The New Role of Mentoring Approaches in Vocational Training in Companies

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University of Bremen
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In the VETNET strand
Functions of the mentoring process

• **Coaching function**: enable & encourage learning; enhance knowledge and skills

• **Counselling function**: support career development strategies;

• **Guiding function**: giving mentee a role model by in-company training plan

• **Empowering function**: support self-directing, personal responsibility and reflective capability
• **competence assessment sheet**: prior leaning experiences of the mentee

• **mentee’s career road map**: covers personal wishes (mentee perspective) and organisational requirements (the business or company perspective): synthesize an in-house mentees development programme

• **in-company training plan**: based on key work and learning task (wlt).
<table>
<thead>
<tr>
<th>Competencies (selection)</th>
<th>Degree of competency (self &amp; by others)</th>
<th>Competencies were</th>
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<td>1 2 3 4 5 newly acquired developed further not influenced</td>
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<td>Ability to develop goals for the own life</td>
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<td>Ability to put goals into practice.</td>
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<td>Stick to joint agreements.</td>
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<td>Ability to act in difficult situations.</td>
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<td>Assess the consequences of own action.</td>
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Career advancement through interaction between competence assessment and career plan.
Generalised abilities to be achieved through the mentoring process:

- recognize objectives
- analyzing the initial situation
- planning action
- execute action plan
- control outcomes/results
- reflect action

alongside the WLT
Features of work and learning tasks (wlt)

• Combination of work task exercises and learning processes.
• Linking amongst the business processes, work orders and learning possibilities.

• By learning that which is new at the workplace, the mentee is better motivated.
• By mastering certain new work activities and enriching mentees' abilities, career chances are enhanced.
• They are profitable for both the mentees' personal career as well as the organization’s business goals.
Identifying Work and Learning Task (WLT)

- WLT should represent typical elements of the intended occupational profile for the mentee.
- Mentors as in-company practical experts define these tasks and bring them into a certain order (orientation, relational, detailed and experienced based knowledge).
- Work and Learning Task with high learning potential helps the mentee to develop here competencies.
Main steps in developing work and learning task in a company
Criteria for investigating corporate work tasks/work orders by mentor

- Kind of service (e.g., hotel, travel agency, event management etc.).
- Business plan, company mission; corporate work task
- Examples of typical key work orders (e.g. reception, room service, care taking…)
- Service processes and typical work methods to be applied (e.g. telephoning, advising, explain, consulting, cleaning, preparing etc.),
- Requirements for employees (telephonist; receptionists; room service; technical house care)
- Applied equipment (e.g. event technology, aids, computer systems, machinery etc).
- Focal points during service task and work processes.
Case example:
Schierholz GmbH company, Bremen

• German VET Companies in a change: *Mentoring as a additional activity*

• Combining technical training (Initial Technical Training for young school leavers) with mentoring activities: *coaching & guidance*

• Results from this case: *a mentees „roadmap“ for work-based learning at different work places*
company Schierholz GmbH

material flow solutions

Customers: car industry
Company Schierholz GmbH

- medium sized enterprize
- international markets
- Do initial vocational education and training (IVET) for occupational profiles like the mechanic and mechatronic worker
- 12 apprentices (four women); young school leavers
- Closing in-house training center while Trainers went on retirement; just a Trainer responsible (part time!)
Mechanic & mechatronic occupations
Problematic Starting situation:

- clear learning plan for the apprentices/mentees is missing
- Mentees miss overlook about company business and order processing structure
- training outcomes are weak according to professional frameworks
- **Answer**: Combination of technical training and mentoring programme
Mentors sets up a new learning infrastructure for the mentees:

- Linking business processes, work orders and learning possibilities.
- By mastering certain new work activities learning is enhanced.
- Through work based learning the mentee can be better motivated
- Targeting for mentees personal career & organisations business goals.
Developing an in-company training plan

• Work place analysis for each of the departments and each work place
  – Mentor ask the employees by checklist
  – Mentor verifies work task which are suitable for the mentee and what he can learn there

• Questioning all mentees about their experiences at the work place
  – Mentee: Where? How long? Under which work situation did he learn most and best?
  – Mentor: What can be learned at the work place? What are the requirements and entry conditions needed to fulfil the work task?
mentees „roadmap“ for work-based learning at different work

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What are WLTs good for:

- Delivers for training plan in the company
- Relates between training & work
- Relates to the business process
- Makes mentee work more “profitable” for the person and the company
- Better motivation of mentee
- Decreases the work load for a typically part time mentor.
Conclusion: What does the integrated system allow for?

- suitable to many sectors (industrial and service), to companies of various sizes, and it can be adjusted to different kind of VET systems, like public-private or private systems
- mentors are experts in their specific trade or business but they can lack pedagogic skills such as coaching, tutoring and empowerment!
- *Training the trainers* is an important element in promoting such an mentoring model
- Based on „easy to handle“, but efficient training tools the mentor can develop an *in-company training plan* based on key work and learning task