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APPRENTICESHIP BOOK

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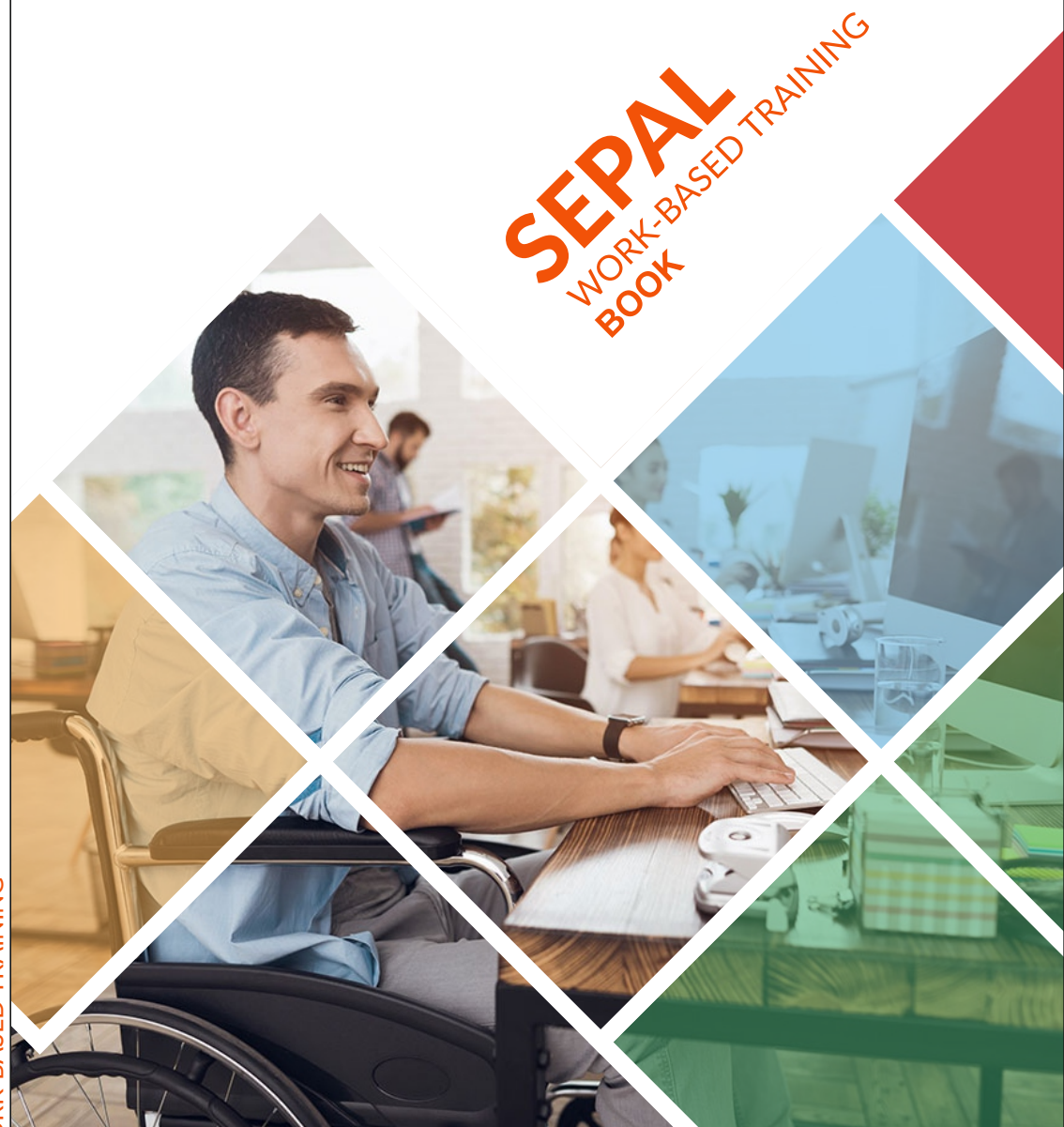
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SEPAL
WORK-BASED TRAINING
BOOK



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Contents

- 1. INTRODUCTION.....1
 - Why the Training is Worth the Investment.....1
 - Place-and-train model.....1
- 2. On-the-job training methods.....7
 - Apprenticeship.....7
 - Internship.....7
 - Coaching and counselling.....8
- 3. The Training Plan.....8
 - Why is it required to have a plan?.....8
 - The beneficiary’s responsibilities and tasks.....8
 - Job description.....8
 - Reviewing progress.....9
- 4. Mentoring.....9
 - a. What is mentoring (definition of a mentor).....9
 - b.Basic characteristics of a good mentor (roles,responsibilities,skills)....9
 - d. Mentoring versus Coaching.....13
 - e. Workplace diversity.....14
 - f. The benefits of mentoring.....15
- 5. Methods for training employees / On the job training methods.....17
 - a. The GROW model of mentoring.....17
 - b. Steps of the mentor process.....18
 - c. Problem solving.....25
 - d. Mentoring best practices.....26
- 6. Evaluation.....28

Introduction

1. INTRODUCTION:

A. Why the Training is Worth the Investment

Many employers prefer not to employ inexperienced and low-qualified people because of the estimated loss of profit, which, more frequently is based on attitudes and stereotypes than real casualties. On the bright side, the training at workplace is valuable because of many reasons. First, an employee gains the necessary skills suitable for that exact workplace. Moreover, at the beginning, there is a possibility to find cheaper work-force as low-qualified and low-skilled employees are paid less for the similar work as the more experienced employees do. There is a gap between educational and business sectors and training at work-place instead of professional education or as a form of professional education may improve the quality of education. There are also governmental social and financial support for employing inexperienced employees, NEETs, disabled, long-term unemployed, etc. in a form of tax reduction, subsidies and other.

B. Place-and-train model

Place-and-train is a model that provides the possibility to learn and to earn money in the same time and prevent those who lack capabilities to acquire education from "falling out" of the system. In low qualified jobs and handcrafts, it is one of the best options to prepare the employee for specific workplace and train specific skills. Training can contribute in order to sustain the placement on the job. Training and learning is important for the employee as well as the employer. Training for the employer can also be a way to give the relationship an impulse (e.g. prevention courses), and can be a source of income as well. Since we have as a goal to sustain the placement we need to train and monitor the parties involved as much and as long as is needed. Most of the time the training mainly consists of 1 on 1 coaching or three-way conversations where potential problems, weaknesses in the situation, complaints, are tackled by 'just' making them aware, and brainstorming on preventative or step by step changes in the situation of the employee or employer. Tools to make the employee and employer aware of the situation and inventory aspects of the relationship can be done in different ways.

C. On-the-job training concept

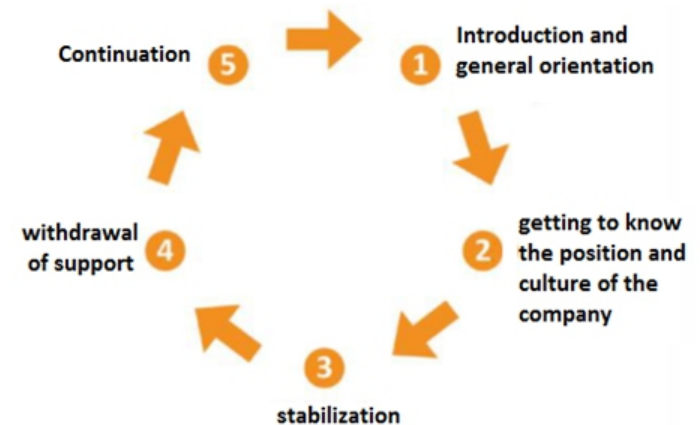
On-the-job training concept

On-the-job training means getting to know the job description, the structure of the company, colleagues and superiors. On-the-job training is designed to prepare the employee so that he or she can carry out his or her work in accordance with the requirements of the job.

Stages of on-the-job training

On-the-job training is a process that consists of several stages. Each of these stages is very important. The figure shows the steps that need to be taken to complete an effective inclusion to a workplace.

The following model indicates the actions to be taken to provide support to a disabled person or an excluded person. Where, when and by whom the support is offered depends on the employee's needs and the employer's abilities. The duration and scope of support depend on the employee, co-workers, employer and their needs.



European Union of Supported Employment. Toolkit, Polish Forum for the Disabled, 2013

Introduction and General Orientation
Getting to know the position and culture of the company

The introduction and general orientation stage start when the employee takes up the job position. The aim of this stage is to familiarize the employee with work colleagues and supervisors. The employee learns his duties and the most important aspects of the company's operation. At the end of this stage, an individual action plan should be developed.

On this stage it is very important to make an analysis of the tasks to be performed at the workstation. Analysis is a different description of the work cycle to be performed. It is worth to prepare such a detailed description, for example using pictures or photos and place it in a visible place. Each time before starting to perform the tasks, the employee may recall looking at the instruction how the work cycle should look like.

Example:

Let's assume the employee is trained as a bakery worker - a general and detailed work plan should be established for it.

Sample general work plan:

Working hours	Tasks to be performed - general
7:50 – 8:00	Coming to work, putting on your work clothes
Task 1 8:00 – 8:30	Dating of individual foil packages into which the bread is packaged, preparation of containers for bread
Task 2 8:30 – 10:30	Teamwork in slicing and packing bread
Task 3 10:30 – 11:00	Arrangement of the workplace
11:00 – 11:30	Break
Task 4 11:30 – 13:00	Auxiliary activities on the premises of the pastry shop - folding cake boxes, - Packing cakes, - Foiling of cake boxes
13:00 – 13:10	Finishing work, changing clothes

Introduction

Then each task in the detailed work plan must be broken down into specific activities so that the employee knows exactly what to do at a specific time. The detailed plan can be supplemented with drawings.

Example:

Task 1 Dating of individual foil packages into which the bread is packaged, preparation of containers for bread
Step 1: Obtain information from the shift manager on how many loaves of bread are to be sliced for the day.
Step 2: Bring the appropriate size of plastic bags from the warehouse.
Step 3: Set the correct date on the date book.
Step 4: Date setting on each plastic bag intended for bread packaging.
Step 5: Bring the appropriate number of plastic bread baskets from the warehouse (2 colours of containers green and blue).
Step 6: Prepare the table and the bread slicing machine.
Step 7: Analysis of the bakery assistant work.
Task 2 and the rest of it - similarly.

It is very important to adapt the duties to the capabilities and needs of the employee. This can be effectively done through the presence of The WISER in a company that gives it a chance to be close cooperation with a mentor, employee and the rest of the staff.

Introduction

Strategies for adapting duties to an employee include:

- job carving;
- job stripping
- job enrichment

Job carving is based on the fact that the tasks of a new employee are selected from the palette of tasks belonging to various positions in the company. In this way it arises a new position that corresponds to the skills of the employee. The other employees of the company gain more time for other tasks, for which they have appropriate qualifications or are more appropriate.

Job stripping involves the recognition of certain duties belonging to a given position when they are too difficult for an employee because of his / her disability (for example reading, carrying heavy objects). Instead the employee receives additional tasks from his colleagues.

Job enrichment is about adding new tasks to the range responsibilities in a given position in accordance with the employee's skills or to enable integration (for example, if the position in question has limited contact with the rest of the staff, an obligation to receive mail is added, which contributes to more frequent interaction with other employees).

Improvements and reorganization are necessary to enable the candidate to achieve good results at work.

The WISER should be able to determine the appropriate one tools, assistive technologies, aids and improvements for people with disabilities. While some of the improvements may require specialized technical equipment, e.g. for people with hearing or sight problems, others are simpler, but also effective.

Improvements can include:

- help in organizing (symbols, photographs, colors instead of letters),
- help with orientation (diagrams, plans, task cards, to-do lists),
- technical tools (calculator, talking clock, voice recorder, etc.),

- help in remembering,
- self-assessment tools (self-monitoring tool, checklist, competence grid, work journal)
- modification of entrusted duties (especially people with physical / intellectual disabilities)

It is possible, for example, to change the method, i.e. entering a different sequence of tasks or adding new stages or the use of specialized tools and devices).

Find a mentor and show the implementation of tasks

Find someone from the current team who's not only good at what they do. Find someone who also can, wants and likes to teach. The new employee must see with his or her own eyes how an experienced person works.

Stabilization and practice, practice

At this stage, under the watchful eye of the vigilante mentor, the employee goes through the individual stages and remembers the tasks.

Repeat - Let the employee repeat until the end, each time getting tips on what to do better this time.

Feedback - Observation, no hint, waiting until the end and giving feedback. This is about building confidence in the person. A confidence that will make sure that even if he or she makes a mistake, he or she is able to correct it.

Withdrawal of support

The aim of this stage is to reduce the scope of support at work. Experience shows that the needs of supporting employees with disabilities and people excluded in the workplace are very different. This can be done by promoting independence and involving co-workers, for example, as mentors. You cannot withdraw your support after the first or second well-done task by an employee. He'll need support. When we see that he is doing well on his own and performs his tasks well, we slowly reduce control. You should plan the moment when you let the person know that you trust them and you will not check and control them.

02

2. On-the-job training methods

D. The role of the employer

With a structured on the job training program, the employer has a plan for how a new employee progresses through various training steps. This plan often includes a checklist of tasks, details about who will supervise each task and a list of the desired goals of the training. Employer assigns the other employee to supervise, advise and support the trainee.

Although structured on-the-job training programs take more time and effort to set up, they are usually more effective at ensuring that you are properly prepared for your new role. There is also more accountability on behalf of both employer and employees with a structured on the job training plan.

5 steps for employer:

Analysis: Assess what your employees need to know in order to successfully do their jobs.

Design: Determine what your on-the-job training program will look like, prepare the plan of the training, train the trainer.

Development: Establish methods, resources, and materials that will be in your training program.

Implementation: Decide who/when/how you will implement your training program.

Evaluation: Get feedback so you can know if your training met you and your employees' needs.

2. On-the-job training methods

a. Apprenticeship

This type of training is generally given to the people in crafts, trade and technical fields that require a long-term learning before they actually gain the proficiency in their respective disciplines. This training is a blend of classroom and on-the-job training and is conducted under close supervision. This can be extended up to 3 to 4 years, as apprentices need to go through the learning process until they become experts in their fields. E.g. The craftsmen job, mechanic, electrician, plumber, tool maker, etc. have to undergo this type of training.

Apprenticeship training is based on the principle of “learning by doing”, i.e. the workers learn the job while performing it within the actual work environment with the provision and support of the other employee - a mentor (expert in the field). This type of training is beneficial for both the workers and the organization.

b. An internship

It is a period of work experience offered by an organization for a limited period of time. Once confined to medical graduates, internship is used for a wide range of placements in businesses, non-profit organizations and government agencies. They are typically undertaken by students and graduates looking to gain relevant skills and experience in a particular field. Employers benefit from these placements because they often recruit employees from their best interns, who have known capabilities, thus saving time and money in the long run. Internships are usually arranged by third-party organizations which recruit interns on behalf of industry groups.

03

3. The training plan

c. Coaching and Counselling

This training is given to the managerial level people, wherein the senior or the manager gives instructions to the immediate subordinate to carry out the day to day functioning.

It is again a one-to-one training method, where the manager is considered as a mentor to the subordinate and guides him in the situations of difficulty. See more on pg. 10.

3. The Training Plan

a. Why is it required to have a plan

The training plan is a pillar of the on-the-job training programme. There are goals, needs of the trainee and employer, responsibilities, and the basic principles of the training provided. Under this plan, there are knowledge, competencies and skills evaluated before the training begins and identified the objectives for the trainee to reach. Moreover, there are key persons, responsible for training at-job-place, identified. Basically, the plan provides the background knowledge on the process of the training and ensures the success of it.

b. The beneficiary's responsibilities and tasks

The responsibilities and task for each of the trainees will be determined by the employer, and will vary for each job and for each employer. Given that many of the trainees are likely to be low skilled and could potentially have minimal work experience, we recommend that the job and duties to be performed are of entry level standard and with a low amount of responsibility to begin with. The employer will be supported by the partner organizations in designing the most appropriate job description if required.

c. Job description

Overall, trainees need to develop soft skills as well as technical skills throughout the training programme. Creation of the Job description in conjunction with the employer is the start of the training programme and forms the basis of the training programme. The job description has to be prepared before the final beneficiary enters the on-the-job training. The job description should be prepared in conjunction with employers (if more time is necessary, partners together with the employer or his/her appointed person should keep on working on the job description after the training). The Job description will help to keep track of the skills that the beneficiary is learning and is also a guide for the support assessment of his/her skills at the end of the training path.

d. Reviewing progress

The review process consists of a weekly progress meeting between the trainee and the employer, a monthly review meeting between the trainee and employer and a monthly progress report from the employer to the partner organization in each country. Throughout the whole process, the trainee keeps a record of attendance and completes a workbook as evidence of certification and to support the progress review meetings (See the picture below).



4. Mentoring

a. What is mentoring (definition of a mentor)

Mentoring is a system of semi-structured guidance whereby one person shares their knowledge, skills and experience to assist others to progress in their own lives and careers. Mentors need to be readily accessible and prepared to offer help as the need arises - within agreed bounds.

Mentoring is more than 'giving advice' or passing on what your experience was in an area or situation. It's about motivating and empowering the other person to identify their own issues and goals, and helping them to find ways of resolving or reaching them - not by doing it for them, or expecting them to 'do it the way I did it', but by understanding and respecting different ways of working.

b. Basic characteristics of a good mentor (roles, responsibilities, skills)

A good mentoring relationship provides new employees as well as interns with someone that will share their professional knowledge and expertise in the field. A good mentor is available to answer any questions relevant to the job. Good mentor-mentee relationships are a two-way street; consequently, if you want a good relationship with your mentor, become a good mentee. This requires a genuine interest in your mentor and a willingness to do what it takes to become successful as an intern or new employee in the field. Following suggestions and recommendations as well as reading all pertinent literature available in the field is a good way to show your mentor that you are committed to being successful and that you take your career and responsibilities seriously.

4. Mentoring

04

4. Mentoring

Essential roles of a successful mentor:

Teacher

This role requires the mentor to share experiences. First, however, the mentor needs to be aware of the skills needed to perform job tasks successfully. It is important to share lessons learned from past mistakes to strengthen the mentor trainee relationship. The teaching role also requires mentors to step back and understand that the trainee is just beginning the learning process. Mentors need to be able to see the job as the trainee does and remember how difficult it was to learn new skills.

Guide

As a guide, the mentor helps the trainee to navigate through the job and the inner workings of the organization. The "behind the scenes" or shop politics are not always obvious to an outsider. The mentor should explain the "unwritten workshop rules" so that the trainee can be aware of the shop environment. This includes knowledge of special shop procedures that are not always documented.

Counsellor

The role of counsellor requires the mentor to have a trusting and open relationship with the trainee. The mentor needs to stress confidentiality and show respect for the trainee. Mentors can promote confidentiality by not disclosing personal information shared by the trainee. While the mentor explains the job, listening is also very important. It is another way to show respect.

Advisor

This role requires the mentor to help the trainee develop professional interests and set realistic career goals. As an advisor, the mentor talks to the trainee about what he or she wants to learn and sets career goals. Keep in mind that the process of setting goals must be flexible enough to accommodate changes in the workplace.

Motivator

Motivating the trainee is a difficult yet essential mentor role. Motivation can be learned but is typically a natural inner drive that compels a person to be positive and succeed. Mentors can motivate trainees to succeed through encouragement, support, and incentives. They can also motivate trainees by showing them support.

Door Opener

In the role of door opener, the mentor helps the trainee establish a network of contacts within the workplace. This gives trainees a chance to meet other people for professional, as well as, social development. As a door opener, mentors introduce trainees to their own contacts to help build the trainee's own network structure.

04

4. Mentoring

Coach

The role of coach helps the trainee to overcome difficult and challenging maintenance and repair jobs. Coaching is a complex and extensive process, not an easy skill to perform. Specifically, coaching involves feedback. This is best done while the trainee performs work tasks and the mentor looks on, giving positive and constructive feedback as the situation demands. Good mentors will not provide feedback when they do not know much about the subject or circumstances. It is not appropriate to criticize the trainee in the presence of others. Some coaching is best when it is done in private. No one likes it when his or her faults or weaknesses are pointed out in public.

A good mentor possesses the following qualities:

- Willingness to share skills, knowledge, and expertise
- Demonstrates a positive attitude and acts as a positive role model
- Takes a personal interest in the mentoring relationship
- Exhibits enthusiasm in the field
- Values ongoing learning and growth in the field
- Provides guidance and constructive feedback
- Respected by colleagues and employees in all levels of the organization
- Sets and meets ongoing personal and professional goals
- Values the opinions and initiatives of others
- Motivates others by setting a good example

Successful mentoring relationships must contain the following elements:

- Mutual respect
- Clear expectations of the relationship
- Personal connection
- Shared values
- A sense of altruism
- Active listening

In contrast, unsuccessful relationships are characterized by:

- Poor communication
- Lack of commitment from either party
- Personality differences
- Real or perceived competition between parties
- Conflicts of interest
- A mentor's lack of experience in his or her role

04

4. Mentoring

When a mentor and mentee develop a relationship, it passes through several phases.

Initiation stage.

This stage is defined by two individuals who enter a mentor and mentee relationship. They traditionally met through either professional connections or personal networking. Mentors often seek to mentor talented or “coachable” individuals, while mentees seek mentors who possess the sort of experience and connections, they need to further their careers.

Cultivation stage.

In the cultivation stage, the focus is on learning, development and growth. Examples of this might include:

- Learning how to work more effectively
- Completing challenging assignments
- Increasing a mentee's exposure within his or her organization
- Mentee sponsoring
- Giving and accepting general advice

This phase is particularly rewarding because of the interpersonal bonds that tend to form during this time. In addition, the mentee may give back, teaching the mentor about things such as new technologies, methodologies and any emerging industry issues.

Separation stage

At this stage, the relationship comes to an end. Amicable separations often happen because mentees feel as though there is nothing left to learn, or they want to form their own identity outside the context of their mentor. Problematic separations occur if only one party wants to separate.

In this final stage, the mentor and mentee may continue their relationship on redefined terms. If this stage is successfully navigated, the two can develop into amiable colleagues and even friends.

04

4. Mentoring

d. Mentoring vs Coaching

Coaching is task oriented. The focus is on concrete issues, such as managing more effectively, speaking more articulately, and learning how to think strategically. This requires a content expert (coach) who can teach the trainee how to develop these skills. **Mentoring is relationship oriented.** It seeks to provide a safe environment where the mentee shares whatever issues affect his or her professional and personal success. Although specific learning goals or competencies may be used as a basis for creating the relationship, its focus goes beyond these areas to include things, such as work/life balance, self-confidence, self-perception, and how the personal influences the professional.

Coaching is short term. A coach can successfully be involved with a trainee for a short period of time, maybe even just a few sessions. The coaching lasts for as long as is needed, depending on the purpose of the coaching relationship. Mentoring is always long term. Mentoring, to be successful, requires time in which both partners can learn about one another and build a climate of trust that creates an environment in which the trainee can feel secure in sharing the real issues that impact his or her success. Successful mentoring relationships last nine months to a year.

Coaching is performance driven. The purpose of coaching is to improve the individual's performance on the job. This involves either enhancing current skills or acquiring new skills. Once the trainee successfully acquires the skills, the coach is no longer needed. **Mentoring is development driven.** Its purpose is to develop the individual not only for the current job, but also for the future. This distinction differentiates the role of the immediate manager and that of the mentor. It also reduces the possibility of creating conflict between the employee's manager and the mentor.

04

4. Mentoring

Coaching does not require design. Coaching can be conducted almost immediately on any given topic. If a company seeks to provide coaching to a large group of individuals, then certainly an amount of design is involved in order to determine the competency area, expertise needed, and assessment tools used, but this does not necessarily require a long lead-time to implement the coaching program. **Mentoring requires a design phase** in order to determine the strategic purpose for mentoring, the focus areas of the relationship, the specific mentoring models, and the specific components that will guide the relationship, especially the matching process.

The trainee's immediate manager is a critical partner in coaching. She or he often provides the coach with feedback on areas in which his or her employee needs coaching. This coach uses this information to guide the coaching process. **In mentoring, the immediate manager is indirectly involved.** Although she or he may offer suggestions to the employee on how to best use the mentoring experience or may provide a recommendation to the matching committee on what would constitute a good match, **the manager has no link to the mentor** and they do not communicate at all during the mentoring relationship. This helps maintain the mentoring relationship's integrity.

e. Workplace diversity

Workplace diversity is an issue that has increasingly become a talking point in many businesses. Although some managers may feel legally compelled to create a diverse workforce, others may see the strategic benefits of having a broad range of types of employees. Understanding the complexity of diversity issues may help you manage your company's workforce. In order to explain the term diversity, it is important to understand that diversity directly affects the workplace – and with increasing significance. The term diversity includes an understanding and acceptance of the fact that people have individual characteristics, which make them unique from each other, particularly when comparing individuals in a group. These characteristics may include race, ethnicity, gender, religion, political ideologies, sexual orientation, age, physical abilities or socio-economic status. These characteristics also may include life experiences and cognitive approaches toward problem solving.

Since the workplace is filled with people, the differences that each unique person brings to a company directly affects what takes place within the company. Many aspects of the company – from production to marketing to corporate culture – are influenced not only by diversity but also as to how the diversity is perceived company-wide. To those outside the company, that company may seem as if it is made up of many types of people. However, if the differences are creating discord and frequent turnover, then that company is not using its diversity to leverage the business to its advantage.

04

4. Mentoring

If mentoring is to be successful as a tool for empowering employees, it needs to be truly diverse, representing everyone within the organization and not just women and people of color. By including the broadest spectrum of people, mentoring offers everyone the opportunity to grow professionally and personally without regard to gender or race. A successful mentoring program needs to balance the need for inclusion with the need for fair representation.

The current workforce includes different age groups that bring a variety of attitudes and approaches to work. Not everyone fits into any one generalization, so the mentor must be open minded, but aware of the differences.

f. The benefits of mentoring

Mentoring is more than the transfer of advice, knowledge and insights. The relationship offers reciprocal benefits for mentors willing to invest their time in developing another professional. As well as the personal satisfaction of sharing their skills and experience with a willing learner, being involved in mentoring also provides some tangible benefits that can reward mentors professionally.

Some key benefits for mentors include:

- Recognition as a subject matter expert and leader
- Exposure to fresh perspectives, ideas and approaches
- Extension of their professional development record
- Opportunity to reflect on their own goals and practices
- Development of their personal leadership and coaching styles

Benefits for the company

For employers, investing in business mentoring is a useful and cost-effective way to develop your top emerging talent and keep your most knowledgeable and experienced performers engaged and energised.

04

4. Mentoring

As well as the transferral of critical business knowledge and skills, mentoring helps to develop a pipeline of future leaders who understand the skills and attitudes required to succeed within the company.

For employers, investing in mentoring helps to:

- Develop a culture of personal and professional growth
- Share desired company behaviours and attitudes
- Enhance leadership and coaching skills in managers
- Improve staff morale, performance and motivation
- Engage, retain and develop performers

Benefits for trainees

Being mentored is one of the most valuable and effective development opportunities you can offer employees. Having the guidance, encouragement and support of a trusted and experienced mentor can provide a mentee with a broad range of personal and professional benefits, which ultimately lead to improved performance in the workplace.

For mentees, some key benefits of business mentoring include:

- Exposure to new ideas and ways of thinking
- Advice on developing strengths and overcoming weaknesses
- Guidance on professional development and advancement
- Increased visibility and recognition within the company
- The opportunity to develop new skills and knowledge

04

4. Mentoring

5. Methods for training employees/ On the job training methods

a. The GROW model of mentoring

The GROW model (or process) is a simple method for goal setting and problem solving. The GROW model is a simple approach for structuring mentoring and coaching. It can be used for several situations and provides a framework for your conversations.

G	Goals	The goal is the end, where the person wants to be. The goal must be defined in such a way that it is very clear when they have achieved it.
R	Reality	The current reality is where they are now. What are the issues and challenges, how far are they away from their goal?
O	Obstacles Options	There will be obstacles stopping them getting from where they are now to where they want to go. If there were no obstacles, they would already have reached their goal. Once obstacles have been identified, they need to find ways of dealing with them if they are to make progress. These are the options.
W	Way forward Will	The options then need to be converted into action steps which will take them to their goal. These are the way forward. How likely is the person to do what they say they will? How can the likelihood of this be increased?

During the first stage of the process, the goal is the priority. Once a topic for discussion is agreed, specific outcomes and objectives should be discussed by the coach/mentor and the client/mentee/pupil. These may be short term goals, or – when appropriate, and a clear path to the outcome can be agreed – they may be long term aims. Goals should be [SMART: Specific, Measurable, Accurate, Realistic and Timely. The goal should also be inspirational and positive, whilst being challenging and requiring them to stretch themselves and their abilities to achieve it.](#)

During the second stage of the process, both coach and mentee outline and discuss the current reality of the situation using a variety of different methods and techniques. The coach may invite the client to assess their own situation before offering their own advice or specific feedback on the current scenario and obstacles faced. The focus should be on the client, and the coach should be looking to identify potential in the situation, rather than problems. They should examine any assumptions made by the client with regards to their reality and outlook on future goals and discard any history or events that are irrelevant to the goals at hand.

04

4. Mentoring

Once reality and all obstacles to current goals have been discussed, and irrelevant 'pseudo-obstacles' discarded, the options as to how to overcome current issues preventing progress should be examined. At first, the full range of options should be put-forward and discussed, predominantly inviting suggestions from the client. Any suggestions posited by the coach or mentor should be offered carefully and with consideration of the client's overall position. By the end of stage 3, the coach should ensure that at least some choices have been made with regards to overcoming obstacles, and there is significantly less ambiguity surrounding immediate actions.

The final stage of the process is when the client commits to decisive actions to move towards their goal. A plan is drawn up, with the coach guiding the ideas discussed by the mentee - including specific guidelines and timings to make achievable progress. Any potential obstacles that may be encountered during the process are identified and subsequent solutions are considered, including an outline of the support required throughout. Both mentor and mentee should remain flexible throughout the entire process, and goals/actions may need to be altered to react to both positive or negative events.

b. Steps of the mentor process

STEP 1. ESTABLISH A SHARED MENTAL MODEL

A **mental model** is an explanation of a person's thought process about how something works. A shared mental model allows the mentor and the trainee to establish an understanding. It offers the mentor and the trainee ways to communicate, collaborate, and commit to their goals. This happens when the mentor and trainee agree on the content and how they will go about training/learning.

04

4. Mentoring

What the mentor does	Why this is important	How to do it
Builds a relationship with the trainee	Reduces anxiety and puts the trainee at ease	Greet your trainee If they seem anxious, say something like... <i>"Don't worry about trying to learn everything at once. You'll have plenty of opportunities to practice"</i>
Identifies the training module	Ensures the trainee has his/her notes <ul style="list-style-type: none"> The trainee will be less anxious if he/she has a written guide to refer to during the session. This will be important later when he/she practices the task on his/her own The trainee will be less likely to ask you to repeat something or a step Checks for prior skills, knowledge and experience <ul style="list-style-type: none"> You do not want to bore the trainee with unnecessary details or skip over something that he/she doesn't know Does not assume the trainee knows certain steps/tasks or doesn't know certain steps/tasks	<ul style="list-style-type: none"> Today or the next topic we are going to cover is ... You will need your manual or notes for the _____ topic and a pen or pencil. You could ask... "When and how did you use this equipment?"

04

4. Mentoring

Reviews the objective	Ensures that the trainee understands what he/she will be learning	You could say, “Today or the next day, we will cover...” or “...By the end of this session you will learn how to...”
Encourages questions	Reduces anxiety	You could say, “Please stop me if you have any questions...”

STEP 2. MENTOR SHOWS TASK AND TRAINEE OBSERVES

What the mentor does	Why this is important	How to do it
Reviews the task objective	Explain why the task is important How the task is related to the entire job	Explain the purpose of the task
Positions the trainee to observe the mentor performing the task Refers the trainee to his/her notes during the mentor’s explanation and demonstration of the task Explains each step aloud	The trainee needs to view the demonstration from the same perspective in which the mentor conducts it A trainee who uses procedures during training sessions is more likely to use the procedures afterward Gives the trainee a mental picture of what will happen	· Position the trainee to the side or slightly to the rear of the mentor · Make sure there are no physical barriers between the mentor and the trainee
Demonstrates the task	· Allows the trainee to see and hear how the task is completed	· Explain each step while it is being performed

04

4. Mentoring

Summarizes the task when the demonstration is completed	<ul style="list-style-type: none"> · Reviews the purpose of the task · Reviews why the task is important · Reviews how the task fits into the bigger picture · Explains how the task should be performed, step by step 	<p>You can say something like...</p> <ol style="list-style-type: none"> 1. "I just showed you how to change a flat tire. The purpose of this task is to..." 2. "You need to know this because..." 3. "You need to know how to do these 5 steps because"
Asks the trainee if he/she has any questions	Gives the trainee the opportunity to clarify an unclear step	Listen to the responses

STEP 3. MENTOR OBSERVES TRAINEE AND TRAINEE PERFORMS TASK

The mentor observes the trainee performing the task and redirects behavior. Learning happens when the mentor:

- does not to point out mistakes, blame, or criticize the trainee
- focuses on the trainee's effort and improvement
- prompts the trainee when needed

If the trainee attempts to carry out one of actions steps incorrectly, the mentor can redirect him/her by making statements like:

- "If you do it that way, this is what happens." (If needed, point out the undesirable outcome.)
- "See what happens when you do it that way." (If needed, demonstrate the correct action.)
- "Why won't that work?"
- "How else could you do it?"

04

4. Mentoring

STEP 4. MENTOR OBSERVES TRAINEE AND GIVES TRAINEE FEEDBACK

In this step, the mentor does not assist the trainee unless there is potential harm to the trainee, someone else who is present, or to the equipment or environment

What the mentor does	Why this is important	How to do it
1. Asks the trainee if he/she is ready to perform the task without coaching	It is always good to check in with the trainee to assess how ready they are to complete the task	Ask the trainee. 'There are 8 steps to this step. Are you ready to begin?'
2. Asks the trainee to state any safety precautions and quality requirements	A friendly reminder is a good way to start on a job that has a potential for injury	You can say: 'what are the safety precautions for this process?'
3. Asks the trainee to state the objective of the task	A review of the job helps the trainee to think the job through before starting	You can say: 'what is the objective of the task?'
4. Asks the trainee to refer to his/her notes	The mentor and trainee can review the notes to make sure that they are complete and accurate	You can say: 'for this step, i want you to refer to your notes'

04

4. Mentoring

5. Asks the trainee to explain the task	When the trainee explains what they plan to do, it gives the mentor the chance to correct them before they make a mistake, or they are injured	You can say: 'please explain the task you will perform for me'
6. Asks the trainee to explain while they perform the task	When the trainee explains what they are doing, it helps to reinforce the proper procedures for getting the job done	You can say: 'as you complete each step of the task, please explain each step'
7. Prompts the trainee to make a performance self-assessment	Prompting the trainee to reflect on their work helps to set good practices and to compare their work to the way it should be done	You can say: 'you just completed the task. Which steps do you think you performed really well and which steps do you think you need additional work?'
8. Gives the trainee immediate feedback on the trainee's task performance	It is very important that the trainee knows well they did the job so that they can improve where needed. Trainees usually appreciate acknowledgement for a job well done	You can say something like: 'now I would like to give you my feedback'

STEP 5. MENTOR AND TRAINEE DEBRIEF

What the mentor does	Why this is important	How to do it
1. Summarizes the task	Going over the task after the trainee completed it reinforces good practices	You can begin by saying: 'you just completed...'

04

4. Mentoring

2. Asks the trainee if he/she has any questions	Soliciting responses helps quiet people step up to ask the question they were afraid to ask	You can say: 'does anyone have any questions about...?'
3. Reviews the performance objective	Asking the trainee instead of telling him/her offers the trainee to put the information in his or her own words	You can say: 'what is the objective of the task?'
4. Asks the trainee if he/she is ready to be evaluated	Checking in to see if the time is right could bring out a request for more review	You can say: 'are you ready to receive your feedback?'
5. Schedules the evaluation or practice time and place	Setting a time for the evaluation or other activities prompts the trainee to prepare him or herself	You can say: 'is this a good time or would you like to schedule your feedback for another day or time?' Do you need to practice? If so, when do you want to complete your practice session and where do you want to do it?'
6. Tells the trainee <ul style="list-style-type: none"> a. Where they can get help b. That you will do the follow-up training 	Offering support and references gives the trainee confidence that you are doing what is in their best interest to succeed	You can say: 'if you think you need additional help performing this task, here are some people can help you'

04

4. Mentoring

c. Problem solving

The mentor and trainee form a team and every team faces problems and challenges during their project. What makes the team effective is how they solve problems? Joint decision making and problem solving do not come naturally. This takes effort to approach the problem in a way that everyone in the group can take part. There are many challenges for a team to be effective at problem solving.

The list below includes some of the obstacles.

Ø Lack of:

- Trust
- Motivation
- Commitment
- Preparation
- Resources

Ø Poor interpersonal relationships among the parties

Ø Open or unresolved issues

Ø Communication – especially disrespectful speaking and lack of

Ø Listening

Ø Inadequate understanding of the problems

If your team is experiencing these troubles, it would be helpful to learn about some ideas for working through challenging problems.

Four Parts to Solving Problems

1. Identify and clarify the problem and then refine it to a statement that everyone agrees describes the problem
2. Analyze the different facets or aspects of the problem and how it affects the work
3. Generate solutions before jumping into action and make sure that the ideas are real options, then set them into priority order
4. Implement the solutions, but keep in mind that the solutions may create some problems, so the process may have to keep going.

04

4. Mentoring

d. Mentoring best practices

1. Define Your Mentoring Program Objectives and Secure Leadership Support.

You might be surprised by the number of mentoring programs without clear objectives or strong buy-in. Such programs often struggle because there's no consensus of what success looks like. Follow mentoring program best practices by implementing SMART objectives – specific, measurable, attainable, relevant, and time-bound. Here's an example: “The goal of our mentoring program is to help new employees become 80 percent productive by the end of their first six months.” Such objectives provide direction to program participants and help organizational leaders understand why they should offer their support. As part of that, make sure to identify a senior leader who believes strongly in the program and is willing to serve as its executive champion. This person will prove to be a critical resource and advocate.

2. Find a Strong, Passionate Mentoring Program Manager. Selecting the right program manager is critical to your mentoring program. A strong program manager doesn't guarantee success. But a weak one will guarantee underwhelming results. Program managers provide essential ongoing support, training, and coaching to participants. They identify opportunities and troubleshoot issues, working with stakeholders to make ongoing adjustments to keep the program thriving. They're also instrumental in promoting the program to potential participants and serve as the program's ambassador (along with the executive champion) to the organization. Passion, excellent communication, and organizational skills are a must. Prior experience in serving as a mentor is a bonus.

3. Build Flexibility into the Program. Successful mentoring programs balance the dueling needs of structure and flexibility. A level of formality is needed within the mentoring process, participant training, progress tracking, and communication to help the program run smoothly. Yet mentoring is about individual learning and growth, which means participant needs will vary in outcomes sought and preferred methods of learning. When planning a mentoring program, identify areas that require flexibility and build them into the program. Areas to consider include: mentoring format (one-to-one, group, circles), duration, and participant interaction tools.

04

4. Mentoring

4. Put Your Marketing Hat On. When you introduce a new mentoring program to your organization, there's generally natural enthusiasm. But this enthusiasm doesn't always translate into high participation rates. A common reason. The absence of effective promotion. Don't assume potential mentors and mentees will automatically understand the benefits of mentoring. For many, this will be their first experience. You'll need to convince them that participation is worth their time and effort. If you need ideas, check out our toolkit for promoting your mentoring program. Beyond participants, key leaders and stakeholders need to be educated on the benefits of the program and strategic value to the organization.

5. Think Win-Win. Consider the needs of mentors. Building a solid base of mentors can be a challenge. A key is understanding the positive and negative factors that impact mentor participation. Once you've identified them, look for creative ways to reinforce positive drivers and lower the hurdles of negative ones throughout the mentoring process. For example, mentors are often busy people with limited time to spend. How can you help mentors become more efficient with their time? Also consider recognition and reward strategies. Formally recognizing mentor involvement is a best practice that can be very motivating to those mentors and help attract new ones.

6. Use Mentoring Program Best Practices to Prepare Mentors and Mentees for Success. Productive mentoring doesn't just happen. Provide training to mentors and mentees regarding the program's goals, participant roles, mentoring best practices, and your mentoring process. Help mentors and mentees clarify their own objectives. The need for training and guidance doesn't end after the initial orientation. Provide tips and best practices throughout the mentoring program to help participants stay on track and get the most out of the program.

7. Embrace the Role of Mentoring Matchmaker. For mentoring to thrive, a solid relationship needs to form between mentor and mentee. The strength of the match plays a critical role in this. Consider giving mentees a say in the matching process by allowing them to select a mentor or list their top three choices. Mentoring software can improve and speed up the matching process. If your software has a strong matching capability, it will recommend suitable mentors based upon learning needs and compatibility.

8. Track, Measure, Listen & Tune. How will you know if your mentoring program is a success? Track program and connection metrics and ask for feedback. At the program level, build metrics around defined objectives. Also, be sure to assess the outcomes of individual mentor and mentee connections. One of the easiest ways to measure success and capture feedback is through surveys. Ask participants and stakeholders how well the mentoring program met their goals and the goals of the organization. Also ask them for their ideas for improving the program.

04

4. Mentoring

9. Bring Closure to Individual Mentoring Connections. Entrepreneurs are advised to develop a clear exit strategy for their business to help them focus upon a tangible outcome. Mentoring is similar in the sense that without defining a closure point, the mentoring process can wander aimlessly. As a mentoring connection progresses, work with the mentor and mentee to identify mileposts that indicate when mutually established goals have been reached. Establish a formal process that brings closure to the mentoring experience. Within this process, provide an opportunity for both the mentor and mentee to reflect upon what was learned, discuss next steps for the mentee, and provide feedback.

10. Broadcast Mentoring Successes. After a mentoring program begins, the focus naturally shifts into operating the program and keeping it running smoothly. Keep in mind, there are likely many more potential participants waiting for signs that joining the program is worth their time and effort. Continually demonstrate the value of the program, recognize participant contributions, and spotlight successes. This best practice effort will bring energy to the program, expand participation, and increase overall support within the organization.

5. Evaluation

a. Evaluation of skills and competences

The definition given in the EQF system states that competence is the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy. Competencies are not strictly related to one single task or skill, but are requirements to be able in performing every kind of task or skill. Even if competencies are more related to the personality than professional skills and knowledge, they often make the difference between a successful and a less successful worker. The competencies need a careful definition by the employer and partner organization / training provider, because often they are characteristics very high regarded by employers and can make the difference between getting a job or not. Usually there are some general competencies, which are valid in all kind of jobs as the following ones, who can be assessed with Y/N system, going on with the same principles: Communicating well and clearly Understanding and applying the basic job and relational rules Arriving in time at work Working both alone and in team Adapting one's behaviors to circumstances Decision making skills Being able in motivating, resolving mistakes.

04

4. Mentoring

b. Defining the skills to measure / What is going to be assessed/ evaluated?

In order to define the skills that will be acquired and measured, we start from the **Job Description** which will outline the tasks for the specific job and the skills required for that job. Each trainee will require a minimum amount of theoretical knowledge of the tasks to be performed, some practical and soft skills and work based competencies that will facilitate them to perform the task. All the trainees on each of the jobs will also require a general sense of responsibility and a certain grade of autonomy in order to perform the tasks and achieve a successful result.

According to the **European Qualification System (EQF)**, we use the following definitions:

KNOWLEDGE: means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.

SKILLS: means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

COMPETENCE: means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.