CULTURAL MENTORING IN ENTERPRISES – A WAY TO IMPROVE CULTURAL UNDERSTANDING BY USING STUDENT PLACEMENTS IN ENTERPRISES AS AN EXAMPLE

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Outline

- Introduction
- Concept Cultural Mentoring
- Tools
- Cases
Universities
- FH Salzburg, Austria
- University of Alicante, Spain
- Arcada University of Applied Sciences, Finland
- MUGLA University, Turkey
- Southampton Solent University
- Technical University of Timisoara, Romania

Enterprises
- Universum
- Porsche Austria
- TaylorMade Training Solutions
- Mosder
- Wirtschaftskammer Salzburg
- ETA2U
- CSI/UA
- Zicklin School of Business, Baruch College
- IDI - Intercultural Competence Development
- Other companies where the mentoring will take place
SKILL2E project

- Is an EU-funded multilateral university-enterprise cooperation project
- Addresses the issue of sustainable intercultural competence acquisition in enterprises
- Supports successful integration of trainees in transnational placements
Goals:
- accountability and sustainability of intercultural competence acquisition in the context of placements
- integration of stakeholders - university, students, enterprises - to secure the added value of intercultural competence acquisition
- design of a cultural mentoring concept for enterprises (profile, training, multiplication potential)

Output:
- handbook for enterprises on the implementation of the cultural mentoring concept
- curriculum for training for cultural mentors and model implementation
- evaluation of assessment tools for intercultural competence development
Benefits for enterprises

- Work environment is more diverse than ever (+ -)
- Full utilization of trainee/employee potential
- Developing the future workforce
- Proper assessment and evaluation
- Understanding other cultures
- Open up a wider recruitment pool
What we do

- Intercultural Competence Assessment
- Pre-Placement Training Concept
- Cultural Mentor Concept
- Enterprise Handbook
- Evaluation Concept
IDI Implementation

Scenario 1: Corporate context

1. IDI Assessment
2. Optional Training for Mentors
3. Cultural Mentoring
4. IDI Assessment

Scenario 2: Student placement

1. IDI Assessment
2. Pre-Departure Training
3. Placement Cultural Mentoring Online Reflection
4. IDI Assessment
IDI Implementation scenario for transnational placements /internships

IDI Assessment → Pre-Departure - Training → Placement Online Self-Reflection Cultural Mentoring → IDI Assessment
Intercultural concepts and theories
Hammer’s approach

Intercultural Development Continuum

- Monocultural Mindset
- Denial
- Polarization
- Minimization
- Acceptance
- Adaptation
- Intercultural Mindset
Intercultural Development Continuum

Keywords: mentor, mentee, understanding, culture and communication

Definitions:
Mentoring is often seen as a one-way road, where the mentee is the receiver and the mentor is the giver. However, this is an old-fashioned way of looking at mentoring. Nowadays it is most important for both parties to have mutual gain from the process, for example a learning experience both ways where knowledge is exchanged. In addition, mentorship should be seen as a relationship, rather than a top down process where both parties can freely express their feelings and cooperate with respect to one another (Shea, 2001, p. 81-84; Conway, 1998, p. 15-16.)
The role

- A person who encourages the mentee
- Counselor, adviser
- Coach
- Discussion partner
- Sparring partner
- Door opener
Task (Role)

- Consultation and discussion partner
- Role modelling
- Support

Qualification

- Appropriate knowledge: cultural, professional and company specific
- Good communication skills
- Trustworthiness
- Social competence
- Assessed through IDI (optional)
How to be a good mentor

- Have an open communication. Talk about things to avoid stereotyping and misunderstandings, for example.
- Keep up a relationship where you can both give and receive constructive feedback. This is the key to learning from the mentoring for both parties.
- Have a mentoring plan, an agreement on how you want to work together. Both parties should agree on the goals for the mentoring.
Our recommendations

- Matching: it is important to take into considerations the personal traits of the mentor and mentee.
- Time: both parties should allocate enough time for the program
- Commitment: both parties need to demonstrate their commitment
- Training: necessary, both when it comes to mentoring and the cultural understanding
The pilot program

Selection, recruitment and matching

Pre-departure training/Mentor training

Forum, diary, group meeting (to support the on-going process)

Cross-cultural mentoring/internship period

Evaluation and feedback

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1. Information and PR to all parties
2. Interviews and discussion with interested people
3. Matching
4. Training
5. First meeting and start (agreement)
6. Follow and support
7. End of cultural mentoring
8. Evaluation
Mentor training

General part
- Introduction
- Responsibilities
- Goals

Intercultural awareness part
- Training
- Deardorff model

Selfassessment

IDI testing
**Mentor**

- IDI assessment and self-reflection against Qualification Profile
- Training including personal feedback on IDI profile
- Discussion, agreement and signing of Mentor Contract
- Weekly meeting and ongoing review of process and actions
- Final review of results against contract and identification of mutual benefits and competence gain
- SKILL2E Evaluation Model – online questionnaire and feedback interview

**STEPS**

- **SELECTION**
- **PREPARATION**
- **COMMITMENT**
- **ACTIVE MENTORING**
- **EVALUATION AND CLOSURE**
- **FEEDBACK AND IMPROVEMENT**

**Mentee**

- Placement application screening
- IDI test and pre-departure training
- Discussion, agreement and signing of Mentor Contract
- Weekly meetings with prepared issues for discussion and agreed to dos
- Final review of results against contract and identification of mutual benefits and competence gain
- SKILL2E Evaluation Model – online questionnaire and feedback interview
Thank you!

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