



it's time

Module 6

Tutoring in the work process

Pedagogical Structure & Content description
Version 1 (English)

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Module objective

The overall objective of this module is to equip workplace tutors with key-skills and knowledge needed for tutoring workers.

In a more specific way, this module is about providing the course participants with the necessary skills and knowledge needed to successful tutor, guide and supervise workers in learning processes within their work environment. Furthermore the module conveys the required skills and knowledge to implement targeted training measures.

This module is of importance, because it teaches the course participant how to use social skills, feedback methodologies and tutoring strategies in a positive way. As a result, those skills connect the tutor and learner on a personal level; and only this way the Personal Development Plan defined in module 2 can be implemented and therefore used to create and manage individualized learning opportunities.

The module's learning goals are:

Learning goals – acquired skills	Learning goals – acquired knowledge
is able to adapt the right coaching, teaching or tutoring methodology to the learner's personal needs	knows strategies for creating positive learning experiences
is able to use proper social skills when interacting with a learner on all levels	knows how to connect him/herself with the learner on a personal level
is able to give and receive feedback in a constructive and positive way, thus motivating the learner	knows the meaning of feedback and motivation as a tool when tutoring learning processes
is able to manage cultural or social diversity within learning processes	knows how different social or cultural backgrounds affect learning



Contents

The module deals with the following contents in order to provide the future Workplace Tutor with the competences needed to tutor a learner in his/her work environment in a successful way:

-  Soft Skills – what they are and how to use them
From personal qualities to interpersonal skills (e.g. Hutchings)
Verbal and non-verbal communication in tutoring

-  Professional improvement through feedback
Types of feedback (e.g. corrective, explanatory, diagnostic, elaborative)
Use and effects of feedback in tutoring situations (e.g. motivation -> module 2)
Give and receive feedback in a positive way

-  Cultural Diversity Management in tutoring
What is culture, and especially: what is your own culture made of?
Why Cultural Diversity Management (e.g. Cox) and how (e.g. Adler, Hofstede)
How stereotypes, prejudice and cultural differences (i.e. Hall). How they affect your tutoring.

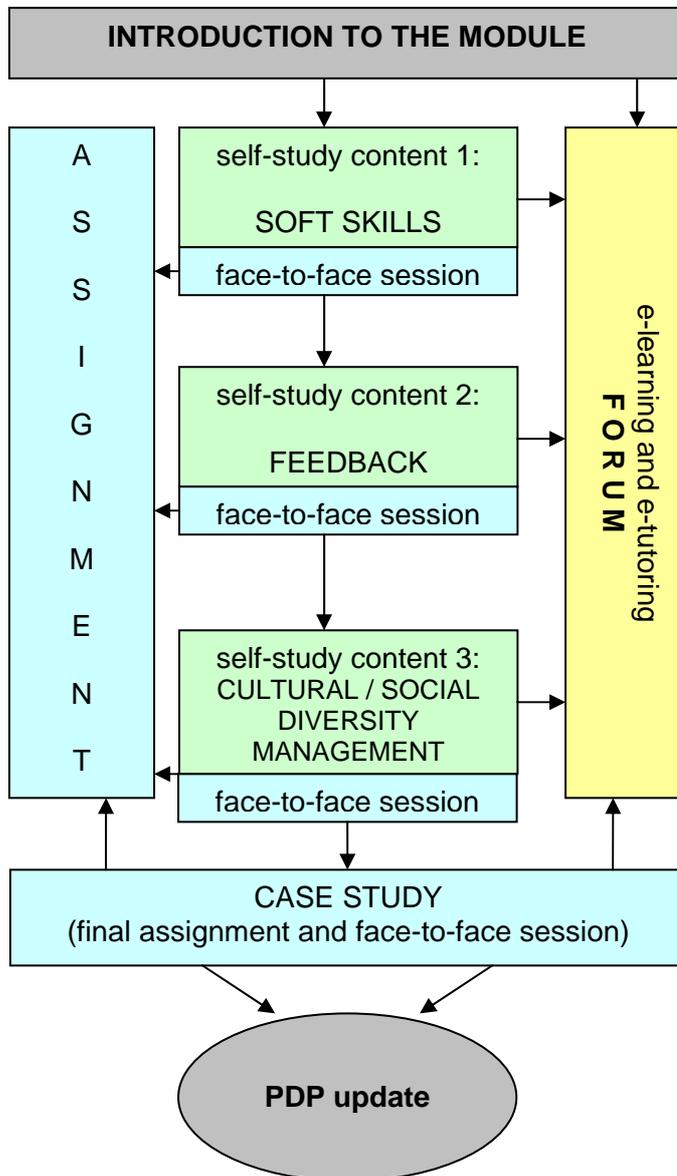
-  Taking into consideration the learner's social background
Sociological basics and adult learning styles (e.g. Bourdieu, Mezirov)
Does a positive attitude towards lifelong learning depend on or correlate with social background (in connection with -> module 2)

-  Applying tutoring methodologies in concordance with the learner's PDP (see final case).



Method

The module is structured according to the following model:



The module activities follow the here mentioned structure:

Module Introduction

At the start of the module an overview of the its structure, learning goals, tasks and assignments will be given to the course participant (future Workplace Tutor). This can be done within the e-learning environment. The learner will be asked to take into consideration his/her PDP when planning the final case study and the time needed for the module.



Self-study

As you can see from the diagram above, each face-to-face session is preceded by a self-study period. This study phase provides the course participant with the theoretical background needed in order to succeed in the face-to-face session. The material for the self-study phase is mostly available over the internet and the learning platform for the following media:

- short texts, definitions, research resources, short movies, discussion forum, on-line sessions, e-tutoring, assignments

Print media should be used for texts exceeding 10 pages in length (e.g. books). During the self-study period the course participant will have to work through the given material and solve one small assignment, which will be posted in the e-learning platform's forum and discussed upon. Each self-study period should end with a small final task, which will be presented at the face-to-face session and will prove, that the course participant has fully understood the subject. The trainer should be virtually available at given times and should guide the course participants in their tasks whenever needed.

Face-to-face sessions

The learner has to attend 4 half-day face-to-face group sessions. The schedule for these sessions will be given during the introduction of the module and should be available on the e-learning platform. Face-to-face sessions focus mainly on assignments and topics, which are understood better when studied, practiced and solved within a peer group. For this reason it is obvious, that face-to-face sessions will be very practical, offering the course participant a hands-on approach based on the learning-by-doing methodology. All 4 face-to-face sessions will have the same approach, with the ending of one session providing a starting point for the next session. This is especially of relevance for the self-study periods, because this way the course participant gets the right view on what to focus and what to expect. Every face-to-face session should also be evaluated by the learner and the tutor. As an idea, both could apply assessment tools from module 2...

On-the-job learning

For each topic in the module an assignment, which has to be done at the workplace, will be developed. The assignment should be planned together with the course participant and possibly his/her manager. This way it will be easier to assure, that there is a suitable work environment, in which the future Workplace Tutor can approach the task at hand. The aim is to develop the skills the module deals with



even further, and deepen the understanding of the module's theoretical background through a practical approach.

 Final case

At the end of the module, the course participant will be provided with a final case assignment relevant to his/her work environment and the job tasks of a workplace tutor. It will integrate all the aspects handled in the module, thus functioning also as summing-up. For the solution of the module, the learner may use not only the material provided in this module, but also all other sources he sees relevant. The final case assignment is to be planned in cooperation with the course participant and his/her manager. Only this way it will be possible to create an assignment relevant to the learning processes and work environment of the course participant.

 Reflection interview

At the end of the module a reflection interview should take place. The reflection interview should be based not only on the course participant's opinions and experiences within this studying phase, but also on the feedback given and received throughout the module. For maximum benefit, the participant's manager could also be present. At the end of the reflection interview and feedback round the learner has to update his/her PDP.



Assignments & final case

As mentioned before, each topic contains an assignment the course participant has to deal with. These tasks should be developed individually for each learner in order to provide him/her with the best possible learning experience. If the assignments are not tailor-made for each participant, the learners can choose between the assignments listed here. The other assignments can be used in the face-to-face sessions.

Soft skills

- Make a list of all the soft skills you have learned about until now. Now assess yourself: mark each skill relevant to you with a number from 1 (meaning weak) to 5 (meaning strong). It is crucial, that you are honest in your assessment. After this, give the same list to at least 5 of your colleagues. Pick colleagues you know well. Put yourself “into their shoes” when explaining what you want them to do: they have to assess your skills by giving marks the same way you did. Organize everything in such a way, that the data collecting process can be done 100% anonymously. The skills your colleagues are not sure about should not be rated. Now check, how the rating your colleagues have given match your own rating. Where you see discrepancies, think about how others may perceive you, if they may be right and what may have caused them to think this way.
- Pick one of your colleagues you know best. Now think of a task for him/her, that s/he will probably detest or even refuse to do – for whatever reason. Now use verbal and non-verbal skills like argumentation, persuasion and body language, in order to have him/her do what you were asking for.
- Think of the following situation: you have to recruit personnel and have chosen two highly qualified workers with sound work experience. Anyway, there is only one opening in your company. You decide to pick the one with the better social skills. How do you proceed? Conduct an interview during the face-to-face session.

Giving and receiving feedback

- Identify what kind of feedback there is. Now make a couple of examples of bad feedback for each type of feedback you have identified. Now give a couple of positive examples for each kind of feedback. If this is done during the face-to-face session, compare your examples with the results of others. Now give feedback on how they have solved the task and make suggestions for improvement.
- Think about something that happened at work and has touched you on a personal level. Now think about what kind of feedback would be best given in the situation. Write it down. Want to feel better? Use your newly acquired social skills and give the feedback you have come up with. Follow up on the effect of



your feedback for the whole duration of the module/course. How did the parties involved react? Did you achieve change, understanding, improvement, etc.?

- Reflect on something you don't like in one of your colleagues. Pick something, that may affect the work atmosphere, future or past collaboration, etc. Now pick the right kind of feedback, try to put it into a positive way and talk to her/him. After giving the feedback, ask how s/he feels/felt. What did you achieve? Reflect on it together and ask her/him to give you feedback the same way about something.

Cultural Diversity Management in tutoring

- It is not a problem, if there aren't any foreigners at your work place. Many times people from the same country, but from a different region may have different cultural values. Find a colleague, who fits this case. Now take an A4 page and write down the things (i.e. virtues, vices) you think are typical for your culture. Ask your colleague to do the same. Compare the results. Discuss them: where do they come from, how do they influence his/her work and the environment, etc. Make sure the statements do not reflect just personal believes, but identifiable cultural features.
- Pick one of your colleagues, who is not a local. Now reflect on what kind of person s/he might be: her/his character, values, believes habits, future plans, motivation, etc. Formulate questions about these and put them into Annex 1 (Bingo). In there you'll find already some examples, which are typical for identifying cultural features. Add some for identifying learning styles. Now fill out the form together: can you make bingo, i.e. do your expectations match her/his answers? Now that you know him/her better: what kind of tutoring methodologies (-> previous modules) would most likely fit him/her best?
- During the contact lesson, the tutor will write a word on the board (i.e. long-term unemployed, Russian, Muslim, lesbian, gypsy, etc). After each word you have 2 minutes time to freely associate: write down whatever thoughts that word brings to your mind (don't worry about political correctness, etc). When ready, compare your thoughts with others in the class. Are there any common thoughts? If so, where do they come from and would they influence the way you teach somebody at your workplace? Why? What can you do to not let this happen? Reflect.

Taking into consideration the learner's social background

- Pick 3 to 5 colleagues you know best. It is imperative, that you know them on a more personal level, i.e. the family they come from, their education, etc. It is also important, that your colleagues (between them) are on the same level in the



organizational hierarchy (alternatively you can take as a starting point the two colleagues you have interviewed about their motivation in module 2, although for this purpose the first choice is better). Does their social status relate to what kind of job they do/have in the company? How is their work motivation? What kind of future plans do they have? Any long-term or short-term goals? Can they have a career in your organization? Now reflect: how do you think these things influence or even determine their learning styles? Can learning new skills be the key for them to stepping up the social ladder?

- Think about yourself: in what segment of society would you put yourself (-> social class)? Why? Write down with what features of your social class you can identify yourself and with which ones you can not. Now think about your education: did your social class influence your choice of vocation? Is there continuity of in their family, i.e. parents are white collar workers and so are you? How may this have influenced your motivation towards learning? Do you know anybody else in a similar situation? If yes, discuss this with him or her.

Final case: Training plan

Pick two colleagues, whose needs for vocational development you are familiar with. In base of the training plan developed for them in module 2, add your comments about their soft skills (and possible need for development). Explain to your supervisor, what kind of feedback works best for them and why.

If they have a different cultural background, point out the tutoring methodologies fitting them best. Take also in consideration, that an immigration background most probably means lower social status. Think about how this affects their attitude towards learning new skills and add your comments to their personal learning plan.

After having presented the new version of the learning plan, show it to your supervisor or personnel manager, add or adjust possible comments. The next step is to go through the training plan with your two colleagues. Take into consideration, how to explain the training plan to them. Apply the right feedback methods! Write a report on how that went and get back to your personnel manager with it.



Time

It should be possible for the learner to work through this module in approximately 12 weeks, depending on the effort the learner puts into the tasks and what tasks s/he chooses. For this reason the amount of hours put here are to be considered a guideline.

	Preparation	Execution	Trainer time
Module introduction <i>e-learning platform</i>		1 hour	1 hour
Self study for the 4 sessions <i>location-independent</i>		96 hours	
4 face-to-face sessions <i>on location</i>		16 hours	16 hours
e-tutoring and/or online sessions <i>home / workplace</i>		12 hours	4 hours
On-the-job learning assignments <i>workplace / home</i>	8 hours	8 hours	
Final case <i>workplace & home</i>	3 hours	3 hours	
TOTAL	11 hrs	136 hrs	21 hrs



Module overview

to be filled out later

	contents	assignments	learner activities
learning goals			



List of resources

SOFT SKILLS

Books:

- The social skills handbook. By Hutchings, S.; Comins, J.; Offiler, J.; Comins, Y. (1997).
- to be adapted...

Internet based material:

- http://hr.monster.ca/6982_en-CA_p1.asp
- http://assessment.monster.ca/5668_en-CA_p1.asp
- to be continued...

GIVE AND RECEIVE FEEDBACK

Books:

- Fast Feedback. By Tulgan, B. (1999). Second Edition.
- Feedback toolkit: 16 tools for better communication in the workplace. By Maurer, R.
- to be adapted...

Internet-based material:

- <http://www.nku.edu/~hcp/How%20to%20give%20feedback.htm>
- to be continued...

CULTURAL DIVERSITY MANAGEMENT

Books:

- Intercultural interaction, a practical guide. By Cushner, K. and Brislin, R. (1995).
- to be continued

SOCIAL BACKGROUND AND LEARNING

Books:

- Questions of cultural identity. By Hall, S. (1996)
- to be adapted...



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Education and Culture DG

Lifelong Learning Programme



Annex 1: Bingo

Do you think, you can learn a new skill by reading a book? <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Do you think, you can learn a new skill by watching a video? <input type="checkbox"/> Yes <input type="checkbox"/> No
When in an elevator, do you talk to others? <input type="checkbox"/> Yes <input type="checkbox"/> No	Was it your decision to participate in this training? <input type="checkbox"/> Yes <input type="checkbox"/> No	Is it ok, if your boss hires only people somebody in the company knows? <input type="checkbox"/> Yes <input type="checkbox"/> No
When reading something, do you listen to music? <input type="checkbox"/> Yes <input type="checkbox"/> No	Is it more important, that your colleagues are honest or that they are social? <input type="checkbox"/> Yes <input type="checkbox"/> No	Do you become nervous, if your friend is 20 minutes late for an appointment? <input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Yes <input type="checkbox"/> No	Do you think the easiest way of learning a new skill is for somebody to show you how it's done? <input type="checkbox"/> Yes <input type="checkbox"/> No	Is it easy for you to perform in public? <input type="checkbox"/> Yes <input type="checkbox"/> No