrawal • Anxiety for not engaging in a particular activity

Motivation Cycle

Motivation is an active process and our motives or intentions vary over time, rising and falling as our situations and circumstances change. The awareness of how motivation varies over time is particularly important when it comes to goal setting.

Short term goals work better for uninteresting activities as they boost commitment by providing feedback on progress more often, which further reinforces the effort to persist (Reeve, 2015). Motivation to perform routine or boring activities can be improved; however, by providing clarity of goals and choice in how to perform a task.

Long-term goals work better as they often provide for greater flexibility and more autonomy (self-choice and ownership) in how to pursue them. Short terms milestones can feel frustrating for interesting activities.

Motivation science tells us that if we want to be successful in motivating our own or other people's behaviour, high internal motives should be matched with high external motivations. Finally, if we want to sustain the motivation over time then we may have to create a set of reminders, repetitions, and rituals until the desired goal is reached.
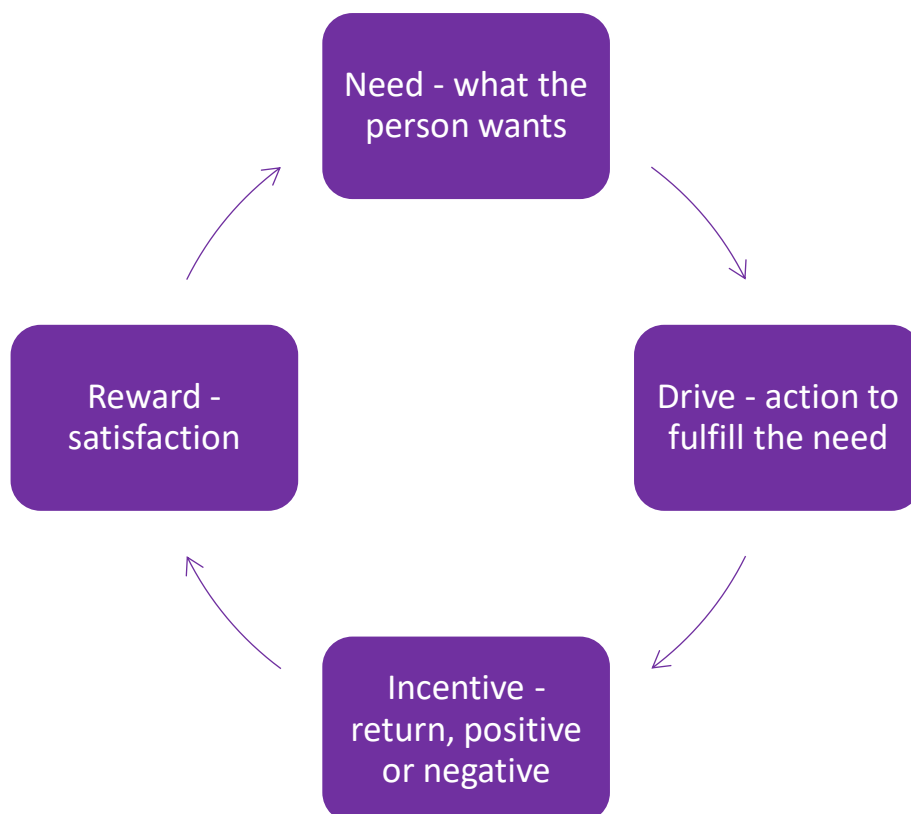
Curiosity Inventory

Curiosity has been positively linked to intrinsic motivation and is considered by some a vital psychological mechanism for achieving more of it. Trait curiosity and exploration inventory designed by Kashdan to measure our inclination to inherently rewarding pursuits. Curiosity has been linked to many health and social benefits (2009).

Rate the following statements on how they describe how you generally feel:

Statements	Extremely like me	Moderately like me	Neutral	Moderately not like me	Extremely not like me
1. I actively seek as much information as I can in a new situation.	1	2	3	4	5
2. I am the type of person who really enjoys the uncertainty of everyday life.	1	2	3	4	5
3. I am at my best when doing something challenging and complex.	1	2	3	4	5
4. Everywhere I go I am looking for new things and experiences.	1	2	3	4	5
5. I view challenging situations as an opportunity to grow and learn.	1	2	3	4	5
6. I like to do things that are a little bit frightening	1	2	3	4	5
7. I am always looking for experiences that challenge how I think about myself and the world.	1	2	3	4	5
8. I prefer jobs that are excitingly unpredictable	1	2	3	4	5
9. I frequently seek out opportunities to challenge myself and grow as a person.	1	2	3	4	5
10. I am the kind of person who embraces unfamiliar people, events, and places.	1	2	3	4	5
Notes / Observations					
Action following discussion					

Motivational Activities

Goal Setting

Goal setting is often best supported through coaching. One model of goal setting conversation is the Auerbach GOOD coaching model (2015). It can be used for structuring coaching sessions in a way that progresses from goal setting and exploring options to action planning and accountability.

Auerbach GOOD coaching model:

Goals
- define the most important goals a client wants to work toward

Options
- explore option is available to help them move forward

Obstacles
- name obstacles that might get in the way of progress

Do
- specify what is the client going to do specifically and by when
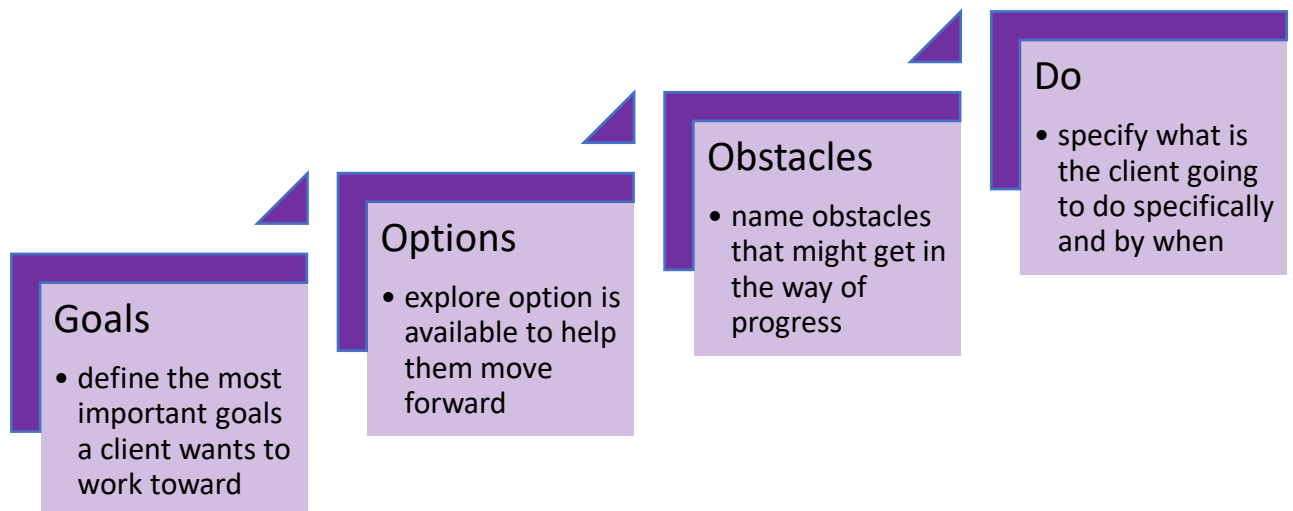
To expand on these steps of the GOOD model, here are questions you can ask at each stage and all while practicing empathy, active listening, and providing support. See next page

Goal phase:

- ☑ What is a goal you want to focus on?
- ☑ When you are successful with this goal, what will it look like?
- ☑ What makes this goal important to you?
- ☑ How does this goal fit into your vision?
- ☑ When you reach your desired outcome, how would you like to feel?
- ☑ What type of change would make your life even better?

Options phase:

- ☑ What is some way your goal could be accomplished?
- ☑ Tell me about a time you accomplished something similar?
- ☑ What ways have you seen others approach such a task?
- ☑ What action can you take to achieve your goal?
- ☑ If you choose not to take some of the actions, what will be the impact?

Obstacles phase:

- ☑ What could get in the way of you moving forward with pursuing your goal?
- ☑ What external challenges might interfere?
- ☑ What internal challenges might get in the way?
- ☑ Who can you get support from?

Do phase:

- ☑ What strategies are you willing to employ to reach your objective?
- ☑ What specifically are you going to do, and when?
- ☑ How will you know you're making progress?
- ☑ What is the most immediate action you can take, and when?
- ☑ How long will it take, and when will you complete it?

Motivation Board

Creating a motivation board that includes all your goals, aspirations, and dreams can also be an effective form of motivation.

Some call it a vision board, and it is basically a visual incentive that can help you find excitement and enthusiasm through pictures of what you want, making it harder to ignore than words. It should be placed somewhere where you can see it every day because out of sight is out of mind.

Other Visual aids such as drawing, video recordings, viewing images of others accomplishing what you want to accomplish are all powerful tools to make your subconscious mind aligned with your conscious desire.

https://unsplash.com/photos/82TpEld0_e4?utm_source=unsplash&utm_medium=referral&utm_content=creditShareLink

Motivational Questions

Empowering questions are basically motivational questions. They are always open-ended and often thought-provoking. They are a well-known tool for any coach and, when expertly used, can be quite effective as a motivational technique at any point and in most situations.

It is a skill that requires some practice; however, empowering questions is rarely something we learn at home or school.

- ☑ What value does this goal represent to you?
- ☑ How will you celebrate your victory?
- ☑ How would that contribute to the world?
- ☑ What about this goal demonstrates what you stand for?
- ☑ What keeps you going?
- ☑ What really excites you about that?
- ☑ What about this goal fits into your purpose?
- ☑ What part of this relates to your dreams?
- ☑ If you had all the time, energy and money to achieve your goals, what would you do?
- ☑ Why is that important to you?
- ☑ What do you want to experience?
- ☑ What works well?
- ☑ What's another way to look at that?
- ☑ How can you reframe that to help you move on?
- ☑ How will you demonstrate motivation and perseverance?

O3 Extra resource

Mentoring charters for the Mentor and for the Mentee – An effective tool for better involvement of both sides
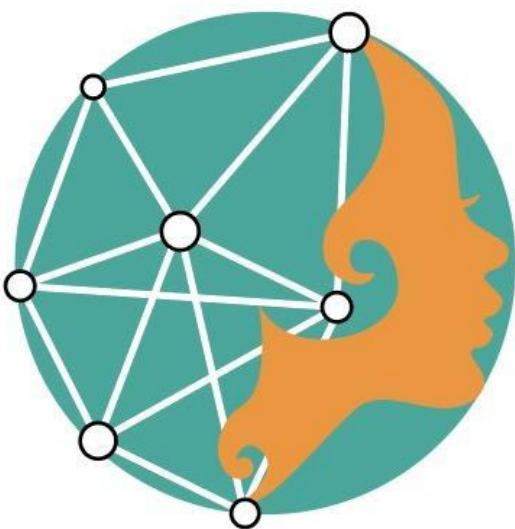
NOW
New Opportunities for Women

Mentoring charters for the Mentor and for the Mentee – An effective tool for better involvement of both sides

Aims

As part of the NOW Mentoring Cycle Programme, ITG produced the extra resource "Mentoring charters for the Mentor and for the Mentee – An effective tool for better involvement of both sides" aims to:

- ☑ Set mutual commitments between the Mentee and the Mentor, on very simple and very clear bases.
- ☑
- ☑ This tool summarizes all the principles governing the duties and commitments of both parties.

Mentoring charters for the Mentor and for the Mentee – An effective tool for better involvement of both sides

The mission of the Women Initiative Foundation (WIF)[10] endowment fund is to promote women in business and the economy in general. WIF aims to highlight women at all levels of the company and break the glass ceiling they face, in their pay or career.

Women Initiative Foundation is international with a presence in France, Europe, the USA, Canada and Singapore.

In 2010, Martine Liautaud founded the **Women Business Mentoring Initiative,** with a group of Stanford alumni friends like her.

WBMI is a voluntary tailor-made support program for women entrepreneurs for more than three years. He has accompanied more than 100 business leaders in 5 years. **Building on this success, Martine Liautaud launched a new project (Women Initiative Foundation – WIF) in early 2016** supported by ENGIE, BNP Paribas, Liautaud & Cie and other donors.

"The glass ceiling is still there"

"WIF's mission is primarily the place of women in the life of companies. It is thus a question of attracting all the talents, which is fair and necessary, but also of working for the financial success of companies. Diversity is a need in today's world, and it is everyone's business to help us break the glass ceiling once and for all."

MARTINE LIAUTAUD
Founder and President of WIF

WIF offers women entrepreneurs and executive women a mentor whose expertise responds to their development issues in France, Europe, the USA and Singapore.

The foundation's mission is to contribute to the success of women entrepreneurs and women in groups. Mentoring is WIF's number one tool for these two categories:

1. **First, mentoring women entrepreneurs: it offers business creators with more than 3 years of activity the opportunity of a privileged relationship with a mentor,man or woman of experience who brings his skills and his strategic vision to accompany them in their development.**
2. **Our mentors are remarkable men and women and experts in their field. Each mentoring relationship is tailored to the entrepreneur's specific needs and goals. Our mentees benefit from the free support of a mentor for1 year and are supported by the WIF Foundation. Mentors in France are for many Stanford university alumni and know both European and American cultures.**

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[10] https://women-initiative-foundation.com/fr/accueil/

Mentors Charter

- All Mentors, men and women, are volunteers and act by **sharing the same philosophy and community of values:** to accompany women with a business project with a real entrepreneurial dimension, open and respectful "of the world", to register in society by creating value and employment.

- Mentors **bring their experience and their more transversal look** to the project in question: they must **act objectively.**

- To meet the needs of the Mentees, the Mentors **provide advice** in their respective areas of competence, access to their networks, sharing of experiences, psychological and technical preparation for the main stages of business creation, etc.

- Mentors may, if necessary, **call on the expertise of one or other of the Mentors gathered within WIF.**

- Mentors are **committed to providing the time and energy** necessary for this task, with the desire to transmit and accompany the creators.

- Mentors respect **total confidentiality** on their Mentee's projects.

Mentees Charter

- Mentees **benefit from regular and individualized interviews** with their Mentor over a period of 6 to 12 months.

- The Mentees undertake to **precisely identify their needs** from the first interviews.

- Mentees must invest themselves with **regularity, seriousness, and confidence** in the relationship with their Mentor **by not hesitating to share their doubts and questions in all frankness.**

- Mentees must be prepared **to listen to and constructively accept any comments or suggestions** made by the Mentor.

- Mentees must **respect the value of the Mentor's investment**, by keeping him informed of the consequences at the end of the mentoring period.

This tool was designed by a private initiative, but ITG-France believes that it is highly generalized and can serve as an additional resource for the NOW Project, to set mutual commitments between the Mentee and the Mentor, on very simple and very clear bases. This tool summarizes all the principles governing the duties and commitments of both parties.

Links to useful resources to assess entrepreneurial competences

https://women-initiative-foundation.com/fr/accueil/
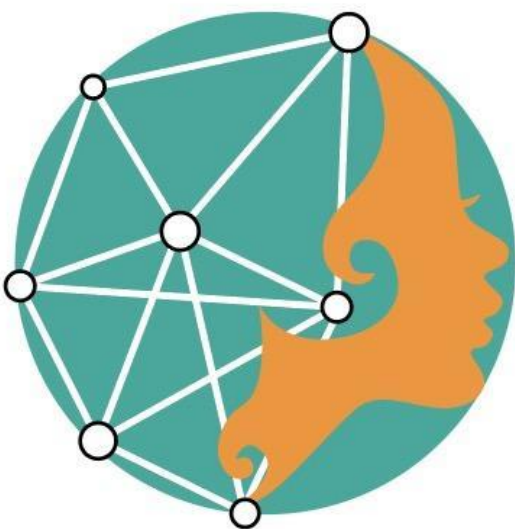

(Source: https://women-initiative-foundation.com/fr/accueil/#)

O3 Extra resource

Empowering oneself through different actions to achieve self-love and self-acceptance

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Empowering oneself through different actions to achieve self-love and self-acceptance

Aims

As part of the NOW Mentoring Cycle Programme, CSI has produced this extra resource "Empowering oneself through different actions to achieve self-love and self-acceptance". This resource is part of a toolkit which aims to:

- ☑ assist NOW mentors in gaining relevant knowledge and skills about self-empowerment, self-acceptance and self-love

- ☑ offers a practical strategy to incorporate in their mentoring sessions, including:
  - **#1** ways to support the mentee's self-empowerment journey
  - **#2** two relevant worksheets

Supporting and empowering women through mentoring

As mentors, we are often called to work through empowering women mentees, to increase their confidence and to guide them in their journey of self-acceptance. This is important, as it is a strong prerequisite to take charge of their own life, both in the professional as well as in the personal sphere.

The act of empowerment is an active process and this resource will support mentors in a) understanding and distinguishing between empowerment, self-acceptance and self-love, and b) propose practical exercises for achieving empowerment and self-acceptance.

What is self-empowerment?

Self-empowerment means making a conscious decision to take charge of your destiny. It involves making positive choices, taking action to advance, and being confident in your ability to make and execute decisions. Self-empowered people understand their strengths and weaknesses and are motivated to learn and achieve.

Take for instance the scenario of getting fired. Surely, it is a big change in one's life that can affect their psychological and mental state. There are two choices here: the person who got fired can be passive in their job search, wait for a recruiter to contact them (via LinkedIn for instance) or get disappointed very easily with the first few rejections. The other option is that a person can take proactive steps toward finding a new and better job: contacting former colleagues, researching opportunities, updating their marketable skills, and revamping their CV. Self-empowerment allows individuals to recognise that they have the power to make choices that can help them achieve their goals.

by The Just Girl project, on Instagram

A mentor can potentially be a driving force in the mentee's empowerment and function as a support mechanism. However, it is important to clarify with your mentee that empowerment does not come from other people but

primarily by oneself, from within. A mentor is there to guide, not take charge. It is up to the mentee to become open to new possibilities and to take charge of their own life.

Self-acceptance

Self-acceptance is exactly what its name suggests: the state of complete acceptance of oneself. True self-acceptance is embracing who you are, without any qualifications, conditions, or exceptions.

For a more theoretical and academic definition, we can turn to Morgado and colleagues' (2014) working definition:

"[Self-acceptance is] an individual's acceptance of all of his/her attributes, positive or negative."

This definition emphasises the importance of accepting all aspects of the self. It's not enough to simply embrace the good, valuable, or positive about yourself; to embody true self-acceptance, you must also embrace the less desirable, the negative, and the ugly parts of yourself.

Of course, accepting all the negative aspects of yourself is not an easy task. It is not easy to accept the things that we desperately want to change about ourselves; however—counterintuitively—it is only by truly accepting ourselves that we can even begin the process of meaningful self-improvement.

In other words, we must first acknowledge that we have undesirable traits and habits before we start off on our journey to improvement. As a mentor, you want to emphasise on this, as the mentee might be struggling in dealing with their less desirable personality traits. The mentor should focus on making the mentee realise that they are not defined by their trauma, their actions, and their flaws. Rather, to achieve self-acceptance, a person should accept their past experiences, their flaws, actions or even mistakes and do not let these define them.

"*Reframe the what ifs*", by @crazyheadcomics, Instagram

We can define self-love is a state of appreciation for oneself that grows from actions that support our physical, psychological and spiritual growth. Self-love means having a high regard for your own well-being and happiness. Self-love means taking care of your own needs and not sacrificing your well-being to please others. Self-love means not settling for less than you deserve.

Self-love can mean something different for each person because we all have many different ways to take care of ourselves and we all have different needs. As a mentor, you can support the mentee in figuring out what self-love looks like for them as an individual, and stress how important it is for their mental health.

What does self-love mean to you?

For starters, it can mean:

- Talking to and about yourself with love
- Prioritising yourself
- Giving yourself a break from self-judgement
- Trusting yourself
- Being true to yourself
- Being nice to yourself
- Setting healthy boundaries
- Forgiving yourself when you aren't being true or nice to yourself

For many people, self-love is another way to say self-care. To practice self-care, we often need to go back to the basics and

- Listen to our bodies
- Take breaks from work and move/stretch.
- Put the phone down and connect to yourself or others, or do something creative.
- Eating healthily, but sometimes indulge in your favourite foods.

"How to love yourself more", via OurMindfulLife.com

Self-love means accepting yourself as you are in this very moment for everything that you are. It means accepting your emotions for what they are and putting your physical, emotional and mental well-being first. This is why self-love is inextricably linked to self-acceptance, because at the core of both definitions lies the ability to be comfortable with all facets of yourself, celebrate them and work on them, if need be.

The following ways to begin practicing self-love can be shared with mentees and you can discuss together how they could adjust them to their own needs.

- **Becoming mindful.** People who have more self-love tend to know what they think, feel, and want.

- **Taking actions based on need rather than want.** By staying focused on what you need, you turn away from automatic behavior patterns that get you into trouble, keep you stuck in the past, and lessen self-love.

- **Practicing good self-care.** You will love yourself more when you take better care of your basic needs. People high in self-love nourish themselves daily through healthy activities, like sound nutrition, exercise, proper sleep, intimacy and healthy social interactions.

- **Making room for healthy habits.** Start truly caring for yourself by mirroring that in what you eat, how you exercise, and what you spend time doing. Do stuff, not to "get it done" or because you "have to," but because you care about you.

Empowerment / self-acceptance activities
Working sheet: Acceptance and Commitment Therapy: The Observing Self Worksheet

As an example, one instance of becoming an Observer might look like this:

- Allow the mentee to reflect on the roles that they play daily—are they a mother? A leader at work? Sometimes a team player? A daughter? A caregiver? Even when we aren't consciously adopting a role in the world around us, we are doing so. And yet, a part of us remains constant despite this role shifting.

- Emphasise that Your Observer Self means is not defined by the roles you have identified; rather, it's the constant that can view the changes taking place. The Observer experiences what you're doing, thinking, and feeling, and simply watches.

- As the mentee becomes the Observer themselves, encourage them to watch, listen, and simply notice any turbulence they might otherwise allow to consume or define them. Note how these experiences are constantly shifting, and encourage them to try letting go and to recognize that their 'self' remains unaltered.

Getting Present in the Moment by focusing on the Senses: Take a deep breath, filling your belly, and keep breathing comfortably. Notice three sounds, three things you see, something

you taste and smell, three things you feel on your body. Notice your body sensations, your heart rate. Notice your emotions. Notice your thoughts. Keep in mind, any time you "notice" your thoughts, emotions, actions, etc, you are stepping into the observing-self role. In many instances you may be able to defuse (disempower) a thought or emotion by just noticing it. What did you notice? Below, complete the table to begin to notice some of the stories that may be associated with your ego or conceptualized self. The last two columns offer the opportunity to begin to change your response to your ego or conceptualised self.

Emotion (identify your emotion)	Story (I'm still not doing what I want to be doing right now, I am so blessed I had the best morning, I can't believe that happened again)	Values based thinking or Ego / Conceptualized self based thinking? (Using should, comparing current self with a previous or future self, devaluing the moment)	ACT Defusion (Noticing the thought or imagining it taking a back seat) or CBT Challenging the Thought (what are the facts)	Values based action or thought (Right now, I am honouring my values by. . .)

Example

|				
Calm	I don't have any stress. I can only be calm because I don't have stress	Ego/conceptualized self. Stress is a status, therefore I'm uncomfortable feeling calm	ACT: I'm noticing that I feel calm right now and that feels good in my body.	I value my health and wellbeing and giving myself permission to feel calm is important to fulfilling my value of health and well being
Sad	I wish I was more successful at work; I feel like a failure.	Ego. Desire to be popular, comparing self to others	CBT: It's not a popularity contest, my hard work will pay off.	I value my work ethic, not being the workplace entertainer. I can make an effort to connect more with my colleagues, but what's most important to me is the good work that I do.

Self-empowerment journal

MON	Something I did well today…	
	Today I had fun when…	
	I felt proud when…	
TUE	Today I accomplished…	
	I had a positive experience with…	
	Something I did for someone…	
WED	I felt good about myself when…	
	I was proud of someone else…	
	Today was interesting because…	
THU	I felt proud when…	
	A positive thing I witnessed…	
	Today I accomplished…	
FRI	Something I did well today…	
	I had a positive experience with (a person, a place, or a thing)…	
	I was proud of someone when…	
SAT	Today I had fun when…	
	Something I did for someone…	
	I felt good about myself when…	
SUN	A positive thing I witnessed…	
	Today was interesting because…	
	I felt proud when…	

O3 Extra resource

Empowering oneself through different actions to achieve self-love and self-acceptance

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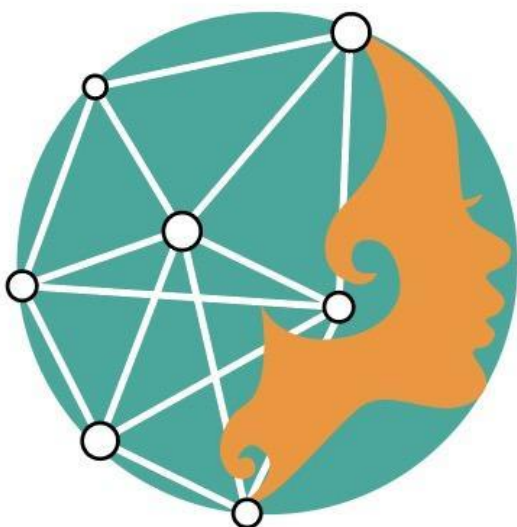
Empowering oneself through different actions to achieve self-love and self-acceptance

Aims

As part of the NOW Mentoring Cycle Programme, IASIS NGO has produced this extra resource "*Reinforcing my Positive emotions*". This resource is part of a toolkit which aims to:

- ☑ assist NOW mentors in understanding the life-giving function of positive emotions and why they are a key component to human flourishing.

Reinforcing my positive emotions

The power of positive emotions

It's critical to recognise that an emotion can be beneficial if it's felt and expressed in the appropriate environment and at the appropriate moment. Every emotion has its place, and being human means that we have access to a vast emotional universe at our fingertips that allows us to comprehend the magnitude and scope of a certain event or experience in our life. We refer to our feelings as being either (+) or (-) since we don't have a richer lexicon to draw on.

Our emotional world may activate feelings, ideas, and behaviours that make it difficult to see the forest through the trees, especially during times of difficulty and pain. During these times, we may feel an unshakeable sense of powerlessness, hopelessness, and even worthlessness.

In contrast, we may notice that the sun appears brighter and our general feeling of ourselves in the world is easier and lighter when we are happy. Positive emotions are the sentiments that people have throughout these moments, but regardless of the name, their purpose is to boost them up.

Barbara Fredrickson (2013)[11], for example, has spent years studying the survival role of happy emotions. She has repeatedly proven that happy emotions widen and grow our thoughts, therefore changing the span of our brains. Our thoughts grow and possibilities increase when we are fueled by positive emotions like joy, gratitude, tranquility, curiosity, hope, pride, amusement, inspiration, wonder, and love.

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[11] Fredrickson, B. L. (2013). Positive emotions broaden and build. In E. Ashby Plant & P. G. Devine (Eds.), *Advances on Experimental Social Psychology, 47,* 1-53. Burlington: Academic Press

What is the PERMA Model?

The five essential aspects of happiness, positive emotions and well-being are represented in the PERMA Model. PERMA is an acronym that stands for Positive Emotion, Engagement, Relationships, Meaning, and Accomplishments. **Martin Seligman (2018)[12]**, an American psychologist and educator, created the PERMA Model. As a psychologist, Seligman knows how natural it is for people to seek out what makes them happy, regardless of their age, social status or other characteristics.
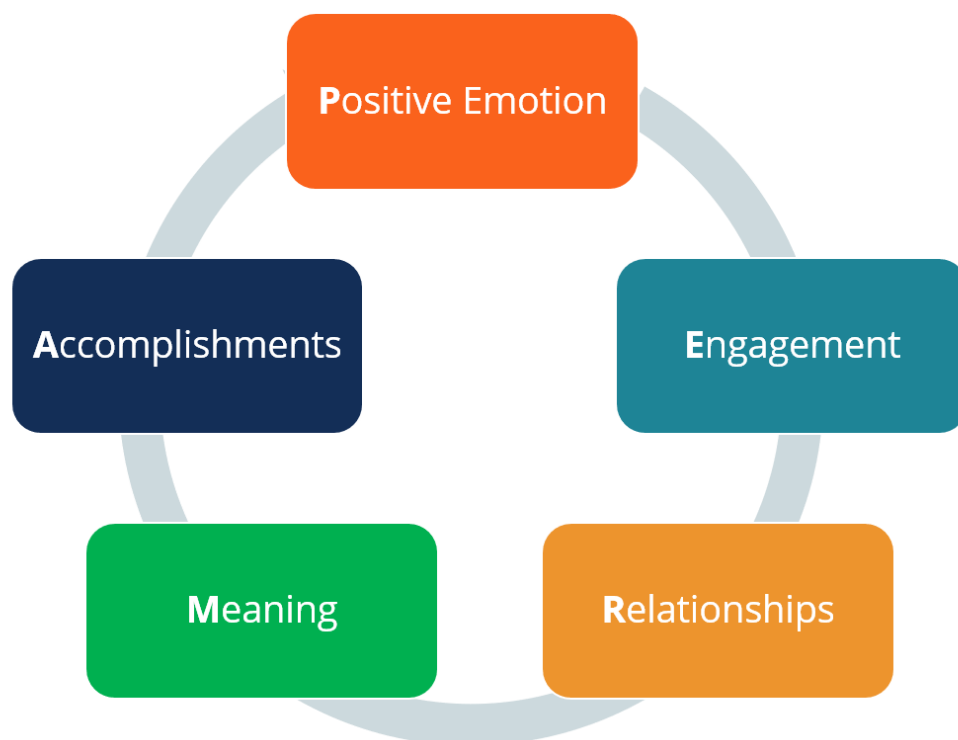
According to Seligman's study, the five key aspects of the PERMA Model are what individuals require in order to develop a healthy feeling of well-being, fulfilment, positivity and positive emotions, as well as happiness in life, which can lead to the discovery of life's ultimate meaning.

Five Elements of the PERMA Model

Positive Emotions

Positive emotions include hope, interest, joy, love, compassion, pride, amusement, and gratitude. Positive emotions are a key indication of well-being, and they may be nurtured or learnt to boost happiness. It enhances habitual thinking and action when people may explore, enjoy, and incorporate

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pleasant feelings into daily life (and future visions). Positive emotions can counteract the negative impacts of negative emotions and help people to be more resilient. Increasing positive emotions aids in the development of physical, mental, psychological, and social resources, all of which contribute to better general well-being.

Positive emotion is all about feeling good, and it's the quickest way to happiness. However, such good emotion does not end with someone flashing a big smile, which anyone may do or, unfortunately, fake.

Positive emotion extends beyond that to include accepting the past and looking forward to the future with optimism. However, such a mood does not imply that the individual should be joyful all of the time, as this is difficult to achieve. However, attempting to attain a pleasant mood has a significant impact on many other parts of life, including the other components seen in the PERMA model.

The terms pleasure and enjoyment are frequently linked with happiness, yet they are frequently misunderstood as synonymous. According to the concept, pleasure relates to having one's bodily requirements met, such as food, shelter, water, clothes, and protection. The happiness and fulfilment gained from doing anything like painting, cross-stitching, or exploring, on the other hand, is known as enjoyment.

Engagement

The PERMA Model's second component is Engagement, which refers to something that may engross an individual. Almost everyone has been lost in a book or lived in "one's own universe" as a result of anything so captivating. It is, in fact, extremely beneficial to a person's intelligence, emotions, and abilities. Even if it has nothing to do with one's profession or is regarded as foolish by others, doing something that engages a person provides satisfaction and high levels of happiness and other positive emotions.

Relationships

According to the PERMA model, relationships are the third factor in happiness and well-being. It is human nature to want to belong to a group, whether it is a clique, a school organization, or maybe even a circle. We were born with the need for love, affection, attention, and contact. It is for this reason that people should form ties with their family, coworkers, friends, and peers, as it is from these groups that we may gain emotional support when times are tough.

Meaning

The fourth element of PERMA is meaning. Above all, it is the meaning that a person finds in their lives that motivates them to live. Life is about so much more than money and material stuff.

Accomplishments

Finally, accomplishments are the sixth PERMA model component. We're all proud of whatever we've done or achieved. These successes boost our self-esteem and give us the assurance that we are valuable. When we do something, we feel good about ourselves and want to do more and grow. It may be noticed in even the tiniest of children. In a nutshell, these achievements motivate people to strive more and make them feel good.

Ways to build positive emotion

Positive feeling may be cultivated in a variety of ways, including:

Participating in things that you enjoy
Grab a deck of cards, shout along to your favourite pop tune, or simply dance in your living room. Keep things simple and appreciate the feelings that come with it.

Taking time to think about what you are grateful for and what is going well in your life.
Take a minute to reflect on the events, people, experiences, or accomplishments that make you proud. These might be little or major events or situations, but they all serve as reminders of your development and achievements. Allow your body to fill with good energy while your mind examines these stories.

Express gratitude
Consider how you may express appreciation to your family, friends, coworkers, "furry" companions i.e. family pets, and loved ones by bringing thanks, awareness, and attention to their importance. The antidote to bad feelings is thankfulness. When we encounter and feel appreciation for what we have, it's impossible to feel any other feeling.

SEEKLIFT: Positive Steps to Wellbeing

Positive emotions are more than just thinking positive thoughts.

It's a state that activates and awakens our mind and body.

Cultivating positive emotions takes work, but your whole self will benefit from their power.
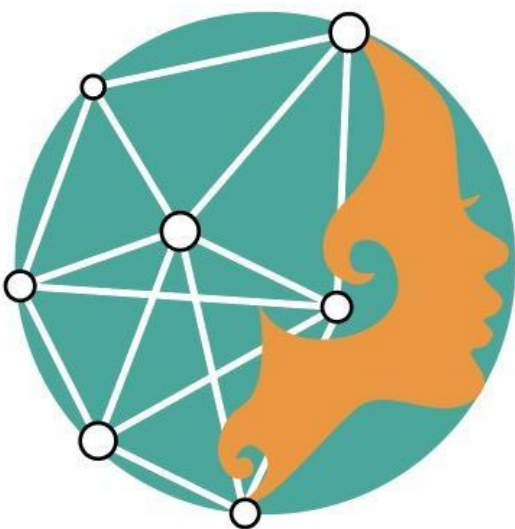
Here are some tips:

Positive Steps to Wellbeing

See the Bigger Picture

We all give different meanings to situations and see things from our point of view. Broaden out your perspective and consider the bigger picture or 'the helicopter view')

What meaning am I giving this? Is this fact or opinion? How would others see it? Is there another way of looking at this?

How important is it, or will it be in a year's time? What can I do right now that will help most?

Look after your Body

Eat healthily & regularly. Start the day with breakfast.

Get into a healthy sleep routine – including going to bed and getting up at the same time each day.

Take care of any medication conditions and take medication as prescribed.

Exercise Regularly

Being active helps lift our mood, reduces stress and anxiety, improves physical health, and gives us more energy.

Get outside, preferably in a green space or near water.

Find an activity you enjoy doing, and just do it.

Interact & Connect with Others

Stay or get back in touch with family or friends.

Make time to be with others.

Attend an evening class or support group.

Get involved with a community project, charity work, or simply help out someone you know.

Enjoy Fun and Creativity

Having fun or being creative helps us feel better and increases our confidence.

Plan fun or creativity every day!

Find Meaning

Live a fulfilled life by finding your purpose:

- What am I passionate about and skilled at?
- What is really important to me?
- What do I want to be remembered for?

Plan meaningful activity every day.

Be Kind to Yourself

Our culture, genes, religion, upbringing, education, gender, sexuality, beliefs, and life experiences make us who we are. We all have bad days.

Be kind to yourself. Encourage rather than criticise yourself. Treat yourself the way you would treat a friend in the same situation.

Take Notice

Move your spotlight of attention away from your own anxious or depressing thoughts. Choose focus:

Notice your environment: see, hear, smell, feel.

Throughout your busy day, make time to just breathe now and then.

Every evening, notice the positives about the day.

O3 Extra resource

Coaching through Acculturation:
Understanding Culture Shock

NOW
New Opportunities
for Women

Coaching through Acculturation: Understanding Culture Shock

Aims

As part of the NOW Mentoring Cycle Programme, FIP has produced this extra resource "Coaching through Acculturation: Understanding Culture Shock". This resource is part of a toolkit which aims to:

☑ assist NOW mentors in understanding the acculturation process, so that they can support female migrants in their mentoring partnerships who are at various stages of the process.

☑ support NOW mentors to coach female migrants through the process of culture shock, and to overcome barriers and obstacles related to their cultural assimilation, which they may be facing.

☑ This resource includes:
      #1 overview of culture shock and acculturation theory
      #2 two handouts that NOW mentors can use with female migrants to support them to understand the acculturation process and where they are on their journey

Understanding Acculturation

Travelling has become part of people's everyday life; in the globalised world international tourism, studies or business trips abroad are common events. Yet, cultural contact requires quite different psychological and cultural involvement from people depending on the type of 'cultural immersion' they undertake:

- **Tourists**: superficial, short term immersion in the new culture, without commitment;
- **Short-term visitors**: moderate cultural contact by means of repetitive short term visits/medium term stay relating to business, studies, volunteering, etc., without serious commitment;
- **Immigrants**: indefinite long term stay requiring serious commitment;
- **Refugees**: indefinite long term stay requiring serious commitment.

Four variables have key influence on the integration motivation and strategy of newcomers, and how the cultural immersion takes place in the new culture. (Ward et al., 2001) For example, the expectation to return at some stage to the country of origin lowers the commitment to the host country.
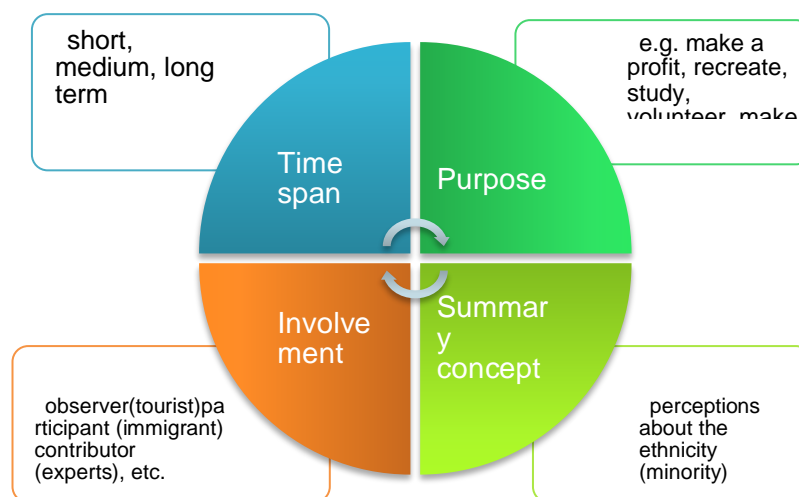

short, medium, long term

Time span

Purpose

e.g. make a profit, recreate, study, volunteer, make

Involvement

Summary concept

observer(tourist)participant (immigrant) contributor (experts), etc.

perceptions about the ethnicity (minority)

Figure 1. Four dimensions of culture contact. "Culture-Contact-Pie"

Cultural Immersion and Acculturation Process

Cultural immersion is a powerful 'journey', which effects the individual's wellbeing, self-concept and ethnic identity. (Brochner, 1982). It definitely takes time to learn to dive in 'open waters' in the reality of a new culture, and the deeper you dive, the more time it takes.

Acculturation process is the process of learning to cope with a new and largely unfamiliar culture (Taft, 1977, p. 122; Dow, 2011).
- Setting roots in a new culture is considered a significant life-changing event, which involves unaccustomed changes and new forms of intercultural contact. It is unavoidable that the acculturation process leads to some extent of **cultural shock** in everyone who goes through it. Cultural shock refers to the 'depression and anxiety

experienced by many people when they travel or move to a social and cultural setting for a long term'. (Oberg, 1960).

The **acculturation process** is not easy and no one can avoid it; at the same time, understanding the process and its steps can help to accept the challenge and cope with it. Migrants can feel that they are not alone with their feelings, and know what they experience is normal. They can share it, speak about it and don't have to fear it. Hereunder we guide you through the main stages[13]. Note, this is just a general description; but remember all individuals are unique. There can be significant individual differences depending on the level of cultural contact, the individual's personality, past experiences, cultural background, social status, etc. Some people go through the entire curve 'according to the book'; while others may skip a stage, or spend more/less time in a stage then others.

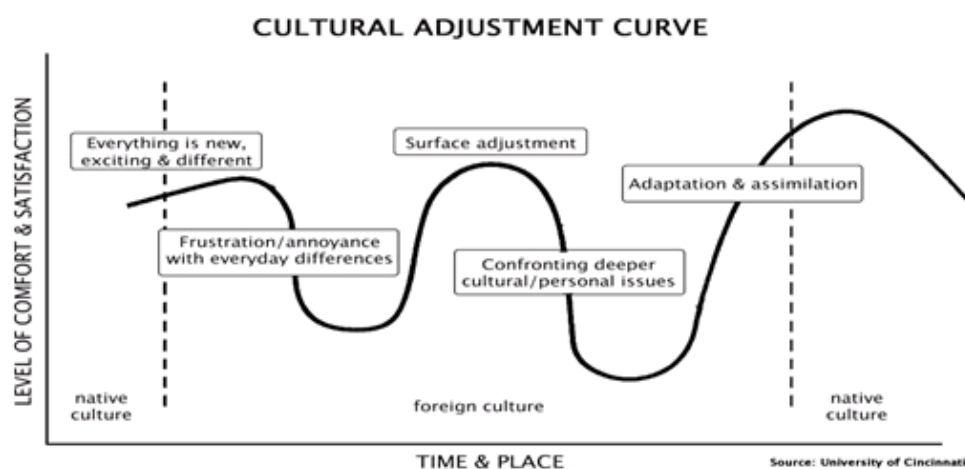

Figure 2. Culture shock roller-coaster

Stages of the Acculturation Process

The following stages are all considered key milestones in the acculturation process:

1. **Honeymoon stage – euphoria & enthusiastic acceptance**: on arrival, everything feels interesting, new. You are all curious about novelties and full of motivation to learn and discover. Your involvement in the host culture is yet superficial (like a tourist), hence you notice similarities and differences between the new culture and the original culture. In this phase most people feel full of energy, positive, ready to cooperate and cope with anything.

   In case of migrating from well established, better circumstances (e.g. on occasion of international marriages – leaving behind home, family, established personal and professional networks), or being forced to leave everything behind (e.g. refugees escaping a war), the initial honeymoon stage might be skipped and newcomers arrive directly to the second stage.

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[13] http://deltadiscovery.com/five-stages-of-acculturation/

2. **Culture shock – frustration and hostility**: the novelty begins to fade and you start to notice the darker side of the new culture, what you haven't seen before. People become more sensitive, small problems can be felt as catastrophes. Feelings of uncertainty, helplessness, frustration, lower self-confidence are common. You get homesick; miss people and familiar things – and to make matters worse, you hear that the weather in your hometown is glorious. Communication and self-expression causes struggle, and you tend to withdraw, rather than opening. It is usual to feel at this stage as if the host nationals were cold, unreachable, snobbish, and prefer to search for expat compatriots.

3. **Resentment and criticism**: this stage is not necessarily a real stage, but more like a state. It is possible, that you never experience it, or just discover it in your attitude sometimes, while you advance from cultural shock towards adjustment. When you are in this state you tend to see everything with criticism; nothing is good, nobody is friendly enough. Note that this is part of the process, yet it's better to keep on remembering yourself that this is just a challenging phase to overcome; you are a guest in a new culture. Try to resist complaining about everything to locals, since you might catch away some potential friend.

4. **Gradual adjustment – Humour**: when you arrive to this stage you start to feel more familiar with the new culture and its "logic". Orientation gets easier, you feel more comfortable and less isolated. You probably realize that the previous stages' negativity has been largely due to the hardship of acculturation; you might as well acknowledge that some aspects of the new culture can be even better than the home culture. It is still normal to experience periodic ups and downs, though. It helps a lot when the sense of humour re-appears and you become able to laugh at things (even at yourself) that previously just annoyed you.

   Only from this stage on, having 'burned through' all the previous emotional stress and reached consolidation, are people ready to enter a deeper level of cultural embedding, learning. You may identify new approaches to your life, reorganise and re-evaluate some of your important beliefs. This can be both exciting and unnerving; it gives a chance to real personal growth.

5. **Accommodation and 'Feeling at Home'**: the "new" culture is no longer new, it starts to feel homey. You have reached a certain level of comfort, social embedding (friends, colleagues) and begin to enjoy the new life experiences. Differences from the home culture don't affect you too negatively anymore and you become able to live and work to your full potential again. This state might as well honour you with a sense of success and pride, allow yourself to feel it!

The Cultural transition is a powerful 'journey', which affects people's well-being, self-confidence, and identity. Different types of cultural contact require different psychological and cultural involvement from people, depending on four main features:

● Time (short, medium or long-term stay);

- Involvement (observer, learner, contributor, etc.);
- Purpose (leisure, making money, professional or personal development, settling down, etc.);
- General concept (perceptions about one's ethnicity abroad).

All these variables have the key influence on the integration, motivation and strategy of 'newcomers' in the new culture.

Worksheets

Worksheet – Design your Cultural Contact Pie:

Following the contents of cultural immersion and the four dimensions of the cultural "Culture-Contact-Pie" explored previously, NOW mentors can lead their mentoring partner in developing their own cultural contact pie. Each "pie" must reflect their experience:

1. Before introducing the exercise, mentors should summarize once again the four dimensions of cultural contact.
2. Distribute the worksheet to design the cultural contact pie.
3. Work through designing the pie together, and then talk through each of the aspects of the pie with their mentoring partner.
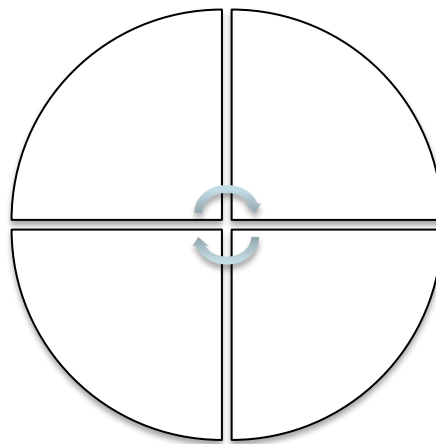
In the hope of facilitating the understanding of the most important psychological and emotional challenges that migrants experience along with their cultural transition, we suggest that NOW mentors try and undertake these tasks with curiosity, humour and openness.

Create your own cultural contact pie! Use different colours to fill your pie, also using keywords that demonstrate your own experience in a different country. After filling your pie, you will present it to the rest of the class. Don't forget to take notes"

_____

"Culture-Contact-Pie"
(write your name above)

Notes about my "Culture-Contact-Pie":

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Culture Shock Rollercoaster

Setting roots in a new culture are considered as a significant life-changing event, which involves unaccustomed changes and new forms of intercultural contact. In fact, learning to deal with a new and unfamiliar culture has its own scientific term, known as the acculturation process. It is unavoidable that this process leads to some extent of stress and cultural shock in everyone who goes through it.

Culture shock refers to the 'depression and anxiety experienced by many people when they travel or move to a social and cultural setting for a long-term'. The main stages that most people experience are five; however, there can be always individual differences:

1. Honeymoon stage – euphoria and enthusiastic acceptance
2. Culture shock – frustration and hostility
3. Resentment and criticism
4. Gradual adjustment – Humour
5. Accommodation and Feeling at Home

Use the "Culture shock roller-coaster" chart (Figure 2.) and ask your mentoring partner the following question: **"Where is your emotional roller-coaster at the moment?"**

1. Design the "Culture shock roller-coaster" chart together using pen and paper.
2. Discuss each of the stages with your partner and ask where they are at the moment.
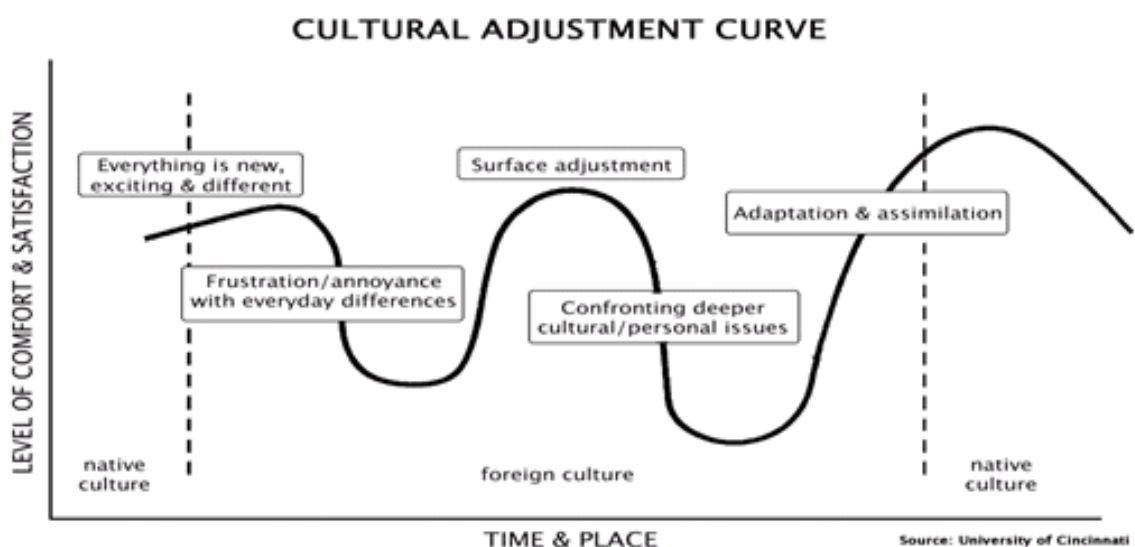3. Mark the answers in the chart and discuss what it will take to get to the next stage.

Handout:

CULTURAL ADJUSTMENT CURVE

LEVEL OF COMFORT & SATISFACTION

Everything is new, exciting & different

Surface adjustment

Adaptation & assimilation

Frustration/annoyance with everyday differences

Confronting deeper cultural/personal issues

native culture

foreign culture

native culture

TIME & PLACE

Source: University of Cincinnati

Figure 2. Culture shock roller-coaster

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CONSEIL | Le Portage Salarial

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