

# Certi.MenTu

Certification of Mentors and Tutors

SEMINAR PROGRAMME FOR MENTORS / TUTORS



**CERTI-MENTU**

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2012

# SEMINAR PROGRAMME MENTORS / TUTORS

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## Project coordinator:

Schulungszentrum Fohnsdorf



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University of Gothenburg



GÖTEBORGS UNIVERSITET

Municipality of Tjörns



MMC Management Centre Ltd



Instytut Technologii Eksploatacji – PIB



Dimitra Institute



Vocational Rehabilitation Consultants Ltd



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# 1. SEMINAR PROGRAMME FOR TUTORS

## 1.1. General Information

- The seminar programme for tutors consists of 6 modules containing 104 units (1 unit = 50 minutes)
- Most of the units are designed for tutors and mentors to enhance cooperation and exchange of ideas
- Number of participants : 8 – 12 tutors and mentors per workshop
- Target group: Persons with at least one year experience as a tutor or trainer in a provider of adult/vocational/higher education and training, or as an employment adviser or consultant, who are involved in supporting the transition of the learner into the workplace
- Required Qualification: Basic understanding of the definition of communication, basic communication theories and basic understanding of the concept of feedback

## 1.2. Education Material

- Presentation sheets of the experts
- Handouts
- Reading Material

## 1.3. Contents of the Modules

### 1.3.1. Module 1 – Key Skills for Mentors and Tutors (24 units)

#### Communication Skills (8 units)

- Theories of communication
- Models of communication
- Internal and external communication
- Methods of communication

### **Problem solving (4 units)**

- Definition of problem solving
- Common problems faced in mentoring and tutoring process
- The stages of the process

### **Conflict Resolution (3 units)**

- Definition of conflict, conflict avoidance, conflict resolution
- Six steps to conflict resolution
- Conflict resolution and effective communication
- Conflict resolution models
- Conflict styles

### **Professional behaviour (3 units)**

- Confidentiality
- Core professional values
- Business ethics
- Corporate social responsibility
- Multiculturalism
- Environmental ethics
- Fair trade
- Human rights
- Fair business practice

### **Networking (2 units)**

- Definition of networking and advantages
- Steps to networking

### **Role of mentor and tutor and joint working (4 units)**

- Definition of “mentor” and “tutor”
- Other stakeholders in the process
- Competence-Matrix for mentors and tutors
- Main responsibilities
- Successful framework for cooperation
- Relationship between mentor and tutor

### **1.3.2. Module 2 – Set up work-based Programme (8 units)**

#### **Employer / workplace identification (4 units)**

- Learning goals of the curricula in question
- Supply of possible workplaces

#### **Health and safety issues (4 units)**

- Legal regulations
- Ergonomics

### **1.3.3. Module 3 – Plan, negotiate and implement the Learner’s Workplace Learning Programme (18 units)**

#### **Learning at the workplace, learning styles, learning theories (2 units)**

- Presentation of key concepts in simplified and practical form
- Linking VET and workplace learning – discussion
- Application of learning methods and styles in the practical situation

#### **Understand learner’s needs and programmes, Learning Needs Analysis (LNA) (4 units)**

- Examples of Learning Needs Analysis
- Exercises based on actual workplace and skill content

#### **Design, development and implementation of the workplace programme (6 units)**

- Practice in negotiating learning events with other staff
- Practice in briefing the learner and encouraging a mutually supportive relationship  
Planning learning activities according to workplace, plan and LNA
- Developing and applying suitable monitoring and assessment techniques
- Ethical issues
- The role of self-efficacy in job performance
- Application of goal-focused coaching and motivational interviewing approaches

#### **Adaptation, aids and adjustments of the workplace and learning programme to special needs, disabilities and learning requirements of the learner (2 units)**

- Guidance on legislation
- Guidance criteria for referral to specialist agencies / assessments
- Format and procedure for identifying the match between learner and workplace and tasks

### **Social inclusion and integration (1 unit)**

- Identify and plan for typical social integration issues

### **Organizing the work environment (3 units)**

- Practical work in the workplace with the employer

## **1.3.4. Module 4 – Support and encourage the Learner (24 units)**

### **Theories on motivation, support and development (3 units)**

- Description of motivation and motivational strategies
- Maintaining motivation
- Principles and methods for supporting the learner

### **Multiculturalism and diversity issues (3 units)**

- Management of diversity
- Multiculturalism and cultural competence
- Good practices within the EU

### **Organisational culture (2 units)**

- Definition of »code of ethics«, »corporate culture«, »working culture«
- Structure of an organisation
- General concept and mission statement and their information content
- Corporate Social Responsibility / Certifications for organisations

### **Handling difficult or sensitive discussions (4 units)**

- Basic principles of Intercultural Communication and counselling approach
- Barriers in communication - common mistakes
- Skills of effective communication

### **Stimulate and guide reflection (4 units)**

- Definition of reflection
- Reflection in the workplace learning context
- Goals and value of reflection
- When and how to use reflection
- Communicational skills related to reflection

### **Coach and support the mentor (4 units)**

- Cooperation rules, clarification of function of mentor and tutor

- Definition »stakeholder«
- Definition »coaching« regarding this special role of the tutor
- What is mediation? The triangle »tutor-mentor-learner«
- Kinds of documentation
- Prerequisites for acting as a mentor

#### **Monitoring the mentor's support to the learner (4 units)**

- Problem solving (extension)
- Employer representatives
- Tools and techniques to keep up the review- and monitoring- process
- Possibilities for intervention

### **1.3.5. Module 5 – Monitor Progress and provide Feedback (18 units)**

#### **Principles and practice on assessment, monitoring and feedback (6 units)**

- Specific principles for assessing and monitoring
- Specific methods for assessing and monitoring
- Self assessment
- Intervention

#### **Contributing to the assessment requirements of the learner's programme (4 units)**

- Reporting requirements
- The specific technical field
- Tools for reviewing progress

#### **Crisis management (4 units)**

- Crisis management
- Steps to work with crisis solution

#### **Monitor progress and action planning making use of community networks (4 units)**

- External support
- How to work with external support

### **1.3.6. Module 6 – Evaluate the Learning Programme (12 units)**

#### **Planning and implementation of evaluation (4 units)**

- Short review of different types of evaluation
- Specificity of the evaluation process of workbased learning
- Evaluation methods of workbased learning

- Principles of selection of methods
- Evaluation tools of workbased learning
- Principles of the development and use of the tools

**Analysis, interpretation and presentation of evaluation results (6 units)**

- Quantitative and qualitative dimension of analysis and evaluation findings
- Computer based methods and tools
- Documentation
- Interpretation of findings and their use
- Participants in the evaluation
- Presentation of results and providing feedback to relevant target groups

**Planning changes (2 units)**

- Review and improvement of own approach and contribution to evaluation of the learning process
- Improvements based on the evaluation results



## 2. SEMINAR PROGRAMME FOR MENTORS

### 2.1. General Information

- The seminar programme for mentors consists of 5 modules containing 88 units (1 unit = 50 minutes)
- Most of the modules and units are designed for tutors and mentors to enhance cooperation and exchange of ideas
- Number of participants: 8 - 12 tutors and mentors per workshop
- Target group: Persons with at least one year experience as a tutor or trainer in a provider of adult/vocational/higher education and training, or as an employment adviser or consultant, who are involved in supporting the transition of the learner into the workplace
- Required Qualification: Basic understanding of the definition of communication, basic communication theories and basic understanding of the concept of feedback

### 2.2. Education Material

- Presentation sheets of the experts
- Handouts
- Reading Material

### 2.3. Contents of the Modules

#### 2.3.1. Module 1 – Key Skills for Mentors and Tutors (24 units)

##### Communication Skills (8 units)

- Theories of Communication
- Models of communication
- Internal and external communication
- Methods of communication

##### Problem solving (4 units)

- Definition of problem solving
- Common problems faced in mentoring and tutoring process
- The stages of the process

### **Conflict Resolution (3 units)**

- Definition of conflict, conflict avoidance, conflict resolution
- Six steps to conflict resolution
- Conflict resolution and effective communication
- Conflict resolution models
- Conflict styles

### **Professional behaviour (3 units)**

- Confidentiality
- Core professional values
- Business ethics
- Corporate social responsibility
- Multiculturalism
- Environmental ethics
- Fair trade
- Human rights
- Fair business practice

### **Networking (2 units)**

- Definition of networking and advantages
- Steps to networking

### **Role of mentor and tutor and joint working (4 units)**

- Definition of “mentor” and “tutor”
- Other stakeholders in the process
- Competence-Matrix for mentors and tutors
- Main responsibilities
- Successful framework for cooperation
- Relationship between mentor and tutor

### **2.3.2. Module 2 – Set up Work-based Programme (not relevant for Mentors)**

### **2.3.3. Module 3 – Plan, negotiate and implement the Learner’s Workplace Learning Programme (18 units)**

#### **Learning at the workplace, learning styles, learning theories (2 units)**

- Presentation of key concepts in simplified and practical form
- Linking VET and workplace learning – discussion
- Application of learning methods and styles in the practical situation

#### **Understand learner’s needs and programmes, Learning Needs Analysis (LNA) (4 units)**

- Examples of Learning Needs Analysis
- Exercises based on actual workplace and skill content

#### **Design, development and implementation of the workplace programme (6 units)**

- Practice in negotiating learning events with other staff
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Planning learning activities according to workplace, plan and LNA
- Developing and applying suitable monitoring and assessment techniques
- Ethical issues
- The role of self-efficacy in job performance
- Application of goal-focused coaching and motivational interviewing approaches

#### **Adaptation, aids and adjustments of the workplace and learning programme to special needs, disabilities and learning requirements of the learner (2 units)**

- Guidance on legislation
- Guidance criteria for referral to specialist agencies / assessments
- Format and procedure for identifying the match between learner and workplace and tasks

#### **Social inclusion and integration (1 unit)**

- Identify and plan for typical social integration issues

#### **Organising the work environment (3 units)**

- Practical work in the workplace with the employer

### **2.3.4. Module 4 – Support and encourage the Learner (16 units)**

#### **Theories on motivation, support and development (3 units)**

- Description of motivation and motivational strategies
- Maintaining motivation
- Principles and methods for supporting the learner

#### **Multiculturalism and diversity issues (3 units)**

- Management of diversity
- Multiculturalism and cultural competence
- Good practices within the EU

#### **Organisational culture (2 units)**

- Definition of »code of ethics«, »corporate culture«, »working culture«
- Structure of an organisation
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- Corporate Social Responsibility / Certifications for organisations

#### **Handling difficult or sensitive discussions (4 units)**

- Basic Principles of intercultural communication and counselling approach
- Barriers in communication - common mistakes
- Skills of effective communication

#### **Stimulate and guide reflection (4 units)**

- Definition of reflection
- Reflection in the workplace learning context
- Goals and value of reflection
- When and how to use reflection
- Communicational skills related to reflection

### **2.3.5. Module 5 – Monitor Progress and provide Feedback (18 units)**

#### **Principles and practice on assessment, monitoring and feedback (6 units)**

- Specific principles for assessing and monitoring
- Specific methods for assessing and monitoring
- Self assessment
- Intervention

### **Contributing to the assessment requirements of the learner's programme (4 units)**

- Reporting requirements
- The specific technical field
- Tools for reviewing progress

### **Crisis management (4 units)**

- Crisis management
- Steps to work with crisis solution

### **Monitor progress and action planning making use of community networks (4 units)**

- External support
- How to work with external support

## **2.3.6. Module 6 – Evaluate the Learning Programme (12 units)**

### **Planning and implementation of evaluation (4 units)**

- Short review of different types of evaluation
- Specificity of the evaluation process of workbased learning
- Evaluation methods of workbased learning
- Principles of selection of methods
- Evaluation tools of workbased learning
- Principles of the development and use of the tools

### **Analysis, interpretation and presentation of evaluation results (6 units)**

- Quantitative and qualitative dimension of analysis and evaluation findings
- Computer based methods and tools
- Documentation
- Interpretation of findings and their use
- Participants in the evaluation
- Presentation of results and providing feedback to relevant target groups

### **Planning changes (2 units)**

- Review and improvement of own approach and contribution to evaluation of the learning process
- Improvements based on the evaluation results