MENTORING AND EMPLOYER ENGAGEMENT

A METHODOLOGY TO SUPPORT THE LABOUR MARKET INTEGRATION OF LOW-SKILLED ROMA YOUTH

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1. Introduction

Low skilled Roma youth face multiple barriers to finding a job: they often lack even basic skills and have little or no experience in formal employment. They often have low self-esteem and weak job search skills. Local NGOs assisting Roma communities tend to focus on meeting basic needs and may also support job search but they rarely have the capacity and skills to systematically engage employers. Without encouragement and support employers often shy away from hiring disadvantaged Roma youth. Also, recruiting practices often have elements that unwittingly create barriers for low skilled Roma, such as the formal language of job descriptions, health checks and administrative requirements that elongate the recruitment process, or the exclusive use of online channels.

The methodology presented in this book combines mentoring to low skilled youth with engaging and counselling employers. Building on the existing practices of the participating NGOs, the method was developed and piloted in the *Hopes for Low* project in Hungary and Slovakia, between 2018 and 2020, funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020). For a qualitative evaluation of the method, please see Budapest Institute (2020).[1]

The first part of the book describes the method, while the second part includes training materials that may be used in training case managers (mentor coordinators) and mentors, and materials for sensitising employers.

The methodology of mentoring builds on earlier work by Emőke Both and her team at the Bagázs Foundation. The methodology for engaging employers draws on the practices of Salva Vita and Bagázs as well. The sensitisation method was developed mainly by Emőke Both and HR experts Anna Izsák, Zsófia Németh, and Dóra Pekár. Materials in the book were compiled by Emőke Both, Éva Jásper, and Krisztina Kocsis, with comments and contributions from Rita Harangi, Ágota Scharle, and Zuzana Vojtasova. Helpful comments by MEF members are gratefully acknowledged. The book was edited by Ágota Scharle and Veronika Vass-Vígh.

The aim of this book is to provide an instrument to experts working on initiatives that provide meaningful assistance to Roma youth trying to enter the labour market. Throughout the document these experts will be referred to as coordinators and mentors, while people receiving the service will be referred to as clients, or employers respectively.

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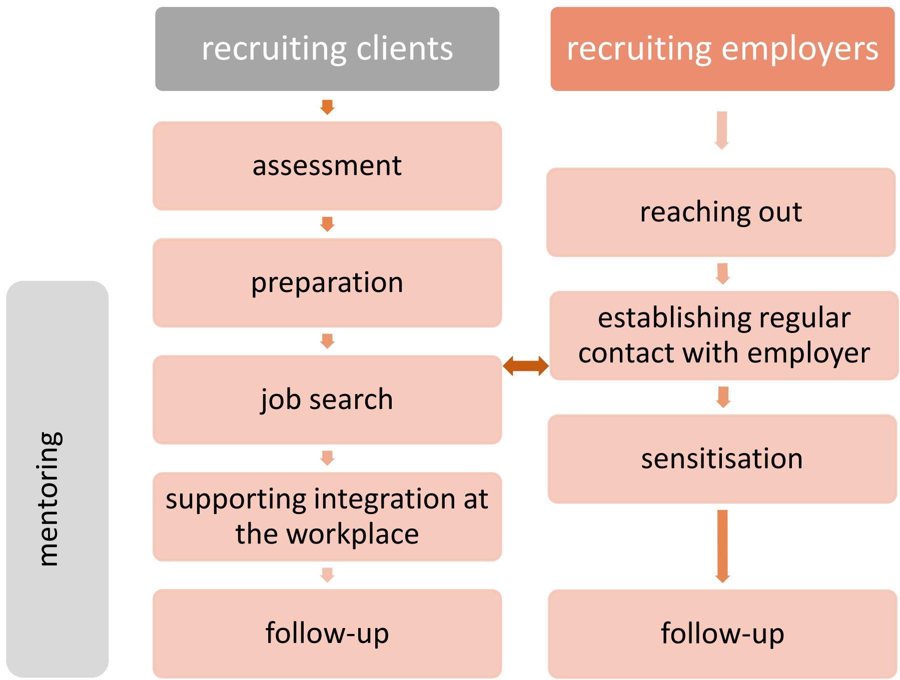
[1] Budapest Institute (2020) Lessons of a pilot on supporting the employment of low-skilled Roma youth http://www.budapestinstitute.eu/uploads/H4L_qualitative_evaluation_report_2020.pdf

2. Methodology

2.1. The main elements of the method

This method consists of a several components responding to different needs of the Roma youth and tackling barriers on the employers' side as well. The method presupposes some degree of trust and cooperation between the service provider and the Roma community where the (prospective) clients live. The stages of the method are illustrated in the following figure.

Figure 1. Main components of the method



When working with disadvantaged communities, there is a need for much preparatory work before job-focused mentoring can begin. This should involve general community development to gain the trust of the Roma community, and also individual specific casework to prepare potential mentees: assess and develop skills and tackle any other barriers to work and develop their commitment to participating in the programme.

The following section will describe the work associated with clients – Roma youth.

2.2. Working with mentors

In our approach, caseworkers and mentors work together in supporting the client. This section briefly describes the division of role between caseworkers (mentor coordinators) and mentors, and the main issues in working with mentors.

The role of mentor coordinators and mentors

Initially, the mentor coordinator recruits clients, helps them to strengthen their motivation, identify barriers to work, and prepare them for job search. When the client is more or less job-ready, mentors step in to provide motivation for the rest of the process. Mentors can be volunteers. Alternatively, mentoring can be provided by the coordinator (caseworker). The table below clarifies the respective roles of the coordinator and the mentor.

Table 1. The tasks of coordinators and mentors

Coordinator	Mentor
Recruit clients/mentees	Develop the mentee's individual work plan together with him/her (SMART objectives, stair model).
Assess the situation of mentees: competence measurement, preliminary attitude measurement	Suppor the mentee in carrying out work-related health examinations (motivating or accompanying him/her if necessary). Supporting the mentee in the official administration tasks when applying for a job (motivating, explaining official procedures, accompanying if necessary).
Prepare clients for mentoring. The coordinator carries out individual case management to improve the clients' skills (communication, conflict management) following the assessment until he or she becomes eligible for mentoring. If the client has a higher level of skills, the coordinator carries out job search, job preparation and career guidance until mentors are trained.	Prepare the clients for work. (Continuing the coordinator's work.)
Job search: If the client is "ready" for a job or needs minimal support because he or she is unable to find vacancies, or he/she has a fear of an unknown situation (job interview) he/she cannot overcome alone	Support job search and career guidance, supporting the mastering of job search techniques. (Continuing the coordinator's work.)
Support mentors: Case discussions, individual consultation / supervision	Support the integration of the mentor at work. (Accompanying where appropriate, liaising with the workplace mentor, mediating at the workplace when appropriate, assessing the mentee's appearance, assessing the physical environment, getting to know the workplace mentor and natural helpers, assessing the workplace behaviour, communication, employee relationships, hierarchy by talking to both the work-place mentor and the mentee), employer expectations (negotiating with the workplace mentor and the supervisor, if they're open to it), knowledge of rights and duties, workflow and work tools (as stated by the workplace mentor.)
Follow-up of mentees through mentor event logs or during individual family visits	Support mentees' self-monitoring Follow-up at mentee's workplace. Communication with the workplace: supervisor and workplace mentor

Mentors work with a mentee for as long as the goal of the mentoring can be determined. If there is no goal that the mentor can support the mentee in achieving (or they cannot agree on the goals within two months), mentoring must be terminated and a new pair must be found for the mentor, and the mentee if he/she wants to continue in the programme.

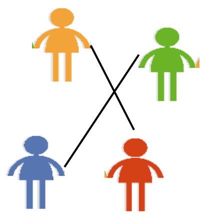
Recruitment and selection of mentors and mentees

Mentors may be recruited via social media, the organisation's website, and personal contacts. They are selected based on a standard application (CV, cover letter), and a face to face meeting. Mentees are recruited via promoting the programme in the settlement where they live, personally visiting potential mentees and motivating them with the help of the coordinator. Their selection is based on their voluntary engagement and motivation.

The recommended duration of the mentoring process is nine months so that mentors can plan ahead with their time and commitments when applying. However, during the nine months the mentors can have several different mentees who are mentored at different time intervals, depending on the dynamics of each relationship. The nine-month period may be extended once and the mentor may continue working if the coordinator recommends it.

Each mentee is paired with one mentor. The mentee-mentor pairs are formed on the basis of personal preferences, as described in Table 2 below.

Table 2 Pairing up mentors and mentees

	**Joint programme for mentors and mentees**: Mixed training or group meetings at the settlement, if possible (this may be e.g. on the last day of the mentor training). The purpose of the joint program is to give mentors the opportunity to get their own impression of the settlement, the clients. At the same time, the clients get to know the mentors.
	**Indicating individual preferences**: the mentors and mentees are paired up based on the suggestions of the coordinator who makes the suggestions based on the feedback on who they would love to work with and who they would not like to work with. Mutual sympathy and trust help both parties during the mentoring process.
	**Pairing up:** the coordinator sets up the first meeting of mentors with mentees based on personal preferences. One mentor can work with more mentees during the process with various intensity, based on the different dynamics of certain mentoring processes. In some cases the mentees can change during the process, if e.g. leaves the programme.

Supporting the mentors - Case discussion group

Mentors, especially if they are volunteers with no prior experience in social work, need continuous support to sustain their motivation and provide advice in difficult situations. The main instrument of this support is the case discussion group, which includes mentor coordinator(s) and mentors. This group meets regularly to discuss issues related to the planning of support activities and case management in a "team" and to help the team understand personal emotions, to solve problems creatively. Case discussion is about a specific case - a mentee (that is, the individual, his/her family, the community around him/her), a problem (what the mentee has difficulties with), the action plan and related action. The purpose of the case discussion is to support the team with complementary questions, joint reflection on dilemmas, new ideas and perspectives. It is very important that case discussions always remain at the level of specifics.

Steps to discuss a case:

- Presentation of the case - presentation of the case and exploration of participants' emotional attitudes
- Formulation of a current problem
- Exploring the help received so far: Who have dealt with the mentee's problem? Why was the problem not resolved?
- Reflection on competences: Who can be competent in the particular intervention? How does the mentee get involved in the intervention? What change can be expected from the intervention?
- Consider possible obstacles: what obstacles should be anticipated? How can these be reduced, possibly avoided?
- Emotional attitude of the case owner: Where is he / she in the story? Advice on how we can separate our personality and personal goals from our mentoring? Issues of sustaining boundaries

Case discussions are led by the mentor coordinator responsible for the team of mentors. To make the discussions fruitful, the coordinator needs to keep a fine balance of steering and animating the discussion. The following checklist may help avoid the most common mistakes.

Most common mistakes in leading a case discussion group:

- The coordinator does not control the process, does not pay attention to opening the discussion to everyone.
- Instead of support, reckoning dominates, the atmosphere of the case discussion group resembles that of a disciplinary hearing.
- The participants do not remain realistic, they do not adjust the goals to the mentee, but to their own expectations.
- The interests and uniqueness of the mentee are not taken into account.
- The participants misunderstand each other.
- They make a decision under the influence of their feelings, instead of solving the problem they would just like to leave it behind, putting the blame on each other.
- The discussion drifts to operative, organizational to-dos, away from the personal problems of mentees.

Keeping the above in mind helps to keep the case discussion goal-oriented, and serve as a professional vehicle of supportive processes.

2.3. Supporting the client

Case management and mentoring: the process

The process of case management and mentoring can be divided into three main phases, as described in Table 3. The next sections describe each phase in more detail.

Table 3 Stages of case management

Establishing a relationship	**Trust building:** making conversations, collecting impressions, assessment. **Agreement**: clarification of expectations and the mentoring framework
Cooperation	**Aims** (SMART goals): Identify steps to achieve the goal, identify potential obstacles, continually seek solutions, follow up, and review. **Contact**: weekly, in person, about one and a half hours at a pre-arranged time and place (in the settlement, at the mentor's house, or workplace, etc. - it is important that both the mentor and the mentee feel safe and can talk to each other).
Terminating the mentoring relationship	Evaluation of the mentoring: discussing further steps Farewell or agreement on future cooperation.

Recruiting clients

The main objective of the recruitment process is to inform Roma youth and their families about the existence of a service aiming to help them in securing employment in their immediate environment. You provide general information and professional advice throughout the recruitment process on the opportunities provided by this service. You motivate the target group to participate in the programme.

Information is provided to clients through different channels:

- Distributing leaflets
- National and local media
- Giving personal talks and presentations
- Through personal contact (social workers)

In order to efficiently inform all potential clients and members of the target group, it is worth reaching out to institutions that are in regular contact with them:

- Employment offices
- Elementary and secondary schools
- Special needs educational institutions;
- Family support centres;
- Healthcare institutions (GPs, health visitors, mental care network);
- Child welfare centres;
- Roma self-governments;
- Roma organisations;
- NGOs that are active in the environments of the target group

In all cases the following information are given through the various forms of communication:

- Brief introduction of the organisation providing the service: name, mission, operating principles, names of staff members responsible for coordinating the programme.
- Accurate definition of the target group for whom the service will be available.
- Brief introduction of the methods and of the labour market service
- Contact information of the organisation.

Client assessment

The goal of the assessment is to get a comprehensive overview of the capabilities, hardships, motivations and visions of the client, and also to get a better understanding of their immediate surroundings and previous work experience.

During the assessment, a number of alternative instruments are offered to the client, and based on the individual needs, the appropriate instruments can be assigned individually. There might be a client with whom merely a personal interview is enough to complete the assessment. In other cases, a variety of assessment techniques might be necessary in order to understand the situation the client is in, and the prospects the client might have.

The table below gives an overview of the methods that can be used for assessment. Below, we also elaborate on specific assessment procedures and instruments.

Table 4. Assessment methods

Area	**Method**
Preparatory general assessment	Preliminary assessment surveys, reviewing various documents, analysing first impressions
Inquiry into educational background and work experience	Interviewing the client, going through medical records Gathering information from previous educational institutions and workplaces
General intellectual capabilities	Weschler intelligence test Assessing the capability to solve structural problems
Readiness for further education and employment, and consequent motivation	Interview, informal assessment, job trial
Mapping family background	Interview with parents/guardians, family visits

Client Interview

The interview is semi-structured. It should cover the following areas.

1. Personal information
2. Schooling history, qualification(s), social connections made while in school
3. Previous work experience, workplaces, positions, co-worker relationships
4. Family relationships, conditions
5. Personal friendships and acquaintances
6. Free time and leisure
7. Independence

Assessing the client's ability to solve structural problems

We recommend this assessment technique in cases where the client has lower levels of education or learning difficulties. The tasks were constructed in a way that helps in assessing the client's job skills, social and communication abilities, providing us with valuable information on key features. The tasks also assess basic skills, such as reading writing, calculation, along with their ability to read maps, calendars and to operate computers. It is important to detect how well a client can understand and follow instructions, and how well he/she can work, and solve problems individually. The assessment supervisor should make sure in all cases that the client completes the tasks individually. However, the supervising coordinator/mentor should feel inclined to help the client through asking leading questions. The leading questions can range from providing the client with additional general information to providing him/her with specific insights. The supervisor should follow this chain of thought, and only provide help to sufficient degree. This way, you can also assess the extent to which the client is able to utilise external help.

Testing Intelligence

Through intelligence testing you can get a picture of the general intelligence and cognitive capabilities of the client which can significantly influence the way one works. We recommend using the Wechsler intelligence test (WAIS-IV). (However, if there is no access to such a test, a previous version of the same test (MAWI) can be used.) When analysing the results of the test, attention should be given to relative strengths and weaknesses along with the performance profile, not simply focusing on the quantifiable results. It is important for the test to be administered and evaluated by a psychologist. The psychologist must be brought in as a consulting expert, who also must write an opinion on the results of the test (which needs to be incorporated into the overall assessment).

Job Trial

Through adding job trial as a method of assessment, you can collect invaluable information on your client in an authentic labour market setting. The aim of the job trial is to create the possibility to observe the skills and behaviour of a client which otherwise would not be possible to observe in an artificial setting.

During the course of the job trial, not only are you able to acquire knowledge on the client's work ethic and style, but you can also observe and better understand his/her personality and the characteristics of his/her relationships with co-workers.

The main methodological tool of job trial is observation. During the job trial, the mentor accompanies the client to his/her authentic open labour market workplace, where they spend 2 to 4 hours working together. Before the job trial can take place, the mentor has to inform the client on the goals of the job trial, its location, schedule and the specific tasks that need to be performed.

During the job trial the following two areas should receive special attention:

- *Communication, interpreting workplace relationships* (e.g. assessing employer-employee dynamics, internal habits, humour)
- *Work-specific information* - e.g. how well does the client comprehend specific tasks; how does he/she start when solving a problem; features of starting and finishing up a task (confidence, need for affirmation, hesitation etc.); work ethic; what the client pays attention to when working; work pace; work style; how does he/she overcome

occurring difficulties; how does he/she follow orders; communication; self-check; reaction to criticism; job knowledge; making use of idling etc.

Assessing the Client through indirect means

In some cases, an indirect observation of the client is also necessary to compliment the direct observation and assessment. However, this can only happen with previous written consent by the client.

A consultation with a doctor might be required in cases of specific physical or psychiatric illnesses, when the type, duration of work, amount of physical work, etc. are affected by the symptoms of the disease (e.g. epilepsy, psychiatric drugs, allergy, etc.).

Approaching previous educational institutions, workplaces or a supporting programme (such as this one) the client has previously attended. This might be necessary in cases where there are insufficient information about the client's work-related abilities (e.g. he/she has difficulties communicating, etc.).

Upon the mentor's discretion, a *visit to the family of the client* might also be necessary. This may occur in situations when the client's personal circumstances or relationships with his/her own family seem to have an effect on the work performance. These visits are necessary if the occurring issues cannot be mapped by simply interviewing the clients or their parents.

Results of the assessment

Summary Opinion: After the completion of the assessment, a comprehensive and structured opinion can be formulated regarding the client. This opinion, apart from concentrating on employability, can provide concrete recommendations and steps that need to be taken in the process of preparing the client for employment. This opinion is drafted by participating experts (coordinators and mentors), and additionally an opinion of a psychologist or psychiatrist is also incorporated into the summary opinion (if needed).

However, the assessment only provides the mentors with basic information regarding the client which are sufficient to start the supporting process. The assessment needs to be complimented with additional information throughout the course of the programme. Further steps always have to be defined by this extended knowledge.

Individual Employment Plan

Within the individual employment plan partial objectives are set out based on the conclusions of the assessment. The individual plan also elaborates on the areas a client has to develop in, and objectives one should reach.

While preparing the individual plan, the mentor should place special emphasis on establishing deadlines for sub-objectives that can be realized by the client. It is important that all involved accept the plan and are aware of their responsibilities. (SMART goals: specific, measurable, attainable, relevant and time-bound)

It is important to stress that the individual employment plan should not be static, it must evolve according to the changes in the client's needs and circumstances. It must conform to the phase within which a client is developing, must change based on the new information available, and based on the newly emerging challenges that come up along the way. Thus, it is crucial to regularly review, evaluate and update the individual employment plan (at least every 2 months).

Another important reason for reviewing the individual plan is that it is necessary to check from time-to-time whether things are heading towards the originally established end goals. The main objective should always be to reach stable employment, and you cannot afford to be distracted along the way. However, you should not always adhere to the originally prescribed details. Circumstances surrounding the client can change, so can the job that was originally targeted. As client's self-awareness increases, the plan can be amended accordingly.

Naturally, in some cases it can happen that objectives cannot be realized until the originally established deadlines. This does not entail that the search for employment on-the-whole was unsuccessful. It more commonly indicates that simply one or more sub-objectives (e.g. improving communication skills, improving mobility skills etc.) had failed to realize. In these cases, you need to find the issue(s) that prevent(s) reaching these objectives and resolve them first.

Client preparation

This phase aims at preparing the client for the expectations of the labour market. The preparation phase must be built on the conclusions of the general assessment, the individual employment plan, and on the objectives set out based on them.

Official administration

A prerequisite of acquiring employment is to receive all necessary official documents. In most cases, documents needed for employment are already owned by clients. If that is the case, there are no further steps needed to be taken. You must, however, offer assistance to those who do not have the necessary official documents, if you think it might be needed. Going through official procedures can prepare the client for job-related administration as well. In some cases, it might be necessary to officially register the client as a jobseeker, informing him/her about all the issues related to this. (Because the regulations change from time to time, you can, and should check for the latest legal provisions and updates on the website of the public employment service.)

Medical check-ups (if necessary)

Medical check-ups are only necessary in cases when the medical condition of the client affects his/her employability and ability to work. Hopefully, such issues come up during the assessment phase and can be dealt with accordingly by the time the preparation phase starts.

Strengthening basic job skills / behaviour / motivation

a. *Appearance*
   The client might appear scruffy, might neglect his/her appearance, or personal hygiene. You need to give special attention to clients that are severely disadvantaged and whose family resources might not entail them to pay attention to the above stated features when seeking employment. In such cases, the assistance of other organisations might be necessary.
b. *Interest, activities, vocations (career orientation phase)*
   A client might often have a limited comprehension of his/her opportunities, career paths he/she might aspire to take. Clients only know vocations and career paths from their immediate surroundings, thus they only see these paths as viable directions concerning their own careers. It is important to broaden the scope of options and to introduce clients to new alternative paths and vocations. An efficient way to do so is

to provide clients with opportunities to try out as many jobs as possible, get to know as many different companies as possible. At the same time, keep in mind the client's individual interests and capabilities when trying to find the right work activities.

c. *Job search techniques – creating CVs, writing motivational letters, calling potential employers, showing up for job interviews*

The clients must create their CVs during the preparatory phase of the programme together with the mentor. Nowadays, it is crucial to have a well-designed CV when applying a job. The CV in all cases must be created with the use of a computer, and it is useful to also include a photo.

The CV must contain the personal details of the client: name, date of birth, address, telephone number, and other means of contact. This is usually followed by sections that indicate the client's level of education (schools; completed or not), and previous workplaces and positions. It is very important to indicate the strengths and interests and, additionally, a brief description of expectations concerning the specific position/workplace the client is applying for. In order to make the CV organised, it is useful to create each section in chronological order.

Additional information must be provided in the motivational level or cover letter accompanying the CV. A cover letter might be written in a more personal manner. Here the client can elaborate on his/her qualities that would make him/her suitable for the job, even if these qualities are not closely associated with professional qualifications included in the CV.

It is useful to teach clients who have the potential to search for jobs on their own how to understand job advertisements, crucial information and ask for further information when contacting the company via phone. The steps of such a phone call should be indicated beforehand (introduction, purpose of the call, questions) along with how the client might comprehend the new information received during the phone call. In some cases, it is not advisable to include the client in the job search and the coordinators/mentors should search for the jobs instead.

A crucial and decisive element of the job search is showing up at the job interview and performing well. During the preparation, you must provide details of the interview (location, time, duration), along with laying down the most important rules: what information should one communicate towards the potential employer, and what questions one might ask in order to acquire more information.

d. *Rights and obligations*

It is absolutely crucial to teach the client the basic concepts of employer-employee relations, especially in terms of rights and obligations (e.g. employment contract, job description, probation, notice period etc.). You can go about teaching these concepts and terms either during individual consultations or group sessions.

e. *Communication, indicating concerns to the employer*

It is quite common among disadvantaged employees that when certain issues or concerns arise during their work, they fail to communicate them towards their employer as they feel these might lead to further concerns or even to the loss of trust in them. Due to this phenomenon, it can happen that they fail to indicate a problem all together (e.g. "missed the morning bus", "had to take a child to the doctor", "cannot find a location" etc.). Rather they simply fail to show up at work and they wait for the employer to contact them. Thus, it is important to prepare the client on how to communicate emerging concerns; what is the role, the point, the time and the way issues should be dealt with.

f. *Workplace and social behaviour, communication, co-worker relationships, hierarchy*

   This is the most important area of preparation, and it requires the most personalized help and attention. It aims to handle social and communication issues that were uncovered during the general assessment. The client must receive personalized help to the extent that will help him/her sufficiently integrate into the workplace. The client must be ready to follow all the written and unwritten rules, both in terms of his/her job and in terms of the social norms of the workplace (e.g. knowing and understanding the social hierarchy, adequate behaviour based on it, rules of asking for help, working hours, lengths of breaks, sticking to appropriate conversation topics, civilised manner of eating, use of changing room etc.)

g. *Employers' Expectations*

   By the end of the preparation phase, the client has to be ready to carry out a certain job activity according to an appropriate quality and standard. He/she needs to be capable of organising tasks, understanding expectations, and correcting mistakes. The client must also act in accordance with health and safety provisions, property protection guidelines and corporate loyalty rules.

There are several methods for preparing the client. Some of these address all the areas that were mentioned above, others have more specific target areas.

<u>Individual preparation</u> can be done in an office setting with the involvement of the client and his / her assistant. In such a setting, it is possible to process and practice the tasks set out in the Individual Employment Plan under calm conditions. The tasks include, for example, writing a CV and a cover letter, preparing for a job interview, developing personal hygiene (if necessary), exercising social communication rules, etc.

<u>Field Practice</u> takes place in real labour market conditions. Its general aim is to help the client acquire practical work skills, and experience the rules of social integration in the workplace.

The field practice gives the client the opportunity to:

- Prepare himself/herself for future employment by gaining his/her own experience, seeing his/her own opportunities more realistically.
- Work in the same field practice area for several consecutive days, experiencing continuous work, improving his/her concentration and physical endurance.

Simultaneously, the coordinators

- help to identify and find the area, work environment, job where the client can do the job according to his/her own abilities
- with some background help, they can exclude some of the failure situations that threaten the success and durability of starting the job.

The choice of field practice workplace strongly depends on the client's individual needs. For clients who do not have significant work experience or a realistic idea of their future workplace, it is worth giving them the opportunity to try many different jobs (even within one workplace). We recommend in such case to try 3 different jobs.

If you have a client who has preferences, realistic ideas, or special qualifications for the job, then the field practice workplace selection should be tailored to these. Here again at least 3 occasions are recommended. In the special case, when you have found the right workplace for your client during the preparation phase, you can also choose this for field practice. After the field practice, we recommend that you give your clients the opportunity to discuss their experience.

<u>Group preparation</u> can be effective and beneficial in many ways, especially for clients with no work experience. Many rules, expectations, habits that apply to all employees, regardless of the workplace, are applicable. The differences between the members of the group may highlight different problems, but the experience of others having similar difficulties makes them more bearable. Members of the group can support each other through their personal stories, receive more diverse suggestions for solutions, behavioural strategies, or even act as role models (e.g. perseverance, problem management, motivation, etc.).

- Group size: 10-14 persons (in case of work in pairs, everyone should be in a pair)
- Frequency and length of sessions: 6-8 weeks, once a week, 60 minutes
- Group leaders**:** 2, both trained in the application of this methodology

Group sessions may include several activities, which can be combined creatively, and flexibly expanded to suit individual needs:

- Situational exercises (It is possible to use as a model any situation from simple ones to an individual problem. It is important that exemplary sentences are used, that can be even “learnt”.)
- Worksheets (description of general and individual problem solving stories, worksheet-like processing)
- Video Techniques
- A collection of topics for group meetings based on practical applicability.

Job search

The purpose of this phase is to help the jobseeker in finding the job that best suits his/her abilities and capabilities. Job search can be done independently and in a supported way.

If support is required at the job interview, then the client can be accompanied by the mentor. This should be preceded (if necessary) by preparing the employer for the interview and generally mapping the workplace and job activity to see if it is likely to suit your client. The job search might be followed by a successful job interview, a medical examination or by conclusion of a work contract.

Supporting the client’s workplace integration

The objective of this phase is to support the client's smooth workplace integration. At this stage, you must pay particular attention to whether and to what extent your client is requesting this support. This needs to be clarified because if your client feels that his/her mentoring is stigmatized, rather than supporting his/her integration, you should stop it.

The duration of learning and integration varies depending on the individual. Some people do not need this kind of help at all, and some need increased support. We present here the full spectrum of support areas, from which the elements can be selected depending on client needs.

a) Getting to know the environment, learning about the workflow

Learning about the work environment and other locations used by the client

On the first day of work, the client will be accompanied by the mentor to all the places where he/she might work, spend time, and together they clarify the functions of rooms (e.g. kitchen, smoking room), use of technical equipment (e.g. elevator, air conditioning), designation of special workspaces (e.g. safety lanes, custom markings). It may be necessary to repeat it several times or to provide visual support (e.g. a map).

Learning about the work tools

The client must know exactly which work tools to use, how to use them, where to place them, how to keep them clean, etc. according to workplace habits. It may also be necessary to record this information individually (e.g. the location of the tool by taking a photograph or by a simplified drawing).

Learning the elements of the work process

In this phase, the prepared work process and personalized support are taught. More and more companies have a flow chart of different activities, so you should acquire this and discuss it with the client.

Self-monitoring

In order to perform high quality work, it is essential that the client is able to reflect on his/her own work, to spot shortcomings and to correct them. You can help your clients by providing them with a checklist that allows them to check themselves step by step after completing a given task.

b) Getting to know the social environment, learning social rules and habits

This is perhaps the area you should put the most emphasis on, but at the same time it is difficult to define. Workplace integration is most effectively facilitated by the mentor's presence, by him/her showing example, and paying attention to the client’s colleagues.

Introduction, getting to know the colleagues

Getting to know the colleagues is an important foundation for the development of supportive attitude. The mentor will first and foremost provide the client and the staff with examples of appropriate forms and rules of communication. It is important that your clients also have a broad understanding of what their colleagues’ tasks are. In particular, they must be familiar with the activities of those their own work activity is linked to at some point. It is of utmost importance to discuss and record in detail the form, place, time and rules of co-operation with others, even minor ones. This, of course, is worth developing in consultation with the staff involved.

Getting to know the in-house mentor, defining the function of mentor

An in-house mentor is a member of staff who directly manages your client's work, assigns and monitors tasks, and can be contacted when any problems arise. This is in many - but not all -

cases the direct workplace supervisor. During the integration process, you should make sure that the cooperation between the client and the mentor is smooth. The mentor cannot be absent in any workplace.

Natural helper

In addition to the mentor, great emphasis must be placed on winning over colleagues who accept your clients and help them in the long run. We call them natural helpers. Some employers also have so called ‘buddies’, who are essentially such natural helpers, but are trained and assigned by the employer.

Talking with employers about any issues that may arise

Successful placement and long-term employment requires that you prepare the employer for the expected problems and what may be behind these problems.

Job retention (Follow-up)

The learning phase is followed by the follow-up phase. You can move on to this stage if both the client and the employer indicate that the integration was successful and the client is familiar with the work process. The objective of follow-up is to achieve the clients’ long-term employment. Circumstances will determine how often and for how long follow-up is required.

Follow up may be arranged individually or in group sessions.

Individual follow-up

Even when the integration is successful, your client may still need your support in dealing with workplace problems and situations. Therefore, it is advisable to visit him/her at the workplace after the learning process is over. The presence of a mentor may be particularly important if:

- the client gest a new colleague,
- the client needs to learn to perform a new task, gets a new position,
- the location of the company changes,
- the client receives a new work tool,
- the client’s immediate supervisor changes,
- other.

There is another important area when it comes to client follow-up, which you definitely need to pay attention to. The mentor may change jobs or have to transfer his/her client to another mentor for some other reason. It is important that you prepare the client for such change, which should be consequently gradual.

Group follow-up

By group follow-up, we mean regular meeting opportunities for clients. The teams are led by two trained professionals. Group sessions are recommended every two weeks, preferably at a specific date and time.

You can improve your clients' communication and conflict management skills, and help them resolve workplace conflicts in an emotionally safe atmosphere, using teamwork tools.

An important function of the group is to provide behavioural models to clients as they learn how to constructively resolve conflict situations. The best practice in this area is for group leaders to show example to group members through their own conflict management behaviour.

In addition to developing skills, the group can also offer a variety of leisure activities (cinema, theatre, etc.).

Ending the mentoring

Completion of follow-up activities raises the question of ending the support process.

Ending the mentoring process with the client may be required at any point in the process. From a methodological point of view, the assessment phase is a turning point in determining whether the service you are able to provide is appropriate for your client or not. If the assessment concludes that the client's needs are beyond the scope of the service, then the process must be ended. As the process progresses, if you discover such information or a change in the client’s condition that may hinder his/her work, it may be necessary to terminate or suspend the support.

The closing discussion should always take place in a relaxed environment, in the presence of the client’s mentor. During the conversation, all the events to date have to be reviewed with the active participation of the client. The reasons justifying the ending of the process should be made clear. If you recommend another form of assistance, you should also provide the client with the necessary information, if possible. If you just suspend the support process or the follow-up, then you should clarify when and to whom the client may turn later.

General rules for documenting the work with the clients

During the provision of the service, the mentors / coordinators should continuously document their activities. On the one hand, there is a framework, a written agreement with the client, which sets out the relationship, expectations, tasks, time frame between the mentor and the client. On the other hand, an event diary should be kept up to date in which the mentors record the meetings, observations, conclusions. The client's event diary should be used for each encounter with the client, as it will create the client's "employment history" in chronological order. It can be stored on paper or electronically.

Simultaneously with working with the client, you also need to work with the employers. In the next section, we elaborate on the work with employers.

2.4. Recruiting and supporting the employer

Recruiting employers

The main objective of the recruitment is to inform potential employers about the service. In addition to describing the opportunities offered by the service, you should also inform employers on how to take advantage of these opportunities. Recruitment offers opportunities for raising social awareness and responsibility, contributes to individual employer engagement and has measurable social benefits.

Employers can be recruited through various channels. When piloting this methodology, we identified two especially effective routes for engaging employers. The first is based on proximity: employers that are based very near the Roma settlement and likely to have some information about the Roma community, may be approached successfully, especially if they are facing labour shortage. The second is based on professional networks. We found that dedicated events or email messages directly targeting HR managers generated very little attention, i.e. HR managers were not willing to invest much time in learning about how to hire Roma. However, when we participated in popular professional events that functioned as an important forum for HR professionals to meet, and had an opportunity to present the method, we achieved much higher attendance.

Professional events. Presentations and workshops at professional conferences and seminars (for HR professionals or managers in target industries) offers a good opportunity to meet employers and convince them of the advantages of hiring Roma jobseekers. Such presentations can be used to evoke a general interest in the target group, and, once personal contact is established with the employer, this can be used for placing individual clients. As we found, it is easier to engage employers by visiting forums that they attend, rather than expecting them to come to an event organised by us.

Advertisements One way to access employers is to advertise the service in newspapers, on leaflets, or on the internet. The advantage of this type of marketing is that it does not require a lot of work. You can target and potentially deliver the message to a large number of employers. However, written advertisements have many disadvantages: it is usually difficult to assess the impact they have, and sometimes, despite the high costs, you are not able to continuously monitor their impact. Another difficulty is the so-called "paper bin effect": many people are tired of the large number of leaflets in their mailboxes, so these ads tend to end up in the trash.

Formally advertised vacancies in the written and electronic press can also be used as sources of information. This includes the continuous monitoring of recruitment and job agencies. The advantage of these agencies is that they are always able to offer jobs, even ones that are suitable for people with low education.

Business registers, phonebooks, local publications, and online company databases can contain useful information - including the name and address of the HR managers - so you can quickly and easily reach many companies.

Professional publications It is recommended to write professional publications for employers from the perspective of employers. It is worth to inform the employers about the expected difficulties, but also about the benefits and positives of the service. This is very important and should be explained in detail. The brochure should include simple solutions to typical problems, as well as warranties that are part of the service (e.g. always available in the event of a problem).

When preparing publications, try to be as specific and detailed as possible, but do not forget to keep in mind the reasonable limits of such publication in terms of length. Try to publish eye-catching guides, which, however, must not override the requirements of content and professionalism. A well-written publication can open doors to employers and prepare the ground for a personal meeting.

Phone contact Phone contact means that a service provider calls local employers and requests an appointment for a personal meeting. This may be a "cold call" - the first contact you make with an employer. The purpose of phone contact is not necessarily to immediately find jobs for the clients. Instead, try to make an appointment for a personal meeting where the employer’s questions can be properly answered. The advantage of phone contact is that it "prepares the ground" making it easier for the service representative to introduce themselves.

Organization of informative forums A presentation to employers is a very effective way of informing them on the employment of Roma people, and of listening to their concerns and doubts. There are many ways to create a presentation opportunity including inviting them to promotional events such as conferences and in-house events (e.g. business breakfast or lunch), or even giving a presentation to the management of a large local employer.
The benefits of giving a presentation to employers is that it takes place in front of a receptive audience where you can answer any questions that may arise at the end of the presentation. It should seek to provide general and relevant information about the service, adapt to the questions, and provide specific, personalized responses to any objections, arguments.***Contacting the employer, meeting in person***

The objective of contacting the employer in person is to win him/her over for the “cause”: to provide the clients with a job or field experience or an inclusive workplace in the long run. It also gives you the opportunity to gather information about the employer's needs and provide personalized information on further opportunities. Particular attention must be paid to changing and clarifying the common, often stereotypical, ideas, either negative or positive, in relation to Roma.

The main purpose of a personal meeting is to clarify what the employer expects from this employment service. Based on his/her expectations, you can give feedback on how effectively the service can meet his/her needs.

In case of a personal meeting it is very important to be informed about the company beforehand and to get information on the workplace atmosphere, dress code and rules of the given company. Through personal contact with employers, through your actions, your appearance, your communication, you can represent the interests of Roma workers in a more nuanced and multi-faceted way, and establish a relationship that facilitates mutual cooperation.

The disadvantage of this method is that it requires a lot of time from both involved parties, and not everyone can afford to spend as much time building a relationship as you want. The presentation should seek to provide general and relevant information about the service, adapt to the questions, and provide specific, personalized responses to any objections, arguments.

Sensitising the employer

In countries where discrimination and prejudice against Roma is wide-spread, it may be necessary to sensitise the employer before they recruit Roma jobseekers. This is likely to be more relevant in blue-collar occupations, where co-workers are more likely to be prejudiced (many blue-collar workers are very open minded and tolerant, however, statistically, prejudiced attitudes are more common among persons with lower levels of schooling).

Sensitisation may be necessary if the prospective supervisor and/or co-workers of the Roma candidate are likely to hold negative attitudes, fears, or misperceptions about working with Roma and/or had negative experiences with Roma workers in the past. However, sensitisation may backfire if it is interpreted as a burden on co-workers or unjustified favouritism towards Roma workers.

Beside sensitisation training, it is important to review the hiring process together with the employer, to check and remove any elements that may hinder application by Roma candidates. Barriers may arise for example, in the language of the advertisements that may be unclear for less experienced applicants, or missing important details, in the decision making process allowing unconscious bias against ethnic minorities, as well as in the administrative part of the hiring process (e.g. requiring non-essential certificates, or taking a long time).

The aim of sensitisation training is to have participants reflect on a) the potential barriers in their current hiring practices that may bar Roma applicants, b) the openness of themselves and of their colleagues to hiring Roma and working with Roma colleagues, c) their related questions and fears and d) to discuss solutions for potential conflicts when hiring Roma.

Such training requires an investment by the firm in terms of the time of their employees, and thus it has to be as short as possible. Given this time constraint, it is important to keep in mind the two most important messages of sensitisation, rather than touch on many issues, but in a superficial way. This first key message is that there may be several legitimate reasons behind “problem behaviour” so it is important to first ask the Roma employee in a non-threatening way, be open to listen to their explanation and discuss possible solutions together with them. The second key message is that – just as the non-Roma – Roma jobseekers vary in their abilities and motivations, so it may take time to find the right candidate for the job.

The format of the training has to be interactive and build on the active involvement of participants to maximise reflection and inspiration.

However, the training cannot and will not change attitudes – it may at best help participants realise that they have some negative attitudes against the Roma.

Training may be organised in several phases: first, for top managers and HR personnel responsible for designing and supporting the hiring process and second, for mid managers who select job candidates and the prospective supervisors of Roma workers. If necessary, training may be offered to prospective co-workers as well.

When piloting this methodology, training materials were tested in training sessions of between 4 to 6 hours. When inviting participants, it may be useful to avoid direct reference to “sensitisation”, which some may feel offending, and instead refer to diversity or some other, more neutral topic.

Some employers or teams may be more and others may be less prepared to hire Roma workers. Less prepared teams need a more general training focusing on their fears and perceptions of potential problems, while more prepared teams can already start working on the practical issues of how to recruit and keep Roma colleagues. This highlights the usefulness of conducting a survey (see below) on existing attitudes before the training, and also of involving a professional trainer who can improvise and adjust the training content to the needs of the group.

The pre-training survey for participants is available at this link (please contact us if you have trouble creating an editable copy).

Regular contact with the employer, follow-up

The objective of regular contact and follow-up with the employer is to support long-term employment of the client, therefore, employers should have an option to seek help if necessary. This aspect must be taken seriously so that, for example, if there is a new mentor assigned to the client, the employer must be notified of who to look for in the future.

The frequency of follow-up depends largely on the circumstances. Initially, you should contact employers once a week to make sure everything is going well. The visits may be reduced at a later stage, but regular contact is required.

Tip: If the employer has contacted you with a problem and you provided advice, it may be worth checking in after a few days, or even the next day (depending on the nature of the problem) - what worked, what did not?

The most important form of active communication is personal follow-up. Personal contact is more effective than contact via phone and gives the employer greater security. What's more important is that you can get a lot more information from a face-to-face meeting than from a phone call. If it is a burden for the employer (time management), you do not have to stick to it, and phone calls can fulfil the support function.

More intensive attention may be needed in solving a crisis situation. Employers often seek help if they are in the process of staff changes or if the client is assigned new tasks. In these situations, your client and employer may again require you to be present at the workplace.

To end the intensive follow-up, it is worth meeting with the client and the employer to discuss and evaluate the progress made. Further forms of cooperation can be decided at this meeting.

3. Training materials

This chapter includes a description of training modules that may be used to design the training of mentor coordinators and mentors, and in sensitisation training. Some of these modules may be omitted or shortened, depending on the existing experience and qualifications of the participants. The table below provides an overview of the modules. Chapter 4 includes two examples of how the modules may be used to construct a training programme.

Table 5 Overview of training modules

	Title	Focus	Duration	Target group*		
				MC	M	E
1.1	Exploring the field	Roma traditions, living in segregated settlements	8 hours	x	x	
2.1	Supporting the client 1	Recruitment, skill assessment, preparing for job search	2 hours	x	x	
2.2	Supporting the client 2	Conflict resolution, feedback and follow-up	2 hours	x	x	
3.1	Mentoring process	Steps of the mentoring process	2 hours	x	x	
3.2	Mentoring tools	Practising mentors' tools	4 hours	x	x	
4.1	Group dynamics	Managing case discussions	3 hours	x		
5.1	Employer discrimination	Convincing possibly prejudiced employers	2 hours	x		
6.1	Sensitisation 1	Personal experiences with Roma workers, effective interviewing	3 hours			x
6.2	Sensitisation 2	Anticipating and resolving problems	3 hours			x

*MC=mentor coordinator; M=mentor; E=employer

MODULE 1.1. Exploring the field

Short summary of module content	Gaining experience about the Roma community. The participants observe the specificities of Roma culture, traditions, and dynamics.
Aim of the module	Gaining personal experience about the target group and its environment.
Target group	Coordinator and mentor
It builds on module …	-
Can it be omitted?	No, except if all participants already have in-depth field experience in social work in Roma settlements.
Required knowledge/ experience of the trainer	group leadership, knowledge of training materials, basics of social work, knowledge of the field
Approximate length	8 hours
Ideal group size	min/max 8-12
Required infrastructure	Some sort of vehicle with which the field can be reached. Room large enough for the group size, projector, flip chart papers, markers.
Background materials	online training material – The history of Roma

Title of the task	Field visit
Aim	Understanding the inner motivations of the participants, processing the experience (prejudices, fears, expectations), gaining knowledge about the target group and its environment
Necessary tools	post-it, markers, flip chart paper
Format	group, small group

1. Field visit: visiting the Roma community, talking to the members of the community.
2. The participants should choose a topic that they found surprising and share it with the group. Afterwards they should continue working in groups of 2-3: how they'd convince a person (who either dislikes Roma or is too helpful to them) about the importance of the presence of volunteers at the Roma settlement, why it is important not to give donations at the settlement.
   A. The participants present their work.
   B. The participants create a role-play of the situation

Instructions for trainers:

The presentations and activities should always be followed by a discussion. Trainers should intervene when necessary. They should be careful not to hurt anyone during the task.

MODULE 2.1. Supporting the client 1

Short summary	methodological processes: • recruitment, motivation: of future employees/mentees • assessing clients: communication and other means to assess the strengths and weaknesses of the client/mentee • preparing the client for job search: to improve weaknesses, means and methods to develop competences • individual case management during the process
Aim of the module	sensitising the mentor, practicing the methodology, developing communication competences
Target group	Coordinator, mentor
It builds on module ...	-
Can it be omitted	No, except if all participants have in-depth training or experience in individual case management and employment rehabilitation
Required knowledge/ experience of the trainer	group leadership, knowledge of the training materials, knowledge of the labour market, attitude and toolkit of a social worker
Approximate length	2 hours
Ideal group size	min/max 8-12
Required infrastructure	Room large enough for the group size, projector, flip chart paper, markers
Background materials	online training materials

Title of the task	Exploring employee competences, motivation, preparation for job hunting
Aim	Strengthen a complex view and practice a development approach
Necessary tools	post-it, flipchart, markers, case descriptions
Format	group, small groups, simulation game

1. Role play: The mentors receive life stories of Roma struggling to find employment to read before learning about the task. The trainers prepare one concise summary of the life stories per person (they decide beforehand who pays attention to which topic), so that they can introduce themselves and can play the interviewee during the situational game focusing on three topics: motivation, assessing the client – exploring strengths and weaknesses, preparing the client for job search.
2. Processing the situation: The participants will work in groups of 2-3 people. Based on the presented cases they should collect the competences that should be improved by the mentor

during the programme in all of the topics (the topics should be related to the tasks that the mentor has to fulfil before the start of mentoring). They should think about methods and tools that they recommend for the improvement of the necessary competences in each topic.

Task: Read the stories. By using them and even supplementing them with characters and life events, play the situation with the help of the trainer, focusing on the marked topics. One of the trainers should introduce him-/herself based on the written life story, while the other one observes the reactions of the participants. At the end of the task each team presents their solutions.

Case descriptions

- Life story 1 Recruitment, motivation

Well, when I came to the settlement to live here I was already quite old. I flew together with my current husband, because I wanted to leave home. It wasn't bad for us, how to say it, we could make ends meet. We lived at my mother-in-law's place, but we had a small separate part in the house, not a lot, one room and a kitchen. We got along well though. My husband went to work with his older brother every day and made even 10 thousand a day. The problems started because of drugs, because my husband got into bad company, they did it there. They did this to him, to us. When my husband started doing drugs, I was already expecting my daughter. We needed the money really badly, needed it because of the child. But since my started doing it, he didn't go to work anymore, or even if he did, if there was some smaller work for him from time to time, he didn't bring much money home. We had some money because of the child, but it was barely enough, barely… I've been thinking about looking for some sort of a job for myself too, but, well, I don't know. I've never worked before; I was brought up back home learning that the job of a girl is to run the household and cater for the family. The child is here too, no one stays with it apart from me… So, do I have to take her to the nursery? And how could I start this whole thing?

- Life story 2 Assessing the client, mapping the resources

Oh, I used to work at many places, I used to be here and there. I liked it by the belt the most because there were so many of us from here and you could have good conversations. The time flew so fast, we weren't bored at all. The work was easy too, no stress at all. Don't get me wrong, I can stand hard work too, I used to work in a factory earlier where the twelve of us worked by the belt. You should really be able to stand there for hours. If I had the choice, I would like to have a job where I get a lot of money and I like the work as well. I regret not continuing studying after the eighth grade, I was not a stupid kid. Even the teachers said that I'm smart, that I can write nicely. I could have gone on to vocational training, but I didn't go, cause back then I used to like life without school more. And now it's already too late, where could I go… what could become of me?

- Life story 3 Preparing the client for job search

I've never been to a job interview before in my whole life, I always knew where I was gonna go to. At one place I had to write a test first, but that was easy for me too. My mind is sharp, I'm a quick thinker. But I'm really afraid of having to talk, that I can't express myself well and that they won't get what I want. The problem is that I can easily lose my head then and so I just start yelling and swearing. I can't help it, if they don't get what I've just said, I'm not gonna stay calm…. and well, I have to give it all out of myself somehow. Maybe it would be easier otherwise, but I would rather not talk.

MODULE 2.2. Supporting the client 2

Short summary	Conflict management, feedback, follow-up
Aim of the module	sensitizing the coordinator, practicing the methodology, developing communicational competencies
Target group	Coordinator, mentor
It builds on module ...	2.1
Can it be omitted	Cannot be left out
Required knowledge/ experience of the trainer	group leadership, knowledge of the training materials, knowledge of the labour market, attitude and toolkit of a social worker
Approximate length	2 hours
Ideal group size	min/max 8-12
Required infrastructure	Room large enough for the group size, projector, flipchart papers, markers
Background materials	online training materials

Title of the task	Communication with the employer, follow-up on clients/mentees
Aim	Complex knowledge of the programme, finding and representing the balance between the employer's and the employee's needs, practicing constructive feedback
Necessary tools	post-it, flip chart, markers
Format	group, small group

A. The mentors should work in two groups, one of them should collect the difficulties of the clients/mentees, while the other one gathers those of the employers that can come up during the entry phase, after a successful job interview. Then working together, they should find causal relationships between the difficulties of clients and employers (e.g. difficulties for employers: workers do not arrive on time, which stands in a causal relationship with the difficulties of clients, caused by bad public transport connections, they are not accustomed to having a schedule etc.). They should present this in a creative way (creating chains of post-its by sticking them together or something similar).

B. The trainers choose 3-4 employer problems related to the first task and link it to a usual workplace practice (possibly to one that can be developed). They contact the mentor with the problem in a phone call situation game, presenting the practices that are usual at the workplace. E.g. the problem of the employer is, that the employee regularly holds ten minutes long breaks to smoke, but the normal practice there is to smoke during the one hour long lunch breaks → what can be developed: employees who smoke should be able to hold a ten minute long cigarette break every two hours, but only a half an hour long lunch break. During the task feedback can be given to the employer about why cigarette withdrawal can cause a problem for the employee and support them in finding a solution that gives the employee motivation to work and not to break the rules.

Instructions for trainers:

At the end of the task, the trainers should discuss with the participants their experience.

MODULE 3.1. Mentoring process

Short summary	Introduce participants to the mentoring process and increase their knowledge of the online training material.
Aim of the module	Participants should get familiar with the mentoring process, tools and be able to put them into practice.
Target group	Coordinator, mentor
It builds on module ...	-
Can it be omitted?	No
Required knowledge/ experience of trainer	group leadership
Approximate length	2 hours
Ideal group size	8-15 persons
Required infrastructure	Room large enough for the group size, projector, flipchart papers, markers
Background materials	online training materials – history of Roma, the framework of the mentoring program

Title of the task	Steps of mentoring
Aim	Understanding and deepening the mentoring process
Necessary tools	post-it, flip chart papers, markers
Format	group, small group

The process of mentoring, double thinking during mentoring:

a) The potential mentors summarise in small groups the steps of the mentoring process based on the online training materials
   - The exercise highlights what the participants remember and what they consider important
   - After the participants collected the information, process them together. Considerations for processing the information: implementation tools, similarities and differences of case management and mentoring, priorities in mentoring and individual case management

b) Understanding dual thinking and it practical usage
   - Based on the mentoring or individual support type experiences and the steps of the mentoring process, the participants should gather examples (specific examples will help) of what and why they do during mentoring.

- Instructions for trainers: work on this exercise together, and if possible, creatively point out dual thinking, e.g. what is visible and what is hidden in the background.

c) Situational exercises on the steps of the mentoring process, analysis of specific cases

The purpose of the exercise is for the participants to focus on mapping and goal setting.

Instructions for trainers: Trainers should as part of the situational exercise play the potential mentees. When discussing the exercise, make sure to answer the following questions: What is to be mapped? What can we use this information for? What brought the case forward? What would we have done differently? etc.

MODULE 3.2. Mentoring tools

Short summary	Introduce participants to the methodological tools recommended during mentoring and deepen their knowledge of the online training materials.
Aim of the module	Participants should be aware of the methodological tools they can use to work more effectively with mentees.
Target group	Coordinator, mentor
It builds on module ...	-
Can it be omitted?	If all participants (e.g. former mentors) have experience in mentoring.
Required knowledge/ experience of trainer	group leadership, individual case management
Approximate length	4 hours
Ideal group size	8-15 persons
Required infrastructure	Room large enough for the group size, projector, flipchart papers, markers
Background materials	online training materials – history of Roma, the framework of the mentoring program

Title of the task	Learning about the methodological tools, using them in practice
Aim	To try out methodological tools of mentoring.
Necessary tools	post-it, flip chart papers, markers
Format	group, small group

Feedback:

a) Feedback as one of the most important communication tools:

- Introductory Game: Ask participants to draw the palms of their hands and write their name on the sheet. The drawing should be passed to the person sitting to the right while the trainers ask questions regarding the person whose hand the participants are holding. Model questions: What animal would he/she be? What colour would he/she be? What flower would he/she be? What instrument would he/she be? What emotion would he/she be? Once everybody gets back their own hand, they should read what people wrote about them.
- Instructions for trainers: The task and the discussion on feedback can be guided by the following questions: How did the participants feel? Is there something written on the drawing that is considered offensive? Is there something that is really good to read? What is the difference between the game and real feedback?

b) *Types of Feedback*: Discuss the types of feedback with participants based on the online training material. Trainers try to encourage participants to give their own examples of (when they gave or when they received) feedback.
c) *Blind Guidance*: Participants should pair up, one of them is blindfolded. The task is for the person who can see to lead the blind and then they change roles. 20 minutes per person are available for the task. Following the exercise, the participants give feedback to each other under the guidance of the trainers.
d) *Situation Games to practice Feedback*: Trainers should work with their own experience-based situations. As a preliminary task, participants may be asked to send the cases in which they should have given feedback but encountered difficulties.

Emotional reflection:

a) *Repeat the content of the online training materials*: Trainers help participants to formulate specific sentences that include emotional reflection.
b) *Practice in pairs*: Ask participants to pair up and each select 1 childhood story from their own lives. One person talks and the other tries to reflect his/her emotions, then they change the roles. It should take up 30 minutes per person for the task to be completed. The pairs can use the examples collected earlier.
    - Under the guidance of the trainers, discuss the task: How did it feel? What was easy? What was difficult?
c) *Situation games for practicing emotional reflection*: Trainers should work with their own experience-based situations. As a preliminary task, participants may be asked to send them cases where they should have given feedback but encountered difficulties.

Motivating:

a) *Construction of a sugar cube tower:* Participants form groups of 3 and are assigned the following roles: builder, supporter and observer. The builder is blindfolded. The task is for the builder to build a sugar cube tower whilst blindfolded, using only one hand and stacking the sugar cubes one at a time. The supporter assists the builder in his work and motivates him to reach the goal, the observer observes. The builder and supporter need to set a goal before building the tower, how high they want to build it. One person builds the tower for 5 minutes, then the observer gives feedback, as well as the builder and supporter. The roles should be consequently changed. The task should be processed in a large group led by trainers.

MODULE 4.1. Group dynamics

Module code	4.1
Title of the module	***Group leadership, processes of group dynamics***
Short summary of the module	roles, group dynamics
Aim of the module	Overview of the basic necessary processes required for group leadership and putting them into practice
Target group	Coordinator
It builds on modules …	1.1, 3.1, 3.2
Can it be omitted?	No
Required knowledge/ experience of trainer	group leadership, knowledge of the training materials, attitude and toolkit of a social worker
Approximate length	3 hours
Ideal group size	min/max 8-12
Required infrastructure	Room large enough for the group size
Background materials	online training materials – Group dynamics, Case discussion group

Title of the task	Managing situations in group dynamics
Aim	Identification and practical handling of group dynamics processes
Necessary tools	projector, post-it, flip chart, markers, situational cards
Format	group, small group, simulation game

A. The participants should work in small groups and find a game through which the members of the future mentor group can get to know each other. They should present their ideas in front of the whole group and try them out as well, if possible.
B. The participants should work out solutions to the following problems in small groups of three:
   - A new member joins the close-knit mentor group. Work out a plan to foster their inclusion.
   - One member does not stop talking during the case discussions and the others cannot let their voice be heard. How would you handle this situation?
   - One mentee has stolen from their mentor. The mentor cannot bring this problem to the group. Convince the mentor about the importance of talking about it in the group.

- There is a group member who regularly acts as a leader during the case discussions and does not let the coordinator to lead the group. What could stand behind their behaviour and how could this be handled?
- The group members are regularly late for the case discussions. How could you find out the reasons of it and dealt with it?

C. The participants work in small groups of three on the solutions to the following situations:

- You hold a group training for the mentees. It seems likely that one member will be employed soon. The others do not want him/her to leave the group and therefore they won't stop bullying and teasing him/her. How can the group members be made aware of what is going on? How could this process be turned to the group's advantage?
- During the group's follow-up meeting one mentee talks about not being accepted by his/her co-workers. They turn away from him/her at the cafeteria and do not want to have coffee with him/her. How could you help by using the power of the group?
- There is a loud-mouthed boy at the group who won't let the others express their opinions. He constantly interrupts the group work with his comments. He constantly questions the legitimacy of the coordinator leading the group, e.g.: 'How could you be helping us? You don't know what we're going through, you're not Roma!'

Present the solutions after they were worked out and discuss them in groups.

In case of a larger group, the tasks A, B, and C can be played with the group after the situational cards were handed out.

Instructions for trainers:

Follow the work of small groups closely and facilitate discussion. During the situational game, stop the task when it is necessary. After the game has ended encourage the participants to step out of their roles and ask for their feedback, as well as for the feedback of those group members that followed the situation from the position of an observer.

MODULE 5.1. Employer discrimination

Short summary	Handling of prejudices, expectations of employers and their interest in the programme (why do employers not want to employ Roma?) Negative experience with Roma employees (operative, financial and professional difficulties), why would employing Roma benefit them? Positive experience with Roma employees (financial, PR, communication, professional benefits)
Aim of the module	The sensitisation and the development of the complex perspective of the participants, development of communication skills (argumentation, negotiation skills)
Target group	Coordinator
It builds on module …	1.1, 3.2.
Can it be omitted	Cannot be left out
Required knowledge/ experience of trainer	group leadership, knowledge of training materials, methodology, knowledge of the labour market
Approximate length	2 hours
Ideal group size	min/max 8-12
Required infrastructure	Room large enough for the group size, projector, flip chart papers, markers
Background materials	online training materials – description of employer relations, negotiation techniques ppt, elementary knowledge of labour markets and employment policy

Title of the task	Negotiation with an employer
Aim	Mapping difficulties and finding a way how the programme can be “sold” to the employers
Necessary tools	projector, post-it, flip chart, markers, employer cards
Format	group, small group, simulation game

A. The participants should choose one person among them and prepare him/her for a meeting with an employer where he/she negotiates about joining the programme. Employers will be played by the trainers.

B. In case of a large group, let’s ask the participants to create groups of three people. The group members should discuss among each other who will act as an employer, as a coordinator and who will be the observer. The participant acting as an employer should draw a card, on which he/she finds instructions about what kind of employer he/she has to play. The coordinator will try to convince the employer about joining the labour market programme. The observer should examine the factors that helped selling the program and those that did not. If there is enough time left, the small groups change who plays which role so that everyone can try out each role.

Instructions for trainers:

A. The trainers play employers with differing attitudes (e.g. cooperative, rejecting, punctual, benevolent, workaholic, etc.). The trainer-partner not playing a role facilitates the process and stops the game when it is needed. At the end of the game the trainers encourage the participants to step out of their roles and ask for feedback about their experience.

B. The trainers should walk around and follow the work of small groups. At the end of the task they should ask for feedback from the participants. Who found which role the most comfortable, what was easy, what was difficult?

MODULE 6.1. Sensitisation 1

Short summary	warm-up, discussing experience with Roma employees
Aim of the module	Creating a climate of trust, sharing experiences on working with Roma
Target group	Employer: HR managers, top management, elicit experiences and related feelings about hiring Roma; reflect on and practice effective interview techniques
It builds on module …	-
Required knowledge/ experience of trainer	facilitation, HR, field experience on hiring Roma
Approximate length	3 hours
Ideal group size	min/max 6-14
Required infrastructure	Room large enough for the group size, projector, flip chart papers, markers

In the case of uneducated Roma, and in particular uneducated Roma living in segregated settlements, access to employment and the options to reach the workplace may be hindered by several barriers, some of which may be unfamiliar to HR managers. For example, they often face difficulties commuting to the place of work, young Roma women may be uneasy about going to work on their own, or some Roma may be unfamiliar with or oblivious to the patterns of communication and courtesy rules that are expected in the majority society. However, if the employer is aware of these obstacles and provides adequate assistance in the recruitment and integration process, many Roma workers will be able to do a good job and integrate.

Sensitization enhances HR managers' problem-sensitivity and problem-solving skills. It helps to address prejudice against Roma, but it is not intended to change participants' attitudes.

The training is intended for HR managers on central and regional level, and HR decision-makers of certain selected organizational units, potential supervisors and workplace mentors of Roma youth.

See sample facilitation plan in Chapter 3 for details.

MODULE 6.2. Sensitisation 2

Short summary of the module content	reflection and discussion of possible problems and solutions in retaining Roma workers
Aim of the module	prepare participants on what problems to expect and show ways of efficiently solving these in practice
Target group	Employer: HR managers, top management, elicit experiences and related feelings about hiring Roma; reflect on and practice effective interview techniques
Which modules does it build on	6.1.
Required knowledge/ experience of the trainer	facilitation, HR, field experience on hiring Roma
Approximate length	3 hours
Ideal group size	min/max 6-14
Required infrastructure	Room large enough for the group size, projector, flip chart papers, markers

See sample facilitation plan in Chapter 3 for details.

4. Sample agenda and facilitation plan

4.1. Sample agenda of a 3-day mentor training

Day 1

- introducing BAGázs, the objective of the training, schedule, the trainers
- the participants introduce themselves around 3 questions (What's your name? Where would you be if you weren't here? Why have you come to this training?)
- discussing expectations in pairs:
  - What do you expect from the training?
  - What do you expect from yourself?
  - Any concerns?
- Setting common rules: how will we work together to achieve our objectives?
- comfort zone model: spend more time in the learning zone to personally develop
  - intensive training based on personal experience
- pairs are created to help each other in learning
- conversation in pairs: pairs who help each other in learning write what is their individual goal (what they would like to develop) over the next three days
- activity in pairs in the settlement:
  - visit some of the houses
  - Notice as many things as possible: get to know the people living in the house: who are they? What program do they participate in? Who do you find at home?
  - Take notice of the environment: what is the house like? Who did you meet in the street? Who were you able to make a contact with? What are your impressions?
- then briefly discuss the activity in the settlement, focusing on experience
- create groups of 2+1– discuss the tasks and the start
  - who will cook
  - who will inform and document things
  - +1: who cleans
- meeting → hiking
  - work in 1 or 2 groups depending on the number of participants
  - during hiking: tying up feet, leading „the blind" (in pairs – one in each pair is blindfolded)
- discussion on the experience from hiking
- rope game (if it is not dark outside yet): the participants need to run through the rope without touching it – everybody has to pass, if someone touches the rope, they start from the beginning
  - discussion: group cooperation
- cooking + free time – continued after dinner
- BAGázs:
  - supporting change in the lives of people from the Roma settlement
  - how?: conscious feedback, individual attention, new patterns instead of the usual ones, motivation (group and individual)
  - complexity: we go in one direction, but everyone has their own role (BAGázs and people from the settlement)

    - meetings to discuss individual cases: here we discuss how to proceed in individual cases

Day 2

- the process of mentoring:
    - getting to know each other
    - setting goals
    - terminating
    - Which phase did one of the activities relate to yesterday? What did you do? How is it connected?
- feedback:
    - task with heels
    - What is feedback? How does it look?
    - Positive and constructive feedback: when do we use which?
        - in pairs: feedback about yesterday
        - situation
- Double thinking: depending on goals
    - What do I see as a suitable goal for him / her? → Placement support is a priority
    - What does he / she want and where is he / she? → staircase model
    - What picture will I create in my mind?
        - getting to know the environment where he / she lives
        - interview
    - ➔ Back to the first day of the settlement visit: everyone chooses someone from the people they met: what do you think of the person? Where could the person get with the help of a mentor and why do you think so?
    - ➔ When do I draw stairs?
    - obstacle: communication
        - the picture is different in the mind of the other person
        - task: drawing in pairs sitting with backs to each other, discussion
- sugar-cubes: in pairs
    - think about how many cubes you need
    - build a tower from the cubes then discuss in a circle – how was it? how was double-thinking manifested?
- dinner
- evening topic: the situation on the labour market, what are the changes to get a job? who can get support? how?

Day 3

- return to the process of mentoring
    - the first phase of getting to know potential mentees may take longer, how the mentor-mentee pairs are created
    - setting goals, motivating mentees
    - closure: not necessarily after 9 months
    - mentees will work with 2 clients each
    - discussing the rules
- closing, farewell

4.2. Sample facilitation plan of the sensitisation training for employers

This material is a basic scheme, the training itself is personalized by the trainers and NGO. The first step is to consult HR and the senior executives involved, to clarify their expectations. Each training session need to be tailored to the team's expectations and existing attitudes.

Start	Duration	Activity	Details
9:00	0:15	**Get to know your team and open up**	Introduction – Agreeing on the framework Motto: *'Today talk about everything, ask everything'* What are we doing today? - Supporting Roma integration - Our prejudices and their understanding and management - Tips, ideas for making your own and your team's job easier - Selection and interview - preparation, questions, evaluation and what comes next - The importance of feedback **Step 0**: Roma or Gypsy? It should be clarified in 5 minutes that both "Roma" and "Gypsy" are ok to say. In London, April 8-12, 1971 at the First World Roma Congress, the delegates of the various Roma groups present there agreed that the common and official name of all people of gypsy origin in the world should henceforth be the plural form of "Rom".
9:15	0:45	**Getting to know each other - creating a climate of trust**	0. Participants line up based on the time when joined the company - name, introduction (10') 1. In small groups (4) find 5 such things that are true for everyone, and 1 that is true just about you Big common list – team diversity 1.B: Why could this day be useful to me? What do I not want? The teams collect and share ideas (15') Let's see who we are - standing on two sides of a line in the middle 2. Questions for group creation: (10') Where did you come from? From Eastern/Western Hungary I like beer / wine Active or passive recharging? Football or Puzzle? Is this my first job / have I ever worked elsewhere? I like XY TV show or YZ TV show

10:00	0:40	**Own experience, stories**	Activity: Gypsies and non-Gypsies with covered face - What do you see? What do you think of? What makes a Gypsy? Groups of 3-4 people are working together (15'), then we open the discussion ---> Levels, groups among the Roma – Who are they meeting in what life situation? Discussion:(15') How do you feel now that we call everything by its name? (Tension, old memories, responsibility, good stories, "because there are good Gypsies ...") What questions do you have? Have you ever experienced discrimination against you? What do you think about Gypsies? What else? Is there something you haven't dared to say or ask before? Closing: (10') "Onion" analogy: What is visible? // What's behind it? // Where is the truth? -> It is still an onion even when you know its background, but you see it, you know it, you can give **feedback** Ventilating – it's ok
10:40	0:20	**Break**	--> Concepts on the wall? "Discrimination //Prejudice//Exclusion//Stereotypes --> ""Exhibition"" --> From online materials --> what comes to your mind? What is your personal involvement? Find a pair to look at the exhibition and write a word or phrase that comes to your mind below the pictures
11:00	0:40	**Equal opportu-nities**	**Icebreaker** (10') In pairs: Have you ever felt disadvantaged at work due? Hindered? Excluded from school? (Is it a good expression?) What helped? Sharing in pairs: How did you feel when you heard this story?**--> How it feels to know that we've been through something similar?-> you can break the circle and rewrite it** How does labour market discrimination affect you? Women, Elderly / Young, with families, without families, charismatic / non-charismatic -> groupings They / Us and Me / You .-----(open discussion 10') **Discrimination** --> here is the responsibility, it is YOUR decision Whatever the case, **do you give feedback?** Trainer: the essence of feedback: be personal as soon as possible (situation, feeling, effect), suggestion to change, agreement at the end

			NGO - What's the good feedback for Roma candidates? Success Story: What feedback helped the change? **Equality/Equity picture --> motto of the afternoon**
11:40	0:50	**Business Practice**	Let's talk about the process - we need info from the company (10') What do you experience about the candidates? What is your labour market position? What does it mean to you to hire and retain Roma workforce? -- **How does selection, recruitment and starting a job, look at the company today?** 3-4 persons per group, 10 minutes, rotating (1 person stays) Group 1: Recruitment - Advertising, Candidate Search, Communication Group 2 - Interview - what they asked, how they evaluated it, decision, selection Group 3 – Integration - What happens when someone starts to work? Who helps him/her? How do you decide if he/she will be good? Sharing, adding information (15')
12:30	1:00	**Lunch**	
13:30	1:00	**Interview techniques training**	Warm-up game - drawing, communication (15) Who are you really looking for? What are you looking for in an xy store / business associate (position)? - Profiles (20', small groups) **--> What are the most important questions?** What answers do you expect? What do they mean? And what do these mean to the Roma? -> NGO representatives give more background to this What if someone doesn't qualify? Why not? You do NOT have to hire everyone *Aquarium Exercise (15')* *Interview situations - Assumptions that come out of the questions - The interviewee does not know about it (Trainer)* 3 portraits - Roma found jobs - background, job, what works, what made it easy for him/her? Participant and NGO representative/Trainer TRAINER: (10' – Flip chart, slide) Interviewing: How do you ask? / What helps? / How do you give feedback? Same with Roma: simple questions - Competency based questions, situations where you can get to know him/her New Case - Small circle of participants, rotating -Walking + Sharing experience (15')
14:30	0:10	**Break**	

14:40	0:45	**Retention and success**	What can I do to keep my Roma worker? What should my team do? (10') – in small groups, then open discussion, sharing (15') **5 key learning points of the NGO (BAGázs): (10')** 1. Feedback and follow-up 2. First week / month activities – commuting, etc. 3. Role of team / mentor in the integration 4. If someone is NOT good 5. Compliance, development, management of difficulties
15:25	0:40	**Closing, individual actions**	Summary of the day I learned today about myself ... I'm going to do … Evaluation
16:05			End