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## E-PORTFOLIO FOR MENTORS



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## 1. Introduction for the E-Portfolio for mentors

The E-Portfolio for Mentors is a comprehensive set of teaching materials designed to provide mentors and trainers with the necessary theoretical and practical knowledge on soft skills for adult migrants. Soft skills are non-technical skills that are essential for successful participation in the workplace, such as communication, team working, emotional intelligence, time-keeping, problem-solving, and critical thinking. Teaching soft skills to adult migrants can be challenging due to cultural factors, lack of time, and difficulties in finding effective teaching methods.

The E-Portfolio for Mentors addresses these challenges by providing a soft skills curriculum for different occupations and contexts. The training materials are aligned with the Portfolio for Migrants and the self-assessment tool, providing further resources for migrants. The modules will be online and interactive, allowing participants to target the pace of their training to their needs and will provide real-life experiences and success stories from other trainers and mentors.

The E-Portfolio for Mentors is expected to improve the employability of mentors and trainers, leading to the sustainable labour market integration of migrants. It will also indirectly improve the economic and social integration of migrants and their participation in social and political life at the local level.

The project's co-creation philosophy involves consulting with key stakeholders of the target groups, including NGOs, recruitment agencies, and employers, to ensure the materials are relevant and effective. Mentors and trainers can also re-use and build on the skills and techniques acquired, sharing their new knowledge with their network. The collection of best practices and success stories will be accessible, contributing to the successful integration and inclusion of migrants.

## 2. Soft skills framework

### Soft skills summary

<p><b>Communication skills</b></p>	<p>The ability to understand and to be understood by others. It includes not only effectively communicating ideas to others but also actively listening to conversations, giving and receiving critical feedback, and speaking in public. Communication is about more than just grammar and vocabulary: it implies understanding double meaning, cultural and context aspects, ways of greeting and pleasantries, social norms and etiquette. These skills help migrants communicate in new cultures and learn more about work manners and later on help them use all the knowledge acquired to better communicate in their workplace.</p>
<p><b>Flexible thinking</b></p>	<p>The capacity to effectively accommodate to a variety of situations, individuals or groups. It is based on the ability to comprehend and appreciate different and opposing perspectives on an issue, modify an approach as the requirements of a situation change, and adapt or easily accept changes in one's own organisational or job conditions. By acquiring this skill, migrants will better understand various approaches on different situations in the working environment, various opinions and points of view on certain issues. Therefore, the goal is to make them do things with an open-minded mentality in the workplace and cultivate better interpersonal relationships in their everyday life.</p>
<p><b>Team working</b></p>	<p>Teamwork is an essential concept to understand to reach goals and ambitions and is defined as a group of people working together to achieve an objective, including collaboration and the skills that are required to do so. Group members combine their competencies to achieve a collectively desired outcome. These capacities are crucial to improve the relationships between different team members.</p>

	<p>These skills are needed to help migrants develop their capacity to understand that a well-structured collaboration can bring achievements. Furthermore, acquiring such competencies will heighten awareness in their understanding of others' needs and, consequently, obtain successful results in their work.</p>
<b>Negotiating</b>	<p>Negotiation skills, in essence, refer to the ability to convince someone who has different aims, needs, and viewpoints than ours, such that a common ground is discovered and a consensus is reached.</p> <p>Good negotiation skills help build relationships, deliver quality solutions, and avoid future conflicts and problems. Thus, these competencies allow migrants to work toward win-win outcomes and achieve value-added results. The goals will be reached through the collection of different information from both sides involved in their workplace.</p>
<b>Empathy</b>	<p>Empathic skills are abilities that relate to the identification and use of emotions in the workplace. One can remain informed of their own thoughts and feelings, and one can identify how their colleagues may feel as well. Empathy is often present during conversations in the professional environment. They enable one to view a situation from their perspective and compare it to the perspective of a co-worker. This skill is pertinent for migrants because it gives them a sense of how their actions and decisions can impact their colleagues. Moreover, it teaches them the concept of loyalty and inspiration.</p> <p>This skill is intended to have an effective collaboration in the workplace and make them understand the emotions and feelings of colleagues.</p>
<b>Creativity and innovation</b>	<p>The capacity to come up with new solutions, approaches, etc. Creative individuals can look at a problem from a different angle to find solutions and solve problems, and they are able to discover new and exciting things. Moreover, being creative will improve their quality of life as they will have multiple ways to</p>

	<p>explore the world. They have new and interesting ideas using their sense of autonomy. In this competitive world, one must have personal innovation in order to succeed and differentiate themselves from others. These skills will empower migrants with the ability to face problems and the capacity to find solutions to overcome those issues by thinking “out of the box”. The use of these skills will bring new ideas to the workplace and settle a base for working progressively.</p>
<b>Language learning</b>	<p>In a corporate space, language skills must to evolve to understand local phrases and business jargon.</p> <p>Mastering this aspect will give the migrants the possibility to learn a new language and so will increase their chances of finding a job. Therefore, the aim of implementing this skill is to help migrants in the job searching process and provide them support to communicate in the workplace.</p>
<b>Learning to learn</b>	<p>Defined as having the attitude of curiosity, pursuing and organizing one's learning according to one's needs, and being aware of the opportunities.</p> <p>It is relevant to embrace this skill because it drives and guides migrants to develop a lifelong learning approach that will help them expand their knowledge, adapt to different circumstances more readily and discover new career paths.</p>
<b>Multicultural ability</b>	<p>The capacity to comprehend, appreciate and interact with people who identify with cultures and belief systems different from one's own.</p> <p>Migrants are people with different backgrounds coming into countries with different cultures. Therefore, it is essential to have this skill in this project. It introduces them to the perspective of working with people from different cultural backgrounds. As a result, they will communicate more efficiently in their workplace.</p>
<b>Ethics</b>	<p>Work ethic is an attitude of determination and commitment toward one's job. Those with a strong work ethic greatly value their professional success.</p>

	Complementary to the multicultural ability, this aptitude allows migrants to understand the concept of ethics from different perspectives. The goal is to make them understand different attitudes and make them adapt to a new working environment.
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## 2.0. Communication

### Definition

*Communication skills allow people to recognize others and to be understood themselves. A style of components is crucial withinside the context of those abilities, including listening, speaking, observing and empathy. In everyday life, those abilities are required to speak thoughts to others, expand an assured attitude, respect for others and public speaking. Developing those skills facilitates many humans make a development withinside the workplace and everyday life. Successful communication helps us better understand people and situations. It helps us overcome diversities, build trust and respect, and create conditions for sharing creative ideas and solving problems. The development and use of all kind of soft skills are a necessary and incredibly useful tool in all areas of a person's life.*

Source:

<https://in.indeed.com/career-advice/resumes-cover-letters/communication-skills>

### Description

We use communication every day in nearly every environment, including in the workplace. Whether you give a slight head nod in agreement or present information to a large group, communication is vital when building relationships, sharing ideas, delegating responsibilities, dealing with a group and lots more. Earning and growing appropriate conversation capabilities assist you to achieve your career, make you a competitive job candidate and construct your network. While it takes time and practice, communication and interpersonal skills are certainly capable of be both increased and refined. There are 4 most important types of communication we use on an everyday basis: verbal, nonverbal, written and visual. With all those verbal exchange styles, it is simplest while you know a way to actively listen, observe and

empathize. Developing those soft skills can help you better understand a message and reply thoughtfully. There are numerous unique approaches we share information with one another. For example, you might use verbal communication when sharing a presentation with a group. You may use written communication when applying for a job or sending an email. Here's a better examine the four principal categories of communication:

### **1. Verbal**

Verbal communication is the use of language to transfer information via speaking or sign language. It is one of the most common types, frequently used during presentations, video conferences and phone calls, meetings and one-on-one conversations. Verbal communication is crucial because it is efficient. It can be useful to support verbal communication with both nonverbal and written communication

### **2. Nonverbal**

Nonverbal communication is the use of body language, gestures and facial expressions to convey information to others. It can be used both intentionally and unintentionally. For instance, you might smile unintentionally when you hear a pleasing or enjoyable idea or piece of information. Nonverbal communication is helpful when trying to understand others' thoughts and feelings. If they are displaying "closed" body language, such as crossed arms or hunched shoulders, they might be feeling anxious, angry or nervous. If they are displaying "open" body language with both feet on the floor and arms by their side or on the table, they are likely feeling positive and open to information.

### **3. Visual**

Visual communication is the act of using photographs, art, drawings, sketches, charts and graphs to convey information. Visuals are often used as an aid during presentations to provide helpful context alongside written and/or verbal communication. Because people have different learning styles, visual communication might be more helpful for some to consume ideas and information.

### **4. Written**

Written communication is the act of writing, typing or printing symbols like letters and numbers to convey information. It is helpful because it provides a record of information for reference. Writing is commonly used to share information through books, pamphlets, blogs, letters, memos and more. Emails and chats are common forms of written communication in the workplace.



## Importance

From all the interpersonal skills important in life, communication is undoubtedly of primary importance. Well, communication is the basis of all human interaction. It is how we pass information to other people, and in turn, receive and interpret what is being said back to us. This process is not unique to human beings. Animals—as well as plants—have their own way of communicating with members of their own species, and it is this medium of sharing information and knowledge that allows most species to thrive and survive in the environment. For human beings, who are social creatures at their most basic level, communication is of even more importance. Communication is an indispensable component of life, be it in a professional or personal setting. Communication is the most important soft skill for migrants' trainers/tutors, because all other soft skills are built on the ability of the trainer to communicate clearly and professionally when training migrant learners. Communication is both receptive and expressive. Mentors must be skilled at listening as well as explaining things clearly. They must be able to break down complex ideas into simpler parts and smaller steps to transmit to their mentees. They must be able to adapt their methods of communication to all migrants regardless of ability or learning style. They must also be able to “read” their mentees and adapt the needs of the individual, overcoming all potential obstacles including the language barrier.

Having strong communication skills is equally important for migrant mentees as it aids in all aspects of life, from professional life to personal life and everything that falls in between. Being able to understand others and to be understood increases self-confidence and facilitates the social and economic integration of migrants. Most importantly strong communication skills help migrants mentees to integrate dynamically into the professional environment.

## How does it address the needs

The development of communication skills is the most important among all soft skills, for both mentors and migrants. Teaching communication opens up opportunities for students/trainees. The more a person can communicate, the more successful social interactions they will be able to have, which in turn create more opportunities for learning and practicing communication skills. Teaching communication also increases educational opportunities and a person's ability to participate in different

settings. The more a person can communicate and respond to others independently, the more able he will be to participate in a variety of environments.

The most important communication tools that will help the tutor build an actual and trustful relationship between his/her and the mentee are: paraphrasing, open-ended questions, non-directive approach and active listening. Being precise and concise, using plain language, being always ready with elevator pitches/ impromptu speeches, giving relevant and persuasive presentations, listening intently and finally being 'light' and smile often will empower the trainer's communication skills. More specifically, mentors will improve their methods on how to communicate to migrants their knowledge and experiences relate to soft skills, how to use them in a business environment (e.g., hiring interviews, promotion, creating and running their own business, developing business networks), as well as in their everyday life (e.g., written and oral communication, confidence, respect, non-verbal communication etc.)

Migrants on the other hand, will be benefit directly as well as indirectly. Acquisition and use of communication skills will help them cope with the challenges of the business environment (problem solving, interpersonal skills, relationship-building, teamwork, collaboration and conflict resolution etc.), it will improve their economic and social integration and their capacity to interact and feel at ease in their social environment and their participation to social and political life at local level.

## 2.1. Flexible Thinking

### Definition

*According to OECD: "Flexible Thinking involves the ability to effectively adapt to a variety of situations, individuals or groups. It is based on the ability to understand and appreciate different and opposing perspectives on an issue, to adapt an approach as the requirements of a situation change, and to change or easily accept changes in one's own organisational or job requirements".*

Source: [https://www.oecd.org/careers/competency\\_framework\\_en.pdf](https://www.oecd.org/careers/competency_framework_en.pdf)

### Description

Migrants usually have different cultural backgrounds responsible for their way of thinking. They need to understand that there are various approaches of the same situation in a working area, many different opinions and viewpoints for an issue.

Flexible thinking provides a series of benefits, such as:

- Open-minded mentality to adapt and grow in a working environment
- Better interpersonal relationships in everyday life
- Avoidance of stress and anxiety if things go differently than we expected

To acquire a soft skill like that of flexible thinking, migrants need to be provided with clear and comprehensive guidelines about their rights and obligation in the working environment, together with an ongoing support on how to deal with complex issues and adapt in new situations.

### **Importance**

The acquisition of this skill will allow migrants to adapt easier in the working environment and therefore keep their job or even develop their career. Since the cultural background is usually different in the host countries, flexible thinking will help migrants to deal with news norms, habits and situations. In particular, flexible thinking:

- Understands and recognises the value of other points of view and ways of doing things
- Displays a positive attitude in the face of ambiguity and change
- Anticipates having to adapt work methods to changing technology and environments
- Shares new ideas and perspectives to adjust business practices

### **How does it address the needs**

Flexible thinking is a soft skill that applies in all situations and different environments in life. In other words, flexible thinking allows you to deal easier with other people and new situations in family, education, work place and every-day life in general.

The benefits of flexible thinking for mentors could be the following:

- Better communication with their mentees/ migrants
- Easier monitoring of their progress
- Better co-ordination of their team of mentees/ migrants

The benefits for migrants could be the following:

- More chances to adapt and grow in their work place
- Better relationships with their colleagues/ peers
- Open-mind to learn new things and grow themselves
- Better communication with their family and friends

## 2.2. Teamwork

### Definition

*Teamwork skill is a collaborative effort you will add in a group towards achieving a common goal or the completion of a task in the most effective and efficient way. This skill simply implies the fluency with which you work with others. The better you work with others, the more successful your team will be in achieving their goals. Being a team player is valued skill for most jobs.*

Source: [https://ec.europa.eu/programmes/erasmus-plus/project-result-content/dce32717-6cfc-4b23-b7af-e4effad68f21/Framework\\_soft\\_skill\\_Report.pdf](https://ec.europa.eu/programmes/erasmus-plus/project-result-content/dce32717-6cfc-4b23-b7af-e4effad68f21/Framework_soft_skill_Report.pdf)

### Description

A successful team is one where everyone's unique competence and strengths help the team achieve a shared goal in the most effective way.

A team worker is characterized for being a person that uses strong communication skills, is an active listener, and develops and maintains credibility with colleagues. Colleagues cooperate with one another and apply their individual skills toward completing a common project or meeting a goal to improve performance and productivity. Having the interpersonal skills necessary to work well with others can lead to career success in any industry.

There are various important skills that integrate the teamwork skills, such as:

- Empathy
- Proactivity
- Communication
- conflict management
- confidence

### Importance

Teamwork is vital if you want to work well with colleagues and teammates. You will probably have to work as part of a team in many areas of life.

The better a person works with others, the more successful his team will be in achieving settled goals. Most of the times employees need to collaborate or work with others to complete tasks and projects. Having teamwork skills and experience will make it a much better experience.

Not to mention as well that teamwork skill is required for almost every industry, ranging from business solutions to information technology to food services. Even if it seems like your job is best suited for an independent worker, teamwork will still surpass.

It is important for mentors to have the team mindset in order to create a bond with mentees and avoid any potential threat of them feeling discriminated. This will engender in them trust, and a feeling of belonging to a place. Mentors should be able to help mentees fulfill the emptiness (lowliness) feeling caused by the distance with their country of origin, and also make them aware of the fact that working as a team gives more chance to succeed in both professional and personal life.

### **How does it address the needs**

Teamwork skill is a must for everyone. Both mentors and migrants will benefit massively by acquiring this skill.

In case of mentors, as the team progresses, it begins to form a cohesive sense of purpose in which members accept each other's roles and abilities and no longer focus on themselves, but on the tasks and overarching goals. Trust begins to grow and team members seek the insights and input of others. In this context, mentoring in the moment can be used to maximize individual performance. Mentors should take advantage of the teams' successes and struggles, making them illustrative teaching points.

This skill is needed to help migrants develop their capacity to understand that a well-structured collaboration can bring achievements. It is also an imperative skill for the integration process of migrants in the local community.

Teamwork skill also means more collaboration between migrants, which leads to solidarity among the group. Migrants get a chance to build trust with their coworkers, making them feel protected enough to open up and receive encouragement within their teams.

Working as a unit ensures that team members communicate constantly and communication is a crucial part of an integration of an individual.

The lack of this soft skill can be a big barrier for migrant job seekers, which tend to be underestimated. By acquiring this skill, migrants will be more capable of communicating, to listen, and respect others opinions while defending their own ideas to get a common goal.

## 2.3. Negotiation

### Definition

*Negotiation is a dialogue between two or more people or parties to reach a desired outcome regarding one or more issues of conflict. It is an interaction between entities who aspire to agree on matters of mutual interest. The agreement can be beneficial for all or some of the parties involved. The Negotiators should establish their own needs and wants while also seeking to understand the wants and needs of others involved to increase their chances of closing deals, avoiding conflicts, forming relationships with other parties, or maximizing mutual gains.*

*The goal of negotiation is to resolve points of difference, gain an advantage for an individual or collective, or craft outcomes to satisfy various interests. Distributive negotiations, or compromises, are conducted by putting forward a position and making concessions to achieve an agreement. The degree to which the negotiating parties trust each other to implement the negotiated solution is a major factor in determining the success of a negotiation.*

Source: <https://en.wikipedia.org/wiki/Negotiation#:~:text=Negotiation%20is%20a%20dialogue%20between,some%20of%20the%20parties%20involved.>

### Description

People negotiate daily, often without considering it a negotiation. Negotiations may occur in organizations, including businesses, non-profits, and governments, as well as in sales and legal proceedings, and personal situations such as marriage, divorce, parenting, friendship, etc. Negotiation can take a variety of forms in different contexts. These may include: conferences between members of the United Nations to establish international norms, meetings between combatants to end a military conflict, meetings between representatives of businesses to bring about a transaction, and conversations between parents about how to manage childcare. Mediation is a form of negotiation where a third-party helps the conflicting parties negotiate, usually when they are unable to do so by themselves. Mediated negotiation can be contrasted with arbitration, where conflicting parties commit to accepting the decision of a third party.

Negotiation theorists generally distinguish between two primary types of negotiation: distributive negotiation and integrative negotiation:

- **Distributive negotiation:**

Distributive negotiation sometimes called zero-sum negotiation or win-lose negotiation, is a bargaining approach in which one person succeeds only if another person loses. A distributive negotiation usually involves discussion of a single issue. If someone wants to succeed in a distributive negotiation needs to be persistent, make the first offer in order to begin the bargaining in his / her favor and finally don't communicate his/her minimum favourable outcome.

- **Integrative negotiation**

Integrative negotiation, sometimes called win-win negotiation or collaborative negotiation, is a bargaining approach where negotiating parties attempt to reach a mutually beneficial solution. Unlike distributive negotiations, integrative negotiations can involve multiple issues. If someone wants to succeed in integrative negotiation needs to take a principled approach, discuss his/her needs and interests and also use bargaining to solve problems.

## **Importance**

Negotiation is a common part of everyone's life. Negotiation skills are important both in the workplace as well as in personal life. In the workplace, they help you achieve long-term career success, boost productivity & reduce workplace conflicts. In your personal life, they boost your creative & reasoning abilities, make it more difficult for people to take advantage of you & make you a better strategist. Negotiation is an important soft skill for migrants' trainers/tutors. As a mentor, one has to face a wide variety of situations and migrants may have different demands. Having the skill of negotiation allows to manage these situations and make different decisions effectively. The communication gap between the mentors and the migrants, might cause be a lack of understanding in their relationship due to which the mentor must be able to negotiate. It is important for the mentor to solve the problems that may occur and avoid any disputes among mentees. Being a migrant's mentor brings a lot of responsibilities and it is important to ensure that he/she has the skill of negotiation so that he/she can make the mentoring-learning process successful.

## **How does it address the needs**

Developing negotiation skills is equally important for mentors and migrants. The mentoring-learning process is incomplete without the active involvement of mentors



and mentees. Interaction between the mentor and the migrant is essential for the teaching learning process to be successful. Negotiation is one of the most essential skills for both sides. It is important to prevent a communication gap so that a relationship of respect and understanding can be formed between the mentor and the mentee. The skill of negotiation can enable mentors to create a motivational environment for migrants to learn. A mentor by having the ability to negotiate, can make better decisions and handle situations that arise more effectively, improve the communication process with mentees, avoid the creation of disagreements, improve the quality of his lessons and increase the migrants' interest in learning. For migrants on the other hand, acquiring negotiation skills will help them gain more confidence to recognise their skills & abilities, consistent participation in negotiations will help them to develop their interpersonal skills and over time they will find it easier to communicate with other people. Will also improve their reasoning and creative thinking skills as it will boost their verbal, creative & reasoning abilities. Finally, negotiation skills will teach them how to be successful in the long term both personally and professionally. Their entry into the professional world will become easier and more dynamic as they will have the self-confidence to claim everything they want.

## 2.4. Empathy

### Definition

*The term “empathy” is used to describe a wide range of experiences. Emotion researchers generally define empathy as the ability to sense other people’s emotions, coupled with the ability to imagine what someone else might be thinking or feeling. Contemporary researchers often differentiate between two types of empathy: “Affective empathy” refers to the sensations and feelings we get in response to others’ emotions; this can include mirroring what that person is feeling, or just feeling stressed when we detect another’s fear or anxiety. Cognitive empathy,” sometimes called “perspective taking,” refers to our ability to identify and understand other people’s emotions. Studies suggest that people with autism spectrum disorders have a hard time empathizing.*

Source: <https://greatergood.berkeley.edu/topic/empathy/definition#:~:text=The%20term%20%E2%80%9Cempathy%E2%80%9D%20is%20used,might%20be%20thinking%20or%20feeling.>



## Description

Empathy is the capacity to understand or feel what another person is experiencing from within their frame of reference, that is, the capacity to place oneself in another's position. Definitions of empathy encompass a broad range of social, cognitive, and emotional processes primarily concerned with understanding others (and others' emotions in particular). Types of empathy include cognitive empathy, emotional (or affective) empathy, somatic empathy, and spiritual empathy.

Empathy has two main types:

- **Affective empathy**, also called emotional empathy, is the ability to respond with an appropriate emotion to another's mental states. Our ability to empathize emotionally is based on emotional contagion: being affected by another's emotional or arousal state. Affective empathy can be subdivided into the following scales:

*Empathic concern*: sympathy and compassion for others in response to their suffering.

*Personal distress*: feelings of discomfort and anxiety in response to another's suffering. There is no consensus regarding whether personal distress is a form of empathy or instead is something distinct from empathy. There may be a developmental aspect to this subdivision. Infants respond to the distress of others by getting distressed themselves; only when they are two years old do they start to respond in other-oriented ways: trying to help, comfort, and share.

- **Cognitive empathy** is the ability to understand another's perspective or mental state. Cognitive empathy can be subdivided into the following scales:
  - *Perspective-taking*: the tendency to spontaneously adopt others' psychological perspectives.
  - *Fantasy*: the tendency to identify with fictional characters
  - *Tactical (or strategic) empathy*: the deliberate use of perspective-taking to achieve certain desired ends. Affective and cognitive empathy are also independent from one another; someone who strongly empathizes emotionally is not necessarily good in understanding another's perspective.

## Importance

Empathy is important because it helps us understand how others are feeling so we can respond appropriately to the situation. It is typically associated with social behavior and there is lots of research showing that greater empathy leads to more helping behavior. Empathy is a powerful tool that can help the mentor better understand what's driving his/her mentees' behavior and find strategies to help. It can also help them connect and work through difficult moments together. When the mentor takes a different perspective, he/she puts aside his/her own feelings and reactions to see the situation through her/his students' eyes. Trying to understand the student's feelings the mentor can run into his/her own experiences to find a way to understand what the student is feeling or to remember a time when he /she felt something similar. Empathy is the key to which a mentor will work to deeply understand migrants' personal and social situations, will feel care and concern in response to mentees' positive and negative emotions, and will respond compassionately without losing the focus on mentoring learning.

## How does it address the needs

The development of empathy is crucial in building 21st Century Skills, particularly critical thinking and leadership skills. Being empathetic is equally important for mentors and their mentees as an imbalance can cause a strain in their connection. It is considered essential for mentors to understand, validate and empower individuals with diverse characteristics and backgrounds like migrants, by perceiving and acting objectively and treating everyone fairly. In learning settings, empathy is regarded as an integral part of the mentor's behavior for the creation of positive relationships and an altruistic and conducive atmosphere for learning. Practicing empathy enhances time for learning through trust and high mentor effectiveness. Mentor empathy will also promote the exercise of empathy among the migrants themselves to develop responsibility, friendship, pacifism, respect, honesty, tolerance, and human values of collaboration and cooperation which are important for working together or teamwork. Feeling understood and supported is especially important for migrants who learn and think differently. It helps them stay motivated, increases self-awareness, and encourages them to advocate for themselves. These self-advocacy and self-determination skills lead to better outcomes in their employment and social life. The acquisition of empathy skills will help migrants to develop skills of observation, listening,

communication and relationships, respect and better interaction with people in their social and working environment. Finally, the entry of migrants into the business world will become more dynamic as they will feel innovative and competitive.

## 2.5. Creativity and innovation

### Definition

*Having creativity and innovation skills means being able to come up with new ideas, approaches, etc. and, to think out of the box. A creative individual can look at a problem from a different angle to find a solution. Being creative can improve the quality of an individual's life by adding multiple scopes of ways to explore the world. Throughout life, creative individuals will be able to discover new and exciting things. Those who are innovative are set apart from others since they can solve problem using their creative skills.*

Source:

[https://ec.europa.eu/regional\\_policy/sources/docgener/panorama/pdf/mag29/mag29\\_en.pdf](https://ec.europa.eu/regional_policy/sources/docgener/panorama/pdf/mag29/mag29_en.pdf)

[https://ec.europa.eu/programmes/erasmus-plus/project-result-content/dce32717-6cfc-4b23-b7af-e4effad68f21/Framework\\_soft\\_skill\\_Report.pdf](https://ec.europa.eu/programmes/erasmus-plus/project-result-content/dce32717-6cfc-4b23-b7af-e4effad68f21/Framework_soft_skill_Report.pdf)

### Description

Guidelines: Search for and give a detailed description of the soft skill (Include subcategories if any), making it easier for the reader to understand further:

This skill refers to considering an issue from different and creative angles, using the right tools to assess it and develop a plan.

Creativity fuels innovation. One is a thought process, the other an action. To thrive in a professional world today and in the future, both are needed: this skill figures as the second among the most in-demand skills for companies.

The process of creativity and innovation occurs in two phases: the creativity stage during which Ideas are generated, followed by the innovation stage those ideas are implemented toward improving existing procedures, approaches, or products – or creating new ones. The notion of innovation goes beyond that of the invention to involve the diffusion of the new product or idea.

## Importance

Creativity and innovation are important driving for personal progress, economic growth, and societal development. Especially at this time, when people are facing fast growth of new technologies, accelerating changes in life and work and when natural or man-made disasters constantly occur, the importance of creativity and innovation cannot be underestimated. Nowadays, individuals who can unleash their creativity potential and make the best of their unique creative talents will become the real winners of the competition. Creative is necessary to be competitive on the labour market and to be well prepared for future challenges.

It is important that migrant's mentors acquire the creativity and innovation skills because most problems that mentees face might require approaches that have never been created or tried before. It is a highly valued skill to have individually and one that professional working with migrants should always aspire to have among their assets.

Creative thinking is a skill and, like any other, it needs constant exercise to stay sharp. Mentors will be regularly exposed to situations in which new ideas are needed so it is important to be prepared with a creative and innovative mindset to surpass the difficulties. In complex problem solving, creative idea generation entails the conjunction of two thinking processes: the exploration of many possible solutions to problem, followed by the organization of emerging ideas to decide on the best solution.

## How does it address the needs

Creative and innovative individuals have curious minds. They find inspiration from a broad range of experiences and perspectives. They consider mistakes as learning opportunities. They inspire others to innovate and support them in developing their creativity.

This skill will empower migrants with the ability to better handle problems and the capacity in finding solutions to overcome different issues by thinking "out of the box". Creativity and innovation skills will help migrants to come up with new ideas and approaches both at work and in their personal life.

The advantage for mentors developing this skill, is the capacity to generate more ideas to be implemented during the sessions with migrants, to create a workplace environment with diversity and settle a base for working progressively with mentees.

## 2.6. Language Learning

### Definition

*Language learning skill refers to the capacity to learn and use a language properly. A person's capacity to communicate depends on the proficiency of language skills, meaning that the competence to express your feelings and thoughts is subjective to how you master your language skills. Without language skills, you cannot make sense of or communicate your understanding of a subject.*

Source:

<https://ncert.infrexa.com/language-skills-listening-speaking-reading-writing/>

### Description

In the global world, the ability to communicate across cultures and boundaries isn't a nice-to-have; it's a must – have.

The four skills of language learning are set of four competences that allow an individual to comprehend and produce spoken language for suitable and effective interpersonal communication.

These skills are:

- **Listening**

Listening is capacity to correctly receive and interpret messages in the communication process. Listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. Consequently, communication breaks down and the sender of the message can easily become frustrated or irritated.

- **Speaking**

Speaking is the communication medium of learning orally. Speaking is the second of the four learning skills. Speaking is normally the second expertise that a person learns. Speaking means communicate, or expressing one's thoughts and feelings in a spoken language.

- **Reading**

Through reading, we learn a lot and it is the most prominent language skill. It offers a productive approach to improving language-vocabulary as well as word power. The need to develop the habit of reading is very important because, when you possess rich vocabulary, you listen better as you understand more; then you can write better with more words to choose from; obviously you can speak better because of your intense word power.

- **Writing**

Similarly, to speaking, writing is a gainful and dynamic expertise, as it expects us to utilize hands and our minds to deliver the composed message, idea, thought or information that we would have spoken otherwise.

- **Importance**

Through language we connect with people, not just through what we say but in the way we understand and relate to one another. Communication is about more than just the spoken and written word, it is about appreciating other cultures and, in the corporate world, about understanding different ways of conducting business.

This soft skill will enable mentors to communicate with different groups of migrants. Furthermore, it will be useful to better support mentees that comes from different parts of the world, in their administrative and others daily life activities therefore, it is necessary to be able to communicate in different languages.

### **How does it address the needs**

The ability of learning new language can be a big plus when you are entering a new country. It will help you in the process of integration and facilitate the daily life routine. Language is not only education but also a mean of accomplishment for ideas, exchange, administration, trade, communication, employment.

By learning the host country language, migrants will have more facility in the process of adapting in a community and they will get to know better the local culture.

In a corporate space, your language skills must evolve to understand local phrases and business jargon. Mastering this aspect will give the migrants the possibility to learn new language and so will increase their chance in finding job. Therefore, the aim of implementing this skill is to help migrants in their job searching process and provide them with support for communicating at the workplace.

By acquiring the language skills, mentors will be more prepared to face challenges like languages barriers, and this will facilitate considerably the familiarisation with mentees.

## 2.7. Learning to learn

### Definition

*According to the International Bureau of Education (UNESCO), learning to learn is defined as “a lifelong process in which individuals deliberately or intuitively plan, monitor, and adapt their learning. When individuals learn to learn, they treat learning activities as objects of inquiry, personal reflection and self-analysis”.*

*In the European context, this skill is of salient importance as it allows individuals to organise their own learning, both on their own and in groups. Moreover, this soft skill includes also the elements of motivation and confidence, as it allows the person to build on existing knowledge in order to use it and develop new skills in a variety of contexts.*

Source: <http://www.ibe.unesco.org/en/glossary-curriculum-terminology//learning-learn>

### Description

Learning to learn is actually a personal strategy on how to grow yourself by constantly seeking for personal development and acquisition of new knowledge and skills. In this regard, a learning strategy includes some specific characteristics, such as:

- is **goal-oriented**, meaning that you want to achieve something specific and so you need to find ways doing this (for instance learn a new language)
- it depends on the **personal characteristics and capacities** of the individual. In other words, it must be some motivation or satisfaction to engage in a certain learning strategy.
- every serious learning strategy is **demanding**. It requires time and effort, that might not everyone is willing to give. Learning is a process that comes with a cost, because otherwise there is no change and growth.
- With information from: Weinstein (2001), Learning to Learn in International Encyclopedia of the Social & Behavioral Sciences

## Importance

This soft skill will drive and guide migrants to develop a life-long learning approach that will help them to expand their knowledge and skills and adapt easier. In particular, learning to learn will allow migrants to:

- seek for a new career
- grow and develop themselves in the work place
- seek for studies and seminars
- develop themselves in their personal relationships
- adapt easier in new environments

## How does it address the needs

The development of learning to learn as a soft skill will allow both mentors and mentees/ migrants to have several benefits.

The benefits for mentors could be the following:

- less effort to make the learners willing to learn
- higher motivation of mentees in the learning process
- assignment of tasks to mentees to work on their own

The benefits for migrants could be the following:

- adopt a life-long learning mentality
- seek for new opportunities and challenges
- increase their chances to have a career
- adapt better in new working environment

## 2.8. Multicultural competence

### Definition

According to the Kansas State university, "multicultural competence is defined as the knowledge, skills and personal attributes needed to live and work in a diverse world". Another useful definition is also the following: "multicultural competence is understanding your own and others cultural identities and effectively employing cultural skills during cross-cultural interactions" (Williams, 2020)

Sources:

<https://tilford.k-state.edu/resources/multicultural-competency-development.html>

<https://legacycrg.com/blog/2020/blog2>



## Description

The background of this soft skill is divided in three main categories and each one includes some other subcategories of soft skills. In particular, the three categories and the relevant skills are the following:

1. **Knowledge** – acknowledging that we live in a diverse world and proper communication is essential.
  - Cultural self – to understand your own cultural background and how influenced your character and perceptions
  - Diverse groups – the willingness to understand and communicate with other ethnic groups
  - Socio-political systems – to be aware of the role society, politics and history plays in the formation of a cultural background
  - Changing demographics – how population dynamics influence majority-minority groups etc.
  - Diversity implications for career--Understanding how diversity impacts professional development.
2. **Personal attributes** – personality traits necessary in a diverse world.
  - Flexibility – the ability to adapt in different situations
  - Respect – giving to the other the value it deserves
  - Empathy – the ability to understand the other's position
3. **Skills** – behaviours and attitudes needed in a multicultural world.
  - Cross-cultural communication – the ability to communicate with someone from a different cultural background
  - Team-work – the ability to cooperate effectively with people from various backgrounds
  - Listening – the ability to listen and try to understand others
  - Conflict resolution – the ability to negotiate and bridging differences
  - Critical thinking – the ability to use logic and see things from various perspectives
  - Language development – the ability to communicate in different languages

With information from:

<https://tilford.k-state.edu/resources/multicultural-competency-development.html>

## Importance

This soft skill will allow migrants to communicate and adapt easier in the work place. The multicultural competence will also allow them to understand and possibly appreciate the host country's culture, but also other cultures. In addition, the multicultural competence of migrants will make also easier for their managers , educators and peers to better coordinate and work with them.

## How does it address the needs

The development of multicultural competence as a soft skill will allow both mentors and mentees/ migrants to have several benefits.

The benefits for mentors could be the following:

- Better communication and understand with their mentees
- Higher motivation of mentees to adapt in different environments
- Better coordination of multicultural groups

The benefits for migrants could be the following:

- Adapt easier in the host country
- Understand and appreciate different cultures
- Work better and more effectively as members of a group
- Make new friends and socialize

## 2.9. Ethics

### Definition

*Ethics, also called moral philosophy, the discipline concerned with what is morally good and bad and morally right and wrong. The term is also applied to any system or theory of moral values or principles. How should we live? Shall we aim at happiness or at knowledge, virtue, or the creation of beautiful objects? If we choose happiness, will it be our own or the happiness of all? And what of the more particular questions that face us: is it right to be dishonest in a good cause? Can we justify living in opulence while elsewhere in the world people are starving? Is going to war justified in cases where it is likely that innocent people will be killed Ethics deals with such questions at all levels. Its subject consists of the fundamental issues of practical decision making, and its major concerns include the nature of ultimate value and the standards by which human actions can be judged right or wrong.*

Source: <https://en.wikipedia.org/wiki/Ethics>

## Description

Ethics or moral philosophy is a branch of philosophy that "involves systematizing, defending, and recommending concepts of right and wrong behavior". The field of ethics, along with aesthetics, concerns matters of value; these fields comprise the branch of philosophy called axiology. Ethics seeks to resolve questions of human morality by defining concepts such as good and evil, right and wrong, virtue and vice, justice and crime. As a field of intellectual inquiry, moral philosophy is related to the fields of moral psychology, descriptive ethics, and value theory. Three major areas of study within ethics recognized today are:

- **Meta-ethics:** concerning the theoretical meaning and reference of moral propositions, and how their truth values (if any) can be determined. Meta-ethics is the branch of philosophical ethics that asks how we understand, know about, and what we mean when we talk about what is right and what is wrong. A meta-ethical question is abstract and relates to a wide range of more specific practical questions. For example, "Is it ever possible to have a secure knowledge of what is right and wrong?" is a meta-ethical question.
- **Normative ethics:** concerning the practical means of determining a moral course of action, it is the branch of ethics that investigates the set of questions that arise when considering how one ought to act, morally speaking
- **Applied ethics,** concerning what a person is obligated (or permitted) to do in a specific situation or a particular domain of action.

## Importance

Ethics matters because it is part of how many groups define themselves and thus part of the identity of their individual members, other-regarding values in most ethical systems both reflect and foster close human relationships and mutual respect and trust, and it could be "rational" for a self-interested person to be moral, because his or her self-interest is arguably best served in the long run by reciprocating the moral behavior of others. Ethical knowledge is an intrinsic feature of awareness between moral and ethical principles. A mentor's possession of these principles will allow them to display moral and ethical values, which includes a sense of right and wrong, treating others with respect, being objective, patient and compassionate. The mentor role is crucial in helping his/her mentees on their path from potential to full moral agents, which means that they will help migrants in developing awareness of those

times when respect and appreciation towards man depends, to a large extent, on his/her behaviour and actions. This also concerns emphasizing the fact that respect and appreciation on the part of teachers towards migrants depends, to a certain extent, on their behaviour and actions. In this way, the level of human dignity becomes partly dependant on their behaviour and actions. Ethics mentoring is aiming to a full development of human personality and a strengthening of respect for human rights. It also aims in helping mutual understanding, tolerance and friendship in both personal and working environment.

### **How does it address the needs**

Ethics is what guides us to tell the truth, keep our promises, or help someone in need. There is a framework of ethics underlying our lives on a daily basis, helping us make decisions that create positive impacts and steering us away from unjust outcomes. It serve as a guide to moral daily living and helps us judge whether our behavior can be justified. Ethics refers to society's sense of the right way of living our daily lives. It does this by establishing rules, principles, and values on which we can base our conduct. For mentors is crucial as it helps them to treat their mentees with respect, being objective, patient and compassionate. The feeling of mutual respect and trust that is created is beneficial for both sides. For migrants, on the other hand, developing ethical decision-making skills will give them the opportunity to exploit a competitive advantage in an excellent job, improve their critical thinking, prepare them to become future business leaders, will facilitate their adaptation to a new working environment, and will create solid ethical reasoning in the workplace making them better professionals and better people.

### 3. Modules

#### 3.1 Module 1

**Name of the module:** Non-job specific and closely connected with personal attributes and attitudes skills (ethics, learning to learn, teamworking)

<b>Module</b>	<i>Non-job specific and closely connected with personal attributes and attitudes skills (ethics, learning to learn, teamworking)</i>
<b>Aims and Objectives</b>	<p>By the end of this module, learners will be able to understand the main concept, the importance and characteristics of non-job specific and closely connected personal attributes and attitudes skills.</p> <p>It is key to understand what non-job specific skills are, their usefulness and how to incorporate them into the teaching sessions. Finally an overview of best practices is introduced.</p>
<b>Learning Objectives</b>	<p>By the end of this module, learner will be able to:</p> <ul style="list-style-type: none"> <li>◆ Define and understand non-job specific skills</li> <li>◆ Identify the importance of non-job specific skills</li> <li>◆ Know how to introduce non-job specific skills in the teaching/mentoring sessions</li> </ul>
<b>Keywords</b>	<ul style="list-style-type: none"> <li>◆ Generic competencies</li> <li>◆ International Bureau of Education (IBE)</li> <li>◆ Productive working</li> </ul>
<b>Table of Content</b>	<ol style="list-style-type: none"> <li>1. Definition non-job specific skills</li> <li>2. Importance of non-job specific skills</li> <li>3. How to incorporate non-job specific skills in the teaching/mentoring sessions</li> <li>4. Good practices that reflect the significance of improving the non-job specific skills both for tutors/trainers and migrants</li> </ol>
<b>a. Unit 1 Definition of non-job specific skills</b>	<p>In this module, we will be discussing the definition of non-job specific skills, how important they are, how they can be incorporated into the teaching/mentoring sessions, and the good practices of these can have in one's (life). Furthermore, at the end you'll have the opportunity to test your gained knowledge and see if you've understood everything we've covered in this module. In</p>

the job market, there is a multitude of generic competencies important in workplaces that employers expect from candidates nowadays, which have high transferability across different jobs since they are not specific to a certain position or carrier. These are the so-called non-job specific skills and they relate more to one's personal qualities and practices than one's hard skills, which usually is the combination of knowledge required to solve practical assignments in areas like science, technology, math etc..

The non-job specific skills are crucial and usually are:

- Ethics
- Team-working
- Discipline
- Learning to learn
- Adaptability
- Confidence
- Self-management
- Interpersonal relationship skills
- Initiative
- Analytical, Quantitative Reasoning
- Detail orientation
- etc....

- **Ethics**, for instance, is the discipline concerned with what is morally good, bad, right, and wrong, giving us principles on how to make decisions that create a positive impact in general and how to steer our lives in private and at work within our society's expectations. Employers want to see you demonstrate personal accountability for your actions and work habits. Be sure to show up on time, work productively with others and understand the impact of your non-verbal communication. Take responsibility and learn from your mistakes to show integrity and ethical behavior.
- **Team-working** focuses on the skill of being able to work actively in teams with people from different backgrounds

and being part of the team, not just on the team. Every team appreciates people that cooperate and make a positive contribution to the group in order to make it more successful. Many jobs require one to work effectively and respectfully with others, whether that is the boss, coworkers, or clients. It means one understands the goal that needs to be achieved, buy into it and understand your role in getting it achieved.

- **Discipline.** The Cambridge Dictionary defines Discipline as “ training that makes people more willing to obey or more able to control themselves, often in the form of rules, and punishments if these are broken, or the behavior produced by this training.
- **Confidence:** refers to the trust a person has in their abilities and judgment, which enables them to express knowledge and opinion freely with no or little difficulties.
- **Self-management:** is the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations in one's life, being it personal or professional. This is also referred as “self-control” or “self-regulation”.
- **Learning to learn:** a lifelong process in which individuals deliberately or intuitively plan, monitor, and adapt their learning. When individuals learn to learn, they treat learning activities as objects of inquiry, personal reflection, and self-analysis”. This is crucial since it makes one's skills and knowledge growth, and adaptation smoother. - International Bureau of Education (UNESCO) -.
- **Adaptability:** this skill shows that one can be flexible by adapting to situations when they arise. It's important to employers that one is able to shift plans and adapt to new concepts in order to succeed.
- **Interpersonal relationship skills:** comprise verbal and nonverbal communication, the ability to handle conflict, teamwork, empathy, listening, and a positive attitude.

- **Initiative:** one shows initiative by proactively handling situations and finding answers to questions without direction. This shows employers that one is taking ownership of the job and developing as a leader.
- **Analytical, Quantitative Reasoning:** this means you use thoughtful analysis to identify problems and make informed decisions. You can assess the situation, ask crucial questions, consider possible solutions and plan a course of action.
- **Detail orientation:** comprises working on completing tasks with thoroughness and accuracy. Double-check the work to ensure there aren't any errors. Employers like to see that one has high standards in the quality of work they perform.

**b. Unit 2**  
**Importance of**  
**non-job**  
**specific skills**

Non-job specific skills are slowly becoming the hard skills of today's workforce. It's not enough anymore to have highly developed technical skills, without developing at least some interpersonal skills which help people communicate and collaborate more effectively. The thing is, sometimes it's not clear to everyone how important these skills are, therefore, there is a lot less training offered out there. It's also taken for granted that everyone has basic skills like being on time, being friendly, and producing high-quality work and when these expectations are not met frustration tends to arise.

The history behind the origin from Non-technical skills explains it. NTS were developed as a result of research into late 1970s aviation disasters like the 1977 Tenerife airport disaster. As technology advanced, it was easier to see how people contributed to accidents. Subsequent investigations revealed that factors like poor communication between pilots and air traffic control may have been the main cause of these crashes.

Other industries have found using these skills to be beneficial as well. To increase safety, training and assessment have been implemented in NTS for both nuclear power and healthcare.



NTS are important because they improve the efficiency and safety of human labor. We use them to some extent every day, so they may not seem like skills. However, when used correctly, these abilities are invaluable in preserving system security and guaranteeing smooth operations.

All in all, one could say that these cross-field skills are extremely important since they play an important role in one's interaction with others (coworkers) and how one completes their work. This contributes to one's productive working, striving of a successful workplace, guaranteeing a conflict-free environment and harmonized relationship with others.

Non-technical skills may help you be more productive and foster a positive, well-functioning work environment. Furthermore, these are key to avoid miscommunication, nuisances, and unpleasant situations, and to ensure workflow, efficiency, and common growth.

- Videos: 1. [https://www.youtube.com/watch?v=74S8h3BpBP\\_s](https://www.youtube.com/watch?v=74S8h3BpBP_s)  
2. <https://www.youtube.com/watch?v=Tiy2LONr050>  
3. <https://www.youtube.com/watch?v=9nBgcoZBuiQ>

### c. Unit 3

#### How to incorporate them in the teaching/mentoring sessions

Teaching people, here more specifically migrants, non-job specific skills lay the groundwork for people to reach their objectives and this can be done by counselors, mentors or other people with the right qualifications. In order to do so, one can apply different methodologies e.g. interventions or instructional trainings.

It's relatively normal that people usually don't partake in extra training to gain these skills even though some might exist; most people gain them through years of experience in the field.

In order to facilitate migrant's lives and integration into the new society without worrying about failing due to non-job specific skills, it's imperative to integrate some relevant methodologies into the

mentoring sessions. In case you don't know where to start here are some tips:

### **1. One-on-one employment counseling:**

Counseling sessions are at the core of employment services, supporting counselors to identify participants' qualifications, skills and strengths and set goals, responsibilities, and next steps. The first session is a discussion between the counselor and the participant based on the action plan and helps the counselor to obtain detailed information regarding the participant's:

- a) educational and professional background;
- b) skills and experience;
- c) any physical, mental, family and social constraints on the type and location of job;
- d) the type of work they would prefer.

The counselor supports participants in achieving the steps defined in the action plan and at the same time, assists participants with job seeking, CV-cover writing & interview preparation and provides participants with information on available educational and other relevant training options that will improve market relevant skills and facilitate the market placement.

The following template can be used to help orient mentors that give support to people with different personal factors, life plans and skills during the one-to-one counseling session.

[Individual Plan Learning to learn tool Handout.docx](#)

(Please review the practical assessment for the "Let's Set Up Our Goals" activity.)

After gathering enough information about the migrant and seeing where their initial skill set situation lays, the mentor can implement skill training like Role-play and Skill-Teaching.

At Role-Play, the instructor lets the participant or participants (in case of group activity) play out a real life or work situation where a certain non-job specific skill e.g. ethics has to be used. If demonstrated correctly the mentor can scratch this skill from the ones that need practicing, in case of bad demonstration the mentor writes it down and adds to the list of skills that need to be taught.

At Skill Teaching, the mentor delivers a thorough class/lesson focusing on the skills that need enhancement and this is based on the previous step.

**2. Job Readiness Training.**

Job Training includes:

- \* Entry Level Jobs and Job Search Methods
- \* Interview Preparation
- \* Identification of needs and Soft Skills (time management, communication and team building)
- \* Labor Rights
- \* Workplace Culture
- \* Financial Literacy and Personal Budgeting

**d. Unit 4**  
**Good practices that reflect the significance of improving the non-job specific skills both for tutors/trainers and migrants**

**Best Practices**

**Project / Programme Title**

***Curing the Limbo: Employment Services Approach by International Rescue Committee.***

<b>Scale and territory</b> (local/regional /national, urban/rural area)	Local
<b>Coordinating Entity</b> (name, type of institution)	Municipality of Athens
<b>Objectives</b> (general and specific)	<ul style="list-style-type: none"> <li>◆ Successful market strengthening</li> <li>◆ Employment growth</li> <li>◆ Improvement of Soft Skills.</li> </ul>
<b>Beneficiaries</b> (age, the number of people reached)	Recognized Refugee
<b>Detailed description</b> (activities/sessions/modules and methodologies implemented)	<p><b><u>Employment services framework includes:</u></b></p> <p><b>1. One-on-one employment counseling:</b></p> <p>Sessions are at the core of employment services, supporting counsellors to identify participants' qualifications, skills and strengths and set goals, responsibilities, and next steps. The first session is a discussion between the counsellor and the participant based on the action plan and helps the counsellor to obtain detailed information regarding the participant's a) educational and professional background, b) skills and experience; c) any physical, mental, family and social constraints on the type and location of job; as well as d) the type of work they would prefer.</p> <p>The counsellor supports participants in achieving the steps defined in the action plan and at the same time, assists participants with job seeking, CV-cover writing &amp; interview preparation and provides participants with information on available educational</p>

and other relevant training options that will improve market relevant skills and facilitate the market placement.

## **2. Job Readiness Training, Job Clubs and Vocational Training.**

Job Training includes:

- \* Entry Level Jobs and Job Search Methods
- \* Interview Preparation
- \* Identification of needs and Soft Skills (time management, communication and team building)
- \* Labor Rights
- \* Workplace Culture
- \* Financial Literacy and Personal Budgeting

Job Clubs:

Job Clubs are group job search workshops that usually start with a specific topic (such as an introduction to online job search, how to draft an email and respond to a call interview or volunteering and other educational opportunities).

Vocational trainings:

Defining the needs of the participants relating with labor market implement different vocational trainings in five different tracks: Customer Service, Food & Beverage Standard Operation Procedures, Gastronomy/Cooking, Logistics and E-Commerce

## **3. Job Placement and Company Outreach:**

The methodology for company outreach included among other things, the following key steps:

- \* Mapping and identification of viable economic sectors and companies
- \* Identification of participants skills and interests
- \* Initial approach and creation of network of companies.


**Specific  
impact  
(in terms of  
improvement  
of skills or  
empowerment**

The strengths-based approach that IRC follows as a method empowers participants to act for themselves and set their own targets and goals while receiving the necessary assistance from the counsellor.

**Regarding the participant's feedback:**

<b>of individuals who gained skills)</b>	<ul style="list-style-type: none"> <li>• One-on-one counselling sessions are the most helpful.</li> <li>• Services were successful in motivating beneficiaries to search and apply for jobs on their own. Also, they were more aware of workplace ethics and diversity.</li> </ul>
<b>Quantitative and Qualitative Results</b>	<p>*174 unique beneficiaries reached through all employability services</p> <p>* 66 have found work in the duration of the programme</p> <p>*77% of beneficiaries display an average increase in knowledge:</p> <ul style="list-style-type: none"> <li>• 92% in Job Search Techniques</li> <li>• 100% in Soft Skills</li> <li>• 50% in Financial Literacy</li> <li>• 80% in Labor Rights</li> <li>• 50% in Interview Preparation</li> </ul>
<b>Web page address (if available)</b>	<p>Curing the Limbo: <a href="https://curingthelimbo.gr/en/home">https://curingthelimbo.gr/en/home</a></p> <p>Job Readiness Handbook: <a href="https://curingthelimbo.gr/job-readiness-handbook">https://curingthelimbo.gr/job-readiness-handbook</a></p>
<b>Project / Programme Title</b>	<b>MigraCode</b>
<b>Scale and territory (local/regional /national, urban/rural area)</b>	Local (Barcelona)
<b>Coordinating Entity (name, type of institution)</b>	Open Cultural Center
<b>Objectives (general and specific)</b>	<ul style="list-style-type: none"> <li>◆ Successful market strengthening</li> <li>◆ Employment growth</li> <li>◆ Improvement of Hard Skills.</li> </ul>

<b>Beneficiaries</b> <i>(age, the number of people reached)</i>	People with migrant backgrounds who are eager to work in the tech industry.
<b>Detailed description</b> <i>(activities/sessions/modules and methodologies implemented)</i>	<p>The Migracode program acts as a bridge between the demand for skilled people in the tech sector and people with migration backgrounds who are eager to work in the tech industry.</p> <p>The program offers a free, 8-month programming course for becoming a professional developer.</p> <p>During the course, they offer free laptop usage and open use of co-working spaces.</p> <p>The specific courses are:</p> <ul style="list-style-type: none"> <li>• IT Support &amp; Security course</li> <li>• Web development course</li> </ul> <p>The four pillars of Migracode are:</p> <ol style="list-style-type: none"> <li>1. Open education for all</li> <li>2. Bringing people together</li> <li>3. Fostering labor integration by connecting people with tech companies</li> <li>4. Offering psychosocial support.</li> </ol>
<b>Specific impact</b> <i>(in terms of improvement of skills or empowerment of individuals who gained skills)</i>	<p><b>A person can increase:</b></p> <ul style="list-style-type: none"> <li>• His/her hard skills</li> <li>• The sense of belonging</li> </ul>
<b>Quantitative and Qualitative Results</b>	You can find their social impact <a href="#">here</a> in terms of quantitative results.

<b>Web page address</b>	<p>MigraCode Barcelona:  <a href="https://migrcode.openculturalcenter.org/our-program/">https://migrcode.openculturalcenter.org/our-program/</a></p> <p>Open Cultural Center:  <a href="https://openculturalcenter.org/">https://openculturalcenter.org/</a></p>
<b>Key questions for self-reflection</b>	<p>Check below the assessment activities</p> 
<b>Synopsis</b>	<p>In Unit 1, we have handled the term "non-job specific skills". We've explained its meaning thoroughly with the help of other key terms and their definition.</p> <p>In Unit 2, we have addressed the importance of these skills in one's personal and professional life. In order to do so we've talked about their historical origin and efficiency. Moreover, videos were added to this unit to further clarify non-specific job skills and their relevance.</p> <p>in Unit 3, we have presented how to incorporate them in the teaching/mentoring sessions.</p> <p>in unit 4, we have gather some good practises.</p>
<b>References</b>	<p>Units 1,2,3 references:</p> <p>Barnard, D. (2019, March 25). <i>The Importance of Soft Skills</i>.  <a href="https://virtualspeech.com/blog/importance-soft-skills">https://virtualspeech.com/blog/importance-soft-skills</a></p> <p><i>Top Non-Job Specific Skills You Need</i>. (2018, October 2).  Summerset Technology Solutions, Inc.  <a href="https://www.summersetinc.com/stsi-blog/top-non-job-specific-skills-you-need/">https://www.summersetinc.com/stsi-blog/top-non-job-specific-skills-you-need/</a></p> <p><i>Skill Up: What Are Soft Skills And Why Are They Important?</i> (n.d.).  <a href="https://successatschool.org/advisedetails/198/Skill-Up:-What-Are-Soft-Skills-And-Why-Are-They-Important?">https://successatschool.org/advisedetails/198/Skill-Up:-What-Are-Soft-Skills-And-Why-Are-They-Important?</a></p> <p><i>Learning to learn</i>. (2016, June 8). International Bureau of Education. <a href="http://www.ibe.unesco.org/en/glossary-curriculum-terminology//learning-learn">http://www.ibe.unesco.org/en/glossary-curriculum-terminology//learning-learn</a></p>



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e. Quiz

Multiple Choice Items for Module 1

Question 1.

<b>Module</b>	<b>Non-job specific and closely connected with personal attributes and attitudes skills.</b>
<b>Topic</b>	<b>Teamworking</b> with the Perfect Square exercise
<b>Question</b>	Which skills are necessary for someone to be a good Leader through this exercise
<b>Possible Options</b>	(a) To have a clear structure of verbal communication when he or she is giving the instructions. (b) To delegate tasks efficiently (c) not to care about other people during the exercise.
<b>Correct option(s)</b>	A & b

Question 2.

<b>Module</b>	<b>Non-job specific and closely connected with personal attributes and attitudes skills</b>
<b>Topic</b>	<b>Ethics:</b> <u>Code of Conduct: "The way of a company works"</u>
<b>Question</b>	Which are the Key Terms of a Code of Conduct of a company?
<b>Possible Options</b>	(a) Code Of Conduct (CoC) is a clearly defined set of guidelines, values, and expectations for behavior from employees (b) Companies utilize it as a communication tool to let various stakeholders know about their company, their staff, and their organizations' values (c) All the above
<b>Correct option(s)</b>	c

#### f. Practical Assessment

### Non-job specific and closely connected with personal attributes and attitudes skills

#### Worksheet/Practical Assignment

<b>Module</b>	<b>Non-job specific and closely connected with personal attributes and attitudes skill</b>
<b>Topic</b>	<b>Ethics:</b> <u>Code of Conduct: "The way of a company works"</u>
<b>Short Description of the activity</b>	<p><b>Method:</b> Café Conversations &amp; Experience Sharing</p> <p><b>Key Concepts of Code of Conduct agreement</b></p> <p>Invite participants to our Café, tell them we are going to share our experiences and learn about how to encourage an ethical culture with the company's code of conduct that creates a safer, more productive workplace while helping you prevent internal incidents.</p> <p>In order to see what participants already know about the topic we can focus on previous experience in singing different codes of contacts (CoC). Organize participants into groups of 4-5</p>

people. In groups, discuss the following questions and be ready to share with the wider group:

### **Code of Conducts Agreements & Terms**

Give groups 7 minutes to discuss the following questions—be ready to share back with the larger group:

- Have you ever signed a Code of Conduct of a company in the country that you are living in or in other countries that you have lived in before?
- Why do you believe that a Code of Conduct is important?
- Do you know the main topics that a Code of conduct contains?
- What are the topics that impress you most?

*Facilitator note:* build on the experience of what is shared—emphasize what is similar or different, in different code of conducts (How a CoC apply in a Business and how a CoC apply for an Organization)?

Pass out a few samples of Code of Contacts. Have participants look at the document (facilitator tip: Don't worry about reading the details, the purpose is to become familiar with the document).

Explain the **key terms** of the Code of Conduct (*Handout*) and point out where this information can be found on the document.

Ask the participants if they have ever had a colleague who broke the terms of the Code of Conduct. If yes, ask them to share with the group what the company/ organization did.

### **Handout: Key terms of a Code of Conduct**

Key Terms of Code of Conduct:

	<ul style="list-style-type: none"> <li>• Code Of Conduct (CoC) is a clearly defined set of guidelines, values, and expectations for behavior from employees that a company views as critical to its success.</li> <li>• The company's ethical decision-making is supported by the code of conduct. Companies utilize it as a communication tool to let various stakeholders know about their company, their staff, and their management's values.</li> <li>• Highlight different sections such as: <ul style="list-style-type: none"> <li>• Privacy, and freedom of expression</li> <li>• Workplace health, safety, and security</li> <li>• Drugs and alcohol</li> <li>• Conflict of interest</li> <li>• Compliance with laws and regulation</li> </ul> </li> </ul>
<b>Objectives</b>	<p>The participants:</p> <ul style="list-style-type: none"> <li>◆ Will understand the necessity and the important role of a Code of Conduct</li> <li>◆ Will become equipped to understand the rationale behind the policies and rules of a company/ organization.</li> <li>◆ Will understand the principles that can create a positive impact in general and how to steer our lives in private and at work within our society's expectations.</li> </ul>
<b>Duration</b>	20-30 min
<b>Materials needed</b>	<i>Handout printed &amp; examples of Code of Conducts.</i>
<b>Key questions for self-reflection</b>	<ul style="list-style-type: none"> <li>• Was there anything you liked about the session?</li> <li>• Was there anything you didn't like about the session?</li> <li>• What did you find most useful during the workshop and why?</li> <li>• Are there any things that are still not clear? Or any questions that you have</li> </ul>
<b>References</b>	<b><i>Different Codes of Conducts:</i></b>

	<p>Danish Refugee Council (International NGO):  <a href="https://www.interaction.org/wp-content/uploads/resource-library/DRC_code_of_conduct_eng.pdf">https://www.interaction.org/wp-content/uploads/resource-library/DRC_code_of_conduct_eng.pdf</a></p> <p>L'Oreal's: <a href="https://www.loreal.com/-/media/project/loreal/brand-sites/corp/master/lcorp/2-group/news-and-documentation/publications/code-of-ethics/codeofethicsenglish.pdf">https://www.loreal.com/-/media/project/loreal/brand-sites/corp/master/lcorp/2-group/news-and-documentation/publications/code-of-ethics/codeofethicsenglish.pdf</a></p>
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<b>Module</b>	<b>Non-job specific and closely connected with personal attributes and attitudes skills (<i>Learning to learn</i>)</b>
<b>Topic</b>	<b>Learning to Learn: <i>Let's Set up Our Goals</i></b>
<b>Short Description of the activity</b>	<p><b>Method: One-on-one counselling by setting Lifelong Goals.</b></p> <p>Through the one-on-one session, the mentor would be able to identify the participant's qualifications, skills and strengths, and set goals, responsibilities and next steps.</p> <p><b>1rst Session:</b> The mentor will book an appointment with the participant. This first meeting would take the form of a discussion between the mentor and the participant (see the relevant questions below). In this meeting, the mentor needs to understand detailed information regarding the participant's a) educational and professional background, b) skills and experience, as well as c) the type of work they would prefer, d) any hobbies they may have, and e) how they spend their free time.</p> <p><i>Concrete Questions:</i></p> <ul style="list-style-type: none"> <li>✓ Do you have all the necessary documents to work in the host country?</li> <li>✓ Have you ever tried to find a job in the host country, and if yes, how?</li> <li>✓ What kind of difficulties did you face in order to find a job here in the host country?</li> <li>✓ What was your profession back home?</li> </ul>

- ✓ Have you ever had a managerial position (to coordinate a team)? and if yes, what kind of position?
- ✓ Do you have a CV?
- ✓ Would you like to attend any vocational training (job training)?
- ✓ Which is your dream job? Tip: In this question, the participant may find it difficult to imagine his or her dream job due to survival reasons. In this case, explain to the person that this is something we want to accomplish in the long run, not right now. If the person continues to struggle, it is a good idea to suggest that he or she close his or her eyes.
- ✓ How many years of school have you completed (in their country and/or the host country)?
- ✓ Have you participated in other educational programs such as computer courses, language courses, etc. (in their country or the host country)?
- ✓ Do you have any constraints or difficulties doing any kind of job? And if yes, what?
- ✓ How do you normally spend your day? Include the free time as well as hobbies.
- ✓ What are your life priorities (at least 3)?
- ✓ What are things that you would like to start doing (again) in your life but are not doing right now?

After answering all the questions, you scheduled a second session with the participant.

In the meantime, you need to feel out the Individual Plan (Please check the "Material Needed" sector), by writing down the challenges that this person faces (for example: does not speak the language of the host country very well, or the person is not aware of the employability landscape in the host country), and the strengths that this person has (for example: you have a bachelor's degree, you have a great work experience etc.).

You set up the long-term goals, and you write the short-term goals that will help the person succeed with the long-term goals.

Then you need to breakdown the activities depending on what you can (as a mentor) provide as a service (for example, employability services or guiding the person how to overcome bureaucracy difficulties by escorting him/her at the tax office) or to write down the organizations that the person can go to ask for this kind of service in order to achieve the goals.

Relating to the breakdown, you set up the responsible person, as you can see from the Individual plan.

When you have it ready, you print it, and at **the second** meeting, you discuss it with the participant. You agree on this and start working on this plan.

**Objectives**

The participants:

- ◆ Will understand how important it is to decide by themselves all the necessary steps that need to be taken regarding their integration and not to be passive receivers of services.
- ◆ Will identify different options and opportunities to participate in online workshops and vocational training.
- ◆ Will be empowered on matters depending on their personal needs.

**Duration**

30-40 min (per session)

**Materials needed**

*Individual Plan :*

[\(Individual Plan Learning to learn tool Handout.docx\)](#)

<b>Individual Plan</b>	Name:	
	<b>Starting Date of Plan Implementation:</b>	
<input type="checkbox"/> New	<input type="checkbox"/> Re-Write	<input type="checkbox"/> Addendum
<b>STRONG POINTS</b>		

<b>CHALLENGES/ DIFFICULTIES</b>	<b>OPPORTUNITIES</b>
<b>LONG TERM GOALS</b>	<b>SHORT TERM GOALS</b>



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**INDIVIDUALIZED PLAN FOR SERVICES**

**Objective #1:**

Interventions	How will this be achieved?	By whom	When
1.			
2.			
3.			

**Objective #2:**

Interventions	How will this be achieved?	By whom	When
1.			
2.			
3.			

**Objective #3:**

Interventions	How will this be achieved?	By whom	When
1.			
2.			
3.			

### Objective #4: Employability

Interventions	How will this be achieved?	By whom	When
CV– Learn to Update			
Preparation for calls and interviews.			
Learn How to search for a job and overcome the difficulties.			

### Objective #6: Participation in other activities

Interventions	How will this be achieved?	By whom	When
1 .			
2.			
3.			

**Support has been offered to me and I choose:**

- YES**, I do want to participate
- NO**, I do NOT want to participate

\_\_\_\_\_  
 \_\_\_\_\_  
 Date  
 Signature

**Key questions for self-reflection**

- Was there anything you liked about the session?
- Was there anything you didn't like about the session?
- What did you find most useful during the workshop and why?
- Are there any things that are still not clear? Or any questions that you have

<b>References</b>	<a href="https://www.humanrights360.org/integration-service/">https://www.humanrights360.org/integration-service/</a>
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<b>Module</b>	<b>Module 1: Non-job specific and closely connected with personal attributes and attitudes skills</b>
<b>Topic</b>	<b>Team Working</b> with the Perfect Square exercise.
<b>Short Description of the activity</b>	<p>In this practical assignment, a group of people will be formed, either co-workers or friends, which will have to take initiative and cooperate with their fellow exercise peers to turn a length of string into a perfect square. This can only be accomplished through proactive usage of verbal communication and teamwork.</p> <p><b>How to Play the Perfect Square activity:</b></p> <p>To play Perfect Square, each player must put on blindfolds and form a circle with their faces inward while holding the rope in their hands. The players can put the rope on the ground and take a few steps back once the circle has been established.</p> <p>Now the game begins. The rope must be moved by the players to create a perfect square on the ground. To accomplish this, the players should designate a leader who will direct their teammates using only his/her voice.</p> <p>In order to be more challenged:</p> <ul style="list-style-type: none"> <li>• Set a time limit.</li> <li>• Have some participants remain during the activity, where they would only obey the leader's orders silently.</li> <li>• Repeat the game more than once to see the group's progress through the different rounds.</li> <li>• have the group make different shapes, if the team completes the square easily or too fast.</li> </ul>
<b>Objectives</b>	This assignment has the main purpose of showing the importance of non-specific job skills, more specifically teamwork, so our objectives are:

	<ul style="list-style-type: none"> <li>◆ to build a team bond between participants through teamwork.</li> <li>◆ to strengthen one's Leadership and Problem-solving skills.</li> <li>◆ to find out one's personal role in a team, either a leader or a supporter.</li> </ul>
<b>Duration</b>	10-20 minutes
<b>Materials needed</b>	<p>Necessary means:</p> <ul style="list-style-type: none"> <li>● <i>Blindfolds,</i></li> <li>● <i>A long piece of rope with the ends tied together.</i></li> <li>● <i>From 4 to 10 people</i></li> </ul>
<b>Key questions for self-reflection</b>	<ul style="list-style-type: none"> <li>◆ What kind of problems or difficulties did you encounter during the exercise?</li> <li>◆ How well did you communicate during the challenge?</li> <li>◆ Did it become clear to you how important it was to communicate clearly and cooperate to get the challenge done successfully?</li> <li>◆ What did you learn from the exercise?</li> <li>◆ (If the activity was done in two rounds), what did the team improve on during the second round?</li> </ul>
<b>References</b>	<a href="https://www.surfoffice.com/blog/teambuilding-activities-work">https://www.surfoffice.com/blog/teambuilding-activities-work</a>

### 3.2 Module 2

#### Name of the module: Social Skills

<b>Module</b>	<b>Social Skills</b>
<b>Aims and Objectives</b>	In this Module you will learn what the Social Skills are, their importance and useful methods to incorporate them in the teaching/mentoring sessions as well as good practices that reflect the significance of improving the social skills both for tutors/trainers and migrants and use.
<b>Learning Objectives</b>	<p>By the end of this module, learner will be able to:</p> <ul style="list-style-type: none"> <li>◆ Acquire basic knowledge of the definition of social skills</li> <li>◆ Familiarise learners with the importance of social skills in training and mentoring activities</li> </ul>

	<ul style="list-style-type: none"> <li>◆ Enhance social skills such as communication, multicultural ability, empathy, language learning.</li> </ul>
<b>Keywords</b>	<ul style="list-style-type: none"> <li>◆ Social skills</li> <li>◆ Training</li> <li>◆ Methods</li> </ul>
<b>Table of Content</b>	<p>Unit 1; Definition of social skills</p> <p>Unit 2; Importance of social skills</p> <p>Unit 3; How to incorporate them in the teaching/mentoring sessions</p>
<b>Unit 1; Definition of social skills</b>	<p><b>What really matters for success, character, happiness, and life-long achievement is a definite set of emotional skills -your emotional intelligence- not just purely cognitive abilities that are measured by conventional IQ tests.”</b></p> <p><b>– Daniel Goleman –</b></p> <p><b>WHAT ARE SOCIAL SKILLS?</b></p> <p>When we refer to Social Skills, we mean the set of psychological, communicative and relational skills that, if used correctly, play a fundamental role in the interpretation of social norms and enable human beings to have satisfying relationships in both the personal and work spheres.</p> <p>Social skills are a set of behaviors that enable one to interact and relate to others in an effective and satisfying way. An interesting aspect is that they can be learned, strengthened and developed day by day with practice.</p> <p>An important aspect to keep in mind is that culture and sociodemographic variables are essential for training and assessing one's social skills. This is because, depending on where you live, your habits and ways of relating may be different.</p> <p>It is not only important to have a good repertoire of social skills. In fact, one needs to know when and where to put them into practice. This is known as social competence.</p>

Having social skills helps one know how to handle difficult or novel social situations. They facilitate emotional communication, problem solving and relationships with others, as long as they are appropriate to the context.

As stated by Aristotle, an ancient Greek philosopher and scientist, man is often referred to as a 'social animal' precisely because he needs to communicate to survive from birth.

This communicative process will develop throughout life as it matures along with the individual, and through the development of cognitive skills and the emergence of the TOM theory of mental ability to correctly process experienced situations, one will have all the tools needed to juggle in society.

It is impossible not to communicate because communication generally always moves on two levels VERBAL and NON VERBAL, effective communication is based on the combination of these two aspects.

Verbal communication is when the message is expressed verbally, that is, in words; the choice of words and how they are said is crucial.

For non-verbal communication, the discourse is slightly more complex because this definition hooks directly on body language and how we physically interact through posture, gestures and facial expressions with the other person. We can also verbally express a concept that is, however, belied by our expressions or gestures, consequently the communication will be ambiguous and will not allow the other person to fully understand the content of our message, paradoxically the non-verbal has more weight, for communication purposes, than the verbal.

Therefore, it is very important in the communication process that the two types of communication combine, and to give the message, directed to others, the clarity and transparency that a good social interaction requires.

Besides being, communication, a fundamental aspect of human survival, it is also the key to structuring a good team at work, this assumption is based on the assumption that a worker needs to experience 3 components in order to feel satisfied: PUT YOUR SKILLS IN PRACTICE, GOOD SOCIAL RELATIONSHIPS WITH LEADERS AND COLLEAGUES and finally RECOGNISATION/ FEELING APPRECIATED. None of this is possible if we are not able to understand the context around us and respond appropriately to the demands of the environment.

Having therefore clarified what 'communication' is in general terms, the aspects strictly related to work contexts will be considered below.

Remarkable are the changes in the world of work following the industrial revolutions, and after abandoning the old models of Taylorism and Fordism where the individual was considered as a piece of a machine, more and more attention is being paid to the worker as a human being . Concepts such as 'inclusion' appear increasingly familiar to us and are now part of our daily life.

Globalization has therefore thrown the doors of the working world wide open to a much wider catchment area, giving companies the opportunity to form multi-cultural teams and move the business world to an international market. With the new technologies, distance is no longer a problem, and it is for these reasons that today's worker is required to have the ability to cooperate with people from different cultures, a good knowledge, even of grammar, of the language may therefore no longer suffice, since cooperating with people of different ethnic groups requires a level of awareness that goes beyond mere

linguistic knowledge and understanding, it is a matter of setting aside enormous cultural and ideological gaps in order to ensure that the business objective is achieved in the best possible way. MULTICULTURES ABILITY SKILLS, are perhaps among the most in-demand skills and there are guidelines that, if respected, will lead workers to develop them to the fullest:

**1) KNOWING AND RESPECTING CULTURAL DIFFERENCES**, to optimize team performance, differences between all workers must be tolerated.

**2) ESTABLISH TEAM STANDARDS** A set of rules should facilitate clear communication, collaboration and optimization of team performance.

**3) DEVELOP THE TEAM IDENTITY AND DELINE ROLES AND RESPONSIBILITIES** It is important that the whole team knows in which direction to go and what the purpose of its work is.

**4) COMMUNICATE ABUNDANTLY**

**5) BUILD RELATIONSHIPS AND TRUST**

To do all this, one must open the mind and abandon the egocentric view of the world.

Closely related to the ability to acquire, possess MULTICULTURE ABILITY SKILLS, we will address another important issue related to the skills required in the new world of work:

LANGUAGE LEARNING; this concept will be presented with the acronym CILC and it is a methodology developed to promote the learning of specific contents of a field of interest using another idiom but bypassing simple lexical comprehension is based on 4 pillars: culture, communication, contents and cognition.



Hence, workers are not only asked for a good lexical command of a language and knowledge of the culture of reference, the aim is precisely a procedural structural knowledge that follows a significant cognitive engagement.

This means that it is not only enough to have even basic knowledge of the language to communicate, but it is essential to be able to juggle specific concepts, and it is necessary to give the assurance of having lasting competence, which depends on several factors: meaningfulness, that is, the worker's attribution of meaning to what is asked of him or her, thus proving capable of solving any problems as well.

Another very important skill for both building successful social and work relationships is EMPATHY. That is closely linked to emotional intelligence This skill is also critical to understanding ourselves, our behaviors and how we do things. By learning to develop this skill we will also be able to manage our feelings and emotions more successfully.

Empathy is generally understood as an individual's ability to empathize with another person in a non-judgmental manner so as to welcome within ourselves the feelings of the person in front of us.

Being empathetic, however, is not only this, especially in work contexts it is the ability not only to decipher the emotions of others but also to understand what 'the other' is better at and succeeds better at in order to be able to exploit the best abilities of each team member.

As previously reported that it is closely linked to emotional intelligence, in fact emotional intelligence is defined as the ability to recognize and understand emotions both in oneself and in

others and to use this awareness in managing and improving one's own behavior and relations with others. If this ability is not trained, we run the risk of being faced with people who are incapable of managing and recognizing their own emotions and therefore who will not be able to work as part of a team.

**b. Unit 2;**  
**Importance of**  
**social skills**

**WHY THEY ARE IMPORTANT?**

Social and emotional skills are imperative in helping a person adapt and become comfortable in social situations. As a matter of fact, they develop feelings of pride, confidence, trust, affection, humour, and friendship. Having excellent social skills makes both getting along with others and becoming more independent easier. Friendships and peer relationships are more enjoyable and stronger, with good social skills. Many studies support the long term outcomes of developing social-emotional skills at an early age, since as adults, they become better equipped to handle stress and get through tough times. But that does not mean someone cannot develop them his adult life.

Having a solid set of social skills allows you to communicate, relate to, and connect with other people. This is essential for establishing friendships and navigating your way through life with a better degree of satisfaction. It can be surprising how many doors open in life and how many opportunities can fall into your lap when you have good social skills.

Social skills are also important in the modern labor market because computers are still very poor at simulating human interaction. Skill in social settings has evolved in humans over thousands of years. Human interaction in the workplace involves team production, with workers playing off of each other's strengths and adapting flexibly to changing circumstances. Such non-routine interaction is at the heart of the human advantage over machines. The growing importance of social skills can potentially explain a number of other trends in educational outcomes and the labor market, such as the narrowing – and in

some cases reversal – of gender gaps in completed education and earnings.

In conclusion, social skills can help you communicate more effectively and efficiently and, consequently, help you build, maintain and grow social relationships in general. In a working environment they help to develop relationships of trust and esteem with colleagues and customers.

There are several advantages to having well-developed social skills, and they affect both the social and work spheres.

From a social point of view, they are essential for:

- Communicating one's needs and desires more effectively, clearly and productively
- Establishing increasingly strong and lasting relationships
- Dealing with various situations in both social and personal spheres more successfully
- Feeling happier

From a business or career perspective, they are essential for:

- Obtain information, useful suggestions for dealing with a given task, from colleagues with different experiences, knowledge and skills.
- Being able to communicate as effectively as possible one's own point of view in order to provide mutual support in order to deal with difficult situations that may arise
- Complete tasks and collaborate with other colleagues toward a shared goal
- Expand one's network of knowledge and pursue new goals with a view to constant improvement and growth.

### **Important facts about social skills**

When you're thinking about social skills, here are some important facts to bear in mind.

### **1. Social skills can be learned**

We call them social skills because they are just like any other skill. You can learn new social skills, and you need to keep practicing them.

### **2. Social rules are flexible**

When we talk about social rules, they're mostly guidelines. The more socially skilled you are, the more you can break the rules. This means that you can't always use other people's behavior as a guide. If they're more socially skilled than you, they might be responding to social cues that you haven't seen.

### **3. You can't opt out of social skills**

There are lots of skills that you can opt-out of learning. If you're not musical, you might decide not to learn an instrument. Interpersonal skills are different. Even sending an email at work uses social skills. We all use social skills every day.

### **Benefits of Strong Social Skills**

Though it's not possible to measure social skills development in an objective manner, the benefits become apparent in other ways. First and foremost, social skills affect academics. Strong SEL programs can result in higher graduation rates and increased college readiness. Over the long term, these gains can translate into better employment opportunities, higher wages, and greater physical and mental health.

Beyond academic gains, however, there are plenty of other benefits associated with learning social skills, including:

- Improved ability to communicate with peers and adults
- Development of self-awareness
- Improved cooperative teamwork
- Ability to set and achieve individual goals
- Development of persistence
- Development of emotional management skills
- Greater active listening skills
- Improved school climate

- Greater school safety
- Reduced bullying
- Fewer health problems
- Reduced likelihood of substance abuse

By developing your social skills, you can improve your chances of success in the social and business world. Furthermore, these skills are important for maintaining and improving yourself, regardless of your social or occupational position.

### c. Unit 3

#### How to incorporate

Whether you are a trainer, career counselor, mentor or otherwise, teaching Social Skills to others provides them with a foundation to achieve their career goals. Social skills training includes interventions and instructional methods that help an individual improve and understand social behaviour.

With improved communication skills, migrants will have the confidence and knowledge to not only excel in the workplace but also to seek out jobs and perform well in interviews. So our goal is to provide proven methods for effectively teaching specific social skills to migrants.

Surprisingly, not all educators are taught how to effectively teach social skills in their own classrooms. Oftentimes teachers learn by doing, through mentorships with other teachers, or after their own years of experience. There are even [social skills courses](#) available that coach teachers on how to successfully implement interpersonal skill work into their curriculum.

If you are wondering where should you begin, start by teaching the value of social skills training:

- Increases likelihood they will develop friendships.
- Friendships decrease symptoms of depression and make us "feel good" (e.g., Elevates mood).
- Friends can share your interests and you may learn more about something you like.

- Friends can provide help and additional information when you need it most.
- Social skills training will increase their chances at making friends, enhancing relationships with others, and teach them how to maintain these relationships over time.

Here are a few steps to help you teaching positive social skills:

- **Identify a social skill/skills that need improvement.** You never want to bite off more than you can chew, so select one or two social skills that you have seen students consistently struggle with.
- **Set goals.** Set a timetable for when you would like to see improvement in this particular skill.
- **Teach the social skill.** You should plan a full lesson or lessons about the social skill you have chosen to focus on.
- **Practice the skill.** After the lesson, be sure you are modelling this behaviour and going out of your way to draw attention to it.
- **Review and reflect.** As you would after any lesson, review students' progress and determine how you could improve upon the lesson.

**There are some useful methods/tools, that teachers and mentors can use to incorporate social skills into the learning process.**

**Role-playing** is a classic method for teaching communication skills by focusing on appropriate posture or body language. This technique should always focus on full group participation and mutual respect. The idea is to create specific scenarios migrants experience on a day-to-day basis at their workplace. After each role-play trainers and students will have to discuss what went well or wrong, and how they can improve the situation in a future similar event.

**Group activities** are also an interactive, engaging way to teach verbal and nonverbal communication, collaboration skills, and how to efficiently pass the information on to others. During this process trainers have to watch closely, make notes and be prepared to share their observations with students so they can improve. It's helpful to have an assortment of activities that focus on social-emotional skills, such as communication, empathy, and problem-solving.

Working as a group requires communication in order to create something over a set period. Trainers have to provide the group with any necessary materials or instructions and observe their interactions as they work. Afterward, they should ask the group what went well or wrong during their collaboration and give feedback to each individual separately.

**An educative collection of film and TV clips** is also a great teaching tool, since you can pause, discuss or replay them. The way you can learn is by watching a variety of characters, handling crises, solving problems, processing complex emotions, and generally using multiple communication skills in their own daily lives. Films and books can be a helpful too not only for enriching their communication skills, but also for the Language learning.

**Record and Reflect.** Trainers can ask students to record themselves talking with a colleague or by themselves in front of a mirror so they can reflect on what they did well or wrong, in order to improve more their communication techniques. They can even watch/listen to each other's recordings so they are able to help each other fix the wrong areas.

**Celebrate Diversity.** To create a culturally supportive atmosphere, trainers should provide learning opportunities and activities that embrace the variety of students represented. Spend time discussing and learning about people from diverse cultures,

backgrounds, and ability levels. Learners need to hear, see, discuss, and understand that we are part of a larger community within our countries and world. Early discussions about diversity can help promote tolerance, acceptance, and inclusion for everyone.

To be able to do that, teachers can encourage the learners to share food, talk about each other's traditions, customs and National Holiday Events, as a way to find interesting differences, but also similarities of every participating country too.

**Writing and Sharing Stories.** The ability to identify with others' emotions is very helpful, and it's very important. One activity that can help is writing about personal experience and sharing the texts with each other. For example, writing about a situation where someone felt well or bad because of someone else's behavior towards them. This can help everyone recognize more, what kind of behaviors are well-accepted by others and which not.

**Teach Active Listening Skills.** All learners need strong active listening skills for success at school, with friends, and at their future jobs. They will use them in your learning session when you are teaching, when they are working with a partner on an assignment, and when they are just chatting with a friend. One activity to achieve the listening skills is the "talking piece". The class chooses one object as the "talking piece" and all individuals pass it to each other, giving the opportunity to the person who is holding it to talk about something they want, without anyone else interrupting them.

**Reading and writing** are the most tried and guaranteed ways of learning new languages. It is for sure a good way to learn as a group and an easy approach for any age group of students.



**Having conversations** is the best way to communicate, to learn each other and feel connected. Trainers should definitely spend time listening to their students and talking with them about any issue they can face together.

### **Help Adults Learn Social Skills**

With practice and determination, adults can acquire social skills by interacting with people around them. Helping adults learn these skills can be as easy as giving them the following simple suggestions.

#### **Step 1**

Advise the adults to observe areas that they need to improve on. For example, if they never look other people in the eyes, they should focus on improving that skill. Working on one skill at a time is best. Instead of overwhelming themselves by attempting to implement all of their desired social skills at once, they should start out slow and work their way toward the other skills.

#### **Step 2**

Give the adults an assignment to go to a place where they feel comfortable, such as a coffee shop or library, and make eye contact with fellow customers or patrons there. Tell them to continue this until they feel comfortable and their shyness or nervousness starts to become less intense.

#### **Step 3**

Ask the adults about their progress. If they feel ready, suggest that they make small talk with their fellow customers in line at the coffee shop or patrons at the library as they browse through books. Going to places such as coffee shops or libraries gives people something to talk about, rather than having to come up with it on their own. They can talk about the weather or their favorite coffee. Tell them that if they see a patron looking at a

book they enjoy, they should recommend the book and tell them why they enjoy it so much.

#### Step 4

Advise the adults who are learning social skills to continue making conversation with people they regularly see. They should keep going to social areas and practicing their skills. When they see regular customers or patrons with whom they've spoken previously, they should speak to them again and maintain the relationship, even if it stays casual. If they feel comfortable, they can even ask someone to have a cup of coffee with them.

#### Step 5

Suggest that the adults practice body language at home in the mirror by themselves. Tell them to observe other people and imitate their body language. They should start by looking at how other people react physically toward others, noticing how far they stand from another person, and watching hand gestures. Then, they should watch themselves in the mirror as they work on their body language. While practicing, they should think about what body language makes them uncomfortable, such as someone standing too close or using too many gestures.

#### Step 6

Remind the adults to keep in contact with friends and family. As they build their confidence and become more social, it is important that they maintain the relationships they form. When calling friends and family, they should ask how their loved ones are doing and invite them over or out. Continuously using social skills helps to keep them sharp.

### d. Unit 4

### Best Practices

<p><b>Good practices that reflect the significance of improving the social skills both for tutors/trainers and migrants and use</b></p>	
<p><b>Scale and territory (local/regional /national, urban/rural area)</b></p>	Local
<p><b>Objectives (general and specific)</b></p>	Improve communication skills
<p><b>Beneficiaries (age, the number of people reached)</b></p>	min 2 people, mentor and mentee
<p><b>Detailed description (activities/sessions/modules and methodologies implemented)</b></p>	<p>A good practice is to train and know how to interpret nonverbal communication. This can include gestures, facial expressions, movements, and tone of voice.</p> <p>Below you will find some tips:</p> <ol style="list-style-type: none"> <li>1. Assume an open posture</li> <li>2. Maintain eye contact</li> <li>3. Mirror body movements</li> <li>4. Make sure your non-verbal communication matches your verbal communication</li> <li>5. Use appropriate facial expressions</li> </ol>

	<p>6. Be aware of personal space</p> <p>7. Stay aware of the prospect's non-verbal signals</p>
<p><b>Specific impact</b> (in terms of improvement of skills or empowerment of individuals who gained skills)</p>	<p>With a good interpretation, you can understand messages conveyed through nonverbal communication such as receptivity, interest, comprehension, hostility, disinterest, anxiety, and discomfort.</p>
<p><b>Quantitative and Qualitative Results</b></p>	<p>By being able to understand nonverbal cues, you can better understand the underlying feelings and attitudes of the people you are communicating with and adjust your own communication style accordingly.</p>
<p><b>Web page address</b> (if available)</p>	<p><a href="https://www.liveseysolar.com/7-essential-non-verbal-communication-tips-to-increase-your-teams-interpersonal-skills/">https://www.liveseysolar.com/7-essential-non-verbal-communication-tips-to-increase-your-teams-interpersonal-skills/</a></p> <p>Job Readiness Handbook: <a href="https://curingthelimbo.gr/job-readiness-handbook">https://curingthelimbo.gr/job-readiness-handbook</a></p>
<p><b>Scale and territory</b> (local/regional /national, urban/rural area)</p>	<p>Local</p>
<p><b>Objectives</b> (general and specific)</p>	<p>Improve communication skills</p>
<p><b>Beneficiaries</b> (age, the number of people reached)</p>	<p>min 2 people, mentor and mentee</p>

<p><b>Detailed description (activities/sessions/modules and methodologies implemented)</b></p>	<p>A good practice is to train and know how to interpret nonverbal communication. This can include gestures, facial expressions, movements, and tone of voice.</p> <p>Below you will find some tips:</p> <ol style="list-style-type: none"> <li>8. Assume an open posture</li> <li>9. Maintain eye contact</li> <li>10. Mirror body movements</li> <li>11. Make sure your non-verbal communication matches your verbal communication</li> <li>12. Use appropriate facial expressions</li> <li>13. Be aware of personal space</li> <li>14. Stay aware of the prospect's non-verbal signals</li> </ol>
<p><b>Specific impact (in terms of improvement of skills or empowerment of individuals who gained skills)</b></p>	<p>With a good interpretation, you can understand messages conveyed through nonverbal communication such as receptivity, interest, comprehension, hostility, disinterest, anxiety, and discomfort.</p>
<p><b>Quantitative and Qualitative Results</b></p>	<p>By being able to understand nonverbal cues, you can better understand the underlying feelings and attitudes of the people you are communicating with and adjust your own communication style accordingly.</p>
<p><b>Web page address (if available)</b></p>	<p><a href="https://www.liveseysolar.com/7-essential-non-verbal-communication-tips-to-increase-your-teams-interpersonal-skills/">https://www.liveseysolar.com/7-essential-non-verbal-communication-tips-to-increase-your-teams-interpersonal-skills/</a></p> <p>Job Readiness Handbook: <a href="https://curingthelimbo.gr/job-readiness-handbook">https://curingthelimbo.gr/job-readiness-handbook</a></p>
<p><b>Scale and territory (local/regional/national,</b></p>	<p>National</p>

<b>urban/rural area)</b>	
<b>Objectives (general and specific)</b>	Teamwork
<b>Beneficiaries (age, the number of people reached)</b>	min 2 people, mentor and mentee
<b>Detailed description (activities/sessions/modules and methodologies implemented)</b>	<p>It is important to learn basic skills to be able to work in a team efficiently. These are some of the tips that can be followed:</p> <ol style="list-style-type: none"> <li>1. Set clear goals</li> <li>2. Create transparency</li> <li>3. Recognize people's accomplishments</li> <li>4. Track your team's work and progress</li> <li>5. Track your team's work and progress</li> <li>6. Give the poyour to make decisions</li> <li>7. Promote efficient team meetings</li> <li>8. Create a strong sense of commitment</li> <li>9. Encourage respectful communication</li> <li>10. Foster creativity and innovation in problem-solving</li> </ol>
<b>Specific impact (in terms of improvement of skills or empowerment of individuals who gained skills)</b>	Teamwork is essential for a successful workplace as it promotes collaboration, creativity, and productivity. By working together, team members are able to motivate each other and build trust and respect, which in turn increases their motivation levels to perform you ll. Furthermore, teamwork allows team members to bring different perspectives and feedback to the table, leading to more innovative problem-solving and improved accountability.
<b>Quantitative and</b>	Teamwork allows for the sharing of knowledge and learning opportunities and promotes workplace synergy as team members work together towards a common goal. Overall, teamwork is

<b>Qualitative Results</b>	crucial for achieving efficient and productive results, as well as fostering a positive and cohesive work environment.
<b>Web page address (if available)</b>	<a href="https://fellow.app/blog/management/tips-to-achieve-effective-teamwork-in-the-workplace/">https://fellow.app/blog/management/tips-to-achieve-effective-teamwork-in-the-workplace/</a>
<b>Scale and territory (local/regional /national, urban/rural area)</b>	Local
<b>Objectives (general and specific)</b>	Teamwork
<b>Beneficiaries (age, the number of people reached)</b>	min 2 people, mentor and mentee
<b>Detailed description (activities/sessions/modules and methodologies implemented)</b>	In this exercise, one person will direct their blindfolded partner through an imaginary mine field made up of chairs or other objects scattered randomly around the room, leaving enough space between objects for someone to safely walk through. The blindfolded person will go through the minefield guided only by verbal directions from their partner. Partners may discuss their strategy for a few minutes ahead of time. If the blindfolded person touches a "mine" they go back to the starting point and try again.
<b>Specific impact (in terms of improvement of skills or empowerment)</b>	This entertaining game is an excellent way to develop trust between 2 people, as well as help in development of problem-solving and decision-making skills among the way. Players must work together to make strategic decisions and navigate through various obstacles, using negotiation and creative thinking. Through this activity, the participants will learn how to think critically and

<b>of individuals who gained skills)</b>	communicate effectively. Additionally, the game promotes active listening, collaboration, and teamwork, allowing to build trust and work towards a common goal.
<b>Quantitative and Qualitative Results</b>	This activity is a great way to foster teamwork and creativity, and to encourage teams to think critically and present their ideas effectively.
<b>Web page address (if available)</b>	<a href="https://fellow.app/blog/management/tips-to-achieve-effective-teamwork-in-the-workplace/">https://fellow.app/blog/management/tips-to-achieve-effective-teamwork-in-the-workplace/</a> <a href="https://www.mindtools.com/aes9isg/team-building-exercises-problem-solving-decision-making">https://www.mindtools.com/aes9isg/team-building-exercises-problem-solving-decision-making</a>
<b>Scale and territory (local/regional/national, urban/rural area)</b>	National
<b>Objectives (general and specific)</b>	Negotiating
<b>Beneficiaries (age, the number of people reached)</b>	min 2 people, mentor and mentee
<b>Detailed description (activities/sessions/modules and methodologies implemented)</b>	<p>Successful negotiation requires a clear understanding of how to effectively present your points and navigate the discussion. To achieve this, it is important to keep in mind several key principles, including:</p> <ol style="list-style-type: none"> <li>1. Be aware of your body language</li> <li>2. Listen to the other person.</li> <li>3. Avoid arguing in turn</li> <li>4. Pay attention to timing.</li> <li>5. Read facial expressions carefully.</li> </ol>



	<ol style="list-style-type: none"> <li>6. Give them a sense of security</li> <li>7. Get the person on your side.</li> <li>8. Show that you are trustworthy, honest, and fair-minded.</li> </ol>
<b>Specific impact</b> <i>(in terms of improvement of skills or empowerment of individuals who gained skills)</i>	<p>Negotiating is a valuable skill which helps you build confidence by showing your own value and skills, and allows you to get fair deals by finding a balanced solution that benefits all parties involved. It also develops important interpersonal skills, such as empathy, active listening, and strategic planning.. It's not just limited to professional interactions but can serve you in many areas of life. Learning how to negotiate can help you to become a well-rounded individual and equip you with valuable life skills.</p>
<b>Quantitative and Qualitative Results</b>	<p>Negotiating can help you build confidence, get fair deals and hone important interpersonal skills. Additionally, it can develop your strategic planning abilities and help you find middle ground in different situations.</p>
<b>Web page address</b> <i>(if available)</i>	<p><a href="https://www.shapironegotiations.com/10-best-practices-in-negotiation/">https://www.shapironegotiations.com/10-best-practices-in-negotiation/</a></p> <p><a href="https://www.skillsyouneed.com/rhubarb/improve-negotiation-skills.html">https://www.skillsyouneed.com/rhubarb/improve-negotiation-skills.html</a></p>
<b>Scale and territory</b> <i>(local/regional /national, urban/rural area)</i>	<p>National</p>
<b>Objectives</b> <i>(general and specific)</i>	<p>Negotiating</p>
<b>Beneficiaries</b> <i>(age, the number of people reached)</i>	<p>min 2 people, mentor and mentee</p>

<p><b>Detailed description (activities/sessions/modules and methodologies implemented)</b></p>	<p>In this exercise, it is important to take the necessary time to reflect. Think about how you can bring people around to seeing things your way.</p> <p>Have you ever found yourself in a situation where you were under pressure to make a decision quickly, and it ended up being a bad one? Think about a specific example and consider how you could handle it differently in the future. How can you resist the pressure to make hasty decisions in the future?</p> <p>Also, consider an upcoming negotiation that you need to prepare for. How can you use the principle of loss aversion to make the other party feel more invested in the outcome and worried about potentially losing what you have to offer? Reflect on strategies that you can use to make the negotiation more effective.</p>
<p><b>Specific impact (in terms of improvement of skills or empowerment of individuals who gained skills)</b></p>	<p>It is important to practice key negotiation skills in order to become more effective in your life. Some of the skills that you can practice include mirroring, conducting an accusation audit, and formulating calibrated questions. Mirroring involves repeating or paraphrasing the other party's statements in order to build rapport and show that you are actively listening. An accusation audit involves identifying and addressing any accusations or criticisms that may be made during the negotiation. Calibrated questions are open-ended questions that are designed to gather information and gain a deeper understanding of the other party's perspective.</p>
<p><b>Quantitative and Qualitative Results</b></p>	<p>By practicing these skills, you can improve your ability to effectively negotiate and achieve better outcomes in your personal and professional life.</p>
<p><b>Web page address (if available)</b></p>	<p><a href="https://www.shortform.com/blog/negotiation-exercises/">https://www.shortform.com/blog/negotiation-exercises/</a></p>
<p><b>Scale and territory</b></p>	<p>National</p>

<b>(local/regional /national, urban/rural area)</b>	
<b>Objectives (general and specific)</b>	Empathy
<b>Beneficiaries (age, the number of people reached)</b>	min 2 people, mentor and mentee
<b>Detailed description (activities/sessions/modules and methodologies implemented)</b>	<p>To improve your empathy, you can take a number of steps such as:</p> <ol style="list-style-type: none"> <li>1. Cultivate curiosity</li> <li>2. Step out of your comfort zone</li> <li>3. Ask for feedback</li> <li>4. Examine your biases</li> <li>5. Walk in the shoes of others</li> <li>6. Difficult, respectful conversations</li> <li>7. Join a shared cause</li> <li>8. Read widely</li> </ol>
<b>Specific impact (in terms of improvement of skills or empowerment of individuals who gained skills)</b>	<p>Empathy is a vital skill that enables us to understand the needs and perspective of others. By improving our empathy, you can enhance your communication skills, build stronger social connections and improve your mental wellbeing. Empathy also plays an important role in leadership by helping you to effectively communicate and lead a team, and anticipate the needs of clients. Additionally, having empathy can create a more compassionate relationship with those around you and increase feelings of happiness and self-worth. Strong social connections are crucial for your overall wellbeing, and empathy is an essential tool for building them.</p>

<b>Quantitative and Qualitative Results</b>	Understanding and being able to anticipate the needs of others is an important aspect in building strong connections, and empathy is an essential tool for achieving that.
<b>Web page address (if available)</b>	<a href="https://positivepsychology.com/empathy-worksheets/#exercises">https://positivepsychology.com/empathy-worksheets/#exercises</a> <a href="https://www.youllbeingpeople.com/2021/03/16/what-is-empathy-and-why-is-it-good-for-us/#:~:text=Empathy%20improves%20our%20capacity%20to,Anticipate%20the%20needs%20of%20clients.">https://www.youllbeingpeople.com/2021/03/16/what-is-empathy-and-why-is-it-good-for-us/#:~:text=Empathy%20improves%20our%20capacity%20to,Anticipate%20the%20needs%20of%20clients.</a>
<b>Scale and territory (local/regional/national, urban/rural area)</b>	Local
<b>Objectives (general and specific)</b>	Develop creativity and innovation
<b>Beneficiaries (age, the number of people reached)</b>	min 2 people, mentor and mentee
<b>Detailed description (activities/sessions/modules and methodologies implemented)</b>	<ol style="list-style-type: none"> <li>Keep an open mind Be open to learn, unlearn, and relearn. Some things you know and believe might be wrong, and you should be prepared to accept this possibility and change your perspective.</li> <li>Don't take things as granted Never take things as granted. Try to dig deeper beneath the surface of what is around you.</li> <li>Ask questions A sure way to dig deeper beneath the surface is asking questions: What is that? Why is it made that way? When was it made? Who invented it? Where does it come from? How does it work? What,</li> </ol>

why, when, who, where, and how are the best friends of curious people.

Asking questions shows that you are interested and involved in the topic.

4. Discover Quality in Quantity

Creativity is not about perfection. This means you do not have to worry about making every single idea amazing. Rather, consider coming up with many ideas, even if they do not necessarily seem perfect or even good at first. These ideas can be steppingstones to other ideas that may come along. You may need to brainstorm an abundance of ideas before settling on the "right" idea that leads to further inspiration. Often, it takes a high quantity of ideas before coming to the quality ideas that warrant further development.

5. Do something out of the ordinary routine once in a while

Doing something new or strange can be a great way of boosting creativity thinking and innovation. It can lead you to finding new ways of tackling some issues and bring new experiences along the way.

6. Read diverse kinds of reading

Don't spend too much time on just one world; take a look at another worlds. It will introduce you to the possibilities and excitement of the other worlds which may spark your interest to explore them further. One easy way to do this is through reading diverse kinds of reading. Try to pick a book or magazine on a new subject and let it feed your mind with the excitement of a new world.

**Specific  
impact  
(in terms of  
improvement  
of skills or  
empowerment  
of individuals**

Creativity is a valuable asset in today's fast-paced and competitive world. It allows individuals to think outside the box and come up with new and innovative solutions to problems. This not only improves their quality of life but also empowers them to face challenges with autonomy and originality.

<b>who gained skills)</b>	
<b>Quantitative and Qualitative Results</b>	Creative thinking is crucial for migrants as it enables them to differentiate themselves and succeed in their new environment. It also brings fresh perspectives to the workplace and fosters progress.
<b>Web page address (if available)</b>	<a href="https://www.lifehack.org/articles/productivity/4-reasons-why-curiosity-is-important-and-how-to-develop-it.html">https://www.lifehack.org/articles/productivity/4-reasons-why-curiosity-is-important-and-how-to-develop-it.html</a>
<b>Scale and territory (local/regional/national, urban/rural area)</b>	Local
<b>Objectives (general and specific)</b>	Develop creativity and innovation
<b>Beneficiaries (age, the number of people reached)</b>	min 2 people, mentor and mentee
<b>Detailed description (activities/sessions/modules and methodologies implemented)</b>	<p><b>Write a six-word story</b></p> <p>Challenge yourself in writing a six-word story. Ernest Hemingway who famously wrote, "For sale: baby shoes, never worn." Your own story doesn't have to be so dark or so big, but try to boil something meaningful to you down to just six words. Then try to write one every day for a you ek.</p> <p><b>Write down the question you're trying to answer</b></p> <p>If something has you stumped, grab a piece of paper and write the question down at the top. Be as specific as possible. Then write down any and all potential solutions, no matter how ridiculous or "wrong" they may seem. Do this for five minutes every day as a</p>

	way to focus, stretch your thinking, and stimulate your subconscious.
<b>Specific impact (in terms of improvement of skills or empowerment of individuals who gained skills)</b>	Whether in the workplace or in personal pursuits, being able to think differently and generate new ideas can lead to success and personal growth. However, tapping into one's creativity can be a challenge. Incorporating regular exercises to stimulate creative thinking can help to unleash this potential and generate new and innovative ideas.
<b>Quantitative and Qualitative Results</b>	Unlocking creativity through exercises can lead to improved problem-solving, increased innovation and personal growth, and give a competitive edge in the workplace.
<b>Web page address (if available)</b>	<a href="https://www.adobe.com/express/learn/blog/10-exercises-to-spark-original-thinking-and-unleash-creativity">https://www.adobe.com/express/learn/blog/10-exercises-to-spark-original-thinking-and-unleash-creativity</a>
<b>Scale and territory (local/regional /national, urban/rural area)</b>	Regional
<b>Objectives (general and specific)</b>	Language Learning
<b>Beneficiaries (age, the number of people reached)</b>	min 2 people, mentor and mentee

<p><b>Detailed description (activities/sessions/modules and methodologies implemented)</b></p>	<p>It is very important to improve language learning in order to understand the everyday language and have a better and faster adaptation. Some of the things that can help achieve this are:</p> <ol style="list-style-type: none"> <li>1. Listening and watching content only in your desired language</li> <li>2. Reading different types of texts, news, recipes, specific articles in your desired language.</li> <li>3. Listening and reading lyrics in the language you want to learn.</li> <li>4. Writing down words you don't understand and looking up their meanings in the dictionary.</li> <li>5. Finding a language buddy and attending workshops to learn that language.</li> </ol>
<p><b>Specific impact (in terms of improvement of skills or empowerment of individuals who gained skills)</b></p>	<p>When it comes to integration, one of the biggest obstacles many people face is the language barrier. Without a solid grasp of the local language, individuals may find themselves isolated and only socializing with those from similar communities who speak their native language. However, by learning a second language, individuals can break down these barriers and open themselves up to new communities and cultures, expanding their understanding and appreciation of the world around them.</p>
<p><b>Quantitative and Qualitative Results</b></p>	<p>The language barrier can prevent proper integration, leading to isolation and lack of exposure to different cultures.</p> <p>With the exercises and strategies these can be overcome easily.</p>
<p><b>Web page address</b></p>	<p><a href="https://lifegoalsmag.com/improve-language-learning-skills-home/">https://lifegoalsmag.com/improve-language-learning-skills-home/</a></p> <p><a href="https://www.middlebury.edu/language-schools/blog/why-you-should-learn-second-language-and-gain-new-skills">https://www.middlebury.edu/language-schools/blog/why-you-should-learn-second-language-and-gain-new-skills</a></p>
<p><b>Key questions for self-reflection</b></p>	<p><b>Time for reflection</b></p>





- 1. Why are social skills important?** In this video Alex Kelly (author and Trainer, and also a Speech Therapist and Managing Director of Speaking Space Ltd) explains how social skills contribute to quality of life, relationship and success [Why are social skills important? - YouTube](#)
- 2. Social Skills Training.** This video explains what social skills are and how having a good grasp of these tools helps in relationships with others. Special focus is given to emotions and emotional intelligence. <https://www.youtube.com/watch?v=qUiNR68BSI>
- 3. Why are social skills important? In this video Alex Kelly** (author and Trainer, and also a Speech Therapist and Managing Director of Speaking Space Ltd) explains the different behaviors we use to interact with each other. Claiming that a socially skilled person communicates with others using his or her learned nonverbal and verbal behaviors in a manner appropriate to the situation and the listener and in an effective manner, meaning that he or she gets the desired result. <https://www.youtube.com/watch?v=wmpSy6KFYgl>
- 4. Having no social life can make you feel bored and lonely** which is not good for your overall well-being. If you don't know how to put yourself out there, then you might want to consider **social skills training for adults.** <https://socialconfidencemastery.com/social-skills-training-for-adults/>
- 5. Social Skills Activities For Adults** When we struggle with anxiety and past rejection, having an excuse to interact with people and to find people with shared interests is key. Having a job, a role and something that gives you an excuse to reach out, chat, and connect makes the quest for new relationships

	<p>easier. Hands-on participation and having a role that is clear also eliminates one of our other pitfalls, where you feel so physically awkward and don't know what to do with your body. <a href="https://carolinemaguireauthor.com/13-social-skills-activities-for-adults/">https://carolinemaguireauthor.com/13-social-skills-activities-for-adults/</a></p> <p><b>6. Social skills training for adults.</b> We can improve and perfect our social skills in the same way we can improve at a sport; through training and practice. <a href="https://www.youtube.com/watch?v=oaMYercOyjs&amp;t=57s">https://www.youtube.com/watch?v=oaMYercOyjs&amp;t=57s</a></p> <p><b>7. Simple Social Skills video</b> <a href="https://www.youtube.com/watch?v=5MqJcXsTcBc">https://www.youtube.com/watch?v=5MqJcXsTcBc</a></p> <p><b>8. Want to test your social skills?</b> Here is a fan video to help you: The Ultimate Test of Your Social Skills <a href="https://www.youtube.com/watch?v=p9Urng_hGF8">https://www.youtube.com/watch?v=p9Urng_hGF8</a></p>
<p><b>Synopsis</b></p>	<p>In this Module you learned what the Social Skills are, their importance and useful methods to incorporate them in the teaching/mentoring sessions as well as good practices that reflect the significance of improving the social skills both for tutors/trainers and migrants and use. Now you will be able to transfer this knowledge in your classroom!</p>
<p><b>References</b></p>	<p>Module 2 Unit 1</p> <p><sup>1</sup> <a href="#">Daniel Goleman's Emotional Intelligence in Leadership   TSW Training</a></p> <p><sup>2</sup> <a href="#">Quote by Aristotle: "Man is by nature a social animal; an individual..." (goodreads.com)</a></p> <p><sup>3</sup> <a href="#">Theory of Mind - Simply Psychology</a></p> <p><sup>4</sup> <a href="https://www.raffaello cortina.it/scheda-libro/claudio-g-cortese-andrea-del-carlo/la-selezione-del-personale-9788860309037-2533.html">https://www.raffaello cortina.it/scheda-libro/claudio-g-cortese-andrea-del-carlo/la-selezione-del-personale-9788860309037-2533.html</a></p> <p>Module 2 Unit 2</p> <p><sup>5</sup> <a href="#">What Is Emotional Intelligence? (verywellmind.com)</a></p> <p>Module 2 Unit 3</p>

<https://power-solving.com/why-social-skills/benefits-of-social-skills-learning/#:~:text=Social%20skills%20learning%20improves%20students,%2C%20and%20overall%20well%2Dbeing.>

<https://www.betterup.com/blog/how-to-improve-social-skills>

<https://pce.sandiego.edu/how-to-teach-social-skills-in-the-classroom-list-of-top-12-social-skills/>

<https://www.readingrockets.org/article/9-ways-teach-social-skills-your-classroom>

[https://ggie.berkeley.edu/my-well-being/sel-for-adults-social-awareness-and-relationship-skills/#tab\\_1](https://ggie.berkeley.edu/my-well-being/sel-for-adults-social-awareness-and-relationship-skills/#tab_1)

<https://www.easterseals.com/southernca/shared-components/document-library/workfirst-transition-project/social-skills-webinar-handouts.pdf>

e. Quiz

## Multiple Choice Items for Module 2

### Question 1.

<b>Module</b>	<b>2. Social Skills</b>
<b>Topic</b>	Definition of social skills
<b>Question</b>	<b>“Social skills are a set of behaviors that cannot be learned and developed with practice”. True or False?</b>
<b>Possible Options</b>	(a) True (b) False
<b>Correct option(s)</b>	(b) False

### Question 2.

<b>Module</b>	<b>2. Social Skills</b>
<b>Topic</b>	Definition of social skills
<b>Question</b>	<b>Which of the following guidelines can lead workers to develop multiculture ability skills?</b>
<b>Possible Options</b>	(a) Avoid responsibilities (b) Communicate abundantly

	(c) Knowing and respecting cultural differences (d) None of the above
<b>Correct option(s)</b>	(b) and (c)

### Question 3.

<b>Module</b>	<b>2. Social Skills</b>
<b>Topic</b>	Importance of social skills.
<b>Question</b>	<b>Which are considered pillars of Language learning?</b>
<b>Possible Options</b>	(a) Contents (b) Culture (c) Cognition (d) Communication (e) All of the above
<b>Correct option(s)</b>	(e) All of the above

### Question 4.

<b>Module</b>	<b>2. Social Skills</b>
<b>Topic</b>	Importance of social skills.
<b>Question</b>	<b>In which point of view “establishing increasingly strong and lasting relationships” can be an advantage</b>
<b>Possible Options</b>	(a) Social (b) Business/Career (c) Both
<b>Correct option(s)</b>	(a) Social

### Question 5.

<b>Module</b>	<b>2. Social Skills</b>
<b>Topic</b>	How to incorporate Social Skills in the teaching/mentoring sessions.
<b>Question</b>	<b>Which of the above are steps for teaching positive social skills?</b>

<b>Possible Options</b>	(a) Identify a social skill (b) Plan a teaching session (c) Set goals (d) Review and reflect (e) a, b and d (f) a, c and d
<b>Correct option(s)</b>	(f) a, c and d

### Question 6.

<b>Module</b>	<b>2. Social Skills</b>
<b>Topic</b>	How to incorporate Social Skills in the teaching/mentoring sessions.
<b>Question</b>	<b>“Social skills training will increase their chances at making friends, enhancing relationships with others”. Is True or False?</b>
<b>Possible Options</b>	(a) True (b) False
<b>Correct option(s)</b>	(a) True

### Question 7.

<b>Module</b>	<b>2. Social Skills</b>
<b>Topic</b>	How to incorporate Social Skills in the teaching/mentoring sessions.
<b>Question</b>	<b>On which emotional skills group activities could be focused on?</b>
<b>Possible Options</b>	(a) Communication (b) Empathy (c) Problem solving (d) All of the above
<b>Correct option(s)</b>	(d) All of the above

f. Practical Assessment

John's teaching experience

Worksheet/Practical Assignment

<b>Module</b>	<b>2. Social Skills</b>
<b>Topic</b>	<b>How to incorporate social skills in the teaching/mentoring sessions</b>
<b>Short Description of the activity</b>	<p>This activity introduce us to the story of John, a new teacher, and his experience in teaching social skills to his adult class. We are going to see things from his perspective and understand his struggles and achievements.</p> <p>John was recently recruited as a teacher of an adult educational center. Fresh out from university, it was his first real attempt to teach and guide students on how to develop their social skills. John was feeling anxious but he also felt excitement.</p> <p>Entering his first class he realized that the years he spent on studying never prepared him for this task. He encountered lots of adult students, from different cultures and aspects of life. That made him feel a bit self-conscious and he decided to just go through it. After all the necessary introductions were made, he straight opened the book and started giving his lecture to his students.</p> <p>The first two weeks past quicky and stressfully. Realizing that his adult students didn't make any progress nor were able to engage to the learning progress he decided to make some research of his own. He started reading once again about social skills and he realized soon that the textbooks and the theory wasn't enough. He then found an online course to help him understand more about the social skills teaching process and gave him ideas about effective and more engaging ways of teaching those skills.</p> <p>When the next week his students came in they were welcomed from their teacher sitting comfortably on his desk. He then separated them into groups and asked them to simulate an example of how to resolve a conflict as if they were actually on a job.</p>

	The rest of the days were spend on a fun and interactive atmosphere and in the end the students were making lots of progress and had a better understanding about the material and how social skills benefit every aspect of their lives, from personal interactions to work related subjects.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>◆ Understand the importance of competent social skills teaching</li> <li>◆ See examples of the teaching methods</li> <li>◆ Identify and empathize with our character</li> </ul>
<b>Duration</b>	20-30 min
<b>Materials needed</b>	<i>Sticker-notes, pens/pencils</i>
<b>Key questions for self-reflection</b>	<ul style="list-style-type: none"> <li>◆ What is your opinion about John's first teaching technics?</li> <li>◆ What do you think he could have done better?</li> </ul>
<b>References</b>	<i>none</i>

### 3.3 Module 3

**Name of the module:** Management abilities (flexible thinking, negotiating, creativity and innovation)

<b>Module</b>	<b>Management abilities (flexible thinking, negotiating, creativity and innovation)</b>
<b>Aims and Objectives</b>	<p>By the end of this module, learners will be able to understand the main concept, the importance and characteristics.</p> <ul style="list-style-type: none"> <li>◆ Definition of management skills</li> <li>◆ Importance of management skills</li> <li>◆ How to incorporate them in the teaching/mentoring sessions</li> <li>◆ Good practices that reflect the significance of improving the management skills both for tutors/trainers and migrants</li> </ul>

<b>Learning Objectives</b>	<p>By the end of this module, learner will be able to:</p> <ul style="list-style-type: none"> <li>◆ Define and understand what management skills consist of</li> <li>◆ Identify the importance of management skills</li> <li>◆ Know how to incorporation the skills into teaching</li> <li>◆ Learn from the best practices</li> </ul>
<b>Keywords</b>	<ul style="list-style-type: none"> <li>◆ Management skills</li> <li>◆ Teaching methods</li> <li>◆ Best practices</li> </ul>
<b>Table of Content</b>	<p>Definition of management skills</p> <p>Importance of management skills</p> <p>How to incorporate them in the teaching/mentoring sessions</p> <p>Good practices that reflect the significance of improving the management skills both for tutors/trainers and migrants</p>
<b>a. Unit 1 Definition of management skills</b>	<p>In this module, we will be discussing the definition of management skills. Management skills are skills that help migrants to be able to set and achieve goals, control emotions, problem solve effectively, make decisions under pressure and keep a clear head in a fast-paced environment. It also means being able to work well with others, be good at communicating and lead teams.</p> <p>Management skills are a collection of abilities that include flexible thinking, negotiating, creativity and innovation, time keeping, problem solving and critical thinking.</p> <ul style="list-style-type: none"> <li>● <b>Flexible thinking</b> refers to the ability to change one's mind and approach based on the new information or feedback. Flexible thinking refers to the ability to think outside the box, to be creative and innovative in order to solve problems. An effective manager must be able to think flexibly about how things can be done differently than they have been done before. Flexible thinking is essential for immigrants because</li> </ul>



they often have to think creatively about how to adapt their skills to a new country and culture.

- **Negotiation** allows parties to reach mutually satisfying agreements. It is a way of resolving disputes, coming to an agreement or making decisions. It is often used in business, politics and international relations. Migrants must be able to negotiate their way through unfamiliar systems, laws and cultures in order to function effectively in their new countries. All forms of cooperative action, issue solving, and dispute settlement involve some form of negotiation, whether it be verbal, nonverbal, explicit, implicit, direct, or through middlemen. The ability of negotiation can be enhanced by practicing, preparation, and confidence-boosting training.
- **Creativity and innovation** **Creativity** refers to the ability to find new solutions to old problems or produce new ideas. It means thinking differently than others, going against the grain and challenging the status quo. Creativity can only be developed through practice and persistence. It requires the use of your brain. It comes from within you. It requires time and effort. It requires a creative mind, but that can be difficult for immigrants because they have limited background knowledge and need to learn to think outside the box. Therefore, it is essential for immigrants to develop their creativity skills.

**Innovation** refers to the ability to make a significant change in an area. It is about using your creativity to find a solution to a problem and how you can apply it to create a positive change in your life and in the lives of others. Innovation requires a lot of research. It means coming up with new ideas to improve and innovate current products or services. It is a process that takes time and perseverance and requires you to put in the work to improve the things that you are already doing.

- **Time keeping** is the quality of being punctual and being able to regulate how you utilize your time to accomplish your goals. Being able to show up, finish duties, and fulfill commitments at or before an appointed time is referred to as being "on time" or "punctual." It is the essence of time management. Being able to show up, finish duties, and fulfill commitments at or before an appointed time is referred to as being "on time" or "punctual."
- Every unpleasant circumstance that keeps individuals from attaining their goals is a problem. Problem solving is any process used to solve an issue. When we talk about problem-solving abilities, we mean the capacity to complete tasks without delay or hindrance. It involves the ability to recognize and characterize the issue, the generation of potential solutions, the evaluation and selection of the best option, and the implementation of the chosen option. Getting feedback and properly responding to it are also crucial components of problem solving abilities.
- **Critical thinking** is a set of abilities including identifying biases, inference, research, identification, curiosity, and judging relevance that allows us to evaluate information, solve problems, and make good judgments. It is a skill that helps you to be able to analyze and evaluate situations critically. Critical thinking helps you make decisions that are based on reason rather than emotions, assumptions, or stereotypes. It involves analyzing problems from many perspectives and considering different solutions before deciding on one.

b. Unit 2

Importance of management skills

## Importance of management skills

Key management skills, such as negotiation, flexible thinking, creativity and innovation, time-keeping, problem solving and critical thinking, are crucial in any management position.

What are the benefits of management skills? To learn to be a better manager, a key factor is developing your emotional intelligence. Emotional intelligence teaches a person to understand the emotions and motivations of others. By developing one's own emotional intelligence, it will be easier also interacting and motivating others.

The importance of management skills relates also to good communication skills and relationship building, team building and social skills in general. This is crucial in terms of engaging your team and motivating them to work together towards common goals.

Management skills are important in terms of the professional development of migrants, because developing their management skills also improves their team-working skills and vice versa, and this will help them further their careers and learn to adapt to the culture. These skills are crucial in any work environment, whether they end up in a management role or not. Learning management skills will help migrants understand the working culture and environment better, learn how to get along and create relationships with the local population and therefore improve their employment

- **Flexible thinking** is an important management skill and working life skill in general. Migrants need to learn to think in a flexible way to adapt to the working culture in the new country and take into consideration all the differences in the culture that may affect your work and interaction with your team.
- **Negotiation** skills are extremely important, as they will help people in their workplace, but also in their personal lives. Negotiation is a key skill in solving disputes and misunderstandings, and coming to a common decision or finding a compromise or solution. This skill is important when

navigating in a new culture and with people from different backgrounds.

- **Creativity and innovation**

**Creativity** is a personal and cultural quality. It is something that may be more difficult in some cultures where it is very important to abide with the rules, for example. In a working environment, it is crucial to develop your creativity by trying to keep an open mind and think outside the box.

**Innovation** means applying your creativity to make improvements or changes that benefit your work environment, team, or products or services you offer. It takes time and effort to adapt to a new environment and start finding creative solutions.

- **Time keeping** is also different depending on the culture. It is important for migrants to understand the culture of the new country and their time management habits. In some cultures, for example in Southern Europe, being on time is not as important as in Northern European cultures. However, as a manager, keeping to schedules and deadlines is important, as this sets an example to the team and gives them structure.
- **Problem solving** requires the use of the other management skills, such as negotiation skills, creativity, innovation. You need to negotiate with your team and find the best solution for your team and the whole situation. You need to be able to listen to others and take into consideration everyone else's views and suggestions.
- **Critical thinking** is important also in terms of finding solutions and examining different options. It is important to be able to consider and analyse situations critically and objectively in order to make good judgements, especially in a work environment with many different variables.

One very important characteristic of a good leader is being able to turn problems into solutions, to think positively and creatively in order to see the good in every situation and to turn it into

something positive. When mentoring migrants in leadership skills, it is important to encourage them and support them to find a positive way to deal with problems. The best leaders are those who are inspired and inspire others.

### **c. Unit 3 How to incorporate**

Teaching management skills is important for migrants as it can enhance their employability, improve productivity, foster integration, increase self-confidence, and promote entrepreneurship. By equipping migrants with these essential skills, we can help them to succeed in their new homes and make valuable contributions to their communities.

Here are some steps to help you teach management skills for migrants.

1. Assess the needs of your learners by using the assessment tool we designed for the migrants: Before you start teaching management skills, it's essential to assess the needs of your learners. Identify what skills they already have and what they need to learn.
2. Create a learning plan: Based on the needs assessment, create a learning plan that includes specific learning objectives, activities, and evaluation methods. The learning plan should be tailored to the learners' needs and abilities.
3. Use practical examples: Use practical examples that are relevant to the learners' experiences to teach management skills. For example, you could use workplace scenarios or real-life situations to teach negotiation skills.
4. Incorporate interactive activities: Incorporate interactive activities such as role-plays, group discussions, and brainstorming sessions to encourage learners to apply management skills in real-life situations.
5. Provide feedback: Provide feedback to learners on their performance and progress.

6. Evaluate learning outcomes: The learners can use the self-assessment tool again to evaluate the development of their skills. It can be used as the self-reflection tool for the learner to measure the improvement that they have made through the training and the evaluation tool for the mentor to measure the effectiveness of their teaching.

Mentors can use the following tools and methods to incorporate management skills, including negotiation, flexible thinking, critical thinking, creativity and innovation skills, timekeeping, and problem-solving skills, into the learning process for migrants:

**Case studies:** Using real-life examples or case studies can help migrants understand the practical application of problem-solving skills in the workplace. They can analyze the situation, identify the problem, and develop solutions. This approach allows them to see the consequences of different decisions and learn from their mistakes.

**Group problem-solving exercises:** Group problem-solving exercises can help migrants learn how to work collaboratively to solve complex problems. The mentor can provide a problem, and the group can work together to identify the problem's root cause and develop solutions. This approach allows migrants to learn from each other and develop critical thinking skills.

**Brainstorming:** Brainstorming is an excellent way for migrants to learn critical thinking skills as it encourages them to think creatively, generate ideas, and analyze them critically.

For example, ask migrants to come up with solutions to reduce food waste in the community. The activity can be organized by the following steps:

1. Divide the group into smaller groups of 3-4 people.
2. Ask each group to brainstorm as many solutions as possible to reduce food waste in the community in a time limit of 10-15 minutes .

3. After the time limit is up, ask each group to share their ideas with the other groups.
4. Encourage the groups to analyze and evaluate the ideas critically

**Time management tools:** Mentors can provide time management tools, such as calendars, to-do lists, and time-tracking apps, to help migrants improve their timekeeping skills. They can also provide tips on how to prioritize tasks, manage distractions, and avoid procrastination.

**Role-playing** is an effective way for migrants to learn and practice creativity and innovative thinking skills as well as flexible thinking skills. Here's a role-play activity that can help migrants develop such skills:

Activity: Resolving a Conflict in the Workplace

The activity can be organized by the following steps:

1. Divide the group into pairs.
2. Ask them to create a conflict case at a workplace scenario that involves a conflict between two colleagues.
3. Ask each pair to take turns playing the role of the colleagues according to their created case. .
4. Encourage each person to take on the role of the other person in the conflict and try to understand their perspective.
5. Ask each pair to come up with a solution to the conflict that takes into account both perspectives and finds a middle ground.

#### d. Unit 4

**Good practices that reflect the significance of improving the management**

Good practices that reflect the significance of improving the management skills both for tutors/trainers and migrants.

In EU countries, there are many initiatives by private sector and public sector alike for developing and enhancing migrants' management skills.

Private sector initiatives include:

**skills both for  
tutors/trainers  
and migrants**

The Jövökerek Foundation in Hungary offers a wide range of activities, such as group and individual job search consultation and techniques, skills development, resume and cover letter writing, interview preparation, promoting job retention and conflict management skills.

*KVInfo women's network, from Denmark, matches women of refugee and immigrant backgrounds with women who are firmly established in the Danish labour market serving as mentors. The mentors provide access to professional networks and advice regarding job applications, interviews, workplace culture, reassessment of job possibilities, etc.*

*Women to was launched for educated women who immigrated to Finland. With mentorship at the core of its model, Women to supports and provides educated immigrant women with necessary networks and skills for Finnish working life and helps deepen knowledge and practices in their professional fields.*

*In Germany, the 'Start, change, get ahead' mentoring programme assigns highly-skilled migrant women a personal mentor who shares knowledge, experience and networks over the course of one year, supplemented with professional counselling, intercultural training and skills recognition support. Results from this project show that about half of the participants managed to obtain a job in line with their qualifications within one year after the end of the mentoring period.*

Government initiatives include:

*Two main national government initiatives have been put in place in Spain. The first initiative is called Programa SARA, which designs integration trajectories tailored to the needs of each woman. The programme, which is managed by NGOs, provides women with support for integration in the labour market as self-employed workers.*



The Swedish Public Employment Service is running the Mirjam project from 2016 until 2019. Mirjam's small coaching groups, at six locations across Eastern Central Sweden, provide job-related guidance and inspiration for newly-arrived refugee women. During a 10-week course, participants learn about the Swedish labour market, study opportunities (including financial support), rights in society and work/life balance. They also study Swedish, as language is one of the biggest barriers to finding work.

### **Migrant women leadership and mentoring program**

Migrant women leadership and mentoring program aims to help in developing migrant women leadership and mentoring competencies that will help their successful integration into socio-economic life and will give them the opportunity to help other migrant women to integrate in the host society. The main objectives of the program are to improve employability, social integration and civic engagement of migrant women through development of entrepreneurship competencies and to encourage social integration of migrant women through mentoring and social participation. The program aims at sharing experiences of successful female migrants with newcomers and encouraging their integration and social participation by providing aspirational role models, practical advice and psychological support.

**Key questions for self-reflection**

Check below the assessment activities.



**Synopsis**

In this Module you learned about the essential management Skills including flexible thinking, negotiating, creativity and innovation for migrants to develop and live in a new country. The importance of such skills for migrants and useful methods to incorporate them

	<p>in the teaching/mentoring sessions. We also provide best practices that help us to develop better and more efficient solutions both for tutors and learners.</p>
<b>References</b>	<p>Units 1,2,3 references:</p> <p><a href="#">Maggie Wool</a>. (March 14, 2022). Critical thinking is the one skillset you can't afford not to master  <a href="https://www.betterup.com/blog/critical-thinking-skills">https://www.betterup.com/blog/critical-thinking-skills</a></p> <p>Defining Critical Thinking  <a href="https://www.criticalthinking.org/pages/defining-critical-thinking/766">https://www.criticalthinking.org/pages/defining-critical-thinking/766</a></p> <p><a href="#">Jennifer Herrity</a> (September 2, 2018) What Are Problem-Solving Skills? Definitions and Examples  <a href="https://www.indeed.com/career-advice/resumes-cover-letters/problem-solving-skills">https://www.indeed.com/career-advice/resumes-cover-letters/problem-solving-skills</a></p> <p>What is the difference between <i>innovation</i> and <i>invention</i>?  <a href="https://www.merriam-webster.com/dictionary/innovation#:~:text=%3A%20a%20new%20idea%2C%20method%2C,the%20introduction%20of%20something%20new">https://www.merriam-webster.com/dictionary/innovation#:~:text=%3A%20a%20new%20idea%2C%20method%2C,the%20introduction%20of%20something%20new</a></p> <p>Empowering migrant women through building entrepreneurship skills. Migrant Women Leadership and Mentoring Programme. 2020-2022.  <a href="https://womenbusiness.eu/wp-content/uploads/2021/12/Migrant-women-leadership-and-mentoring-programme.pdf">https://womenbusiness.eu/wp-content/uploads/2021/12/Migrant-women-leadership-and-mentoring-programme.pdf</a></p>

e. Quiz

### Multiple Choice Items for Module 3

#### Question 1.

<b>Module</b>	<b>3. Management abilities (flexible thinking, negotiating, creativity and innovation)</b>
<b>Topic</b>	1
<b>Question</b>	<b>Which one of the following skills is not a management skill</b>
<b>Possible Options</b>	(d) Time keeping

	(e) Negotiation (f) decision-making (g) empathy
<b>Correct option(s)</b>	(d)

### Question 2.

<b>Module</b>	<b>3. Management abilities (flexible thinking, negotiating, creativity and innovation)</b>
<b>Topic</b>	1
<b>Question</b>	<b>Which option is NOT a quality of a Critical Thinker?</b>
<b>Possible Options</b>	(a) Active Thinker (b) Talkative (c) Self-Confident (d) Good Analysts
<b>Correct option(s)</b>	(b)

### Question 3.

<b>Module</b>	<b>Management abilities (flexible thinking, negotiating, creativity and innovation)</b>
<b>Topic</b>	1
<b>Question</b>	<b>Decomposition means break down of a problem into smaller chunks</b>
<b>Possible Options</b>	(a) True (b) False
<b>Correct option(s)</b>	(a)

#### Question 4.

<b>Module</b>	<b>3. Management abilities (flexible thinking, negotiating, creativity and innovation)</b>
<b>Topic</b>	1
<b>Question</b>	<b>Adam was 15 minutes late for his meeting because she was talking to his friend he met on the way.</b>
<b>Possible Options</b>	(a) It's ok. He is only 15 minutes late. (b) He should tell his friend that he will talk later as he had to go for his meeting on time. (c) It does not matter what time he reaches the meeting (d) All of them
<b>Correct option(s)</b>	(b)

#### Question 5.

<b>Module</b>	<b>3. Management abilities (flexible thinking, negotiating, creativity and innovation)</b>
<b>Topic</b>	1&2
<b>Question</b>	<b>Flexible thinking provides a series of benefits for migrants, such as:.</b>
<b>Possible Options</b>	(a) Open-minded mentality to adapt and grow in a working environment (b) Better interpersonal relationships in everyday life (c) Avoidance of stress and anxiety if things go differently than we expected (d) All of above
<b>Correct option(s)</b>	(d)

### Question 6.

<b>Module</b>	<b>3. Management abilities (flexible thinking, negotiating, creativity and innovation)</b>
<b>Topic</b>	2
<b>Question</b>	<b>To develop your creativity, you should...</b>
<b>Possible Options</b>	(a) Commit Yourself to Developing Your Creativity (b) Reward Your Curiosity (c) Be Willing to Take Risks (d) Take a break
<b>Correct option(s)</b>	(a)(b)(c)(d)

### Question 7.

<b>Module</b>	<b>3. Management abilities (flexible thinking, negotiating, creativity and innovation)</b>
<b>Topic</b>	2
<b>Question</b>	<b>Acquire negotiation skills will help migrants to</b>
<b>Possible Options</b>	(a) recognise their skills & abilities (b) develop their interpersonal skills and over time they will find it easier to communicate with other people (c) improve their reasoning and creative thinking skills as it will boost their verbal, creative & reasoning abilities (d) communicate and adapt easier in the work place
<b>Correct option(s)</b>	(a)(b)(c)(d)

### Question 8.

<b>Module</b>	<b>3. Management abilities (flexible thinking, negotiating, creativity and innovation)</b>
<b>Topic</b>	2

<b>Question</b>	<b>Fill in the gaps</b>
<b>Possible Options</b>	The capacity to come up with new solutions, approaches, etc. Creative individuals can look at a problem from a different angle to find (1)_____ and solve problems, and they are able to discover new and exciting things. Moreover, being creative will (2)_____ their quality of life as they will have multiple ways to explore the world. They have new and interesting (3)_____ using their sense of autonomy. In this competitive world, one must have personal innovation in order to succeed and differentiate themselves from others. These skills will (4)_____ migrants with the ability to face (5) _____ and the capacity to find solutions to overcome those issues by (6)_____ "out of the box". The use of these skills will bring new ideas to the workplace and settle a base for working progressively.
<b>Correct option(s)</b>	(1): solutions, (2): improve (3): ideas, (4) empower (5) problems (6) thinking

#### f. Practical Assessment

### Spaghetti marshmallow challenge

#### Worksheet/Practical Assignment

<b>Module</b>	<b>3. Management abilities (flexible thinking, negotiating, creativity and innovation)</b>
<b>Topic</b>	<b>Spaghetti marshmallow challenge</b>
<b>Short Description of the activity</b>	Construct a spaghetti tower that has a marshmallow on the top. The team which builds the tallest tower wins the game. Divide the learners into teams of 3-5 persons. Each team has to build a freestanding tower by using only 20 sticks of spaghetti, one yard of tape, one yard of string and one marshmallow in 10 minutes. The team which builds the tallest tower wins the game.
<b>Objectives</b>	◆ Encourage the learners to be creative

	<ul style="list-style-type: none"> <li>◆ Work together to practice flexible thinking, negotiation skills</li> <li>◆ Icebreaker for the learners to know each other more.</li> </ul>
<b>Duration</b>	20-30 min
<b>Materials needed</b>	Spaghetti, marshmallow
<b>Key questions for self-reflection</b>	<ul style="list-style-type: none"> <li>◆ Did I use flexible thinking and creative thinking to design the tower?</li> <li>◆ Did I use negotiation skills to communicate with my team members?</li> </ul>
<b>References</b>	N/A