

Training guide

Module 2: Work Inclusion

Module 2 (8 hours):	Supervising the employee
Aim of this module:	With this module, we develop the company mentor's competencies in the field of 'coaching' and supervising employees when carrying out the relevant tasks, including controlling and adjusting, motivating and giving feedback to employees, while retaining and respecting the relationship.
Expected result:	The mentor can supervise employees throughout the (learning) process while continuing to focus closely on the needs of the new employee.

Time:	Subject:	Work structure:	Result:	Materials:
30"	Start training Programme explanation Getting acquainted (again)	<ul style="list-style-type: none"> - Trainer introduces himself/herself in brief. - Participants introduce themselves in brief. - Looking back on the first module. - The day's programme is explained. 	<ul style="list-style-type: none"> - Participants are familiar with the contents of this module. - Participants feel at ease, and are open to learning in the training setting. 	<ul style="list-style-type: none"> - PowerPoint/Prezi - materials for participants - felt-tip pens/pens - laptop, beamer, screen
45"	Induction schedule for the new employee. <i>Creating a Mind Map = 2.1</i>	<ul style="list-style-type: none"> - in sub-groups, the participants draw up an induction schedule, taking account of the employee's level, the structural requirement and the disability. - method: Mind Map <p>Identify and internalise everything that comes up, and then include it in a cluster.</p> <p>Create a step-by-step plan based on the Mind Map.</p>	<ul style="list-style-type: none"> - Participants have specified what they consider important when drawing up a general induction programme. Now they can also do this for their own organisation. 	<ul style="list-style-type: none"> - sample Mind Map 
15"	Coffee and tea break			

Time:	Subject:	Work structure:	Result:	Materials:
30"	Training the new employee (induction). <i>Induction schedule = 2.2</i>	<ul style="list-style-type: none"> - Use the step-by-step plan from the previous assignment and work it out in detail in pairs. Subjects must definitely include: <ul style="list-style-type: none"> - reception first day - making work agreements and recording them - drawing up and harmonising the coaching plan - supervising the socialisation process 	<ul style="list-style-type: none"> - The participant knows how to introduce and train the new employee as effectively as possible and can use the format of an induction schedule as an example. 	
45"	Developing competencies Creating learning opportunities <i>Learning cycle = 2.3</i> <i>Learning styles = 2.4</i>	<ul style="list-style-type: none"> - How do people learn? - The learning cycle (matching behaviour) - Choose learning activities that match the employee. 	<ul style="list-style-type: none"> - The mentor (together with the employee) can determine the employee's learning style and knows which steps he must take to enable the employee to learn. 	
45"	Lunch break			
30"	Energizer <i>Maze = 2.5</i>	<ul style="list-style-type: none"> - Deploy an energizer of choice 	<ul style="list-style-type: none"> - The group has generated new energy for the afternoon session. 	
75"	Coaching supervision 1: <i>Communication = 2.6</i> <i>Listening 1 = 2.7</i> <i>Listening 2 = 2.8</i> <i>Listening 3 = 2.9</i> <i>Listening on 3 levels = 2.10</i>	<ul style="list-style-type: none"> - Communicate with the target group <i>(Use L.S.D., ask questions)</i> - Asking various questions <i>Which questions do you know and which are effective in bringing information to light?</i> 	<ul style="list-style-type: none"> - The mentor can effectively communicate with the employee, also if there are problems on the work floor. - The mentor is familiar with the basic principles of the communication process and knows which questions yield the best results. 	

		<ul style="list-style-type: none"> - Listening on various levels <i>In which ways can you listen and how does it help you?</i> - Non-verbal communication <i>What is the power of non-verbal communication?</i> 	<ul style="list-style-type: none"> - The mentor can listen on different levels. - The mentor is aware of the power of non-verbal communication and its effect. 	
15"	Coffee and tea break			

Time:	Subject:	Work structure:	Result:	Materials:
75"	Coaching supervision 2: <i>Feedback = 2.11</i> <i>Motivation = 2.12</i> <i>Reflection = 2.13</i> <i>Tips during supervision = 2.14</i>	<ul style="list-style-type: none"> - Giving feedback: <i>Explain McFeedback Exercises in giving feedback</i> <i>Compliment each other on your behaviour</i> - Motivating: <i>Maslow's pyramid</i> <i>Motivation strategies</i> - Using reflection: <i>Explain the reflection model and practice with it.</i> 	<ul style="list-style-type: none"> - The mentor can effectively give constructive feedback, focusing on the relationship and showing respect for the employee. - The mentor can pay a sincere compliment. - The mentor is familiar with the theories of diffused and non-diffused cultures (Maslow and Pinto) and can apply a strategy correctly so that the employee is again motivated. - The mentor can deploy reflection and help the employee to reflect on what he/she has learned. 	
15"	Evaluation			