



Erasmus+



Qualitative Services at local level for Emigrants and Refugees

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Deliverable IO3

The Impact Circular Model: Step 4

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Q-SER Consortium

The Q-SER Consortium consists of:

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IOM Mezinarodni organizace pro migraci v Praze	Czech Republic
INTRACOM GMBH	Germany
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Version History

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1.0	D.IO3 - Peer review	All partners	1/09/2018
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3.0	D.IO3 – Minor modifications	Drosostalida	28/02/2020

Table of Contents

- 1. MENTORING TRAINING AND OER DEVELOPMENT8**
- 2. SUGGESTED USEFUL TOOLS.....9**
 - 2.1. Development of mentoring training programme9
 - 2.2. Training Content9
 - 2.3. Mentor training program.....11
 - 2.4. Evaluation of the training of mentors.....12

1. MENTORING TRAINING AND OER DEVELOPMENT

As the organisation has designed and developed the infrastructure and contents of the training and workshop organisation, the people who would attend would be in the position to implement in their work, the scenarios taught. They can through their everyday activities, apply their new knowledge and skills to their work routine. The organisation should at this point design a mentoring process as a support structure to guide and provide for their employees. The mentor might differ from the actual trainer of the sessions, thus, a mentoring programme (training) should also be put in place. As this relates to IO3, the approach taken should be theoretical allowing for the development of a mentoring training programme, complete with description of units and modules. To measure impact and transferability in the organisation and the department, an evaluation process needs to be put in place.

The preparation involves:

1. Development of mentoring training programme. Prior to any programme development, especially that for mentors and e-mentors, an organisation needs to have clearly recorded its training and support processes to be able to offer mentoring training and support to its employees. The design of the mentoring training should have as objectives to: a. create e-mentors and b. allow for the new mentors to be able to guide employees in addressing and adopting the organisation strategies and goals.
2. Development of specific training units following step 3: The organisation needs to have designed unit content templates and module templates, complete with instructions of use and training delivery aspects. Following the organisation's characteristics, what can be included in the unit design are methods of delivery specifically purposing the respective organisation such as: role play activities, scenarios and decision making activities, multimedia and interviews with other mentors and employees active in the mentoring process delivery or training, pictures and audio files etc. The unit training template design needs to cater for all the above, including metadata information and fields that will allow its subsequence development into SCORM files and possible uploading on related Learning Management Systems.
3. Development of evaluation process and procedure of training (templates, reports, framework). Assessment and evaluation are important for any training programme or activity within an organisation since it allows for impact and indicator providing references utilised in future planning activities. Impact should be measured both short term and long term feeding into the system on various levels. The necessary templates should be designed and allowed to be modified to suit individual departmental needs and interests. Assessment can be varied, again suitable to each organisation. In either case, the necessary templates should be designed in cooperation with trainers, department heads and/or managers to allow for multiple results to be used at different levels of management.

2. SUGGESTED USEFUL TOOLS

2.1. Development of mentoring training programme

Training provides mentors with the knowledge and tools they will need to manage a successful mentoring relationship.

Effective training provides mentors with tools that help them be successful in their mentoring relationship. Training should include:

- ✓ Skills development
- ✓ Communication skills
- ✓ Cultural awareness
- ✓ Crisis management
- ✓ Do's and don'ts of being a mentor
- ✓ Roles and expectations
- ✓ Confidentiality and liability issues
- ✓ Support and feedback
- ✓ Evaluation and impact



2.2. Training Content

Regardless of the duration of training program, the cover topics that should be covered may be:

I. Program Overview

- Program's goals and objectives
- Program procedures
- Practical issues: Place and dates of meetings, frequency
- Confidentiality and liability policies
- Additional resources.

II. Relationship and Communication Skills

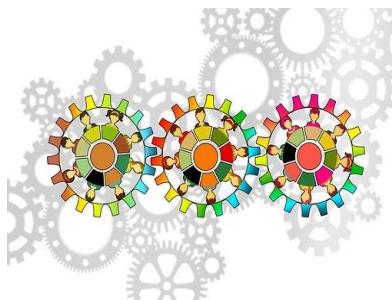
- Insights into mentor and mentees expectations
- Effective strategies to develop the relationship
- Sensitivity to cultural differences
- Understand issues that mentees face

III. Mentor Support

- Clarify mentor's role
- Resources available to mentors
- Support

Key Points and considerations in designing a mentor training¹:

- Consider mentor's time and interests
- Provide useful information
- Make presentation interactive and fun
- Allow time for questions, discussion, and sharing concerns and ideas
- Invite experienced mentors/mentees to give new mentors real-life background
- Use methods to keep mentors engaged and allow time to practice new skills.
- Try to balance a range of learning techniques including: — Icebreaker activities — Presentation and discussion — Videos — Role plays and experiential exercises — Written materials (program guidelines, communication)



¹ Adapted from <http://www.emt.org/userfiles/DesignTraining.pdf>

2.3. Mentor training program

(Indicative 3-4 hours for groups of 7-10 mentors)

Objective: Practice some skills, outline specifics of what's expected of them in this program, and get better acquainted as mentors.

	Thematic unit	Content / Topics	Duration
1.	Introduction: Introduction to the program and its goals	Remarks by organizational leader (purpose, importance and context of program, mentors' key roles and responsibilities)	15min
2.	Mutual understanding	Ice Breaker: Names, titles, something interesting that we may not know about you	20min
3.	Presentation of mentor training program	Goals, agenda, logistics.	20min
4.	Overview of Mentoring	<ul style="list-style-type: none"> – Definitions and key concepts Mentoring experiences – Mentoring in Q-SER project – Benefits of mentoring to mentors and mentees 	1h
5.	Critical Mentoring Skills	<ul style="list-style-type: none"> – Core skills – Mentor-specific skills – Mentee-specific skills (how mentors can help mentees learn these) 	30min
6.	Building an Effective Mentoring Relationship	<ul style="list-style-type: none"> – Phases of the relationship – Tips for being effective in each phase (Do's and Don'ts) 	30min
7.	Evaluation and impact	<ul style="list-style-type: none"> – Plans for evaluating the program – Tools – Ideas for long-term assessment of impact 	20min
8.	Potential Challenges and Solutions	<ul style="list-style-type: none"> – Examples of challenges and resolution strategies – Other challenges? 	30min
9.	Conclusions	<ul style="list-style-type: none"> – Final thoughts – Remarks – Next steps 	15min

2.4. Evaluation of the training of mentors

If you are a mentor and you have participated in the training of mentors program, please use the report sheet below as a set of questions that evaluate the experience following your mentoring training / up-skilling.

(Circle your answer)

1. How do you evaluate the overall experience of the training?	
1.	Excellent
2.	Very good
3.	Satisfactory
4.	Very poor
5.	Unacceptable

2. Have you experienced any problems in terms of?		
1.	Content of training	Y or N
2.	Objectives of the training	Y or N
3.	Time allocated	Y or N
4.	Training and approach techniques	Y or N
5.	Interaction with the trainer(s)	Y or N
6.	Interaction with other trainees	Y or N
7.	Sufficiency of guidelines	Y or N

3. Aspects of the training which worked well:	

4. Quality of the training material:	
1.	Excellent
2.	Very good
3.	Satisfactory
4.	Very poor

4. Quality of the training material:

5. Unacceptable

5. I needed more of.../ I needed less of...

6. Training programme utility:

7. Following my training, I think that I will use my newly acquired mentoring skills in the following areas:

- a.
- b.
- c.
- d.

8. Additional help/training: I believe that I need to improve my knowledge, skills and abilities in the following areas:

- a.
- b.
- c.
- d.

9. Please comment the utility of the mentoring process in your Department