

#Mentor4WBL@EU

I.O.5: E-Course Development for apprenticeship and internship in-company WBL mentors

EMPOWERING EU IN-COMPANIES' MENTORS



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Acknowledgments and Disclaimer

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Ethical Statement for Intellectual Output 5 “E-Course Development for apprenticeship and internship in-company WBL mentors”

We testify on behalf of all co-authors that our report submitted for the current Intellectual Output of the #Mentor4WBL@EU Project is compliant with the rules of the relevant managing authority and EU guiding rules.

All authors declare that:

- 1. this material has not been published in whole or in part elsewhere.*
- 2. all the material used follows the appropriate referencing rules and conventions.*
- 3. the manuscript is not currently being considered for publication in academic journals or projects' deliverables.*
- 4. all authors have been personally and actively involved in substantive work leading to the Output and will hold themselves jointly and individually responsible for its content.*

Date: 31st December 2020

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Summary

IO5 deliverable is in the form of [an e-course training for in-company WBL mentors which can be accessed from OAED partners e-learning platform](#). The e-course development, which is IO5 deliverable, constitutes the implementation of IO1, IO2, IO3 and IO4 deliverables, namely, the course design, the course syllabus, the certification scheme and the course assessment. In this sense, this report summarizes the preparation steps for the learning content development including the methodology followed for the e-course development in a uniform format facilitated with the project's [virtual workspace](#) & [Google drive](#), the primary learning content as presented in the Lesson Plans delivered by the assigned course developers partners, the secondary content as it appears in the e-learning platform and the course evaluation together with the cross-reference process verifying all in-company WBL mentor's competences developed in IO1 & IO3 are included in the developed e-course. The e-course development foundations lie upon the course design and syllabus adopting Lesson Plans for backward course design as well as the competence scheme already developed for in-company WBL mentors and, thus, the learning content was developed so as to fulfil the learners' needs for their preparation as candidates for their e-certification which concerns the next IO6.

Keywords: Lesson Plan, primary content, secondary content, e-course, backward course design, WBL, mentoring, in-company WBL mentor, e-certification preparation

Table of Contents

Acknowledgments and Disclaimer	3
Summary	4
Table of Contents	5
List of Tables.....	7
List of Figures.....	8
Abbreviations	9
Introduction.....	10
Chapter 1 Methodology	12
Chapter 2 E-course primary content.....	20
Lesson Plan 1	20
Lesson Plan 2	23
Lesson Plan 3	27
Lesson Plan 4	31
Lesson Plan 5	34
Lesson Plan 6	38
Lesson Plan 7	42
Lesson Plan 8	46
Lesson Plan 9	47
Lesson Plan 10	47
Lesson Plan 11	48
Lesson Plan 12	49
Lesson Plan 13	50
Lesson Plan 14	51
Lesson Plan 15	52
Lesson Plan 16	54
Lesson Plan 17	55
Lesson Plan 18	56
Lesson Plan 19	59



Lesson Plan 20	63
Lesson Plan 21	67
Lesson Plan 22	71
Lesson Plan 23	74
Lesson Plan 24	78
Lesson Plan 25	81
Lesson Plan 26	85
Lesson Plan 27	89
Lesson Plan 28	93
Lesson Plan 29	98
Chapter 3 E-course secondary content	102
Chapter 4 E-course evaluation & competence compliance	109
Ex-Post Module Evaluation	109
Competencies Cross Check	112
Appendix A - Course content development guidelines	128



List of Tables

Table 1 Lesson Plan Outline and Instructions	14
Table 2 Allocation of the e-course development to the assigned for the course development partners	18
Table 3 Module Evaluation Form	109
Table 4 Competence cross-check.....	113



List of Figures

Figure 1 Web Page containing User Guide.....	102
Figure 2 Welcoming Page.....	103
Figure 3 opening Page of a Module	104
Figure 4 Structural Content of a Module	104
Figure 5 Structural Content of a Module B	105
Figure 6 Open End Question Page.....	106
Figure 7 Covered Competencies Summary Page	107



Abbreviations

BAU	Bahcehesir University
C4FF	Centre for Future Factories
ECVET	European credit system for vocational education and training
EQF	European Qualifications Framework
EU	European Union
IME GSEVEE	General Confederation of Professional Craftsmen of Greece
IO	Intellectual Output
Mentor4WBL@EU	Mentorship Evaluation aNd Training in Organizations for Work-Based at European Union
OAED	Manpower Employment Organization
VET	Vocational Educational and Training
UK	United Kingdom
WBL	Work-Based Learning



Introduction

The consortium of the Erasmus+ KA2 project: *“Mentorship Evaluation aNd Training in Organizations for WBL at EU (#Mentor4WBL@EU)* consisting of 7 partners from Greece, Switzerland, the United Kingdom and Turkey contributed collaboratively in the context of this specific project’s Intellectual Output 5 (IO5), namely, “E- course development for apprenticeship and internship in-company WBL mentors”.

The e-course learning content developed based on the previous IO1 & IO2 deliverables following methods and methodologies identified for the course development. During the development stage learning and assessment are considered integrated parts of each other. Hence, the e-course was developed considering the assessment and certification process delivered as IO4 and IO3 respectively. In doing so, the method of delivery of the learning material, the strategy followed, and grading/marking criteria/scheme .as delivered by the previous IOs set the foundations of the e-course development.

The e-course development manual provided to partners who were assigned to develop each one of the four modules consisted of a mutually agreed lesson plan template and a common framework guide to ensure homogeneity of structure and content. Each template mainly provided information on the description of the unit, desired results in detail, required evidence of assessment and a detailed lesson plan. Along with the lesson plan the template also provided the sources provided to the learner.

The e-course aims to provide appropriate guidance, training and assessment. Each modular component is followed by a section on assessment and assessment practice and criteria based on learning outcomes. The learning outcomes are competence based and compliant with the competence matrix profile for in-company WBL mentors developed in IO1. The platform provides a venue to the learner to be prepared for the e-certification process.

The e-course content is uploaded to the e-platform hosted by OAED which was created under the framework of the Erasmus+ (KA2) project INNOAPPRENET (project identification



557308 – EPP-1-2014-1-EL-EPPKA3 - APPREN) -in which IME GSEVEE also participated as a partner-, targeted to the on-line training of the apprentices. The platform is adjusted and amended in order to be able to host all the necessary material for the on- line training of in-company WBL mentors.

Chapter 1 Methodology

In the course of the project Bahcesehir University (BAU) was responsible for IO5 which entailed, E-Course Development for apprenticeship and internship in-company WBL mentors. After receiving the e-course strategy (IO1 & IO2) circulated by IME GSEVEE, BAU's workload included creating a roadmap for course development, designing and analysing the lessons and assigning partners their individual responsibilities regarding the development of the lessons according to the strategy document. Thus, "we" which will be used in the upcoming chapters can be taken as BAU and the partners. Below, the steps to develop the nodules of the e-course can be found.

Before starting the development process the features of e-learning had been taken into account to create an effective and immersive learning experience and Course content development guidelines (see [Appendix A](#)) were developed and delivered to the course developers along with mutually agreed Lesson Plan templates for each unit/topic of the e-course included in its four modules as delivered form IO1 course design and IO2 course syllabus. In here some of the main points which have been described in the course design included the opportunities and time given to the students to reflect about what they have learned, relatable examples and as much learning support as possible. After this we chose to implement a blended model of learning for our students and created the courses as a mixture of both programme flow model and core-and-spoke model.

For the methods of instruction, we decided to use various models to maximize each course's efficiency. Most of our lessons include at least 2 or more of the instructional methods given below;

- **Expositive methods;** Presentations, case studies, worked examples and demonstrations.
- **Application methods;** Demonstration-practice method, Job aids, Case-based exercises, Role plays, Simulations and learning games, Guided research, Project work
- **Collaborative methods;** Online guided discussion, Collaborative work, Peer tutoring



For the e-learning formats we chose to use; video conferencing/live webcasting, audio conferencing, application sharing and animations, whiteboard, slides, chat and instant messaging, e-mail and discussion forums.

The primary content for the learners were developed so that it could be used even after the end of the course providing useful and insightful information. The materials included essays, publications, presentations, references, videos, leaflets, websites Furthermore, to lessen the language barrier and to help learners understand the context better, all videos were subtitled in English and Greek.

The structure of the lessons was designed in order to create a more impactful learning experience and a uniform course format. The sequence of the course was decided to start with an Introductory video for each Modules and session of the course and for each Topic, which constituted a lesson, the format was agreed to follow a uniform format:

- an “About the lesson” section with clear description of the learning outcomes and the knowledge, skills and attitudes the learner will acquire by the end of the lesson aligning to the andragogical principles derived from IO1 course design,
- a video presentation section introducing the learner to the Topic’s learning content
- a reading section with the necessary theoretical background regarding each Topic
- an activity section linked the theory presented
- an optional further reading and activities section for delving deeper into the specific area of theory and practice each Topic dealt with.

Each module ended with a summative assessment of the learning acquired following the question format of the delivered IO3 e-certification process.

While designing the presentation techniques for the classes, it has been decided that a mixture of different techniques would be most beneficial, as immersing the students into the classes is very important. The different techniques for our coursework are as follows; Story-telling, Scenario Based Approach, Toolkit Approach, Demonstration-Practice Method, and Adding Examples Approach. Also, different media elements such as texts, graphics, animation, audio and video were also added to the coursework to add to the immersive experience. Each Topic’s activities were drawn upon the Pre-requisites defined in the delivered IO3 e-certification process



that candidates should present as portfolio with a view to preparing the learners for their certification.

Designing the practice and assessment questions were also very important as they reinforce the achievement of learning objectives. We used the indicative structure to build our questions which followed the structure of; Question/Statement-Operational Message-A series of options-The correct answer-Feedback for the answer. Furthermore, for job-oriented courses we placed the questions in a job realistic context to transfer the knowledge and skills learned throughout the course into everyday working life. We included different question formats to engage the students and to give their brains different stimuli such as; True/False, Multiple Choice, Short Answer/Essay question following the IO3 e-certification process so as to simulate their examination and, thus, prepare the learners for their e-certification.

The project's workspace at [Freedcamp.com](https://freedcamp.com) facilitated the collaboration among the course developers while a common [folder](#) was created in the project's Google drive for the course developers to accumulate and share their primary content. This common folder also facilitated the delivery of the developed lesson plans to the assigned partner for the secondary content on the e-platform, OAED. Dr. Kyriakakis, the expert for the secondary content development form OAED, provided course developers with a Moodle Guide to acquaint them with the functionalities of the platform and collaborated with all course developers within our virtual workspace until the whole course was fine-tuned with the developers' lesson plans.

Finally, for the mutually agreed lesson plan outline was delivered to the partners assigned to develop the modules along with instructions by BAU, the IO5 leader to initiate the process of the e-course development. The lesson plan outline, which was aligned to the course backward design resulting from IO1, was finalised in collaboration with the consortium partners is presented in Table 1 below:

Table 1 Lesson Plan Outline and Instructions

#MENTOR4WBL@EU Training Course UNIT #: TITLE
<p>Unit description This module aims to Main sessions, which will be covered in this module are:</p>

EQF LEVEL			ECVET POINTS				
LEARNING HOURS							
Total:	Contact: --	Hands-on:	Self-study:	Assessment:			
The topic will be assessed through (Mark appropriate box with X)							
<input type="checkbox"/>	On-going assessment	<input type="checkbox"/>	Project	<input type="checkbox"/>	Skills demonstrations	<input type="checkbox"/>	Other (please specify)
<input type="checkbox"/>	Oral examination	<input type="checkbox"/>	Reflective diary	<input type="checkbox"/>	Structured feedback, meetings/discussions	<input type="checkbox"/>	
<input type="checkbox"/>	Portfolio	<input type="checkbox"/>	Report	<input type="checkbox"/>	Written exercise	<input type="checkbox"/>	
<input type="checkbox"/>	Practical	<input type="checkbox"/>	Workshop	<input type="checkbox"/>	Written assignments	<input type="checkbox"/>	
<input type="checkbox"/>	Presentation	<input type="checkbox"/>	Self-assessment	<input type="checkbox"/>	Written test	<input type="checkbox"/>	
Session #: TITLE							
Topic #: Title							
Lesson #: Title							
Stage 1 – Desired Results							
<p>ESTABLISHED GOALS</p> <p>The enduring understandings and learning goals of the lesson,</p> <ul style="list-style-type: none"> • What relevant goals (e.g., learning outcomes) will this lesson address? <p>This part can be filled in choosing from the compilation of learning outcomes of the module the lesson belongs too following their taxonomy.</p>	Transfer						
	<p>Learners will be able to independently use their learning to</p> <p>Refers to how students will transfer the knowledge gained from the lesson, and apply it outside of the context of the course.</p> <p>This part can be filled in from the corresponding to the chosen learning outcomes competences from the competence matrix and the occupational standards</p>						
	Meaning						
	<p>UNDERSTANDINGS</p> <p>Students will understand that...</p> <p>Refers to the big ideas and specific understandings students will have when the complete the lesson</p> <ul style="list-style-type: none"> • What are the big ideas? • What specific understandings about them are desired? • What misunderstandings are predictable? 	<p>ESSENTIAL QUESTIONS</p> <p>Refers to the provocative questions that foster inquiry, understanding, and transfer of learning. These questions typically frame the lesson and are often revisited. If students attain the established goals, they should be able to answer the essential question(s).</p>					
Time							
Acquisition							
<p>Refers to the approx. time to complete the lesson (learning + assessment)</p>	<p>Learners will know...</p> <p>Refers to the key knowledge students will acquire from the lesson</p>			<p>Learners will be skilled at...</p> <p>Refers to the key skills students will acquire from the lesson,</p>			

activities) on average learner	•What key knowledge and skills will students acquire as a result of this lesson?	•What should they eventually be able to do as a result of this unit?
---------------------------------------	---	---

Stage 2 – Evidence and Assessment

Evaluative Criteria	Assessment Evidence																																							
<p>Refers to the various types of criteria that students will be evaluated on.</p>	<p>PERFORMANCE TASK(S): Refers to the authentic performance task(s) that students will complete to demonstrate the desired understandings or demonstrate they have attained the goals. The performance task(s) are typically larger assessments that coalesce various concepts and understandings like large projects or papers.</p> <ul style="list-style-type: none"> • Through what authentic performance tasks will students demonstrate the desired understandings? • By what criteria will performances of understanding be judged? <p>This part can be filled in choosing from the Assessment criteria already developed in IO4</p>																																							
	<p>OTHER EVIDENCE: Refers to other types of evidence that will show if students have demonstrated achievement of the desired results. This includes quizzes, tests, homework, etc. This is also a good point to consider incorporating self-assessments and student reflections.</p> <ul style="list-style-type: none"> • Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results? • How will students reflect upon and self-assess their learning? <p>For this part it is advisable to take into consideration the evidence required for their certification already developed in IO3. It is reasonable the evidence asked during their training to coincide with the evidence asked during their certification. When designing lesson plan, it is advisable to look at the corresponding developed evidence from IO3.</p> <p>The unit will be assessed through (mark appropriate box with X):</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td><input type="checkbox"/></td> <td>On-going assessment</td> <td><input type="checkbox"/></td> <td>Project</td> <td><input type="checkbox"/></td> <td>Skills demonstrations</td> <td><input type="checkbox"/></td> <td>Other (please specify)</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Oral examination</td> <td><input type="checkbox"/></td> <td>Reflective diary</td> <td><input type="checkbox"/></td> <td>Structured feedback, meetings/discussions</td> <td><input type="checkbox"/></td> <td>peer review</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Portfolio</td> <td><input type="checkbox"/></td> <td>Report</td> <td><input type="checkbox"/></td> <td>Written exercise</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>Practical</td> <td><input type="checkbox"/></td> <td>Workshop</td> <td><input type="checkbox"/></td> <td>Written assignments</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>Presentation</td> <td><input type="checkbox"/></td> <td>Self-assessment</td> <td><input type="checkbox"/></td> <td>Written test</td> <td><input type="checkbox"/></td> <td></td> </tr> </table>	<input type="checkbox"/>	On-going assessment	<input type="checkbox"/>	Project	<input type="checkbox"/>	Skills demonstrations	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>	Oral examination	<input type="checkbox"/>	Reflective diary	<input type="checkbox"/>	Structured feedback, meetings/discussions	<input type="checkbox"/>	peer review	<input type="checkbox"/>	Portfolio	<input type="checkbox"/>	Report	<input type="checkbox"/>	Written exercise	<input type="checkbox"/>		<input type="checkbox"/>	Practical	<input type="checkbox"/>	Workshop	<input type="checkbox"/>	Written assignments	<input type="checkbox"/>		<input type="checkbox"/>	Presentation	<input type="checkbox"/>	Self-assessment	<input type="checkbox"/>	Written test	<input type="checkbox"/>
<input type="checkbox"/>	On-going assessment	<input type="checkbox"/>	Project	<input type="checkbox"/>	Skills demonstrations	<input type="checkbox"/>	Other (please specify)																																	
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<input type="checkbox"/>	Practical	<input type="checkbox"/>	Workshop	<input type="checkbox"/>	Written assignments	<input type="checkbox"/>																																		
<input type="checkbox"/>	Presentation	<input type="checkbox"/>	Self-assessment	<input type="checkbox"/>	Written test	<input type="checkbox"/>																																		

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction



This stage encompasses the individual learning activities and instructional strategies that will be employed. This includes lectures, discussions, problem-solving sessions, etc.

Learning Activities:

What learning experiences and instruction will enable students to achieve the desired results? How will the design

W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge, interests)?

H = Hook all students and Hold their interest?

E = Equip students, help them Experience the key ideas and Explore the issues?

R = Provide opportunities to Rethink and Revise their understandings and work?

E = Allow students to Evaluate their work and its implications?

T= Be Tailored (personalized) to the different needs, interests and abilities of learners?

O = Be Organized to maximize initial and sustained engagement as well as effective learning?

The unit will be delivered through (Mark appropriate box with X):

<input type="checkbox"/>	Discussion	<input type="checkbox"/>	Presentations	<input type="checkbox"/>	
<input type="checkbox"/>	Video	<input type="checkbox"/>	Reading	<input type="checkbox"/>	
<input type="checkbox"/>	Fieldwork	<input type="checkbox"/>	Working groups	<input type="checkbox"/>	
<input type="checkbox"/>	Hands-on	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>	

Resources/Materials

Refers to the materials needed for the lesson (e.g., pdf, ppt, videos, podcasts, pictures etc.)

Throughout the IO5 BAU has held regular Skype meeting to coordinate, allocate & assign tasks and discuss the progress with the assigned course developers partners. The final allocation of the e-course was defined as follows:

- E-course duration: 65 hours
- E-course ECVET points allocation: 3 ECVET points
- Synchronous learning: 10 hours
 - 5 hours synchronous “Induction session” at the beginning of the e-course for presenting the learning contract to participants, discuss questions, create a common learning environment etc.
 - 5 hours synchronous “Final session” at the end of the course for feedback, queries, learners’ portfolios check, certification evidence guidance
- Asynchronous learning: 55 hours split into



- 30 hours of theory (modules)
- 25 hours of practice (self-study, discussion between colleagues in the forum, peer review, assignments, module assessment)
- Hours' allocation per module and course development assignments per partner is presented at the Table 2 below:

Course content	Hours' allocation	Content delivery	Content development assigned partner
Induction Session	5 hours	hybrid	IME GSEVEE previous project learning content
Module 1	4 hours min. - 5 hours max.	e-course	DIEK Aigaleo
Module 2	8 hours min. - 10 hours max.	e-course	IME GSEVEE
Module 3	8 hours min. - 10 hours max.	e-course	BAU
Module 4	4 hours min. - 5 hours max	e-course	C4FF
Final session	5 hours	hybrid	Learners' e-course portfolios

Table 2 Allocation of the e-course development to the assigned for the course development partners

Following the clear guidance for lesson plan given in Table 1 above and later layout of the course, responsible parties prepared the lesson plans and the lesson primary materials. The material was uploaded by the participants to the common [Google drive](#) and accessed by the OAED expert. OAED uploaded the material into the e-learning platform as secondary content. Throughout the process OAED expert, the course developers and BAU were

in constant coordination and communication. Moreover, a Pool of bibliography for the responsible partners- editors of sessions' content was uploaded in the project's Google Drive in order to ensure a homogeneity in the content's quality.

Chapter 2 E-course primary content

Lesson Plan 1

Session 1. What is an in-company WBL mentor?		
Topic 1: Definition of in-company WBL mentorship		
Lesson 1: Understanding the terms		
Stage 1 – Desired Results		
ESTABLISHED GOALS <i>Learners will</i> <ul style="list-style-type: none"> understand what mentorship is in WBL context explain the importance & contribution of WBL apprenticeship & internship to companies 	Transfer	
	<i>Learners will be able to independently use their learning to</i> <ul style="list-style-type: none"> see how mentoring fits other aspect of their lives understand how concepts are constructed contextually see the importance of concept definitions Locate pertinent information from varied sources (print, on-line; primary, secondary) construct concept mapping 	
	Meaning	
	UNDERSTANDINGS <i>Learners will understand</i> <ul style="list-style-type: none"> the place mentoring has in the learning process the point of being trained as in-company WBL mentors concepts have multiple constructed definitions 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> Do I care to become an in-company WBL mentor? Have I experienced being mentored in the past? Have I experienced being a mentor myself in the past? Have I constructed a different definition of what an in-company WBL mentor is now?
Time	Acquisition	
1 hr	<i>Learners will know</i> what in-company WBL mentoring is about	<i>Learners will be skilled at</i> <ul style="list-style-type: none"> reflecting on whether they have experienced or observed mentoring researching for multiple perspectives to construct concepts constructing concept maps and/or word clouds
Stage 2 – Evidence and Assessment		
Evaluative Criteria	Assessment Evidence	
	PERFORMANCE TASK(S): Individual or collaborative activities:	

Learners will demonstrate an understanding of what mentorship is in WBL context.

- Concept map and/or word cloud for in-company WBL mentoring individually or collaboratively with other learners via the use of the e-platform functionalities such as forum, chat room, meeting room etc. for the reflective journal and/or portfolio
- “My goals as a mentor”. Creation of a reflective list individually or collaboratively with other learners via the use of the e-platform functionalities such as forum, chat room, meeting room etc. For the reflective journal and/or portfolio
- Reflective questions on their learning, prior experience and knowledge
- Mentor readiness self-assessment

OTHER EVIDENCE:

Multiple choice and True//False questions at the end of Module 1.

Self-assessment reflective questions at the end of Session 1.

The unit will be assessed through (mark appropriate box with X):

<input type="checkbox"/>	On-going assessment	<input type="checkbox"/>	Project	<input type="checkbox"/>	Skills demonstrations	<input checked="" type="checkbox"/>	Other (please specify)
<input type="checkbox"/>	Oral examination	<input checked="" type="checkbox"/>	Reflective diary	<input type="checkbox"/>	Structured feedback, meetings/discussions	<input checked="" type="checkbox"/>	peer review
<input checked="" type="checkbox"/>	Portfolio	<input type="checkbox"/>	Report	<input type="checkbox"/>	Written exercise	<input type="checkbox"/>	
<input type="checkbox"/>	Practical	<input type="checkbox"/>	Workshop	<input checked="" type="checkbox"/>	Written assignments	<input type="checkbox"/>	
<input type="checkbox"/>	Presentation	<input checked="" type="checkbox"/>	Self-assessment	<input type="checkbox"/>	Written test	<input type="checkbox"/>	

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

The lesson will facilitate the learner to construct actively their own definitions either individually or collaboratively with other learners instead of instilling definitions. This way the learner will understand that a concept can be constructed from multiple perspectives and these perspectives should be sought rather than passively accepted from an authority source.

The duration of the lesson has been approximately calculated but learners can work through the course at their own pace, Guidance is provided for reflecting and collaborating with other learners using the e-platform’s collaborative functionalities such as the forum, the chatroom and/or the meeting room for the completion of the lesson activities and the impact of what and how learning has taken place.

The lesson explores the terms work-based learning and mentoring by providing resources from various perspectives and urging to seek for more on the internet individually and/or collaboratively for the completion of the activity at the end of the lesson. Also, the learners are requested to draw upon their own experience by reflecting whether they have experienced work-based learning and/or mentoring moments in the past. After constructing their own definitions of the terms, the learners will understand whether they wish to become an in-company WBL mentor.

The learners will watch first the video introducing them to the whole module explaining the learning goals of Module 1 and its structure so that the learners will know what to expect to be involved in and the learning outcomes of this involvement before engaging in this activity and inviting them to start with Session 1 if they find it interesting in line with andragogical principles.

Then the learners will watch the video explaining what Session 1 includes so as to understand the lessons to follow and the activities included. This video explains the learning options while providing recommendations for their optimal performance.

The two videos are to sustain engagement, hook learners and hold their interest to go to the first lesson. The first lesson starts with a new video with a presentation explaining the learning outcomes in the



beginning and then presenting the main points of the lesson. Questions for reflection on learners' own experience are asked during the video. Guidance is given via the video to reflect and discuss with other learners what and how has been learned. Recommendations are given through the video for enhancing their learning by doing their activity individually or collaboratively with other learners and check the further reading suggestions. Learning strategies suggested include

- small group discussions
- directed study and research
- Lecture
- resource based learning
- self-reflection
- metacognition
- concept mapping
- word cloud

The learners apart from the video are given reading material and encouraged to do their own research to discover and construct their own understanding of the terms. Also, they are encouraged to identify work-based learning and mentoring situations in their own workplace and discuss them with other learners to complete the concept mapping and/or word cloud requested in activity 1.

The delivery of the lesson is designed in accordance with the knowledge as set out against the assessment criteria. The learners are encouraged to have and use their reflective journals to highlight evidence within the assessment criteria. Assessment of this unit is in the form of a concept mapping for the term in-company WBL mentor which can clearly demonstrate to the assessor the level of knowledge and understanding. There is no restriction as to how big the concept mapping should be and it is recommended to continue completing it after the next lessons with the new knowledge they gain.

The unit will be delivered through (Mark appropriate box with X):

X	Discussion	X	Presentations		
X	Video	X	Reading		
X	Fieldwork	X	Working groups		
	Hands-on		Other (please specify)		

Resources/Materials

1. Welcome to Module 1: Introduction – Getting started with your in-company WBL mentorship
Video: Welcome to In-company WBL mentor's course Module 1! (3.43 min)
(<https://youtu.be/Elk9LNhlnws>)
2. Introduction to Session 1: What is an in-company WBL mentor?
Video: Welcome to Session 1 (2.40 min) (<https://youtu.be/jSHVIm4luVQ>)
3. Lesson 1: Definition of an in-company WBL mentor
Reading: [About Lesson 1](#)
Video: Definition of an in-company WBL mentor (7.07 min) (<https://youtu.be/XcnblVezLO8>)
4. Activity 1: Create your concept map or cloud word for your definition of an in-company WBL mentor.
Reading: [Constructing definitions of the concepts and terms](#)
Read the document "Constructing definitions of the concepts and terms". Then research on the Internet for more definitions of the terms work-based learning and mentoring or mentorship and create your concept map and/or a word cloud for the term in-company WBL mentor. [See an example of a concept](#)



[map here](#) and [an example of a word cloud here](#). For word clouds you can use this website for free <https://wordart.com/>. You may invite other learners through the course forum to make a team and work together on Activity 1. The purpose of the activity is to help you construct your definition of an in-company WBL mentor from multiple perspectives. After completing your concept map and/or word cloud you can add it to your portfolio and/or your reflective journal. If it is group work you can share the same. We highly recommend to use the course's Exabis e-Portfolio and/or a reflective journal as these not only will facilitate your learning but they will be also requested to be assessed as evidence of your knowledge if you decide to continue for your e-certification.

5. Optional activities:

- [Check your readiness for being an effective Mentor](#) (Source: [Tools for Mentors](#) retrieved from the [US Department of Energy](#)).
- [Reflecting on Lesson 1](#)

6. Suggested further reading:

- ["Work-based learning in continuing vocational education and training: policies and practices in Europe", CEDEFOP](#)
- ["Work-Based Learning \(WBL\) – Does it facilitate transitions to decent work?" by Michel Cournoyer](#)
- [More articles about Work-based learning](#)
- [Being an effective mentor](#)
- [Kathy Kram: Phases of the Mentor Relationship](#)

Lesson Plan 2

Session 1. What is an in-company WBL mentor?	
Topic 2: Differences from coaching, training & counselling	
Lesson 2: Mentoring VS Coaching, Training & Counselling	
Stage 1 – Desired Results	
ESTABLISHED GOALS Learners will <ul style="list-style-type: none"> • identify differences of mentoring from similar terms (e.g., teaching, coaching) • understand what mentorship is 	Transfer
	<i>Learners will be able to independently use their learning to</i> <ul style="list-style-type: none"> • see which type of processes within the field professional and personal development best suits any current situation • compare and contrast concepts • synthesize conclusions after comparative analysis • self-reflect on prior meanings to consider changes
	Meaning
UNDERSTANDINGS <i>Learners will understand</i> <ul style="list-style-type: none"> • the wide range of process types for professional development • the differences and similarities of these professional development process types • where mentoring is located within the field of professional development 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • What is the professional & personal development field? • How many types of professional & personal development exist in this field? • Are there institutions governing this field at national, European and

		<p>international level and what is their role?</p> <ul style="list-style-type: none"> • Can I distinguish whether I am offering mentoring or not? • How do I know when I'm doing what? 							
Time	Acquisition								
1/2 hr	<p>Learners will know how mentoring differentiates from other forms of professional development activities</p>	<p>Learners will be skilled at</p> <ul style="list-style-type: none"> • identifying similarities and differences in how various processes enhance professional development • comparing and contrasting similar concepts within a field • synthesizing their understanding of various professional development processes to draw conclusions regarding their functions • understanding by comparing 							
Stage 2 – Evidence and Assessment									
Evaluative Criteria	Assessment Evidence								
<p>Learners will</p> <ul style="list-style-type: none"> • describe the different types within the professional development field with their common and distinctive characteristics • describe different Mentorship methods/approaches and characteristics of good practices • justify the choice of approaches used to implement areas for improvements • develop a counselling scenario in relation to learning or 	<p>PERFORMANCE TASK(S):</p> <p>Individual or collaborative activities:</p> <ul style="list-style-type: none"> • A comparative analysis report on the similarities and differences of mentoring, coaching, training and counselling individually or collaboratively with other learners via the use of the e-platform functionalities such as forum, chat room, meeting room etc. for the reflective journal and/or portfolio. • Completion of a reflective table to gauge where learners are in their knowledge of a topic prior and after the lesson individually or collaboratively with other learners via the use of the e-platform functionalities such as forum, chat room, meeting room etc. for the reflective journal and/or portfolio. • Answer a scenario-based question. • Reflective questions on their learning and prior experience and knowledge. 								
	<p>OTHER EVIDENCE:</p> <p>Multiple choice and True//False questions at the end of Module 1. Self-assessment reflective questions at the end of Session 1.</p> <p>The unit will be assessed through (mark appropriate box with X):</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;"><input type="checkbox"/></td> <td style="width: 25%;">On-going assessment</td> <td style="width: 25%;"><input type="checkbox"/></td> <td style="width: 25%;">Project</td> <td style="width: 25%;"><input type="checkbox"/></td> <td style="width: 25%;">Skills demonstrations</td> <td style="width: 25%;"><input checked="" type="checkbox"/></td> <td style="width: 25%;">Other (please specify)</td> </tr> </table>		<input type="checkbox"/>	On-going assessment	<input type="checkbox"/>	Project	<input type="checkbox"/>	Skills demonstrations	<input checked="" type="checkbox"/>
<input type="checkbox"/>	On-going assessment	<input type="checkbox"/>	Project	<input type="checkbox"/>	Skills demonstrations	<input checked="" type="checkbox"/>	Other (please specify)		

behaviour anomaly or difficulty		Oral examination	X	Reflective diary		Structured feedback, meetings/discussions	X	peer review
	X	Portfolio	X	Report		Written exercise		
		Practical		Workshop	X	Written assignments		
		Presentation	X	Self-assessment		Written test		

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

The lesson will facilitate the learner to understand and evaluate the similarities and differences of a wide range of processes within the field of professional development by comparing and contrasting them either individually or collaboratively with other learners. This approach involves directed and own research on concepts, comparative analysis of these concepts and own definition construction for consolidation of what was learned from the previous lesson. This way the learners add to their actively pursuit and construction of concept the comparative analysis technique developing more skills for their self-directed learning instead of a teacher dependant one in line with andragogical principles. Learners are encouraged to develop skills of researching, analysing comparatively and synthesizing for the construction of concepts enabling them deeper and wider understanding of these concepts autonomously facilitating decision making through critical thinking.

The duration of the lesson has been approximately calculated but learners can work through the course at their own pace, Guidance is provided for reflecting and collaborating with other learners using the e-platform's collaborative functionalities such as the forum, the chatroom and/or the meeting room for the completion of the lesson activities and the impact of what and how learning has taken place.

The lesson explores the terms mentoring, coaching, training and counselling by providing resources from various perspectives and urging to seek for more on the internet individually and/or collaboratively and analyse comparatively by comparing and contrasting similarities and differences of these concepts within the field of professional development for the completion of the activity at the end of the lesson. Also, the learners are requested to draw upon their own previous knowledge by being asked to write down their definitions of these concepts before they apply the comparative analysis approach. After constructing their own new definitions of the terms, the learners are required to compare and contrast their previous and new knowledge. This way the learners will consolidate their understanding of an in-company WBL mentor they have acquired from Lesson 1 adding to their definition of what an in-company WBL mentor is, which they constructed during Lesson 1, what an in-company WBL mentor does explicitly differentiating it from similar concepts.

The learners will watch first the video with a presentation explaining the learning outcomes in the beginning and then presenting the main points of the lesson. Questions for reflection on learners' previous knowledge are asked during the video. This video explains the learning options while providing recommendations for their optimal performance while sustaining engagement, hooking learners and holding their interest to go to their assignment, Activity 1.

Guidance is given via the video to reflect and discuss with other learners what and how has been learned. Recommendations are given through the video for enhancing their learning by doing their activity individually or collaboratively with other learners and check the further reading suggestions. Learning strategies suggested include

- small group discussions
- directed study and research
- lecture
- resource based learning
- comparative analysis
- scenario-based activities
- self-reflection



- metacognition

The learners apart from the video are given reading material and encouraged to do their own research to discover and construct their own understanding of the terms by first identifying similarities and differences of the concepts via comparative analysis and then synthesizing them into dimensions of these concepts and creating a table presenting them and discussing it with other learners in activity 1.

The delivery of the lesson is designed in accordance with the knowledge as set out against the assessment criteria. The learners are encouraged to have and use their reflective journals to highlight evidence within the assessment criteria. Assessment of this unit is in the form of a report presenting the identified differences and/or similarities of the dimensions of mentoring, coaching, training and counselling which can clearly demonstrate to the assessor the level of knowledge and understanding. There is no restriction as to how many dimensions of these types of professional development process should be and it is recommended to continue completing it after the next lessons with the new knowledge they gain.

The unit will be delivered through (Mark appropriate box with X):

X	Discussion	X	Presentations	X	Scenario-based activity
X	Video	X	Reading		
X	Fieldwork	X	Working groups		
	Hands-on		Other (please specify)		

Resources/Materials

- Lesson 2: Differences from coaching, training & counselling

Reading: [About Lesson 2](#)

Video: Differences from coaching, training & counselling (5.53 min) (<https://youtu.be/TFrZUCydzG4>)

- Activity 1: Create a report with the similarities and differences of mentoring, coaching, training and counselling

Reading: [Mentoring VS Coaching, Training, Counselling](#)

Read the document “Mentoring VS Coaching, Training, Counselling”. Then research on the Internet for more distinctions differentiating mentoring or mentorship from other types of professional development processes such as coaching, training and counselling. Make lists of their similarities and differences and try to think which dimension or aspect of these concepts is affected by the similarities and/or differences you found. Then create your report presenting a table with your findings. [See an example of how to compare and contrast concepts here](#) and [see an example of this comparative table here](#). You may invite other learners through the course forum to make a team and work together on Activity 1. The purpose of the activity is to help you understand these terms better by identifying their differentiation in how they influence one’s professional development by comparing and analysing what they do to whom, how they do it and why. After completing your report, you can compare it with what you knew about these terms before you take this lesson. As you were invited to take a note of it in the beginning of the video. Then you can add them both to your portfolio and/or your reflective journal. If it is group work you can share the same. We highly recommend to use the course’s Exabis portfolio and/or a reflective journal as these not only will facilitate your learning but they will be also requested to be assessed as evidence of your knowledge if you decide to continue for your e-certification.

Optional activities:

- Read [The Five Mentor Approaches & Ten Skills](#) and take the Mentor Self-assessment you will find in the last page of this document

- [Scenario-based activity \(Feedback for Scenario-based activity\)](#)
- [Reflecting on Lesson 2](#)
- Suggested further reading:
- [Garvey, R., Stokes, P. and Megginson, D. \(2014\) Coaching and Mentoring: Theory and Practice, 2nd ed. London: SAGE. ISBN: 978-1446272336 \(Chapter 1\)](#)
- [Teachers TV, \(2010\). Mentoring and coaching. \(video\)](#)

Lesson Plan 3

Session 1. What is an in-company WBL mentor?		
Topic 3: Links and boundaries for an in-company WBL mentor's role		
Stage 1 – Desired Results		
<p>ESTABLISHED GOALS <i>Learners will</i></p> <ul style="list-style-type: none"> • cooperate with stakeholders (such as other mentors, practice facilitators, practice teachers, personal tutors, programme leaders) involved in the mentoring process • combine effectively the school's VET needs, the mentee's and the company's needs & expectations • value the impact of contextual differences (take into account different socio-economic and cultural backgrounds) 	Transfer	
	<p><i>Learners will be able to independently use their learning to</i></p> <ul style="list-style-type: none"> • set and maintain professional boundaries that are sufficiently flexible for providing interprofessional care. • liaising with others to provide feedback, identify any concerns about the student's performance and agree action as appropriate • build and activate effective networks with colleagues and stakeholders to enable own efficiency through their support • identify the limitations stipulated in policies and procedures • appreciate the importance of professional codes of ethics 	
	Meaning	
	<p>UNDERSTANDINGS <i>Learners will understand</i></p> <ul style="list-style-type: none"> • how their role in facilitating WBL relates with all involved parties • what a mentor is not • the limits of their mentoring relationship 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • Who do I cooperate with? • Have I got any support for my mentoring? • What or who do I need to take into consideration for my mentoring? • Why is the context important? • Are there any limits to my mentoring support?
Time	Acquisition	
1/2 hr	<p><i>Learners will know</i> the framework within they will operate their mentoring service in a WBL context</p>	<p><i>Learners will be skilled at</i></p> <ul style="list-style-type: none"> • developing a communication plan for their WBL mentoring programme



		<ul style="list-style-type: none"> identifying key resources for understanding the context keeping records of their interactions with all involved parties of their WBL mentoring programme
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Stage 2 – Evidence and Assessment

Evaluative Criteria	Assessment Evidence																																								
<p>Learners will</p> <ul style="list-style-type: none"> provide the necessary information about the company's policies, procedures and company's culture provide the necessary information about the School's/training centre's policies, procedures and culture explain the interpersonal communication skills required to facilitate WBL of mentees discuss the boundaries of the role discuss and demonstrate the importance of a code of conduct and confidentiality in a mentoring relationship 	<p>PERFORMANCE TASK(S):</p> <p>Individual or collaborative activities: A communication plan with all involved parties in the mentoring process for a scenario either drawn upon professional experience or given.</p> <p>OTHER EVIDENCE:</p> <p>Multiple choice and True//False questions at the end of Module 1. Self-assessment reflective questions at the end of Session 1.</p> <p>The unit will be assessed through (mark appropriate box with X):</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td><input type="checkbox"/></td> <td>On-going assessment</td> <td><input type="checkbox"/></td> <td>Project</td> <td><input type="checkbox"/></td> <td>Skills demonstrations</td> <td><input checked="" type="checkbox"/></td> <td>Other (please specify)</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Oral examination</td> <td><input checked="" type="checkbox"/></td> <td>Reflective diary</td> <td><input type="checkbox"/></td> <td>Structured feedback, meetings/discussions</td> <td><input checked="" type="checkbox"/></td> <td>peer review</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>Portfolio</td> <td><input type="checkbox"/></td> <td>Report</td> <td><input type="checkbox"/></td> <td>Written exercise</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>Practical</td> <td><input type="checkbox"/></td> <td>Workshop</td> <td><input checked="" type="checkbox"/></td> <td>Written assignments</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>Presentation</td> <td><input checked="" type="checkbox"/></td> <td>Self-assessment</td> <td><input type="checkbox"/></td> <td>Written test</td> <td><input type="checkbox"/></td> <td></td> </tr> </table>	<input type="checkbox"/>	On-going assessment	<input type="checkbox"/>	Project	<input type="checkbox"/>	Skills demonstrations	<input checked="" type="checkbox"/>	Other (please specify)	<input type="checkbox"/>	Oral examination	<input checked="" type="checkbox"/>	Reflective diary	<input type="checkbox"/>	Structured feedback, meetings/discussions	<input checked="" type="checkbox"/>	peer review	<input checked="" type="checkbox"/>	Portfolio	<input type="checkbox"/>	Report	<input type="checkbox"/>	Written exercise	<input type="checkbox"/>		<input type="checkbox"/>	Practical	<input type="checkbox"/>	Workshop	<input checked="" type="checkbox"/>	Written assignments	<input type="checkbox"/>		<input type="checkbox"/>	Presentation	<input checked="" type="checkbox"/>	Self-assessment	<input type="checkbox"/>	Written test	<input type="checkbox"/>	
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<input type="checkbox"/>	Presentation	<input checked="" type="checkbox"/>	Self-assessment	<input type="checkbox"/>	Written test	<input type="checkbox"/>																																			

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

The lesson will facilitate the learner to understand the framework within they will operate their WBL mentoring services setting the necessary networking they should seek to create to link their mentoring



for cooperation and support as well as the limits of their own professional competence either individually or collaboratively with other learners. This approach involves directed and own research on the in-company WBL mentoring context and the its importance of impact on mentoring for consolidation of what was learned from the previous lesson. This way the learners add to their learning techniques acquired in the previous lessons the contextual analysis technique developing more skills for their self-directed learning instead of a teacher dependant one in line with andragogical principles. Learners are encouraged to develop skills of researching, analysing contexts and seek for the necessary resources for acquiring essential contextual information to gain deeper knowledge of their concepts enabling them deeper and wider understanding of these concepts autonomously in a constructivist modality fostering critical thinking.

The duration of the lesson has been approximately calculated but learners can work through the course at their own pace, Guidance is provided for reflecting and collaborating with other learners using the e-platform's collaborative functionalities such as the forum, the chatroom and/or the meeting room for the completion of the lesson activities and the impact of what and how learning has taken place.

The lesson explores the necessary networking for embedding their mentoring and its boundaries providing resources from various perspectives and urging to seek for more on the internet individually and/or collaboratively and construct the context for their WBL mentoring and the strategy they will follow to acquire the necessary information to analyse it for the completion of the activity at the end of the lesson. Also, the learners are requested to draw upon their own professional experience by being asked to think of their own professional scenario if they wish to. After developing this scenario, the learners are required to create a communication plan based on this or a give one. Moreover, the learners will consolidate their understanding of an in-company WBL mentor they have acquired form Lessons 1 & 2 adding what an in-company WBL mentor is not setting explicitly the boundaries of the role and the links they need to create and keep with all involved parties throughout the mentoring service provision, thus, outlining the framework of their operation.

The lesson acts as a smooth transition to the next session 2 providing solid foundations for the deeper knowledge the next Session 2 will build upon raising the level of the learning outcomes achieved in Session 1. Apart from bridging with the next session Lesson 3 also lays the foundations for the next modules creating the steps to build upon the higher levels of knowledge contained in the next modules and sessions and fostering anticipation for them.

The learners will watch first the video with a presentation explaining the learning outcomes in the beginning and then presenting the main points of the lesson. Questions for reflection on learners' previous knowledge are asked during the video. This video explains the learning options while providing recommendations for their optimal performance while sustaining engagement, hooking learners and holding their interest to go to their assignment, Activity 1.

Guidance is given via the video to reflect and discuss with other learners what and how has been learned. Recommendations are given through the video for enhancing their learning by doing their activity individually or collaboratively with other learners and check the further reading suggestions. Learning strategies suggested include

- small group discussions
- directed study and research
- lecture
- resource based learning
- scenario-based activities
- self-reflection
- metacognition

The learners apart from the video are given reading material and encouraged to do their own research to explore the limits of their operation and the necessary networking and cooperation Also they are encouraged to identify situations from personal experience in their own workplace and discuss them

with other learners to create their communication strategy requested in activity 1. A relevant scenario is provided in case they lack such experience.

The delivery of the lesson is designed in accordance with the knowledge as set out against the assessment criteria. The learners are encouraged to have and use their reflective journals to highlight evidence within the assessment criteria. Assessment of this unit is in the form of a communication strategy with all involved parties which they should create as an in-company WBL mentor in a given scenario or one inspired from their professional experience, which can clearly demonstrate to the assessor the level of knowledge and understanding. It is recommended to continue completing it after the next lessons with the new knowledge they gain.

The unit will be delivered through (Mark appropriate box with X):

X	Discussion	X	Presentations		
X	Video	X	Reading		
X	Fieldwork	X	Working groups		
	Hands-on		Other (please specify)		

Resources/Materials

- Lesson 3: Links and boundaries of an in-company WBL mentor

Reading: [About Lesson 3](#)

Video: Links and boundaries of an in-company WBL mentor (7.37 min) (<https://youtu.be/V-0pr4J--Fk>)

- Activity 1: Create your communication strategy as an in-company WBL mentor.

Reading: [Exploring the WBL framework](#)

Read the document “Exploring the WBL framework”. Then research on the Internet for more information on the cooperation and interactions a mentor should have with all the involved parties in a mentoring programme and its limitations. [For activity 1 you will be given a scenario](#) and you are requested to prepare a report with [your communication strategy](#). [See here an example of a communication strategy](#). You may invite other learners through the course forum to make a team and work together on Activity 1. The purpose of the activity is to help you construct your communication strategy as an in-company WBL mentor from multiple perspectives. After completing your communication strategy, you can add it to your portfolio and/or your reflective journal. If it is group work you can share the same. We highly recommend to use the course’s Exabis e-Portfolio and/or a reflective journal as these not only will facilitate your learning but they will be also requested to be assessed as evidence of your knowledge if you decide to continue for your e-certification.

- Optional activities:

- If you are currently about to start being a mentor for a WBL apprentice or intern take the [Needs Assessment for Mentors](#). You may adjust it to your situation to reflect and measure your needs. Then develop an action plan to cover your needs communicating and interacting with the involved parties in your mentoring provision.
- [Reflecting on Lesson 3](#)
- [Reflecting on Session 1](#)

- Suggested further reading:



- [Understanding Communication Skills - Applying the Seven Stages of the Communications Process](#) by the Mind Tools Content Team retrieved from [MindTools](#)
- [Bridging Differences for Better Mentoring](#), by Lisa Z. Fain and Lois J. Zachary retrieved from [Center for Mentoring Excellence](#)
- [Leaders: How mentoring can help your communication skills](#) retrieved from [Center for Mentoring Excellence resources](#)
- [Mentoring Relationships – Tools for Partner Preparation by](#) Lois Zachary retrieved from [Center for Mentoring Excellence resources](#)

Lesson Plan 4

Session 2. In-company WBL mentor's roles and responsibilities		
Topic 1: In-company WBL mentor's qualities & skills		
Stage 1 – Desired Results		
<p>ESTABLISHED GOALS Learners will understand better what mentorship is by defining the in-company WBL mentor's role along with the relative skills and qualities deriving from the required competences</p>	Transfer	
	<p><i>Learners will be able to independently use their learning to</i></p> <ul style="list-style-type: none"> • analyse a professional role into its task-based competences • relate effectiveness of a professional role to specific skills and qualities development 	
	Meaning	
	<p>UNDERSTANDINGS <i>Learners will understand</i></p> <ul style="list-style-type: none"> • the five competence areas and their related competences required for an in-company WBL mentor defined by the #Mentor4WBL@EU project • the competence evidence they need to demonstrate as in-company WBL mentors • the relative skills and qualities for their role as in-company WBL mentors 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What is the role of an in-company WBL mentor? • What competences outline the job profile of an in-company WBL mentor? • What skills and qualities do I need if take on the role of an in-company WBL mentor? • Do I have the necessary personal qualities and inter-personal skills to become an in-company WBL mentor?
Time	Acquisition	
1/2 hr	<p><i>Learners will know</i> what skills and qualities an in-company WBL mentor needs to be effective in their role?</p>	<p><i>Learners will be skilled at</i> recognising the skills and qualities deriving from the necessary competences for effectively fulfilling the roles the</p>

in-company WBL mentor job profile requires

Stage 2 – Evidence and Assessment

Evaluative Criteria

Assessment Evidence

Learners will

- identify and discuss the qualities and skills required in a mentor
- identify and analyse the role of the mentor
- use reflective practice and feedback from others to review own mentoring role and identify areas for development, suggesting modifications to own practice as necessary
- develop a continuous personal professional development plan

PERFORMANCE TASK(S):

Individual or collaborative activities:

- Concept map for in-company WBL mentors' skills and qualities individually or collaboratively with other learners via the use of the e-platform functionalities such as forum, chat room, meeting room etc. for the reflective journal and/or portfolio.
- An in-company WBL mentor profile form with the required skills and competences and/or a competences self-assessment individually or collaboratively with other learners via the use of the e-platform functionalities such as forum, chat room, meeting room etc. for the reflective journal and/or portfolio.
- "My action plan for developing my competences". Creation of a reflective list individually or collaboratively with other learners via the use of the e-platform functionalities such as forum, chat room, meeting room for the reflective journal and/or portfolio

OTHER EVIDENCE:

Multiple choice and True//False questions at the end of Module 1.

Self-assessment questions at the end of Session 2.

The unit will be assessed through (mark appropriate box with X):

<input type="checkbox"/>	On-going assessment	<input type="checkbox"/>	Project	<input type="checkbox"/>	Skills demonstrations	<input checked="" type="checkbox"/>	Other (please specify)
<input type="checkbox"/>	Oral examination	<input checked="" type="checkbox"/>	Reflective diary	<input type="checkbox"/>	Structured feedback, meetings/discussions	<input checked="" type="checkbox"/>	peer review
<input checked="" type="checkbox"/>	Portfolio	<input type="checkbox"/>	Report	<input type="checkbox"/>	Written exercise	<input type="checkbox"/>	
<input type="checkbox"/>	Practical	<input type="checkbox"/>	Workshop	<input checked="" type="checkbox"/>	Written assignments	<input type="checkbox"/>	
<input type="checkbox"/>	Presentation	<input checked="" type="checkbox"/>	Self-assessment	<input type="checkbox"/>	Written test	<input type="checkbox"/>	

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

The lesson will facilitate the learner to construct actively the skills and qualities required for fulfilling effectively the role of an in-company WBL mentor as derived from the necessary competences for their job-tasks either individually or collaboratively with other learners instead of instilling them. This way the learner will understand that the necessary skills and qualities for a job profile can be constructed from multiple perspectives and these perspectives should be sought rather than passively accepted from an authority source.

The duration of the lesson has been approximately calculated but learners can work through the course at their own pace, Guidance is provided for reflecting and collaborating with other learners using the e-platform's collaborative functionalities such as the forum, the chatroom and/or the meeting room for the completion of the lesson activities and the impact of what and how learning has taken place.

The lesson explores the skills and qualities required for being an effective mentor by providing resources from various perspectives and urging to seek for more on the internet individually and/or collaboratively

for the completion of the activity at the end of the lesson. Also, the learners are requested to draw upon their own experience by reflecting on their mentoring moments in the past and drawing upon them to elicit skills and qualities. After recognising the skills and qualities from their own past experience example, the learners will identify the pattern of deriving the necessary skills and qualities for a role from the required competences for effectively fulfilling the role's tasks and responsibilities.

The learners will watch first the video explaining what Session 2 includes so as to understand the lessons to follow and the activities included. This video explains the learning options while providing recommendations for their optimal performance.

The video is to sustain engagement, hook learners and hold their interest to go to the first lesson. The first lesson starts with a new video with a presentation explaining the learning outcomes in the beginning and then presenting the main points of the lesson. Questions for reflection on learners' own experience are asked during the video while connections with previous and following lessons are presented to establish coherence between the lessons. Guidance is given via the video to reflect and discuss with other learners what and how has been learned. Recommendations are given through the video for enhancing their learning by doing their activity individually or collaboratively with other learners and check the further reading suggestions. Learning strategies suggested include:

- small group discussions
- directed study and research
- Lecture
- resource based learning
- concept mapping
- self-reflection
- metacognition

The learners apart from the video are given reading material and encouraged to do their own research to discover and construct their own understandings. Also, they are encouraged to discuss them with other learners to complete the concept map requested in activity 1. Optionally they are requested to identify if they need to develop their skills and qualities from mentoring situations in their own workplace and invite critical friends to discuss them in order to design an action plan for improvement.

The delivery of the lesson is designed in accordance with the knowledge as set out against the assessment criteria. The learners are encouraged to have and use their reflective journals to highlight evidence within the assessment criteria. Assessment of this unit is in the form of a concept map for the skills and qualities for an in-company WBL mentor which can clearly demonstrate to the assessor the level of knowledge and understanding. There is no restriction as to how big the concept map should be and it is recommended to continue completing it after the next lessons with the new knowledge they gain.

The unit will be delivered through (Mark appropriate box with X):

X	Discussion	X	Presentations		
X	Video	X	Reading		
X	Fieldwork	X	Working groups		
	Hands-on		Other (please specify)		

Resources/Materials

1. Introduction to Session 2: In-company WBL mentor's roles and responsibilities



Video: Welcome to Session 2 (1.45 min) (<https://youtu.be/73jTroC8TcU>)

2. Lesson 1: In-company WBL mentor's qualities & skills

Reading: [About Lesson 1](#)

1. Video: In-company WBL mentor's qualities & skills (4.37 min) (<https://youtu.be/35O4yqjzgUs>)
2. Activity 1: Create your concept map for the necessary skills and qualities of an in-company WBL mentor to be effective in their role.

Reading: [Constructing the skills and qualities of an in-company WBL mentor](#)

Read the document "[Constructing the skills and qualities of an in-company WBL mentor](#)". Then research on the Internet for more skills and qualities required for mentoring and create your concept map for the necessary skills and qualities for fulfilling the role of an effective in-company WBL mentor. [See an example of a concept map here](#). You may invite other learners through the course forum to make a team and work together on Activity 1. The purpose of the activity is to help you construct the skills & qualities of an in-company WBL mentor from multiple perspectives. After completing your concept map, you can add it to your portfolio and/or your reflective journal. If it is group work you can share the same. We highly recommend to use the course's Exabis e-Portfolio and/or a reflective journal as these not only will facilitate your learning but they will be also requested to be assessed as evidence of your knowledge if you decide to continue for your e-certification.

3. Optional activities:

- Check the competences required for mentors from DOE Mentoring Program and Qualcomm Mentoring program: The [Mentor Profile Form](#) & the [Mentor Assessment](#). Create your own profile form and/or assessment for your competences for being an effective in-company WBL mentor. Add it to your portfolio and/or reflective journal. You may do the activity individually or collaborative with other learners and then share the same output in your portfolios and/or reflective journals. (Sources: [Mentor Profile Form](#) retrieved from the [US Department of Energy](#) & [Mentorship Program Toolkit by Qualcomm](#)).

- [Reflecting on Lesson 1](#)

4. Suggested further reading:

- ["A mentor's role"](#) retrieved from [Mentorship Program Toolkit by Qualcomm](#)
- ["Why Aren't You Mentoring?"](#) by Lory Fischler retrieved from [Center for Mentoring Excellence](#)
- [The Executive Director as Mentor](#) retrieved from [Center for Mentoring Excellence](#)
- [Those Who Lead, Mentor](#) by Lois J. Zachary and Lory A. Fischler retrieved from [Center for Mentoring Excellence](#)

Lesson Plan 5

Session 2. In-company WBL mentor's roles and responsibilities	
Topic 2: Expectations of an in-company WBL mentor	
Stage 1 – Desired Results	
ESTABLISHED GOALS	<i>Transfer</i>
Learners will	<i>Learners will be able to independently use their learning to</i>
<ul style="list-style-type: none"> • understand better what mentorship is by defining their 	<ul style="list-style-type: none"> • relate shared responsibilities to shared roles in a shared accountability context • check for preconceived expectations before developing new ones

responsibilities derived from the expectations for the development of a learning environment for effective mentoring <ul style="list-style-type: none"> cooperate with stakeholders involved in the mentoring process combine effectively the school's VET, the mentee's and the company's expectations 	Meaning																								
	UNDERSTANDINGS <i>Learners will understand</i> <ul style="list-style-type: none"> the expectations derived from the responsibilities of the role of an in-company WBL mentor the shared responsibilities of all involved parties in an in-company WBL mentoring process 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> What are the expectations of the role of an in-company WBL mentor? What responsibilities am I expected to accept if take on the role of an in-company WBL mentor? How are the responsibilities shared among the involved parties within the mentoring process? Do I want to fulfil these responsibilities to become an in-company WBL mentor? 																							
Time	Acquisition																								
1/2 hr	<i>Learners will know</i> how to elicit commitment to their roles and responsibilities from all involved parties in a WBL mentoring process	<i>Learners will be skilled at</i> recognising the responsibilities deriving from the expectations for effectively fulfilling the role the in-company WBL mentor job profile requires within a shared accountability context																							
Stage 2 – Evidence and Assessment																									
Evaluative Criteria	Assessment Evidence																								
Learners will <ul style="list-style-type: none"> identify and analyse the responsibilities of the mentor prepare training programme description, including induction pack outlining the skills and competencies, VET systems and expectations use reflective practice and feedback from others to review own mentoring 	PERFORMANCE TASK(S): Individual or collaborative activities: <ul style="list-style-type: none"> A welcoming induction pack for the future mentee including <ul style="list-style-type: none"> Written bulleted summary outlining all involved parties' expectations as deriving from their roles and responsibilities A company presentation A Mentoring Expectations Agreement template An action plan template A SWOT analysis of their mentorship role. A template for their reflective journals for their reflections after their meetings with their mentees. 																								
	OTHER EVIDENCE: Multiple choice and True//False questions at the end of Module 1. Self-assessment questions at the end of Session 2. The unit will be assessed through (mark appropriate box with X): <table border="1" style="width: 100%; text-align: center;"> <tr> <td><input type="checkbox"/></td> <td>On-going assessment</td> <td><input checked="" type="checkbox"/></td> <td>Project</td> <td><input type="checkbox"/></td> <td>Skills demonstrations</td> <td><input checked="" type="checkbox"/></td> <td>Other (please specify)</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Oral examination</td> <td><input checked="" type="checkbox"/></td> <td>Reflective diary</td> <td><input type="checkbox"/></td> <td>Structured feedback, meetings/discussions</td> <td><input checked="" type="checkbox"/></td> <td>peer review</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>Portfolio</td> <td><input type="checkbox"/></td> <td>Report</td> <td><input type="checkbox"/></td> <td>Written exercise</td> <td><input type="checkbox"/></td> <td></td> </tr> </table>		<input type="checkbox"/>	On-going assessment	<input checked="" type="checkbox"/>	Project	<input type="checkbox"/>	Skills demonstrations	<input checked="" type="checkbox"/>	Other (please specify)	<input type="checkbox"/>	Oral examination	<input checked="" type="checkbox"/>	Reflective diary	<input type="checkbox"/>	Structured feedback, meetings/discussions	<input checked="" type="checkbox"/>	peer review	<input checked="" type="checkbox"/>	Portfolio	<input type="checkbox"/>	Report	<input type="checkbox"/>	Written exercise	<input type="checkbox"/>
<input type="checkbox"/>	On-going assessment	<input checked="" type="checkbox"/>	Project	<input type="checkbox"/>	Skills demonstrations	<input checked="" type="checkbox"/>	Other (please specify)																		
<input type="checkbox"/>	Oral examination	<input checked="" type="checkbox"/>	Reflective diary	<input type="checkbox"/>	Structured feedback, meetings/discussions	<input checked="" type="checkbox"/>	peer review																		
<input checked="" type="checkbox"/>	Portfolio	<input type="checkbox"/>	Report	<input type="checkbox"/>	Written exercise	<input type="checkbox"/>																			

role and identify areas for development, suggesting modifications to own practice as necessary • evaluate WBL mentoring practices against recognised good practices and list strengths and weakness	X	Practical		Workshop	X	Written assignments	
		Presentation	X	Self-assessment		Written test	

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

The lesson will facilitate the learner to relate actively the responsibilities required for fulfilling effectively the role of an in-company WBL mentor as derived from their role either individually or collaboratively with other learners building upon what they have learned in Lesson 1. The learner will construct upon the skills and qualities required from their task-based role they learnt in Lesson 1 the responsibilities which originate from not only from this role but also from all involved parties and their multiple perspectives given in the Reading document and sought through their own internet research to understand their share accountability actively on their own rather than passively accepted from an authority source.

The duration of the lesson has been approximately calculated but learners can work through the course at their own pace, Guidance is provided for reflecting and collaborating with other learners using the e-platform's collaborative functionalities such as the forum, the chatroom and/or the meeting room for the completion of the lesson activities and the impact of what and how learning has taken place.

The lesson explores the expectations of an in-company WBL mentor as defined by their shared responsibilities with all involved parties and required for effective mentoring practice by providing resources from various perspectives and urging to seek for more on the internet individually and/or collaboratively for the completion of the activity at the end of the lesson. Also, the learners are requested to draw upon their own experience by reflecting on their preconceptions on these expectations based on past experience or others' accounts. After recognising their preconceived expectations from their own past experience example or others', the learners will develop an awareness of their own perception and expectations for their role as in-company WBL mentors fulfilling the role's tasks and responsibilities within a shared context.

The learners will watch first the video explaining what Lesson 2 includes so as to sustain engagement, hook learners and hold their interest to go to the third lesson. This video explains the learning options while providing recommendations for their optimal performance. The lesson, also, acts as a liaison to previous Session 1 as well as the next Topic 3 both consolidating previous learning and laying the foundations for next bites of learning by creating the steps to build upon the higher levels of knowledge contained in the next topic/lesson and fostering anticipation for it.

The lesson starts with a video with a presentation explaining the learning outcomes in the beginning and then presenting the main points of the lesson. Questions for reflection on learners' own experience are asked during the video. Guidance is given via the video to reflect and discuss with other learners what and how has been learned. Recommendations are given through the video for enhancing their learning by doing their activity individually or collaboratively with other learners and check the further reading suggestions. Learning strategies suggested include:



- small group discussions
- directed study and research
- lecture
- resource based learning
- scenario-based activities
- self-reflection
- metacognition

The learners apart from the video are given reading material and encouraged to do their own research to discover and construct their own understandings. Also, they are encouraged to discuss them with other learners to complete the concept map requested in activity 1. They are requested to identify work-based learning and mentoring situations in their own workplace either individually or collaboratively to create a welcoming induction pack for their future mentees.

The delivery of the lesson is designed in accordance with the knowledge as set out against the assessment criteria. The learners are encouraged to have and use their reflective journals to highlight evidence within the assessment criteria. Assessment of this unit is in the form of a welcoming pack for a future mentee which can clearly demonstrate to the assessor the level of knowledge and understanding. There is no restriction as to what the welcoming induction pack should include and it is recommended to continue completing it after the next lessons with the new knowledge they gain.

The unit will be delivered through (Mark appropriate box with X):

X	Discussion	X	Presentations		
X	Video	X	Reading		
X	Fieldwork	X	Working groups		
	Hands-on		Other (please specify)		

Resources/Materials

1. Lesson 2: Expectations of an in-company WBL mentor

Reading: [About Lesson 2](#)

1. Video: Expectations of an in-company WBL mentor (4.05 min) (<https://youtu.be/PcZeujoTUac>)
2. Activity 1: Create your welcoming induction pack for your future mentee

Reading: [Exploring the expectations of an in-company WBL mentor](#)

Read the document "[Exploring the expectations of an in-company WBL mentor](#)". Then research on the Internet for more about the roles and responsibilities shared by all involved parties and expected for mentoring to help you create your welcoming induction pack for your future mentee. [See here a checklist](#) with suggestions what to include in it. See here an example of the [Mentoring Scheme Information Pack](#) retrieved from [the Petroleum Exploration Society of Great Britain](#) and check out here a [Mentee orientation presentation](#) retrieved from [Mentorship Program Toolkit by Qualcomm](#) for more inspiration. You may research further on the internet for welcoming packs for mentoring and also invite other learners through the course forum to make a team and work together on Activity 1. The purpose of the activity is to help you prepare for your initial meeting with your future in-company WBL mentee. After completing your welcome induction pack, you can add it to your portfolio and/or your reflective journal. If it is group work you can share the same. We highly recommend to use the course's Exabis e-Portfolio



and/or a reflective journal as these not only will facilitate your learning but they will be also requested to be assessed as evidence of your knowledge if you decide to continue for your e-certification.

3. Optional activities:

- The in-company WBL mentor's role is a role that requires practitioners to engage in continuing professional development post qualification and demonstrate competence across a range of mentor outcomes prior to supporting learners independently. Check the [SWOT \(Strengths, Weaknesses, Opportunities and Threats\) analysis](#) from 'The effective mentor' (Walsh, 2010 retrieved from [Facilitating learning in practice, a free course by The Open University](#)). Create your own SWOT analysis your own mentorship role helping you develop and improve it so as to be an effective in-company WBL mentor. Add it to your portfolio and/or reflective journal. You may do the activity individually or collaborative with other learners and then share the same output in your portfolios and/or reflective journals.
- [Reflecting on Lesson 2](#)

4. Suggested further reading:

- [Walsh, D. \(2010\) 'The effective mentor' in The Nurse Mentor's Handbook: Supporting Students in Clinical Practice, Buckingham, Open University Press.](#) Retrieved from [Facilitating learning in practice, a free course by The Open University](#)
- ["Building Relationships: A Guide for New Mentors" by Michael Garringer & Linda Jucovy](#) retrieved from <https://educationnorthwest.org/>
- ["What it takes to be successful at mentoring" by Lois J. Zachary](#) retrieved from [Center for Mentoring Excellence](#)
- [Make Mentoring Work for You: Ten Strategies for Success](#) by Lois J. Zachary retrieved from [Center for Mentoring Excellence](#)

Lesson Plan 6

Session 2. In-company WBL mentor's roles and responsibilities		
Topic 2: How to avoid in-company WBL mentoring mistakes		
Stage 1 – Desired Results		
ESTABLISHED GOALS Learners will <ul style="list-style-type: none"> • understand better what mentorship is by describing negative WBL environments and their impact on mentoring • self-regulate their behaviour to positively impact the team environment • value the impact of contextual differences (take into account different socio- 	Transfer	
	<i>Learners will be able to independently use their learning to</i> <ul style="list-style-type: none"> • have an understanding of their involvement in the learning opportunities planned for WBL students • ensure all staff working within their WBL placement area show positive and supportive behaviours towards WBL students 	
	Meaning	
	<table border="1"> <tr> <td> UNDERSTANDINGS <i>Learners will understand</i> <ul style="list-style-type: none"> • the concept of toxic mentoring • how their role modelling impacts on the development of a supportive WBL environment for facilitating learning </td> <td> ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • What challenges may I face when mentoring? • What can go wrong? • Why is it important? • How can I avoid it? • Mistakes may happen only by me? </td> </tr> </table>	UNDERSTANDINGS <i>Learners will understand</i> <ul style="list-style-type: none"> • the concept of toxic mentoring • how their role modelling impacts on the development of a supportive WBL environment for facilitating learning
UNDERSTANDINGS <i>Learners will understand</i> <ul style="list-style-type: none"> • the concept of toxic mentoring • how their role modelling impacts on the development of a supportive WBL environment for facilitating learning 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • What challenges may I face when mentoring? • What can go wrong? • Why is it important? • How can I avoid it? • Mistakes may happen only by me? 	



<p>economic and cultural backgrounds)</p> <ul style="list-style-type: none"> integrate empathy to change behaviour and build better relationships understand others in terms of learning barriers 		
Time	Acquisition	
1/2 hr	<p><i>Learners will know</i></p> <ul style="list-style-type: none"> how to avoid toxic mentoring sabotaging WBL placement experience if they provide constructive and supportive WBL environment in their placement area 	<p><i>Learners will be skilled at</i></p> <ul style="list-style-type: none"> identifying toxic and unhelpful mentoring taking action to remedy these identified negative behaviours contributing to the development of a supportive environment in which effective WBL is fostered and implemented

Stage 2 – Evidence and Assessment

Evaluative Criteria	Assessment Evidence																																
<p>Learners will</p> <ul style="list-style-type: none"> explain the key challenges that you might face during mentoring programme discuss and demonstrate ways of creating an environment in which effective mentoring can take place describe a situation to deal with a difficult colleague/student/mentor and means to communicate effectively evaluate WBL mentoring practices against recognised good practices and list strengths and weakness 	<p>PERFORMANCE TASK(S): Individual or collaborative activities:</p> <ul style="list-style-type: none"> A short outline of a collection of negative mentoring behaviours scenarios their remedies with their impact on learning and suggestions for their remedies. Additionally, it could be drawn upon personal experienced incidents through reflection. A SLOT analysis to consider the strengths, limitations, opportunities and threats of their WBL placement area. Their Mentoring Traps Strategy 																																
	<p>OTHER EVIDENCE: Multiple choice and True//False questions at the end of Module 1. Self-assessment questions at the end of Session 2. The unit will be assessed through (mark appropriate box with X):</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 5%;"></td> <td style="width: 20%;">On-going assessment</td> <td style="width: 5%;">X</td> <td style="width: 20%;">Project</td> <td style="width: 5%;"></td> <td style="width: 20%;">Skills demonstrations</td> <td style="width: 5%;">X</td> <td style="width: 20%;">Other (please specify)</td> </tr> <tr> <td></td> <td>Oral examination</td> <td>X</td> <td>Reflective diary</td> <td></td> <td>Structured feedback, meetings/discussions</td> <td>X</td> <td>peer review</td> </tr> <tr> <td>X</td> <td>Portfolio</td> <td></td> <td>Report</td> <td></td> <td>Written exercise</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Practical</td> <td></td> <td>Workshop</td> <td>X</td> <td>Written assignments</td> <td></td> <td></td> </tr> </table>			On-going assessment	X	Project		Skills demonstrations	X	Other (please specify)		Oral examination	X	Reflective diary		Structured feedback, meetings/discussions	X	peer review	X	Portfolio		Report		Written exercise				Practical		Workshop	X	Written assignments	
	On-going assessment	X	Project		Skills demonstrations	X	Other (please specify)																										
	Oral examination	X	Reflective diary		Structured feedback, meetings/discussions	X	peer review																										
X	Portfolio		Report		Written exercise																												
	Practical		Workshop	X	Written assignments																												



		Presentatio n	X	Self- assessmen t		Written test	
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Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

The lesson will facilitate the learner to construct actively the concept of “toxic” mentoring either individually or collaboratively with other learners building upon what they have learned in the previous lessons. The learner will construct upon what effective mentoring is, which they learnt in Lesson 2, and what mentoring is and is not, which they learnt in Session 1, as well as from multiple perspectives given in the Reading document and sought through their own internet research to understand the various negative behaviours and their impact on the WBL learning environment for the students in their placement area on their own rather than passively accepted from an authority source.

The duration of the lesson has been approximately calculated but learners can work through the course at their own pace, Guidance is provided for reflecting and collaborating with other learners using the e-platform’s collaborative functionalities such as the forum, the chatroom and/or the meeting room for the completion of the lesson activities and the impact of what and how learning has taken place.

The lesson explores the unhelpful mentoring practices in-company WBL mentor as defined by the negative role modelling behaviours serving as an additional guide for effective mentoring practice, they became familiar with during the previous lesson by providing resources from various perspectives and urging to seek for more on the internet individually and/or collaboratively for the completion of the scenario-based activity at the end of the lesson. Optionally the learners are requested to reflect and evaluate how much constructive and supportive their WBL placement area is for the students drawing upon their professional experience. Also, the learners are requested to draw upon their own experience by reflecting on their own examples of “bad communicators” based on personal past experience.

The learners will watch first the video explaining what Lesson 3 includes so as to sustain engagement, hook learners and hold their interest to go to the next Session 3, the final Session of this Module. This video explains the learning options while providing recommendations for their optimal performance. The lesson, also, acts as a liaison to the next Modules 3 & 4 laying the foundations creating the steps to build upon the higher levels of knowledge contained in the next topic/lesson and fostering anticipation for it.

The lesson starts with a video with a presentation explaining the learning outcomes in the beginning and then presenting the main points of the lesson. Questions for reflection on learners’ own experience are asked during the video. Guidance is given via the video to reflect and discuss with other learners what and how has been learned. Recommendations are given through the video for enhancing their learning by doing their activity individually or collaboratively with other learners and check the further reading suggestions. Learning strategies suggested include:

- small group discussions
- directed study and research
- lecture
- resource based learning
- scenario-based activities
- self-reflection
- metacognition

The learners apart from the video are given reading material and encouraged to do their own research to discover and construct their own understandings. Also, they are encouraged to discuss them with other learners to complete the concept map requested in activity 1. They are requested to identify work-based learning and mentoring situations in their own workplace either individually or collaboratively to create a constructive and supportive WBL environment for their future mentees.



The delivery of the lesson is designed in accordance with the knowledge as set out against the assessment criteria. The learners are encouraged to have and use their reflective journals to highlight evidence within the assessment criteria. Assessment of this unit is in the form of short outline of a collection of negative mentoring behaviours scenarios their remedies with their impact on learning and suggestions for their remedies. Additionally, it could be drawn upon personal experienced incidents through reflection, which can clearly demonstrate to the assessor the level of knowledge and understanding. Optionally, they are requested to develop a SLOT analysis to consider the strengths, limitations, opportunities and threats of their WBL placement area and their Mentoring Traps Strategy. There is no restriction as to what these activities should include and it is recommended to continue completing it after the next lessons with the new knowledge they gain.

The unit will be delivered through (Mark appropriate box with X):

X	Discussion	X	Presentations		
X	Video	X	Reading		
X	Fieldwork	X	Working groups		
	Hands-on		Other (please specify)		

Resources/Materials

1. Lesson 3: How to avoid in-company WBL mentoring mistakes
Reading: [About Lesson 3](#)

1. Video: How to avoid in-company WBL mentoring mistakes (4.35 min)
(<https://youtu.be/aIHUupbOc8o>)

2. Activity 1: Toxic mentoring ([Feedback for Activity 1](#))
Reading: [How to avoid in-company WBL mentoring mistakes](#)

Read the document "[How to avoid in-company WBL mentoring mistakes](#)". Then research on the Internet for more about negative mentoring behaviours resulting in an unhelpful and unconstructive learning environment to help you identify them in specific scenarios, describe them and their impact on learning as well as explain your interventions to improve them. [Watch here the 'Toxic' mentoring video, which was designed by the University of Hertfordshire](#) retrieved from [Facilitating learning in practice, a free course by The Open University](#). Although designed around a trainee teacher's experience, the six 'should not' behaviours identified in the video can easily be transferred to nursing. Consider each behaviour and answer the following questions:

1. Reflect on whether you have experienced or observed each 'toxic' behaviour in practice.
2. Consider the impact that this behaviour had on learners and on the process of learning.
3. Consider the actions that you can take to direct you away from these identified negative behaviours to enable more successful interaction with students.

You may invite other learners through the course forum to make a team and work together on Activity 1. The purpose of the activity is to help you understand negative behaviours of an in-company WBL mentor with detrimental impact on the WBL environment limiting the WBL student's potential for learning. After completing your activity in writing or orally, you can add it and/or the video or the transcript of your discussion about it with other learners to your portfolio and/or your reflective journal. If it is group work you can share the same. We highly recommend to use the course's Exabis e-Portfolio and/or a reflective journal as these not only will facilitate your learning but they will be also requested to be assessed as evidence of your knowledge if you decide to continue for your e-certification.



3. Optional activities:
- [SLOT analysis](#) retrieved from [Facilitating learning in practice, a free course by The Open University](#)
Create your own SLOT analysis of your placement area as a supportive learning environment and add it to your portfolio and/or reflective journal. You may do the activity individually or collaborative with other learners and then share the same output in your portfolios and/or reflective journals.
 - [Reflecting on Lesson 3](#)
 - [Reflecting on Session 2](#)
4. Suggested further reading:
- Toxic Mentoring from [‘The effective mentor’](#) (Walsh, 2010 retrieved from [Facilitating learning in practice, a free course by The Open University](#)).

Lesson Plan 7

Session 3. Why is in-company WBL mentoring an asset?		
Topic 1: What are the benefits of an in-company WBL mentoring programme?		
Stage 1 – Desired Results		
ESTABLISHED GOALS <i>Learners will</i> <ul style="list-style-type: none"> • explain the importance & contribution of mentoring and WBL apprenticeship & internship to companies • value public good over private gain 	Transfer	
	<i>Learners will be able to independently use their learning to</i> <ul style="list-style-type: none"> • promote a sustainable organizational learning culture in their company • acknowledge the value of social capital on personal and professional level • refocus attention from individualistic to community gains • promote accreditation for quality assurance 	
	Meaning	
	UNDERSTANDINGS <i>Learners will understand</i> <ul style="list-style-type: none"> • the contribution of WBL apprenticeships and internships to a company • the benefits of an accredited in-company WBL mentoring programme for all involved parties and the society 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • What will me and my company gain if I get involved with this? • Is there any return of this investment? • Why should I become an in-company WBL mentor? • What do I get when community gains? • Can I accredit my WBL mentoring programme of my company?
Time	Acquisition	
1/2 hr	<i>Learners will know</i>	<i>Learners will be skilled at</i>



	<p>how an in-company WBL mentoring programme for apprentices and interns is organised, implemented and accredited</p>	<ul style="list-style-type: none"> presenting a WBL mentoring programme for their company assisting in the organisation of an accredited WBL mentoring programme in their company
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Stage 2 – Evidence and Assessment

Evaluative Criteria	Assessment Evidence																																								
<p>Learners will</p> <ul style="list-style-type: none"> incorporate mentoring programme into the business objectives create an innovation culture for mentoring within the organisation explain the requirements of for successful Internship/Apprenticeship and the role of awarding, accrediting or authorising bodies explain how to accredit the training programme/course by an appropriate professional body identify and discuss styles of mentoring to meet learner needs 	<p>PERFORMANCE TASK(S): Individual or collaborative activities:</p> <ul style="list-style-type: none"> A presentation for your company’s WBL mentoring programme individually or collaboratively with other learners via the use of the e-platform functionalities such as forum, chat room, meeting room etc. for the reflective journal and/or portfolio “Accrediting your WBL & mentoring programmes in your company”. Questions for individual or collaborative work with other learners via the use of the e-platform functionalities such as forum, chat room, meeting room etc. for the reflective journal and/or portfolio <p>OTHER EVIDENCE: Multiple choice and True//False questions at the end of Module 1. Self-assessment questions at the end of Module 1</p> <p>The unit will be assessed through (mark appropriate box with X):</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 10%;"><input type="checkbox"/></td> <td style="width: 20%;">On-going assessment</td> <td style="width: 10%;"><input type="checkbox"/></td> <td style="width: 20%;">Project</td> <td style="width: 10%;"><input type="checkbox"/></td> <td style="width: 20%;">Skills demonstrations</td> <td style="width: 10%;"><input checked="" type="checkbox"/></td> <td style="width: 10%;">Other (please specify)</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Oral examination</td> <td><input checked="" type="checkbox"/></td> <td>Reflective diary</td> <td><input type="checkbox"/></td> <td>Structured feedback, meetings/discussions</td> <td><input checked="" type="checkbox"/></td> <td>peer review</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>Portfolio</td> <td><input type="checkbox"/></td> <td>Report</td> <td><input type="checkbox"/></td> <td>Written exercise</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>Practical</td> <td><input type="checkbox"/></td> <td>Workshop</td> <td><input checked="" type="checkbox"/></td> <td>Written assignments</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>Presentation</td> <td><input checked="" type="checkbox"/></td> <td>Self-assessment</td> <td><input type="checkbox"/></td> <td>Written test</td> <td><input type="checkbox"/></td> <td></td> </tr> </table>	<input type="checkbox"/>	On-going assessment	<input type="checkbox"/>	Project	<input type="checkbox"/>	Skills demonstrations	<input checked="" type="checkbox"/>	Other (please specify)	<input type="checkbox"/>	Oral examination	<input checked="" type="checkbox"/>	Reflective diary	<input type="checkbox"/>	Structured feedback, meetings/discussions	<input checked="" type="checkbox"/>	peer review	<input checked="" type="checkbox"/>	Portfolio	<input type="checkbox"/>	Report	<input type="checkbox"/>	Written exercise	<input type="checkbox"/>		<input type="checkbox"/>	Practical	<input type="checkbox"/>	Workshop	<input checked="" type="checkbox"/>	Written assignments	<input type="checkbox"/>		<input type="checkbox"/>	Presentation	<input checked="" type="checkbox"/>	Self-assessment	<input type="checkbox"/>	Written test	<input type="checkbox"/>	
<input type="checkbox"/>	On-going assessment	<input type="checkbox"/>	Project	<input type="checkbox"/>	Skills demonstrations	<input checked="" type="checkbox"/>	Other (please specify)																																		
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<input type="checkbox"/>	Presentation	<input checked="" type="checkbox"/>	Self-assessment	<input type="checkbox"/>	Written test	<input type="checkbox"/>																																			

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

The lesson will facilitate the learner to understand actively the value of implementing a WBL mentoring programme within their professional context by exploring the benefits from it to them, their organisation and society, in general, either individually or collaboratively with other learners. This approach involves directed and own research on various mentoring programmes, comparative analysis of their benefits to the stakeholders, the organisation as well as their societal impact and own construction of the benefits of running a mentoring programme for their apprentices and interns in their companies transferring and



adjusting the benefits they understand into their own context consolidation of what was learned from the previous sessions. This way the learners actively pursue and construct their contextually situated benefits from their perspective through the comparative analysis technique developing more skills for their self-directive learning instead of a teacher dependant one in line with andragogical principles. Learners are encouraged to develop skills of researching, analysing comparatively and synthesising for the construction of their contextually situated WBL mentoring programme enabling them deeper and wider understanding of these concepts autonomously facilitation decision making through critical thinking.

The duration of the lesson has been approximately calculated but learners can work through the course at their own pace, Guidance is provided for reflecting and collaborating with other learners using the e-platform's collaborative functionalities such as the forum, the chatroom and/or the meeting room for the completion of the lesson activities and the impact of what and how learning has taken place.

The lesson explores the value of the implementation of a mentoring programme and the different styles it can be provided to choose from as well as the role of the accreditation of both their WBL and mentoring programmes highlighting the positive impact on stakeholders, organisations and community by providing resources from various perspectives and urging to seek for more on the internet individually and/or collaboratively about the contribution of mentoring in the development of an organisational learning culture and the value in investing in the social capital. For the completion of the activity at the end of the lesson. Also, the learners are requested to compare the mentoring programmes presentations found in the Reading document and from own research and adjust them to their contextual situations drawing upon knowledge from previous Sessions and being requested to create their own presentation of their in-company WBL mentoring program following the given examples but with contextual adjustment for their professional environments. This way the learners will consolidate their understanding of the learning they have acquired from previous Sessions 1 adding to their Welcoming induction pack for their mentee during their initial meeting, which they constructed during Lesson 2, their in-company WBL mentoring programme presentation.

The learners will watch first the video with a presentation explaining the learning outcomes in the beginning and then presenting the main points of the lesson. Questions for reflection on learners' previous knowledge are asked during the video. This video explains the learning options and provides recommendations for their optimal performance while sustaining engagement, hooking learners and holding their interest to go to their assignment, Activity 1. At the end of the video the learners are encouraged to reflect on what they have learned during the whole module as this is the last lesson of Module 1. The lesson also acts as a liaison to the following Module 2 explaining the continuity between the modules for keeping the interest high and, also, providing the reasoning to satisfy their "need to know" why they should proceed to the next module complying with the principles of andragogy.

Guidance is given via the video to reflect and discuss with other learners what and how has been learned. Recommendations are given through the video for enhancing their learning by doing their activity individually or collaboratively with other learners and check the further reading suggestions. Learning strategies suggested includes

- small group discussions
- directed study and research
- lecture
- resource based learning
- presentations
- self-reflection
- metacognition

The learners apart from the video are given reading material and encouraged to do their own research to discover and construct their own understandings. Also, they are encouraged to discuss them with other learners to develop their presentation requested in activity 1. They are requested to adjust their



mentoring programme presentation to the contextual situations in their own workplace identifying its benefits after comparing and contrasting their situation with others either individually or collaboratively and add it to their welcoming induction pack for their future mentees they have already created during the previous lesson.

The delivery of the lesson is designed in accordance with the knowledge as set out against the assessment criteria. The learners are encouraged to have and use their reflective journals to highlight evidence within the assessment criteria. Assessment of this unit is in the form of a presentation of their in-company WBL mentoring programme to be added in their Welcoming induction pack for their mentees, which can clearly demonstrate to the assessor the level of knowledge and understanding. There is no restriction as to how big the presentation should be and it is recommended to continue completing it after the next lessons with the new knowledge they gain. Since this lesson is the final one of the whole module there are assessment questions for assessing the learning of Module 1 and a form to complete for the evaluation of Module 1.

The unit will be delivered through (Mark appropriate box with X):

X	Discussion	X	Presentations		
X	Video	X	Reading		
X	Fieldwork	X	Working groups		
	Hands-on		Other (please specify)		

Resources/Materials

1. Introduction to Session 3: Why is in-company WBL mentoring an asset?
Video: Welcome to Session 3 (1.38 min) (<https://youtu.be/qahLozNA6TM>)
2. Lesson 1: What are the benefits of an in-company WBL mentoring programme?
Reading: [About Lesson 1](#)
Video: What are the benefits of an in-company WBL mentoring programme? (5.35 min) (<https://youtu.be/BTOKvDI5bul>)
3. Activity 1: Create your presentation for your WBL mentoring program in your company.
Reading: [The benefits of a mentoring programme](#)
Read the document "[The benefits of a mentoring programme](#)". Then research on the Internet for more resources about the benefits mentoring for the mentee, the mentor, the organisation, the society and create your presentation for your company's WBL mentoring programme. You may transfer from what you have learned so far and include resources from your previous activities such as your communication strategy or your roles and responsibilities. Your Reading document includes such presentation to use as examples but you are always welcome to do your own internet research for more samples. You may invite other learners through the course forum to make a team and work together on Activity 1. The purpose of the activity is to help you organise your mentoring programme for your company and add it to your initial meeting with your future in-company WBL mentee. After completing your presentation, you can add it to welcome induction pack you already have created in your portfolio and/or your reflective journal. If it is group work you can share the same. We highly recommend to use the course's Exabis e-Portfolio and/or a reflective journal as these not only will facilitate your learning but they will be also requested to be assessed as evidence of your knowledge if you decide to continue for your e-certification.
4. Optional activities:



- [Accrediting your WBL & mentoring programmes in your company](#). Answer the questions either individually or collaboratively with other learners and add it to in your portfolio and/or your reflective journal
 - [Reflecting on Module 1](#)
5. Suggested further reading:
- [All About Mentoring – Creating a Mentoring Culture](#)
 - [How to Build A Successful Mentoring Program Using the *Elements of Effective Practice*TM](#) published in [Resources for Mentoring Programs](#), retrieved from [National Mentoring Resource Centre](#)
 - [Benefits of Creating an Organizational Learning Culture. What is a learning culture and why is it important?](#) by Karmen Blackwood retrieved from [Business Vancouver](#)
 - [Understanding the impact of your social capital](#) by Tristan Claridge retrieved from [Social Capital Research & Training](#)
6. Module 1 Assessment
7. [Module 1 Evaluation Form](#)

Lesson Plan 8

Module 2 – “In-company WBL mentoring in action”

Module 2: Introduction- module’s goals & aims- module’s overall sessions’ presentation- module’s learning outcomes

The unit will be delivered through (Mark appropriate box with X):

<input type="checkbox"/>	Discussion	<input checked="" type="checkbox"/>	Presentations	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Video	<input checked="" type="checkbox"/>	Reading	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Fieldwork	<input type="checkbox"/>	Working groups	<input type="checkbox"/>
<input type="checkbox"/>	Hands-on	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>

Resources/Materials

1. **Video:** Welcome to In-company WBL mentor’s course Module 2! (6.59 min) (<https://youtu.be/jRFzwj2s-XM>)
2. **Activity:** Self-reflection questions answered orally included in the video (5.27-6.12 min)
3. **Suggested warm-up reading/ Extra material:**
 - Revision on Module 1. *Toby Berger - Coaching & Mentoring Quick Reference Guide*. Quick Study Business, 2003 (pdf document attached)
 - Max Messmer. *Building an effective mentoring program*. Strategic Finance: February 2003. Source: <https://sfmagazine.com/wp-content/uploads/sfarchive/2003/02/CAREERS-Building-an-effective-mentoring-program.pdf>
 - Gallo A. *Handling yourself. Demystifying mentoring*. Harvard Business Review, 2011. Source: <https://hbr.org/2011/02/demystifying-mentoring.html>
 - *Work-Based Learning Toolkit. Glossary*. Source: <https://www.wbl-toolkit.eu/index.php?id=24>



Lesson Plan 9

Module 2 – “In-company WBL mentoring in action”

Session 2.1: Presentation: **In-company WBL mentoring need analysis**

The unit will be delivered through (Mark appropriate box with X):

<input type="checkbox"/>	Discussion	<input checked="" type="checkbox"/>	Presentations	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Video	<input checked="" type="checkbox"/>	Reading	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Fieldwork	<input type="checkbox"/>	Working groups	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Hands-on	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>

Resources/Materials

- Video:** Presentation of Session 2.1. *In-company WBL mentoring need analysis* (4.26 min) (<https://youtu.be/1AzAQvWLTkU>)
- Activities**
 - After reading the suggested material section, start writing your own self-reflective journal by using the template provided. (Attached document “Activity 2a. My self-reflecting journal”).
Of course, you can create your own journal by visiting <https://journey.cloud/reflective-journal> or any other internet resource you find. Just make sure you save it in your personal E-portfolio.
 - Answer some self-reflection questions by using the template given. (Attached document “Activity 2b”).
- Suggested material/ extra reading:**
 - *What is a reflective journal.* Source: <https://www.template.net/business/journal-templates/reflective-journal-template/>
 - *Reflective writing process.* Source: <https://www.template.net/business/journal-templates/reflective-journal-template/>
 - *A short guide to self-reflective writing,* University of Birmingham. Source: <https://intranet.birmingham.ac.uk/as/libraryservices/library/asc/documents/public/Short-Guide-Reflective-Writing.pdf>

Lesson Plan 10

Module 2 – “In-company WBL mentoring in action”

Topic 2.1.1: Presentation: **Ways of identifying in-company WBL needs**

The unit will be delivered through (Mark appropriate box with X):

<input type="checkbox"/>	Discussion	<input type="checkbox"/>	Presentations	<input type="checkbox"/>	<input type="checkbox"/>
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<input checked="" type="checkbox"/>	Video	<input checked="" type="checkbox"/>	Reading		
<input checked="" type="checkbox"/>	Fieldwork	<input type="checkbox"/>	Working groups		
<input type="checkbox"/>	Hands-on	<input checked="" type="checkbox"/>	Other (online activities)		

Resources/Materials

1. **Video:** Presentation of Topic 2.1. *Ways of identifying in-company WBL needs* (13.53 min) (<https://youtu.be/8U6Qj36XVNA>)

2. Activities

2a. *Mentoring Nicolas* (attached document)

2b. *The case of Maria* (attached document)

2c. Reframing Exercise (attached document)

2d. *What words do you keep?*

Create your concept map containing the basic ideas that you keep from the topic. You can work on your own or collaboratively.

You might already have created a concept map it in the context of Module 1.

Nevertheless, you can check here <https://creately.com/lp/concept-map-maker/> or just create one with the use of Word software (watch a guide [here](#)).

After completing your concept map, you can add it to your portfolio and/or your reflective journal. If you worked collaboratively, you can share the same.

3. Suggested material/ Extra reading

- Ilieva-Koleva, D. (2015). *The importance of mentoring programs in business*. Conference Paper, 15th International Academic Conference, Rome (attached document)

- Murell, A.J., *Five key steps for effective mentoring relationships*, The Kaitz Quarterly, Vol.1, Issue 1, Q1, 2007 (attached document)

- *Empathy at work. Developing skills to understand other people*. Source: <https://www.mindtools.com/pages/article/EmpathyatWork.htm>

- *Mindful listening. Developing awareness to listen fully*. Source: <https://www.mindtools.com/pages/article/mindful-listening.htm>

- 10 Ways to Show Empathy in the Workplace. Source: <https://www.recruiter.com/i/10-ways-to-show-empathy-in-the-workplace/>

4. Optional Activity

How emotionally intelligent are you? Take [this quiz](#), discover and self-reflect!

Lesson Plan 11

Module 2 – “In-company WBL mentoring in action”

Session 1.

Topic 2: Presentation: *Ways of identifying in-company WBL needs*

The unit will be delivered through (Mark appropriate box with X):

<input type="checkbox"/>	Discussion	<input type="checkbox"/>	Presentations	<input checked="" type="checkbox"/>	Other (creation of a reflective journal, creation of introductory written statement on mentee)
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X	Video	X	Reading	
X	Fieldwork		Working groups	
	Hands-on	X	Other (online searching & reading)	

Resources/Materials

- 1. Video:** Presentation of Topic 2.1. *Different WBL Learning Styles* (09.53 min)-
<https://www.youtube.com/watch?v=gAQM53BFBdU>
- 2. Activities**
 - 2a.** *What kind of Kolb learner are you?* Take the Kolb questionnaire and find out! (attached document)
 - 2b.** *What kind of learner are you?* Take the Honey & Mumford learning style questionnaire and find out! (attached document)
 - 2c.** *Imagine your mentee group activity* (attached document).
- 3. Suggested material/ Extra reading**
 - Kolb, *Learning styles*. Source:
http://cei.ust.hk/files/public/simplypsychology_kolb_learning_styles.pdf
 - David Kolb's learning styles. Source: <https://www.eln.io/blog/david-kolb-learning-styles>
 - Kolb A., Kolb D. (2013). *The Kolb learning style inventory 4.0. A comprehensive guide to the theory, psychometrics, research on validity and educational applications*. Experienced based learning systems. (attached document).
 - Manolis Chr. et all (2013). *Assessing experiential learning styles: A methodological reconstruction and validation of the Kolb learning style inventory*. Learning and Individual Differences, Vol. 23, pp.44-52. (attached document)
 - Honey & Mumford learning styles. Source: <https://www.eln.io/blog/honey-and-mumford-learning-styles>
 - Honey & Mumford. Source:
<https://www2.le.ac.uk/departments/doctorscollege/training/eresources/teaching/theories/honey-mumford>
 - *Learning styles: An overview of theories, models and measures*. Source:
<https://www.tandfonline.com/doi/full/10.1080/0144341042000228834?src=recsys>
(also available in pdf format)
 - Teaching adults: what every trainer needs to know about adult learning styles. Source:
<https://www.pacer.org/publications/fasttraining/Other/teachingadults-whattrainersneedtoknow.pdf>

Lesson Plan 12

Module 2 - "In-company WBL mentoring in action"

Session 1.

Topic 3: Presentation: **How in-company WBL needs can be met through mentoring**

The unit will be delivered through (Mark appropriate box with X):



	Discussion		Presentations	X	Other (creation of a bulleted summary in reflective journal, swot analysis, self-reflection questionnaire)
X	Video	X	Reading		
X	Fieldwork		Working groups		
	Hands-on	X	Other (online searching & reading)		

Resources/Materials

1. **Video:** Presentation of Topic 1.3. *How in-company WBL needs can be met through mentoring* (10.20 min) <https://youtu.be/j-RuIxBPmUg>

2. Activities

2a. *Be a SWOT analyst!* (attached document)

2b. *Reflecting on my expectations...* (attached document)

2c. After completing the topic, go back to Activity 2a. and write its content in a written bulleted summary in your reflective journal. Don't forget to save it.

3. Suggested material/ Extra reading

- *How to Do a SWOT Analysis for Your Small Business (with Examples)*. Source:

<https://www.wordstream.com/blog/ws/2017/12/20/swot-analysis>

- *How to Do a SWOT Analysis for Better Strategic Planning*. Source:

<https://articles.bplans.com/how-to-perform-swot-analysis/>

- *Technical working group on quality in VET. A European guide on self-assessment for VET providers*.

CEDEFOP: 2003. Source: [https://www.eqavet.eu/Equavet2017/media/Policy-](https://www.eqavet.eu/Equavet2017/media/Policy-Documents/European-Guide-on-Self-Assessment-for-VET-ProvidersEuropean-Guide-on-Self-Assessment-for-VET-Providers.pdf?ext=.pdf)

[Documents/European-Guide-on-Self-Assessment-for-VET-ProvidersEuropean-Guide-on-Self-Assessment-for-VET-Providers.pdf?ext=.pdf](https://www.eqavet.eu/Equavet2017/media/Policy-Documents/European-Guide-on-Self-Assessment-for-VET-ProvidersEuropean-Guide-on-Self-Assessment-for-VET-Providers.pdf?ext=.pdf) (downloadable in pdf format)- VET providers

planning to deliver degrees: good practice guide. Australian National Centre for Vocational Education

Research (2015). Source: <https://www.ncver.edu.au/research-and-statistics/publications/all-publications/vet-providers-planning-to-deliver-degrees-good-practice-guide>

- *Facilitating learning in practice*. The Open University (2019). Source:

<https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=87682§ion= introduction3> (open course)

Lesson Plan 13

Module 2 - "In-company WBL mentoring in action"

Topic 2.1.: Presentation: **Designing your in-company WBL mentoring objectives**

The unit will be delivered through (Mark appropriate box with X):

	Discussion		Presentations		
X	Video	X	Reading		



<input checked="" type="checkbox"/>	Fieldwork	<input type="checkbox"/>	Working groups		
<input type="checkbox"/>	Hands-on	<input checked="" type="checkbox"/>	Other (completing questionnaires, building e-portfolio)		

Resources/Materials

- Video:** Presentation of Topic 2.1. *Designing your in-company WBL mentoring objectives* (15.12 min) (<https://youtu.be/6UCeCNz5HIU>)
- Activities**
 - Do you think you are "smart"?* (attached document)
 - Let me prepare!* (attached document)
 - Let's sign our contract!* (attached document)
- Suggested material/ Extra reading**
 - *Mentoring in managerial careers.* Source: https://www.researchgate.net/publication/313421347_Mentoring_in_managerial_careers
 - *What do we talk about when we talk about mentoring? Blooms and Thorns.* Source: https://www.hr.uwa.edu.au/data/assets/pdf_file/0004/2896618/Gibb-2003.pdf
 - *What you need to know about mentoring the new generations.* Source: <http://www.thelearningcafe.net/downloads/Articles-Generations0904-MentorNewGens.pdf>
 - *Workplace mentors. Demands and Benefits.* Source: https://www.academia.edu/16918388/Workplace_mentors_demands_and_benefits

Lesson Plan 14

Module 2 – “In-company WBL mentoring in action”					
Topic 2.2.2: Implementing your in-company WBL mentoring objectives					
The unit will be delivered through (Mark appropriate box with X):					
<input checked="" type="checkbox"/>	Discussion	<input checked="" type="checkbox"/>	Presentations		
<input checked="" type="checkbox"/>	Video	<input checked="" type="checkbox"/>	Reading		
<input checked="" type="checkbox"/>	Fieldwork	<input checked="" type="checkbox"/>	Working groups		
<input type="checkbox"/>	Hands-on	<input checked="" type="checkbox"/>	Other (completing questionnaires, building e-portfolio)		
Resources/Materials					
<ol style="list-style-type: none"> Reading: About Topic 2.2 Video: <i>Designing your in-company WBL mentoring objectives</i> (9.10 min) (https://youtu.be/qXMLtpE4zbc) Activity 1: Create your mentoring agreement template including action plan and sessions' log template for your future mentee 					



Reading: [Implementing your in-company WBL mentoring objectives](#)

Read the documents “[Implementing your in-company WBL mentoring objectives](#)”. Then research on the Internet to find out more about mentoring structure, methodology, techniques and tools to help you create your mentoring agreement template including action plan and sessions’ log template for your future mentee. You may use resources from Module 1 which helped you create your welcoming induction pack. You may find it useful to re-visit the [checklist for your welcoming induction plan](#) which includes examples of mentoring agreements, action plans and keeping logs of your meetings templates. You may also wish to review the [Mentoring Scheme Information Pack](#) retrieved from the [Petroleum Exploration Society of Great Britain](#), which you used in Module 1 activity in Topic 2.2. Check out the template given for a Mentoring Agreement, Action Plan and Meetings recording in the [Mentoring Scheme Information Pack](#) and a new one the [Mentoring Programme](#) retrieved from the [Mentoring Pack](#) by [CIPD Manchester](#) for more inspiration. You may research further on the internet for templates for mentoring agreements, action plans and session logs and also invite other learners through the course forum to make a team and work together on Activity 1. The purpose of the activity is to help you prepare you Mentoring Agreement for your initial meeting with your future in-company WBL mentee. After completing your Mentoring Agreement template, you can add it to your welcome induction pack in your portfolio and/or your reflective journal. If it is group work you can share the same. We highly recommend to use the course’s Exabis e-Portfolio and/or a reflective journal as these not only will facilitate your learning but they will be also requested to be assessed as evidence of your knowledge if you decide to continue for your e-certification.

4. Optional Activities

- [Factors Enabling Students to Integrate into Practice or Move into Specific Areas of Practice](#). Answer the questions either individually or collaboratively with other learners and add it to in your portfolio and/or your reflective journal

5. Suggested further reading

- [Mentoring Adult Learners: Implications for Cooperative Extension as a Learning Organization](#) retrieved from [Journal of Extension](#)
- [Andragogy: Origins, Developments and Trends](#) retrieved from [JSTOR](#)
- [Mentoring Guide: A Guide for Mentors](#) retrieved from the [Center for Health Leadership & Practice](#)
- [The mentor–student relationship](#) retrieved from <https://nursekey.com/>

Lesson Plan 15

Module 2 - “In-company WBL mentoring in action”			
Topic 2.2: Implementing your in-company WBL mentoring objectives			
The unit will be delivered through (Mark appropriate box with X):			
<input checked="" type="checkbox"/>	Discussion	<input checked="" type="checkbox"/>	Presentations
<input checked="" type="checkbox"/>	Video	<input checked="" type="checkbox"/>	Reading



X	Fieldwork	X	Working groups		
	Hands-on	X	Other (completing questionnaires, building e-portfolio)		

Resources/Materials

1. **Reading:** [About Topic 2.2](#)

2. **Video:** *Designing your in-company WBL mentoring objectives* (9.10 min)
(<https://youtu.be/qXMLtpE4zbc>)

3. **Activity 1:** Create your mentoring agreement template including action plan and sessions' log template for your future mentee

Reading: [Implementing your in-company WBL mentoring objectives](#)

Read the documents "[Implementing your in-company WBL mentoring objectives](#)". Then research on the Internet to find out more about mentoring structure, methodology, techniques and tools to help you create your mentoring agreement template including action plan and sessions' log template for your future mentee. You may use resources from Module 1 which helped you create your welcoming induction pack. You may find it useful to re-visit the [checklist for your welcoming induction plan](#) which includes examples of mentoring agreements, action plans and keeping logs of your meetings templates. You may also wish to review the [Mentoring Scheme Information Pack](#) retrieved from the [Petroleum Exploration Society of Great Britain](#), which you used in Module 1 activity in Topic 2.2. Check out the template given for a Mentoring Agreement, Action Plan and Meetings recording in the [Mentoring Scheme Information Pack](#) and a new one the [Mentoring Programme](#) retrieved from the [Mentoring Pack](#) by [CIPD Manchester](#) for more inspiration. You may research further on the internet for templates for mentoring agreements, action plans and session logs and also invite other learners through the course forum to make a team and work together on Activity 1. The purpose of the activity is to help you prepare you Mentoring Agreement for your initial meeting with your future in-company WBL mentee. After completing your Mentoring Agreement template, you can add it to your welcome induction pack in your portfolio and/or your reflective journal. If it is group work you can share the same. We highly recommend to use the course's Exabis e-Portfolio and/or a reflective journal as these not only will facilitate your learning but they will be also requested to be assessed as evidence of your knowledge if you decide to continue for your e-certification.

4. Optional Activities

- [Factors Enabling Students to Integrate into Practice or Move into Specific Areas of Practice](#). Answer the questions either individually or collaboratively with other learners and add it to in your portfolio and/or your reflective journal

5. Suggested further reading

- [Mentoring Adult Learners: Implications for Cooperative Extension as a Learning Organization](#) retrieved from [Journal of Extension](#)
- [Andragogy: Origins, Developments and Trends](#) retrieved from [JSTOR](#)
- [Mentoring Guide: A Guide for Mentors](#) retrieved from the [Center for Health Leadership & Practice](#)
- [The mentor-student relationship](#) retrieved from <https://nursekey.com/>



Lesson Plan 16

Module 2 - “In-company WBL mentoring in action”

Topic 2.3.1: Ways of evaluating your in-company WBL practice

The unit will be delivered through (Mark appropriate box with X):

X	Discussion	X	Presentations		
X	Video	X	Reading		
X	Fieldwork	X	Working groups		
	Hands-on	X	Other (completing questionnaires, building e-portfolio)		

Resources/Materials

- 1. Video:** Welcome to Session 2.3: Evaluating and developing your in-company WBL mentoring practice (1.46 min) (<https://youtu.be/RMCToaPyGR8>)
- 2. Reading:** [About Topic 2.3.1](#)
- 3. Video:** *Ways of evaluating your in-company WBL practice* (7.01 min) (<https://youtu.be/H8AcOf-b3s>)
- 4. Activity 1:** Create your in-company WBL mentoring self-evaluation strategy for your future mentee
Reading: [Ways of evaluating your in-company WBL practice](#)
Read the documents “[Ways of evaluating your in-company WBL practice](#)”. Then research on the Internet to find out more about self-evaluating your mentoring process to help you design your own self-evaluation strategy and self-assessment forms for your mentoring process with your future mentee. [Google forms](#) is a useful and free tool for developing your in-company WBL mentoring process self-assessment. You may research further on the internet for methods, techniques, tools and templates for self-assessment and also invite other learners through the course forum to make a team and work together on Activity 1. The purpose of the activity is to help you include your own self-assessment plan and templates of self-assessment forms for your professional development as an in-company WBL mentor. After completing your Self-Assessment Plan and templates, you can add it to your reflective journal. If it is group work you can share the same. We highly recommend to use the course’s Exabis e-Portfolio and/or a reflective journal as these not only will facilitate your learning but they will be also requested to be assessed as evidence of your knowledge if you decide to continue for your e-certification.
- 5. Optional Activities**
 - [Your next steps](#) retrieved from [Leading and evaluating practice learning in Facilitating learning in practice, a free course by The Open University](#). Answer the questions either individually or collaboratively with other learners and add it to in your portfolio and/or your reflective journal
- 6. Suggested further reading**
 - [Mentoring Workbook](#) retrieved from [Masterful Mentoring](#)



- [The Importance of Self Evaluation](#) by Stanley C Loewen retrieved from [Health Guidance for better health](#)

Lesson Plan 17

Module 2 – “In-company WBL mentoring in action”

Topic 2.3.2: Planning your development as an in-company WBL mentor

The unit will be delivered through (Mark appropriate box with X):

X	Discussion	X	Presentations		
X	Video	X	Reading		
X	Fieldwork	X	Working groups		
	Hands-on	X	Other (completing questionnaires, building e-portfolio)		

Resources/Materials

1. Reading: [About Topic 2.3.1](#)

2. Video: *Planning your development as an in-company WBL mentor* (7.17 min) (<https://youtu.be/R62pn9Mmk7Y>)

3. Activity 1: Create your action plan for your in-company WBL mentoring process self-improvement

Reading: [Planning your development as an in-company WBL mentor](#)

Read the documents “[Planning your development as an in-company WBL mentor](#)”. Then research on the Internet to find out more about the value and ways of self-improving your mentoring process to help you design your own self-development action plan and strategy for your mentoring process with your future mentees. You may find it useful to re-visit the [Optional Activity in Topic 2 of Session 2 of Module 1](#) which required you to create your own SWOT analysis your own mentorship role helping you develop and improve it so as to be an effective in-company WBL mentor. This was an optional activity of Module 1 to prepare you for this lesson. If you have not already done it now it is the perfect time to review it. Check out the Guide to the “[Completion of a Personal Development Plan](#)” for more inspiration. You may research further on the internet for constructing your self-development action plan and also invite other learners through the course forum to make a team and work together on Activity 1. The purpose of the activity is to help you create your personal action plan for your professional development as an in-company WBL mentor. After completing your personal SWOT analysis and action plan, you can add it to your reflective journal. If it is group work you can share the same. We highly recommend to use the course’s Exabis e-Portfolio and/or a reflective journal as these not only will facilitate your learning but they will be also requested to be assessed as evidence of your knowledge if you decide to continue for your e-certification.

4. Optional Activities

- Do your own SLO analysis we presented you in the reading document of Activity 1 “[Planning your development as an in-company WBL mentor](#)” retrieved



from [Facilitating learning in practice, a free course by The Open University](#). Answer the questions either individually or collaboratively with other learners and add it to in your portfolio and/or your reflective journal

5. Suggested further reading

- [Professional Development Plan Template \(with Completed Examples\)](#) retrieved from [SEOptimer](#)
- [How to Prepare a Professional Development Plan to Avoid 'Brain Drain'](#) retrieved from [IVC Team](#)
- [40+ Performance Improvement Plan Templates & Examples](#) retrieved from [Performance Improvement Plan: The Definitive Guide](#) by [Valamis Group](#)

6. Module 2 Assessment

7. Module 2 Evaluation Form

Lesson Plan 18

Session 1. Establishing effective in-company WBL mentoring relationships		
Topic 1: The importance of in-company WBL mentoring relationship		
Lesson 1: Why is in-company WBL mentoring relationship important?		
Stage 1 – Desired Results		
ESTABLISHED GOALS Learners will: a. Describe the principles of a productive mentoring relationship/ recognise the importance and the challenges of mentorship relationship building b. Commit to relations of care and trust with WBL mentees	Transfer	
	<i>Learners will be able to independently use their learning to</i> <ul style="list-style-type: none"> • Develop self-motivation for mentoring. • Explain the importance & contribution of WBL apprenticeship & internship to companies, schools, and mentees, and convince them to contribute to the process. 	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> • The importance of the mentoring relationship • how to establish an effective mentoring relationship 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • Why is it important to develop a relationship with my mentee? • How do I develop a productive mentoring relationship?
Time	Acquisition	
1 hour	<i>Learners will know ...</i> <ul style="list-style-type: none"> • factors contributing to an effective mentoring relationship • the principles defining a productive mentoring relationship 	<i>Learners will be skilled at...</i> <ul style="list-style-type: none"> • Identify factors contributing to an effective mentoring relationship
Stage 2 – Evidence and Assessment		
Evaluative Criteria	Assessment Evidence	



<ul style="list-style-type: none"> Identify and discuss individual learning needs of various stakeholders that can be met through mentoring 	<p>PERFORMANCE TASK(S): Individual or collaborative activities:</p> <ul style="list-style-type: none"> Mind map for the benefits of in-company WBL mentoring individually or collaboratively with other learners via the use of the e-platform functionalities such as forum, chat room, meeting room etc. for the reflective journal and/or portfolio “Benefits of WBL mentorship”. Creation of a reflective list individually or collaboratively with other learners via the use of the e-platform functionalities such as forum, chat room, meeting room etc. for the reflective journal and/or portfolio. Role playing within the classroom (skills demonstration). The classmates will play the different stakeholders of the WBL mentoring process, and each student/team of students will play his/her/their role as a mentor to convince one of these different parties. 																																												
	<p>OTHER EVIDENCE: Multiple choice and True/False questions at the end of Module 3 Session 1 Topic 1 Lesson 1. Self-assessment questionnaire and a personal reflective journal containing self-evaluation.</p> <p>The unit will be assessed through (mark appropriate box with X):</p> <table border="1"> <tr> <td><input type="checkbox"/></td> <td>On-going assessment</td> <td><input type="checkbox"/></td> <td>Project</td> <td><input checked="" type="checkbox"/></td> <td>Skills demonstrations</td> <td><input checked="" type="checkbox"/></td> <td>Other Mind map</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Oral examination</td> <td><input type="checkbox"/></td> <td>Reflective diary</td> <td><input type="checkbox"/></td> <td>Structured feedback, meetings/discussions</td> <td><input checked="" type="checkbox"/></td> <td>peer review</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Portfolio</td> <td><input type="checkbox"/></td> <td>Report</td> <td><input checked="" type="checkbox"/></td> <td>Written exercise</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>Practical</td> <td><input type="checkbox"/></td> <td>Workshop</td> <td><input checked="" type="checkbox"/></td> <td>Written assignments</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>Presentation</td> <td><input checked="" type="checkbox"/></td> <td>Self-assessment</td> <td><input checked="" type="checkbox"/></td> <td>Written test</td> <td><input type="checkbox"/></td> <td></td> </tr> </table>						<input type="checkbox"/>	On-going assessment	<input type="checkbox"/>	Project	<input checked="" type="checkbox"/>	Skills demonstrations	<input checked="" type="checkbox"/>	Other Mind map	<input type="checkbox"/>	Oral examination	<input type="checkbox"/>	Reflective diary	<input type="checkbox"/>	Structured feedback, meetings/discussions	<input checked="" type="checkbox"/>	peer review	<input type="checkbox"/>	Portfolio	<input type="checkbox"/>	Report	<input checked="" type="checkbox"/>	Written exercise	<input type="checkbox"/>		<input type="checkbox"/>	Practical	<input type="checkbox"/>	Workshop	<input checked="" type="checkbox"/>	Written assignments	<input type="checkbox"/>		<input type="checkbox"/>	Presentation	<input checked="" type="checkbox"/>	Self-assessment	<input checked="" type="checkbox"/>	Written test	<input type="checkbox"/>
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<input type="checkbox"/>	Presentation	<input checked="" type="checkbox"/>	Self-assessment	<input checked="" type="checkbox"/>	Written test	<input type="checkbox"/>																																							

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

The topic is the first of the two topics of Session 1 which is about establishing effective in-company WBL mentoring relationships. This first lesson of that topic will help the learner to get familiar with several perspectives (i.e., the mentors’, mentees’ company’s, school’s, and the society’s) about the benefits of WBL mentorship concept.

The duration of the lesson has been approximately calculated but learners can work through the course at their own pace. Guidance is provided for reflecting and collaborating with other learners using the e-platform’s collaborative functionalities such as the forum, the chatroom and/or the meeting room for the completion of the lesson activities and the impact of what and how learning has taken place.

The learner is expected to understand:

- Mentoring process is useful not only to the mentee, but to many other stakeholders as well.
- Various stakeholders (i.e., mentee, mentor, the company, school, and society) may have differing expectations from in-company WBL mentoring relationship.



- All those expectations can be satisfied simultaneously via a successful mentoring process.

Within the lecture materials, learners are provided with lecture notes where the benefits of the in-company WBL mentoring are summarized. Learning these key benefits of the WBL mentorship, will help the schools, companies, and mentors to easily convince all related parties contribute to the process for better results. However, for a deeper learning experience, they are highly encouraged to read the materials provided in the suggested further reading section, and watch the videos in supplementary visual materials section. Nonetheless, the learners are strongly encouraged to do their own internet search for more visual and written material. The learners are expected to compare, contrast and synthesize their background, knowledge and ideas on the benefits of WBL mentoring with the material provided within the lesson's scope. They are also highly encouraged to discuss with their peers to convert the information given into the knowledge of their own.

The learners are encouraged to have and use their reflective journals to highlight evidence within the assessment criteria. Assessment of this unit is in the form of evaluating the role-playing activity and mind mapping. There is no restriction as to how complex should the mind map be and it is recommended to continue completing it after the next lessons with the new knowledge they gain.

The unit will be delivered through (Mark appropriate box with X):

<input checked="" type="checkbox"/>	Discussion	<input type="checkbox"/>	Presentations	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Video	<input checked="" type="checkbox"/>	Reading	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Fieldwork	<input checked="" type="checkbox"/>	Working groups	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Hands-on	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>

Resources/Materials

- Welcome to Module 3: In-company WBL mentoring relationship – the heart of effective mentorship
Video: [Welcome to in company WBL mentor's course Module 3](#)
- Introduction to Session 1: Establishing effective in-company WBL mentoring relationships
Video: [Welcome to Session 1](#)
- Summary of Lesson 1: Why is in-company WBL mentoring relationship important?
Reading: [Summary of Lesson 1](#)
- Lecture Notes (Essential Reading) for Lesson 1: Why is in-company WBL mentoring relationship important?
Reading: [Lecture Notes for Lesson 1](#)
- Activity 1: Create your mind map for your list of benefits achieved for various stakeholders via in-company WBL mentorship.
Upon finishing your studies on the lecture (i.e., reading Lecture Notes for Lesson 1 above, suggested readings below, watching the supplementary videos below, and, preferably, researching on the Internet for additional insights related to the benefits of in-company WBL mentorship, create your own mind map. For getting familiar with the mind map concept and learning how they can be drawn, one can refer to [mindmapping.com](#) or [Tony Buzan's \(inventor of mind map concept\) web page](#). The purpose of the



activity is to help you construct your own list of benefits of in-company WBL mentorship, and remember it for a significantly longer time. After completing your mind map you can add it to your portfolio and/or your reflective journal. If it is group work you can share the same. We highly recommend to keep a portfolio and/or a reflective journal as these not only will facilitate your learning but they will also be requested to be assessed as evidence of your knowledge if you decide to continue for your e-certification.

6. Suggested further readings:

Benefits that the mentor, mentee, and the company achieve (Please read page 5):
https://www.cipd.co.uk/Images/west-yorkshire-mentoring-pack_2011_tcm18-9423.pdf

Students' need for a mentor, evidence from real world examples:

<https://www.brookings.edu/blog/the-avenue/2018/10/17/how-work-based-learning-connects-students-with-mentors-and-experience/>

A report that is written on the role of private sector in youth mentoring in the USA. It is prepared based on national best practices.

https://www.mentoring.org/wp-content/uploads/2019/12/EY_Full_Report-1.pdf

7. Supplementary visual materials:

Take a look at the video titled "Building a mentoring relationship" by Melanie Wass from www.mentoringmastery.com on how to build a relationship.

"Tips to develop a mentoring relationship" by KPMG US on quick tips about productive mentoring relationships.

A video that is part of CultureLink's Massive Open Online Course (MOOC) Vulnerable Youth Mentor Training titled "Vulnerable Youth Mentor Training 6.1 Steps to Building an Effective Mentoring Relationship"

A very interesting insight about mentor-mentee relationships by Simon Sinek titled "Why Reciprocity Improves Mentor Mentee Relationships"

Lesson Plan 19

Session 1. Establishing effective in-company WBL mentoring relationships			
Topic 2: Development stages of your in-company WBL mentoring relationship			
Lesson 1: Development of in-company WBL mentoring relationship			
Stage 1 – Desired Results			
<p>ESTABLISHED GOALS</p> <p>Learners will:</p> <p>a. Describe the principles of a productive mentoring relationship/ recognise the importance and the challenges of mentorship relationship building</p> <p>b. Demonstrate flexibility in adjusting</p>	Transfer		
	<p><i>Learners will be able to independently use their learning to</i></p> <ul style="list-style-type: none"> Estimate the necessary resources to perform the mentoring process. Plan the mentoring process knowing the stages of mentoring Evaluate the productivity of any given mentoring relationship 		
	Meaning		
	<table border="1" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p>UNDERSTANDINGS</p> <p><i>Students will understand ...</i></p> <ul style="list-style-type: none"> The necessary steps of developing a productive in-company WBL mentorship Need of identifying individual learning needs </td> <td style="vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How could I build an effective mentoring relationship? Why would I adapt my mentoring style to various mentee profiles? </td> </tr> </table>	<p>UNDERSTANDINGS</p> <p><i>Students will understand ...</i></p> <ul style="list-style-type: none"> The necessary steps of developing a productive in-company WBL mentorship Need of identifying individual learning needs 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How could I build an effective mentoring relationship? Why would I adapt my mentoring style to various mentee profiles?
<p>UNDERSTANDINGS</p> <p><i>Students will understand ...</i></p> <ul style="list-style-type: none"> The necessary steps of developing a productive in-company WBL mentorship Need of identifying individual learning needs 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How could I build an effective mentoring relationship? Why would I adapt my mentoring style to various mentee profiles? 		

<p>the learning path according to the mentee's needs, time constraints, resources or other issues</p>	<ul style="list-style-type: none"> • How to recognise and describe learning needs • How needs may be met through mentoring 	<ul style="list-style-type: none"> • What are the basic tools that I need to utilize for building a sustainable mentoring relationship? • What are the main potential obstacles that I need to overcome in mentoring process?
Time	Acquisition	
<p>1 hour</p>	<p><i>Learners will know the basics of...</i></p> <ul style="list-style-type: none"> • Stages of a mentorship relationship • A corporate climate conducive to learning • Establishing a professional mentoring relationship • Giving feedback relevant to individual needs • Measuring level of relationship 	<p><i>Learners will be skilled at...</i></p> <ul style="list-style-type: none"> • Recognizing and building upon abilities of the mentee to nurture a productive relationship • Managing the mentoring relationship for achieving mutual benefits • Encouraging positive changes based upon strengths • Supporting the mentee through identifying needs and advocating when/where appropriate
Stage 2 – Evidence and Assessment		
Evaluative Criteria	Assessment Evidence	
<p>Learner will;</p> <ul style="list-style-type: none"> • Discuss and demonstrate ways of creating an environment in which effective mentoring can take place • Identify the stages of mentorship relationship • Demonstrate flexibility in adjusting the learning path according to the mentee's needs, time constraints, 	<p>PERFORMANCE TASK(S):</p> <p>Individual or collaborative activities:</p> <ul style="list-style-type: none"> • Concept map and/or word cloud prepared individually or collaboratively with other learners on developing a productive in-company WBL mentoring relationship (via the use of the e-platform functionalities such as forum, chat room, meeting room etc. for the reflective journal and/or portfolio) • “Basics of developing a productive in-company WBL mentoring relationship”. Creation of a reflective list of the most important steps/tools used in developing a productive in-company WBL mentoring relationship. The list can be prepared individually or collaboratively with other learners via the use of the e-platform functionalities such as forum, chat room, meeting room etc. for the reflective journal and/or portfolio. • Preparing a structured interview to evaluate the productivity level of a mentoring relationship. The interview questions can be prepared individually or collaboratively with other learners via the use of the e-platform functionalities such as forum, chat room, meeting room etc. for the reflective journal and/or portfolio. 	

<p>resources or other issues</p> <ul style="list-style-type: none"> Evaluate the productivity of the mentoring relationship 	OTHER EVIDENCE:							
	Multiple choice and True/False questions at the end of Module 3 Session 1 Topic 1 Lesson 1.							
	Self-assessment questionnaire and a personal reflective journal containing self-evaluation.							
	The unit will be assessed through (mark appropriate box with X):							
	<input type="checkbox"/>	On-going assessment	<input type="checkbox"/>	Project	<input type="checkbox"/>	Skills demonstrations	<input type="checkbox"/>	Other (please specify)
	<input type="checkbox"/>	Oral examination	<input type="checkbox"/>	Reflective diary	<input type="checkbox"/>	Structured feedback, meetings/discussions	<input checked="" type="checkbox"/>	peer review
<input type="checkbox"/>	Portfolio	<input type="checkbox"/>	Report	<input checked="" type="checkbox"/>	Written exercise	<input type="checkbox"/>		
<input type="checkbox"/>	Practical	<input type="checkbox"/>	Workshop	<input checked="" type="checkbox"/>	Written assignments	<input type="checkbox"/>		
<input type="checkbox"/>	Presentation	<input checked="" type="checkbox"/>	Self-assessment	<input checked="" type="checkbox"/>	Written test	<input type="checkbox"/>		

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

The topic is the second of the two topics of Session 1, and it covers the topics related to developing a productive in-company WBL mentoring relationship. This lesson will help the learner recognise the main steps of mentoring process, understand the main principles behind productive mentoring relationships, and identify how the productivity of mentoring relationship can be evaluated.

The duration of the lesson has been approximately calculated, but learners can work through the course at their own pace. Guidance is provided for reflecting and collaborating with other learners using the e-platform's collaborative functionalities such as the forum, the chatroom and/or the meeting room for the completion of the lesson activities and the impact of what and how learning has taken place.

This session serves as an introductory one that highlights the necessity of the following sessions of the same module where some of the vital issues like rapport and effective communication are discussed in detail.

The learner is expected to understand:

- The steps of building a productive in-company WBL mentoring relationship,
- The principles of a productive mentoring relationship,
- Each mentee can be different, and the productivity of the WBL mentoring process depends on the mentors' understanding and respect to these differences,
- The importance and the challenges of mentorship relationship building,
- The importance of cooperation with the mentee(s) for achieving mutual benefits,
- The need for a process to motivate the mentee by focusing on positive changes, and
- The importance of communicating creatively to build trust.

The lesson explains the key issues of developing productive WBL mentoring relationships, which in turn will help the mentors to handle each and every case/mentee differently using the most appropriate tools. However, for a deeper learning experience, the learners are highly encouraged to read the materials provided in the suggested further reading section, and watch the videos in supplementary visual materials section. Nonetheless, they are strongly encouraged to do their own internet search for more visual and written material. The learners are expected to compare, contrast and synthesize their background, knowledge and ideas on the benefits of



WBL mentoring with the material provided within the lesson's scope. They are also highly encouraged to discuss with their peers to convert the information given into the knowledge of their own.

The learners are encouraged to have and use their reflective journals to highlight evidence within the assessment criteria. Assessment of this unit is in the form of evaluating the role-playing activity and mind mapping. There is no restriction as to how complex should the mind map be and it is recommended to continue completing it after the next lessons with the new knowledge they gain.

The unit will be delivered through (Mark appropriate box with X):

X	Discussion		Presentations		
X	Video	X	Reading		
	Fieldwork	X	Working groups		
	Hands-on		Other (please specify)		

Resources/Materials

1. Summary of Lesson 1: Development of in-company WBL mentoring relationship
Reading: [Summary of Lesson 1](#)
2. Lecture Notes (Essential Reading) for Lesson 1: Development of in-company WBL mentoring relationship
Reading: [Lecture Notes for Lesson 1](#)
3. Activity 1: Create your concept map or cloud word for what should be done for a productive in-company WBL mentoring relationship.
Read the lecture notes for Lesson 1. Then research on the Internet for more definitions of the terms related to the steps of, and tools and methods used for a productive in-company work-based learning mentoring relationship. Based on your findings, create your concept map and/or a word cloud covering the terms related to the topic. [See an example of a concept map here](#) and [an example of a word cloud here](#). For word clouds you can use this website for free <https://wordart.com/>. You may invite other learners through the course forum to make a team and work together on Activity 1. The purpose of the activity is to help you construct your own list of the basic factors affecting the productivity of an in-company WBL mentoring relationship considering multiple perspectives. After completing your concept map and/or word cloud you can add it to your portfolio and/or your reflective journal. If it is group work you can share the same. We highly recommend to keep a portfolio and/or a reflective journal as these not only will facilitate your learning but they will be also requested to be assessed as evidence of your knowledge if you decide to continue for your e-certification.
4. Activity 2: Prepare a structured interview to evaluate the productivity level of a mentoring relationship.
Read the lecture notes for Section 1. Then research on the Internet for more information about the interviews that can be applied to mentors and mentees to evaluate the productivity of the mentoring relationship. Then prepare structured interviews for the case. The interview questions can be prepared individually or collaboratively with other learners via the use of the e-platform functionalities such as forum, chat room, meeting room etc. for the reflective journal and/or portfolio.
5. Suggested further readings:



Things that should be done by the mentor and the mentee for a productive in-company WBL mentoring relationship:

https://www.cipd.co.uk/Images/west-yorkshire-mentoring-pack_2011_tcm18-9423.pdf

A report that is written on the role of private sector in youth mentoring in the USA. It is prepared based on national best practices:

https://www.mentoring.org/wp-content/uploads/2019/12/EY_Full_Report-1.pdf

4 Phases of Mentoring Relationships (a concise guide):

<https://www.educause.edu/-/media/files/wiki-import/2014infosecurityguide/mentoring-toolkit/siguccsmentorguidepdf>

Lesson Plan 20

Session 1. Effective Mentoring Relationships					
Topic 3: The Four Cs of Mentoring					
Lesson 1: Connection, Credibility, Confidence and Confidentiality					
Stage 1 – Desired Results					
ESTABLISHED GOALS	<i>Transfer</i>				
Learners will:	<i>Learners will be able to independently use their learning to</i>				
a. to cooperate with the mentee for achieving mutual benefit,	<ul style="list-style-type: none"> Establish connections with the mentees, Constitute credibility, Compose communication with confidence, Shape relationships with confidentiality 				
b. to motivate by focusing on positive changes,	<i>Meaning</i>				
c. to communicate creatively to build trust,	<table border="1"> <thead> <tr> <th>UNDERSTANDINGS</th> <th>ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td> <i>Students will understand that...</i> <ul style="list-style-type: none"> The principles of connections established on the on the base of trust The rules of relationships with confidentiality and confidence </td> <td> <ul style="list-style-type: none"> How can I establish trustful connections? How do I increase my credibility? How can I gain more confidence? How can I keep the confidentiality in my relationship? </td> </tr> </tbody> </table>	UNDERSTANDINGS	ESSENTIAL QUESTIONS	<i>Students will understand that...</i> <ul style="list-style-type: none"> The principles of connections established on the on the base of trust The rules of relationships with confidentiality and confidence 	<ul style="list-style-type: none"> How can I establish trustful connections? How do I increase my credibility? How can I gain more confidence? How can I keep the confidentiality in my relationship?
UNDERSTANDINGS	ESSENTIAL QUESTIONS				
<i>Students will understand that...</i> <ul style="list-style-type: none"> The principles of connections established on the on the base of trust The rules of relationships with confidentiality and confidence 	<ul style="list-style-type: none"> How can I establish trustful connections? How do I increase my credibility? How can I gain more confidence? How can I keep the confidentiality in my relationship? 				

d. to support the mentee through identifying needs.																																									
Time	Acquisition																																								
1 hour	Learners will be able to establish trustful connections Learners will gain confidence and credibility much easier	Learners will be skilled at... <ul style="list-style-type: none"> Being more confident mentors Leaving a confident impression 																																							
Stage 2 – Evidence and Assessment																																									
Evaluative Criteria	Assessment Evidence																																								
Discuss and demonstrate the importance of a code of conduct and confidentiality in a mentoring relationship	PERFORMANCE TASK(S): Individual or collaborative activities: -Read the material about the fundamentals of 4C -Watch the video prepared and apply the knowledge gained from reading material and determine the rights and wrongs regarding building connections. -Suggest improvements for creating confidence and keeping confidentiality. Creation of a reflective list individually or collaboratively with other learners via the use of the e-platform functionalities such as forum, chat room, meeting room etc. for the reflective journal and / or portfolio																																								
	OTHER EVIDENCE: Multiple choice and True / False questions at the end of Module 1. Self-assessment questionnaire The unit will be assessed through (mark appropriate box with X): <table border="1" style="width: 100%; text-align: center;"> <tr> <td><input type="checkbox"/></td> <td>On-going assessment</td> <td><input type="checkbox"/></td> <td>Project</td> <td><input type="checkbox"/></td> <td>Skills demonstrations</td> <td><input type="checkbox"/></td> <td>Other (please specify)</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Oral examination</td> <td><input type="checkbox"/></td> <td>Reflective diary</td> <td><input type="checkbox"/></td> <td>Structured feedback, meetings/discussions</td> <td><input checked="" type="checkbox"/></td> <td>peer review</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Portfolio</td> <td><input type="checkbox"/></td> <td>Report</td> <td><input checked="" type="checkbox"/></td> <td>Written exercise</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>Practical</td> <td><input type="checkbox"/></td> <td>Workshop</td> <td><input checked="" type="checkbox"/></td> <td>Written assignments</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>Presentation</td> <td><input checked="" type="checkbox"/></td> <td>Self-assessment</td> <td><input checked="" type="checkbox"/></td> <td>Written test</td> <td><input type="checkbox"/></td> <td></td> </tr> </table>		<input type="checkbox"/>	On-going assessment	<input type="checkbox"/>	Project	<input type="checkbox"/>	Skills demonstrations	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>	Oral examination	<input type="checkbox"/>	Reflective diary	<input type="checkbox"/>	Structured feedback, meetings/discussions	<input checked="" type="checkbox"/>	peer review	<input type="checkbox"/>	Portfolio	<input type="checkbox"/>	Report	<input checked="" type="checkbox"/>	Written exercise	<input type="checkbox"/>		<input type="checkbox"/>	Practical	<input type="checkbox"/>	Workshop	<input checked="" type="checkbox"/>	Written assignments	<input type="checkbox"/>		<input type="checkbox"/>	Presentation	<input checked="" type="checkbox"/>	Self-assessment	<input checked="" type="checkbox"/>	Written test	<input type="checkbox"/>
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Stage 3 – Learning Plan																																									
<i>Summary of Key Learning Events and Instruction</i>																																									
<p>The lesson is the third of the three lessons that covers the topics related to open communications. This lesson will facilitate the learner to get familiar with the fundamentals of successful connections. The learner is expected to understand the importance of credibility in the relationships and capture the fundamental Dos and DO NOTs of confidentiality.</p> <p>The duration of the lesson has been approximately calculated but learners can work through the course at their own pace, Guidance is provided for reflecting and collaborating with other learners using the e-</p>																																									

platform’s collaborative functionalities such as the forum, the chatroom and/or the meeting room for the completion of the lesson activities and the impact of what and how learning has taken place.

The lesson explains the 4Cs of Communication: Connection, Credibility, Confidence and Confidentiality. The lesson aim to summarize the fundamental, dos and don’ts of successful communication while emphasizing the importance and the basic role of right skills for credibility and confidence. Nevertheless, the learners are encouraged to do their own internet search for more visual and written material. The learners are expected to compare contrast and synthesize their interpersonal relationship-based communication skills with the material they had been provided.

The learners will watch first the video introducing them to the whole module explaining the learning goals of Module 3 and its structure so that the learners will know the learning outcomes of this involvement before engaging in this activity and inviting them to start with Session 1 if they find it interesting in line with andragogical principles.

Then the learners will watch the video explaining what Session 1 includes along with other two Sessions so as to understand the lessons to follow and the activities included.

The two videos are to sustain engagement, hook learners and hold their interest to go to the following lessons.

Recommendations are given learners for enhancing their learning by doing their activity individually or collaboratively with other learners and check the further reading suggestions. Learning strategies suggested includes

- small group discussions
- directed study and research
- Lecture
- resource based learning
- concept mapping
- word cloud

The learners are given reading material and encouraged to do their own research to discover and construct their own understanding of the terms. There are especially high-quality visual material Ted Talks on the subject. Also, they are encouraged to discuss the concept and the fundamentals of active listening with other learners to complete the concept mapping.

The delivery of the lesson is designed in accordance with the knowledge as set out against the assessment criteria. The learners are encouraged to have and use their reflective journals to highlight evidence within the assessment criteria. Assessment of this unit is in the form of a concept mapping. There is no restriction as to how big the concept mapping should be and it is recommended to continue completing it after the next lessons with the new knowledge they gain.

The unit will be delivered through (Mark appropriate box with X):

X	Discussion	X	Presentations	
X	Video	X	Reading	
	Fieldwork	X	Working groups	
	Hands-on		Other (please specify)	

Resources/Materials



1. About the Lesson [The 4 C's: Connection, Credibility, Confidence, Confidentiality](#)

2. [General Lecture Notes](#)

3. [Lesson 1A: Boosting Confidence](#)

Readings:

The first C of 4Cs, namely "Confidence" is explained with these 3 articles. The learner can find further resources about how to boost confidence

- [What is CONFIDENCE in the workplace important](#)
- [5 Tips for Boosting Your CONFIDENCE in the Workplace](#)
- [9 Ways to Boost Your CONFIDENCE at Work](#)

Videos:

We share here 3 interesting videos about "Confidence". But the learner has to find further videos about building confidence.

7 Psychology Tricks to Build Unstoppable Confidence:
<https://www.youtube.com/watch?v=RWbX958xwCA>

3 Tips to Boost Your Confidence - TED-Ed Video: https://www.youtube.com/watch?v=l_NYrWqUR40

4. [Lesson 1B: Confidentiality in the Workplace](#)

Readings:

The second C of 4Cs, namely "Confidentiality" is explained with the help of these 4 articles. Many other articles are easy to find in Internet

- [Why it's Important to Maintain CONFIDENTIALITY in the Workplace](#)
- [Why is CONFIDENTIALITY Important](#)
- [Why is CONFIDENTIALITY critical to human resources](#)
- [CONFIDENTIALITY in the workplace - What you need to know](#)

5. [Lesson 1C: Successful Connections](#)

For understanding the third C of 4Cs, namely "Connections" the learner can read the following 3 articles. Under different blogs there are many other texts about connections in the workplace.

Readings:

- [How to Build Workplace CONNECTIONS That Help Us Succeed](#)
- [Why CONNECTION in the Workplace Matters](#)
- [Ten Ways to CONNECT People in Your Workplace](#)

Videos:

The learners can start to study about connections and networking with the following 5 videos. Furthermore, videos are easy to find in Internet.

7 Ways to Make Connections: <https://www.youtube.com/watch?v=cOE3A808W40>

7 Ways to Make and Keep Your Connections: <https://www.youtube.com/watch?v=PW50WQbPV9M>

Building Connections: How to Be A Relationship Ninja | Rosan Auyeung-Chen:
<https://www.youtube.com/watch?v=cBmMZFMPf18>

6. [Lesson 1D: Building Credibility](#)

Readings:

The last C of 4Cs, namely "Credibility" and it is easy to understand by reading these 3 articles. About "credibility at work" many other resources can be studied in Internet

- [Three Ways to Build CREDIBILITY at Work](#)
- [Four Effective Ways to Establish Your CREDIBILITY at Work](#)
- [How to Build CREDIBILITY at Work](#)

Videos:

"How to Gain Credibility" is a popular topic by YouTube videos. We share here 3 of them. But the learner can find easily further videos about credibility.

How to Gain Trust and Credibility: https://www.youtube.com/watch?v=bMb_-DEPO9w&t=41s

How To Gain Credibility: https://www.youtube.com/watch?v=YQrZo7KPW_c&t=43s



How to Boost Your Credibility: <https://www.youtube.com/watch?v=kyH0UID32nQ&t=42s>

Lesson Plan 21

Session 2. Open communication		
Topic 1: Active Listening		
Lesson 1: Fundamentals of Active Listening		
Stage 1 – Desired		
<p>ESTABLISHED GOALS</p> <p>Learners will:</p> <p>a. Describe how good communication with other can influence working relationships</p> <p>b. Analyse and have an increased understanding of the techniques of effective listening.</p> <p>c. Employ their new skills on effective listening actively in the working environment</p> <p>d. Nurture the mentee’s abilities</p> <p>e. Communicate constructively in different environments, collaborate in teams and negotiate</p> <p>f. Apply a “learning by seeing” process. Hence, reflect the moral issues and be a role model for the mentee.</p>	<p>Transfer</p> <p><i>Learners will be able to independently use their learning to</i></p> <ul style="list-style-type: none"> Communicate creatively to build trust Analyse and have an increased understanding of the techniques of effective listening Discuss the skills of communication and focus on the art of listening Employ their new skills on effective listening actively in the working environment 	
	<p>Meaning</p>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> The fundamentals of DOs in active listening The fundamentals of DO NOTs in active listening 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How could I be an active listener? How do I use my voice to be an active listener? How do I use my body language to be an active listener? How should I use my oral skills to be an active listener?
<p>Time</p>	<p>Acquisition</p>	
<p>1 hour</p>	<p><i>Learners will know the basics of being an active listener and foster mutual oral communication</i></p> <p><i>Employ their new skills on effective listening actively in the working environment</i></p>	<p><i>Learners will be skilled at...</i></p> <ul style="list-style-type: none"> Being an active listener Encourage mutual oral communication
Stage 2 – Evidence and Assessment		
<p>Evaluative Criteria</p>	<p>Assessment Evidence</p>	



<p><i>Learner will...</i></p> <p>Describe a situation to deal with a difficult colleague/student/mentee and means to communicate effectively</p> <p>Discuss and demonstrate ways of creating an environment in which effective mentoring can take place</p> <p>Explain the interpersonal communication skills required to facilitate WBL of mentees</p>	<p>PERFORMANCE TASK(S):</p> <p>Individual or collaborative activities:</p> <ul style="list-style-type: none"> -Read the material of short list of the fundamentals of active listening -Watch the video prepared and apply the knowledge gained from reading material and determine the rights and wrongs regarding active listening fundamentals. -Suggest improvements for an active listening. Creation of a reflective list individually or collaboratively with other learners via the use of the e-platform functionalities such as forum, chat room, meeting room etc. for the reflective journal and/or portfolio 																																						
	<p>OTHER EVIDENCE:</p> <p>Watch videos and do 2 assignments.</p> <p>Multiple choice and True//False questions at the end of Module 1.</p> <p>Self-assessment questionnaire</p> <p>The unit will be assessed through (mark appropriate box with X):</p> <table border="1"> <tr> <td><input type="checkbox"/></td> <td>On-going assessment</td> <td><input type="checkbox"/></td> <td>Project</td> <td><input type="checkbox"/></td> <td>Skills demonstrations</td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td>Oral examination</td> <td><input type="checkbox"/></td> <td>Reflective diary</td> <td><input type="checkbox"/></td> <td>Structured feedback, meetings/discussions</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td>Portfolio</td> <td><input type="checkbox"/></td> <td>Report</td> <td><input checked="" type="checkbox"/></td> <td>Written exercise</td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td>Practical</td> <td><input type="checkbox"/></td> <td>Workshop</td> <td><input checked="" type="checkbox"/></td> <td>Written assignments</td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td>Presentation</td> <td><input checked="" type="checkbox"/></td> <td>Self-assessment</td> <td><input checked="" type="checkbox"/></td> <td>Written test</td> <td><input type="checkbox"/></td> </tr> </table>					<input type="checkbox"/>	On-going assessment	<input type="checkbox"/>	Project	<input type="checkbox"/>	Skills demonstrations	<input type="checkbox"/>	<input type="checkbox"/>	Oral examination	<input type="checkbox"/>	Reflective diary	<input type="checkbox"/>	Structured feedback, meetings/discussions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Portfolio	<input type="checkbox"/>	Report	<input checked="" type="checkbox"/>	Written exercise	<input type="checkbox"/>	<input type="checkbox"/>	Practical	<input type="checkbox"/>	Workshop	<input checked="" type="checkbox"/>	Written assignments	<input type="checkbox"/>	<input type="checkbox"/>	Presentation	<input checked="" type="checkbox"/>	Self-assessment	<input checked="" type="checkbox"/>	Written test
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Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

The lesson is the first of the three lessons that covers the topics related to open communications. This lesson will facilitate the learner to get familiar with the fundamentals of active listening. The learner is expected to understand the importance of active listening and capture the fundamental Dos and DO NOTs of active listening.

The duration of the lesson has been approximately calculated but learners can work through the course at their own pace, Guidance is provided for reflecting and collaborating with other learners using the e-platform's collaborative functionalities such as the forum, the chatroom and/or the meeting room for the completion of the lesson activities and the impact of what and how learning has taken place.

The lesson explains the basics of active listening. The lesson aim to summarize the fundamental, dos and don'ts of active listening while emphasizing the importance and the basic role of it in building communication skills. Nevertheless, the learners are encouraged to do their own internet search for more visual and written material. The learners are expected to compare contrast and synthesize their active listening-based communication skills with the material they had been provided.

The learners will watch first the video introducing them to the whole module explaining the learning goals of Module 3 and its structure so that the learners will know the learning outcomes of this involvement before engaging in this activity and inviting them to start with Session 1 if they find it interesting in line with andragogical principles.

Then the learners will watch the video explaining what Session 1 includes along with other two Sessions so as to understand the lessons to follow and the activities included.

The two videos are to sustain engagement, hook learners and hold their interest to go to the following lessons.

Recommendations are given learners for enhancing their learning by doing their activity individually or collaboratively with other learners and check the further reading suggestions. Learning strategies suggested includes

- watch the prepared video
- small group discussions
- directed study and research
- Lecture
- resource based learning
- concept mapping
- word cloud

The learners are given reading material and encouraged to do their own research to discover and construct their own understanding of the terms. There are especially high-quality visual material TEDx speeches on the subject. Also, they are encouraged to discuss the concept and the fundamentals of active listening with other learners to complete the concept mapping and/or word cloud requested in activity 1.

The delivery of the lesson is designed in accordance with the knowledge as set out against the assessment criteria. The learners are encouraged to have and use their reflective journals to highlight evidence within the assessment criteria. Assessment of this unit is in twofold. The form of a concept mapping and application of this concept map to the activity video prepared specifically for the lesson. There is no restriction as to how big the concept mapping should be and it is recommended to continue completing it after the next lessons with the new knowledge they gain.

The unit will be delivered through (Mark appropriate box with X):

X	Discussion	X	Presentations		
X	Video	X	Reading		
	Fieldwork	X	Working groups		

	Hands-on	Other (please specify)		
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Resources/Materials

1. Introduction to Session 2: Open Communication

Presentation: [Open Communication Session 2](#)

2. About Session 2 Lesson 1: [Active Listening](#)

Presentation: [Active Listening Session 2 Lesson 1](#)

3. Lesson 1: Active Listening

Reading: [Active Listening Lecture Notes](#)

[Active Listening Sample Cases](#)

Visual: [Sample Session / An application of active listening / verbal and non-verbal communication](#)

4. Activity 1: Create your concept map or cloud word for your definition of an active listening

Read the documents "[Active Listening Lecture Notes](#) and [Active Listening Sample Cases](#)".

Then research on the Internet for more definitions of the terms on active listening and create your concept map and/or a word cloud for the term active listening. [See an example of a concept map here](#) and [an example of a word cloud here](#). For word clouds you can use this website for free <https://wordart.com/>. You may invite other learners through the course forum to make a team and work together on Activity 1. The purpose of the activity is to help you construct your definition of active listening from multiple perspectives. After completing your concept map and/or word cloud you can add it to your portfolio and/or your reflective journal. If it is group work you can share the same. We highly recommend to keep a portfolio and/or a reflective journal as these not only will facilitate your learning but they will be also requested to be assessed as evidence of your knowledge if you decide to continue for your e-certification.

Activity 2: [Practice Video for application of active listening / verbal and non-verbal communication](#)

Now that you have reviewed the material, made your search, pull out your notes and after you prepare your list of concepts and terms, watch the practice video now and try to define how and at which point the fundamentals of active listening is applied by the mentor.

5. Optional activity:

Part one

- Describe level 1 listening to someone.
- Ask them to describe a trip they have taken including stories about things that went well and things that did not go so well.
- As they tell you the story, your job is to listen to the words and interpret the story entirely in terms of your own experience. Make frequent comments which offer your opinion. Think about what you would have done differently or how you might improve their story.
- What is happening for you while the other person is talking? What are you thinking about and how are you feeling?
- What does the story remind you of in your own life?
- After 10 minutes, tell each other what it was like to listen and be listened to at level 1.



Part two

- Work with the same person and the same story for another 10 minutes but this time be curious (without describing level 2 listening), asking questions, clarifying and articulate what you see.
- Be alert for the other person expressing their values in the story. Stay completely focused on them by listening and responding at level 2.
- After 10 minutes, tell each other what it was like to listen at level 2 and what it was like to be listened to at level 2.
- How was the experience different from level 1 listening?

Source: Laura Whitworth et al, 2007, pages 47-48

6. Suggested further reading:

- Chapter 11 of Melody Templeton, Public Speaking and Presentations Demystified – McGraw Hill, 2009

7. Supplementary visual material

A lecture video at Long Beach City College titled “How to improve your listening skills”
<https://www.youtube.com/watch?v=Y9LBUf1NzU0> (48:46)

A brilliant TEDx speech by Celeste Headlee titled “10 ways to have a better conversation”
<https://www.youtube.com/watch?v=R1vskiVDwl4> (11:44)

Lesson Plan 22

Session 2. Open communication		
Topic 3: Building rapport		
Lesson 1: Getting familiar with rapport and applying the fundamentals of rapport building		
Stage 1 – Desired Results		
ESTABLISHED GOALS Learners will: a. Describe the principles of a productive mentoring relationship/ recognise the importance and the challenges of mentorship relationship building b. Understand what empathy is c. Recognize the importance of interpersonal skills d. Integrate empathy to change behaviour and build better relationships e. Communicate creatively to build trust f. Communicate the common ground which the	Transfer	
	<i>Learners will be able to independently use their learning to</i> <ul style="list-style-type: none"> • describe the principles of a productive mentoring relationship/ recognise the importance and the challenges of mentorship relationship building • Nurture the mentee’s abilities • Motivate by focusing on positive changes • Communicate creatively to build trust 	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> • Discuss and demonstrate ways of building rapport with individuals in mentoring sessions • Discuss and demonstrate ways of creating an environment in which effective mentoring can take place • Identify the stages of mentorship relationship • Measure mentoring effectiveness 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • What is rapport • How may a rapport be built with individuals? • What issues may cause a negative rapport • How to create a climate conducive to learning • How to establish a professional



<p>mentor and the mentee would share throughout the program</p> <p>g. Act as a role model in the work-life</p> <p>h. Commit to relations of care and trust with WBL mentees</p>		<p>mentoring relationship</p> <ul style="list-style-type: none"> How to measure level of relationship
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Time	Acquisition	
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<p>1 hour</p>	<p><i>Learners will know...</i></p> <p>How to recognize and build upon abilities of the mentee to nurture a productive relationship</p> <p>Fundamentals to apply creative communication tools and techniques to establish trust and open communication</p>	<p><i>Learners will be skilled at...</i></p> <p>Communicate creatively to build trust</p>
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Stage 2 – Evidence and Assessment

Evaluative Criteria	Assessment Evidence
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<p>Discuss and demonstrate ways of building rapport with individuals in mentoring sessions</p> <p>Discuss and demonstrate ways of creating an environment in which effective mentoring can take place</p> <p>Describe a situation to deal with a difficult colleague/student/mentee and means to communicate effectively</p> <p>Discuss and apply good practice in providing feedback to mentees on their progress</p>	<p>PERFORMANCE TASK(S):</p> <p>Individual or collaborative activities:</p> <ul style="list-style-type: none"> Concept map and/or word cloud for in-company WBL mentoring individually or collaboratively with other learners via the use of the e-platform functionalities such as forum, chat room, meeting room etc. for the reflective journal and/or portfolio “Building rapport”. Creation of a reflective list individually or collaboratively with other learners via the use of the e-platform functionalities such as forum, chat room, meeting room etc. for the reflective journal and/or portfolio. Classroom discussion on what building rapport is. How rapport could be maintained once built. What to avoid to damage rapport? <p>OTHER EVIDENCE:</p> <p>Multiple choice and True//False questions at the end of Module 1 Session 2 Lesson 2.</p> <p>Self-assessment questionnaire and a personal reflective journal containing self-evaluation.</p> <p>The unit will be assessed through (mark appropriate box with X):</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 10%;"><input type="checkbox"/></td> <td style="width: 20%;">On-going assessment</td> <td style="width: 10%;"><input type="checkbox"/></td> <td style="width: 10%;">Project</td> <td style="width: 10%;"><input type="checkbox"/></td> <td style="width: 20%;">Skills demonstrations</td> <td style="width: 10%;"><input type="checkbox"/></td> <td style="width: 20%;">Other (please specify)</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Oral examination</td> <td>X</td> <td>Reflective diary</td> <td><input type="checkbox"/></td> <td>Structured feedback, meetings/discussions</td> <td>X</td> <td>peer review</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Portfolio</td> <td><input type="checkbox"/></td> <td>Report</td> <td>X</td> <td>Written exercise</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>Practical</td> <td><input type="checkbox"/></td> <td>Workshop</td> <td><input type="checkbox"/></td> <td>Written assignments</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>Presentation</td> <td>X</td> <td>Self-assessment</td> <td><input type="checkbox"/></td> <td>Written test</td> <td><input type="checkbox"/></td> <td></td> </tr> </table>	<input type="checkbox"/>	On-going assessment	<input type="checkbox"/>	Project	<input type="checkbox"/>	Skills demonstrations	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>	Oral examination	X	Reflective diary	<input type="checkbox"/>	Structured feedback, meetings/discussions	X	peer review	<input type="checkbox"/>	Portfolio	<input type="checkbox"/>	Report	X	Written exercise	<input type="checkbox"/>		<input type="checkbox"/>	Practical	<input type="checkbox"/>	Workshop	<input type="checkbox"/>	Written assignments	<input type="checkbox"/>		<input type="checkbox"/>	Presentation	X	Self-assessment	<input type="checkbox"/>	Written test	<input type="checkbox"/>	
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Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

The lesson is the second of the three lessons that covers the topics related to open communications. This lesson will facilitate the learner to get familiar with the concept of rapport.



The duration of the lesson has been approximately calculated but learners can work through the course at their own pace, Guidance is provided for reflecting and collaborating with other learners using the e-platform's collaborative functionalities such as the forum, the chatroom and/or the meeting room for the completion of the lesson activities and the impact of what and how learning has taken place.

The learner is expected to understand:

- Importance of rapport
- Key activities of maintaining rapport
- Points to be cautious in order not to damage rapport

The lesson explains these key concepts of building rapport. The lesson aim to summarize the fundamental, dos and don'ts of rapport while emphasizing the importance and the basic role of it in building communication skills. Nevertheless, the learners are encouraged to do their own internet search for more visual and written material. The learners are expected to compare contrast and synthesize their background on rapport building with the material provided within the lesson scope.

The learners had already watched the videos summarizing overall structure of Module 3 and Session 2. The two videos are to sustain engagement, hook learners and hold their interest to go to the following lessons.

The video under this Session is prepared primarily for Lesson 1 Active Listening and Lesson 3 Verbal and non-verbal communication. Nevertheless, building rapport overlaps with these concepts. Hence, we also encourage the student to use the material of other Lessons also for Lesson 2.

Recommendations are given learners for enhancing their learning by doing their activity individually or collaboratively with other learners and check the further reading suggestions. Learning strategies suggested includes

- watch the suggested video
- small group discussions
- Individual research
- resource based learning
- concept mapping
- word cloud

The learners are given reading material and encouraged to do their own research to discover and construct their own understanding of the terms. There are especially high-quality visual material TEDx speeches on the subject. Also, they are encouraged to discuss the concept and the fundamentals of active listening with other learners to complete the concept mapping and/or word cloud requested in activity 1.

The delivery of the lesson is designed in accordance with the knowledge as set out against the assessment criteria. The learners are encouraged to have and use their reflective journals to highlight evidence within the assessment criteria. Assessment of this unit is in the form of a concept mapping. There is no restriction as to how big the concept mapping should be and it is recommended to continue completing it after the next lessons with the new knowledge they gain.

The unit will be delivered through (Mark appropriate box with X):

X	Discussion		Presentations	
X	Video	X	Reading	
	Fieldwork	X	Working groups	

	Hands-on	Other (please specify)
Resources/Materials		
		<ol style="list-style-type: none"> 1. Introduction to Session 2 Lesson 2: Building rapport 2. Lesson 2: Building / rapport Reading: Rapport Lecture Notes 3. Activity 1: Create your concept map or cloud word for your definition of steps to develop and maintain rapport Reading: Constructing definitions of the concepts and terms Read the document "Rapport Lecture Notes". Then research on the Internet for more definitions of the terms on building a rapport and create your concept map and/or a word cloud for the term building rapport. See an example of a concept map here and an example of a word cloud here. For word clouds you can use this website for free https://wordart.com/. You may invite other learners through the course forum to make a team and work together on Activity 1. The purpose of the activity is to help you construct your definition, application and maintenance of rapport building from multiple perspectives. After completing your concept map and/or word cloud you can add it to your portfolio and/or your reflective journal. If it is group work you can share the same. We highly recommend to keep a portfolio and/or a reflective journal as these not only will facilitate your learning but they will be also requested to be assessed as evidence of your knowledge if you decide to continue for your e-certification. 4. Suggested further reading: <ul style="list-style-type: none"> • https://www.skillsyouneed.com/ips/rapport.html • https://inspirationalolutionsnlp.com/pdf/theimportanceofrapport.pdf • https://www.heacademy.ac.uk/system/files/yhelln_resource_for_mentors.pdf • https://artofmentoring.net/mentors-build-trust/ 5. Supplementary visual material <ul style="list-style-type: none"> • TEDx speech by Jason Linett titled "Rethinking Rapport" (11:13) • A motivation speech by Tony Robbins titled "How to build rapport" (2:07) • Another conversation with Tony Robbins titled "The Best methods to build rapport" (23:43) • TEDxRuakura talk by Lindsay Adams titled "Building Relationships One Brick at a Time" (19:47)

Lesson Plan 23

Topic 3: Verbal & non-verbal communication	
Lesson 1: Fundamentals of Verbal & non-verbal communication	
Stage 1 – Desired Results	
ESTABLISHED GOALS	Transfer
Recognize the importance of interpersonal skills Understand what empathy is Employ counselling skills that include assessment techniques to facilitate	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> • Apply a "learning by seeing" process. Hence, reflect the moral issues and be a role model for the mentee. • Communicate constructively in different environments • Use appropriate communication skills and meet adequate decisions to resolve conflicts and minimize their impact on the mentoring program and relationship



<p>discussion and mutual decision-making between mentor and mentee to create positive change on the mentoring path</p> <p>Describe how good communication with other can influence working relationship</p> <p>Cooperate with the mentee for achieving mutual benefit</p> <p>Respond and inspire with necessary social and behavioural competencies (role model, communication, team work, availability)</p> <p>Communicate creatively to build trust</p>	<ul style="list-style-type: none"> Communicate creatively to build trust Describe how good communication with other can influence working relationships 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Learners will understand the basics of verbal and non-verbal communication.</i></p> <p><i>Distinguish between when and how to use the basics of verbal and non-verbal communication.</i></p> <p><i>The practical application of some verbal and nonverbal communication skills</i></p>	<p>ESSENTIAL QUESTIONS</p> <p>Are there skills to learn for verbal communication?</p> <p>Are there skills to learn for nonverbal communication?</p> <p>Could I apply the basics of verbal and nonverbal communication?</p> <p>Where am I as a communicator both verbal or non-verbal?</p>
Time	Acquisition	
2 hours	<p><i>Students will know</i></p> <p><i>Basics of verbal and nonverbal communication</i></p>	<p><i>Students will be skilled at</i></p> <p><i>Applying basics of non-verbal communication</i></p> <p><i>Applying basics of verbal communication</i></p> <p><i>Ability to deliver the knowledge on the basics of verbal and non-verbal communication</i></p>
Stage 2 – Evidence and Assessment		
Evaluative Criteria	Assessment Evidence	
<p>Develop a counselling scenario in relation to learning or behaviour anomaly or difficulty</p> <p>Evaluate WBL mentoring practices against recognised good practices and list strengths and weakness</p> <p>Describe a situation to deal with a difficult colleague/student/mentee and means to communicate effectively</p>	<p>PERFORMANCE TASK(S):</p> <p>Individual or collaborative activities:</p> <ul style="list-style-type: none"> Concept map and/or word cloud for in-company WBL mentoring individually or collaboratively with other learners via the use of the e-platform functionalities such as forum, chat room, meeting room etc. for the reflective journal and/or portfolio “Verbal and non-verbal communication”. Creation of a reflective list individually or collaboratively with other learners via the use of the e-platform functionalities such as forum, chat room, meeting room etc. For the reflective journal and/or portfolio. Students are expected to work in pairs if possible and record themselves while role playing of a mentor and a mentee. Switch sides, record watch and give feedback to each other. This exercise could be done in groups as well where rest of the group give feedback to one that role play the mentor. 	
	OTHER EVIDENCE:	

Multiple choice and True/False questions at the end of Module 3 Session 2 Lesson 3. Self-assessment questionnaire. Open end questions along with the provided video of a case of a session of a mentor and the mentee.						
	On-going assessment		Project		Skills demonstrations	X Other (please specify)
	Oral examination	X	Reflective diary	X	Structured feedback, meetings/discussions	X peer review
	Portfolio		Report		Written exercise	
X	Practical		Workshop	X	Written assignments	
	Presentation	X	Self-assessment		Written test	

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

This lesson will facilitate the learner actively go over the material and capture the basics of verbal and nonverbal communication. However, the learner is expected to consider the basic skills and consider their personal skills and abilities rather than passively imitate.

The duration of the lesson has been approximately calculated but learners can work through the course at their own pace, Guidance is provided for reflecting and collaborating with other learners using the e-platform's collaborative functionalities such as the forum, the chatroom and/or the meeting room for the completion of the lesson activities and the impact of what and how learning has taken place.

The lesson explains the basics of verbal and non-verbal communication. The lesson aim to summarize these basics with the relevant video. Nevertheless, the learners are encouraged to do their own internet search for more visual and written material. The learners are expected to compare contrast, and synthesize their verbal and nonverbal communication skills with the material they had been provided.

The learners will watch first the video introducing them to the whole module explaining the learning goals of Module 3 and its structure so that the learners will know the learning outcomes of this involvement before engaging in this activity and inviting them to start with Session 2 if they find it interesting in line with andragogical principles.

Then the learners will watch the video explaining what Session 2 includes along with other two Sessions so as to understand the lessons to follow and the activities included.

The two videos are to sustain engagement, hook learners and hold their interest to go to the following lessons.

Recommendations are given learners for enhancing their learning by doing their activity individually or collaboratively with other learners and check the further reading suggestions. Learning strategies suggested includes

- small group role playing
- small group discussions
- directed study and research
- resource based learning
- concept mapping
- word cloud



The learners are given reading material and encouraged to do their own research to discover and construct their own understanding of the terms. Also, they are encouraged to apply basics of verbal and nonverbal communication and discuss them with other learners to complete the concept mapping and/or word cloud requested in activity 1.

The delivery of the lesson is designed in accordance with the knowledge as set out against the assessment criteria. The learners are encouraged to have and use their reflective journals to highlight evidence within the assessment criteria. Assessment of this unit is in twofold. The form of a concept mapping and application of this concept map to the activity video prepared specifically for the lesson. There is no restriction as to how big the concept mapping should be and it is recommended to continue completing it after the next lessons with the new knowledge they gain.

The unit will be delivered through (Mark appropriate box with X):

X	Discussion		Presentations		
X	Video	X	Reading		
	Fieldwork	X	Working groups		
	Hands-on		Other (please specify)		

Resources/Materials

1. Introduction to Session 2 Lesson 3: [Verbal and Nonverbal communication](#)
Presentation: [Overview of Verbal and Non-verbal communication](#)
2. Lesson 3: Verbal non-verbal communication
Reading: [About Module 3 Session 2 Lesson 3 Verbal and non-verbal communication](#)
Visual: [Sample Session / An application of active listening / verbal and non-verbal communication](#)
3. Activity 1: Create your concept map or cloud word for your definition of steps to develop and maintain rapport
Reading: [Constructing definitions of the concepts and terms](#)
After you read the document "[Verbal and non verbal communication](#)" research on the Internet for more definitions of the terms related to verbal and non-verbal skills. and create your concept map and/or a word cloud. [See an example of a concept map here](#) and [an example of a word cloud here](#). For word clouds you can use this website for free <https://wordart.com/>. You may invite other learners through the course forum to make a team and work together on Activity 1. The purpose of the activity is to help you construct your definition, application and skill development of verbal and non-verbal communication. After completing your concept map and/or word cloud you can add it to your portfolio and/or your reflective journal. If it is group work you can share the same. We highly recommend to keep a portfolio and/or a reflective journal as these not only will facilitate your learning but they will be also requested to be assessed as evidence of your knowledge if you decide to continue for your e-certification.
Activity 2: [Practice Video for application of active listening / verbal and non-verbal communication](#)
After you prepare your list of concepts and terms, watch the Practice Video and try to define how and at which point the fundamentals of active listening is applied by the mentor.
4. Suggested further reading:
Chapter 13 of Melody Templeton, Public Speaking and Presentations Demystified – McGraw Hill, 2009
5. Suggested visual material



- Watch this TEDx talk by Amy Cuddy titled “Your body language may shape who you are” (https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are) (20:48)
- Watch the video “Improve your listening skills with active listening” by MindTools on YouTube. (<https://www.youtube.com/watch?v=t2z9mdX1j4A>) (2:39)
- Watch the TEDx Talk ‘The power of listening’ by William Ury (2015) on YouTube (https://www.youtube.com/watch?v=G_SbnrtMvYQ) (15:40)
- Watch this short [video](#) about powerful questions by Professor David Clutterbuck https://www.youtube.com/watch?v=QXU-tAkz_TY (6:09)
- Meg Wheatley talking about the importance for leaders of seeking and hearing honest feedback. [Let go and lead](#): Meg Wheatley – leaders need honest feedback. <https://www.youtube.com/watch?v=GWtaoRzOuGQ> (4:15)

Lesson Plan 24

Session 3: Potential Conflict in Mentoring Relationship		
Topic 1: Types of Professional Conflict		
Lesson 1: Definition and Reasons of Professional Conflict		
Stage 1 – Desired Results		
ESTABLISHED GOALS Learners will: a. Resolve conflicts effectively b. Solve complex problems that might derive during the apprenticeship/ internship c. Recognise ethical issues d. Recognise sensitive personal data. e. Define the necessary process steps for keeping the sensitive personal data.	Transfer	
	<i>Learners will be able to independently use their learning to</i> <ul style="list-style-type: none"> • Understand common types of professional conflicts, • Use conflict resolution steps, • Prevent the consequences of the conflicts, • Use metrics pertaining to the management and resolution of workplace conflict 	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> • There are different characteristics of conflict • Successfully managing conflict cooperatively requires intellectual, emotional, and relational capabilities, • conflict resolution searches for a way of ending the conflict. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • How can I avoid professional conflicts? • How can I contribute to the solutions of conflicts? • How can I use a conflict as an opportunity for success?
Time	Acquisition	
1 hour	<i>Learners will be able to prevent or to finish the professional conflicts</i>	<i>Learners will be skilled at...</i> <ul style="list-style-type: none"> • Analysing the reasons of conflicts • Proposing for finishing the conflicts
Stage 2 – Evidence and Assessment		



Evaluative Criteria	Assessment Evidence																																							
<ul style="list-style-type: none"> Explain the key challenges that you might face during mentoring programme? Produce a plan to address the areas of concern? Justify the choice of approaches used to implement areas for improvements Show examples how to motivate the mentee(s) and resolve conflicts effectively 	<p>PERFORMANCE TASK(S): Individual or collaborative activities: -Read the material about the fundamentals of professional conflicts -Watch the video prepared and apply the knowledge gained from reading material and determine the rights and wrongs regarding managing conflicts -Suggest improvements for solutions of a conflict. Creation of a reflective list individually or collaboratively with other learners via the use of the e-platform functionalities such as forum, chat room, meeting room etc. for the reflective journal and / or portfolio.</p>																																							
	<p>OTHER EVIDENCE: Multiple choice and True / False questions at the end of Module 1. Self-assessment questionnaire</p> <p>The unit will be assessed through (mark appropriate box with X):</p> <table border="1"> <tbody> <tr> <td><input type="checkbox"/></td> <td>On-going assessment</td> <td><input type="checkbox"/></td> <td>Project</td> <td><input type="checkbox"/></td> <td>Skills demonstrations</td> <td><input type="checkbox"/></td> <td>Other (please specify)</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Oral examination</td> <td><input type="checkbox"/></td> <td>Reflective diary</td> <td><input type="checkbox"/></td> <td>Structured feedback, meetings/discussions</td> <td><input checked="" type="checkbox"/></td> <td>peer review</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Portfolio</td> <td><input type="checkbox"/></td> <td>Report</td> <td><input checked="" type="checkbox"/></td> <td>Written exercise</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>Practical</td> <td><input type="checkbox"/></td> <td>Workshop</td> <td><input checked="" type="checkbox"/></td> <td>Written assignments</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>Presentation</td> <td><input checked="" type="checkbox"/></td> <td>Self-assessment</td> <td><input checked="" type="checkbox"/></td> <td>Written test</td> <td><input type="checkbox"/></td> <td></td> </tr> </tbody> </table>	<input type="checkbox"/>	On-going assessment	<input type="checkbox"/>	Project	<input type="checkbox"/>	Skills demonstrations	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>	Oral examination	<input type="checkbox"/>	Reflective diary	<input type="checkbox"/>	Structured feedback, meetings/discussions	<input checked="" type="checkbox"/>	peer review	<input type="checkbox"/>	Portfolio	<input type="checkbox"/>	Report	<input checked="" type="checkbox"/>	Written exercise	<input type="checkbox"/>		<input type="checkbox"/>	Practical	<input type="checkbox"/>	Workshop	<input checked="" type="checkbox"/>	Written assignments	<input type="checkbox"/>		<input type="checkbox"/>	Presentation	<input checked="" type="checkbox"/>	Self-assessment	<input checked="" type="checkbox"/>	Written test	<input type="checkbox"/>
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Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

The lesson is about the potential conflicts during the mentorship. This lesson will facilitate the learner to get familiar with the reasons and solutions of the conflicts. The learner is expected to understand the management of conflicts during the relationship between mentor and mentee.

The duration of the lesson has been approximately calculated but learners can work through the course at their own pace. Guidance is provided for reflecting and collaborating with other learners using the e-platform's collaborative functionalities such as the forum, the chatroom and/or the meeting room for the completion of the lesson activities and the impact of what and how learning has taken place.

The lesson explains the resolutions techniques of the conflicts. The lesson aim to explain the fundamental, dos and don'ts of successful conflict management while emphasizing the importance and the basic role of right skills for dealing disunity in the workplace.

Nevertheless, the learners are encouraged to do their own internet search like by other lessons for more visual and written materials. The learners are expected to compare contrast and synthesize their interpersonal relationship-based communication skills with the material they had been provided.

The learners will watch first the video introducing them to the whole module explaining the learning goals of Module 3 and its structure so that the learners will know the learning outcomes of this



involvement before engaging in this activity and inviting them to start with Session 1 if they find it interesting in line with andragogical principles.

Then the learners will watch the video explaining what Session 3 includes along with other two Sessions so as to understand the lessons to follow and the activities included.

The two videos are to sustain engagement, hook learners and hold their interest to go to the following lessons.

Recommendations are given learners for enhancing their learning by doing their activity individually or collaboratively with other learners and check the further reading suggestions. Learning strategies suggested includes

- small group discussions
- directed study and research
- Lecture
- resource based learning
- concept mapping
- word cloud

The learners are given reading material and encouraged to do their own research to discover and construct their own understanding of the terms. There are especially high-quality visual material Ted Talks on the subject. Also, they are encouraged to discuss the concept and the fundamentals of active listening with other learners to complete the concept mapping.

The delivery of the lesson is designed in accordance with the knowledge as set out against the assessment criteria. The learners are encouraged to have and use their reflective journals to highlight evidence within the assessment criteria. Assessment of this unit is in the form of a concept mapping. There is no restriction as to how big the concept mapping should be and it is recommended to continue completing it after the next lessons with the new knowledge they gain.

The unit will be delivered through (Mark appropriate box with X):

<input checked="" type="checkbox"/>	Discussion	<input checked="" type="checkbox"/>	Presentations		
<input checked="" type="checkbox"/>	Video	<input checked="" type="checkbox"/>	Reading		
<input type="checkbox"/>	Fieldwork	<input checked="" type="checkbox"/>	Working groups		
<input type="checkbox"/>	Hands-on	<input type="checkbox"/>	Other (please specify)		

Resources/Materials

1. Introduction to Session 3: Conflict in Mentoring

Presentation: [Conflict Management](#)

2. [About the Lesson](#)

3. [Lesson 1: Notes on Conflict Management](#)

Suggested Readings:

- [Conflict Management](#)

This document gives a broad understanding about Conflict Management. The learner can read and think about different aspects of conflicts.

- [Managing Workplace Conflict](#)

The learner will find necessary information to manage the conflicts in the offices. He can find a lot different blogs about Conflict Management



- [6 Common Workplace Conflicts and How to Deal with Them](#) and
- [5 Keys of Dealing with Workplace Conflict](#)

These 2 articles will give a step-by-step approach for dealing the conflicts in the workplaces

Suggested Videos:

- Conflict Resolution Techniques
(<https://www.youtube.com/watch?v=NJH0XV9jGIE&t=248s>)

There are lots of ways to resolve a conflict. In this video, the learner walk through them and get a sense of the benefits and drawbacks of each.

- HR Basics Workplace Conflict (<https://www.youtube.com/watch?v=V79uO74vWfc&t=154s>)

This video explore workplace conflict, understanding more about conflict in the workplace, and how to solve it.

- Managing Conflict in the Workplace (<https://www.youtube.com/watch?v=aSq5IMpQReM>)

In this video the learners will get some solution tips with the help of the scenes taken from Hollywood movies.

Lesson Plan 25

Topic 1: In-company WBL professional socialisation					
Lesson 1					
Stage 1 – Desired Results					
ESTABLISHED GOALS Learners will understand what professional socialisation is; its importance and relevance for their mentees and how to facilitate mentee development in that area.	Transfer				
	<p><i>Learners will be able to independently use their learning to</i></p> <ul style="list-style-type: none"> • <i>Recognise key skills of professional socialisation</i> • <i>Facilitate the development of professionalism in others and themselves</i> • <i>Identify and be able to explain examples of effective professional behaviour, and be able to model that behaviour to mentees</i> 				
	Meaning				
	<table border="1"> <thead> <tr> <th>UNDERSTANDINGS</th> <th>ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td> <p><i>Learners will understand</i></p> <ul style="list-style-type: none"> • <i>the place professional socialisation has in the workplace</i> • <i>the role a WBL mentor plays in developing professional socialisation in their mentees</i> • <i>How professional socialisation happens through formal and informal processes over a period of time and is guided by the culture of the industry and specific organisation</i> </td> <td> <ul style="list-style-type: none"> • What does it mean to demonstrate professional socialisation? • Who influenced my professional socialisation? • What experience have I had of enabling others to grow in this way? • How can I build in formal and informal opportunities for the mentees to develop their professional socialisation? </td> </tr> </tbody> </table>	UNDERSTANDINGS	ESSENTIAL QUESTIONS	<p><i>Learners will understand</i></p> <ul style="list-style-type: none"> • <i>the place professional socialisation has in the workplace</i> • <i>the role a WBL mentor plays in developing professional socialisation in their mentees</i> • <i>How professional socialisation happens through formal and informal processes over a period of time and is guided by the culture of the industry and specific organisation</i> 	<ul style="list-style-type: none"> • What does it mean to demonstrate professional socialisation? • Who influenced my professional socialisation? • What experience have I had of enabling others to grow in this way? • How can I build in formal and informal opportunities for the mentees to develop their professional socialisation?
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Time	Acquisition				



1.25 hours	Learners will know what professional socialisation is about	Learners will be skilled at
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Stage 2 – Evidence and Assessment

Evaluative Criteria	Assessment Evidence																																								
<p>Learners will demonstrate they have reflected how to enable professional socialisation in their mentees</p>	<p>PERFORMANCE TASK(S): Individual or collaborative activities: Reflect, discuss and write notes on</p> <ul style="list-style-type: none"> • What do you think the top 5 values of your current organisation are? • What are key professional behaviours that are valued in your company? • How have your professional social skills developed over time? What and who influenced you? <p>Write a plan for a mentoring session with your mentee that will focus on professional socialisation. Role-play with another person to practise your ideas. Consider:</p> <ul style="list-style-type: none"> • How will you introduce the topic? • What resources would you suggest for them? • What experiences would you share? • What questions would you ask? • What questions would you encourage them to ask others in the workplace? 																																								
	<p>OTHER EVIDENCE: Multiple choice and True//False questions at the end of Unit 4. Self-assessment questionnaire</p> <p>The unit will be assessed through (mark appropriate box with X):</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 12.5%;"><input type="checkbox"/></td> <td style="width: 25%;">On-going assessment</td> <td style="width: 12.5%;"><input type="checkbox"/></td> <td style="width: 25%;">Project</td> <td style="width: 12.5%;"><input type="checkbox"/></td> <td style="width: 25%;">Skills demonstrations</td> <td style="width: 12.5%;"><input type="checkbox"/></td> <td style="width: 25%;">Other (please specify)</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Oral examination</td> <td><input type="checkbox"/></td> <td>Reflective diary</td> <td><input type="checkbox"/></td> <td>Structured feedback, meetings/discussions</td> <td><input type="checkbox"/></td> <td>peer review</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Portfolio</td> <td><input type="checkbox"/></td> <td>Report</td> <td><input type="checkbox"/></td> <td>Written exercise</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>Practical</td> <td><input type="checkbox"/></td> <td>Workshop</td> <td><input type="checkbox"/></td> <td>Written assignments</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>Presentation</td> <td><input type="checkbox"/></td> <td>Self-assessment</td> <td><input type="checkbox"/></td> <td>Written test</td> <td><input type="checkbox"/></td> <td></td> </tr> </table>	<input type="checkbox"/>	On-going assessment	<input type="checkbox"/>	Project	<input type="checkbox"/>	Skills demonstrations	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>	Oral examination	<input type="checkbox"/>	Reflective diary	<input type="checkbox"/>	Structured feedback, meetings/discussions	<input type="checkbox"/>	peer review	<input type="checkbox"/>	Portfolio	<input type="checkbox"/>	Report	<input type="checkbox"/>	Written exercise	<input type="checkbox"/>		<input type="checkbox"/>	Practical	<input type="checkbox"/>	Workshop	<input type="checkbox"/>	Written assignments	<input type="checkbox"/>		<input type="checkbox"/>	Presentation	<input type="checkbox"/>	Self-assessment	<input type="checkbox"/>	Written test	<input type="checkbox"/>	
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Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

The lesson will enable the learners to explore the meaning of professional socialisation, what makes professional socialisation important, reflect on their own journey, and explore how they can mentor their mentees to professionally socialise. The learners will work together to discuss their learning and share reflections

The duration of the lesson has been approximately calculated but learners can work through the course at their own pace, Guidance is provided for reflecting and collaborating with other learners using the e-platform's collaborative functionalities such as the forum, the chatroom and/or the meeting room for the completion of the lesson activities and the impact of what and how learning has taken place.

Learners are asked to work in small groups to discuss what the term 'professional socialisation', means. They will reflect on their own experiences in work to date, and how the organisational culture, values, leadership and ethics of an organisation shape the behaviour of the employees at work.



The lesson explores the terms organisational culture, professional rules, and work ethic. The delivery of the lesson is designed in accordance with the knowledge as set out against the assessment criteria. The learners are encouraged to have and use their reflective journals to highlight evidence within the assessment criteria. Assessment of this unit is to compose a short reflective piece of writing that includes how to empower mentees to professionally socialise.

The unit will be delivered through (Mark appropriate box with X):

X	Discussion	X	Presentations	
	Video	X	Reading	
	Fieldwork	X	Working groups	
	Hands-on		Other (please specify)	

Resources/Materials

Welcome to Unit 4 –
Introduction

Welcome to Unit 4. In this module we will be exploring mentoring processes, practises and support that will support you in your mentoring practises. This module will cover how you can empower your mentee to be professional, including professional socialisation, establishing a supportive environment for them, and helping underperforming mentees. You will also learn about how to facilitate adult learning and development most effectively. Lastly you will understand more about open web tools that can help you in facilitating in-company WBL practice.

See slide resources Module 4 for slides and script.

After Slide 6:

Activity 1 (20 mins) –

Reflect on own or discuss in a pair or small group:

What do you think the top 5 values of your current organisation are?

What are key professional behaviours that are valued in your company?

How have your professional social skills developed over time? What and who influenced you?

After slide 10:

Activity 2 (35 mins) –

Write a plan for a mentoring session with your mentee that will focus on professional socialisation. Role-play with another person to practise your ideas. Consider:

- How will you introduce the topic?
- What resources would you suggest for them?
- What experiences would you share?
- What questions would you ask?
- What questions would you encourage them to ask others in the workplace?

Additional resources

Optional Reading:



International Education Journal, ERC2004 Special Issue, 2005, 5(5), 105-116)

<https://files.eric.ed.gov/fulltext/EJ903891.pdf>

https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3178421 Organizational Socialization of Newcomers: The Role of Professional Socialization

Assessment Questions

MCQ's, True or False and Open Questions

1. True or False

A mentor is responsible for helping the mentee to develop their professional social skills.

Answer: True

2. Professional socialisation is

- a. socialising with colleagues
- b. all interpersonal skills
- c. developing professional behaviour to align with the organisational culture
- d. the relationships between the mentor and the mentee

Answer: c

3. List three ways a mentor can empower a mentee with their professional socialisation

4. An organisational culture is

- a. the way the leaders behave in an organisation
- b. the way apprentices behave in an organisation
- c. the way things are done and the way people behave in an organisation
- d. all of the above

Answer: d

5. List three example values that an organisation or an individual may have:

Answer: Examples, ambition, results, fairness, integrity

6. Some example mentee resources for learning about an organisation to enhance their

Professional social skills:

- a. Their line manager
- b. Their mentor
- c. The organisation's materials
- d. All of the above

Answer: all of the above

7. List two example questions a mentor might ask a mentee to develop their Professional social skills

Answer: Examples, How do people make decisions in the workplace?

- What key words would you use to describe the behaviour of your colleagues/peers and your managers one to one and in team meetings?

8. True or false

The WBL mentor is a key role model for the professional socialisation skills of the mentee

Answer: True

9. True or False

Professional socialisation skills are important in the development of the mentee

Answer: True

10. Explain why the mentor is a role model for Professional socialisation skills.

Example Answer: The mentor is in the workplace so is in a great position to help the mentee with the behaviours they need to develop.

Lesson Plan 26

#MENTOR4WBL@EU Training Course		
Unit 4: In-company WBL mentoring processes, practices and support		
Session 1: Empowering professionalism within a supportive learning environment		
Topic 2: Establishing a supportive learning environment		
Stage 1 – Desired Results		
<p>ESTABLISHED GOALS</p> <p>Learners will understand how to establish and facilitate a supportive learning environment for their mentees</p>	<i>Transfer</i>	
	<p><i>Learners will be able to independently use their learning to</i></p> <ul style="list-style-type: none"> • <i>Manage conversations to respond to other's needs using effective mentoring conversational tools</i> • <i>Expand their facilitation of creative thinking and problem solving</i> • <i>Support others to continuously learn</i> 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Learners will understand</i></p> <ul style="list-style-type: none"> • How to facilitate a supportive learning environment • Effective mentoring conversational tools • Processes that inspire creative thinking and problem solving 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How will I know if the learning environment I am creating for my mentee is effective? • How can I ensure I maintain the motivation of my mentees? • How can I apply what I am learning about developing others to my own development?
Time	Acquisition	
1.25 hrs	<p><i>Learners will know what facilitating an effective learning environment is about</i></p>	<p><i>Learners will be skilled at facilitating effective learning conversations, and implementing development plans</i></p>



Stage 2 – Evidence and Assessment

Evaluative Criteria	Assessment Evidence																																								
Learners will demonstrate an understanding of establishing a supportive learning environment for their mentees	PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Reflective GROW activity 																																								
	OTHER EVIDENCE: Multiple choice and True//False questions at the end of Unit 4. Self-assessment questionnaire																																								
	The unit will be assessed through (mark appropriate box with X):																																								
	<table border="1"> <tr> <td><input type="checkbox"/></td> <td>On-going assessment</td> <td><input type="checkbox"/></td> <td>Project</td> <td><input type="checkbox"/></td> <td>Skills demonstrations</td> <td><input type="checkbox"/></td> <td>Other (please specify)</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Oral examination</td> <td><input type="checkbox"/></td> <td>Reflective diary</td> <td><input type="checkbox"/></td> <td>Structured feedback, meetings/discussions</td> <td><input type="checkbox"/></td> <td>peer review</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Portfolio</td> <td><input type="checkbox"/></td> <td>Report</td> <td><input type="checkbox"/></td> <td>Written exercise</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>Practical</td> <td><input type="checkbox"/></td> <td>Workshop</td> <td><input type="checkbox"/></td> <td>Written assignments</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>Presentation</td> <td><input type="checkbox"/></td> <td>Self-assessment</td> <td><input type="checkbox"/></td> <td>Written test</td> <td><input type="checkbox"/></td> <td></td> </tr> </table>	<input type="checkbox"/>	On-going assessment	<input type="checkbox"/>	Project	<input type="checkbox"/>	Skills demonstrations	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>	Oral examination	<input type="checkbox"/>	Reflective diary	<input type="checkbox"/>	Structured feedback, meetings/discussions	<input type="checkbox"/>	peer review	<input type="checkbox"/>	Portfolio	<input type="checkbox"/>	Report	<input type="checkbox"/>	Written exercise	<input type="checkbox"/>		<input type="checkbox"/>	Practical	<input type="checkbox"/>	Workshop	<input type="checkbox"/>	Written assignments	<input type="checkbox"/>		<input type="checkbox"/>	Presentation	<input type="checkbox"/>	Self-assessment	<input type="checkbox"/>	Written test	<input type="checkbox"/>	
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Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

The lesson will facilitate the learner to be able to ensure a supportive learning environment for the mentee. The lesson will cover how to coordinate and implement a development plan, how to build an effective relationship, how to build on the strengths of the mentee and ways to encourage creative thinking and problem solving.

The delivery of the lesson is designed in accordance with the knowledge as set out against the assessment criteria. The learners are encouraged to use their reflective journals to highlight evidence within the assessment criteria.

The learners will practise using the GROW model to structure a session and encourage creative thinking. They will use a set of questions based on the GROW model to silently self-coach to practise using the GROW technique.

Learners will also practise active listening skills by practising in pairs. The pair will role-play a mentor/mentee conversation.

The duration of the lesson has been approximately calculated but learners can work through the course at their own pace, Guidance is provided for reflecting and collaborating with other learners using the e-platform's collaborative functionalities such as the forum, the chatroom and/or the meeting room for the completion of the lesson activities and the impact of what and how learning has taken place.

The unit will be delivered through (Mark appropriate box with X):

<input checked="" type="checkbox"/>	Discussion	<input checked="" type="checkbox"/>	Presentations	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Video	<input checked="" type="checkbox"/>	Reading	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Fieldwork	<input checked="" type="checkbox"/>	Working groups	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Hands-on	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>

Resources/Materials

Welcome to lesson 2 of module 4. In this lesson will be learning more about how to facilitate an effective learning environment for the mentee.

See slide resources Module 4 for slides and script.

After slide 5:

Activity (45 mins)

Work in a trio. One person is the mentor, one person will role-play a mentee, and one person is the observer. Have a conversation (over video call, or face to face) and the mentor focuses on practising active listening in a mentee session. Role-play for 10 minutes. After the role-play has finished, the person acting as the observer will give feedback to the mentor on their listening skills. They will be looking for: reflecting back, use of silence, eye contact, open body language, open questions, empathy.

After slide 7:

Activity (25 mins)

Do this reflective GROW activity. Write your answers down in your reflective journal
First of all, think of a development area or challenge you are facing at the moment, then answer the following questions:

Goal:

What is it that you would really like?

What does success look like?

How will you know you have reached your goal?

Reality:

What is going on that makes this important for you?

Who is involved in this?

When did this first become something you want to focus on?

Options:

What could you do?

What approaches have you seen in similar situations?

What novel ideas do you have?

Who might be able to help you with this?

Will:

What do you think you will do from all of your options?

What is your first step?

What is the deadline you will set yourself?

Additional Reading:

Overview of mentoring relationships

Coaching and Mentoring: Theory and Practice

By Robert Garvey, Bob Garvey, Paul Stokes, David Megginson

A Review of Effective Mentoring Practices for Mentees
Development

Journal of Studies in Education

ISSN 2162-6952

2012, Vol. 2, No. 1

http://www.norssiope.fi/norssiope/mentoring/aineistot/pdf_materials/abiddin_review_effective_mentoring_practices.pdf

Active listening:



<https://positivepsychology.com/active-listening/>

Strength's finder:

<https://www.viacharacter.org/survey/account/register>

Questions for assessment

1) List three conversational skills to use in a session with a mentee to facilitate a supportive learning environment.

Possible answers: Active listening, questioning, reflecting back, use of silence, giving advice, offering insight

2) True or False

The mentor is the only person responsible for ensuring the mentee reaches their goals.

Answer: False

3) A mentee plan needs to have SMART goals. What does SMART stand for?

Answer: Specific, Measurable, Achievable, Relevant, Timely

4) Why is it important to identify mentee strengths?

So that the mentee can use their strengths, develop their strengths, the company can benefit from their strengths, and they are more motivated.

5) Non directive behaviours in conversation are:

- a) giving advice and offering insight
- b) listening and offering advice
- c) being silent and offering guidance
- d) listening and questioning

Answer: d

6) True or False:

To build an effective mentoring relationship the mentor should offer their own perspectives and ideas in a style that allows the mentee to choose whether to work with those ideas or not

Answer: True

7) In regards to mentoring sessions, mentees should have:

- a) 3 sessions during the time of mentoring
- b) Regular sessions
- c) As many sessions as possible
- d) As few sessions as possible

Answer: b

8) Who is responsible for ensuring an effective learning environment for the mentee?

- a) The mentor and the mentee,
- b) The mentor
- c) The mentee
- d) Neither mentor nor mentee

Answer: The mentor and mentee

9) True or False:

All feedback sought from stakeholders on the mentee should be fed back to the mentee

Answer: True

10) A supportive learning environment is

- a) an environment where the mentee can be enabled to reach their potential
- b) an environment where the mentor can use their skills most effectively to help the mentee
- c) an environment that ensures a promotion for the mentee



d) mentoring sessions that are universally positive for the mentee

Answer: a

Lesson Plan 27

#MENTOR4WBL@EU Training Course		
Unit 4: In-company WBL mentoring processes, practices and support		
Session 1: Empowering professionalism within a supportive learning environment		
Topic 3: Supporting an underperforming in-company WB (Work based) learner		
Stage 1 – Desired Results		
ESTABLISHED GOALS Learners will understand how to support an underperforming in-company work-based learner	Transfer	
	<p><i>Learners will be able to independently use their learning to</i></p> <ul style="list-style-type: none"> <i>Support underperformance at work</i> <i>Apply their knowledge to their own work performance</i> <i>Give corrective feedback in a useful and motivating way</i> 	
	Meaning	
	<p>UNDERSTANDINGS <i>Learners will understand</i></p> <ul style="list-style-type: none"> How to recognise underperformance in a WB learner How to manage underperformance in a WB learner 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> Am I comfortable giving feedback on underperformance? Who else other than the mentee do I need to involve in supporting underperformance in a WB learner? How can I apply my leanings to my own performance?
Time	Acquisition	
1.25 hrs	<i>Learners will know what supporting underperformance is about</i>	<i>Learners will be skilled at</i> <ul style="list-style-type: none"> <i>Recognising underperformance through measuring progress against SMART goals.</i> <i>Supporting underperformance as a mentor</i>
Stage 2 – Evidence and Assessment		
Evaluative Criteria	Assessment Evidence	
Learners will demonstrate an understanding of how to support underperformance as a mentor.	<p>PERFORMANCE TASK(S): Individual or collaborative activities:</p> <ul style="list-style-type: none"> Plan a role-play for a mentor-mentee conversation, plan actions post the role-play, and self-reflect on own performance in the role play 	
	<p>OTHER EVIDENCE: Multiple choice and True//False questions at the end of Unit 4.</p>	



Self-assessment questionnaire							
The unit will be assessed through (mark appropriate box with X):							
<input type="checkbox"/>	On-going assessment	<input type="checkbox"/>	Project	<input type="checkbox"/>	Skills demonstrations	<input type="checkbox"/>	Other (please specify)
<input type="checkbox"/>	Oral examination	<input type="checkbox"/>	Reflective diary	<input type="checkbox"/>	Structured feedback, meetings/discussions	<input type="checkbox"/>	peer review
<input type="checkbox"/>	Portfolio	<input type="checkbox"/>	Report	<input type="checkbox"/>	Written exercise	<input type="checkbox"/>	
<input type="checkbox"/>	Practical	<input type="checkbox"/>	Workshop	<input type="checkbox"/>	Written assignments	<input type="checkbox"/>	
<input type="checkbox"/>	Presentation	<input type="checkbox"/>	Self-assessment	<input type="checkbox"/>	Written test	<input type="checkbox"/>	

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

The lesson will facilitate the learner to understand how to assess if a WBL is performing and how to support them when they are underperforming. To support an underperformer, the assessment of performance needs to be fair, documented, and a collaborative process with all key stakeholders.

The lesson covers evaluating performance; inputs and considerations into the evaluation, the cycle of self-reflection, why feedback is important and how to give feedback, how to have a difficult conversation with a mentee and further actions to take to support an underperformer. Feedback needs to be gathered and given in a constructive way. This lesson helps the learner to structure their feedback to their mentees with a role-play exercise that can be done with other learners. The mentee will need to understand the role-play situation, develop their thoughts about how to manage the conversation with the mentee, and how to give the feedback using the BOOST tool.

The learners will also need to reflect and brainstorm on their role-play exercise to produce ideas about actions they would take to develop the underperformer after the feedback has been given. The brainstorm helps the learners to develop their ability to construct their own action plans and to think through a specific example of an underperformer.

The duration of the lesson has been approximately calculated but learners can work through the course at their own pace, Guidance is provided for reflecting and collaborating with other learners using the e-platform's collaborative functionalities such as the forum, the chatroom and/or the meeting room for the completion of the lesson activities and the impact of what and how learning has taken place.

Learners will first of all explore how to evaluate performance of their mentees, using structured and documented methods

The unit will be delivered through (Mark appropriate box with X):

<input checked="" type="checkbox"/>	Discussion	<input checked="" type="checkbox"/>	Presentations	<input type="checkbox"/>
<input type="checkbox"/>	Video	<input checked="" type="checkbox"/>	Reading	<input type="checkbox"/>

	Fieldwork	X	Working groups	
X	Hands-on		Other (please specify)	

Resources/Materials

Welcome to lesson 3 of module 4. In this lesson will be learning more about how to support an underperforming WBL.

See slide resources Module 4 for slides and script.

After slide 8

Activity (1 hour)

Each learner to receive this role play information:

'You are currently mentoring a WBL. For the past few weeks, you have had complaints from the WBL's manager and a couple of their team members that they are not contributing in team meetings, and that they seem disengaged from the rest of the team and the team's activities.

Brainstorm what information do you need to find out before meeting with the mentee?

Plan your session with the mentee.

What questions will you ask?

What information will you give the mentee?

Who else needs to know about the situation?

Work in a pair, with another learner playing the mentee, and you as the mentor.

Role-play a 20-minute session with you as the mentor.

Give feedback to the mentee

Ask them your questions

Tell them who else you have involved

After the role-play ask the person playing the mentee for feedback on how you facilitated the session. Self-reflect how you think you did facilitate the session.

Then brainstorm what actions you now need to take to help support the mentee with their development.'

Additional reading:

[Perspect Med Educ](#). 2012 May; 1(2): 76–85.

Academic self-efficacy: from educational theory to instructional practice

[Anthony R. Artino, Jr.](#)

Centre for Mentoring Excellence: Giving Feedback

<https://www.centerformentoring.com/your-mentoring-year-tip-8-giving-feedback>

Kolb's Learning Cycle

<https://www.simplypsychology.org/learning-kolb.html>

Questions for assessment

1) What does BOOST stand for in regards to giving feedback?



Answer: Balanced, Observed, Objective, Specific and Timely

2) True or False

The mentor is wholly responsible for improving the performance of an underperforming WBL.

Answer: False

3) List some examples of actions a mentor can take to support an underperforming WBL:

Possible answers:

Revise the objectives as necessary – breaking down objectives into smaller steps may help the mentee

Share experiences and insights that might support the mentee

Explore what factors they think have contributed to underperformance

Propose and mutually agree timely appropriate actions to remediate as necessary

Inform the school of the revised objectives and action plans

Communicate with the Academic mentor the strengths and the areas in which improvement is needed

Advise the WBL Mentee concerning performance both on the job and in school as well as his/her relationship with other employees

Increase frequency of meetings in the short term if necessary

Advise on training courses that might support the mentee.

4) Feedback is important because it:

a) Increases self-awareness

b) Improves performance

b) Confirms strengths and highlights areas for development.

d) All of the above

Answer: all of the above

5) In a difficult conversation with a mentee it is important to:

a) Get your point across first

b) Listen to and acknowledge you have heard the mentee's point of view

c) Make it brief

d) Not plan the conversation as you need to be flexible in the moment

Answer: b

6) List two examples of ways to assess performance of a WBL learner

Possible answers: The company's satisfaction

The relationship between the WBL and the team

WBL Mentee self-assessment

WBL Tutor feedback

Mentor feedback

7) True or False

It is important to document conversations you have with a WBL about underperformance

Answer: True

8) How will you know if performance has started to improve in a previously underperforming WBL?

a) They will tell you

b) Going through the same original process of assessing performance against SMART goals, gaining feedback, and self-reflection

c) Designing a new process

d) By meeting with them every day

Answer: b

9) True or False

Revising objectives for a WBL after they are set is always a bad idea

Answer: False

10) Who might you seek feedback from on the WBL?

a) The WBL tutor

b) The WBL tutor and the key stakeholders at work

c) The mentee's friends at work

d) The mentees key stakeholders at work

Answer: b

Lesson Plan 28

#MENTOR4WBL@EU Training Course		
Unit 4: In-company WBL mentoring processes, practices and support		
Session 1: Adult learning theories		
Topic 1: Facilitating adult learning and skills development		
Stage 1 – Desired Results		
<p>ESTABLISHED GOALS Learners will understand which adult theories to apply in facilitating learning and skills development</p>	<i>Transfer</i>	
	<p><i>Learners will be able to independently use their learning to</i></p> <ul style="list-style-type: none"> • <i>implement effective adult learning theories during mentoring practices</i> • <i>apply adult education/Andragogical principles during mentoring practices</i> • <i>facilitate adult skills development</i> 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Learners will understand</i></p> <ul style="list-style-type: none"> • Choosing appropriate adult learning theories • Implement effective adult learning theories • How to facilitate adult skills development 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • Is the learning theory chosen is appropriate? • Is the selected learning theory being implemented effectively? • Have the intended skills been developed?
<i>Time</i>	<i>Acquisition</i>	
1.25 hrs	<i>Learners will know what facilitating an effective learning environment is about</i>	<i>Learners will be skilled at facilitating effective learning conversations, and</i>



		<i>implementing development plans</i>
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Stage 2 – Evidence and Assessment

Evaluative Criteria	Assessment Evidence																																							
Learners will demonstrate an understanding of adult learning theories in their mentoring practices	PERFORMANCE TASK(S): <ul style="list-style-type: none"> Demonstrate the understanding of the adult theories Apply adult theories in facilitating learning and skills development 																																							
	OTHER EVIDENCE: Multiple choice and True//False questions at the end of Unit 4. Self-assessment questionnaire The unit will be assessed through (mark appropriate box with X): <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 10%;"><input type="checkbox"/></td> <td style="width: 20%;">On-going assessment</td> <td style="width: 10%;"><input type="checkbox"/></td> <td style="width: 20%;">Project</td> <td style="width: 10%;"><input type="checkbox"/></td> <td style="width: 20%;">Skills demonstrations</td> <td style="width: 10%;"><input checked="" type="checkbox"/></td> <td style="width: 10%;">Other (please specify)</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Oral examination</td> <td><input type="checkbox"/></td> <td>Reflective diary</td> <td><input type="checkbox"/></td> <td>Structured feedback, meetings/discussions</td> <td><input type="checkbox"/></td> <td>peer review</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Portfolio</td> <td><input type="checkbox"/></td> <td>Report</td> <td><input type="checkbox"/></td> <td>Written exercise</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>Practical</td> <td><input type="checkbox"/></td> <td>Workshop</td> <td><input type="checkbox"/></td> <td>Written assignments</td> <td><input checked="" type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>Presentation</td> <td><input checked="" type="checkbox"/></td> <td>Self-assessment</td> <td><input checked="" type="checkbox"/></td> <td>Written test</td> <td><input type="checkbox"/></td> <td></td> </tr> </table>	<input type="checkbox"/>	On-going assessment	<input type="checkbox"/>	Project	<input type="checkbox"/>	Skills demonstrations	<input checked="" type="checkbox"/>	Other (please specify)	<input type="checkbox"/>	Oral examination	<input type="checkbox"/>	Reflective diary	<input type="checkbox"/>	Structured feedback, meetings/discussions	<input type="checkbox"/>	peer review	<input type="checkbox"/>	Portfolio	<input type="checkbox"/>	Report	<input type="checkbox"/>	Written exercise	<input type="checkbox"/>		<input type="checkbox"/>	Practical	<input type="checkbox"/>	Workshop	<input type="checkbox"/>	Written assignments	<input checked="" type="checkbox"/>		<input type="checkbox"/>	Presentation	<input checked="" type="checkbox"/>	Self-assessment	<input checked="" type="checkbox"/>	Written test	<input type="checkbox"/>
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Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

The lesson will facilitate the learner to be able to ensure the correct adult learning theories are selected and implemented. The learning practice will ensure all intended skills are developed as planned. The lesson will cover how to coordinate and implement adult learning theories, how to select the most appropriate learning theory in particular situations and ensure the intended skills are developed as planned.

The delivery of the lesson is designed in accordance with the knowledge as set out against the assessment criteria. The learners are encouraged to use their reflective journals to highlight evidence within the assessment criteria.

The learners will practise using the adult learning theories to structure a session and encourage skill development. They will use a set of questions based on the adult theories to silently self-coach to practise using the adult theories and related skill development techniques.

Learners will engage in discussion to ensure adult theories are fully understood and the appropriate ones are selected and implemented correctly.

The duration of the lesson has been approximately calculated but learners can work through the course at their own pace, Guidance is provided for reflecting and collaborating with other learners using the e-platform's collaborative functionalities such as the forum, the chatroom and/or the meeting room for the completion of the lesson activities and the impact of what and how learning has taken place.

The unit will be delivered through (Mark appropriate box with X):

<input checked="" type="checkbox"/>	Discussion	<input checked="" type="checkbox"/>	Presentations	<input checked="" type="checkbox"/>	
<input type="checkbox"/>	Video	<input type="checkbox"/>	Reading	<input type="checkbox"/>	



	Fieldwork	X	Working groups		
	Hands-on		Other (please specify)	x	Case Study

Resources/Materials

Welcome to lesson 4 of Module 4. In this lesson will be learning more about how to facilitate an effective adult learning environment for the mentee.

After slide 6 (20Mins online presentation, preparation 4 Hours self-study):

Produce a short presentation (6 slides max) how different adult theories provided at <https://www.ispringsolutions.com/blog/adult-learning-theories> compare with the work by Taylor, D. C. M., Hamdy, H., 2013, Adult learning theories: Implications for learning and teaching in medical education: AMEE Guide No. 83; Pages e1561-e1572, Web Paper AMEE Guide; Published online: 04 Sep 2011; Journal of Medical Teacher, Volume 35, 2013 - Issue 11. <https://www.tandfonline.com/doi/full/10.3109/0142159X.2013.828153>.

Suggested answer - Any three of the following answers:

- Adults have an existing base of knowledge and life experience. They seek out continuous learning on personal interests, wants, and needs
- Adults understand why they're learning, so their motivation levels are naturally high.
- It's beneficial to let adults work things out for themselves and organize themselves.
- The role of "teacher" may be effectively filled by a mentor, coach, peer, or expert.

After slide 7:

Activity: Case study (Preparation 4 hours self-study) - Assignment/Essay - Online text

C4FF and a local college, BAU UK to provide mentorship to students in executive management course. Students are expected to meet C4FF business partners and find out more about the challenges being faced due to Covid-19. The intention is to help some of the key staff members to learn about the expected change management and how problems can be resolved through actively engaging them with the process of research and hands-on work. Mentors are intended to provide expert advice and guidance only. Find out more about Self-Direct Learning (SDL) and case studies given at: <https://www.researchgate.net/publication/27484136> **Transformational Learning in the Workplace**. SDL is rooted in Malcolm Knowles' theory of adult learning; in 1997, D.R. Garrison added elements of self-management to the model. Read the case study and write a 6-page max essay on SLD, identifying the what SDL is, its main attributes and how best to implement it.

Suggested answer: In the essay at least 3 of the statements below should be included.

- SDL is a process where individuals take the initiative to diagnose learning needs, form learning goals, identify resources, implement a learning plan, and assess their own results.
- SDL often occurs with the help of teachers, mentors, resources, and peers.
- Requires the learner to be able to access and select appropriate learning.



- The learner exercises control over all learning decisions.

MCQs: Online discussions and self-assessment – Preparation for ISO Certification

Q1. Research has shown that adults learn more effectively from hands on experience but to some extent from social and collaborative interactions as well as to a lesser extent from formal learning. Find out more about the most appropriate ratio of these three main means of effective learning for adults before you answer the following question.

What is the most appropriate ratio for effective adult learning?

- A. 70:20:10 (Hands on experience/social and collaborative learning/formal learning)
- B. 80:10:10 (Hands on experience/social and collaborative learning/formal learning)
- C. 60:30:10 (Hands on experience/social and collaborative learning/formal learning)
- D. 50:30:20 (Hands on experience/social and collaborative learning/formal learning)

Answer: A

Q2. Which of these are principle of adult learning?

- A. Adults must self-direct their own learning.
- B. Adults must have opportunities for critical reflection when learning something new.
- C. Adults must be able to access their own experiences when learning something new. Additionally, adults will need new experiences in order for learning to “stick.”
- D. Adults need very frequent direction by a teacher for learning
- E. Adults need a purpose for learning. There must be a goal or outcome, as most adults will not learn for the sake of learning.

Answer: A, B, C, E

Q3. Adults must learn to learn. What are the key principles of Adult Education are?

1. Self-Directing
2. Learn by doing
3. Relevance
4. Experience
5. All of the Senses
6. Practice
7. Personal Development
8. Involvement
9. All of above.

Answer: 9

Q4. Developed by Malcolm Knowles in 1968, andragogy is described by its creator as the art and science of helping adults learn. We have already covered the main assumptions of this theory when comparing adult and child learners. And here are four principles of the andragogic (or andragogical) approach that adults learn better from self-learning and experience (even if they make mistakes). It has been reported that adults favour a pragmatic approach and must be able

to apply learning to solve a specific problem and are most interested in learning things that have immediate relevance and willing to apply their acquired learning immediately. Adults need to be involved in the planning and evaluation of their instruction.

Suggested answers:

- Learning better from self-directed learning
- co-operation with mentee for the planning/design, implementation/ evaluation, and corrective activities of the mentoring process
- mentee's experience used as a source of mentee's own learning
- immediate application of acquired learning in real life
- freedom of choice in objectives, methods, content, resources, evaluation and trainer

Wrong answer: Not including at least two of the above points.

Additional Reading:

Taylor, D. C. M., Hamdy, H., 2013, Adult learning theories: Implications for learning and teaching in medical education: AMEE Guide No. 83; Pages e1561-e1572, Web Paper AMEE Guide; Published online: 04 Sep 2011; Journal of Medical Teacher, Volume 35, 2013 - Issue 11.

<https://www.tandfonline.com/doi/full/10.3109/0142159X.2013.828153>

iSpring Solutions:

<https://www.ispringsolutions.com/blog/adult-learning-theories>

What is adult Learning theory:

<https://www.learnupon.com/blog/adult-learning-theory/>

Experiential Learning:

https://digitalcommons.csbsju.edu/cgi/viewcontent.cgi?article=1158&context=forum_lectures

.

The following review while not entirely on adult learning theories is a good additional reading on effective mentoring practices which underpins application of effective leaning theories.

A Review of Effective Mentoring Practices for Mentees; Development; Journal of Studies in Education; ISSN 2162-6952; 2012, Vol. 2, No. 1

http://www.norssiope.fi/norssiope/mentoring/aineistot/pdf_materials/abiddin_review_effective_mentoring_practices.pdf

Strength's finder:

Skill developments have already been taken into consideration in other units. The following link proposed in Session 1 is a good tool to find a mentee is strength. The survey is addressed to the mentee.

<https://www.viacharacter.org/survey/account/register>

Soft Skills



<https://www.learnupon.com/blog/soft-skills-training/>

Lesson Plan 29

#MENTOR4WBL@EU Training Course		
Unit 4: In-company WBL mentoring processes, practices and support		
Session 3: Technological resources		
Topic 1: Open web tools for facilitating in-company WBL practice		
Stage 1 – Desired Results		
<p>ESTABLISHED GOALS Learners will understand how to use open digital tools, media and technologies for the needs of mentorship</p>	Transfer	
	<p><i>Learners will be able to independently use their learning to</i></p> <ul style="list-style-type: none"> • Use digital tools, media and technologies for the needs of mentorship • Apply their knowledge to improve their work productivity • Identify internet resources for mentoring and own learning 	
	Meaning	
	<p>UNDERSTANDINGS <i>Learners will understand</i></p> <ul style="list-style-type: none"> • How and why digital technologies may be used to support their learners' learning and the challenges involved • How to use open web tools for facilitating in-company WBL practice. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • Am I aware of technological resources for facilitating in-company WBL practice? • Do I know where and how to find and select appropriate digital technologies and related activities to support specific learning goals? • How can I apply my leanings to my own performance?
Time	Acquisition	
1.25 hrs	<p><i>Learners will know principles, concepts and issues concerning using digital technologies to support learning, and apply these in their own practice.</i></p>	<p><i>Learners will be skilled at</i></p> <ul style="list-style-type: none"> • Demonstrating the use of digital technologies to support mentorship practices. • Developing their reflective practice skills to help them evaluate and develop their own practice in using digital technologies
Stage 2 – Evidence and Assessment		



Evaluative Criteria	Assessment Evidence																																							
Learners will demonstrate an understanding of how to use digital tools to facilitate mentorship practices.	PERFORMANCE TASK(S): Individual or collaborative activities: <ul style="list-style-type: none"> Identify the requirements, find and select appropriate tools, evaluate the selected tools against the pre-defined requirement. 																																							
	OTHER EVIDENCE: Multiple choice and True//False questions at the end of Unit 4. Demonstration of digital technology The unit will be assessed through (mark appropriate box with X): <table border="1" style="width: 100%; text-align: center;"> <tr> <td><input type="checkbox"/></td> <td>On-going assessment</td> <td><input type="checkbox"/></td> <td>Project</td> <td><input type="checkbox"/></td> <td>Skills demonstrations</td> <td><input type="checkbox"/></td> <td>Other (please specify)</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Oral examination</td> <td><input type="checkbox"/></td> <td>Reflective diary</td> <td><input type="checkbox"/></td> <td>Structured feedback, meetings/discussions</td> <td><input type="checkbox"/></td> <td>peer review</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Portfolio</td> <td><input type="checkbox"/></td> <td>Report</td> <td><input type="checkbox"/></td> <td>Written exercise</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>Practical</td> <td><input type="checkbox"/></td> <td>Workshop</td> <td><input type="checkbox"/></td> <td>Written assignments</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td>Presentation</td> <td><input type="checkbox"/></td> <td>Self-assessment</td> <td><input type="checkbox"/></td> <td>Written test</td> <td><input type="checkbox"/></td> <td></td> </tr> </table>	<input type="checkbox"/>	On-going assessment	<input type="checkbox"/>	Project	<input type="checkbox"/>	Skills demonstrations	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>	Oral examination	<input type="checkbox"/>	Reflective diary	<input type="checkbox"/>	Structured feedback, meetings/discussions	<input type="checkbox"/>	peer review	<input type="checkbox"/>	Portfolio	<input type="checkbox"/>	Report	<input type="checkbox"/>	Written exercise	<input type="checkbox"/>		<input type="checkbox"/>	Practical	<input type="checkbox"/>	Workshop	<input type="checkbox"/>	Written assignments	<input type="checkbox"/>		<input type="checkbox"/>	Presentation	<input type="checkbox"/>	Self-assessment	<input type="checkbox"/>	Written test	<input type="checkbox"/>
<input type="checkbox"/>	On-going assessment	<input type="checkbox"/>	Project	<input type="checkbox"/>	Skills demonstrations	<input type="checkbox"/>	Other (please specify)																																	
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<input type="checkbox"/>	Portfolio	<input type="checkbox"/>	Report	<input type="checkbox"/>	Written exercise	<input type="checkbox"/>																																		
<input type="checkbox"/>	Practical	<input type="checkbox"/>	Workshop	<input type="checkbox"/>	Written assignments	<input type="checkbox"/>																																		
<input type="checkbox"/>	Presentation	<input type="checkbox"/>	Self-assessment	<input type="checkbox"/>	Written test	<input type="checkbox"/>																																		

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

The lesson will facilitate the learner to understand what digital tools, media and technologies are available to facilitate mentorship and how to select and use the appropriate digital tool.

The learner will conduct an audit of available digital technologies and describe how they are used to enhance existing, or allow new, learning activities. They will, within their own workplace context, identify appropriate digital technologies and related activities that could develop their learners' ability to: work collaboratively, find things out and construct knowledge, take responsibility for their own learning, share information and communicate effectively with others.

This lesson helps the learner to learn how do they choose whether to use digital technologies in mentorship practice, and how do they choose which technology to use? What criteria should they use?

The duration of the lesson has been approximately calculated but learners can work through the course at their own pace, Guidance is provided for reflecting and collaborating with other learners using the e-platform's collaborative functionalities such as the forum, the chatroom and/or the meeting room for the completion of the lesson activities and the impact of what and how learning has taken place.

The unit will be delivered through (Mark appropriate box with X):

<input checked="" type="checkbox"/>	Discussion	<input checked="" type="checkbox"/>	Presentations	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Video	<input checked="" type="checkbox"/>	Reading	<input type="checkbox"/>



	Fieldwork	X	Working groups	
X	Hands-on		Other (please specify)	

Resources/Materials

Welcome to Session 3 of module 4. In this lesson will be learning more about the use digital tool to facilitate the mentorship practices.

See slide resources Module 4 for slides and script.

After the end of presentation

Activity (1 hour)

Each learner will research existing practice in their organisation and develop a personal and local picture of using digital technologies in mentoring. They will survey the various technological tools available to them and to their mentee.

To support the learning process, learner will explore the following key questions:

- What digital technologies are available? To what extent do they use them?
- How are digital technologies used to support learning by their organisation?
- Where digital technologies are used, what evidence is there that they are used effectively, i.e., do they actually support learners' learning?
- How do they choose whether to use digital technologies in their lessons, and how do they choose which technology to use? What criteria should they use?

After the research, the learner will present their finding to his/her peers.

Self-evaluation and selection of tool to support mentorship practices.

Development of action plan for the implementation of the selected tool in the organisation.

Additional reading:

- Beetham, H. and Sharpe, R. eds (2007) Rethinking Pedagogy for a Digital Age: Designing and Delivering E-Learning. London: Routledge.
- Cambridge professional development qualifications for Teaching with Digital Technologies: www.cambridgeinternational.org/pdq
- Luckin, R., Bligh, B., Manches, A., Ainsworth, S., Crook, C. and Noss, R. (2012) Decoding Learning: The Proof, Promise and Potential of Digital Education. London: Nesta. www.nesta.org.uk/library/documents/DecodingLearningReport_v12.pdf
- Dr Ruben Puentedura's Weblog: www.hippasus.com/rrpweblog
- Wegerif, R. (2012) Dialogic: Education for the Internet Age. London: Routledge.
- Useful websites: Edudemic: www.edudemic.com, Association for Learning Technology: www.alt.ac.uk Futurelab at NFER: www.futurelab.org.uk

Questions for assessment

1) What does LMS stand for in regards to digital tools?

Answer: Learning Management System



2) True or False

Mentor should avoid the use of open-source tools as they are expensive to buy.

Answer: False

3) List some examples of open-source learning management tools that mentor can use for the need of mentorship:

Possible answers:

- Moodle
- Atutor
- Chamilo
- ILIAS
- .LRN
- Forma LMS
- Opigno
- OpenOLAT
- Sakai

4) The mentor should ask following questions when selecting open-source tool for his/her enterprise:

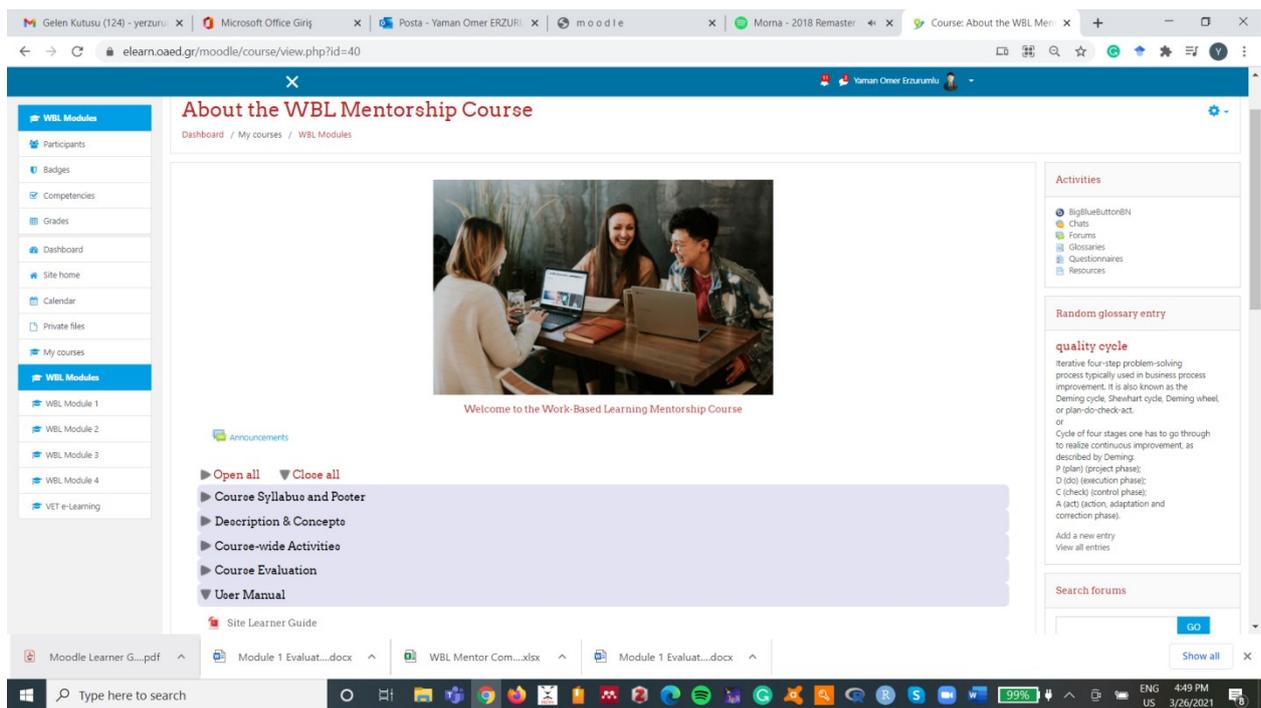
- A. Is it actually open source? Am I granted copyright permission?
- B. What is the strength of the community? How many committers behind the open-source project?
- C. Are the open-source license terms compatible with my business requirements?
- D. How good is the documentation?
- E. How easily can the system be customized to my exact requirements?

Answer: all of the above

Chapter 3 E-course secondary content

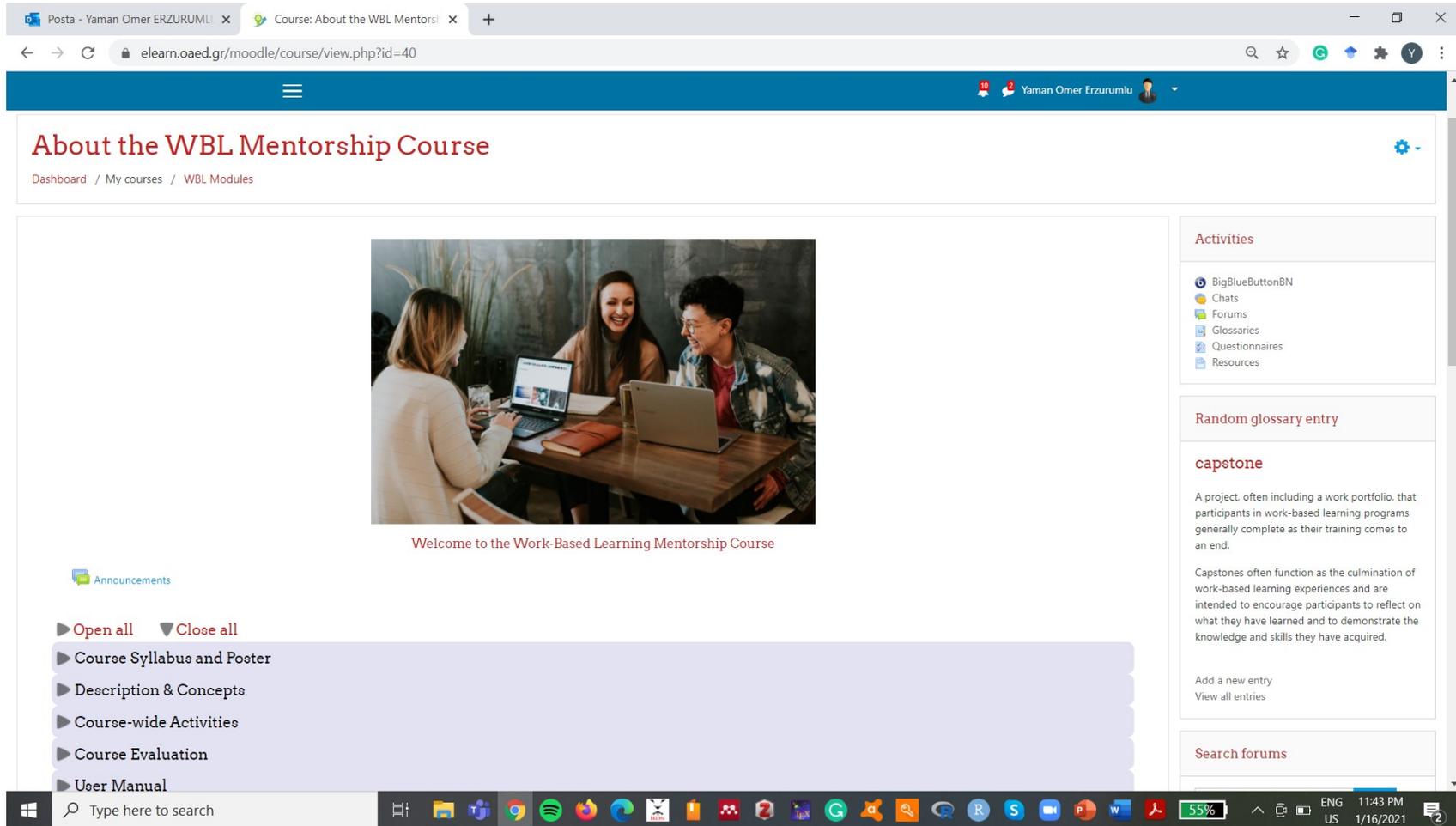
The e-course primary content was uploaded to the e-platform as secondary content hosted by OAED (<https://elearn.oaed.gr/moodle>), which was created under the framework of the Erasmus+ (KA2) project INNOAPPRENET, targeted to the on-line training of the apprentices. The platform was adjusted and amended in order to be able to host all the necessary material for the on- line training of WBL mentors. Screenshots of the secondary learning content develop are presented in in Figures 2-7. Moreover, OAED prepared a User Guide (Figure 1) for the learners and can be accessed at the e-course [welcoming page](#).

Figure 1 Web Page containing User Guide



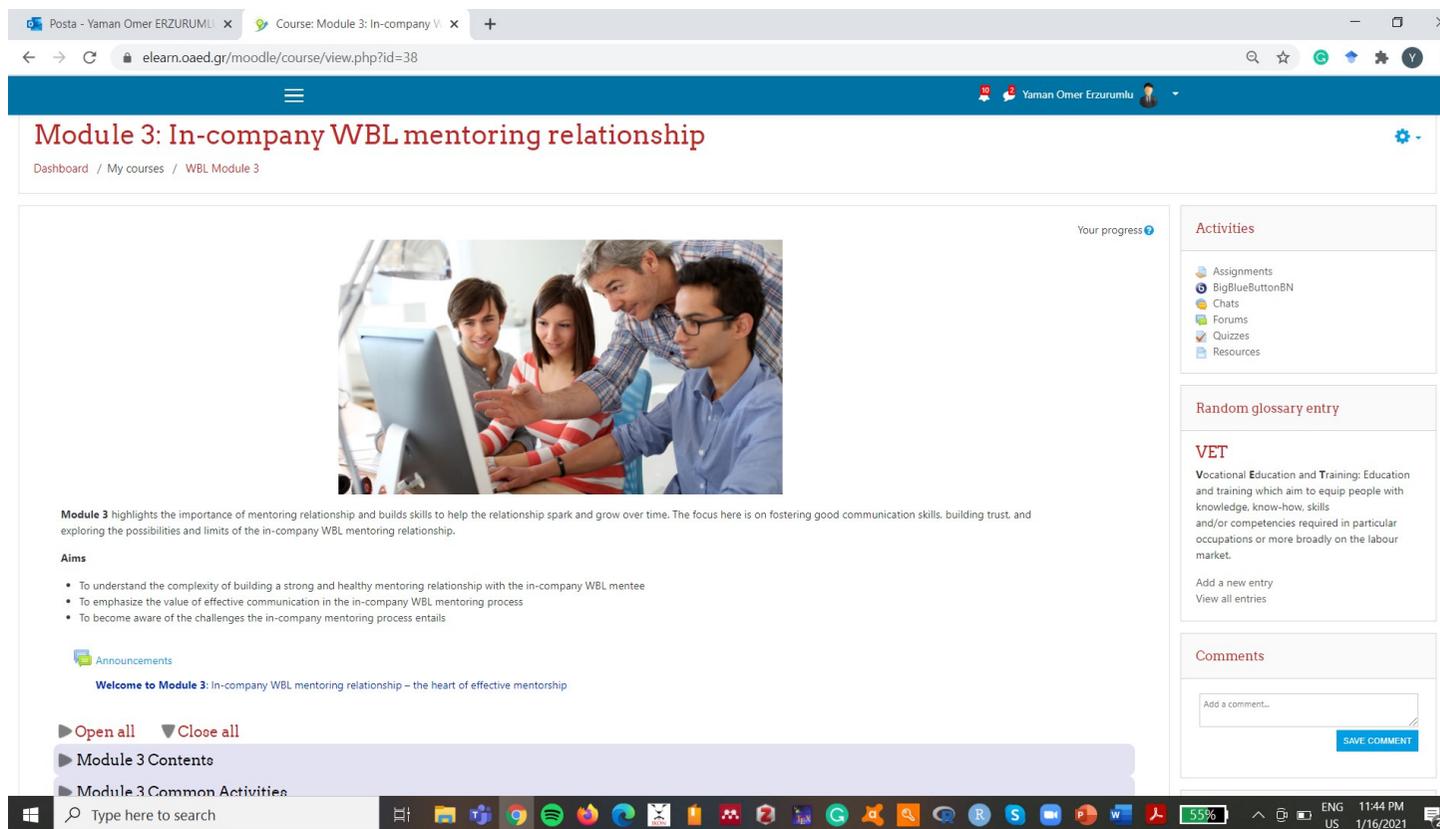
Welcoming page

Figure 2 Welcoming Page



Module interface: Opening page of each module provides the contents and links to the sessions and task under the module.

Figure 3 opening Page of a Module



Along with the material, assignment, and activities. The participants are also provided the links to upload their assessment material

Figure 4 Structural Content of a Module



The screenshot shows a Moodle course page for 'Module 3: In-company WBL mentoring relationships'. The page is viewed by user 'Yaman Omer Erzurumlu'. The main content area is titled 'Module 3 Contents' and is expanded to show three sessions:

- Session 1: Establishing effective WBL mentoring relationships**
 - Topic 1.1 - The importance of in-company WBL mentoring relationship
 - Topic 1.2 - Development stages of your in-company WBL mentoring relationship
 - Topic 1.3 - The 4 C's: Connection, Credibility, Confidence, Confidentiality
- Session 2: Open communication**
 - Topic 2.1 - Active listening
 - Topic 2.2 - Building rapport
 - Topic 2.3 - Verbal & non-verbal communication
- Session 3: Potential conflict in mentoring relationships**
 - Topic 3.1 - Types of professional conflict

Below the sessions, there is a section for 'Module 3 Common Activities' including a Forum, Chat Room, and Conferencing for Module 3. The current view is for 'Topic 1.1: The importance of in-company WBL mentoring relationship', which contains four items:

1. Video: Welcome to in company WBL mentor's course Module 3
2. Video: Welcome to Session 1
3. Reading: Summary of Lesson 1
Why is in-company WBL mentoring relationship important?
4. Reading: Lecture Notes for Lesson 1

The right sidebar contains several widgets: 'Search forums' with a search box and 'GO' button; 'Latest announcements' with two entries from Jenny Kallergj; 'Upcoming events' showing no events; and 'Analytics Graphs' with links to Grades chart, Content accesses, and Number of active students.

Figure 5 Structural Content of a Module B



The screenshot shows a Moodle course page with the following content:

- 6. Assessment Questions (1 of 36 attempted, 1 ungraded)
- Topic 2.2 Competencies to rate
- Topic 2.3: Verbal & non-verbal communication**
 - 1. Introduction to Session 2 Lesson 3: Verbal and Nonverbal communication
 - Presentation: Overview of Verbal and Non-verbal communication
 - 2. Reading: About Verbal and non verbal communication
 - Visual: Sample Session / An application of active listening - verbal and non-verbal communication
- Activities
 - 3. Activity 1: Create your concept map or cloud word for your definition of steps to develop and maintain rapport (0 of 36 submitted)
 - 3. Activity 2a: Practice Video for application of active listening - verbal and non-verbal communication
 - 3. Activity 2b: Define how and at which point the fundamentals of active listening is applied by the mentor (0 of 36 submitted)
 - 4. Suggested further reading
 - 5. Suggested visual material
 - 6. Assessment Questions (1 of 36 attempted, 1 ungraded)
 - Topic 2.3 Competencies to rate
- Topic 3.1: Types of professional conflict**
 - 1. Presentation: Conflict Management
 - 2. About the Lesson

Upon the completion of going over the provided hard material the participants are requested to answer open end questions and multiple-choice questions

Figure 6 Open End Question Page



The screenshot shows a Moodle quiz page titled "Module 3: In-company WBL mentoring relationship". The browser address bar indicates the URL is elearn.oaed.gr/moodle/mod/quiz/attempt.php?attempt=91&cmid=924. The user is identified as Yaman Omer Erzurumlu. The page contains three questions, each with a text input field and a "Flag question" button. The first question asks "Who can benefit from a productive in-company WBL mentoring relationship?". The second question asks "What are the main steps in the measurement of the productivity level of a mentoring relationship?". The third question asks "What is done in the process adherence step of the measurement of the productivity level of a mentoring relationship?". A "Quiz navigation" panel on the right shows 12 question buttons, with a "START A NEW PREVIEW" button below. The Windows taskbar at the bottom shows the system tray with the date 1/16/2021 and time 11:46 PM.

Furthermore, the participants are provided information on which of the competencies are rated under a specific task

Figure 7 Covered Competencies Summary Page



The screenshot shows a Moodle course page. The browser address bar indicates the URL is elearn.oaed.gr/moodle/mod/page/view.php?id=913. The course title is "Module 3: In-company WBL mentoring relationship". Below the title, there is a breadcrumb trail: "Dashboard / My courses / WBL Module 3 / Topic 2.1: Active listening / Topic 2.1 Competencies to rate".

The main content area is titled "Topic 2.1 Competencies to rate". It includes a sub-header "Topic 2.1 Competencies" and a table with three columns. The first column lists competency codes (e.g., DO - Mentoring, BE - Social, Managerial & Behavioural), the second column lists descriptions (e.g., "3. Socialize the Mentee - Ability to", "6. Develop a productive mentoring relationship - Ability to", "12. Soft skills"), and the third column lists specific competency items (e.g., "3.d) ensure a sound social and behavioural integration within workers and Mentee", "6.a) recognize and build upon abilities of the mentee to nurture a productive relationship", "12.d) Acceptance by peers", "12.i) Good communication skills", "12.j) Active listening", "12.k) Professionalism").

Below the table, it says "Last modified: Friday, 23 October 2020, 3:33 PM". At the bottom of the page, there is a navigation bar with "8. Assessment Questions" on the left and "1. Introduction to Session 2 Lesson 2: Building rapport" on the right. A "Jump to..." dropdown menu is also visible.



Chapter 4 E-course evaluation & competence compliance

Ex-Post Module Evaluation

A model evaluation form was prepared and circulated among the participants. Participants are requested to provide feedback using the module evaluation form. The form is provided in Table 3 below:

Table 3 Module Evaluation Form

Module Evaluation Form

We value your views on the modules you take, for monitoring and development purposes. Please tick the box that is closest to your views, and add any comments in the spaces to the right. Your comments are anonymous.

Course: In-Company WBL mentor **Module:** **Date:**

	Comments
<p>1. I achieved the learning objectives of this module</p> <p style="text-align: center;"> Strongly agree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Disagree strongly </p>	
<p>2. I felt lessons for this module were generally well-prepared and organised</p> <p style="text-align: center;"> Strongly agree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Disagree strongly </p>	



3. Adequate guidance was given for completing Module 1 and its activities

Strongly agree Disagree strongly

4. I found the pace of this module

Far too slow Far too fast

5. I found the coursework for this module

Far too easy Far too difficult

6. I felt the amount of course work required for this module was

Far too little Far too much

7. My progress in learning about in-company WBL mentoring, so far, has been

Excellent Non-existent

8. I found this module interesting

Strongly agree Strongly disagree

9. I found the learning of this module was engaging and intellectually challenging

Strongly agree Strongly disagree

11. Resources (books & documents) for this module were

Excellent Extremely poor

12. Link resources for this module were

Excellent Extremely poor

13. IT resources while studying this module were

Excellent Extremely poor

14. My required needs were met in this module

Strongly agree Strongly disagree

15. What did you like best about this module?

1.

2.

16. What would you change about this module?

1.

2.

Please use the space below to expand on any of your comments, or to add any other observations you think would be useful. Thank you for your co-operation.

Competencies Cross Check

Upon the completion of the lessons plans the following Competencies Cross Check Table was developed to ensure that the developed lesson topics are in compliance with the learning outcomes as described IO2.

Verification of the material with cross-reference of the course competences with the in-company WBL mentor competence matrix delivered in IO3 is presents in Table 4 below:



Table 4 Competence cross-check

MOODLE - EFCoCert WBL COMPETENCY FRAMEWORK SETUP								
ID NUMBER	COMPETENCIES DOMAIN => INDICATOR => SCALE	LEARNING OUTCOMES	Module 1			Module 2		
EU-WBL-MC-MATRIX	EU WBL Mentor Competence Matrix	Competence Matrix & LO Alignment	Session 1.1	Session 1.2	Session 1.3	Session 2.1	Session 2.2	Session 2.3
WBL-MENTORS-PLAN	PLAN - Preparation and induction							
WBL-MENTORS-01	1. Analyse the context – Ability to							
WBL-MENTORS-01A	a) demonstrate understanding of the school's VET needs	<ul style="list-style-type: none"> Cooperate with stakeholders involved in the mentoring process Combine effectively the school's VET needs, the mentee's and the company's needs & expectations 	Topic 1.1.3	Topic 1.2.2		Topic 2.1.1, Topic 2.1.3		

WBL-MENTORS-01B	b) understand the WBL mentee's profile, learning style and most efficient way of learning	<ul style="list-style-type: none"> Remember the special factors characterizing adult learners Combine effectively the school's VET needs, the mentee's and the company's needs & expectations value the impact of contextual differences (take into account different socio-economic and cultural backgrounds) 	Topic 1.1.3	Topic 1.2.2 Topic 1.2.3				
WBL-MENTORS-01C	c) identify the company's expectations	<ul style="list-style-type: none"> Explain the importance & contribution of WBL apprenticeship & Internship to companies Combine effectively the school's VET needs, the mentee's and the company's needs & expectations 	Topic 1.1.1, Topic 1.1.3	Topic 1.2.2	Topic 1.3.1			
WBL-MENTORS-02	2. Plan WBL objectives and actions to achieve them – Ability to							
WBL-MENTORS-02A	a) plan realistic, measurable and consistent with the WBL mentee's needs learning outcomes	<ul style="list-style-type: none"> Create and manage feasible action plans & resources for achieving the WBL objectives/ analyse the needs of the apprentice Connect the WBL objectives with the action plans and the methods of assessing progress of objectives 					Topic 2.2.1	
WBL-MENTORS-02B	b) determine and arrange feasible action plans of learning scenarios for achieving the WBL objectives	<ul style="list-style-type: none"> Create and manage feasible action plans & resources for achieving the WBL objectives/ analyse the needs of the apprentice Create learning scenarios and link 					Topic 2.2.2.	

		the appropriate teaching methodology to them						
WBL-MENTORS-02C	c) identify and plan the necessary resources to perform the mentoring process	Estimate the necessary resources to perform the mentoring process				Topic 2.2.1		
WBL-MENTORS-02D	d) define together the VET tutor and the mentee the optimal skills transfer plan	<ul style="list-style-type: none"> • Make decisions together with the mentee concerning the operating rules during the mentoring process at workplace • Coordinate with the VET school tutor for developing the optimal skills transfer plan for the WBL mentee 				Topic 2.2.1		
WBL-MENTORS-DO	DO – Mentoring							
WBL-MENTORS-03	3. Socialize the Mentee – Ability to							

WBL-MENTORS-03A	a) prepare the welcoming pack and ensure mutual commitment to a productive relationship	<ul style="list-style-type: none"> • Understand what mentorship is/identify its differences from similar terms (e.g. teaching, coaching) • Indicate ways of socialization of the mentee • Lead the socialisation of the mentee in the company • Coordinate with the VET school tutor for developing the optimal skills transfer plan for the WBL mentee • Produce a welcoming leaflet/presentation/pack with a summary of the WBL content • Help the mentee become familiar with the working environment and describe work safety and obligatory issues. • Communicate the common ground which the mentor and the mentee would share throughout the program • Assess WBL mentee's commitment on the objectives, action plans & methods of assessing progress of objectives 	Topic 1.1.1, Topic 1.1.2	Topic 1.2.1, Topic 1.2.2, Topic 1.2.3,				
WBL-MENTORS-03B	b) provide information about company's profile and culture	Locate the fundamentals of the workspace and the organizational culture						
WBL-MENTORS-03C	c) explain company's policies and procedures	Correlate companies' policies & procedures with the whole mentoring process						



WBL-MENTORS-03D	d) ensure a sound social and behavioural integration within workers and Mentee	Apply a “learning by seeing” process. Hence, reflect the moral issues and be a role model for the mentee.						
WBL-MENTORS-03E	e) act as liaison with stakeholders involved in the mentoring process	Unite stakeholders involved in the mentoring process				Topic 2.1.3		
WBL-MENTORS-03F	f) promote the relationship between the Mentee and his school	Motivate the mentee to appreciate the value of attaining knowledge of formal training - Organize mentee’s day-to-day tasks					Topic 2.2.2	
WBL-MENTORS-04	4. Professionalize the Mentee – Ability to							
WBL-MENTORS-04A	a) transmit vocational knowledge, experience, know-how, and competences	Connect and intermix his/her vocational knowledge, experience, know-how and competences with mentee’s personal profile and the mentoring procedure on the whole					Topic 2.2.2	
WBL-MENTORS-04B	b) professionalize the Mentee and promote his employability	<ul style="list-style-type: none"> • Demonstrate the professional rules and work ethics • Align WBL tasks to sector needs 						
WBL-MENTORS-04C	c) support and empower the Mentee towards independent self-professional development, professional autonomy	Inspire mentee for developing to a lifelong learner						

WBL-MENTORS-04D	d) facilitate creative thinking, problem solving and working culture to address the mentee's needs	<ul style="list-style-type: none"> • Recognize the benefits of creative thinking and problem solving in WBL • Identify the mentee's needs • Formulate questions that correspond to the mentee's needs • Develop a learning plan that nurtures creative thinking, problem solving and working culture 				Topic 2.1.1 Topic 2.1.2		
WBL-MENTORS-04E	e) ensure transferability of knowledge and competences in other workplaces	Assess the degree which the desired tangible and intangible WBL material delivered can be applied to other workplaces						
WBL-MENTORS-04F	f) advise the WBL Mentee on matters related to work	<ul style="list-style-type: none"> • Transfer knowledge and Commit to self-monitor own performance • Communicate creatively to build trust 					Topic 2.2.2	Topic 2.3.1
WBL-MENTORS-04G	g) perform as a role model and subject expert resource	Inspire as a role model						
WBL-MENTORS-05	5. Implement effective mentoring practices – Ability to							
WBL-MENTORS-05A	a) ensure effective coordination & implementation of the agreed WBL plan	Give examples of effective mentoring practices						



WBL-MENTORS-05B	b) apply Adult Education/Andragogical principles during mentoring practices	Coordinate the WBL plan if different mentors train the mentee						Topic 2.2.2	
WBL-MENTORS-05C	c) assist the WBL Mentee to carry out assignments related to the job & implement on real working conditions	Integrate school assignments in the WBL learning scenarios/plan						Topic 2.2.2	
WBL-MENTORS-05D	d) keep records on Mentee's personal learning log/recording system according to the framework (e.g., contract, learning diary)	Record on mentee's personal learning log/recording system according to the framework (e.g., contract, learning diary)						Topic 2.2.2	
WBL-MENTORS-05E	e) demonstrate appropriate digital literacy and skills	<ul style="list-style-type: none"> • Use digital tools, media and technologies for the needs of mentorship • Identify Internet resources for mentoring and own learning 							
WBL-MENTORS-06	6. Develop a productive mentoring relationship – Ability to								
WBL-MENTORS-06A	a) recognize and build upon abilities of the mentee to nurture a productive relationship	<ul style="list-style-type: none"> • describe the principles of a productive mentoring relationship/ recognise the importance and the challenges of mentorship relationship building • Nurture the mentee's abilities 							



WBL-MENTORS-06B	b) manage this relationship for achieving mutual benefit	Cooperate with the mentee for achieving mutual benefit						
WBL-MENTORS-06C	c) encourage positive changes based upon strengths	Motivate by focusing on positive changes						
WBL-MENTORS-06D	d) apply creative communication tools and techniques to establish trust and open communication	Communicate creatively to build trust						
WBL-MENTORS-06E	e) support the mentee through identifying needs and advocating when/where appropriate	Support the mentee through identifying needs						
WBL-MENTORS-07	7. Manage challenges – Ability to							
WBL-MENTORS-07A	a) demonstrate flexibility to adjust the learning path according to the mentee's needs and constraints	Demonstrate flexibility in adjusting the learning path according to the mentee's needs, time constraints, resources or other issues						
WBL-MENTORS-07B	b) use appropriate communication skills and meet decisions to resolve conflicts and minimize impact on the mentoring program and relationship	Resolve conflicts effectively						

WBL-MENTORS-07C	c) identify, analyse and manage crisis situations, use adequate communication in case of conflict	Solve complex problems that might derive during the apprenticeship/ internship						
WBL-MENTORS-07D	d) manage ethical issues and protect the Mentee's sensitive personal data	<ul style="list-style-type: none"> • Recognise ethical issues • Recognise sensitive personal data. • Define the necessary process steps for keeping the sensitive personal data. • Resolve conflicts effectively 						
WBL-MENTORS-CHECK	CHECK – Assessment							
WBL-MENTORS-08	8. Assess the mentoring outcome – Ability to							
WBL-MENTORS-08A	a) apply structured & documented methods to assess at planned intervals	Define structured & documented methods to assess different aspects of the mentoring procedure					Topic 2.2.3	
WBL-MENTORS-08B	b) the integration							
WBL-MENTORS-08C	c) the acquired professional competences							
WBL-MENTORS-08D	d) the achievement of the objectives and related action plans							

WBL-MENTORS-08E	e) the relationship							
WBL-MENTORS-08F	f) include the company's satisfaction and the relationship with the team in the assessment	Assess the WBL mentee's impact on company & team					Topic 2.2.3	
WBL-MENTORS-08G	g) commit the WBL Mentee to self-assess	Explain the benefits of self-assessment						Topic 2.3.1
WBL-MENTORS-08H	h) manage to involve collaborators in the assessment	Cooperate with stakeholders involved in the mentoring process	Topic 1.1.3	Topic 1.2.2			Topic 2.2.3	
WBL-MENTORS-08I	i) share and agree the assessment results with the WBL Mentee	<ul style="list-style-type: none"> • Discuss with the WBL mentee the assessment results in a productive way • Communicate creatively to build trust 						
WBL-MENTORS-09	9. Self-assess the mentor – Ability to							
WBL-MENTORS-09A	a) self-assess the own WBL mentoring practices against recognised good practices	<ul style="list-style-type: none"> • Reflect & self-assess performance • Initiate self-assessment of own WBL mentoring practices 						Topic 2.3.1
WBL-MENTORS-09B	b) self-assess the social and behavioural competences (role model, communication, teamwork, availability)	Respond and inspire with necessary social and behavioural competencies (role model, communication, team work, availability)						

WBL-MENTORS-09C	c) identify own strengths and areas for improvement as a WBL Mentor	Identify own strengths and areas for improvement as a WBL Mentor						Topic 2.3.1
WBL-MENTORS-09D	d) document the WBL Mentee's assessment of his WBL Mentor's mentoring practices	Discuss with the mentee about his assessment of the mentoring practices and competencies along the WBL period						Topic 2.3.1, Topic 2.3.2
WBL-MENTORS-ACT	ACT – Improvement							
WBL-MENTORS-10	10. Remediate the mentoring plan & outcome – Ability to							
WBL-MENTORS-10A	a) revise the objectives as necessary and justify the changes	<ul style="list-style-type: none"> • Assess and interpret the WBL mentee's performance • Judge and prescribe necessary changes in the objectives 						Topic 2.2.3
WBL-MENTORS-10B	b) propose and mutually agree timely appropriate actions to remediate based on assessment results	<ul style="list-style-type: none"> • Assess and interpret the WBL mentee's performance • Judge and prescribe necessary changes in the objectives • Recommend the best course of action based on assessment • Give an example of assessment schedule and suggest changes to it 						Topic 2.2.3

WBL-MENTORS-10C	c) involve collaborators in the remediation plans	<ul style="list-style-type: none"> • Cooperate with stakeholders involved in the mentoring process • Communicate constructively in different environments, collaborate in teams and negotiate 	Topic 1.1.3	Topic 1.2.2		Topic 2.1.1, Topic 2.1.3	Topic 2.2.3	
WBL-MENTORS-10D	d) inform the school of the revised objectives and action plans	<ul style="list-style-type: none"> • Cooperate with stakeholders involved in the mentoring process • Communicate constructively in different environments, collaborate in teams and negotiate • Prescribe a list of changes to remediate process for school's consideration 	Topic 1.1.3	Topic1. 2.2				
WBL-MENTORS-10E	e) communicate to the Academic mentor the strengths and the areas in which improvement is needed	<ul style="list-style-type: none"> • Assess and interpret the WBL mentee's performance • Cooperate with stakeholders involved in the mentoring process • Communicate constructively in different environments, collaborate in teams and negotiate • Discuss with the academic mentor the identified changes to overcome areas of concern or areas for improvements 		Topic 1.2.2			Topic 2.2.3	
WBL-MENTORS-10F	f) advise the Mentee about performance on the job, in school and relationship with other employees	<ul style="list-style-type: none"> • Assess and interpret the WBL mentee's performance • Judge and prescribe necessary changes in the objectives • Communicate creatively to build trust 					Topic 2.2.3	

WBL-MENTORS-11	11. Improve the mentoring practices – Ability to							
WBL-MENTORS-11A	a) plan actions for improving the WBL Mentoring practices according to the assessment results	<ul style="list-style-type: none"> • Develop & implement a personal plan to be updated on mentorship • Discuss with the mentee about his assessment of the mentoring practices and competencies along the WBL period 						Topic 2.3.2
WBL-MENTORS-11B	b) identify and address personal VET needs related to WBL Mentoring	Seek & identify important information resources needed to apply new mentorship principles and tools to a new mentee				Topic 2.1.1		Topic 2.3.2
WBL-MENTORS-11C	c) demonstrate personal, social and learning to learn competence	Inspire mentee for developing to a lifelong learner						
WBL-MENTORS-BE	BE – Social, Managerial & Behavioural							
WBL-MENTORS-12	12. Soft skills							
WBL-MENTORS-12A	a) Integrity	<ul style="list-style-type: none"> • Develop & implement a personal plan to be updated on mentorship • Discuss with the mentee about his assessment of the mentoring practices and competencies along the WBL period 			Topic 1.3.1			

WBL-MENTORS-12B	b) Counselling	Employ counselling skills that include assessment techniques to facilitate discussion and mutual decision-making between mentor and mentee to create positive change on the mentoring path						
WBL-MENTORS-12C	c) Responsibility	Inspire mentee for developing to a lifelong learner						
WBL-MENTORS-12D	d) Acceptance by peers	Communicate constructively in different environments, collaborate in teams and negotiate						
WBL-MENTORS-12E	e) Enthusiasm	<ul style="list-style-type: none"> • Commit to self-motivation, raised aspirations and belief in one's own abilities and achieving one's goals • Motivate the mentee(s) 				Topic 2.1.1	Topic 2.2.2	
WBL-MENTORS-12F	f) Positive attitude	Communicate creatively to build trust						
WBL-MENTORS-12G	g) Empathy	<ul style="list-style-type: none"> • Understand what empathy is • Integrate empathy to change behaviour and build better relationships • Understand others in terms of learning barriers 		Topic 1.2.3				
WBL-MENTORS-12H	h) Team player	<ul style="list-style-type: none"> • connect and work with others to achieve a set task • Communicate constructively in different environments, collaborate in teams and negotiate 						



WBL-MENTORS-12I	i) Good communication skills	<ul style="list-style-type: none"> • recognize the importance of interpersonal skills • describe how good communication with other can influence working relationships • Communicate creatively to build trust 						
WBL-MENTORS-12J	j) Active listening	<ul style="list-style-type: none"> • Communicate creatively to build trust • Analyse and have an increased understanding of the techniques of effective listening • Discuss the skills of communication and focus on the art of listening • Employ their new skills on effective listening actively in the working environment 						
WBL-MENTORS-12K	k) Professionalism	<ul style="list-style-type: none"> • Take responsibility of their own learning for advancing their mentorship (82) • Value public good over private gain • Protect the mentee from immoral or illegal activity • Integrate empathy to change behaviour and build better relationships • Communicate constructively in different environments, collaborate in teams and negotiate • Self-regulate their behaviour to positively impact the team environment 		Topic 1.2.3	Topic 1.3.1			

Appendix A - Course content development guidelines



BECOMING AN IN- COMPANY WBL MENTOR

E-course content development guidelines



Project Title	<i>Mentorship Evaluation aNd Training in Organizations for WBL at EU</i>
Acronym	#Mentor4WBL@EU
Project Number	2018-1-EL01-KA202-047778
Consortium	IME GSEVEE, Foundation EFCoCert (EFCoCert), ViaSyst Synergy Services SA (ViaSyst), Centre for Factories of the Future Limited (C4FF), Bahçesehir Universitesi Foundation (BAU), Dimosio Institouto Epaggelmatikis Katartisis Aigaleo (DIEK Aigaleo), Manpower Employment Organization (OAED)
Output Type	IO5- management
Activity Title	Guidelines for the E-course development
Activity Coordinator	Bahçesehir University
Version	Draft

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CHAPTER I- DEVELOPING AN E-COURSE

1. E-LEARNING FEATURES

E- learning should have some features in order to be effective:

1. The 80% of the course's content should be in multimedia format in order to be considered as an e-course.
2. Learning should be an active process. Participants are active by doing meaningful activities, which facilitates the creation of personalized meaning.
3. Participants should construct their own knowledge, which is facilitated by **good interactive online instruction**.
4. Collaborative and cooperative learning should be encouraged.
5. Learners should be given time and opportunity to reflect. When learning online, students need the time to reflect and internalize the information. Embedded questions on the content can be used throughout the lesson for self-reflecting and self-assessing.
6. Learning should be made meaningful for learners. The learning materials should include **examples that relate to students**, so that they can make sense of the information. Assignments and projects should allow learners to choose meaningful activities to help them apply and personalize the information.
7. E-learning must provide as much learning support as possible (**through explanations, examples, interactivity, feedback, glossaries, etc.**), in order to make learners self-sufficient. In parallel, E-learning content for individual study can be integrated **with instructor's lectures, individual assignments and collaborative activities among learners**.

2. Blended learning models

There are two main models of blended learning:



- **Programme flow model:** Learning activities are organized in a linear, sequential order and learners have deadlines to accomplish the various assignments; this is similar to traditional training, but some of the activities are conducted online.
- **Core-and-spoke model:** A major course (e-learning or face-to-face) is provided and a set of supplemental materials are available to reinforce the main course; these materials are optional and not scheduled.

3. Instructional methods

The following table summarizes the main uses and the pros and cons of the various instructional methods. Most courses combine two or more E-learning methods, using different types of E-learning formats.

	METHOD	USED TO	DELIVERY FORMATS	PROS	CONS
EXPOSITIVE METHODS	Presentations, case studies, worked examples, demonstrations	Facilitate knowledge acquisition (mainly conceptual and factual knowledge), orientation, motivation, attitudinal change	Simple learning resources (documents and PPT presentations)	Quick to develop	Quick to develop No interactivity-passive learning
			Interactive E-learning lesson	Flexible: allows the use of various instructional techniques	Low/ medium interactivity-risk of passive learning Correct use of instructional techniques and media elements is needed to avoid this risk



APPLICATION METHODS	Demonstration -practice method	Develop procedural skills	Combination of animation & operational simulation	Allows learners to practice	Need to consider available learners' Internet connection
	Job aids	Provide just-in-time information and guidance	Printed documents such as checklists, technical glossaries, templates, manuals	Promote transfer of learning to workplace performance	
	Case-based exercises	Develop job-specific cognitive skills	Interactive E-learning lesson	Good level of interactivity	Quite time-consuming to design
			Electronic simulation based on branched scenarios	Highly interactive	Time-consuming to design/ Multimedia simulations can be costly to produce
			Online group activity	Highly interactive + social dimension	Time-consuming to design/ Need to consider available learners' Internet connection
	Role plays	Develop interpersonal skills/ Stimulate attitudinal change	Interactive E-learning lesson	Good level of interactivity	Quite time-consuming to design
			Electronic simulation based on	Highly interactive	Time-consuming to design/ Multimedia



			branched scenarios		simulations can be costly to produce
			Online group activity	Highly interactive + social dimension	Time-consuming to design/ Need for considering available learners' Internet connection
Simulations and learning games	Develop deep understanding of complex system	Symbolic simulations	Highly interactive + Allow to practice high cognitive performance level (apply, analyse)	Time-consuming and costly to design and produce/ Need active support of an online tutor	
Guided research	Active knowledge construction	Discussion forum, e-mail, chat, audio and video conference Wiki, blog, shared documents	Allow to practice high cognitive performance level (analyse, create)	Need active support of an online facilitator to provide help and feedback	
Project work	Active knowledge construction	Discussion forum, e-mail, chat, audio and video conference Wiki, blog, shared documents	Allow to practice high cognitive performance level (analyse, create)	Need active support of an online facilitator to provide help and feedback	



COLLABORATIVE METHODS	Online guided discussion	<p>Stimulate critical thinking & reflection</p> <p>Facilitate communications among learners</p> <p>Develop interpersonal skills</p> <p>Stimulate attitudinal change</p>	Discussion forum, e-mail, chat, audio and video conference	Allows for reflection, socialization and knowledge sharing	<p>Less effective than collaborative project work to achieve learning objectives</p> <p>Need to consider available learners' Internet connection</p>
	Collaborative work	<p>Stimulate critical thinking and reflection</p> <p>Facilitate communications among learners</p> <p>Develop interpersonal skills</p> <p>Stimulate attitudinal change</p>	Discussion forum, e-mail, wiki, blog, chat, audio and video conference, shared documents	Allows learners to make their knowledge explicit through argumentation	<p>Need active support of an online facilitator to provide help and feedback</p> <p>Need to consider available learners' Internet connection</p>
	Peer tutoring	<p>Stimulate critical thinking & reflection</p> <p>Facilitate communication</p>	Discussion forum, e-mail, wiki, blog, chat, audio and video conference,	Good for train-the-trainer projects	<p>May need to be facilitated</p> <p>Need to consider available learners' Internet connection</p>



		<p>s among learners</p> <p>Develop interpersonal skills</p> <p>Stimulate attitudinal change</p>	shared documents		
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4. E-learning formats

FORMAT	SPEED OF INTERNET CONNECTION REQUIRED
Video conferencing, live webcasting	From 100 Kbps to 2 Mbps
Audio conferencing	From 56 Kbps to 128 Kbps
Application sharing, animations	From 256 Kbps to 1 Mbps
Whiteboard, slides	From 56 Kbps to 384 Kbps
Chat, instant messaging	128 Kbps
E-mail, discussion forums, screens with text and images	From 56 Kbps to 128 Kbps

5. Good practices

Localization: If you have a diverse and geographically dispersed learner group for which translation and cultural adjustments are required, you might decide to develop a large self-paced e-learning course in English for all learners, followed by virtual classes in the local language to deal with local issues and cultural differences.

Allowing downloads: Even in contexts with highly developed infrastructures, learners do not have continuous access to the Internet. They should be able to download online content and work on it offline.

Asynchronous part: E-learning materials developed for self-paced E-learning can be combined with asynchronous collaboration facilities such as discussion forums and e-mail. This works well for learners who cannot conform to the rigid schedule of classroom training but want to enrich learning through discussion with other learners and a facilitator.

6. Materials

1. User manuals & technical documentation
2. Classroom course handouts and lecture notes
3. Presentations, such as PowerPoint slide shows
4. Documented case studies
5. Photographs, images, graphs, tables and other illustrative materials
6. Training materials, such as self-study guides, web guides and other distance learning materials
7. Reference materials, such as specialized thesauri and glossaries

7. Language style guidelines

1. Write directly, simply and clearly. To accomplish this, keep sentences short. One rule of thumb is that a sentence should not be longer than 25 words. It is important to not give the reader more ideas or information than can be handled at one time.
2. Avoid jargon. If you are addressing a multicultural audience, avoid culture-specific slang, colloquialisms and examples.
3. Be sensitive to the fact that many learners are not native English speakers. Write as you talk. Informal language and contractions (e.g., don't, we' re) can be used.
4. Minimize the use of compound sentences. When you see a colon or semi-colon, examine the sentence to see if it could be made simpler and clearer by breaking it into shorter sentences.
5. Use personal pronouns (e.g., "you") to refer to learners. This personalizes instruction and involves your reader.
6. Use bulleted lists when appropriate.
7. Use gender-inclusive, non-sexist language
8. Use the active voice. In a passive construction, the agent of the action often disappears from the scene. Use the passive voice only when the active voice is unduly awkward.

9. Spell out acronyms in full the first time they are used. Consider adding them to the glossary if appropriate.

8. Structure of an interactive e-lesson¹

The sequence of slides shall correspond to the screens of the final interactive lesson.

- Learning outcomes of the module
- Introduction
- Content (text, Power Point presentations, media elements, examples, learning activities)
- Summary (list of the key points of the module)



9. E-lesson's content

- *Accuracy and values of content*

The content is an accurate representation of the domain from a particular perspective or range of perspectives, where appropriate issues of values are addressed openly. The content is written so as to avoid culturally biased terms and examples.

- *Intellectual property rights*

The courseware supplier has the rights to use the materials in the courseware. Where material is provided as an OER, the rights of use and reuse are clearly stated with an appropriate Creative Commons license.

¹ Depending on the hours allocated according to the course's syllabus.

- *Legal compliance*

The content abides by all relevant national and international legislation with reference to content, including laws related to bias, slander, and promotion of specific values.

A more detail set of quality standards that can help instructors during the design of their course can be found also at the “The Quality Matters™ Higher Education Rubric 2011 – 2013 Edition” (http://www.elo.iastate.edu/files/2014/03/Quality_Matters_Rubric.pdf).

10. E-lesson’s content presentation techniques

TECHNIQUE	WHAT IT IS	WHEN TO BE USED
STORY-TELLING	Storytelling provides information through a story narrative which places content in a realistic context and illustrates actions and decisions of one or more characters. It can use illustrations, pictures or video sequences.	<ul style="list-style-type: none"> • Provide job-specific knowledge • Describe complex processes, where different actors perform different actions. The story can clarify who does what and helps learners follow the flow of events • Add a human aspect to the lesson, since learners can follow the stories of real people • Highlight the usefulness of the knowledge, because through storytelling you can show how this knowledge can be integrated into a real situation.
SCENARIO-BASED APPROACH	Lessons using this approach are built around a scenario. Typically, the scenario is a challenging situation in which learners are required to make	<ul style="list-style-type: none"> • Develop problem-solving or interpersonal skills • Teach strategic principles rather than conceptual and factual knowledge

	<p>decisions by choosing among different options. Learners are provided with all the information required to make the right decisions. Feedback is provided to the learners for each option to explain why their choices are correct or incorrect. The feedback can also show the consequences of their decisions</p>	<ul style="list-style-type: none"> Develop an interactive exercise at the end of a conceptual unit, i.e., as a practice lesson following a set of lessons that provide underlying concepts and principles.
TOOLKIT APPROACH	*NOT APPLIED IN <i>BECOMING AN IN-COMPANY WBL MENTOR</i> E-COURSE	
DEMONSTRATION-PRACTICE METHOD	<p>The demonstration-practice method is used to teach a procedure. You first demonstrate the procedure, and then you ask the learner to practice the procedure by interacting with the system.</p>	<p>To teach procedures</p> <p>You can use an animation (e.g., a flash animation) to demonstrate the procedure. This should be accompanied by a detailed verbal explanation, in the form of written text or audio comment.</p>
ADDING EXAMPLES	<p>Adding examples is key to ensuring that learners can make sense of the illustrated concepts. Examples can be used in deductive and inductive ways.</p> <p>Examples can help bridge the gap between theory and practice. You can give learners an example of how to accomplish a task together with an explanation of the underlying procedure or principle; afterwards, you can</p>	<ul style="list-style-type: none"> To illustrate a concept or show the steps of a procedure which has been previously introduced (deductive example) To stimulate thinking and reflection before providing definitions and principles (inductive example).

	ask them to answer questions about the examples to stimulate their reflection and prepare them for actual performance.	
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11. Media elements

MEDIUM	HOW TO USE IT
TEXT	<ul style="list-style-type: none"> ☞ Display on-screen text to provide the best readability and clarity ☞ If possible, use diagrams, graphs and flow charts to help the learners understand the content ☞ Use graphic conventions consistently; for example, italic style must always be used for the same purpose ☞ Use lists or tables to help learners organize the information ☞ Use list points or blank spaces to separate items in a list or focus the attention on them ☞ Consider word and row spacing to improve text readability
GRAPHICS	<ul style="list-style-type: none"> ☞ Try to avoid graphics that have no real function in complementing the information in your text. (no decorative graphics) ☞ Adding extraneous pictures can interfere with the process of understanding presented materials, thus jeopardizing the learning process ☞ If you use printed words to comment upon the graphics, place them near the parts of the graphics to which they refer, so that learners' attention is not divided

	<ul style="list-style-type: none"> ☞ If you use spoken words (narration), present corresponding graphics and spoken words at the same time so that learners' attention is not divided ☞ Use digitized photographs when creating a realistic context and suggesting analogies to real-life situations ☞ An animated illustration can be used to show a series of procedural steps or the stages of a process ☞ A matrix, a conceptual map or a tree diagram can show relationships among content ☞ Line charts can demonstrate trends and allow learners to make comparisons between two or more variables ☞ Bar graphs are useful for comparing quantities and dimensions ☞ Pie charts show relationships between the parts and the whole, and are particularly useful for showing proportions and ratios ☞ Flow charts are recommended to describe complex procedures ☞ Diagrams can provide organization and meaning and are therefore recommended when you are trying to help the learner store and retrieve verbal information ☞ When developing a text table, ensure that sequential relationships are accurately reflected, and arrange sequences so that they are represented from left to right and from top to bottom on the page. Working contrary to that "natural" flow can create confusion. When using text tables, provide instructions on how to interpret and use the table ☞ Ensure that diagrams, graphics and screenshots correspond to their descriptions.
<p>ANIMATION</p>	<ul style="list-style-type: none"> ☞ Allow learners to focus on only one object at a time

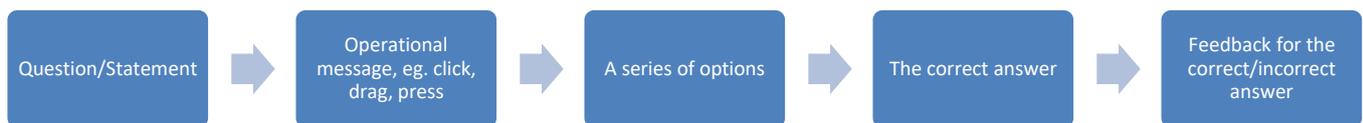
	<ul style="list-style-type: none"> ☞ Use arrows to steer attention to selected details or motion direction ☞ Segment long or complex animations and allow learners to access each chunk at their own pace rather than playing all the steps continuously (e.g., by adding Play and Pause buttons) ☞ Limit the use of animation effects on text because they do not have any instructional function and can irritate learners.
<p>AUDIO</p>	<ul style="list-style-type: none"> ☞ Keep the audio short ☞ Use audio to complement the visual elements of the screen. For example, during a procedural demonstration, audio can be used to explain animated steps ☞ If you use audio to comment on graphics and animations, present corresponding graphics and spoken words at the same time so as to not split the learner's attention ☞ Avoid redundant audio. Do not use it to "read" the text on the screen; instead, combine audio narration with textual summary ☞ Use written text for key messages which need to remain on the screen as long as desired so that learners can refer to that information over time ☞ Avoid adding "extraneous" audio, such as background music and sounds, to a narrated animation. If learners pay attention to sounds and music, they will pay less attention to the narration.
<p>VIDEO</p>	<ul style="list-style-type: none"> ☞ Video sequences should always be accompanied by comments in either written text or audio narration ☞ In situations with limited bandwidth connections, a video sequence can be replaced by a sequence of pictures

👉 Avoid using video only to show a teacher speaking.

12. Building practice and assessment questions

Practice and assessment activities, namely questions, should be designed to reinforce the achievement of learning objectives. Questions play an important role in involving learners and keeping their attention, so try to **use them as much as you can in your storyboard. In a job-oriented course, the questions should be placed in a job-realistic context to build knowledge and skills that can be transferred to the job.**

Indicative structure of a question:



Tips for building a question:

- 👉 Practice questions should be created for all critical topics or tasks
- 👉 The text of the question must be as clear and unambiguous as possible
- 👉 Incorrect options should be plausible. An obviously wrong option does not play any useful role and decreases the learner's interest
- 👉 Incorrect options should aim **not to distract** learners, but **to anticipate** common errors so that useful information can be provided in the feedback
- 👉 Provide textual responses for each option of about the same length. If one of the responses is much longer than the others, the learner will think that is the correct one
- 👉 **Provide explanatory feedback:** after the learner responds to a question, provide feedback saying whether the answer is correct or incorrect with a succinct explanation.

13. Question formats

Question format	What it is
True-False	A statement with two options (true/false or yes/no), where only one is correct
Multiple choice	A statement that provides different options; only one is correct. This type of interaction allows for providing different feedback for each selected option
Multiple responses	The correct answer consists of more than one option, all of which must be selected
Matching	This type of interaction presents two series of elements. The learner must associate each element of the first series with an element of the second
Ordering	The learner has to order several elements in a sequence, e.g., the logical sequence of several phases, steps or operations to be performed
Fill-in-the-blank	This can be an incomplete statement to be completed by learners; or a sentence with one or more missing words or numbers. The learner must fill in the blank spaces with the appropriate terms. The response is checked by the system that provides relevant feedback.
Short answer/essay	The learner is free to choose his/her own words to formulate the response to the question. This makes it more difficult to check the learner's output as it is impossible to foresee all the possible answers. However, an answer developed by an expert can be proposed for comparison (see the example) or the essay can be saved and submitted to an online tutor.

14. Learning activities format²

To facilitate online learning, the Illinois Online Network (ION) Online Teaching Activity Index (<http://www.ion.uillinois.edu/resources/otai/>) provides an exhaustive list of activities that instructors of online courses may use, including:

1. Art Projects
2. Article (Journal) Critiques
3. Audio Recordings (Includes Podcasting)
4. Blogging
5. Brainstorming
6. Case Briefs
7. Case Studies & Case-Based Instruction
8. Community Action
9. Concept Mapping
10. Debate
11. Design Projects
12. Discussion Question Activities
13. Document Analysis
14. Drill and Practice
15. Essays
16. Fieldwork (Includes Apprenticeship)
17. Fishbowl
18. Gaming
19. Group Debugging
20. Group Problem Solving
21. Group Reports
22. Hypothetical Situations
23. Ice Breakers
24. Inductive Reasoning
25. Interviews
26. Jigsaw
27. Journaling
28. Kinesthetics
29. KWL
30. Laboratory Experiments
31. Learning Contracts
32. Literature Review
33. Multimedia Presentation (Video and Film)

² Not all applicable to *Becoming an in-company WBL mentor* E-course.



34. Oral Reports
35. Peer Editing / Review
36. Portfolios
37. Presentations
38. Procedural Demonstration (Perform a given action)
39. Q & A (Students pose questions)
40. Quizzing
41. Reflections
42. Review (Play, Movie, Audio, Book, etc.)
43. Role Playing
44. Scavenger Hunt
45. Simulations
46. Socratic Dialogue
47. Webquest
48. Web designer lorem ipsum generator
49. Wikis

15. Additional resources

Additional instructional support can be designed as part of the lesson or the course. These resources may include, for example:

1. printable versions of the lesson content
2. “getting started” tutorials, providing an overview of navigation features for new learners
3. downloadable job aids (e.g., checklists, if/then tables)
4. glossary providing key terms and related explanations
5. bibliography and/or links to Web resources, for learners to find out more about the topic
6. pop-ups or “mouse-overs” which provide additional information on specific topics without interrupting the flow of the lesson.

16. Communication tools for an e-course

E-learning activities can be realized by using a range of communication tools – both synchronous and asynchronous. Some of these tools, such as wikis, blogs and chats, are called “social media” or “Web2” tools, because they have a strong social component and allow people to work together to create products, such as a project document. The most common tools are:

1. E-mail based tools
2. Discussion forums
3. Wikis and other shared writing/editing tools
4. Blogs
5. Webcasting
6. Chat and instant messaging (IM)
7. Polling
8. Whiteboard and screen-sharing tools



9. Application sharing
10. Audio and video conferences

17. E-course evaluation

You can evaluate an E-course:

1. During the development stage, to improve instructional courses or products (**formative evaluation**);
2. During or immediately after the implementation stage, to measure the effectiveness of education, training and learning (**summative evaluation**)
3. Sometime after the course has been implemented, to understand if it is still valid or needs to be updated or modified (**confirmative evaluation**).

According to the Kirkpatrick model, evaluation can encompass four levels:

1. Learners' reactions.

Evaluating learners' reactions means understanding how those who participate in the program react to it, if they participate actively and if they like the course. This can be measured through questionnaires and surveys, which are usually submitted to learners at the end of the course. In facilitated E-learning, learners' participation is monitored by the facilitator throughout the course period.

2. Learning.

Evaluation (or assessment) of learning measures the achievement of intended learning objectives. Depending on the type of course, this can imply that participants have increased knowledge, developed skills, and/or changed attitudes as a result of attending the course. Learning can be assessed through direct observation, assignments and tests. It is very important that **assessment is aligned with learning objectives, i.e., that it measures the expected outcomes set in the design stage.**

According to the type of learning objectives, different methods can be used to evaluate learning. Changes in attitudes and development of relational skills can be measured through interviews, surveys or direct observation of participants' behaviour. Thinking and cognitive skills can be measured through assessment tests. Assessment tests can consist of sets of questions or assignments designed to verify the achievement of a specific objective or the mastery of a given skill. Assessment tests can be used for different purposes:

- ✓ **Prerequisite tests:** used to verify if learners have the minimum required knowledge to participate in a certain learning course
- ✓ **Pre-assessment tests (or entry tests):** used to assess a learner's knowledge and skills before beginning a course, in order to personalize learning activities
- ✓ **Diagnostic tests:** used to assess the achievement of a unit's learning objectives after the completion of a specific learning unit
- ✓ **Post-assessment test:** used to assess the achievement of the course's learning objectives after the completion of the entire course
- ✓ **Certification tests:** used to verify specific skills and knowledge inside the organization and are not necessarily related to a learning course.

In self-paced E-learning, assessment tests mainly consist of "closed-ended" questions associated with response options. The most frequently used question formats include: multiple choice; multiple responses; matching; ordering; fill-in-the-blank; and short answer/essay.

In facilitated and collaborative E-learning, "closed-ended" questions are integrated with different types of assignments that are carried out during and/or at the end of the course. Questions and assignments are evaluated by the facilitator or instructor. This is often associated with continuous monitoring of individual and group activities during the course.

3. Behaviour

Evaluating behaviour means understanding the extent to which participants' behaviour has changed because of the training program: for example, if they use the acquired knowledge and skills on the job or in other practical situations. This can be done by observing learners' performance on the job. Finally, evaluating results consists of identifying the final results that occurred in the organization because the participants attended the programme. The final results can include increased production, improved quality, decreased costs, and fewer accidents.

4. Results

Evaluating results consists of identifying the final results that occurred in the organization because the participants attended the programme. The final results can include increased production, improved quality, decreased costs, and fewer accidents.



CHAPTER II- BECOMING AN IN-COMPANY WBL MENTOR E-COURSE

1. E-course content

The E-course “Becoming an in-company WBL mentor” should contain:

Content element	What it is	Indicative accepted format
Course Overview	A detailed description of the course	<ul style="list-style-type: none"> ✓ Video (with subtitles) ✓ Power point presentation ✓ Text
Course Description	A description of the course’s main goals	<ul style="list-style-type: none"> ✓ Video (with subtitles) ✓ Power point presentation ✓ Text
Key Words	Basic terms used	<ul style="list-style-type: none"> ✓ Power point presentation ✓ Glossary (downloadable)
Suggested learning path	The route the learner is going to follow in order to complete the course	<ul style="list-style-type: none"> ✓ Video (with subtitles) ✓ Power point presentation ✓ Text
Course Syllabus	The course’s detailed structured in modules- sessions- topics	<ul style="list-style-type: none"> ✓ Video (with subtitles) ✓ Power point presentation ✓ Text
	Title of the module	Text
	A one paragraph short description of the module’s content (the general idea of the	<ul style="list-style-type: none"> ✓ Video (with subtitles) ✓ Power point presentation ✓ Text

	module-the sessions and topics it includes)	
	Learning hours, it covers (estimated according to the medium learner's needed time to run through the module)	<ul style="list-style-type: none"> ✓ Video (with subtitles) ✓ Power point presentation ✓ Text
	Key-words of the module- basic terms	<ul style="list-style-type: none"> ✓ Video (with subtitles) ✓ Power point presentation ✓ Text
	The learning outcomes of the module	<ul style="list-style-type: none"> ✓ Video (with subtitles) ✓ Power point presentation ✓ Text
	Learning material/content	<ul style="list-style-type: none"> ✓ Text ✓ Power point presentations ✓ Video lectures ✓ Videos with audio and subtitles ✓ Annotated videos
	Further material	<ul style="list-style-type: none"> ✓ further studying sources ✓ suggested bibliography
Interactive activities for assessment/ self-assessment	Activities that aim at checking the knowledge acquired by the learner	*Check units 12, 13, 14 of the Chapter 1
Interactive activities for feedback	Activities that aim at checking the learner's learning experience	*Check units 12, 13, 14, 16, 17 of the Chapter 1

2. E-course syllabus

Module 1	Session	Topic	Hours
Introduction – Getting started with your in-company WBL mentorship	What is an in-company WBL mentor?	Definition of in-company WBL mentorship	4min-5max
		Differences from coaching, training & counselling	
		Links and boundaries for an in-company WBL mentor’s role	
	In-company WBL mentor’s roles and responsibilities	In-company WBL mentor’s qualities & skills	
		Expectations of an in- company WBL mentor	
		How to avoid in-company WBL mentoring mistakes	
	The need for in- company WBL mentors	What are the benefits of an in-company WBL mentoring programme	

Module 2	Session	Topic	Hours
In-company WBL mentoring in action		Ways of identifying in- company WBL needs	8min-10max

	In-company mentoring analysis	WBL need	Different in-company WBL styles	
			How in-company WBL needs can be met through mentoring	
	Preparing your in-company WBL mentoring agreement		Designing your in-company WBL mentoring objectives	
			Implementing your in-company WBL mentoring objectives	
			Assessing your in-company WBL mentoring objectives	
	Evaluating and developing your in-company WBL mentoring practice		Ways of evaluating your in-company WBL practice	
			Planning your development as an in-company WBL mentor	

Module 3	Session	Topic	Hours
In-company WBL mentoring relationship – the	Establishing effective in-company WBL	The importance of in-company WBL mentoring relationship	8min-10 max

heart of effective mentorship	mentoring relationships	Development stages of your in-company WBL mentoring relationship		
		The 4 C's: Connection, Credibility, Confidence, Confidentiality		
	Open communication	Active listening		
		Building rapport		
		Verbal & non-verbal communication		
	Potential conflict in mentoring relationships	Types of professional conflict		

Module 4	Session	Topic	Hours
In-company WBL mentoring processes, practices and support	Empowering professionalism within a supportive learning environment	In-company WBL professional socialisation	4min-5max
		Establishing a supportive learning environment	
		Supporting an underperforming in-company WB learner	

	Adult learning theories	Facilitating adult learning and skills development	
	Technological resources	Open web tools for facilitating in-company WBL practice	

3. Lesson plan Template

#MENTOR4WBL@EU Training Course				
MODULE 1: Introduction- Getting started with your in-company WBL mentorship				
Module description				
<p>Module 1 sets the foundations for the rest of the training course by explaining basic definitions of mentoring distinguishing it from other similar terms of WBL learners' supportive roles. This module serves as an introductory session providing clear explanations for the value of what they are about to learn based on the assumption of andragogy that adults have to become aware of the "need to know" before investing any considerable energy of undertaking to learn something (Knowles, Holton III, & Swanson, 2005, p. 64). Ideally, apart from the benefits they will gain and the negative consequences of not learning it, the sessions will get the learners excited about being mentors and eager to learn more.</p> <p>This module aims to</p> <ul style="list-style-type: none"> ✓ Understand the importance of being in-company WBL mentors ✓ Understand their roles and responsibilities as in-company WBL mentors. <p>Main sessions, which will be covered in this module are:</p> <ol style="list-style-type: none"> 1. What is an in-company WBL Mentor? 2. In-company WBL mentor's roles and responsibilities 3. The need for in-company WBL mentors/ mentoring <p>Each session is divided into relevant topics.</p> <p>This module also includes several exercises related to subjects to boost learning experience and practice the content.</p>				
EQF LEVEL		ECVET POINTS		
4				
LEARNING HOURS				
Total:	Contact: --	Hands-on:	Self-study:	Assessment:
The topic will be assessed through				
<input type="checkbox"/> On-going assessment	<input type="checkbox"/> Presentation	<input type="checkbox"/> Self-assessment	<input type="checkbox"/> Written exercise	<input type="checkbox"/> Written assignments
<input type="checkbox"/> Oral examination	<input type="checkbox"/> Project	<input type="checkbox"/> Skills demonstrations	<input type="checkbox"/> Written test	<input type="checkbox"/> Other (please specify)
<input type="checkbox"/> Portfolio	<input type="checkbox"/> Reflective diary	<input type="checkbox"/> Structured feedback meetings/discussions		
<input type="checkbox"/> Practical	<input type="checkbox"/> Report			
	<input type="checkbox"/> Workshop			

#MENTOR4WBL@EU Training Course



MODULE 2: *In-company WBL mentoring in action*

Module description

Module 2 moves further into what being an in-company mentor entails. It illustrates the steps of in-company WBL mentoring practice based on the PLAN-DO-CHECK-ACT model with a view to upskilling the learners with the basics of the activities they will be involved as in-company WBL mentors in cooperation with stakeholders. Also, the module emphasizes on the value of self-directed lifelong learning for further development.

This module **aims to**

- ✓ Upskill learners for their in-company WBL mentoring practice
- ✓ Value networking with stakeholders for best in-company WBL mentoring practice
- ✓ Transform in-company WBL mentors into independent lifelong learners by reflective techniques.

Main **sessions**, which will be covered in this module are:

1. In-company WBL mentoring need analysis
2. Preparing your in-company WBL mentoring agreement
3. Evaluating and developing your in-company WBL mentoring practice

Each session is divided into **relevant topics**.

This module also includes several exercises related to subjects to boost learning experience and practice the content.

Some main areas of included are:

- a)
- b)
- c)

EQF LEVEL		ECVET POINT		
4				
LEARNING HOURS				
Total:	Contact: --	Hands-on:	Self-study:	Assessment:
The topic will be assessed through				
<input type="checkbox"/> On-going assessment	<input type="checkbox"/> Presentation	<input type="checkbox"/> Self-assessment	<input type="checkbox"/> Written exercise	
<input type="checkbox"/> Oral examination	<input type="checkbox"/> Project	<input type="checkbox"/> Skills demonstrations	<input type="checkbox"/> Written assignments	
<input type="checkbox"/> Portfolio	<input type="checkbox"/> Reflective diary	<input type="checkbox"/> Structured feedback meetings/discussions	<input type="checkbox"/> Written test	
<input type="checkbox"/> Practical	<input type="checkbox"/> Report		<input type="checkbox"/> Other (please specify)	
	<input type="checkbox"/> Workshop			

#MENTOR4WBL@EU Training Course

MODULE 3: *In-company WBL mentoring relationship- the heart of the effective mentorship*

Module description

Module 3 highlights the importance of mentoring relationship and builds skills to help the relationship spark and grow over time. The focus here is on fostering good communication skills, building trust, and exploring the possibilities and limits of the in-company WBL mentoring relationship.



This module **aims to**

- ✓ Understand the complexity of building a strong and healthy mentoring relationship with the in-company WBL mentee
- ✓ Emphasize the value of effective communication in the in-company WBL mentoring process
- ✓ Become aware of the challenges the in-company mentoring process entails.

Main **sessions**, which will be covered in this module are:

1. Establishing effective in-company WBL mentorship relationships
2. Open communication
3. Potential conflict in mentoring relationship

Each session is divided into **relevant topics**.

This module also includes several exercises related to subjects to boost learning experience and practice the content.

Some main areas of included are:

- a)
- b)
- c)

EQF LEVEL		ECVET POINT		
4				
LEARNING HOURS				
Total:	Contact: --	Hands-on:	Self-study:	Assessment:
The topic will be assessed through				
<input type="checkbox"/> On-going assessment	<input type="checkbox"/> Presentation	<input type="checkbox"/> Self-assessment	<input type="checkbox"/> Written exercise	<input type="checkbox"/> Written assignments
<input type="checkbox"/> Oral examination	<input type="checkbox"/> Project	<input type="checkbox"/> Skills demonstrations	<input type="checkbox"/> Structured feedback meetings/discussions	<input type="checkbox"/> Written test
<input type="checkbox"/> Portfolio	<input type="checkbox"/> Reflective diary	<input type="checkbox"/> Report	<input type="checkbox"/> Other (please specify)	
<input type="checkbox"/> Practical	<input type="checkbox"/> Workshop			

#MENTOR4WBL@EU Training Course

MODULE 4: *In-company WBL mentoring processes, practices and support*

Module description

Module 4, the final module, strengthens in-company WBL mentors' competences with deeper insight on the strategies for the best outcome. This module builds upon the foundations of the previous modules to add essential methodologies applicable upon their in-company WBL mentoring. These methodologies will equip them with the necessary methods and tools to overcome mentoring hurdles and maximize the mentee's potential.

This module **aims to**

- ✓ Implement adult learning principles during their in-company WBL process
- ✓ Locate barriers to adult learners
- ✓ Support the mentee and their in-company WBL mentoring process utilizing effective methodologies and digital tools.

Main **sessions**, which will be covered in this module are:

1. Empowering professionalism within a supportive learning environment
2. Adult learning theories



3. Technological resources

Each session is divided into **relevant topics**.

This module also includes several exercises related to subjects to boost learning experience and practice the content.

Some main areas of included are:

- a)
- b)
- c)

EQF LEVEL		ECVET POINT		
4				
LEARNING HOURS				
Total:	Contact: --	Hands-on:	Self-study:	Assessment:
The topic will be assessed through				
<input type="checkbox"/> On-going assessment	<input type="checkbox"/> Presentation	<input type="checkbox"/> Self-assessment	<input type="checkbox"/> Written exercise	
<input type="checkbox"/> Oral examination	<input type="checkbox"/> Project	<input type="checkbox"/> Skills demonstrations	<input type="checkbox"/> Written assignments	
<input type="checkbox"/> Portfolio	<input type="checkbox"/> Reflective diary	<input type="checkbox"/> Structured feedback meetings/discussions	<input type="checkbox"/> Written test	
<input type="checkbox"/> Practical	<input type="checkbox"/> Report		<input type="checkbox"/> Other (please specify)	
	<input type="checkbox"/> Workshop			

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