

LEARNING MENTOR

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Full name: Professionalization and recognition for guidance in education: Qualifications for in-company learning mentors through transfer and further development of high quality concepts and instruments for career advice within Europe

Training Concept:

Event:	Learning Mentor Pilot
Date:	04.04.-08.04.2011
Country:	Germany
Modules to be piloted:	1 - 6
pages:	7

Overall Information

The Learning Mentor training took one week and every session started with a warming up exercise and included 15 minute breaks after every hour. The trainers also included teambuilding and relaxation exercises. The modules were not strictly presented one after the other but sometimes mixed. So that there were for example sessions with content of module 1, then sessions with content for module 2 and then an input concerning module 1 again. After every training day the trainers asked for feedback.

Module 1

Module	Topic	
1	Role and function of a Learning Mentor	
Duration	Target group	Character
2,5 hours	Employee representatives	Introduction /Orientation

1. Short overview about the aims and central ideas in your pilot of module 1.

This module was used to introduce the future Learning Mentor in his future field of activities.

The participants should become aware of their function as a Learning Mentor with regard to the scope of action and with regard to the own role especially in confining oneself to tasks of management, human resource department and other relevant actors within the company involved in further vocational education. It was especially important that the future learning mentor was able to also get a clear picture of his personal attitude and the attitude a learning mentor should have. The overall aim was to make the participants starting to create a picture of their own in the Learning Mentor role and herewith motivate them and make them visualising possible initiatives.

2. Overview about actions in short version

Input: Role of a Learning Mentor



Discussion



Using cards: Vision of ones own role of a Learning Mentor

3. Overview about actions and used methodologies and material

Actions	Methodology/Material to be used
<p>In order to introduce the role and the tasks of the Learning Mentor a picture was presented showing the ideal Learning Mentor with regard to the knowledge, performance and attitude he or she should embody. The plenum discussed the picture and reflected with regard to own roles, previous knowledge and individual expectations.</p> <p>In a group of two the participants wrote cards formulating their own wishes concerning their initiatives as Learning Mentors. The group clustered the cards and set key aspects of activity for the course.</p>	<p>Picture on the wall Cards Wall</p>

Module 2

Module	Topic	
2	Evaluating company's practise	
Duration	Target group	Character
2,25 hours	Employee representatives	Evaluation

1. Short overview about the aims and central ideas in your pilot of module 2.

Assessing the company's practice with regard to further education is the starting point to act as a Learning Mentor in the specific company. The aim in piloting module 2 was to let the Learning Mentor get a clear picture of his company's practise in order to understand his company in the field of further education, to find weak points as well as starting points for his initiatives.

2. Overview about actions in short version

Creating a wall showing companies practice



Presenting the company and its practice and group discussion

3. Overview about actions and used methodologies and material

Actions	Methodology/Material to be used
<p>The future Learning Mentors got the task to present their companies with regard to size, number of shop councils and employee-representatives and organisation of further vocational training. When there were two participants from one company they were welcome to do group work.</p> <p>The trainer introduced the task by a paper wall showing an example of how to design the presentation on the wall and exemplified the task to show the company's structure with regard to further vocational education and training by asking five guiding questions:</p> <ol style="list-style-type: none"> 1. How does further vocational education and training takes place in your company? 2. Who initiates the training? 3. Do there exist rules or a special company policy concerning costs and special company leave? 4. Who is contact person in your company concerning matters of further vocational education and training (VET)? 5. Do there exist rules concerning qualifications in you company? <p>The participants created paper walls showing their companies and explained the company's structure concerning VET. After every presentation there was time to come into discussion. This was very important and helped to make the participants understand each other's situation in the companies and also to get a new perspective of their own company.</p>	<p>Paperwalls and flipcharts, example for a company presentation</p>

Module 3

Module	Topic	
3	Identification of learning needs	
Duration	Target group	Character
3 hours	Employee representatives	Intensification /Identification

1. Short overview about the aims and central ideas in your pilot of module 3.

The aims and central ideas for this module was to explain the concept of learning and to talk about learning and learning obstacles in order to sensitise the participants with regard to the topic. It was very important to talk about the image of learning and learning barriers because in his role as promoter of learning the Learning Mentor should be aware of these aspects and also be able to emphasize with individuals who do not have a positive understanding of learning.

2. Overview about actions in short version

Input: Explaining the concept of learning



Group work: Reviewing aspects of learning from own experiences (group work)



Plenum: Gathering experiences and solutions for learning barriers



Input: Presentation of instruments to identify skills and competences



Discussion about the instruments



Plenum: Finding out about motivation for learning

3. Overview about actions and used methodologies and material

Actions	Methodology/Material to be used
<p>The trainer created a mind map showing the concepts of learning, education, further education and training as well as lifelong learning. In groups of two the participants discussed the following questions:</p> <ol style="list-style-type: none"> 1. How and when does learning take place? 2. What are the benefits of learning? 3. What reputation does the concept of learning have? 4. Which barriers for learning do you know of? <p>The results of the groupwork were gathered on the flipchart and discussed. With regard to learning barriers the group collected strategies to act against it and handle the topic as future Learning Mentors. The trainer presented the ProfilPASS and the JOBNAVIGATOR as different methods and instruments to analyse skills and competences. Together with the trainer the participants collected arguments and reasons for employees to engage themselves in further education and training.</p>	<p>Handout: "Begriffesammlung" Wall Flipchart Internet: JOBNAVIGATOR ProfilPASS</p>

Module 4

Module	Topic	
4	Methods in adult education	
Duration	Target group	Character
2 hours	Employee representatives	Coaching and mentoring

1. Short overview about the aims and central ideas in your pilot of module 4.

The central idea concerning module 4 was to give an overview about different methods in adult education and explain the concepts so that the Learning Mentor is able to inform his/her colleagues about the difference between a coach and a guide. Furthermore they should be able to get a picture of the way learning can be designed.

2. Overview about actions in short version

Input: Explaining the concepts of information, guidance and coaching



Input: Showing different learning methods



Plenum: How to use the information about methods in adult education

3. Overview about actions and used methodologies and material

Actions	Methodology/Material to be used
<p>The trainer gave a short overview about the concepts for coaching, information and guidance. The group discussed own experiences and gave examples for these concepts.</p> <p>The trainer presented different methods in adult education: mind mapping, concept mapping, role plays and the plenum presented own experiences and favourite methods they got to know during their learning career.</p>	<p>Flip chart, Handout "Begriffserklärungen", Handout "Stiftung Warentest"</p>

Module 5

Module	Topic	
5	Communication / promoting and persuading in a variety of settings – Lifelong Learning	
Duration	Target group	Character
8 hours	Employee representatives	Intensification

1. Short overview about the aims and central ideas in your pilot of module 5.

Communication has been seen as one of the most important topics for the Learning Mentor. Aims concerning this module were to learn basics about communication theory and to do exercises in order to learn active listening behaviour and talk about learning in different settings (clients, management).

2. Overview about Actions in short version

Input: Communication model, Eisberg Modell, Feedback



Discussing Experiences



Input: Active listening



Group Exercise: Active listening



Input: To argue for sth.



Group Exercise: Negotiation

3. Overview about actions and used methodologies and material

Actions	Methodology/Material to be used
<p>The trainer gave inputs to communication theory ("Sender-Empfänger" Modell", "4 Seiten einer Nachricht". After presenting the theoretical aspects the group created examples and made exercises.</p> <p>The next step was learning about active listening behaviour. Here the trainer presented the aspects of active listening and the participants made triades in order to train their skills. They did feedback rounds in order to improve their skills. The group learned about negotiation methods and made an exercise concerning a negotiation checklist. They were asked to visualise a conversation with their management about a learning initiative they want to start and they should get the management on board. Their results were then to be used in a role play. Here again also listening behaviour was exercised. They did this in triades again.</p>	<p>Handout "Grundlagen der Kommunikation"</p> <p>Handout "Fragetechnik in Gesprächen"</p> <p>Handout „ Argumentieren mit Gesprächsleitfaden"</p>

Module 6

Module	Topic	
6	Identification of training and learning resources and compiling	
Duration	Target group	Character
3,25 hours	Employee representatives	Intensification/Identification

1. Short overview about the aims and central ideas in your pilot of module 6.

The training aim for module 6 was making the future learning mentors familiar with subsidies for further vocational education and training as well as possibilities for employees to get leave in order to participate in training.

2. Overview about actions in short version

Exercise: Research about funding and leave for learning (groups)



Presentation

3. Overview about actions and used methodologies and material

Actions	Methodology/Material to be used
<p>The participants got the tasks to gather information and to research about ways to get leave from the job in order to take part in trainings as well as to do research about funding possibilities. They did that in groups of two and presented their results on flipcharts. So everyone had a good overview about funding possibilities and how to organise educational leave as well as information about contact persons and professional guides and institutions who give more detailed information. The trainers had also prepared an overview paper about educational leave and a lot of information material about funding for learning which the participants used.</p>	<p>Works Constitution Act, Bargaining Agreements, Handout "Bildungsurlaub", Information material about „Meister Bafög“, „Bildungsprämie“ Flip Chart Wall</p>