

### Training guide

#### Module 1: The role of the mentor

<b>Module 1 (4 hours):</b>	The role of the company mentor/tutor
<b>Aim of this module:</b>	This module teaches the company mentor about his role in the context of work inclusion and selection techniques for working with the target group.
<b>Expected result:</b>	The company mentor has insight in his role and is able to apply selection techniques concerning the target group.

Time:	Subject:	Work structure:	Result:	Materials:
30"	<p><b>Introduction of trainer.</b></p> <p><b>Definition of rules</b> (<i>timetable, breaks, lunch, mobile phones off or on silent, tablets or laptops switched off</i>).</p> <p><b>Presentation of participants and collect expectations.</b></p>	<p>Round table led by trainer.</p> <p>Ask participants to briefly introduce themselves by asking their name, where they come from, job sector, experience. Collect expectations on PC, board or flip chart in response to the question "What would you like to come away with from this course?" (<i>re-formulate participants' expectations, when appropriate, and highlight the expectations that have already been expressed by others; with participants' consent in both instances</i>). Insist on the fact that the objective is not to verify whether they know the topics being dealt with in the course (<i>the objectives and content will be explained by the educator later on</i>) but for each person to ask themselves</p>	<p>Verify congruity between expectations and objectives/content illustrated previously by agreeing with the class on what aspects can be addressed and what cannot be answered. Briefly illustrate the teaching methods and emphasise that these involve exercises and the active involvement of the participants.</p>	<p>PC, black/whiteboard or flip chart to note down participants' expectations.</p> <p><i>(The educator will keep the findings that emerged in the classroom for subsequent analysis and for the end of the course).</i></p>

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		<p>what they would like to obtain from this educational experience. Encourage the participants to be concise and specific.</p>		
20"	<b>Presentation of Inside-out Project and its objectives</b>	<p>Just a few slides (<i>2 at the most</i>) that summarise the Inside-out Project in general together with the main objectives of the Tutor's role.</p> <p>Trainers' statement.</p> <p>Deductive lesson by trainer and brief round table for any clarification.</p>	<p>Verify congruity between expectations and objectives/content illustrated previously by agreeing with the class on what aspects can be addressed and what cannot be answered. Briefly illustrate the teaching methods and emphasise that these involve exercises and the active involvement of the participants.</p>	<p>Use PC/video projector to show max. 2 slides, illustrating the key points of the Inside-out Project (<i>Project lines, objectives and Tutor's role.</i>)</p> <p>Briefly review the expectations expressed by the participants and what has been illustrated about the Project / Objectives (<i>the educator takes note of comments for subsequent analysis.</i>)</p> <p>Prepare photocopies on Inside-out project</p>
55"	<b>The role of the mentor a) characteristics of the role</b>	<p><b>Present the Tutor/Mentor Profile as laid out in the Inside-out Project, summarising the following aspects in particular in 1 slide:</b></p> <ol style="list-style-type: none"> <li>1. the main duties;</li> <li>2. professional attitude;</li> <li>3. the level of complexity that can be encountered.</li> </ol> <p><b>Call attention to the relevant EQF Levels, using 1 slide to emphasis the three categories:</b></p> <ol style="list-style-type: none"> <li>1. knowledge (understanding);</li> <li>2. skill (application and action);</li> </ol>	<p>Deductive lesson by Educator.</p> <p>Encourage the inductive phase when presenting and explaining concepts.</p> <p>Brief discussion and round table for clarification or participants'</p>	<p>Use PC/video projector to present the slides and review the points indicated in the Inside-out Project. (<i>Company Tutor, general description of duties, tasks, attitude, complexity, EQF level and KSC profile.</i>)</p> <p>Prepare photocopies on Inside-out Project</p>

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		<p>3. competence (autonomy and responsibility).</p> <p><b>Present the company Tutor's duties in terms of learning results, presenting the following themes in 1 slide:</b></p> <ol style="list-style-type: none"> <li>organising the employee's work;</li> <li>guiding the employee;</li> <li>assessing the employee's achievements.</li> </ol> <p><b>Illustrate the "Scaffolding" model with 1 slide</b> (tutor as an on-the-job educator in terms of content and as a moderator/animator in managing work groups; a technique that models the learning strategy by supporting participants who are not yet ready to carry out an operation autonomously).</p> <p><b>Variables in the Tutor/Mentor role:</b></p> <ol style="list-style-type: none"> <li>perceived expectations expressed by the clients;</li> <li>expectations of other external roles (institutions, companies, etc.);</li> <li>personal expectations.</li> </ol> <p><b>The role and self-perception of the role:</b></p> <ol style="list-style-type: none"> <li>the characteristic and recurring activities that make up the Tutor/Mentor role;</li> </ol>	<p>questions.</p> <ol style="list-style-type: none"> <li>Plenary exercises.</li> <li>Brainstorming.</li> <li>Discussion with participants.</li> </ol> <ol style="list-style-type: none"> <li>Plenary exercises.</li> <li>Brainstorming.</li> <li>Discussion with participants.</li> </ol> <p>Encourage every-one to participate</p> <p>Use inductive methods and simulation to explain the types, characteristics and local context.</p>	<p>Present 1 slide on "Scaffolding"</p> <p>Reply briefly to requests and questions. <i>(the trainer takes note of comments for subsequent analysis).</i></p> <p>Present slides indicated in the Notes for Attachments and carry out the exercises as illustrated. Slides Attachment 1.</p> <p>Use PC, black/whiteboard or flip chart to make notes</p> <p><i>(The trainer takes note of comments for subsequent analysis and for the</i></p>

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	<p><b>b) characteristics of target group</b></p>	<p>2. the positive aspects of the role; 3. the weak points and difficulties in the role.</p> <p><b>Identify the main characteristics of the Project target group, attempting first of all to list the categories, for example:</b></p> <ol style="list-style-type: none"> <li>1. disabled people;</li> <li>2. long-term unemployed people over 45;</li> <li>3. people with adverse personal and social histories;</li> <li>4. adults or young people participating in job or professional reconversion programmes;</li> <li>5. foreigners, non-EU citizens;</li> <li>6. etc..</li> </ol> <p><b>Attempt to identify and describe the main requirements, needs and expectations for each category.</b></p> <p><i>Guide the participants in a survey that represents the categories and characteristics of the target group on the basis of the level of reality and the degree of affinity in the context of territorial belonging.</i></p>		<p><i>end of the course).</i></p>
15"	Coffee and tea break			

Time:	Subject:	Work structure:	Result:	Materials:
20"	<p><b>Use techniques and tools for selection</b></p> <p><i>Selecting the worker</i></p> <p><i>a) selection techniques</i></p>	<p><b>Present the main themes of the selection</b> using no more than 4 slides illustrating:</p> <p><b>1. THE SELECTION PROCEDURE</b></p> <p><b>a)</b> Identifying company needs (<i>quantitative, qualitative and job profiles</i>);</p> <p><b>b)</b> arranging target skill identification (<i>identify success factors for each position</i>); <b>c)</b> analysis of performance and potential required for the job;</p> <p><b>d)</b> arranging and analysis of participants' personal data; <b>e)</b> assessment of participants' skill portfolio; <b>f)</b> pre-screening of candidates; <b>g)</b> structured interview to assess qualifications; <b>h)</b> assessment of candidates and allocation.</p> <p><b>THE SELECTION PHASES</b></p> <p><b>a) acceptance:</b> the phase that activates the inclusion process for a new instance and activates the first steps (<i>receiving the company's request for activation, meetings with company, opening a personal file, acquiring the available documentation, in-depth interview with the candidate</i>)</p> <p><b>b) analysis:</b> phase in which the documentation that has been</p>	<p>Deductive lesson by Educator and brief round table for any clarifications.</p>	<p>Use PC/video projector to show max. 4 slides, illustrating the key points. <i>Selection procedure and Selection Phases</i></p>

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		<p>collected is analysed, identification of aspects in the target skill identification to be compared with the person's skill portfolio, identification of skills to be used to develop the work inclusion project;</p> <p><b>c) admission:</b> the phase in which the decision is made to take on the inclusion project or to suspend the procedure for further analysis, or a decision is taken not to admit the inclusion.</p> <p>The purpose of the presentation of the Selection Procedure and Selection Phases is to provide the participants with at least the main themes and methodologies. What is important is that the participants have a general understanding of how the selection process works, especially the parts that will involve them directly. Particular importance should be given to the presentation of the Selection Phases.</p> <p>Use the attached slides to illustrate the main aspects of the communication and listening activities, with special emphasis on the interview techniques that are presented further on.</p>		
25"	<b>Selecting the worker</b> <i>b) listening techniques</i>	<b><i>Instructions on the slides illustrating the Listening techniques</i></b>	Use attached slides on <b>Listening techniques</b> with the	Use attached slides on <b>Listening techniques</b> with the

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		<p>Outline the approach needed to achieve effective communication with the candidate by providing a definition of the communication process and the tools. Return frequently on points, especially on the part dealing with non-verbal communication tools, and encourage the group to find examples, including elements from their own professional experience.</p> <p>Analyse verbal communication with concrete suggestions on what to say and what not to say.</p> <p>Provide a definition of feedback, one of the most important tools for effective use of interpersonal communication. Underline the sender's responsibility in identifying and using feedback from others (especially when the other person is the one with whom they are relating). Return to the slide illustrating the advantages of feedback and which clearly help to understand the origin of the word: "to feed" and "back"</p> <p><b>3-minute exercise</b></p> <p>Without explicitly introducing the topic that will be dealt with, invite the participants to carry out an exercise that will help to bring together some useful ideas to reflect on relating to the task of active listening.</p>	<p>participants, even in an inductive format, as appropriate and dependent on time.</p> <p>Brief round table</p> <p>Individual exercises</p>	<p>participants, even in an inductive format, as appropriate and dependent on time.</p> <p>Attachment 2 slides: Listening techniques</p> <p>Carry out the exercise as per instructions.</p> <p><i>Attachment 3: See 3-minute exercise</i></p>

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		<p>The instructions are all laid out in the text of the exercise (three minutes) and all the educator needs to do is keep a check on the time allocated and advise the participants that they cannot ask questions. The sheets must be photocopied on single sided paper (not back and front) and stapled. Hand the sheets to each participant face down and ask them to wait. Ask participants to turn the sheets over. During the exercise, the educator should keep track of the time allowed (three minutes) and announce the time remaining. Support those who follow the exercise instructions. Call STOP when the three minutes are up. At the end of the three minutes, which run from when everyone has the text in front of them, terminate the exercise. In general, only a few manage to complete the exercise and the majority carry out the instructions without carefully reading all the instructions in the text beforehand. The exercise brings to light some aspects tied to listening (<i>haste in acting before obtaining all the necessary information, poor results also in the absence of questions</i>): raise the topic by asking the question “why, in your opinion, was this the result of the exercise?” Thank and continue</p>		

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		with the explanation. Introduce the topic of listening by recalling the fact that it is important to write, read, speak and listen and by providing a definition of Active Listening. Identify the advantages of listening to someone, the most common errors that are made when listening to them and conclude with some indications on what to do to in concrete terms to listen to someone more actively.		
30"	<i>c) selection tools</i>	<p><b>Presentation of the selection tools with attached slides</b></p> <ol style="list-style-type: none"> <li>1. Report on input data;</li> <li>2. Analysis Report;</li> <li>3. Present the prearranged reports and provide a general outline.</li> <li>4. Also present the skills Portfolio.</li> </ol> <p><b>Brief note on the interview techniques</b> Outline the main phases of an interview, concentrating the participants' attention on how to carry it out and what to do and say.</p>	<p>Deductive lesson by trainer and brief round table for any clarification.</p> <p>Deductive lesson by trainer and brief round table for any clarification.</p>	<p>Use video projector with attached slides to illustrate the Reports.</p> <p><i>Attachment 4:</i></p> <ol style="list-style-type: none"> <li>1. <i>Data Report</i></li> <li>2. <i>Analysis Report</i></li> <li>3. <i>Portfolio</i></li> </ol> <p>Use video projector to illustrate slides on the interview</p> <p><i>Attachment 5:</i> Interview techniques slides</p>
15"	<p><b>Use selection techniques and tools</b></p> <p><b>The work inclusion project</b> Design techniques for a work inclusion programme</p>	<p><b>Present the main themes of a work inclusion project</b> using at the most 4 slides to illustrate the following:</p> <p>This section illustrates the job-learning process, which is split into Phases.</p>		

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		<p>Present and explain:</p> <ol style="list-style-type: none"> <li>1. The <b>acceptance and analysis phase</b>, in which the activities carried out in this phase are documented (<i>Report 1 "Input data" and Report 2 "Analysis"</i>).</li> <li>2. The <b>personalised inclusion project</b> phase, documenting it with the "Assessment learning needs" record sheet – preparing the IWP (<i>Individual Work Plan</i>);</li> <li>3. The <b>project implementation</b> phase. The tutor must document the activity carried out in mediating with the company and supporting and coaching the candidates.</li> <li>4. The <b>monitoring and assessment</b> phase, to constantly check the instances of work inclusion and assess the results of one or more instances of completed work inclusion.</li> </ol> <p>The process is structured as follows:</p> <ol style="list-style-type: none"> <li>1) <b>ACCEPTANCE</b>: <i>this phase activates the inclusion process and involves taking charge of the new case and activating the first steps, assigning the case to a Tutor, opening a</i></li> </ol>		

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		<p><i>personal file, collecting all available documentation, a preliminary interview with the candidate and, if deemed necessary, with the tutor/family;</i></p> <p>2) <b>ANALYSIS:</b> <i>this is the phase in which the documentation that has been collected is analysed and those aspects that have emerged in meetings with other operators, other services, with the candidate or with the family are reviewed so as to reach a decision on admission and to identify the tools to be used in the work inclusion project;</i></p> <p>3) <b>ADMISSION:</b> <i>the phase in which the candidate is admitted to the programme, or, if appropriate, the procedure is suspended for further analysis.</i></p> <p>4) <b>DEFINING THE WORK INCLUSION PROJECT:</b> <i>the work inclusion project is defined by carefully evaluating the candidate's work skills, identifying the characteristics of the job (duties, skills, workplace, work environment, relationship network, etc.), and by sharing the project with the candidate.</i></p> <p>5) <b>SEARCHING FOR A COMPANY WILLING TO IMPLEMENT THE</b></p>		

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		<p><b>INCLUSION PROJECT:</b> activities aimed at identifying companies that are potentially suitable to implementing the work inclusion project; contacting and acquiring consent; job-analysis to verify compatibility with the characteristics of the work required by the project;</p> <p>6) <b>INCLUSION:</b> contract or convention with the company regulating the work inclusion process.</p> <p>7) <b>GUIDANCE:</b> the person is accompanied through the initial phase of the inclusion in the working environment to detect and manage any weak points, to mediate in the relationship with the company, to implement any modifications in the original inclusion project.</p> <p>8) <b>MONITORING AND SUPERVISION:</b> the medium-to-long term trend in the inclusion is monitored in order to monitor the results and to ensure stability over time, also with a view to verifying and agreeing with the company on how the project can be continued.</p> <p>9) <b>ASSESSMENT:</b> at the end of the work-cycle, even if this is carried out throughout the process with</p>		

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		<i>pre-, "in itinere" and post-project assessment activities (pre-project identification of the indicators to be observed/monitored: indicators of efficiency, effectiveness, etc.); on-going collection of information needed to elaborate the indicators and to assess the project results on the basis of these indicators.</i>		
20"	<b>Present and illustrate the Record sheet 3</b> Report "Project and Context" and the Record sheet 4 Report "Monitoring and Assessment"	Deductive lesson by Educator and brief round table for any clarification.		Use PC/video projector to illustrate Record sheets - Reports Photocopy and distribute to participants. <i>Attachment 7</i> <i>Record sheet 3</i> <i>Project and Context</i>  <i>Record sheet 4</i> <i>Monitoring and Assessment</i>
10"	<b>Conclusion and summary</b>	Brief round table for any clarification.		