

Curriculum

tandem now

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Lifelong
Learning
Programme

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About the project

Introduction: how to use this Curriculum

In order to prepare a mentor for their upcoming tasks in the framework of the TANDEM NOW project, a comprehensive introduction to the concept as well as qualification in relevant topics is required. The latter was identified and developed jointly in the project consortium. The Curriculum contains modules in blended mentoring, Social media, intercultural issues and communication. As the target groups differ from country to country, the training content and duration of the seminars planned vary. The Curriculum should therefore be understood as a toolbox. This means: not all of the subjects in the Curriculum have to be dealt with in the seminar. The choice of contents and methods will be adapted to the relevant target group, its learning needs and learning targets.

The starting point of each training is **Chapter 1, Mentoring**. This offers compact information on the TANDEM NOW concept in general and on the course of the mentoring process in particular. Practical methods are used in the seminar in order to prepare the mentors for their role and tasks. They learn about the different tools (e.g. self-assessment, resources, etc.) they can use in their work with mentees.

Chapter 2, Social media, first offers a theoretical introduction and an overview of the subject. In what follows, different methods are presented which are helpful for handling social media and offer a critical discussion of the subject. As an example of a platform, the social network, Facebook, will be presented more in detail. Further networks are not presented as their use is very specific depending on the country.

In **Chapter 3, Intercultural sensitivity**, the reader first gets a short theoretical introduction to the term *culture* and intercultural trainings in order to become familiar with the current research status of the topic. This forms the basis for the application of selected methods which deal with the subject of culture and perception. Because of the complexity of the issue, it is ideal if the trainers are trained in intercultural issues. It is the aim of the seminar to prepare mentors for dealing with mentees in a culturally sensitive way. It was our intention to only include a few basic exercises (low risk exercises) in the Curriculum as dealing with the subject more intensively would exceed the time frame in which qualifications occur.

A prerequisite of using this Curriculum is educational and didactic knowledge. The Curriculum therefore does not include a theoretical introduction to this subject.

1 Mentoring

The term “mentor” comes from Greek mythology. King Odysseus transferred the education of his son, Telemachos, to Mentor, his trusted friend, before he left to fight in the Trojan War. In the following years, Mentor was a father figure, trusted friend, teacher and advisor to Telemachos. Their relationship was characterised by mutual respect, trust and affection. In reference to the “legendary” relationship between Mentor and Telemachos, mentoring today means a kind of long-term learning process and a multi-faceted process of encouraging individual personality development.

The core of mentoring is the one-to-one relationship between an experienced person, the mentor, and a younger person, the mentee. The mentor accompanies and supports the mentee in their personality development for a certain period of time – this is the psycho-social function of mentoring – and on their career path, the career function.¹ The mentor passes on their experiences and knowledge and gives feedback and professional and emotional support.

Mentoring can be based on an informal agreement between mentor and mentee or set up institutionally as a programme in companies (formal mentoring). Cross-mentoring is a form of external formal mentoring. In this variant, the mentor and the mentee are from different companies or institutions. In this Curriculum, an external or internal formal form of mentoring is used in a targeted way in order to support young people in job orientation and beginning work life.

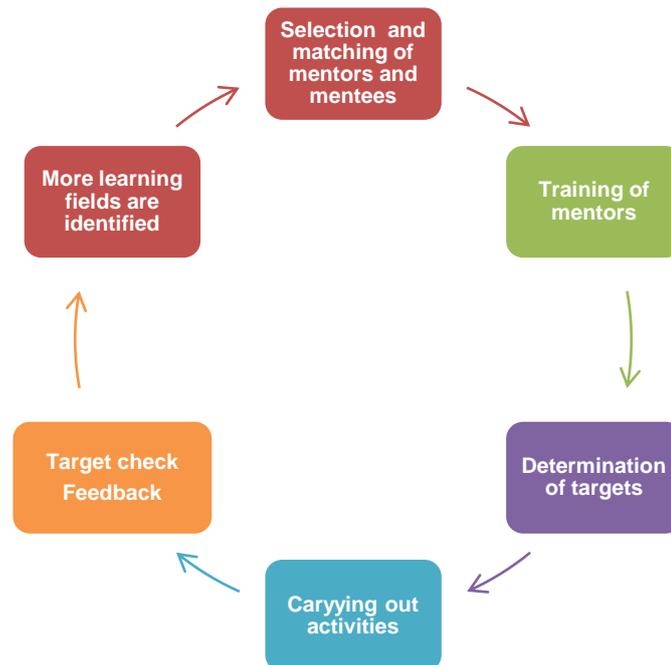
1.1. Aims of tandem mentoring

The mentor gives advice and supports the job-seeking mentee personally in their job orientation, supports the mentee to expand their range of vocational choices and/or provides help for a successful career start. The tandem concept is based on two distinctive features which support the mentoring process in a special way.

- Ideally, the mentor and the mentee have the same or a similar ethnic background (migration background).
- By means of “blended mentoring”, different channels of communication are used (compare Chapter 1.3).

¹ Compare Reichelt 2008, p. 393.

1.2. The Tandem Now programme cycle: the six steps of mentoring



1.2.1 Step 1: The mentees and mentors are selected and brought together

The requirement profiles for the mentors and mentees should be set up beforehand. The following criteria are decisive:

a) Requirement profile for mentees

- The first steps in career choice have already been taken
- Commitment and interest
- Time for mentoring and continuous collaboration
- Being open to talk about one's ideas, weaknesses and fears
- The ability to take criticism

b) Requirement profile for mentors

In addition to time spent on regular (online) meetings, mentors should bring in openness and the willingness to build up a dialogue. In order to offer support, the mentor should be able to implement the basic techniques of active listening. Only if mentors are able to understand the concerns of their mentees will they be able to offer their knowledge of experience in a concrete and usable way. Here, mentors should take care that the share they allocate to speaking themselves is generally lower than that of their counterpart.

Mentors take care to achieve a good ratio of closeness and distance. They provide for a trustful, open and supportive relationship that endures stresses and strains and that allows for critical and correcting impulses. Mentoring requires empathy, involvement and understanding, e.g. when the mentee is unable to cope with their situation.

Showing empathy is a helpful skill, especially when it comes to understanding and analysing the current vocational and personal situation of the mentee at the onset of mentoring.²

When bringing the mentoring tandem partners together³, special care is given to the vocational profile of the mentor meeting the requirements of the mentee. Furthermore, the mentee's wishes with regard to sex, age, career experience and other aspects are taken into consideration if possible. Wherever this is feasible, the mentor and mentee should have similar cultural backgrounds or migration experience. The idea behind this is that especially if this is the case, greater acceptance and better mutual understanding – in cultural and linguistic terms – may lead to synergies in the mentoring process.

Exercise 1: The role of the mentor	
Short description:	Think about suitable terms for the different roles of the mentor, coach and sponsor. Subsequently, develop the task profile for the mentor together. Define the necessary skills of a mentor.
Learning targets	The following exercise helps the mentor to consider their role by distinguishing it from sponsoring role and coaching and to identify distinctive features.
Group size	Small group of 3 to 4 people
Time frame	1,5 hour (45 minutes in the group/45 minutes in the group as a whole)
Material	Worksheet 1: flipchart or presentation material
Room requirements	1 to 2 seminar rooms, depending on the number of participants
Course of the exercise	Description of the exercise by means of a first example, work in small groups and in the group as a whole
Evaluation	Presentation of results in the group as a whole; proposal for a solution in the appendix

² ZFBT 2011, p. 54.

³ The mentoring tandem includes a mentor and a mentee.

Since mentors bear a high responsibility in their function and could have a decisive influence on the professional and personal development of their mentees, careful consideration should be given to the selection process, and awareness of the mentor's role should be trained. The following exercise helps the mentor to consider their role by distinguishing it from sponsor roles and coaching and to identify specialties.

Table 1: Specific aspects of the mentoring relationship⁴

	Mentoring	Coaching	Sponsorship
The counselling relationship			
The effect of counselling			
Counselling competence			
The relationship between the mentor and the mentee			
Determination of requirements			
The range of topics			
Working method			
Monitoring the counselling process			
Limitations of counselling			
Empowerment			

⁴ According to ZFBT 2011, p. 11.

Table 2: Proposal for a solution –

The mentoring relationship in comparison to coaching and sponsorship models⁵

	Mentoring	Coaching	Sponsorships
The counselling relationship	A step ahead in terms of experience Ideals Expansion of knowledge	Structured leading of the discussion Coach Psychological guidance	Protection, understanding Uncle/aunt “big brother” Knowledge expansion and encouragement
The effect of counselling	Hints on hidden rules, tips and tricks	Orientation, self-reflection led by questions	Opening up new chances through contacts and support
Counselling competence	Empathic listening, reflecting on experiences self-critically	Methodological knowledge for learning and counselling processes	Expert knowledge
Relationship	Experience gradient (rather hierarchical)	Collegial	Caring
Determination of requirements	The mentee defines his or her needs	Systematic analysis of counselling subjects	Both parties look into the needs of the sponsee, in many cases on the initiative of the sponsor
Range of topics	Job orientation, career strategies, self-management, application strategies, among other things	Reflecting on one’s own value orientation and behaviour	Job orientation, opening up access to people and institutions/networks
Working method	The mentee gets impulses from the mentor’s experience for his/her own problem solving	Through self-reflection, the coachee realizes his or her own barriers and, through this, finds new ways of solving problems	The sponsor explains and encourages the sponsee to take unusual or new steps
Monitoring the counselling process	The mentee is responsible for the development of the counselling process	The coachee defines subjects to discuss and the coach takes a leading role in defining how counselling develops	The sponsor (usually) controls how the counselling process develops
The limitations of counselling	Limitations related to time	Limitations related to the target	Limitations related to purpose
Empowerment⁶	Orientation/focussing, alternatives in interpretation and new courses of action	Finding out strengths and solutions where the person may be blocking themselves	Strengthening of self-confidence and new knowledge

⁵ according to ZFBT 2011, p. 11.

⁶ Empowerment includes self-management and the strengthening of autonomy and one's own power to act.

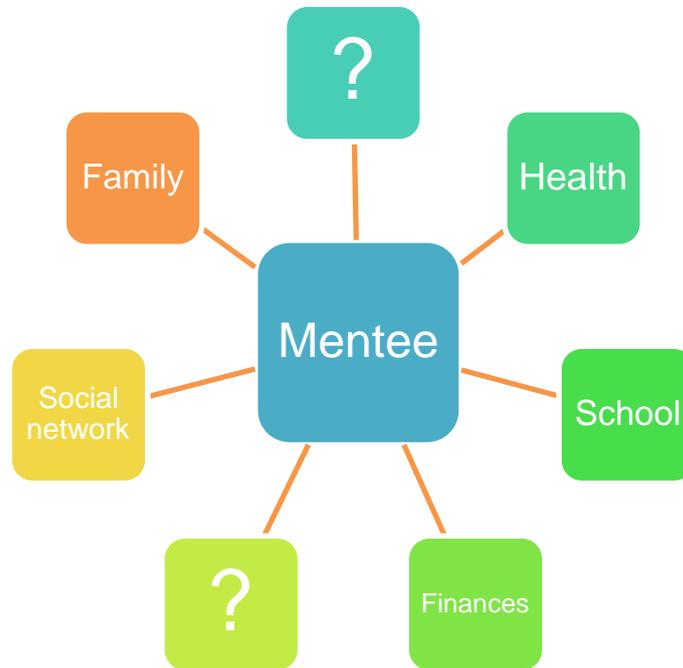
1.2.2 Step 2: Training the mentors

The training of the mentors serves as preparation and as a means for the selected mentors to exchange ideas. During training, exercises on mentoring, communication, social media and intercultural communication are carried out. The training can take place in 1 to 2 days or be stretched over a few evenings. It is conducted by experienced trainers who offer concrete assistance and provide guidance for the exchange of ideas. Depending on the mentor's experience and competence, the preparation and training should be individually adapted and supported in a process-oriented way. Even after qualification, mentors are entitled to counselling and support by the project manager.

1.2.3 Step 3: Determining the targets of the programme

The basis of a target definition is the analysis of needs in the relevant country. This means that the mentees' particular needs for support are developed – for each country, but also individually, for each mentee. The mentor and mentee's joint target orientation is sustainable integration into the job market (training/work). They should work out precise targets together. Here, exercises that capture the current job situation and personal circumstances of the mentee are helpful.

Exercise 2: Starting situation and resources	
Short description	Orientation and focussing on one's own targets in life and relationships. This exercise is a mentoring instrument, and before applying it, the mentors should test it themselves.
Learning targets	Mind mapping documents the mentees' circumstances at the beginning of mentoring and illustrates to the mentor what personal conditions mentees have in order to fulfil their ideas on vocational development.
Group size	Partner exercise
Time frame	45 minutes
Material	Flipchart or presentation material
Room requirements	1 to 2 seminar rooms, depending on the number of participants
Course of the exercise	Description of the exercise by means of a first example; work in teams of two; short evaluation in the group as a whole: how did I find this exercise?



Within the scope of a face-to-face meeting, a mind map with all essential aspects of the personal circumstances of the mentee is set up. Mind mapping serves as a means to visualise and document the starting point for mentoring. The focus of attention lies on perceptions from the mentee's perspective; therefore, it is one of the first tasks to carry out before new points of view are developed. Building up on this mind map, targets can be developed and resources identified.

Exercise 3: Self-assessment and self-perception	
Short description	This exercise can be applied in the starting phase (not in the first meeting) of the mentoring process in order to develop the mentee's self-perception. For better handling of the tool, it is recommended that the mentor use it in the seminar together with another person, by way of example.
Learning targets	The mentor learns how to use this tool and can, with the mentee, look upon their self-perception and self-image from different perspectives.
Group size	Partner exercise
Time frame	20 minutes + 10 minutes in the group as a whole
Material	None
Course of the exercise	<p>In this exercise, participants assume the role of the mentor as well as the mentee. A possible question is:</p> <p>"If I now asked XY - what would he say about your competences/strengths/abilities/weaknesses?"</p> <p>XY can be the mother/father, grandmother/grandfather, sister/brother, a friend or teacher.</p> <p>Subsequently, the participants evaluate</p> <ul style="list-style-type: none"> ▪ what worked out well in the exercise and what was difficult, ▪ and whether they could imagine using this exercise in future mentoring processes (reasoning).

Exercise 4: Mentees discover their targets	
Short description	This exercise should take place in the initial phase (in the 2nd meeting at the latest) in order to discuss targets with mentees. In the mentoring process, the task can be carried out online as well in a personal exchange. It is helpful if mentees take time to think about their targets and document these in writing.
Learning targets	The mentors learn how to use these tools and possibly also different question techniques.
Group size	Partner exercise
Time frame	45 minutes
Material	Worksheet MY OWN TARGETS
Course of the exercise	In the qualification process, this exercise is carried out in pairs. It is recommended that mentors use this exercise in order to develop their own targets in the mentoring process.

Worksheet: MY OWN TARGETS⁷

In my later career life, I am especially looking forward to...

With regard to my job, in 5 to 10 years I would like to...

Regarding my job in the long run, I would like to...

In order to reach this, I want to...

My targets for the mentoring exchange:

In this context, I would like my mentor to...

With regard to reaching my targets, I moreover want to...

Once I have reached my targets I will reward myself by/through...

⁷ Source: revised according to RWTH Aachen 2012, p. 24.

Exercise 5: What rules are required for well-structured mentoring?	
Short description	Development of general mentoring rules
Learning targets	The participants learn which elements belong to structured mentoring.
Group size	2 to 3 people
Time frame	45 minutes + 15 minutes in the group as a whole
Material	Flipchart paper, solution sheet for the trainer
Course of the exercise	The participants exchange their opinions in a small group and, together, develop 11 rules which to them appear to be most important for well-structured mentoring. Subsequently, the evaluation is discussed in the group as a whole. The results are written on a flipchart.
<p>Proposal for a solution: Rules for well-structured mentoring</p> <ol style="list-style-type: none"> 1. Take enough time to get to know each other. 2. Define the duration of the discussion at the beginning of the meeting. 3. Take your time to systematically evaluate the status quo of the mentee's job position as well as important stages of their job life. 4. Structure the meetings using time management and listing topics. 5. Ask the mentee to send you an agenda before the meeting. Agree on how this is to be prepared. 6. If necessary, agree on rules for getting into contact. When and how (medium) may th mentee contact you? 7. Have the mentee write summary minutes of the session (online or personally). 8. Take 10 minutes at the end of the session in order to give mutual feedback on the course of the discussion. 9. Avoid postponements of appointments in order to guarantee continuous mentoring. 10. Make sure: it's the mentee who talks most of time in the mentoring meeting. 11. Well-asked questions often bring the mentees ahead better than the mentor's most impressive experiences.⁸ 	

⁸ Compare: ZFBT 2011, p. 12.

1.2.4 Step 4: Carrying out the activities agreed on

The starting point should be a personal planning meeting. While the planned activities are being carried out, continuous contact should take place via social media. At the beginning of the process, the tandem partners determine the time intervals, “delivery deadlines” (e.g. for writing a CV) and rules of cooperation. It makes sense to set this out in an agreement in writing which both parties sign. The mentee takes minutes of the discussion.

Example of a discussion guideline⁹:

⁹ Developed according to RWTH Aachen 2012, p 25.

Discussion guidelines

Date: _____ from: _____ till: _____ Online * Face-to-face *

Topics:

Aim(s) of the discussion:

Content of the discussion:

Results:

My next steps:

How do you feel after our discussion today?
(please circle) 😊😊 😊 😐 😞 😞😞

1.2.5 Step 5: Target check, final discussion and feedback

It is important to finish a mentoring project with a joint target check, giving each other feedback and making suggestions for improvement. The aim of this part is to build commitment between the two people and create sustainability in terms of what has been experienced. The following questions for discussion can serve as guidelines.

- Were the targets aimed at reached?
- Did the activities planned for the discussion make sense?
- Has the cooperation deviated from what was originally planned? If so, why?
- What did the mentee/mentor experience as an especially positive moment?
- What could still be improved in the future?
- Would you like to continue the cooperation? In what form?

1.2.6 Step 6: Identification of further learning fields/mentor and mentee

The mentoring has ended. At this point of time, new learning fields can be worked out, and a new mentoring cycle can be started. This is not envisaged in the context of the project, but it should generally be discussed and taken into consideration as an option. This way, mentoring can be split in smaller units, and motivation for the tandem partnership can be increased.

1.3 Blended mentoring

The project allows and supports a blended mentoring approach. Blended mentoring means that, on the one hand, personal discussions between the mentor and mentee take place. At the same time, communication is supplemented by means of social media (*Facebook, Google plus, etc.*) so that barriers are broken down, and continuous cooperation is possible. The ratio between personal mentoring and mentoring supported by media depends on the physical distance between the “partners” and their favoured communication channels. In the context of TANDEM NOW, we recommend more personal contacts in the initial phase of getting to know each other which can be replaced or added to by communication using social media later. The particular advantages of the blended mentoring approach for the tandem are flexibility as regards time and independence in terms of space. At the same time, the big challenges are creating confidence, making sure that the commitment on both sides is upheld and making constructive use of social media.

Literature

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ZFBT/Zentrum Frau in Beruf und Technik (2011): Mentoring. Ein Werkzeugkasten. Castrop-Rauxel.

Helpful links

Germany

<http://www.itf-schwerin.de/index.php/forschungsthemen/mentoring-in-der-benachteiligtenfoerderung>

A project which deals with mentoring for the support of the disadvantaged.

<http://www.hessen-nachhaltig.de/web/potenziale-entfalten/frankfurt-einsteigen-umsteigen-aufsteigen>

Opening up potentials: education for integration in Hesse. Einsteigen, Umsteigen, Aufsteigen – Mentoring für Migrantinnen in Frankfurt am Main [Come onboard, change, move up – mentoring for female migrants in Frankfurt/Main].

http://www.zfbt.de/erweiterung_beruflicher_chancen/neue_wege_in_den_beruf/

The mentoring programme for young women with a migration history.

<http://mentoring.wordpress.com/mentoring-in-hamburg/>

Mentoring and sponsorship models in Hamburg.

2 Social media

2.1 The social web and what it has to offer

The term “social web” clearly indicates the fundamental social character of Internet use and refers to the interaction between users. Young people and adolescents are a particularly active Internet user group and have entirely integrated this into their daily routine. For them, the Internet is an instrument for communication, keeping in touch with friends and getting orientation in daily life.¹⁰ The social web includes web-based applications that support information exchange, relationship building and upkeep and communication and cooperation in society as well as data generated by these processes.¹¹

The social web mainly consists of (network) platforms, personal publishing, wikis, instant messaging and tools for information management. Social relationships and the interactions involved are at the focus of **network platforms**. Here, the best-known platforms are *Facebook* and *MySpace*; in the German-speaking area, these are especially platforms run by the “VZ group” or sites such as *Wer-kennt-wen* [Who knows whom?] But there are also specialised websites where the tendency has been to focus on job-related networking (*LinkedIn, Xing*).

Personal publishing is about publishing content. This includes *weblogs* (also: blogs), *podcasts* (audio content) or *videocasts*. **Wikis** are applications in which hypertext documents can be fed directly in the browser, edited there and then linked to other pages of the wiki by means of a special syntax. Instant messaging applications, in short: IM, support synchronous communication between users. This practice can be compared to the communication behaviour of chats. Examples are *Skype, AIM, ICQ*, etc. Tools for information management are, for example, *Feed Readers* which provide information on webpage updates so that they do not have to be permanently visited.¹²

2.2 The role of the social web for adolescents

The socialisation of young people takes place under completely different social and technical-medial conditions than before.¹³ In the meanwhile, social network services have been playing an important role in the socialisation processes of adolescents. They offer interaction and communication structures which facilitate exchange and networking, and presentation possibilities for self-expression and working on one’s own identity.¹⁴ Moreover, they are a pool of media content and offer links to other media structures. With regard to the “social web”,

¹⁰ Schmidt 2009, p. 63.

¹¹ Compare Ebersbach et al. 2008, p. 31.

¹² Schmidt 2009, p. 63ff.

¹³ Schmidt et al. 2009, p. 14.

¹⁴ Compare Brügggen et al., p. 32

young people not only refer to *Facebook* but also to instant messengers such as *Skype* and *YouTube* as a source of (music) videos.¹⁵

The development challenges adolescents face are manifold: they have to find orientation in the world and want to participate in it (in other words, discover role models and develop an attitude towards values, amongst other things). They also want to organise social relationships and come to terms with their own personalities. Who am I and how would I like to be? These challenges are characteristic for the adolescent phase and go along with the search for social embedding and the need for autonomy together with considering oneself competent.¹⁶ The processes of acquiring media are framed by these development and coping issues. At the beginning of adolescence at the latest, the Internet becomes increasingly attractive to young people as it can be helpful with regard to the challenges described above. In addition to individual access to content and how it is applied independent of time and space, three aspects are important:

- The possibility of relationship building through online activities
- The possibility of self-expression, e.g. through profiles in social networks
- Possibilities of participation: adopting attitudes towards certain topics and founding one's own groups, which facilitate making an impact or taking a stand¹⁷

2.3 The social web: opportunities and risks

In general, young people appreciate the number and variety of content on the social web. At the same time, they are, at least only to a minimum extent, aware of the problems that are hidden behind the variety. They are confronted with disturbing content, distributed via *Facebook* for instance, or with access to illegally uploaded content via streaming services such as *kino.tv*, or, also, with embarrassing pictures of themselves that are published. For the approach of the law on the media protection of minors, an important factor is that their own interests in terms of receiving content may be an obstacle to reporting problematic content. If, for example, a fan page is interesting (e.g. football clips) and it distributes content that is relevant in terms of the law on the media protection of minors or criminal law, a conflict of interests might easily arise when it comes to reporting this website. Reporting the website would also result in no more information being received. Especially for girls, it is important that no pictures of them or content in which they appear that might be compromising or produce a bad image of them can be found on the Internet.¹⁸

To a large extent, the social web is seen critically in public discussion. Here, there have been reports of cyber mobbing and data exhibitionism and even the slander of teachers. Network

¹⁵ Compare Schemmerling and Gerlicher, 2013, p. 138.

¹⁶ Compare Krapp 2006, cited in: Wagner 2013, p. 15.

¹⁷ Compare Wagner 2013, p. 15ff.

¹⁸ Ibid., p. 216f.

platforms especially are at the focus of criticism, but these are often placed at the same level as the social web; and potential risks are generally transferred to all social web manifestations. This, however, does not do justice to the variety of offers available. In the context of a European research project, the risks and chances of online use were visualised in a matrix which clearly illustrates that young people are involved in different ways. They can be confronted with problematic *content* or get into *contact* with undesirable persons. Moreover, they can become providers of problematic content themselves.¹⁹

Table 1 Categorisation of opportunities and risks of Internet use

	Content – young person as receiver	Contact – young person as participant	Conduct – young person as active agent
OPPORTUNITIES			
Education, learning and competence	Educational resources	Contact with like-minded people	Self-initiative or learning together
Participation and social commitment	General information	Exchange in interest groups	Concrete forms of social commitment
Creativity and self-presentation	Diversity of resources	Get invited/inspired to become creative or join in	User-generated content
Identity and social relationships	Counselling (personality/health/sexuality, etc.)	Social networks, sharing experiences with others	Expression of one's own identity
RISKS			
Commercial interests	Advertisement, spam, sponsoring	Being pursued, having personal information collected	Gambling, illegal downloads, hacking
Aggression/violence	Content that glorifies violence/ Cruel/race-baiting content	Being mobbed, harassed or stalked	Mobbing or harassment of others
Sexuality	Pornographic/harmful content	Meeting strangers, receiving abusive passes from others	Creating/uploading pornographic material
Values	Racist or distorted information or advice (e.g. drugs)	Self-injury, receiving unwanted persuasion, and being talked into things	Giving advice on committing suicide or practising anorexia for example

Compare Schmidt et al. 2009, p. 277. In: Livingstone/Haddon 2009, p. 3.

2.4 Data protection and legal aspects

Network platforms are a special challenge for media law. Here, it is necessary to check to what extent effective legal principles are applied or whether an adaptation of the legal framework is required. The principle here is that personal data can only be distributed and used with the consent of the person implicated. Legal regulations should protect the autonomy of a person with regard to their data. With regard to network platforms that address minors, it has to be

¹⁹ Compare Lampert et al. 2009, p. 276 f.

taken into account that the agreement to use personal data depends on the user's capacity of discernment.²⁰ The law has not yet finally clarified as to how decisive a declaration of will attributable to the young person and supported by the parents is for the assessment of a legally handed-in consent referring to privacy policy when a user contract is concluded between the minor and the provider. In the literature, it is assumed that 16- and 17-year old adolescents are generally able to discern. As a principle, being active on network platforms requires the management of one's own personal data. It has to be taken into account that third parties often reprocess personal data. This means that, for example, group photographs with friends and/or colleagues can be published and linked with profile pages. If the user has consented to this processing, the data protection law hardly provides any restrictions. On the occasion of the Safer Internet Day on 10 February 2009²¹, 17 providers of online social networks in Europe signed a voluntary code of conduct. This contains, for example, the provision that the settings of minors' profiles are set to "private" by default and that this is easily recognisable to the users who look at their profiles. Here, users can report potential infringements to a chat moderator or similar via a "complaint button".

On network platforms, information about oneself and about others is spread. The latter always carries the risk that personality rights²² are involved. A good example of this is the teacher rating portals as they exist in Germany. The question of how far comments made by teachers can be reproduced on a public platform arises. Here, it is the task of jurisdiction to adapt the rules of assessment which originated in traditional media to the requirements of the social web.

Finally, one can say that, due to new social and technological developments, numerous legal issues are not yet clear, such as liability for content, which seem to be the most urgent issue. From a legal point of view, the functions of the online services are interesting as they are closely linked to how one portrays oneself and how one is portrayed by others. Infringements frequently occur in relation to the law on development and personality rights²³ of the users, especially in data protection and youth protection.²⁴

2.5 Social Network – Facebook

The network platform *Facebook* was founded by Mark Zuckerberg at Harvard University (Cambridge, Massachusetts) in 2004. Very soon, it became one of the most popular social networks in the world. After only one year, one million users had registered with *Facebook*; in September 2011, the figure had already reached 800 million. By July 2012, the number had increased to up to 955 million users.²⁵ Facebook offers its users numerous possibilities of

²⁰ The ability to realise that an action is not legal.

²¹ See EU Commission, Safer Social Networking Principles for the EU.

²² Translator's note: as understood in the German legal sense.

²³ Translator's note: as understood in the German legal sense

²⁴ Compare Lampert et al. 2009, p. 292f.

²⁵ Compare Lee 2013, p. 14.

releasing personal data. Uploading images and videos, publishing personal preferences and current states of mind are some of the many features Facebook offers. Lately, the new localisation service “Places” was presented through which localisation of friends all over the world is possible. However, in the meantime, the criticism regarding data protection within the contact platform has increased, not least in the context of flaws in security. Just lately, Facebook has reacted to this criticism and simplified the security process surrounding personal data. Safeguarding personal information that is, to some extent, not meant for the wider public is often a rather intransparent procedure which is complicated for users.

In the following, teaching units which can be used in trainings for mentors are described. The aim is to get to know the social network *Facebook* including the opportunities and risks it bears and to set up an account in order to communicate with mentees outside of live encounters.

2.6 Methods for application

Exercise 1: Introduction to social networks	
Short description	In literature, people who have not grown up with the new media are often called <i>digital immigrants</i> . As a rule, they have little knowledge of what happens in social networks, are not interested in it or have developed a critical attitude towards what happens in Web 2.0. But for a long time already, social networking has not just been a leisure pursuit: it has been playing a bigger and bigger role in public life. The general aim of this learning unit is therefore to find a critical and constructive way to handle social media.
Learning targets	<p>Participants</p> <ul style="list-style-type: none"> ▪ reflect on their own use of digital networks in their daily life ▪ deal with digital networks (esp. Facebook) and learn how to use them constructively and assess risks ▪ realise the importance of <i>social networks</i> in society (esp. for young people)
Group size	8 to 20 people
Time frame	15 to 20 minutes (depending on the group size)
Exercise 1	<p>Variant 1: Pictures and photographs from the Internet that refer to the topic of social network are placed on the floor. The participants choose one picture and talk about their experiences with the social network.</p> <p>Variant 2: Show a film on social media and start a discussion about it afterwards.</p> <ul style="list-style-type: none"> ▪ <u>German:</u> Web 2.0: http://www.youtube.com/watch?v=Bc0oDIEbYFc (without words); online test regarding social networks (German): http://netzchecker.wordpress.com/test/ ▪ <u>English:</u> What is social media? http://www.youtube.com/watch?v=jQ8J3IHhn8A SOCIAL MEDIA 2013: STATISTICS AND TRENDS: http://www.youtube.com/watch?v=5yxuljHX09I (only English; 2:18 min) ▪ <u>Spanish:</u> Bienvenidos a la Revolución de los medios sociales: http://www.youtube.com/watch?v=K2xVCM8YX-I (5min) ▪ <u>Italian:</u> http://www.youtube.com/watch?v=IGRWa99Efi8 http://www.youtube.com/watch?v=fK8xUFdgZVg http://www.youtube.com/watch?v=92_SaT_qNmVc ▪ <u>Turkish</u> http://www.youtube.com/watch?v=EzXG11Y4HGQ http://www.youtube.com/watch?v=fjA-Fr8iHY4 http://www.youtube.com/watch?v=2IR93cA-xQs

Exercise 2: Use and risks of social media	
Short description	The risks and the use of social networks are manifold. In order to establish awareness of both aspects, the participants research on the Internet and collect relevant information. Subsequently, the subject can be dealt with in a more in-depth manner through a “pro and contra” discussion, a game or a film.
Learning targets	The participants deal with the risks and opportunities of social media; at the same time, they learn how to use the Internet.
Group size	Small groups (2 to 3 people)
Time frame	30 minutes of research + Variant 1: ca. 30 minutes Variant 2: ca. 30 to 40 minutes Finish/film: ca. 5 minutes
Realisation	<p>For this exercise, you are split in groups (of ca. 3 to 4 people). The task is to research the risks and opportunities linked to Facebook (30 min.). Each group presents its results to the whole group.</p> <p>Variant 1: Pro and Contra: The participants start a discussion using the arguments the small groups have prepared earlier and convince the rest of the group of the risks and advantages (30 min.).</p> <p>Variant 2: Frame game²⁶ Find the results using the Frame game method. Each group receives an envelope on which one question is written. Now, the relevant group answers the question, writes the answers on cards and puts these into the envelope. 2nd round: the envelope is passed on to the next group. Each group gets a new envelope with a question. The new question on the envelope will then again be answered jointly by the group. The result is again written on cards and put into the envelope. There are 4 rounds in total (depending on the group size). After round 4, each group has an envelope they now open. Each group summarises the results and presents them to the group as a whole (30 to 40 min.).</p> <p>Possible questions are:</p> <ul style="list-style-type: none"> - Why are social networks such as Facebook so popular? - How can you protect yourself against cyber mobbing? - What risks on the Internet does the media report on most frequently? - How can you protect your privacy in Facebook? - What reasons are there for you not to set up an account in Facebook? <p>The topic can be completed with a short film.</p> <ul style="list-style-type: none"> ▪ German: Gefahren sozialer Netzwerke einfach erklärt (5 min): http://www.youtube.com/watch?v=8VVlqRlo7ig Alles Facebook oder Fake - Sind soziale Netze revolutionär (German; 30 min): http://www.youtube.com/watch?v=PM6-

²⁶ Please find more information about frame game under following link: <http://www.thiagi.com/details-envelopes.html>

	<p><u>qGjScWg</u> Internet vs. humanity Personalisation is a problem! Let's denk! : http://www.youtube.com/watch?v=cCgvGlyzZtI Facebook and data protection: http://www.youtube.com/watch?v=ge7GQn4k8V8</p> <ul style="list-style-type: none">▪ English: Have I shared too much: http://www.youtube.com/watch?v=aoGADb_imtc (5 min) http://www.youtube.com/watch?v=BVb1RRMHZjs▪ Spanish: Bienvenidos a la Revolución de los medios sociales: http://www.youtube.com/watch?v=K2xVCM8YX-I (5min)
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Working sheet - Social Media	
Positive aspects	Negative aspects

Exercise 3: All about Facebook	
Short description	With 819 million ²⁷ users, Facebook is the most popular social network in the world. It is available in more than 70 languages and includes more than 100 billion “friendship” connections up to now. A very important aspect in using Facebook is the security. For the use of Facebook, it is recommended that the mentors be provided with a short introduction if necessary, that an account is opened together, and that the mentors are informed about adequate security settings.
Learning targets	<ul style="list-style-type: none"> ▪ Learn how to deal with Facebook in an appropriate way. ▪ Create a Facebook account. ▪ Get to know the security settings in Facebook.
Time frame	Depending on the choice of methods
Realisation	<p>Creating a Facebook account (30 to 60 min.)</p> <p>In the seminar, a Facebook account is created jointly and available features are discussed and tested in practice.</p> <p>For instructions in German, see http://www.netzwelt.de/videos/7144-so-geht-s-facebook-account-erstellen.html</p> <p>Check this Link for English: http://www.teachtoday.eu/en/How-To-Guides/Guide-Item-1.aspx or this Link http://www.teachtoday.eu/en/Useful-resources/Other-resources/Resources-for-teachers.aspx</p> <p>Check this link for Turkish: http://tr-tr.facebook.com/help/345121355559712 http://www.uzmantv.com/facebook-hesabi-nasil-acilir</p>
	<p>Learn things worth knowing about Facebook playfully</p> <p>With the “Faceboom” game in German, knowledge about Facebook can be checked in a playful manner.</p> <p>Source: http://www.mediobaar.ch/faceboom/</p> <p>Game in Italian language: http://virtualstages.eu/bigbrain/</p> <p>Game in Turkish language: http://tr-tr.facebook.com/help/www/262314300536014</p>

²⁷ Source: <http://newsroom.fb.com/content/default.aspx?NewsAreaId=22> (last visit: 07.08.2013)

Helpful links

Austria

Europe

- **Teach Today: http://de.teachtoday.eu/1_Startseite.htm**
"Teach today" offers a lot of information, rules and tips as well as teaching ideas and material for teachers, principals and all those interested in the responsible, safe and competent use of new information and communication technologies.
- **Insafe - European network of Awareness Centres**
www.saferinternet.org/
This site for young people promotes safe, responsible use of the Internet and mobile devices. Each European country has its own office.

Germany

- **Klicksafe - more security in the Internet through media competence**
www.klicksafe.de
The "klicksafe.de" website offers the possibility of getting information on the risks and dangers involved in the Internet. Here, you can find many helpful explanations on how to handle viruses, dialers, emails, chats, mobile phones and search engines as well as references to other useful websites and information material to download.
- **Die Internauten - tips for safe and competent Internet use: www.internauten.de**
The main purpose of the project that emerged in the context of the initiative "Deutschland sicher im Netz" [Germany – safe on the Internet] is to increase awareness regarding safety aspects even of young users in handling this medium.
- **Juuuport - counselling site for young people**
www.juuuport.de
The portal offers online counselling for young people who have questions about the web (e.g. mobbing, data protection, etc.).
- **Netzdurchblick - Internet guide for young people**
www.netzdurchblick.de/facebook.html
- **Bundesprüfstelle für jugendgefährdende Medien [Federal Department for Media Harmful to Young Persons]**
www.bundespruefstelle.de/bpjm/root.html
- **German Teleservices Act:**
www.gesetze-im-internet.de/tmg/
- **Safe in the Internet in Germany**
www.sicher-im-netz.de

Ireland

- **How to use Skype**
<https://support.skype.com/en/faq/FA103/what-do-i-need-to-use-skype-on-my-computer>

- **Installing and Upgrading Skype**
https://support.skype.com/en/category/TS_INSTALL_UPGRADE/
- **Setting up a Gmail account**
<http://www.gcflearnfree.org/gmail/2/print>

Instructions for Setting up Online Tools:

- **Seven easy steps for setting up Skype with pictures**
<http://www.wikihow.com/Skype>
- **Free online Skype tutorial**
<http://www.gcflearnfree.org/skype>
- **Create a Gmail account**
<https://support.google.com/mail/answer/56256?hl=en>
- **How to use Gmail**
<http://www.gcflearnfree.org/gmail>

Videos on Social media:

- **How to use Skype**
<http://www.youtube.com/watch?v=sodMDs7rEEk>
- **How to use Gmail**
http://www.youtube.com/watch?v=TlfM_DcVbfQ
- **How to use Gmail beginner's guide**
http://www.youtube.com/watch?v=-8-jU_c_i8l

Italy

- <http://socialmediaitalia.it/>
- <http://www.educazionedigitale.it/>
- <http://www.yond.it/>

Spain

Turkey

- <http://tr-tr.facebook.com/>
- <http://twitter.com/>
- <http://hootsuite.com/>
- <http://tweetreach.com/>
- <http://friendfeed.com/>

Videos on Social media:

- <http://www.youtube.com/watch?v=EzXG1IY4HGQ>
- <http://www.youtube.com/watch?v=fjA-Fr8iHY4>
- <http://www.youtube.com/watch?v=2IR93cA-xQs>

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3 Intercultural sensitivity

3.1 Introduction

The integration of migrants is one of the big political and social challenges in Europe. In the debate concerning integration policies for people with a migration background, their participation in the job market plays a key role. Entering it by means of dual education represents an important access qualification for young people in general – but in particular for migrants who are underrepresented in higher education degrees. Against this background, it is the task of counselling in further education to make those migrants interested in education aware of their possibilities, lower education barriers in a targeted way and point out the long-term prospects linked to vocational skill development. Therefore, the particular cultural background of the person seeking advice should be considered in the counselling process.²⁸ For the TANDEM NOW project, this means that the mentors are prepared for their task in a targeted manner. This is supposed to provide sustainable communication between the mentee and mentor, characterised by mutual respect and culturally sensitive and effective action.

Chapters 3.2 to 3.5 provide a theoretical introduction to different concepts of culture, a critical dealing with the status quo of intercultural trainings and a recommendation as to how to conduct a seminar.

3.2 Concepts of culture in discussion

Academic opinions differ with regard to the definition of culture. The different perspectives of culture are reflected in the multitude of definitions.²⁹ In general, however, these can be divided into two categories: **essentialist/homogenising** and **constructivist/flexible**.

Public debate in Europe is still more or less characterised by a static and homogenising concept of culture. This concept describes “cultures” as spheres (Herder) or autonomous islands corresponding in each case to the relevant territory and linguistic extension of a people. This is a problematic definition, especially in relation to the debate on migration and integration, as it assumes that cultures do not change and, therefore, an approximation to other cultures is impossible. It does not consider the dynamics and processes of human action. Much more, it considers people to be puppets of their original culture.

Today, this assumption of the traditional concept of culture is not acceptable anymore. Modern societies are so differentiated in themselves that one cannot speak of unity in forms of living, as people are complex beings and do not consist of one cultural unity.³⁰ Moreover, the essentialist cultural concept ignores internal cultural differences, such as differences related to divergences in terms of region, social aspects and functions, etc. In the future, it will be important to think of

²⁸ Education counselling for migrants Bernhard Schmidt; Rudolf Tippelt. - Literature references, illustr. - In: Report : Zeitschrift für Weiterbildungsforschung. - 29 (2006), H. 2, p. 32-42.

²⁹ Compare Herder, Geertz, Hofstede.

³⁰ Compare Friedmann/Berthoin, Antal 2005.

cultures in a way that goes beyond a concept of opposites: one's own culture versus foreign culture.

On the other hand, there is an **open-minded, dynamic, process- and/or practice-oriented understanding of culture** that has prevailed at least in the academic disciplines. In this understanding, people are not passive receivers, but active creators of culture. They are characterised by a number of possible identities and have transnational outlines.³¹ Transnational mobility and its networks in globalised societies have dissolved the congruence of man, culture and territory.³²

However, in the public of politics and media, people are still defined by their ethnic, national and, in the meanwhile, religious origin and affiliation. Quite often, essential changes in norms and attitudes as well as the existence of subcultures, milieus, regional and local specifics, and individualities are ignored when culture is used as a general term for a country, a people or a nation. The need for belonging is met by weakening differences and emphasising similarities. Based on the discussions taking place, in the following, an attempt to describe an appropriate definition of culture will be made.

3.3 An attempt to define culture

In the academic disciplines, many different definitions of culture exist; they are, however, not always based on an open and flexible cultural term. Nieke offers a useful definition of culture by describing it as “the entirety of collective interpretive patterns of lifeworld”.

This definition does not limit culture either to ethnicity, language, or the notion of a nation, and neither does it limit itself to the borders of a country. Rather, many different cultures exist within one nation or one state that can be described as partial cultures, subcultures, milieu or lifeworld. Leiprecht points out the hybrid character of culture and states that

“Cultures in general do not represent any static or homogenous entities, but they are rather unfinished, processual and heterogeneous. The borderlines demarcating the special ways of living of a group or society are therefore not clear at all but rather diffuse. Cultures are open systems allowing for changes, adaptations and overlaps.”³³

In this sense, cultural identity becomes a lifelong challenge that has to be struggled for individually and collectively over and over again.

³¹ Compare Orma 2012, p. 9.

³² Welz 1998

³³ Translated from the German version, see Leiprecht 2004, p. 15.

“Individuals come to terms with themselves and their living conditions, define themselves and others anew over and over again and, this way, create their identity by reshaping their “maps of meaning” and the cultural material already created according to current living conditions.”³⁴

This concept of culture considers the human being to be a cultural creation and cultural creator at the same time. Here, culture is described as a plan of orientation and a map by means of which people orientate themselves in their environment. This map however not only consists of meanings we attribute to actions and things, but also of basic ideas of the world and how it should be.

In the following, intercultural training concepts are looked at more closely in order to then give recommendations on how to conduct intercultural training modules.

3.4 Intercultural trainings in current discussion

Increasing globalisation is having an effect on people and is reflected in the growing complexity and variety of individuals. Traditional intercultural trainings have not met the requirements of this change for a long time now as they aim at imparting a feeling of security in intercultural encounters. Intercultural competences³⁵ are the “cure” that solves conflict situations. These competences include the theoretical knowledge of culture and the teaching of cultural differences. Frequently, the models³⁶ by Hall, Hofstede, Trompenaars and Thomas are used here³⁷ which are all based on three essential assumptions.³⁸ Cultures are clearly distinguishable from each other, show the structure of an onion and it is therefore hard to change them at the core.

Here, it becomes clear that the basis of the common theory models is an old concept of culture which does not take the changes in the world and the impact on society into consideration, as already mentioned at the beginning of the chapter. Leiprecht (2004) also criticises these models as a simplification and stereotypification of complex issues is taking place here. Furthermore, he sees the idea of removing prejudices against “others” through acquiring knowledge as problematic. Here, it is not one’s own perception and thought structure that is being questioned but rather the “otherness” of others. Cultural forms of behaviour always have to be analysed in their social context.³⁹ On the other hand, concepts such as transculturality or hybridity describe cultures as a process that can only emerge through encounter and mixing with the “other”.⁴⁰ These concepts are based on a constructivist notion of culture. In case of the latter, multiple

³⁴Translated from the German version, see Hinz-Rommel, p. 48.

³⁵ Target dimensions of intercultural competence are of cognitive, affective and behavioural nature (Sama 2012, p. 43).

³⁶ Because of the shortness of this paper, single models cannot be discussed.

³⁷ Compare Sarma 2012, p. 43.

³⁸ Compare Breidenbach/Nyiri 2008.

³⁹ Compare Kalpaka/Räthzel 1990, p. 49f.

⁴⁰ Compare Sarma 2012, p. 46.

affiliation is referred to (e.g. nation, region, religion, work, city, rural areas, social class, subculture, etc.) which should be reflected in intercultural concepts.⁴¹

Here, the question arises of how far it is possible at all and/or how much sense it makes to impart an ostensible security in cross-cultural situations if the assumption is that culture is dynamic and changeable. What is required is rather “competence in not having competence”⁴² in this case; or maybe the lack of knowledge can be defined as a constructive moment in order to take successful action. According to Mecheril, faux pas or insecurities cannot be avoided through trainings.⁴³ Friedmann and Berthoin Antal⁴⁴ go one step further and see enormous learning potential in “embarrassing moments”. Based on the approach of “negotiating reality”, manifold action strategies are necessary in order to successfully master intercultural interactions. This requires a certain degree of sensitiveness and knowledge of the cultural characteristics of the other which implies active cultural self-reflection and the ability to engage with others. Moreover, it takes courage to explore new paths and see things with different eyes and to continuously question one’s own way of seeing things.⁴⁵

3.5 Recommendation for action

As a conclusion drawn from the theoretical discussion above, in the design of intercultural trainings, it is important that the basis is an open, dynamic and flexible concept of culture which takes the increasing globalisation processes, the complexity of individuals and their multiple affiliations⁴⁶ into account. It should therefore not be the general aim of intercultural training to impart security in intercultural interaction, but to rather acquire techniques (of observation) that make it possible to understand and interpret cultural actions and to create awareness regarding one’s own cultural affiliation. In addition to “values” and “stereotypes”, the subject of “power and power asymmetries” is a further important module for intercultural trainings. Time and again, it is just those people from other cultural spheres who experience discrimination and racism from mainstream society in Europe. Here, some awareness for different dimensions of power should be developed.

By means of the *Developmental Model of Intercultural Sensitivity*⁴⁷, adequate methods can be selected according to the relevant target group. The basis of Bennett’s theory is the subjective experience of the individual in forming and interpreting his or her reality. The model is divided into ethnocentrism and ethnorelativism.

⁴¹ Motakef 2000.

⁴² Mecheril 2010

⁴³ Compare Sarma 2012, p. 57.

⁴⁴ Friedmann/Berthoin Antal 2005

⁴⁵ Ibid, p. 69 ff.

⁴⁶ Compare Koch 2008.

⁴⁷ Bennett, Milton J. 1998, p. 26.

Ethnocentric Stages		
1. Denial	2. Defence	3. Minimisation 
There is no reason to know something about foreign cultures	My own culture is superior to foreign cultures in many aspects	All human beings are similar despite some superficial differences
COGNITIVE		AFFECTIVE
Ethnorelative stages		
4. Acceptance 	5. Adaptation	6. Integration
Differences among people are not a problem, they are of interest for me	I use different standards for the evaluation of situation in foreign cultural contexts	I almost feel as comfortable in another culture as I do in my own culture
AFFECTIVE	BEHAVIOURAL	

Table 1: Bennett's Development Model of Intercultural Sensitivity

Most people are in the first three stages (ethnocentrism). The ostensible development target in these first phases is cultural self-reflection which makes exercises in the “low risk” area necessary.⁴⁸ These include reflecting on one’s own culture and values as well as dealing with different concepts of culture. Here, this is not about specifying differences, but rather about making people aware of possible differences and different perceptions of people which influence intercultural interactions.

It is recommendable to plan at least half a day (better one day) of training for the topics of culture and how it is perceived. Generally, it should be assumed that the intercultural learning process is a lifelong process. The exercises described can only be a first impetus for culturally sensitive modes of action.

For advanced trainings, it is recommendable to deal with stereotypes, power and racism. The topics mentioned cannot be dealt with in this Curriculum, although we are aware of their importance. You can find methodological ideas for the latter under “Helpful links”.

⁴⁸ Compare Bennett, Janett 2009, p. 102.

3.7 Methods for application

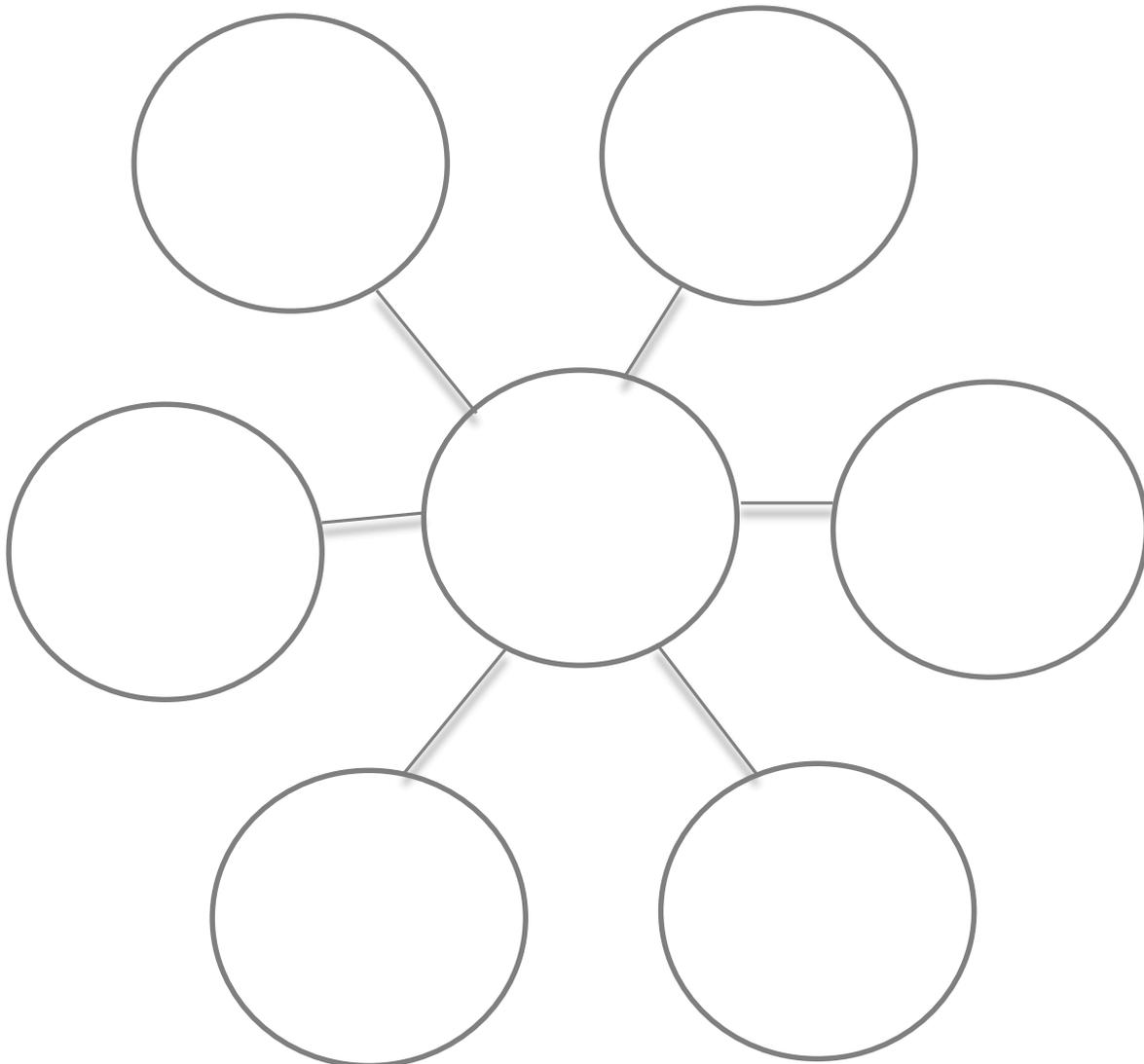
The following exercises will help you to start the intercultural learning process with learners which are supposed to be in the ethnocentric stage.

Reflecting on your own cultural ties and realising different cultures as well as becoming aware of different perceptions are important components of any intercultural training and needs to be disrespectedly reflected on the very beginning of an intercultural training.

Exercise 1 – My culture	
Short description	This is a very good exercise for getting into the subject as dealing with one's own "culture" already starts before the training unit. The participants are requested to bring an item or photograph to the seminar that reflects their culture (or part of their culture).
Learning targets	<ul style="list-style-type: none"> ▪ Warming up for the topic of culture ▪ Reflecting on one's own opinions of different aspects of culture ▪ Getting to know different opinions and options for action
Group size	6 to 20 people
Time frame	Ca. 30 minutes, depending on the size of the group. 5 to 10 minutes per person should be allowed for this.
Material	Items/photographs the participants bring along
Room requirements	Normal
Course of the exercise	Everyone presents their object (photograph/item) to the group as a whole and explains it. Questions can be asked.
Evaluation	<p>Was it difficult/easy to choose an item/photograph?</p> <p>What did I find especially interesting?</p> <p>What did I find surprising?</p>

Exercise 2 - The personality molecule	
Short description	This exercise is very good in terms of becoming aware of one's own cultural diversity or identity.
Learning targets	<p>Participants</p> <ul style="list-style-type: none"> ▪ come to terms with their own cultural diversity ▪ become aware of the diversity within the group and society
Group size	10 to 20 people
Time frame	50 minutes
Material	Worksheet "Personality Module"
Room requirements	Normal
Course of the exercise	<p>The Personality Module worksheet is handed out.</p> <p>Step 1: Individual work</p> <p>The participants write their names in the circle in the middle and put the names of five groups they identify with into the outer circles.</p> <p>Step 2: For the group exercise</p> <p>The participants choose a group they can identify with best and have an exchange of ideas on the following topics with their group partners:</p> <ul style="list-style-type: none"> ▪ Talk about a time when you were very proud of being a member of this group. ▪ Talk about a painful experience that took place in the context of being a member of this group.
Evaluation	<p>Was it difficult to find which different groups you belong to?</p> <p>What did you find surprising?</p> <p>What did you learn about yourself?</p>

Worksheet: Personality module⁴⁹



How to proceed – tips:

- Write your name in the circle in the middle.
- Write the name of six groups you identify with in the outer circles.

For the group exercise:

Choose a group which, for you, represents the main source of how you identify yourself and exchange ideas with your group partners on the following topics:

- Talk about a time when you were very proud of being a member of this group.
- Talk about a painful experience relating to your membership of this group
- .

⁴⁹ Source: compare "Eine Welt der Vielfalt" [A world of diversity].

Exercise 3 – Analysis of critical incidents

Short description	<p>The method, <i>Description- Interpretation- Evaluation</i> (D-I-E), is a helpful tool to analyse intercultural cross-over situations and gain a better understanding of other cultures. Generally, people tend to look at situations or interpret them through their own cultural glasses and therefore often understand neither the behaviour of other people nor their values and norms which are behind it.</p>
Learning targets	<p>Participants</p> <ul style="list-style-type: none"> ▪ become aware of how difficult it is to not interpret ▪ learn that action is always interpreted against the background of one's own cultural socialisation, but that other interpretations exist as well ▪ reflect on which aspects influence their own perception ▪ learn to analyse cultural cross-overs
Group size	<p>10 to 50 people</p>
Time frame	<p>50 minutes</p>
Material	<ol style="list-style-type: none"> 1. Objects or photographs of one's own or another culture which are not clearly identifiable. If photographs are used, each participant should be able to choose one. 2. Description of the situation (this is best done in Step 2)
Room requirements	<p>No special requirements</p>
Course of the exercise	<p>Step 1</p> <p>An object or photograph that may have several meanings is chosen and shown to the group. It will then be passed around in the group so it can be touched and felt. Now, it is the group's task to describe the object. "Tell me something about this object!" This should not last longer than 2 to 3 minutes.</p> <p>The answers are written down on a flipchart. These should be collected according to the D-I-E categories, however, at this point of time without naming the titles.</p> <p>Step 2</p> <p>The analysis instrument D-I-E is now explained. The participants now</p>

	<p>have to analyse a new object/photograph using this method. Let them describe the object, and correct them if they are already interpreting it at this point of time. Spend 5 minutes on this part.</p> <p>A. Description Describe the object (or situation, or photograph) as precisely as possible. What happened in the situation? What was said and/or done?</p> <p>B. Interpretation Find possible explanations or interpretations (at least 2) for what you have seen or experienced.</p> <p>C. Evaluation Evaluate what you have seen or experienced. What (positive/negative) feelings do you have with regard to the object or the situation?</p> <p>Step 3 In small groups, the situation that the participants themselves have experienced (or the photograph or object) should be described using the D-I-E method.</p>
<p>Evaluation</p>	<p>What was difficult in using this method? What was helpful? What did I learn about myself? What did I learn about the others?</p>

Source: <http://www.intercultural.org/die.php> (last access: 26.08.2013)

Example D-I-E Method – Description, Interpretation, Evaluation**EXAMPLE:**

Description: I can see a woman of Asian origin covering her mouth.

Interpretation: She's yawning, so she must be bored.

Evaluation: That's all right, I don't blame her a bit.

Interpretation #1: *She's burping, and trying to be polite by covering her mouth.*

Alternative Evaluation #1: I think that's great, that she's trying to be polite.

Alternative Evaluation #2: I think that's too repressed, she should relax.

Interpretation #2: *I think she's surprised.*

Alternative Evaluation #1: That's a natural reaction to a shock.

Alternative Evaluation #2: She's overdoing that reaction, no big deal.

Interpretation #3: *I think she's smiling because she's embarrassed.*

Alternative Evaluation #1: She shouldn't be so concerned, smiling is nice.

Alternative Evaluation #2: She's should be embarrassed for exhibiting so much openness in her smiling.

Working sheet - D-I-E Method

Description	What I See (only observed facts)
Interpretation	What I Think (about what I see)
Evaluation	What I Feel (about what I think...positive or negative)

Your group will receive an object from another culture. After looking at the object, please fill in your own brief description of it.

The task for the group is to agree on a single description:

1. based on the description, to suggest two interpretations
2. for each interpretation, to suggest both a positive and a negative evaluation.

DESCRIPTION

.....

.....

.....

INTERPRETATION #1

EVALUATION (POSITIVE) OF INTERPRETATION #1

.....

EVALUATION (NEGATIVE) OF INTERPRETATION #1

.....

INTERPRETATION #2

EVALUATION (POSITIVE) OF INTERPRETATION #2

.....

EVALUATION (NEGATIVE) OF INTERPRETATION #2

.....

Helpful links

Austria

Germany

- **Online magazine for intercultural studies**
www. <http://www.interculture-journal.com/index.php/icj/index>
- **International work with young people – easy with the toolbox “intercultural learning”**
<https://www.dija.de/ikl/>
- **Module for non-racist teaching**
<http://baustein.dgb-bwt.de/Inhalt/index.html>
- <http://www.paedagogische-methoden.de>
Tips and methods for methodological practice
- **Methods of intercultural learning/teaching**
http://www.na-bibb.de/fileadmin/user_upload/Dokumente/LDV/mob/goodp/ldv_mob_goodp_vorbereitung_literaturliste.pdf

Ireland

- The intercultural communication challenges of Skype meetings
<http://sherwoodfleming.com/the-intercultural-communication-challenges-of-skype-meetings/>
- Cultural communication preferences
<http://www.online-leadership-tools.com/cultural-communication.html>
- Online intercultural awareness and cultural training
<http://www.kwintessential.co.uk/online/cultural-awareness-training.html>

Italy

- www.interculturalita.it
- www.interculturale.net/
- www.irre.toscana.it/obbligo_formativo/lepri/articoli/metodi_didattici_per_educazione_interculturale.pdf

Spain

Turkey

- <http://www.avrupa.info.tr/>
- <http://www.mfa.gov.tr/>
- <http://www.abgs.gov.tr/>

World wide

- <http://www.thiagi.com/games.html>

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