

CONTENT OF PILOT PROJECT SPRING 2011

- 15/02/2011: Start-up, project description, profile discussion, getting acquainted with and tailoring of the profile
- 21/03/2011: Provide tools and instruments to enable the adoption of a coaching attitude, to work with core quadrants, the Leary Rose and other tools
- 22/03/2011: What questions on the basis of cases, rights and obligations in the matter of training and career development, subsidies, kinds of leave? Internal and external opportunities
- 23/03/2011: Based on skill trainings to become a mentor, discuss the task of the Learning Mentor (LM) in the trade union action, elucidation of the tasks at hand
- 09/06/2011: Draw up a plan of action, organise a follow-up day and an in-depth assessment

As the participants have not taken part in the whole LM process, it is very important to highlight this commitment and the long-term aim of the training.

We also strongly consider to organise (possibly within the framework of developing further training) other follow-up trainings. Anyhow, we will have to provide permanent support, a meeting point.



 CONTENT OF PILOT PROJECT SPRING 2011**DAY 1: 15/02/2011**

General aim of the first day:

- Explanation and placing of the project
- Agree on the aim how to give concrete shape on the LM pilot group
- Gain insight into the present thinking of the participants: inventory
-

+ Task for the participants: analysis of situation at company level

9:00 - 9:30: Getting acquainted

Just getting acquainted at the human level. The aim is to break the ice without this costing too much time.

METHOD**Getting acquainted on the basis of assertions**

Planned time: about 20 minutes for 20 participants

We use for this an A4 form containing about 16 personal features, hobbies. Every participant should try, against a time clock, to put a name to all the others who asserted something. The winner is who gets most names. Assessing in group the winner and his or her solutions leads to getting better acquainted. The ice is then broken.

MATERIALS

20 copies of the features/assertions

1 award to be presented (maybe a bottle of wine, a LBC-NVK gadget ...)

9:30 - 10.00: Framing the Project

We want to spend ample time on framing the European project, explaining its origins, importance and aims. Moreover, we want to frame the LBC-NKV project and picture our long-term goal, the agenda and their role in the five-day training seminar. The central issues are the profile of the participants and their attempts to see together how we want to implement this within LBC-NVK. The participants, being co-pioneers, will decide on the future of the project.

METHOD

European story: Annick explains the origin and evolution of the project (PPp).

Announcement of the materials worked out at the European level.

As for the own pilot project, provide some basic expectations.



 CONTENT OF PILOT PROJECT SPRING 2011

MATERIALS

Support by PowerPoint + a separate A4 a number of dates to help them find European sites, exchange platforms and materials + general description.

- PPs on the project (Annick)
- A4 with basic data on the project (Annick)
- Background text referring to experiences in other countries (Annick)

10:30 – 10:45: BREAK

10:45 – 12:15: Feedback for the participants in the project on the role of LM

On the basis of detailed questions we gauge the observations on the project and write down a first feedback.

METHOD

Divide into 4 to 5 groups that discuss on the basis of questionnaire the first reactions to the project. Questionnaire: 'Questions for discussion on the presentation of the project'. We place this on large flipcharts so that we can refer to them afterwards. -> feedback in the large group.

Questions for discussion:

You have now been presented the "Learning Mentor" project

- *What does strike you? What does really stick in your memory?*
- *What do you recognise? What do you like? What do you think you can do yourself?*
- *What is entirely new?*
- *What does the following mean to you: a training question? A career question? Individual guidance of workers?*
- *Have you yourself, or together with others, introduced a company-level project? How did you start it?*
- *In your opinion, what are the conditions to make this project a success?*

MATERIALS

- Pencils, flipcharts, magnets
- Questions for discussion on the presentation of the project

12:15 – 13:15: LUNCH BREAK



 CONTENT OF PILOT PROJECT SPRING 2011**13:15 - 15:00: Role of the LM within the company**

Further clarification of their view on their role within the company in relation with their own possibilities and those for the colleagues. Brief outline of the European profile.

In this part we have to find commitment to, and consensus about, the roles and tasks of the LM. The profile made up at the European level can serve as a basis both for the individual and the collective roles in the matter of training, education and career opportunities of colleagues.

METHOD

We divide into 4 groups, each of which looks into the role and function of the Learning Mentor besides one other topic.

MATERIALS

Schematic survey of the European profile and reach a consensus on what really matters (with an eye for what is essential in this learning, what has to be made available to the Learning Mentor and what conditions have to be met). Draw up a questionnaire that can be helpful during the discussion. Prepare flipcharts.

Schematic:

The trade union federation/the secretary

The LM himself

Third parties

PROFILE OF THE LEARNING MENTOR

This profile of the Learning Mentor reflects the discussions in the European trade unions and training institutes.

However, how can we translate this into our company reality?

Approach:

Divide into 4 groups:

Group 1:

- *Role and function of the Learning Mentor*
- *Evaluation of Training and Education within the company*

Group 2

- *Role and function of the Learning Mentor*
- *Identify learning needs*

 CONTENT OF PILOT PROJECT SPRING 2011*Group 3*

- *Role and function of the Learning Mentor*
- *Method*

Group 4

- *Role and function of the Learning Mentor*
- *Communication, promotion, warming up for Education and Training*

In addition:

- *Get acquainted with existing trainings and with institutes organising them*
- *Evaluate learning processes*

Questions for discussion:

What do you recognise? What matches with your present experiences with trade union work?

What is entirely new?

According to you, what is feasible in the reality of your company?

What do you find attractive? What task would you like to accomplish?

What support do you need to take up this role, function, task?

In your opinion, in what way should you still grow as a trade union activist?

15:00 – 15:15: Break**15:15 - 16:30: Analysis of the situation at company level**

We want to start an analysis to map out the Education and Training policy and the career opportunities at company level. This is necessary for the initial stage of the 3 core days in March. That way the activists have 4 intermediate weeks to make the analysis.

Help them with a positive experience, a success story.

MATERIAL

Develop a tool for analysis with clear-cut questions

 CONTENT OF PILOT PROJECT SPRING 2011**SITUATION AT COMPANY LEVEL**

Are you, within the framework of your trade union work, already engaged in

- *the promotion of lifelong learning?*
- *the guidance of workers having career questions?*
- *providing information on training opportunities?*
- ...

How do you do this? What have you done so far? Can you give examples?

Looking at the future, what do you want to achieve by introducing the Learning Mentor

- *in the short term?*
- *in the medium term?*
- *in the long term?*

Are these the real aims of the trade union delegation within the company? How does this show?

Are there in your company context conditions you must take into account? What conditions?

Do you have the necessary means, knowledge ... to achieve these goals? What is already available? What is still lacking?

What are possible obstacles, traps and thresholds?

What aid/support do you need to implement and follow up the project?

Schematic presentations so that the activists can complete the quadrants that are still empty or not yet complete.

16:30 – 17:00: Logbook and feedback session

After each learning day activists have to keep a logbook and write a comment. They get the time to do this during the training itself, so to ensure that this task is effectively carried out.

The logbooks will have to be made available afterwards, which makes it necessary to take pictures.

Make up a logbook (Annick)

 CONTENT OF PILOT PROJECT SPRING 2011

Day 2: 21/03/2011

Day 3: 22/03/2011

Day 4: 23/03/2011

Afterwards activists should know:

- How do you tackle this within a company, what can be the first steps?
- How can you approach people individually and detect their maybe hidden feelings? How do you do this?
- How can you interpret collective trends, abuses, and bring your conclusions over to the group of delegates and the other activists?
- How do you get 'recognised' by your employer?
- How can they collect information and keep it updated?
- How can you respond to concrete questions of colleagues? How do they ask their questions? Is the problem clear?
- What do you need to know to understand the technical career policy discourse of HR



WG = Employer

Derden Vorming Loopbaan : Third parties Training Career

LM : onverändert

Vakbond = Trade union

WN = Employee

 **CONTENT OF PILOT PROJECT SPRING 2011****Central:**

In the 4 groups we want to enter into the following questions:

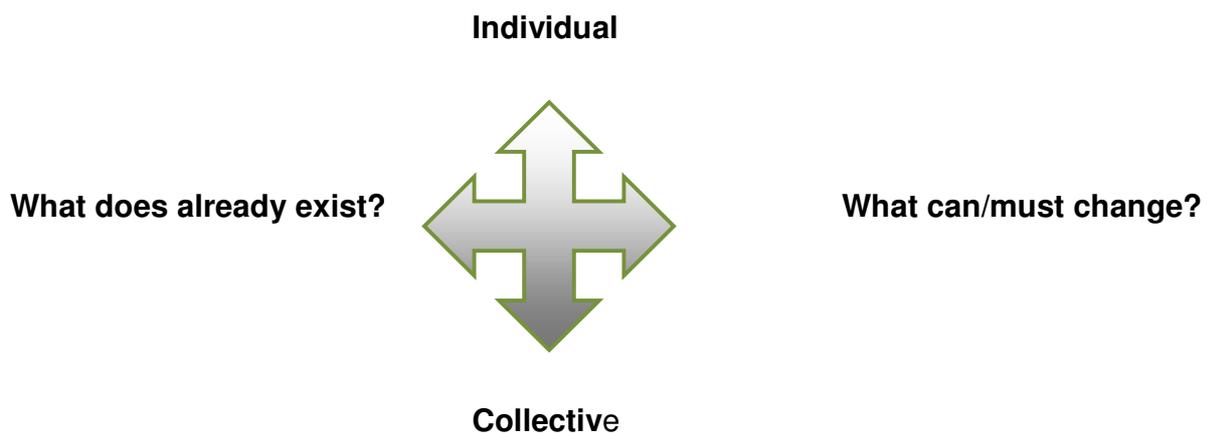
WHAT ?**HOW ?****Tools ?**

First, we want the four groups to get going. Afterwards, it is possible of course to go into further training on each of the particular topics.

Moreover, we want to offer this in a mix of:

- ➔ Legal framework with among other things Paid Educational Leave, Social Promotion, Time Credit, sectoral agreements
- ➔ Emphasis on relations
- ➔ Skills
- ➔ Vision development

How can this be useful for the activists?

**Starting points:**

- ➔ Stimulate the development of people (not only by stimulating trainings in skills)
- ➔ Link with career guidance
- ➔ Focus on internal and external opportunities (within and outside the company)
- ➔ As we are not yet impeded by social elections, there is a possibility of recruiting new candidates or of rousing interest of new candidates.

Monday 21/3/2011

Learning Mentor (central):

9:00 – 9:15: Linking with 15/2 and with the company analysis

On the basis of the 15/2 observations a new profile has been made and sent in advance to the participants. It will trigger an exchange of thoughts. There will also be a link with the company analysis and the support requested at that level. What are the expectations, and when will these aspects be dealt with?

9:15 -10:30: Initial attitude of a Learning Mentor: how to gain an insight into the strong points of workers and into the questions they are struggling with, so that the right support can be lent.

What does the Learning Mentor know, what should he be able to before setting to work? The aim is that the LM understands how he can approach the worker, how he himself can undertake this guidance in order to have a better of success. So, it is about the necessary basic attitude and the basic skills of the LM.

The main point is to provide an insight into the way the LM can talk to his co-workers to find them willing to think about their development and their careers. That is also why we have to focus on the skills necessary to do this, to convey these topics. What skills are required for this, what insights does one gain in advance? How is one accepted as a Learning Mentor?

In many cases the Learning Mentor will have talks with individual workers when accomplishing his task. This requires a certain basic attitude: no judging, relaxed, involved, security, confidence... A number of qualities will be present, others will need further development.

Plan: work with Offman's core quadrants and Leary's rose so to combine the knowledge of the model they can use as a Learning Mentor with the verification, together with the activists, what qualities they already have and what ones they can further develop to be a good Learning Mentor.

The tools are practical in case of self-analysis, conflict analysis, team building, etc.

 CONTENT OF PILOT PROJECT SPRING 2011METHOD

This is what we use during the training:

-> Offman's core quadrants (AM part 1)

Exercise 1: 'Discover your core qualities'

Start with a success story in their trade union work (preferably something related to training, individual guidance of a worker in a career matter.

15 minutes' preparation, then exchange in a small group

Have qualities searched and map out individual qualities

Elucidation of the core qualities

-> Leary's rose (AM part 2)

Exercise 2: Leary's rose

Fill out questionnaire

Indicate and draw rose

Elucidation of interaction in a group

-> Core qualities and self-knowledge (PM part 1)

Exercise 3: Try to draw up a number of quadrants to learn how to work with traps, how to avoid them, how to work on the basis of your commitment and your core qualities

Have them draw up their own quadrants with traps, challenges and allergies

-> Discussion on core quadrants (PM parts 1 and 2)

Exercise 4: Discussion on core quadrants

The LM has several tools to map out skills, for instance:

- To map out skills
Skills Analysis
Four-field skills profile
Personal strength and development profile



 CONTENT OF PILOT PROJECT SPRING 2011

- To analyse his knowledge and learning method
Personal strength and development profile
Lifeline of learning experiences
Checklist: draw up a qualification scheme
- To analyse the balance between working and private life
Energy balance
Work-life balance, intensity of occupational knowledge and learning requirements
Intensification of knowledge and work-life balance
Steering within the framework of the life balance model
Balance between parts of life and balance of life models
Personal goals

We start with one of the tools:

-> [Energy balance \(PM part 2\)](#)

One of the tools we are looking into is the energy balance

Aim: Get acquainted with the tool and apply it to the own situation

Method: Have each activist make up his own energy balance and discuss by twos what steps can be taken to diminish leaks and to enlarge sources.

The advantage is that the participants gain an insight into their strong and weak points as mentors. Moreover they learn to work with the tools made available in the portfolio.



Tuesday 22/3/2011

Learning Mentor

09:00 – 11:00: questions, time, subsidising

Today's purpose is to lend the participants also concrete and content-related support in how to deal with questions about education, training and learning as well as about career issues. About gaining knowledge, what can we teach them, where can they find updated data and how can they keep them up-to-date.

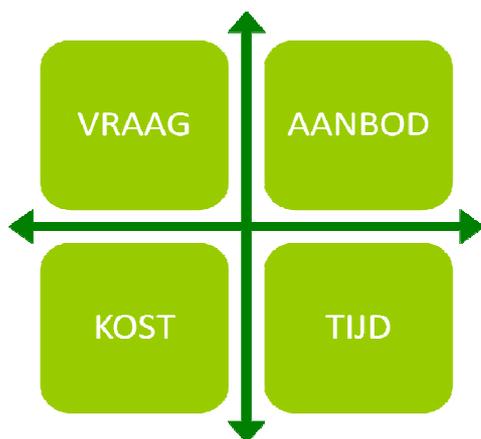
METHOD

Start with exercise day 2: cases.

The participants receive a list of a dozen cases, preparation by twos and draw up a board scheme on the basis of their experiences. Work out a number of cases in which there can be a place for all the aspects of an individual need – research as well as individual questions.

Provide scheme:

- What precisely is the question?
- What is a possible offer (within and outside the company)?
- What are for employees and employers the possibilities of obtaining subsidies?
- What are from a TIME perspective the possibilities of taking courses, discussing careers?



DEMAND – OFFER
COST - TIME

 **CONTENT OF PILOT PROJECT SPRING 2011****MATERIALS**

- List of cases
- Scheme with solutions
- Board or flipchart with pencils

Elements involved:

- How to get the question precise (cf. methods day 1)
- All possible subsidy channels (paid educational leave, European Social Fund, experience fund, training cheques, right to career guidance, sectoral agreements, social promotion leave, etc.)
- Time credit and training credit, sectoral agreements
- Opportunities at company level
- Opportunities at sectoral level
- Opportunities in adult education and post-school learning
- Learning method of the employees
- ROI
-

Employees, certainly on an individual basis, have many questions about the opportunities, their legal rights, the sectoral agreements, etc. This goes for the inside-company opportunities directly linked to the employer, and for the outside-company opportunities provided by third persons or institutes. The sectoral opportunities, too, have to be placed in the picture.

**11:30 – 12:30: explain legislation, collective agreements, Flemish measures
explain notes in the documents for the participants and answer
questions - opportunities**

- > Support from the government
- > Paid education leave
- > Language cheques
- > Training stipulation
- > ESF means
- > Portfolio for small and medium-sized companies
- > Strategic investment and training support

12:30 – 13:30: Lunch break

13:30 – 16:00: the Teacher Training Centre (TTC) and education and training opportunities

Activists have to know where they can find information and what information they exactly need to be able to assume their role in the company. We as an organisation cannot provide this as this would time and again be in a “snapshot”, almost immediately outdated. Yet, we can help them collect, manage (and update) this information.

It is up to the LM to build the database. However, we can pass on the information we have collected thanks to our “professional experience”.

METHOD

The group is divided into two parts, one of which actually goes to the computer room for exercises in the matter of training opportunities. In the meantime the second group will work on the TTC opportunities in the other room.

Training opportunities

Structural and schematic survey of the training opportunities on a board scheme
Based on a very complete and extensive list of websites and links enabling to find one’s way in the world of training. Pointing out, while surfing, what sites are user-friendly and allow an immediate start.

The TTC

By means of a PowerPoint presentation we dwell on the right to career guidance and the opportunities already provided by the TTC of LBC-NVK. There is ample time for asking questions.

At the end of the day the participants can answer the following questions:

- How do you collect information?
- What are the most reliable sources?
- Who provides the information (may be important for shading the information, placing it against the correct background)?
- How does one keep this information and keep it up-to-date?

MATERIALS

- List of interesting sites along with a brief explanation on what they offer
- Background text with learning methods
- Information on local contacts giving training advice
- Schematic survey of education and training
- Digital presentation of the TTC

16:00 – 16:15: break

Learning Mentor Project Partnership

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16:15 – 16:45: the course book, what extra information?

The initial situation of each Learning Mentor will be different, so the book contains several teaching aids to get a better hold on the development opportunities and training chances for the employees

Are you competent for taking part in deliberations?

This notes provides brief information on your competences in the matter of training and career issues.

Evaluation of the training scheme

Tips and tricks to draw up a good training scheme and good advice on the important aspects when concluding a skeleton or training agreement at company level.

How to persuade your colleagues?

These documents provide some arguments why employees are not interested in many cases, and counter-arguments making it easy to get started.

Make occasions discussable

This note provides a survey of occasions to discuss the company's development policy.

Wednesday 23/3/2011

Training as LM

Today's aim is to provide concrete training so to master the skills a Learning Mentor should be familiar with: not so much effective solutions, but a better analysis and interpretation of the questions of a colleague.

09:00 – 11:00: prepare cases

Divide into groups of 5.

Each group studies one case as LM and another one as colleague confronting a question, an issue. The cases are about different issues (burn-out, training, homework, etc.). The cases are aimed to detect and deal with the heart of the issue and to discover the best conversation techniques.

CONTENT of the cases: cf. separate paper!!!

Look first into the way to handle this initial talk. The participants replay such an initial talk, the others watch by means of an observation scheme.

Basic questions

What issues are raised?

What problems do you want to deal with as a Learning Mentor?

Who are you going to cooperate with?

What additional information do you need?

11:00 – 11:15: break

11:15 – 12:30: case-related role-plays and discussion

In-depth discussion: connect the talks techniques theory with the discussion on the role-plays in order to get acquainted with skills such as listen actively, paraphrase, give feedback, give positive confirmation.

Use the observation scheme:

What is striking during the role-play:

- non-verbal
- verbal
- problem analysis
-

What do you think was good?

What would you handle otherwise?



 **CONTENT OF PILOT PROJECT SPRING 2011****12:30 – 13:30: break****13:30 – 15:00: further discussion of cases**

In the afternoon, further discussion on the last role-plays against the theoretical background of practical tips and tricks about communication (active listening, attitude, etc.)

If possible a second more thorough discussion to find a more in-depth solution for the questions:

1. What issues are predominant?
2. What problems do you want to deal with as a Learning Mentor? What do you want to concretely achieve? By when?
3. With whom will you cooperate?
4. What additional information do you need?
5. What information and/or legal support are available?
6. Work out a concrete proposal on the basis of the available information.
7. At this stage, do you have instructions for the trade union delegation, the works council or the Central Plan Bureau?

15:00 – 15:15: break**15:15 – 17:00: Position of the LM in the company**

Board scheme: basic question: what is the place of the LM within or outside the trade union action, and how will this develop.

Individual against collective.

Describe tensions.

Mail the final results to the participants.

Note suggestions for a better name for Learning Mentor.

Brief evaluation of the experiences so far !!!

Fill out a logbook on the experiences in the past three days.

9/06/2011

Presentation of the programme of the 5th training day

- Process the loose ends of the 3-day basic training, based on the questions, the materials not yet available, etc.

This makes it easier for the participants to link up with the previous days.

Feedback in the group at large

What happened in the interim period:

- How was it?
- If everything about the 3-day March seminar could sink, what has remained in mind?
- Feedback to the activists, how did it go?
- Have first steps been taken?
- How did it go with the preparation of the plan of action?

Starting with the plans of action

Concrete discussion on the basis of the following key points

- How to profile the LM and sensitise him?
- Communication channels (what ones, how, timing ...)
- Cooperation (with other trade union activists among others)
- How to remove thresholds at the level of the employer?
- Tools?
- Networking?

Place all this on a **TIMELINE** or **PLAN OF ACTION!!!**

Draw up a development plan for the company, taking into account the short, medium and long term.

This was the task for 9 June 2011.

On the last day we went on with this part of the programme.

Recruitment for the Final Conference

Explanation on the content of the Final Conference

Survey of the candidates

Agreement on the selection procedure

Select the participants



 CONTENT OF PILOT PROJECT SPRING 2011

Evaluation of the project and brainstorming on the further integration of the Learning Mentor in LBC-NVK

What is in their opinion for LBC-NVK the most important topic for a concrete initiative?
What should be the priorities?
How can the activists help out? How can they help spread the LM initiative like an oil slick?

Practical arrangements:

- A report on the eventual structural integration in LBC-NVK will be drawn up
- The participants in the Final Conference will receive detailed information next summer
- LBC-NVK contacts for the Learning Mentors

A fine end heralding a fine project!

