

EcoMentor

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Standard of professional competence for mentor in the sector of eco-industry (initial version)

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Introduction

This “Standard of professional competence for mentor in the sector of eco-industry” is the the results of the surveys conducted in the course of the project „Implementation of the certification model for mentors in the subsector of eco-industry – EcoMentor (2016-1-PL01-KA202-026809)” implemented in the framework of ERASMUS+ programme. The surveys were conducted among active mentors of eco-industry by partners of the project consortium in four countries: in Poland by Institute of Environmental Protection – National Research Institute and Institute for Sustainable Technologies – National Research Institute, in Italy by Sinergie Società Consortile a Responsabilità Limitata, in Greece by Dimitra Education & Consulting S.A. and in UK by International Centre for the Environment, Resource Management & Sustainability Limited.

PLAN MENTORING ACTIVITIES

| No. | Knowledge & Understanding |
|-----|---|
| 1. | Principles of Adult Education and VET |
| 2. | Different learning styles and learning capabilities |
| 3. | The stages of the mentoring process and the critical factors of success in each stage |
| 4. | The learning objectives the work-based mentoring programme aims to meet |
| 5. | The specific method used to plan and implement individual learning programmes including timescale, objectives and assessment requirements |
| 6. | Role of mentor in learning process |
| 7. | Values, ethics and principles underpinning mentoring |

| No. | Performance criteria, skills |
|-----|--|
| 1. | Prepare for the mentoring process in terms of time and resources |
| 2. | Prepare the workplace for mentoring activities (inform the learner and inform others) |
| 3. | Use structured learning goals to plan workplace learning and identify work tasks that correspond to these structured learning goals and in line with assessment plan |
| 4. | Identify the learner requirements |
| 5. | Identify opportunities for mentoring |
| 6. | Identify people's information needs |
| 7. | Assess and accommodate individual learner's needs |
| 8. | Agree the boundaries of the mentoring relationship and understand how they will be recognised and maintained |
| 9. | Review and improve own performance in planning the learner's work-based programme |
| 10. | Plan the mentoring programme with the learner and where relevant with key people in the work organisation |
| 11. | Evaluate which types of learning would be most effective for the individual/group |

CONDUCT MENTORING ACTIVITIES

| No. | Knowledge & Understanding |
|-----|--|
| 1. | The nature of mentoring in the context of work-based learning and the efforts needed to implement those successfully |
| 2. | Specific principles of mentoring in the context of implementation of successful work-based learning programmes |
| 3. | Common factors and barriers affecting the mentoring process in the workplace |
| 4. | The operational context, working methods, resources and relevant personnel of the employing organisation |
| 5. | Key personnel and support available from the learner's college, training organisation or training department |
| 6. | Specific organisational procedures relevant to the mentoring process |
| 7. | Specific conflict resolution theories, methods and models, active listening principles and techniques |
| 8. | Specific issues on confidentiality |
| 9. | Specific principles and methods for assessing and monitoring learner's progress and providing feedback |
| 10. | Specific procedures for responding effectively to learner concerns |
| 11. | Principles of health and safety at work |
| 12. | The specific review, assessment and reporting requirements of the learner's programme |

| No. | Performance criteria, skills |
|-----|--|
| 1. | Create and provide sufficient learning opportunities to ensure that the learner is supported to meet the objectives of the learning programme |
| 2. | Encourage innovative and creative thinking in the course of mentoring process |
| 3. | Provide effective mentoring support in the workplace |
| 4. | Use specific mentoring techniques for motivating the learner including motivation for adaptation of new behaviour, taking into account different alternatives and selecting the most appropriate |
| 5. | Explain the term 'corporate culture' in general to the learner and to describe the specifics of corporate culture of the specific company or organisation |
| 6. | Communicate effectively with the learner using practical communication tools and techniques |
| 7. | Develop solutions to problems taking into account the input from the learner |
| 8. | Demonstrate active listening skills when talking with the learner either on the phone or face to face in order to resolve different issues |
| 9. | Apply a systematic process (using tools and techniques) to review the learner's progress |
| 10. | Uncover problems that may arise regarding the learner's job satisfaction and help in their solution |
| 11. | Ensure that the learner has an adequate ongoing level of support by workplace management and colleagues for learning and where relevant settling into the organization |
| 12. | Effectively manage challenges that affect the learner's programme |
| 13. | Review the learning progress with the learner at regular intervals, taking supportive action where necessary to aid progress |
| 14. | Ensure that any requirements for formal assessment or reporting are met |
| 15. | Work with groups or individuals to undertake the learning |
| 16. | Agree and record the interactions, outcomes and progress towards objectives and goals with the learner in accordance with organisational requirements |

EVALUATE THE MENTORING ACTIVITIES

| No. | Knowledge & Understanding |
|-----|--|
| 1. | Basic principles of formative and summative evaluation of work- based mentoring programmes |
| 2. | Specific evaluation methodologies and tools (including assessment tools and interpretation methods including ICT) |
| 3. | Specific methods to analyse the evaluation results as well as their use in order to identify areas for improvement |
| 4. | Specific principles for documentation and presentation of evaluation results |
| 5. | Methods of monitoring, reviewing and evaluating the effects of mentoring |

| No. | Performance criteria, skills |
|-----|---|
| 1. | Apply evaluation methods and tools such as performance milestones, performance appraisals as well as formal interviews or informal discussions with the learner |
| 2. | Draw useful conclusions from the evaluation process, identify areas for improvement and take appropriate actions |
| 3. | Document and present evaluation results |
| 4. | Evaluate the learner's individual programme in terms of its effectiveness in meeting learning objectives |
| 5. | Evaluate the effectiveness of the specific workplace in providing relevant learning opportunities, support and take actions for its improvement considering external influences (|
| 6. | Give constructive feedback on the learning process |
| 7. | Maintain records of interactions in appropriate format in line with organisational procedures |
| 8. | Agree what further support or help learners may need and plan with them how it can be accessed |
| 9. | Review and improve own performance in supporting the learner |
| 10. | Review and improve own role in the development of a working relationship that will maximise the results of the mentoring process |

COMMON SET OF BEHAVIORS FOR ECOMENTORS

| No. | Behaviours |
|-----|---|
| 1. | Respect the client's need for information, commitment and confidentiality |
| 2. | Listen and respond effectively and check understanding |
| 3. | Act in a way that shows you are willing to help the learner |
| 4. | Adapt your personal style to empathise with different types of learner |
| 5. | Build and maintain rapport over sustained periods |
| 6. | Seek to understand people's needs and motivations |
| 7. | Invite a two-way exchange of information and feedback with the learner and others |
| 8. | Comply with, and ensure that others comply with, legal requirements, industry regulations, organisational policies and professional codes |
| 9. | Create and maintain an effective working relationship with the learner that will help the learner to reach his/her professional goals |
| 10. | Ensure that the progress of the learner is being reviewed effectively through cooperation with the learner at agreed and regular time intervals taking relevant and supportive action where necessary to aid progress |
| 11. | Enable the learner to take responsibility for and ownership of their objectives and goals |
| 12. | Contribute to a clear and compelling vision for mentoring as a part of organisational learning and development process |
| 13. | Encourage colleagues and stakeholders to recognise mentoring as a way to create and support a culture of learning and development in the organization |
| 14. | Ensure mentors are selected based on standards, indicators and measures of competence |
| 15. | Review and improve own monitoring performance |
| 16. | Ensure that the evaluation of the work based programme is done systematically and that results of this evaluation are taken into account for the improvement of the work based programme |
| 17. | Ensure that improvement potential for current and/or future learners is being identified and this information is passed on to relevant actors |
| 18. | Ensure that he/she reflects on the results of the evaluation, identifies his/her contribution in the evaluation results and acts accordingly |
| 19. | Take responsibility for his/her own work approach and role |
| 20. | Review and improve his/her own approach for evaluating the learning process |
| 21. | Reflect on your contribution to the mentoring processes |

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