



Bu proje Avrupa Birliđi tarafından finanse edilmektedir.
This project is funded by the European Union.



GloCal Recognition

TOOLKIT

DEVELOPING EMPOWERING
TUTORSHIPS WITH VOLUNTEERS





INTRODUCTION

This toolkit is one of the outcomes of the project "GloCal Recognition" (ref num. TR2015/DG/01/A5-02/397), in the framework of the Program "Supporting Civil Society Dialogue Between EU and Turkey Grant Scheme (CSD-V)" funded by the Turkish Ministry of EU Affairs and by the European Union itself. The aim of the Program is to foster cooperation between Turkish and European Civil Society. GloCal Recognition developed a system for the recognition of soft skills acquired during volunteering activities carried out at local level. The system is going to be adapted from "Global Recognition", a platform previously created by Joint in collaboration with organizations from South America and Europe, aimed at the certification of international volunteering experiences. This project fostered long-lasting cooperation between Turkish and European NGOs and allowed youngsters and local organizations to give an added value to their work. The activities included in this toolkit have been developed by the facilitators team of the project and tried during the Training of Multipliers in Genoa (Italy) from the 18th to the 25th of November 2019 with 20 members of CSOs from Turkey and EU countries. The results are various activities based on non formal education methodologies, systemic therapy, popular education and active pedagogies. They are designed to contribute and support tutors in the development of empowering and meaningful tutorships with their volunteers that will help them to realize their potential and assess the competencies gained during their volunteer experience. The journey that we propose starts with an overview of the history and mechanism of the GloRe certification system. It continues with a general reflection about soft skills. Then taking a deep look about empowering relationships, their characteristics and some tools and techniques used to support them. Finally, we invite to experience some of them through an assessment simulation. Besides the main proposed activities, we added to this toolkit two examples of team building activities that are meant to serve as inspiration for any similar activity. During the project GloCal Recognition these activities were put into practice in two 7 days long Training courses. Therefore, each activity included has been already performed with tutors, volunteer coordinators, ex-volunteers and stakeholders of several nationalities, different ages, social backgrounds and education levels. In the description of each activity some suggestions are given to reach an optimum result.

Here below we present a proposal of activities for a six days program, which can serve as a guide for a similar project with that duration. Apart from the activities that are presented in this toolkit, the proposed program includes presentations of the partners organization (first days), evaluation activities and checking the mood of the group (daily), time for sharing good practices and networking, and some celebration and dissemination activities (during the last days). These activities are structured in steps that put progressively into practice the inputs of previous stages. Nonetheless, each activity has an entity in itself, so they can also work separately to reach a concrete goal regarding the tutorship process. The proposed flow is:





Bu proje Avrupa Birliği tarafından finanse edilmektedir.
This project is funded by the European Union.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
Who are we? (Lucky Charm)	GloRe Project History and Network Presentation	Understanding GloRe Certification System	Free day	Empowering Relationships: Reflection Walk	Open Space: Good Practices
Week Program Intro + Expectations		Platform Trial and Feedback		Empowering Relationships and Tutorship: Conceptual Map	Networking
Working together (Tribal masks)	Understanding the 25 Soft Skills (Skills, Set and Match! or Soft Skills Theatre)	Partner Presentation		Empowering Tutorship: World Café	Final Evaluation and Closing of the Seminar
Partner Presentation				Empowering Tutorship: Assessment Simulation	
Daily Evaluation	Daily Evaluation	Daily Evaluation		Daily Evaluation	

ACTIVITIES

1. Lucky charm

Goal

- To get to know each other in a personal way.
- To start establishing trust and collaborative relationships within the group.
- To create a safe group atmosphere.
- To reflect about self awareness, skills and strengths.





Bu proje Avrupa Birliği tarafından finanse edilmektedir.
This project is funded by the European Union.

Participants	From 3 people on
Duration	40 min
Materials	<ul style="list-style-type: none">• Coloured papers• scissors• glue• colored pens• markers• string and any other fitting materials.• questions written/printed on papers.
What to prepare in advance	<ul style="list-style-type: none">• Print or write the questions on different papers.• Create a playlist with reflective music.
Description	<ul style="list-style-type: none">• Introduce the goal of the activity: Participants will create individually their own “lucky charm” that represents themselves and will accompany and safeguard them during the seminar helping them to achieve their learning and personal goals for the week.• Invite the people to create their charm freely using the materials in the room and taking in account the questions written on the sheets of paper that will be hung on the walls:<ul style="list-style-type: none">◦ What are your motivations?◦ What are your passions?◦ What are your strengths?◦ Crucial moments in your life.• Give them around 20 min to work on them. When they have finished, invite the participants to take their “lucky charm” and move around the room feeling the music. When music stops they will pair up and talk about a question/topic that the facilitator will propose. For example:<ul style="list-style-type: none">◦ How are you feeling now, after arriving?◦ Who is a person that inspires you?◦ Name a place that re-energizes you.◦ How did you get to this project?



Bu proje Avrupa Birliği tarafından finanse edilmektedir.
This project is funded by the European Union.

	<ul style="list-style-type: none"> This procedure will be repeated several times for asking different questions and creating different pairs.
Facilitation suggestions	<ul style="list-style-type: none"> To get to know each other in a personal way. To start establishing trust and collaborative relationships within the group. To create a safe group atmosphere. To reflect about self awareness, skills and strengths.

2. Tribal masks

Goal	<ul style="list-style-type: none"> To start building a team. To increase trust between participants. To reflect about the core values of the GloRe network..
Participants	Minimum 4 people
Duration	40 min
Materials	Old magazines, Printed Images, Newspapers, Coloured papers, Cardboard, Glue, Scissors, Masking tape, Markers, Scarfs and pens
Description	<ul style="list-style-type: none"> Create groups of 4 people. In the team, each one is assigned a “role”. In each team these four roles are present: <ul style="list-style-type: none"> One person is blind One person is mute One person is one-armed right, so he/she can only use the right hand. One person is one-armed left, so he/she can only use the left hand.



Bu proje Avrupa Birliği tarafından finanse edilmektedir.
This project is funded by the European Union.

- Once the roles are assigned and clear, the teams have 30 min. to create their masks using the provided material.
- Create groups of 4 people.
- In the team, each one is assigned a “role”. In each team these four roles are present:
 - One person is blind
 - One person is mute
 - One person is one-armed right, so he/she can only use the right hand.
 - One person is one-armed left, so he/she can only use the left hand.
- Once the roles are assigned and clear, the teams have 30 min. to create their masks using the provided material.
- After finishing the masks let the teams show each other their creations and the debriefing of the activity.

Some suggested questions to do so are:

- How did you feel during the activity?
- How was the process in your team?
- Did you feel important in the team?
- What soft skills were needed to work effectively as a group?
- Was everybody in your group included in the process? How?
- Is everybody satisfied with the results?

3. GLORE project history and quality charter

Goal

- To understand the origins and history of GloRe Certification System
- To get to know the GloRe quality charter and the requirements to be part of the network.

Participants

Minimum 2 people





Bu proje Avrupa Birliği tarafından finanse edilmektedir.
This project is funded by the European Union.

Duration	1 hour
Materials	Presentation of GloRe history, Presentation of GloRe Quality Chart, Markers, Paper, Beamer.
What to prepare in advance	<ul style="list-style-type: none">• Presentation of GloRe history link (annex 1)• GloRe Quality Chart (annex 2)
Description	<ul style="list-style-type: none">• Presentation of the history and origins of GloRe origins.• The group will have the opportunity to ask questions and clarify their doubts and curiosities.• The facilitator will present the GloRe Quality Chart and the requirements to be part of the network.• The group can ask questions and bring feedback.

4. SKILLS, SET AND MATCH!

Goal	<ul style="list-style-type: none">• To understand the “soft skills” concept• To better understand the 25 soft skills the system is going to certificate.
Participants	Minimum 6 people
Duration	1 hour
Materials	Soft Skills definition printable version hand-out (annex X), Pens and papers.



Bu proje Avrupa Birliği tarafından finanse edilmektedir.
This project is funded by the European Union.

What to prepare in advance	Cut the printed hand-out in the 25 different soft skills
Description	<p>In this activity the participants match the name of the different soft skills and their definition, then the outcomes are discussed in plenary.</p> <ul style="list-style-type: none">• Divide participants in 4 groups: As the 25 soft skills of the GloRe Certificate are divided in 4 categories (social, communication, work and personal skills), each group will receive all the soft skills' titles and definitions of one of the categories.• Each group receives the titles and definitions of all soft skills in their category.• They will be requested to match each definition with the name of the corresponding soft skill.• Then they will be asked to:<ul style="list-style-type: none">◦ Choose 1 or 2 of them that are more complex – hard to understand (for example assertiveness) - and try to explain them to the rest of the group.◦ Choose 1 or 2 they think that are more useful for the volunteers in their organizations.◦ Find for each soft skill a concrete real example based on the group participants' experience where it's clear the importance of this particular soft skill.• Then, each group will have to prepare a presentation of the category of transversal skills on which it has worked and answer the questions asked previously.• After a moment of reflection within the various groups, each group will share its presentation in plenary. In addition, a small debriefing will be managed by the facilitator.



Bu proje Avrupa Birliği tarafından finanse edilmektedir.
This project is funded by the European Union.

5. SOFT SKILLS THEATRE

Goal	<ul style="list-style-type: none">• To understand the “soft skills” concept• To reflect about the different categories related with soft skills
Participants	Minimum 6 people
Duration	3 hours
Materials	Soft Skills definition printable version hand-out (annexe X); Props the groups can use for acting; Pens and papers.
What to prepare in advance	Cut the printed hand-out in the 25 different soft skills
Description	<ul style="list-style-type: none">• Divide the group into trios.• Distribute the soft skills (name and definition): depending on the number of groups, each group will receive a different number of soft skills. All 25 soft skills should be divided between groups• Explain that each group will have to represent each soft skill miming to make the others guess what skills they are representing. Symbols and objects are also allowed for the representation, but speaking is prohibited.• Give groups 10/15 minutes to prepare the act.• Each trio will have 3/5 minutes to stage to present the soft skills they have been given, while the other groups will be the audience and will have to guess the skills.• Then, the other trios will try to guess the skill and category to which they think it belongs (Social / Personal / Work / Communication)• The trio on stage will tell if the answer is correct and all the groups will briefly discuss the outcome together.



Bu proje Avrupa Birliği tarafından finanse edilmektedir.
This project is funded by the European Union.

	<ul style="list-style-type: none"> • Then, each trio will be given the full framework of the soft skills and the following questions to be discussed together in plenary:-What are the 3 most common soft skills in your organization and why?-How do you use them? Can you share an example?-What's new for you?-What do you think is the most important?-What is / are the most demanding? • At the end of the activity the facilitators will make a debriefing with all participants following the same questions as above.
Facilitation suggestions	<ul style="list-style-type: none"> • The acting moment should be fun and dynamic. • Encourage a fun atmosphere. • When groups have to find out the acted soft skill a contest atmosphere can help to make it funnier.

6. UNDERSTANDING GLORE CERTIFICATION SYSTEM

Goal	To understand the GloRe certification system
Participants	2 to 30 people
Duration	1h30
Materials	Prezi presentation (Annex X); Projector and computer; A cord or some chalk to mark the floor.
What to prepare in advance	<p>Prezi link</p> <p>Examples of questions to ask after the presentation:</p> <ul style="list-style-type: none"> • The certificate can be used by any person doing volunteering experience at local or international level



Bu proje Avrupa Birliği tarafından finanse edilmektedir.
This project is funded by the European Union.

- All people volunteering in an organisation member of The GloRe Network have the right to get the certificate
- People volunteering in an organisation member of The GloRe Network can use the certificate system for free
- In order to be eligible for the certificate a person has to do 3 months OR 100 hours of volunteering activity in the host organisation
- The volunteer can get only one certificate for each volunteering experience
- The host organisation can select the volunteers that deserve to get the certificate
- The host organisation can provide support in the certification process according with the available resources
- E-learning modules are optional extra training activities to be done when the host organisation doesn't have time to support the volunteer certification process
- Each Certificate can have min 5 and max 10 soft skills
- The host organisation just have to accept the grades that the volunteers give to themselves because after all GloRe is a self certification
- Host organisation is supposed to meet the volunteer that requires to finalize the certificate in order to evaluate together the level reached in each soft skill from the point of view of the host
- The final rate for each soft skill on the certificate is a decision of the host organisation
- The host organisation can decide to under-rate or over-rate a soft skill but cannot give a grade under “intermediate” so all the soft skills that the volunteer requires to certify have to be in the certificate in the end
- The GloRe Network is an informal network and not a legal entity
- Any organisation all over the world can freely enter The GloRe Network
- The Certification System is only in English as well as the certificate

Description

- A Prezi presentation about the GloRe certification system will be presented to the group.
- After that, a line will be marked on the floor with chalk or with a cord. One extreme will mean “Completely Agree” and the opposite will mean “Completely disagree”.
- Then, the group will be invited to stand up and Several questions regarding the certification system will be asked. After each of the questions participants will have to place themselves on the rope in a place that represents their level of agreement or disagreement with the question asked.





Bu proje Avrupa Birliği tarafından finanse edilmektedir.
This project is funded by the European Union.

7. PLATFORM TRIAL AND FEEDBACK

Goal	<ul style="list-style-type: none">• To understand deeply how the certification platform works• To provide feedback about ways to improve it
Participants	2 to 30 people
Duration	3 hours
Materials	Computers; Access to the platform; Papers with categories for feedback.
What to prepare in advance	<ul style="list-style-type: none">• Credentials to use the platform, at least one per couple.• Papers with categories for feedback
Description	<ul style="list-style-type: none">• Participants will be divided in couples.• Each couple will have to follow the e-learning modules and assessment process imagining they were a volunteer for a minimum of 3 soft skills.• The facilitator will stay around, available to help and solve possible doubts and difficulties. <p>On the walls of the room there will be several big posters with the following categories:</p> <ul style="list-style-type: none">◦ Log-in and account management◦ Orientation module◦ Modules on each soft skill◦ Module to require the certificate◦ The certificate◦ Interface <p>Each poster will be divided in two sections: What did you like/ What should be improved</p> <ul style="list-style-type: none">• The couples will be asked to read the categories before starting to try the system and to write on the billboards all the feedback they are discovering while doing the trial.• In the end, the entire group will discuss and bring feedback about each category, so that the facilitators can fully understand the suggestions and take them into account in order to improve the platform where possible.



Bu proje Avrupa Birliği tarafından finanse edilmektedir.
This project is funded by the European Union.

8. EMPOWERING RELATIONSHIPS: REFLECTION WALK

Goal	<ul style="list-style-type: none">• To reflect about the empowering relationships that participants have experienced in the past.• To set the key principles of empowering relationships.
Participants	Minimum 2 people
Duration	1 hour and a half
Materials	Papers and pens; Origami boats (annex X); Questions written in different colour papers; Dixit cards or inspirational images; Music.
What to prepare in advance	Create origami boats, one for each participant. Write, at least 2 times, each reflection question (The identical questions should be written in papers of the same colour so the participants could identify them easily by colour)
Description	<ul style="list-style-type: none">• The activity begins with a relaxation exercise to create an atmosphere, after which it is explained that there will be a walk for reflection• Then Participants will be brought by the facilitator to the place where the walk will take place.• Each participant will receive an origami boat with the following question written on it: "Think about a relationship that made you feel empowered, that gave you the strength/motivation to keep developing your potential. Write the name of this person here".• They will be invited to start the walk in silence to facilitate personal reflection. During the walk the participants will pass through different stops marked by different colored papers. The stops can be as many as the questions you decide to ask the participants. The suggested stops are the following:<ul style="list-style-type: none">◦ Stop 1: What have you learnt from this relationship? Why do you consider it empowering?.◦ Stop 2: What 3 words come to you when you think about this relationship?



Bu proje Avrupa Birliği tarafından finanse edilmektedir.
This project is funded by the European Union.

	<ul style="list-style-type: none"> ○ Stop 3: Think about the last time you had a conversation with this person that was relevant to you. Try to remember the things this person did/said that made you feel stronger, motivated, prone to improve yourself. ○ Stop 4: What were the feelings about yourself you got from this relationship? <p>For each stop the participants will have time to think and answer the question in a weighted way.</p> <ul style="list-style-type: none"> • When the participants have reflected in all the stops, they will return to the plenary room where they will find images on the floor (photos, dixit cards or other resources). • Participants will be invited, in silence, to reflect and to choose 2 or 3 images that summarize the key aspects of what is an empowering relationship for them, also taking into account what they thought during the walk. • Once they have chosen the images, the participants will be divided into groups of 3 or 4 people and will share the images and the reasons why they have chosen them.
<p>Facilitation suggestion</p>	<ul style="list-style-type: none"> • Create a relaxed atmosphere that promotes introspection. • Remind participants, once they have received the origami boat that the relationship they have to think about could be personal, professional, short, long, etc. And that if they prefer they can think about a relationship with a fictional character, an animal or an entity.

9. EMPOWERING RELATIONSHIPS AND TUTORSHIPS CONCEPTUAL MAP

<p>Goal</p>	<ul style="list-style-type: none"> • To reflect about the characteristics of empowering relationships and tutorships. • To share tools and techniques used to build this type of relationships with the volunteers.
<p>Participants</p>	<p>Minimum 3 people</p>
<p>Duration</p>	<p>2 hours</p>





Bu proje Avrupa Birliği tarafından finanse edilmektedir.
This project is funded by the European Union.

Materials	Colour papers; Post it; Markers; Copies collaborative conversations techniques document (annex X)
What to prepare in advance	Print copies of collaborative conversations techniques document.
Description	<p>EMPOWERING RELATIONSHIPS</p> <p>This activity links with the “Reflection walk” activity, where people have reflected on a personal level what empowering relationships mean and what are their key characteristics.</p> <ul style="list-style-type: none">• In the same groups of 3 or 4 people we ask the participants to think collectively about the key ingredients and characteristics that a relationship should have to be empowering. They have to write all the characteristics (they should think about 4 to 8 characteristics) on different sheets of paper and organize them logically.• Once they have finished, in plenary each group shares the characteristics they discussed.• Then, all the participants are invited to organise the words collaboratively on the wall in the form of a conceptual map. The facilitator supports the creation of the map by asking questions about the logic and relations between the characteristics and any missing characteristics the group comes up with during the discussion.• Once the collaborative conceptual map is ready the facilitator shares some theoretical frameworks aligned with the empowering relationship concept as: popular education, non formal education, active pedagogy, systemic approach, theory of the oppressed, etc...• The group is asked if they are familiar with these frameworks and if they want to share others aligned with the same ideas. <p>EMPOWERING TUTORSHIP</p> <p>In the second part tutoring will be deepened and we will discuss how tutorships can also be empowering and what actions, activities, tools and techniques can be used to establish this empowering tutorships.</p>



Bu proje Avrupa Birliği tarafından finanse edilmektedir.
This project is funded by the European Union.

	<ul style="list-style-type: none"> • The participants are invited to look at the conceptual map of empowering relationships and to reflect individually on concrete activities, tools and techniques they use in their work with volunteers that contribute to establishing empowering relationships in one or several of the characteristics. • Back in plenary, the participants are invited to share the activities, tools and methods writing them on papers and sticking them under the concrete characteristics they are linked to. • The next step is about reflecting how conversations are the base where relationships are built and what are the tools and techniques we can use to establish empowering relationships in our conversations with others. To enable this reflection each participant will receive a copy of the collaborative conversations techniques handout document. • The facilitator gives them time to read and think about some techniques they are already using and some techniques that might find difficult to apply. After having taken a moment for an individual reflection, the participants gather in couples to share their thoughts and impressions.
<p>Facilitation suggestion</p>	<ul style="list-style-type: none"> • The facilitator can adapt the collaborative conversations techniques document or create another one. • The facilitator can link this exercise with the soft skills development. To build empowering relationships, tutorships and conversations the tutors should have a high level of self awareness and soft skills development. • It is important to link this exercise to the previous and following ones.

10. EMPOWERING TUTORSHIP: WORLD CAFÉ

<p>Goal</p>	<ul style="list-style-type: none"> • Have a common idea of what should be done and what should be avoided (by the tutor) during the final evaluation of the volunteers skills • Share ideas and tips and tricks • Get familiar with non formal education
<p>Participants</p>	<p>Minimum 6 people</p>





Bu proje Avrupa Birliği tarafından finanse edilmektedir.
This project is funded by the European Union.

Duration	1 hour and half
Materials	Flipchart; Markers or Pens
What to prepare in advance	<ul style="list-style-type: none">• Write the topics in each flipchart. <p>HOW TO PREPARE THE FLIPCHARTS AND WHAT TO WRITE:</p> <p><u>FLIPCHART 1:</u> Should be divided into 4 parts. Write on top “What should we avoid so that volunteers feel safe/open/comfortable at the time of the evaluation?”. Name the 4 different parts “Space”, “Physical Expression”, “Concrete Sentences” and “Others”</p> <p><u>FLIPCHART 2:</u> Should be divided into 4 parts. Write on top “What should we do to make the volunteers feel safe/open/comfortable at the time of the evaluation?”Name the 4 different parts “Space”, “Physical Expression”, “Concrete Sentences” and “Others”</p> <p><u>FLIPCHART 3:</u> Write on top “Create open-ended questions to better understand the outcome of the evaluation and help them reflect more deeply on it”</p> <ul style="list-style-type: none">• Place the flipcharts in separate places, making sure that there is enough space for the group to gather around it and that they are far enough from the other groups in order not to distract.
Description	<ul style="list-style-type: none">• The participants are divided into 3 groups• The facilitator will explain how The World Café works.• Each group is invited to gather around a flipchart and is given 20 minutes to discuss the proposed topic and note on the sheet of paper the different opinions and point of views of the members of the group.• When the time is over the groups rotate to the next flipchart.• Once the rotation has finished the results are hung on the walls and the participants are invited to read all the results and to discuss them in the plenary.



Bu proje Avrupa Birliği tarafından finanse edilmektedir.
This project is funded by the European Union.

Facilitation suggestion

Start the session with an energizer if the energy level of the group is low.

11. EMPOWERING TUTORSHIPS: ASSESSMENT SIMULATION

Goal

- To simulate and test an empowering tutorship from different roles: tutor and volunteer.
- To put in practise some techniques and good practises to create empowering tutorship.

Participants

Minimum 3 people

Duration

2 hours

Materials

Printed document case studies (annex X); Printed document Evaluation Grid and competence's evaluation for the two case studies (annex X); Printed document with instructions for the observer (annex X)

What to prepare in advance

Print all the documents needed for the activity.

Description

- Explain the goal of the session and the general timing of the activity.
- Form trios and the facilitator will explain how the assessment simulation exercise works and the rules to follow.
- Each trio will simulate an assessment session between a tutor and a volunteer once the volunteer has finished his/her activity and his/her e-learning process and certificate request on the GloRe system. They will have to come to an agreement about the final assessment about a concrete soft skill and the conversation should be an empowering one.



Bu proje Avrupa Birliği tarafından finanse edilmektedir.
This project is funded by the European Union.

The trios will simulate two assessments with two different case scenarios. Every time in the trio each person will have a different role: observer, tutor or volunteer. Each role will act differently during the assessment simulation. Both scenarios will be focused on a volunteer that has decided to certificate his/ her “stress management” soft skill (different volunteer one in each of the case scenarios: a Mexican girl and a Latvian boy) . Each case presents different challenges for the tutor and gives different key points to reflect on when assessing a volunteer.

- The trios are asked to decide which role each person will represent for the first simulation. Then the facilitator hands out the documents to each of the roles.

The observer role receives a document with instructions and a table where he/she will have to fill in concrete actions and sentences the tutor does that facilitate/ block the collaboration during the conversation.

The volunteer role receives a document explaining who he/she is, the general overview of the volunteer experience and a concrete explanation about what is her/his view about the assessed soft skill. He/she also will get a copy of the GloRe system soft skill checklist with the simulated answers.

The tutor role receives a document explaining the general overview of the volunteer experience and a concrete explanation about what is her/his view about the assessed soft skill. He/she also will get a copy of the GloRe system soft skill checklist with the simulated answers and the evaluation grid with the explanation of what each level of the soft skills assessment means.

Each simulation round will take 20 min: 10 min of simulation + 10 min of feedback from the three roles. Then another 5 min to change roles and to prepare for the second simulation.

- When both simulations are finished take 5 min to close the action part with the group. For example: In a circle invite participants to close eyes, take some deep breaths, stretch different parts of their body and rub their arms, legs and body to take out their activity role.
- Then the group gathers back in plenary to debrief about the activity. Some suggested questions would be:
 - One word that resumes the experience. Checking the different roles: How did you feel as a volunteer?
 - Which behaviour, attitude from the tutor helped you to open up and give the most of the meeting?



Bu proje Avrupa Birliği tarafından finanse edilmektedir.
This project is funded by the European Union.

	<ul style="list-style-type: none">○ What things the tutor did/ said helped you?○ How did you feel as a tutor?○ As a tutor did you observe changes in the assessment while you used different techniques?○ How did you feel as an observer?○ What have you observed during the activities? What things the tutor did helped to open up the conversation? What blocked it?○ Did you find it useful to change roles? Why○ Has this simulation helped you recognize or realize something new?○ Will you use some of the techniques in the future?○ How do you think the gender dimension influenced the case study and the assessment results?○ How do you think the intercultural dimension influenced the case study and the assessment results?
Facilitation suggestion	<ul style="list-style-type: none">• Make sure that you have a room with enough space for the activity.• Check up timing with the trios during the simulation to prevent big different time between them.• If you have a big group you can divide the debriefing part in two plenaries.



ANNEXES

3. GLORE project history and quality charter

Annex 1: XX Presentation

Annex 2: Quality charter

4. Skill, Set, Match!:

Annex 1: Soft Skills definition printable version: [Here](#)

5. Soft skills theatre:

Annex 1: Soft Skills definition printable version: [Here](#)

6. Understanding GloRe Certification System:

Annex 2: Prezi Presentation: [Here](#)

8. Empowering Relationships Reflective walk:

Annex 3: Origami boats: [Here](#)

9. Empowering relationships and tutorships conceptual map:

Annexe 4: Collaborative conversations techniques document

11. Empowering tutorships assessment simulation:

Annex 5: Case studies

Annex 6: Evaluation Grid and competence's evaluation for the two case studies.

Annex 7: Instructions for the observer.





9. EMPOWERING RELATIONSHIPS AND TUTORSHIPS CONCEPTUAL MAP

Annex 4: Collaborative conversations techniques

The point of departure to establish conversations that increase people's awareness, motivation and collaboration is:

- to be genuinely curious and open about the other person perspective
- to believe genuinely that everybody does his/her best regarding their circumstances
- to focus on strengths and growth opportunities

To create this conversations we can use several techniques:

Asking Open-ended Questions

The opposite of open questions are closed questions. Closed questions are those that have one or two words answers. E.G. Where do you come from? Do you feel good? At what time will I see you?

Open questions invite for longer answers. Open questions start with words like: Why...? What do you think about.....? Tell me something about.....? Open questions forces the one being questioned to think....to be more open.... And open the opportunity for more questions....for conversation.

Empathic Listening

Empathic listening means that you 'project yourself' in the situation of the other and how he/she experienced the situation he/she is telling about. You show the other that you respect him/her and try to react as much as possible from the others' perspective.

Paraphrasing Information and reflecting feelings

You structure information by summarizing in your own words what you think the other said. In that way:

- you can check if you understand things well
- you give structure to what you've heard as well for yourself as for the other
- the other one is invited to correct things or to give additional information
- the other will feel that you are listening to their information and processing what they have been telling you and the other will process better the information

You can do this summarizing on two levels:

- on the 'content' level

by giving the most important points from what you've heard

- on the emotional level

you express what kind of emotions you noticed when the other one was telling

Synchronizing verbal and non verbal language

After observing the other's language you can adapt a bit your's to make it more congruent. It will make the other person feel more comfortable and will boost understanding and collaboration. It might feel a bit artificial at the beginning but it will actually help you to be more empathic.





- Adapt your words to the language the other uses. When paraphrasing use some of the same words and expressions the other is using.
- Adapt your voice tone and rhythm to the other's.
- Adapt your body language to the other's.

Giving reframing explanations that open possibilities and emphasize strengths

When noticing beliefs or explanations that are blocking growth possibilities reframe what the person said, validating their feelings and offering at the same time an opportunity to improve.

Usually can be done with a paraphrasing sentence that normalizes the feelings the other experienced and an open question.

Example:

- “That's impossible” “There is nothing I can do” “It's their fault” “I'm not capable”
↓
- “So you're telling me that for you it was very difficult and frustrating trying to achieve that, that's normal, it's not an easy task. What is a little part of all that that you did accomplish? Tell me about a small thing you did when trying that makes you feel proud. What would be for you a very small step towards getting a bit better in that?”

Compliment

Receiving compliments has been proved to boost motivation and the self confidence that is need to engage in self development attitudes.

When talking to the other person look for their strengths and things you genuinely admire about them and let them know when they show them during the conversation.

Disagreeing with care

When you disagree with the views of the other you can still validate their perspective and add yours without promoting defensiveness. We tend to use “YES BUT...” and using “YES AND...” works better to promote collaboration and motivation.

Example:

- “This is the maximum that can be done in this area, I'm very good at it”
- “Yes, I agree you have done a great job and put a big effort. And also think there is some place for improvement. I'm pretty sure in the future you will get better at”

Using the “ YES AND...”

Sometimes when your role is a supervision one you will have to show clear disagreement and speak openly about conflicts. In order to do it in a way that won't create a defensive attitude and make the other close to self development keep the warm atmosphere and reinforce the person's strengths and your commun points.

Example:

“I agree with your assessments in most of the skills, which is fantastic. Well done. I also think that your level in X skill should be assessed lower. I understand your effort about it and all the improvements you have done during your experience with us. Also I have to tell you again how much all your contributions to the local community”





11. EMPOWERING TUTORSHIPS: ASSESSMENT SIMULATION

Annex 5: Case Studies

Volunteer 1: Mexican volunteer

You are a Mexican girl volunteering in an Portuguese NGO. You are 22 years old and this was your first time living abroad and not living with your family. Your volunteering experience has been enriching and also challenging at some moments.

You are a perfectionist and a hard working person. You were very grateful for being chosen as a volunteer and wanted to make a very good contribution to the project with young people you were working with. At the beginning you took over a lot of tasks and then started to be very stressed and had to quit some. This was frustrating to you and left you with a feeling of failure and disappointment.

There were also some difficult moments when you missed your family and felt guilty of having left them because some of them were sending you lots of messages saying they were very sad without you. This made you really stressed and sometimes interfered a bit with your tasks at work.

Tutor 1: Portuguese organization

You are the tutor of a Mexican girl who has worked very hard in her project. She has done a great contribution to the organisation and the staff and young people she was working with were very happy with her. You have seen her reacting to several stressful situations in a very emphatic and effective way. You also know that she faced some stressful moments regarding her family. She dealt with teenagers' emergencies very calmly and effectively. When she was overwhelmed with too many tasks she talked with her coordinator and they agreed on a new working plan that worked well.

Volunteer 2: Latvian volunteer

You are Latvian guy volunteering in Mexico. You had very clear goals of what you wanted from your volunteering experience and most of them have been met. You are very proud of how you have dealt with tasks and also with difficult moments. You have been raised to be an independent, effective person that doesn't let feelings get in his way. Asking for help or support is a sign of weakness for your family but in Mexico you have seen a different way of solving problems and after some efforts you have started to do it as well. You are very proud of it and think that you are very effective managing stress.

Tutor 2: Mexican organization

You are the tutor of a Latvian guy who has worked hard and contributed to the organization. During his volunteering period there have been some challenging situations. At the beginning he was never asking for help when he faced some difficulties so staff felt frustrated and other volunteers felt left aside. He also had some direct confrontations in moments of stress with the others that were not very serious but quite impolite for Mexican communication standards. With time he improved and he was asking for help and collaborating more with others in challenging moments. Your impression is that he can still improve at managing stress if he keeps open to ask for support and trusting others.





Annex 6: Evaluation Grid and competences evaluation for the two case studies

Evaluation Grid

Absent: The volunteer does not understand the dimensions of the skill and is not able to put them in practice.

Basic: The volunteer understands the dimensions of the skill but is not able to put them or most of them in practice. He/she still needs constant guidance and advice.

Intermediate: The volunteer understands the dimensions of the skill and puts in place some of the foreseen behaviour, but still needs guidance and advice in any situation. **Good:** The volunteer understands the dimensions of the skill and puts in place most of the foreseen behaviour; he/she can understand when he/she needs advice and asks for it.

Advanced: The volunteer understands the dimensions of the skill and puts in place any of the foreseen behaviour in complete autonomy; he/she confronts colleagues as peers.

Competence's evaluation for the Mexican Girl case: [Here](#)

Competence's evaluation for the Latvian Boy case: [Here](#)





Bu proje Avrupa Birliđi tarafından finanse edilmektedir.
This project is funded by the European Union.

Annex 7: Instructions for the observer

**OBSERVE AND TAKE NOTES ABOUT
GESTURES/ SENTENCES/ QUESTIONS THAT
MOVED THE CONVERSATION TO AN
EMPOWERING ONE**

**OBSERVE AND TAKE NOTES ABOUT
GESTURES/ SENTENCES/ QUESTIONS THAT
MADE THE VOLUNTEER DEFENSIVE**





Bu proje Avrupa Birliđi tarafından finanse edilmektedir.
This project is funded by the European Union.



This publication was produced with the financial support of the European Union. Its contents are the sole responsibility of Associazione Joint and do not necessarily reflect the views of the European Union.

