Continuing education program for Mentoring in SMEs

TABLE OF CONTENTS

Introduction

For a company to operate successfully, skilled workers, throughout the whole operations are necessary. A worker gains more and more knowledge, skills and routines throughout his working life. Nevertheless, many young or new employees do not yet have all the necessary knowledge, skills and abilities.

European societies and therefore also European companies are in the middle of a significant demographic change. Numerous skilled workers from the baby boomer generation are approaching retirement age within the next couple of years. At the same time young people from the generation Z, with different perceptions about work and life are entering the job market.[1]

For companies to cope with these changes, alignment and boundary between generations are necessary for a number of reasons:

- Generation differences are so big, that both sides can learn from each other.
- Younger generations may need help to understand the working world of the older generations in which they will be operating in the coming years.
- Older generations should pass their experiences and knowledge to younger workers, to ensure a smooth generational transition and the company's functionality.
- With life expectancy getting longer and longer, many older people might need a purpose after they retire at 59-67 (depending on the EU country).

The aim of this course is to provide on the one hand, potential mentors with guidance and assistance to provide advice and support to new or younger employees (part 1 and 3) and on the other hand to mediate guidance and assistance to teachers as well as SME advisors who provide guidance and support for the on-the-job learning phases (part 2).

Part 1 of this further training course consists of 4 different modules, imparting knowledge about relevant mentoring areas:

- Module 1: Introduction
- Module 2: Perception, Active Listening, Questioning
- Module 3: Coaching models, Feedback
- Module 4: Communication and Conflict Management

---

[1] cf. REGROW HR-Management concept for a detailed analysis.

Part 2 of the training course consists of a self-study and implementation phase for the participants and a guidance and support on-the-job learning phase for the teachers and SME advisors.

Part 3 is a reflection and sharing of the experience phase for the participants, enriched by observations of the teachers and SME advisors.

- Module 5: Reflection and sharing of experiences

Course

This course has been designed to fulfil the needs described above. The training, which includes theoretical lectures, group work as well as training in the practice is set to the EQF-level 5.

Target groups

There are a total of three target groups included in this training program:

1. **Experienced employees in SMEs** are the main target group and beneficiaries of this training program. With the implementation of the program in the SMEs, they are to be specifically recruited for mentor training and activities.
2. **Consultants and teachers** who use this training program as part of their teaching and consulting activities and provide professional training for older SME employees on specific issues of human resources management in SMEs.
3. Beneficiaries are **new and inexperienced employees of SMEs**, who receive all possible assistance, advice and guidance from the mentors during the induction process or in later everyday business life in cases of professional development, conflict, specific individual questions, etc.

Teaching and learning objectives

The success of a company depends in particular on the qualifications of its employees. This training program is designed to provide company specialists with important competencies in mentoring skills.

After this training the participant should be able to

- Design, formulate and implement a mentoring strategy in his company.

- Master various active listening and questioning techniques.

- Give high-qualitative and constructive feedback.

- Provide supportive coaching according to the methods imparted in this training course.

- Communicate constructively and at eye level.

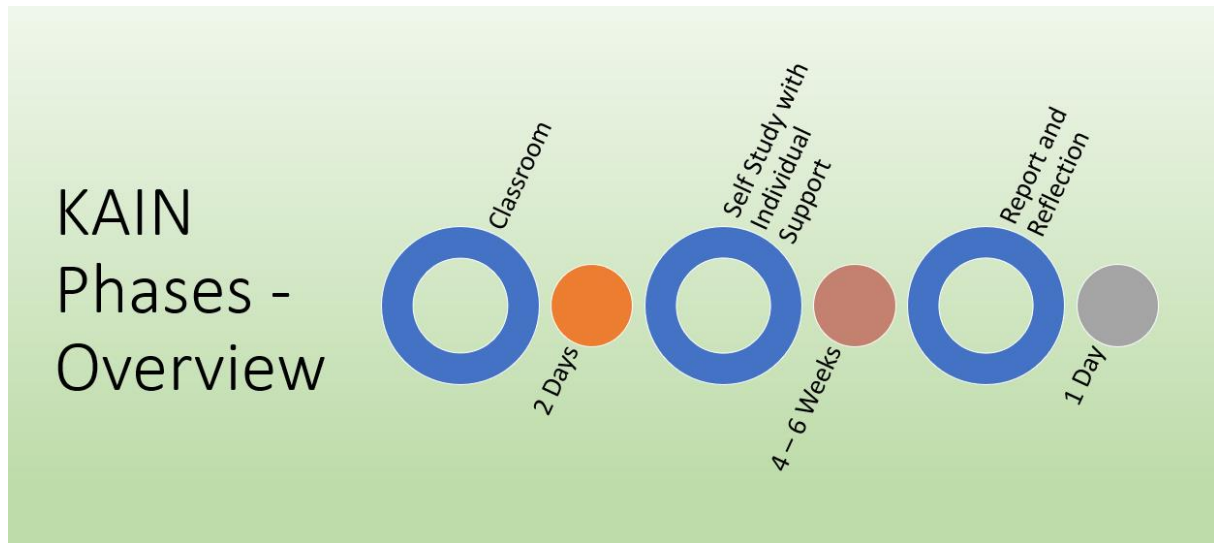- Identify potential conflicts and to solve conflicts that take place.

Schedule

This course is divided into three parts according to the KAIN method (**K**nowledge **A**cquisition according to **I**ndividual **N**eeds).

The training begins with a **2-day theoretical part** where the basic issues of each topic will be clarified through lessons, group work and case studies. 4 modules should be thought during these 2 days. It is up to the lecturers to teach the 4 modules either in two full day lessons or 4 half-day lessons. The materials are designed in a way that both, in-person and online teaching is possible. The teacher should revise the materials in detail before teaching, to select appropriate individual and group work from the slides. If the training takes place in an online format, it must be ensured that the teacher has sophisticated digital teaching skills to provide a flawless teaching experience (e.g. organize breakout sessions for group work, share videos, etc.).

At the end of the theoretical part the lecturers' tasks are to lead the process of developing mentoring ideas to be implemented in the company (e.g. setting up a mentoring plan or first on-hand mentoring experiences). This practice part lasts 4 to 6 weeks. Here the participants should apply the content and methods, studied during the 2-day theoretical part. The lecturer is supporting the participants during this learning phase with implementation support and is expected to schedule at least 1 online or in-person meeting with each participant. During the practice the participant will also prepare a presentation concerning his mentoring implementation project during the in-company period.

After the practice is completed, a seminar of 1 day (exact duration depends on number of participants) will be hold. In this seminar the participants present their implementations, discuss their experiences and ideas, and evaluate the training.

KAIN Phases - Overview

Classroom — 2 Days

Self Study with Individual Support — 4 – 6 Weeks

Report and Reflection — 1 Day

Completion

Participants will be issued a qualified participant confirmation by the organizing institution upon successful completion of the training. This participant confirmation shall contain:

- Name of the participant and the sending company
- Name, topic, scope and duration of the training
- Logo of the hosting organization, Co-funded by Erasmus+ logo, signature

Evaluation

The training is to be evaluated on the basis of the enclosed evaluation concept and with the help of the evaluation forms. Details on the preparation, implementation and evaluation of the evaluation procedure can be found in the enclosed documents. An evaluation of this training is mandatory, as it is essential for a functioning quality control and continuous improvement of the training and the materials.

Content of the course

KAIN PHASE I

Module 1 - Introduction

Time	Min	Topic	Comments	Tool
8.00	5	Welcome, project introduction, practical things and introduction into the educational institution		Slide 1
8.05	15	Presentation of participants - Name - Company - Job - Function – Education - Expectations		Slides 2 - 4
8.20	10	Content of the mentoring program and networking between participants		Slides 5 - 7
8.30	20	Theory – Mentoring and Mentorship		Slides 8 - 12
8.50	15	Exercise coaching, supervision, teaching, therapy guidance		Slide 13
9:05	15	Theory - Coaching, Supervision, Teaching, Therapy, Guidance		Slides 14 - 18
9.20	40	Assignment Mentor Role		Slide 19
10.00	15	Coffee break		Slide 20
10.15	20	Assignment Mentor Role - continuation		Slide 19
10.35	15	Mentorship		Slides 21 – 31
10.50	20	Exercise Comfort Zone		Slide 32
11.10	20	Mentor and Mentee roles		Slides 33 – 38
11.30	20	Values		Slides 39 – 48
11.50	10	Repetition and home assignment		Slides 49 - 50
12.00		End of Module 1		Slide 51

Module 2 - Perception, Active Listening, Questioning

Time	Min	Topic	Comments	Tool
13.00	5	Welcome and outline for the day		Slides 1 - 2
13.05	10	Perception		Slides 3 - 7
13.15	20	Representation System		Slides 8 - 15
13:35	20	Exclusions, Generalizations and Distortions		Slides 16 - 20
13:50	20	Active Listening		Slides 21 - 27
14.10	20	Questions		Slides 28 - 34
14.30	25	Exercise - Ask and reflect		Slide 35
15.00	15	Coffee break		Slide 36
15.15	40	Exercise - Ask and reflect		Slide 35
15.55	10	Goal Setting		Slides 37 - 39
16.05	10	SMART Model		Slides 40 - 42
16.20	20	SMART Exercise		Slide 43
16.35	20	DECC Model		Slides 44 - 49
16.55	5	Reflection about the content of the first two modules		Slide 50
17.00		End of Module 2		

Module 3 - Feedback, Coaching Models, Diversity

Time	Min	Topic	Comments	Tool
8.00	5	Welcome		Slide 1
8.05	5	KAIZEN		Slides 2 - 4
8.10	10	Development ladder and Johari's window		Slides 5 - 7
8.20	20	Feedback		Slides 8 - 17
8.40	10	Report / Matches / Mirrors		Slides 18 - 20
8.50	10	Backtracking		Slides 21 - 22
9.00	20	Backtracking exercise		Slide 23
9.20	20	Appreciative Inquiry		Slides 24 - 36
9.40	10	Question types		Slide 40
9.50	10	Case Tove and Signe		Slide 41
10.00	15	Coffee break		Slide 37
10.15	20	Case Tove and Signe - Continuation		Slide 41
10.35	10	Question types - Continuation		Slides 42 - 45
10.45	15	DECC Model - continuation		Slides 46 - 54
11.00	10	GROW Model		Slides 56 - 57
11.10	15	SLII Model		Slides 58 - 64
11.25	10	Positive Deviance and story of the frogs		Slides 65 - 78
11.35	15	Diversity		Slides 80 - 89
11.55	5	Goal Grid		Slides 90 - 93
12.00		End of Module 3		Slide 94

Module 4

Time	Min	Topic	Comments	Tool
8.00	5	Welcome		Slide 1
8.05	15	Target clarification - Goal Grid exercise		Slide 2
8.20	10	Relations and communication		Slides 3 - 8
8.30	10	Giraffe and wolf language		Slides 9 - 18
8.40	10	Exercise Giraffe and wolf language		Slide 19
8.50	55	Conflict management incl. exercise		Slides 20 - 51
9.45	15	Assertion		Slides 52 - 58
10.00	15	Coffee break		
10.15	30	Conversations – difficult conversations		Slides 60 - 79
10.45	20	Practice asking in-depth questions		Slide 80
11.05	10	Conversations – difficult conversations - Continuation		Slides 81 - 82
11.15	10	Summary: asking questions		Slides 83 - 87
11.25	10	Believes		Slides 88 - 91
11.35	20	Shifting conversations		Slides 92 - 102
11.55	5	Home assignment and evaluation		Slides 104 - 106
12.00		End of Module 4		Slide 107

<u>KAIN PHASE II</u>

Learning and project implementation phase at the workplace	
Duration	4 – 6 weeks
Content	Participants implement a project in the thematic area of this training course in their company. They are required to apply the skills and knowledge acquired in the first part of the training. For a sustainable learning effect, it is crucial that trainees plan, implement, evaluate, document and critically reflect on their own project or their own activities with regard to improving their individual situation. The lecturers support in this phase is crucial for the trainings' success.
Coaching	This course phase is accompanied and assisted by the courses' lecturers and their technical advice and support. Lecturers can give a simple general consultation in the sense of passing on relevant information to an intensive accompaniment in the sense of coaching. The duration depends on the individual. They are required to have at least one consultation with each participant of the course. It is recommended to conduct these visits on company sight. Nevertheless, it is also possible to have online consultations.

KAIN PHASE III

Module 5 - After 4 – 6 weeks

Time	Min	Topic	Comments	Tool
8.00	15	Welcome - Program for the day		Slides 1 – 2
8.15	95	Participants present their work in the company 10 min per participant. The other participants ask questions along the way. Part I	Plenary	Slide 3
10.00	15	Coffee break		
10.15	95	Participants present their work in the company 10 min per participant. The other participants ask questions along the way. Part II	Plenary	Slide 3
12.00	60	Lunch		
13:00	60	Reflection Encountered difficulties, additional effects, problems and further development	Groups of 3	Slides 4 - 6
14:00	30	Group discussion of each topic, each group Part I	Plenary	Slide 7
14:30	15	Coffee break		
14:45	45	Group discussion of each topic, each group Part II	Plenary	Slide 7
15:30	30	Evaluation and Certificates		Slide 8 – 9
16:00		Thank you for participation - Goodbye		Slide 10

Materials

Developed in the course of the REGROW Project:

- HR Concept by REGROW (IO1)
- REGROW Module 1 Mentoring Training
- REGROW Module 2 Mentoring Training
- REGROW Module 3 Mentoring Training
- REGROW Module 4 Mentoring Training
- REGROW Module 5 Mentoring Training
- Implementation of the KAIN method
- Teaching material for mentoring training

External Material:

Topic	Material
Generation Z	- Schroth, H. (2019). Are you ready for Gen Z in the workplace?. *California Management Review*, *61*(3), 5-18. - Pichler, S., Kohli, C., & Granitz, N. (2021). DITTO for Gen Z: A framework for leveraging the uniqueness of the new generation. *Business Horizons*. - https://www2.deloitte.com/us/en/pages/consumer-business/articles/understanding-generation-z-in-the-workplace.html - https://www.raconteur.net/the-hive/gen-z-workforce-motivation-communication-purpose/
Mentoring	- Alred, G., & Garvey, B. (2019). *Mentoring* (Vol. 92). Pocketbooks. https://books.google.de/books?id=1uiRDwAAQBAJ&lpg=PP1&ots=CZPXgTyYfk&dq=mentoring&lr&hl=de&pg=PP1#v=onepage&q=mentoring&f=false - Julie Starr (2014) The Mentoring Manual - Your Step by Step Guide to Being a Better Mentor. Pearson https://www.google.de/books/edition/The_Mentoring_Manual/fAHEoAEACAAJ?hl=de - UK Government Communication Service – The mentor and mentee guide. https://gcs.civilservice.gov.uk/academy/mentoring/the-mentor-and-mentee-guide/
Values	The Five Values That Great Mentors Share - Patricia Duchene (2019)

	https://www.forbes.com/sites/patriciaduchene/2019/05/21/the-five-values-that-great-mentors-share/ • Top 10 Qualities of a Good Mentor – Franchise Growth Partners: https://franchisegrowthpartners.com/top-10-qualities-of-a-good-mentor/
Representation system	• Renewal Technologies Inc. - NLP's Auditory Digital Representational System: https://www.renewal.ca/nlp48.html • What is a representational system - Anthony Beardsell: https://www.youtube.com/watch?v=KV_uvhOTffg
Omissions, generalizations, distortions	• Cf. teaching materials: Omissions, generalizations, distortions • Chris Delaney – Generalisations Deletions and Distortions: https://christopher-delaney.com/2013/11/11/do-you-have-signs-of-low-self-esteem-2/ • Psychology Tools - Cognitive Distortions: Unhelpful Thinking Habits: https://www.psychologytools.com/articles/unhelpful-thinking-styles-cognitive-distortions-in-cbt/
Active Listening	• Mindtools – Active Listening: https://www.mindtools.com/CommSkll/ActiveListening.htm • Centre for creative leadership - Use Active Listening Skills to Coach Others: https://www.ccl.org/articles/leading-effectively-articles/coaching-others-use-active-listening-skills/ • The balance careers - Active Listening Definition, Skills, and Examples: https://www.thebalancecareers.com/active-listening-skills-with-examples-2059684
Questions	• Indeed - 15 types of questions: https://www.indeed.com/career-advice/career-development/types-of-questions • Typetalk - The 8 essential questioning techniques you need to know: https://www.typetalk.com/blog/the-8-essential-questioning-techniques-you-need-to-know/ • How to Ask Better Questions | Mike Vaughan | TEDxMileHigh - https://www.youtube.com/watch?v=J8xfuCcXZu8
Goal Setting	• Mindtools – Personal goal setting: https://www.mindtools.com/page6.html • How to Achieve Your Most Ambitious Goals | Stephen Duneier | TEDxTucson - https://www.youtube.com/watch?v=TQMbvJNRpLE • Betterup - How to set goals and achieve them: 10 strategies for success: https://www.betterup.com/blog/how-to-set-goals-and-achieve-them
SMART Model	• Cf. teaching material – SMART Model

	• Why the secret to success is setting the right goals | John Doerr - https://www.youtube.com/watch?v=L4N1q4RNi9I • Tony Robins - Achieve more with SMART goals: https://www.tonyrobbins.com/career-business/the-6-steps-to-a-smart-goal/
DECC Model	• Cf. REGROW Mentoring Training Teaching Materials
KAIZEN	• Wikipedia – KAIZEN: https://en.wikipedia.org/wiki/Kaizen • Kaizen at Home - 90 Days to Success | Mike Morrill | TEDxUtica: https://www.youtube.com/watch?v=yC3S9e7yl_0 • Techtarget – Kaizen (continuous improvement): https://www.techtarget.com/searcherp/definition/kaizen-or-continuous-improvement
Feedback	• Mindtools – Giving Feedback: https://www.mindtools.com/pages/article/newTMM_98.htm • Champlain College Online – How to gove constructive feedback in the workplace: https://online.champlain.edu/blog/giving-constructive-feedback • Simon Sinek – Feedback is a gift: https://www.youtube.com/watch?v=tttv9lRPcLA
Backtracking	• Coaching and the journey – The art of building rapport, Part II: Deep Listening & Backtracking: https://coachingandthejourney.wordpress.com/2012/10/22/the-art-of-building-rapport-part-ii-deep-listening-backtracking/
Appreciative Inquiry	• Positive Psychology - How to Apply Appreciative Inquiry: A Visual Guide: https://positivepsychology.com/appreciative-inquiry-process/ • Positive Psychology - 4 Appreciative Inquiry Tools, Exercises and Activities: https://positivepsychology.com/appreciative-inquiry-tools/ • Positive Psychology - 119+ Appreciative Inquiry Interview Questions and Examples: https://positivepsychology.com/appreciative-inquiry-questions/
GROW Model	• Performance Consultants – The GROW Model: https://www.performanceconsultants.com/grow-model • The right questions – How to use the GROW Model: https://www.youtube.com/watch?v=D7U0p-JIqcw • The coaching tools company - The GROW Model Explained for Coaches (plus .PDF): https://www.thecoachingtoolscompany.com/the-grow-model-explained-for-coaches-questions-tips-more/

SLII Model	• Betterup - Situational leadership: What it is and how to build it: https://www.betterup.com/blog/situational-leadership-examples • Psychology Iresearchnet - Situational Approach to Leadership: https://psychology.iresearchnet.com/papers/situational-approach-to-leadership/ • EMP - Situational Leadership Model Explained: https://www.youtube.com/watch?v=pykuvuA-QFU
Positive Deviance	• Think learn succeed - Why I love coaching positive deviants: https://thinklearnsucceed.com.au/why-i-love-coaching-positive-deviants/ • Teaching Expertise - Positive deviance: tapping into the power of your hidden change agents: https://www.teachingexpertise.com/articles/positive-deviance-power-of-hidden-change-agents-486/ • To solve hard challenges, we must look for the positive deviants | Monique Sternin | TEDxMidAtlantic - https://www.youtube.com/watch?v=B8J4fc3XyV4
Diversity	• Cf. REGROW HR- Management concept • Torch – How to build a diverse workplace with coaching and mentoring: https://bit.ly/3Q02Hi6 • Emberin - How Coaching & Mentoring Can Make Your Organisation More Inclusive: https://www.emberin.com/coaching-mentoring-inclusive-organisation/
Goal Grid	• Smartdraw - A Strategic Planning Tool: The Goals Grid: https://www.smartdraw.com/strategic-planning/strategic-planning-goals-grid.htm • Wellshare - Goals Grid - A new tool for strategic review: https://www.wellshare.com.au/blog/goals-grid-a-new-tool-for-strategic-review • Grid Goal - https://www.gridgoal.com/
Relations and communication	• HelpGuide - Nonverbal Communication and Body Language: https://www.helpguide.org/articles/relationships-communication/nonverbal-communication.htm • Marbella International University Centre – The importance of non-verbal communication: https://miuc.org/importance-of-non-verbal-communication/ • Guider - The Best Communication Techniques for Mentors: https://www.guider-ai.com/blog/communication-techniques-for-mentors • Effective Confrontation | Simon Sinek -

	https://www.youtube.com/watch?v=2M_kCCcNDts
Conflict Management	• The beauty of conflict | Clair Canfield | TEDxUSU - https://www.youtube.com/watch?v=55n9pH_A0O8 • Workmates - 7 Tips on How to Manage and Resolve Conflict in the Workplace: https://www.hrcloud.com/blog/7-tips-on-how-to-manage-and-resolve-conflict-in-the-workplace • OHSU – Resolving Conflict: https://www.ohsu.edu/school-of-medicine/mentoring/resolving-conflict
Difficult conversations	• Toby Sinclair - How To Lead Difficult Conversations: https://www.tobysinclair.com/post/difficult-conversations • We Need DIFFICULT CONVERSATIONS | Simon Sinek: https://www.youtube.com/watch?v=8p7UOJi67UU • Centrer for Creative Leadership - 5 Steps for Tackling Difficult Conversations: https://www.ccl.org/articles/leading-effectively-articles/5-steps-for-tackling-tough-conversations/