

Learning Material

HOW TO USE THE MATERIAL

Information concerning symbols:



Worksheet for Training, Workshops
or Seminars



Tools or Methods



Checklists



Guidelines

You'll find the tool box instruments in the tables.

Module 1: Role and function of a Learning Mentor

Modul 1	Role and function of a Learning Mentor	
Aims	<ul style="list-style-type: none"> ➤ In order to illustrate and reflect on the role and function of a LM, it is important for the LM to understand their own goals, scope of action and competences. "Union Learning Representative" serves as good background material in that it particularly reveals the intentions of the role as a LM and also provides a basic understanding of the goals of working as a LM. ➤ By collecting and reflecting on what they expect from their role as a LM, participants then have a good basis for discussing competences and their scope of action. The agreement "educational coaching" and the definition of "competency" were of help. ➤ This module is a start-up and is used to make a first approach to the Learning Mentor: project description, getting acquainted with and tailoring of the profile inclusive the role and responsibilities of the future Learning Mentors. ➤ Agreeing on the aims of the training and therefore give the training and the group a concrete shape ➤ Reflecting about what a Learning Mentor is and think about the reason why they want to become one personally; becoming aware of their role in the in-company discourse about further training with the management and human resource department 	
Work specifications	<ul style="list-style-type: none"> ➤ Presentation of participants: personal and professional topics ➤ Individual expectations: What they want to know? What they want to be able to do? ➤ Framing the training ➤ Discussing the profile ➤ Feedback for the participants in the project on the role of LM ➤ Role of the LM within the company ➤ Analysing the situation at company level 	
Learning Material		Agreement educational coaching
		Background material "Role of the Learning Mentor"
		Definition "Competency"
		Manual "Union Learning Representative"
		Role of the "Union Learning Representative"
		Background material "Union Learning Representative"

Module 2: Evaluating Company's Practise

Module 2	Evaluating company's practise	
Aims	<ul style="list-style-type: none"> ➤ Company needs cannot be discussed without considering learning needs, because both correspond with individual employability and with work. The LM must be familiar with company needs and can identify them with checklists and needs assessments. In particular, workplace developments and changes in operations can be assessed via surveys and communication with the employer. This then serves as a basis for guidance and possible recommendations for an employee when seeking the appropriate measures in the process of lifelong learning. ➤ Identifying what already exists currently in relation to educational and career policy within the company: ➤ Knowing about the existing educational policy within the company, budget, contributions and subsidies, agreements, communication to employees about the development policy and career paths, sectoral offering ➤ Understanding the importance of training policies in any organization. Participants should be able to identify the training offered by the organization and target groups involved, as explain to managers the advantages of lifelong learning programmes and their specificities (areas and target groups) 	
Work specifications	<ul style="list-style-type: none"> ➤ Task for participants: analysis of situation at company level ➤ Mapping out the education and training policy, and career opportunities at company level ➤ Formulating a SWOT analysis of the educational and career policy within the own organisation ➤ Reflecting about their own organization's practice concerning lifelong learning ➤ Developing a strategic training plan with SWOT analysis about company's practice 	
Learning Material	<input checked="" type="checkbox"/>	Checklist aging staff
		Engaging with the employer
		Identifying training needs
		Needs analysis
		Questionnaire on changes of work in the company

Module 2	Evaluating company's practise	
		Employer questionnaire

Module 3: Identification of Learning Needs

Module 3	Identification of learning needs
Aims	<ul style="list-style-type: none"> ➤ Learning needs cannot be discussed without considering company needs, as these must correspond with work and must be achieved at work in order to improve individual employability. In order to connect with a mentee, it is crucial that the LM is able to identify styles of learning and communication so that their mentoring is offered competently and also accepted. This should be supported by theoretical knowledge about "learning" in order to be able to interpret individual preferences and to identify structural issues. ➤ To do so, a needs analysis with help from comprehensive national methods is recommended. ➤ Defining learning needs for employees and the organisation (institution or company) ➤ Identifying knowledge and skills needed to engage in individual discussions with fellow employees
	<ul style="list-style-type: none"> ➤ Identifying individual learning needs and needs in the organisation as well as potential barriers ➤ Identifying and applying skills and knowledge needed to carry out diagnostic interviews; different types of individual learning styles are introduced and be taken into account ➤ Comprehensive activation of participants, experimenting an analysis of training needs and a counselling interview ➤ Knowing and trying to value different simple approaches and tools to be exploited in order to analyse competences, expectations and training needs of adult workers, interested in access to formal qualification paths or to validate competences acquired in informal ways
Work specifications	<ul style="list-style-type: none"> ➤ Introduction to some key concepts: competences, resources, qualification profiles ➤ Planning and performing a needs survey ➤ Engaging in discussions with colleagues ➤ Knowing different training methods ➤ Knowing the advantages and disadvantages of these various training methods ➤ Knowing diverse individual learning styles ➤ Establishing a link between learning needs and training offer (supply and demand) ➤ Reflecting about the learning needs and potential barriers ➤ Realizing diagnostic interview of learning needs ➤ Exercise in small groups of 3 people (interviewer, interviewee, observer): conducting a short face to face interview aiming at detecting learning needs

Module 3	Identification of learning needs	
Learning Material		Chairing meetings
		Communication and learning styles
		Guide "Identifying learning needs"
		Job shadowing
		Knowledge and learning styles
		Needs analysis
		Guide "Individual training needs survey"
		Theory "Learning"

Module 4: Methods in Adult Education (e.g. coaching and mentoring)

Module 4	Methods in adult education, e.g. coaching and mentoring	
Aims	<ul style="list-style-type: none"> ➤ A large part of being motivated to change comes from the assumption that a person will benefit from it. In this sense, understanding the trends, opportunities and conditions of paths of development is a substantial part of the knowledge of a LM. Thus, mentors directly express their support by planning their mentee's vocational training. ➤ Reflecting on learning experiences in their lives provides a sound foundation for remembering and processing these experiences and for ultimately finding a potential individual learning style. ➤ How the LM communicates is essential for mentoring. Basic knowledge about verbal and non-verbal communication and the impact of communication is necessary (the ability to connect with the mentee, to get them to accept the idea of lifelong learning, to prepare them for individual confrontation with the topic). ➤ This learning unit aims at socialising participants with basic knowledge and techniques applicable in adult learning pathways. The learning module is based on an inductive approach, fostering the use of inductive styles by LMs and adult trainers, in order to facilitate learning processes. The learning module deals with methods and tools valuable in contexts of experiential and workplace learning. ➤ Knowing, understanding and transferring principles and practice of accompanying adult learners in experiential / reflective learning pathways in the daily activities ➤ Becoming aware of the distinction between coaching and mentoring ➤ Learning about methods to encourage and motivate individuals to identify their strengths, their knowledge and their skills and to use these to build confidence in their learning ability 	
Work specifications	<ul style="list-style-type: none"> ➤ Presentation and reflection of various methods and instruments and encourage the personal use of various methods and instruments so that it becomes clear how they can be implemented among employees ➤ Distilling principles and practice of experiential learning as an effective means to let adult learners develop their competences ➤ Debriefing on learning experience lived the day before: how do people learn? Key facts about learning, through experience, reflection, consolidation of knowledge, skills and competences ➤ Learning Mentor role in accompanying learners, interacting with companies, practical trainers, training institutions 	
Learning Material		4 fields competence profile

Module 4	Methods in adult education, e.g. coaching and mentoring	
		Career objectives
		Career trends
		Changing dialogues
	<input checked="" data-bbox="453 584 491 622" type="checkbox"/>	Checklist qualification planning
		Coach profile
		Non verbal communication
		Open vs. closed communication
		Communication problems
		Decision-making process
		Definition "Dialogue"
		Definition "Feedback"
		Goal setting
		Individual development plan
		Individual strength and development plan
		Information interview
		Information search
		Interpersonal circumplex
		Introduction Interviewing

Module 4	Methods in adult education, e.g. coaching and mentoring	
		Job shadowing
		Knowledge intensification and work life balance
		Life balance model
		Learning and knowledge styles
		Life line of learning experiences
		Active listening model
Learning Material		Personal objectives
		Presentation “Educational coaching”
		Problem counselling
		Skills analysis
		Smart Model
		Smart Pure Clear Model
		Strengths and resources profile
		Values
		Work life balance knowledge intensification

Module 5: Communication/promoting and persuading in a variety of settings

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Module 5	Communication/promoting and persuading in a variety of settings	
Aims	<ul style="list-style-type: none"> ➤ To make a professional impression, the LM must be familiar with and able to apply the skills of speech and feedback options. The ability to differentiate between an interview situation and active listening is also necessary. Being able to collect, analyse, and comment on information along with an active appreciation of what is being said is fundamental for the acceptance of the LM and his mentoring. ➤ Knowing the basic terminology of communication such as sender, receiver, message, code, channel, noise ➤ Knowing the distinction between skills in one-to-one communication, on the one hand, and group communication (both small and larger groups), on the other. ➤ Understanding the importance of perception, nonverbal communication, active listening, feedback and barriers to communication. ➤ Developing skills of assertiveness, influence, persuasion and negotiation. ➤ Knowing interview techniques, distinguishing between verbal and non-verbal behaviour and being able to apply these techniques ➤ Knowing basic material and documentation in order to make presentations, e.g. flipcharts, projectors, being able to use PowerPoint. 	
Work specifications	<ul style="list-style-type: none"> ➤ Developing interview techniques by active practice in role playing ➤ Developing of communication awareness and communication skills ➤ Developing the capacity to influence, persuading and negotiate 	
Learning Material		Non verbal communication
		Open vs. closed communication
		Communication problems
		Definition “Dialogue”
		Definition “Feedback”
		Introduction “Interviewing”
		Active listening method