

# Certi.MenTu

Certification of Mentors and Tutors

EUROPEAN COMPETENCE MATRIX "MENTOR"



**CERTI-MENTU**

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# EUROPEAN COMPETENCE MATRIX “MENTOR” ON LEVEL 5 ACCORDING TO EQF

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University of Gothenburg



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## European Competence Matrix “Mentor” on level 5 according to EQF

<b>Knowledge</b>	<b>Skills</b>	<b>Competence</b>
<b>Develop good relationship with learners in the mentoring process</b>		
<ul style="list-style-type: none"> <li>• Have comprehensive knowledge of:               <ul style="list-style-type: none"> <li>○ specific theories, models and methods of communication. <b>(K1)</b></li> <li>○ specific conflict resolution theories, methods and models, active listening principles and techniques. <b>(K2)</b></li> <li>○ specific issues on confidentiality. <b>(K3)</b></li> </ul> </li> <li>• Have factual knowledge of:               <ul style="list-style-type: none"> <li>○ the environment in which communication, active listening and conflict resolution takes place as well as of the role each stakeholder has in this environment. <b>(K4)</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Have a comprehensive range of cognitive and practical skills to:               <ul style="list-style-type: none"> <li>○ communicate effectively with the learner using practical communication tools and techniques. <b>(S1)</b></li> <li>○ develop creative solutions to abstract problems taking into account the input from the learner. <b>(S2)</b></li> <li>○ demonstrate active listening skills when talking with the learner either on the phone or face to face in order to resolve different issues. <b>(S3)</b></li> <li>○ help the learner gain awareness of and clarify his/her personal and professional goals and priorities, better understand his/her thoughts, feelings, and options. <b>(S4)</b></li> <li>○ take appropriate actions to change his/her life, accomplish his/her goals, and feel more fulfilled. <b>(S5)</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Create and maintain an effective working relationship with the learner that will help the learner to reach his/her professional goals. <b>(C1)</b></li> <li>• Ensure the welfare of the learner and support the learner with personal issues. <b>(C2)</b></li> <li>• Review and improve own role in the development of a working relationship that will maximise the results of the mentoring process. <b>(C3)</b></li> </ul>
<b>Coordinate with, and support the tutor</b>		
<ul style="list-style-type: none"> <li>• Have comprehensive knowledge of:               <ul style="list-style-type: none"> <li>○ specific principles of design and implementation of a framework of cooperation between learner, mentor and tutor ensuring that the learner receives the best possible level of support. <b>(K5)</b></li> </ul> </li> </ul>	<p><b>ROLE IDENTIFICATION</b></p> <ul style="list-style-type: none"> <li>• Have a comprehensive range of cognitive and practical skills to:               <ul style="list-style-type: none"> <li>○ define together with the tutor his/her range of responsibilities. <b>(S6)</b></li> </ul> </li> </ul>	<p><b>ROLE IDENTIFICATION</b></p> <ul style="list-style-type: none"> <li>• Ensure that different stakeholder roles are maintained and restore the balance in case something goes wrong <b>(C4)</b></li> </ul>

<b>Knowledge</b>	<b>Skills</b>	<b>Competence</b>
<ul style="list-style-type: none"> <li>○ the role of each stakeholder in the work-based programme. <b>(K6)</b></li> <li>○ specific conditions that rule the formalities between the vocational school/training institute and the workplace. <b>(K7)</b></li> <li>○ the grading system in the particular course towards which the learner is to be assessed <b>(K8)</b></li> </ul>	<p><b>COMMUNICATION AND RELATIONSHIP</b></p> <ul style="list-style-type: none"> <li>● Have a comprehensive range of cognitive and practical skills to:               <ul style="list-style-type: none"> <li>○ establish an effective working relationship and clear communication with the tutor, enabling progress to be reviewed and any concerns to be raised at regular intervals. <b>(S7)</b></li> <li>○ communicate to the tutor any concerns raised. <b>(S8)</b></li> <li>○ receive advice and accept constructive feedback by the tutor in case of conflicts with the learner. <b>(S9)</b></li> </ul> </li> </ul> <p><b>LEARNER AND PROGRAMME RELATED ISSUES</b></p> <ul style="list-style-type: none"> <li>● Have a comprehensive range of cognitive and practical skills to:               <ul style="list-style-type: none"> <li>○ identify together with the tutor any areas of the programme that are not working effectively, or any issues in the mentor-learner relationship and renegotiate them if necessary. <b>(S10)</b></li> <li>○ recognise and mitigate problems with learner support. <b>(S11)</b></li> <li>○ raise issues and renegotiate support with tutor and other employer representatives. <b>(S12)</b></li> </ul> </li> </ul>	<p><b>LEARNER AND PROGRAMME RELATED ISSUES</b></p> <ul style="list-style-type: none"> <li>● Accept responsibility for sufficient awareness of the learner’s programme in order to contribute to it effectively and in case of questions or concerns autonomously refer to the tutor. <b>(C5)</b></li> </ul> <p><b>MENTOR RELATED ISSUES</b></p> <ul style="list-style-type: none"> <li>● Review and improve own performance in supporting the tutor effectively. <b>(C6)</b></li> </ul>

<b>Knowledge</b>	<b>Skills</b>	<b>Competence</b>
<b>Plan, negotiate and implement the learner's workplace learning programme</b>		
<p><b>PEDAGOGY</b></p> <ul style="list-style-type: none"> <li>• Have basic knowledge of:               <ul style="list-style-type: none"> <li>○ principles of Adult Education and VET. <b>(K9)</b></li> <li>○ different learning styles and learning capabilities. <b>(K10)</b></li> </ul> </li> <li>• Have comprehensive and specialised knowledge of:               <ul style="list-style-type: none"> <li>○ the stages of the mentoring process and the critical factors of success in each stage. <b>(K11)</b></li> <li>○ the learner's prior learning and achievements, individual learning goals, and any personal factors relevant to work and learning. <b>(K12)</b></li> <li>○ specific social exclusion and social integration issues (to know how to utilize policies that deal with social exclusion). <b>(K13)</b></li> </ul> </li> </ul> <p><b>WORK-BASED PROGRAMMES</b></p> <ul style="list-style-type: none"> <li>• Have comprehensive knowledge of:               <ul style="list-style-type: none"> <li>○ the nature of work-based learning and the efforts needed to implement those successfully. <b>(K14)</b></li> <li>○ specific principles of implementation of successful work-based learning programmes. <b>(K15)</b></li> </ul> </li> </ul>	<p><b>PLANNING OF WORK-BASED PROGRAMME</b></p> <ul style="list-style-type: none"> <li>• Have a comprehensive range of cognitive and practical skills to:               <ul style="list-style-type: none"> <li>○ prepare for the mentoring process in terms of time and energy and implement creative solutions where necessary. <b>(S13)</b></li> <li>○ prepare the workplace to accept the learner (inform the learner and inform others). <b>(S14)</b></li> <li>○ use learning outcomes to plan workplace learning and identify work tasks that correspond to these learning outcomes (as set in the curricula set by the vocational school/training institute). <b>(S15)</b></li> <li>○ identify strengths and limitations in the learner discover his/her abilities <b>(S16)</b></li> <li>○ draft, develop and present the mentoring concept to the learner, according to the specific nature and learning style of the learner and his/her life and professional situation. <b>(S17)</b></li> <li>○ assess organisational resources, staffing and staff capacity to support a workplace learning programme . <b>(S18)</b></li> <li>○ understand and apply policies against social exclusion. <b>(S19)</b></li> </ul> </li> </ul>	<p><b>DEVELOPMENT OF LEARNER'S PERFORMANCE</b></p> <ul style="list-style-type: none"> <li>• Take responsibility for the professional development of the learner. <b>(C7)</b></li> </ul> <p><b>IMPLEMENTATION AND MANAGEMENT OF THE WORK-BASED PROGRAM</b></p> <ul style="list-style-type: none"> <li>• Plan activities and tasks to ensure that the agreed learning objectives will be met. <b>(C8)</b></li> <li>• Plan, negotiate and implement the learning programme with the learner, the learner's tutor and where relevant with key people in the work organisation. <b>(C9)</b></li> <li>• Ensure that the implementation of the work based learning programme enables the agreed learning objectives to be met in the context of the specific workplace taking into account unpredictable changes. <b>(C10)</b></li> <li>• Ensure that all the resources required to support the learning programme in place (including suitably qualified/experienced personnel) are available. <b>(C11)</b></li> <li>• Agree learning programmes with the learner and the tutor. <b>(C12)</b></li> <li>• Agree learning programmes with the learner and the tutor contributing in its design wherever possible. <b>(C13)</b></li> <li>• Implement adaptations to the workplace or working methods to accommodate the learner. <b>(C14)</b></li> </ul>

<b>Knowledge</b>	<b>Skills</b>	<b>Competence</b>
<ul style="list-style-type: none"> <li>○ common factors and barriers in the transition from full-time education or unemployment to work, or from one work role to another. <b>(K16)</b></li> <li>○ the learning objectives the work-based programme aims to meet. <b>(K17)</b></li> <li>○ the learner’s programme including timescale, objectives and assessment requirements. <b>(K18)</b></li> <li>● Have factual knowledge of: <ul style="list-style-type: none"> <li>○ the operational context, working methods, resources and relevant personnel of the employing organisation. <b>(K19)</b></li> <li>○ key personnel and support available from the learner’s college, training organisation or training department. <b>(K20)</b></li> <li>○ the curriculum for the particular module to be trained at the work place. <b>(K21)</b></li> </ul> </li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>● Have comprehensive knowledge of: <ul style="list-style-type: none"> <li>○ the specific method used to plan and implement individual learning programmes including timescale, objectives and assessment requirements. <b>(K22)</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ apply best practice for achieving social integration. <b>(S20)</b></li> <li>○ undertake initiatives for networking of the training programme with various stakeholders (local / regional bodies, companies, VET, Public Employment Service, etc). <b>(S21)</b></li> <li>○ assess the match between the learner and the programme that the organisation can offer. <b>(S22)</b></li> </ul> <p><b>NEGOTIATION OF WORKBASED PROGRAMME</b></p> <ul style="list-style-type: none"> <li>● Have a comprehensive range of cognitive and practical skills to: <ul style="list-style-type: none"> <li>○ negotiate the work-based learning programme with all stakeholders: learner, tutor, company management and staff <b>(S23)</b></li> <li>○ establish commitments and make an agreement on the targets, procedures and methods of the development process. <b>(S24)</b></li> <li>○ agree learning programmes (including timescale, objectives and assessment requirements) together with learner and tutor <b>(S25)</b></li> <li>○ make adjustments when needed due to specific needs of the learner or due to unforeseeable changes in the workplace. <b>(S26)</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Design and monitor the training programme in accordance with human, civil and social rights. <b>(C15)</b></li> <li>● Network and communicate in order to support the work-based programme. <b>(C16)</b></li> </ul> <p><b>MENTOR RELATED ISSUES</b></p> <ul style="list-style-type: none"> <li>● Review and improve own performance in planning, negotiating and implementing the learner’s work-based programme. <b>(C17)</b></li> </ul>

<b>Knowledge</b>	<b>Skills</b>	<b>Competence</b>
	<ul style="list-style-type: none"> <li>○ assess and negotiate adjustments needed to accommodate individual learner’s needs as well as match the targets, procedures, methods of the development process to individual learning style of the learner. <b>(S27)</b></li> </ul> <p><b>IMPLEMENTATION OF THE WORKBASED PROGRAMME</b></p> <ul style="list-style-type: none"> <li>● Have a comprehensive range of cognitive and practical skills to:               <ul style="list-style-type: none"> <li>○ balance work demands and learning needs. <b>(S28)</b></li> <li>○ create and negotiate sufficient learning opportunities to ensure that the learner is supported to meet the objectives of the learning programme. <b>(S29)</b></li> <li>○ encourage experimental and creative thinking in the course of mentoring process. <b>(S30)</b></li> </ul> </li> </ul>	
<b>Support and encourage the learner in the workplace</b>		
<ul style="list-style-type: none"> <li>● Have comprehensive knowledge of:               <ul style="list-style-type: none"> <li>○ specific motivational theories and theories related to coaching and support. <b>(K23)</b></li> <li>○ specific principles and methods for supporting learners or new employees in the workplace as well as process of support during mentoring. <b>(K24)</b></li> <li>○ core professional values as well as the code of ethics and working culture in the specific organisation. <b>(K25)</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Have a comprehensive range of cognitive and practical skills to:               <ul style="list-style-type: none"> <li>○ provide effective support and coaching in the workplace using specific tools and techniques. <b>(S31)</b></li> <li>○ describe, explain and use specific techniques to handle questions of the learner ( as well as worries and stress). <b>(S32)</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Support the learner’s progress on the learning programme and in the organisation, including where necessary through acting as a representative for the learner’s interests. <b>(C18)</b></li> <li>● Provide an appropriate level of support to the learner in order to meet his/her learning objectives, personal objectives as well as (within limits) to resolve personal issues. <b>(C19)</b></li> <li>● Ensure that the learner has an adequate ongoing level of support by workplace management and colleagues for learning and where relevant settling into the organisation <b>(C20)</b></li> </ul>

<b>Knowledge</b>	<b>Skills</b>	<b>Competence</b>
<ul style="list-style-type: none"> <li>○ specific methods of training and mentoring in the workplace and their applications and relative merits. <b>(K26)</b></li> <li>○ specific process of support during mentoring. <b>(K27)</b></li> <li>○ the term corporate culture and why it is important. <b>(K28)</b></li> <li>○ specific multiculturalism and cultural diversity issues. <b>(K29)</b></li> <li>● Have factual knowledge of:               <ul style="list-style-type: none"> <li>○ people and other resources that will also contribute to the success of the learner in the work-based programme. <b>(K30)</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ support the learner’s progress on the learning programme and in the organisation, representing where necessary the learner’s interests in the work setting. <b>(S33)</b></li> <li>○ assess the learner’s familiarity with the workplace and support the learner as necessary during the induction process, including working and social practices, workplace facilities and regulations. <b>(S34)</b></li> <li>○ describe, explain and use specific techniques for motivating the learner including motivation for adaptation of new behaviour, taking into account different alternatives and selecting the most appropriate. <b>(S35)</b></li> <li>○ communicate with and listen to the learner regarding issues with the work-based programme. <b>(S36)</b></li> <li>○ respond effectively to the learner’s concerns on how to balance the requirements of supervisor, mentor and tutor on a day -to-day basis. <b>(S37)</b></li> <li>○ assess the type and level of support needed by different learners and act accordingly. <b>(S38)</b></li> <li>○ discuss professional values as well as code of ethics that the learner should have in order to enter or maintain his/her job or in order to further develop his/her career. <b>(S39)</b></li> </ul>	<ul style="list-style-type: none"> <li>● Review and communicate with the tutor to resolve issues related to support. <b>(C21)</b></li> </ul> <p><b>MENTOR RELATED ISSUES</b></p> <ul style="list-style-type: none"> <li>● Review and improve own performance in supporting the learner. <b>(C22)</b></li> </ul>



<b>Knowledge</b>	<b>Skills</b>	<b>Competence</b>
	<ul style="list-style-type: none"> <li>○ stimulate and guide reflection process. <b>(S40)</b></li> <li>○ recognize and integrate the cultural dimension in the educational process. explain the term ‘corporate culture’ in general to the learner and to describe the specifics of corporate culture of the specific company or organisation. <b>(S41)</b></li> </ul>	
<b>Monitor progress and provide feedback in the workplace</b>		
<ul style="list-style-type: none"> <li>● Have comprehensive knowledge of :               <ul style="list-style-type: none"> <li>○ specific principles and methods for assessing and monitoring work based programmes. <b>(K31)</b></li> <li>○ specific theories of provision of constructive feedback. <b>(K32)</b></li> <li>○ specific procedures for responding effectively to learner concerns. <b>(K33)</b></li> <li>○ specific principles of crisis management. <b>(K34)</b></li> <li>○ principles of health and safety at work <b>(K35)</b></li> </ul> </li> <li>● Have factual knowledge of :               <ul style="list-style-type: none"> <li>○ possible sources of additional support that can be made available to the learner (including subject/occupation, learning support and welfare). <b>(K36)</b></li> <li>○ contact persons in the organisation where learners can turn to in different situations. <b>(K37)</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Have a comprehensive range of cognitive and practical skills to:               <ul style="list-style-type: none"> <li>○ provide effective and constructive feedback to the learner. <b>(S42)</b></li> <li>○ agree with the learner on further steps to be taken. <b>(S43)</b></li> <li>○ apply a systematic process (using tools and techniques) to review the learner’s progress through checking on specific performance milestones designed based on the learning objectives. <b>(S44)</b></li> <li>○ communicate with and listen to the learner regarding issues with the work-based programme. <b>(S45)</b></li> <li>○ intervene in an appropriate way and on appropriate time to support learning and the learner’s progress. <b>(S46)</b></li> <li>○ guide the learner to use sources of additional support that can be made available to the learner (including subject/occupation, learning support and welfare). <b>(S47)</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Provide constructive feedback to the learner on progress and ensure he/she has adequate opportunities to discuss issues and negotiate changes. <b>(C23)</b></li> <li>● Develop the assessment requirements for the learner. <b>(C24)</b></li> <li>● Review the learning progress with the learner at regular intervals, taking supportive action where necessary to aid progress. <b>(C25)</b></li> <li>● Effectively manage crises that affect the learner’s programme. <b>(C26)</b></li> <li>● Monitor the learner’s progress and provide feedback. <b>(C27)</b></li> <li>● Ensure that any requirements for formal assessment or reporting are met in coordination with the tutor. <b>(C28)</b></li> <li>● Ensure that the progress of the learner is being reviewed effectively through cooperation with the learner and his/her tutor at agreed and regular time intervals taking relevant and supportive action where necessary to aid progress. <b>(C29)</b></li> </ul>

<b>Knowledge</b>	<b>Skills</b>	<b>Competence</b>
<ul style="list-style-type: none"> <li>○ the specific review, assessment and reporting requirements of the learner's programme. <b>(K38)</b></li> <li>○ specific theoretical knowledge within the specific technical field. <b>(K39)</b></li> </ul>	<ul style="list-style-type: none"> <li>○ support relevant contact persons in concentrating on the learning process, documenting it and ensuring that the learner's potential is fulfilled. <b>(S48)</b></li> <li>○ form and use tools for the learner's self-assessment. <b>(S49)</b></li> <li>○ uncover problems that may arise regarding the learner's job satisfaction and help in their solution. <b>(S50)</b></li> </ul>	<ul style="list-style-type: none"> <li>● Ensure the involvement of others in the work-based programme confirming that they have adequate opportunities to discuss issues and negotiate changes. <b>(C30)</b></li> <li>● Ensure effectively unexpected professional situations arising during work-based learning. <b>(C31)</b></li> <li>● Manage any difficulties that the learner has with the programme, work tasks or organisation and negotiate suitable remedial action with the learner and with others as necessary. <b>(C32)</b></li> </ul> <p><b>TUTOR RELATED ISSUES</b></p> <ul style="list-style-type: none"> <li>● Review and improve his own monitoring performance. <b>(C33)</b></li> </ul>
<b>Evaluate the learning process and own contribution to it</b>		
<ul style="list-style-type: none"> <li>● Have comprehensive knowledge of: <ul style="list-style-type: none"> <li>○ specific principles of evaluation of work-based programmes based on the performance results. <b>(K40)</b></li> <li>○ specific evaluation methodologies and tools (including assessment tools and interpretation methods). <b>(K41)</b></li> <li>○ specific methods to analyse the evaluation results as well as their use in order to identify areas for improvement, both generally and for specific programmes. <b>(K42)</b></li> <li>○ specific principles for documentation and presentation of evaluation results. <b>(K43)</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Have a comprehensive range of cognitive and practical skills to: <ul style="list-style-type: none"> <li>○ design and use evaluation methods such as performance milestones, performance appraisals as well as formal interviews or informal discussions with the learner and any relevant stakeholders. <b>(S51)</b></li> <li>○ design and use tools and techniques to analyse the evaluation data. <b>(S52)</b></li> <li>○ draw useful conclusions from the evaluation and take appropriate actions. <b>(S53)</b></li> <li>○ document and present evaluation results. <b>(S54)</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate the learner's individual programme in terms of its effectiveness in meeting learning objectives. <b>(C34)</b></li> <li>● Evaluate the effectiveness of the specific workplace in providing relevant learning opportunities, support and take actions for its improvement. <b>(C35)</b></li> <li>● Evaluate the learner's individual programme in terms of its effectiveness in meeting learning objectives, placing emphasis on the implementation of the specific programme in the specific workplace for the specific learner. <b>(C36)</b></li> </ul>

<b>Knowledge</b>	<b>Skills</b>	<b>Competence</b>
<ul style="list-style-type: none"> <li>• Have factual knowledge of:               <ul style="list-style-type: none"> <li>○ main stakeholders participating in the evaluation including the learner and the tutor. <b>(K44)</b></li> <li>○ critical incidents, issues and successes in own support of the programme. <b>(K45)</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ use evaluation tools and techniques to evaluate the effectiveness of the work place in providing relevant learning opportunities and support, negotiate improvements, if needed. <b>(S55)</b></li> <li>○ help the learner to reflect on his/her performance and actions, identify development potential and take appropriate measures. <b>(S56)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the evaluation of the work-based programme is done systematically and that results of this evaluation are taken into account for the improvement of the work-based programme. <b>(C37)</b></li> <li>• Evaluate the extent to which the learner has achieved the relevant learning outcomes. <b>(C38)</b></li> <li>• Ensure that improvement potential for current and/or future learners is being identified and this information is passed on to relevant actors. <b>(C39)</b></li> <li>• Ensure that he/she reflects on the results of the evaluation, identifies his/her contribution in the evaluation results and acts accordingly. <b>(C40)</b></li> <li>• Take responsibility for his/her own work approach and role. <b>(C41)</b></li> <li>• Review and improve his/her own approach for evaluating the learning process. <b>(C42)</b></li> </ul>