

# LEARNING MENTOR

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## Further Qualification – Profile of the Learning Mentor

### Parts/Modules of the Qualification

0. Personal prerequisites / dispositions of a Learning Mentor	
1. Role and function of a Learning Mentor	Compulsory Parts
2. Evaluating company's practise	
3. Identification of learning needs	
4. Methods in adult education, e.g. coaching and mentoring	
5. Communication/promoting and persuading in a variety of settings → Life Long Learning	
6. Identification of training and learning resources and compiling	Optional Parts
7. Evaluating learning processes	

## 0. Personal prerequisites / dispositions of a Learning Mentor

### Learning Mentors shall have:

#### 1) PERSONAL ABILITIES

- Empathy
- Patience, calmness
- Persistence
- Good humour
- Ability to handle stress / pressure
- Appropriate self esteem
- Creating confidence / trust
- Convinced of humans' potentials to learn and develop
- Self-reflection
- Open minded, unprejudiced
- Supportive
- Flexible
- Personal integrity, honesty
- Risk taking
- Enthusiasm
- Willingness / readiness to learn
- Pragmatic
- Creative, innovative
- Willingness / readiness to learn him/herself

#### 2) SOCIAL AND COMMUNICATIVE ABILITIES

- Containment of own emotions
- Ability to encourage and motivate
- Ability to confront and work with resistance
- Discretion, being able to be reluctant (e.g. with giving answers) and to listen
- Sensitive language (including professional argumentation)
- Creating team spirit, common goals
- Understanding to create "dialogue"

- Communicate with clarity and focus
- Ability to encourage and motivate

## 1. Role and function of a Learning Mentor

Vocational skills requirements	Targets and Criteria
<p><b>Learning Mentors shall:</b></p> <ul style="list-style-type: none"> <li>▪ Be aware of his function as a Learning Mentor with regard to his/her scope of action, with regard to his/ role especially in confining oneself to tasks of management in co-operation with the human resources department, in Germany: employee representatives</li> <li>▪ Understanding/interpreting his role as being a learning mentor, coach</li> <li>▪ Establishing a climate conducive to learning</li> </ul>	<p><b>The Learning Mentor shall act autonomous in:</b></p> <ul style="list-style-type: none"> <li>▪ Explaining the role and relevance of Trade Unions in learning and development within the workplace</li> <li>▪ Explaining the role of a learning mentor in the workplace</li> <li>▪ Identifying a range of individuals within the workplace that as learning mentors they will need to work with and explain how and why they will work with them</li> <li>▪ Identifying barriers to learning within their own workplace</li> <li>▪ Identifying the benefits and advantages of learning within their workplace for employees and the organisation</li> <li>▪ Identify the factors that will contribute to a positive learning environment, develop an action plan to influence those factors</li> </ul>

## 2. Evaluating company's practise

<b>Vocational skills requirements</b>	<b>Targets and Criteria</b>
<p><b>Learning Mentors shall:</b></p> <ul style="list-style-type: none"> <li>▪ Be able to assess their companies approach to life long learning, in Germany: employee representatives.</li> </ul>	<p><b>The Learning Mentor shall act autonomous in:</b></p> <ul style="list-style-type: none"> <li>▪ Explaining the consequences of insufficient further training for the company</li> <li>▪ Reasoning about the areas and target groups for Life Long Learning</li> <li>▪ Giving examples about learning situations</li> <li>▪ Explaining the importance of management in promoting Life Long Learning (middle and upper management)</li> <li>▪ Estimating the open and hidden rules and structures in the company's reality</li> <li>▪ Showing potential aims and strategies (e.g. less unskilled workers needed in one department, demand for better trained specialists in another division in the next 2 years)</li> </ul>

### 3. Identification of learning needs

Vocational skills requirements	Targets and Criteria
<p><b>Learning Mentors shall:</b></p> <ul style="list-style-type: none"> <li>▪ Plan and implement procedures to identify learning needs on side of the employee</li> <li>▪ Conducting / facilitating adequate kind of learning needs analysis (analysis of working situation, of learning chances contained in work-places (tasks), of individual level of qualification profile and learning needs)</li> </ul>	<p><b>The Learning Mentor shall act autonomous in:</b></p> <ul style="list-style-type: none"> <li>▪ Analysing the role of the Learning Mentor in identifying learning needs with individuals and in the organisation</li> <li>▪ Identifying the skills and knowledge needed to carry out interviews with employees</li> <li>▪ Carrying out interviews with employees</li> <li>▪ Identifying individual learning needs</li> <li>▪ Planning and carrying out a learning needs survey</li> </ul> <p><b>The Learning Mentor should have basic knowledge about and should be able to refer to experts on:</b></p> <ul style="list-style-type: none"> <li>▪ Basic types of training methodologies that are currently available</li> <li>▪ The advantages and disadvantages of these training methodologies</li> <li>▪ Different types of individual learning styles</li> <li>▪ Matching skill/learning needs to available training intervention</li> <li>▪ Keeping a record of contact with learners</li> </ul>

	and advice given
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#### 4. Methods in adult education, e.g. coaching and mentoring

Vocational skills requirements	Targets and Criteria
<p><b>Learning Mentors shall:</b></p> <ul style="list-style-type: none"> <li>▪ Understand and make use of different schemes of organisation/division of labour for learning purposes</li> <li>▪ Know about the concept of coaching and derive the relevant coaching instruments and tools relevant for his tasks and be able to perform with help of these tools and instruments to encourage individuals to participate in lifelong learning</li> </ul>	<p><b>The Learning Mentor shall have profound knowledge concerning:</b></p> <ul style="list-style-type: none"> <li>▪ The difference between coaching and training, mentoring, guiding and tutoring</li> <li>▪ Different schemes of organisation/division of labour for learning purposes, e.g job rotation or job shadowing, learning tandems, instructions given by co-workers, quality circles etc.</li> </ul> <p><b>The Learning Mentor shall act autonomous in:</b></p> <ul style="list-style-type: none"> <li>▪ Analysing the role of Learning Mentors in coaching individuals in relation to workplace learning where required</li> <li>▪ Encouraging and motivating individuals to identify their strengths, their knowledge and their skills and to use these to build confidence in their learning ability</li> <li>▪ Helping the learner recognise their own</li> </ul>

	<p>self-sufficiency to enable them to make choices about their own learning</p> <ul style="list-style-type: none"> <li>▪ Using their coaching and analytical skills, through effective listening and observation, to identify particular learning obstacles e.g. functional literacy difficulties, and help the individual to identify appropriate actions and to come to action</li> <li>▪ Giving information, advice and "guidance" on learning</li> </ul>
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**5. Communication/promoting and persuading in a variety of settings in the context of Life Long Learning**

<b>Vocational skills requirements</b>	<b>Targets and Criteria</b>
<p><b>Learning Mentors shall be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Negotiate mutual agreements on new objectives / goals of learning</li> <li>▪ Being able to cope with heterogeneous groups</li> <li>▪ Give individual guidance, support, feedback</li> <li>▪ Organise company networks, organise peer groups, stimulate Communities of Practice</li> <li>▪ Plan follow-up activities / explicating perspectives</li> </ul>	<p><b>The Learning Mentor shall act autonomous in:</b></p> <ul style="list-style-type: none"> <li>▪ Analysing the role of the Learning Mentor in providing advice and guidance on learning</li> <li>▪ Holding a 1 to 1 meeting with individuals</li> <li>▪ Chairing and participating effectively in Learning Mentor meetings</li> <li>▪ Making short presentations to small and large groups and answer questions</li> <li>▪ Using brainstorming to generate ideas for problem/issue solutions</li> </ul>

<ul style="list-style-type: none"> <li>▪ Plan and implement target group related communication and evaluate his/her efforts</li> <li>▪ Relating to / being able to establish contacts with people:             <ul style="list-style-type: none"> <li>- of different educational background</li> <li>- different cultural background</li> <li>- different hierarchical positions</li> </ul> </li> <li>▪ Negotiating different expectations / Finding consensus appropriate for different parties</li> <li>▪ Communicate with clarity and focus</li> <li>▪ Feedback to and working out learning agreements with target groups</li> <li>▪ Linking specific learning aims to strategic aims of individual / company</li> <li>▪ Linking specific learning aims to aims of individuals / company</li> </ul>	<ul style="list-style-type: none"> <li>▪ Planning to meet with the employer to develop a joint approach to learning in the workplace (DE: employee representatives task)</li> </ul> <p><b>The Learning Mentor shall have profound knowledge about:</b></p> <ul style="list-style-type: none"> <li>▪ Key terms used in communications theory such as sender, receiver, message, code, channel, communicate, noise, context with particular reference to 1 to 1 communication and communication in group settings both small and large</li> <li>▪ Listening behaviours appropriate to the context such as eye contact, facial expression, encouragement and control of own responses</li> <li>▪ Applying listening techniques such as clarifying questions, restatement, reflective comments and summarising</li> <li>▪ Range of resources to make presentations e.g. flip charts, overhead projectors and PowerPoint</li> <li>▪ Presenting the benefits and advantages of learning opportunities using appropriate influencing skills to help potential learners to make positive choices</li> <li>▪ Evaluating own meetings and presentations</li> </ul>
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**Optional part:**
**6. Identification of training and learning resources and compiling**

<b>Vocational skills requirements</b>	<b>Targets and Criteria</b>
<p><b>Learning Mentors shall:</b></p> <ul style="list-style-type: none"> <li>▪ Identify training and learning recourses and compiling these training and learning resources</li> <li>▪ Presenting learning concepts</li> <li>▪ Working out financial concept (cost, resources, sharing of financial burden)</li> <li>▪ Support the selection of adequate training programmes from a repertoire traditionally approved (context, setting, methodology)</li> </ul>	<p><b>The Learning Mentor shall act autonomous in:</b></p> <ul style="list-style-type: none"> <li>▪ Finding out how their organisation plans learning and skills development</li> <li>▪ Identifying what is required to build an effective resource on learning in the workplace</li> <li>▪ Planning to meet with the employer to develop a joint approach to learning in the workplace (DE: employee representatives task) -&gt; Communication in variety of settings about learning</li> </ul> <p><b>The Learning Mentor shall have basic knowledge about:</b></p> <ul style="list-style-type: none"> <li>▪ Sources or methods of accessing relevant information such as the internet, libraries etc</li> <li>▪ The usefulness of sources and methods for specific purposes</li> <li>▪ Requirements required to maintain this resource up to date</li> </ul>

	<p><b>The Learning Mentor should have basic knowledge about and should be able to refer to:</b></p> <ul style="list-style-type: none"> <li>▪ A range of organisations outside the workplace relevant for their purpose as a Learning Mentor, which they may need to make contact with or inform their target group about (training providers, community colleges, libraries etc.)</li> </ul>
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**Optional part:**

**7. Evaluating learning processes**

<b>Vocational skills requirements</b>	<b>Targets and Criteria</b>
<p><b>Learning Mentors shall be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Give an estimation on the short, medium and long-term effects of life long learning processes</li> </ul>	<p><b>The Learning Mentor shall support the organisation of:</b></p> <ul style="list-style-type: none"> <li>▪ Initial evaluation by the trainee: for training organization/logistics, trainer's performance, and quality of the content...</li> <li>▪ Follow-up evaluation by the trainee (two to four months afterwards): for the actual implementation of the training course learnings, the achievement of the training objectives, and more generally the evaluation of the training results</li> <li>▪ Follow-up evaluation by the manager: for the achievement of the training objectives and the training results</li> <li>▪ Feedback of the trainer / the involved experts</li> </ul>

