EcoMentor
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Standard of professional competence
for mentor in the sector of eco-industry
(final version)

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Introduction

The "Standard of professional competence for mentor in the sector of eco-industry" is addressed to mentors working at the following sub-sectors of the eco-industry: waste management, recycled materials, and renewable energy. This standard reflects knowledge, understanding, performance criteria, skills and common set of behaviours that a person playing the role of "Mentor in the eco-industry" should have in the following competences:

A. Plan mentoring activities

B. Conduct mentoring activities

C. Evaluate mentoring activities

As mentors defined the experienced employees who have been selected by their company to assist new employees or indeed existing employees to obtain new vocational qualifications. The mentor provides supervision; learner support and guidance to trainees in the workplace during the qualification process. This could also include trainees participating in internships or formal apprenticeships within the company.

PLAN MENTORING ACTIVITIES

No.	Knowledge & Understanding
1.	Values, ethics, and principles underpinning mentoring
2.	Role of mentor in learning process
3.	Stages of the mentoring process and the critical factors of success in each stage
4.	Information and resources needed for mentoring
5.	Models and methods for analysis and identification with the learner their needs and requirements which can be met by mentoring
6.	Ways of effectively establishing the rules and boundaries of the mentoring relationship
7.	Methods for identification of learning objectives and learner's goals which the work-based mentoring programme aims to meet
8.	Legal and organisational requirements relating to data protection, privacy, and confidentiality
9.	Principles of Adult Education and VET
10.	Different learning styles and learning capabilities
11.	Methods used to develop and agree with the learner plans and to implement individual learning programmes including timescale, objectives, measures of success and review and assessment requirements
12.	Ways of preparing and agreeing on the contractual arrangements with the learner according to organisational policies and procedures
13.	Understand record keeping requirements for documents pertaining to the mentoring planning process

No.	Performance criteria, skills
1.	Prepare for the mentoring process in terms of time and resources
2.	Prepare the workplace for mentoring activities (inform the learner and inform others)
3.	Identify and agree with the learner their requirements which can be met by mentoring
4.	Agree on the rules and boundaries of the mentoring relationship and understand how they will be recognised and maintained
5.	Assess and accommodate individual learner's objectives and needs using models and methods
6.	Evaluate which types of learning would be most effective for the learner
7.	Develop and agree on the plan of the mentoring programme with the learner and where relevant with key people in the work organisation
8.	Use structured learning goals to plan workplace learning, agreeing with the learner appropriate measures for success for the review and evaluation

| 9. | Ensure that contractual arrangements reflecting expected outcomes of the mentoring programme are put into place before beginning the mentoring process and agree with the learner the rules for their recording and updating |
| 10. | Maintain mentor planning records in line with corporate policy |

CONDUCT MENTORING ACTIVITIES

No.	Knowledge & Understanding
1.	Principles, approaches, and methods of mentoring in the context of implementation of successful work-based learning programmes
2.	Organisational policies and procedures relevant to the mentoring process (recording interactions, objectives and goals; recording the conclusion of mentoring relationship and contract)
3.	Operational context, working methods, resources and relevant personnel of the employing organisation
4.	Key personnel and support available from the learner's college, training organisation or training department
5.	Common factors and barriers affecting the mentoring process in the workplace
6.	Specific procedures for responding effectively to learner concerns
7.	Conflict resolution theories, methods, and models, active listening principles and techniques that can be used during mentoring process
8.	Sources of support to deal with learner relationship issues which are outside own expertise of authority
9.	Principles and methods for assessing and monitoring learner's progress and providing feedback and ways to enable learner to modify their goals based on the progress
10.	Basic principles of formative evaluation of work-based mentoring programmes
11.	Organisational review, assessment and reporting requirements of the learner's programme
12.	Understand record keeping requirements for documents pertaining to mentoring activities

No.	Performance criteria, skills
1.	Use specific mentoring techniques and methods for achieving learning outcomes and learner's goals including motivation for adaptation of new behaviour, taking into account different alternatives and selecting the most appropriate
2.	Work with learner to undertake the learning
3.	Create and provide sufficient learning opportunities to ensure that the learner is supported to meet the objectives of the learning programme in the sector of eco-industry

No.	
4.	Ensure that the learner has an adequate ongoing level of support by workplace management and colleagues for learning and where relevant settling into the organization
5.	Explain the term 'corporate culture' in general to the learner and to describe the specifics of corporate culture of the specific company or organisation
6.	Communicate effectively with the learner using practical communication tools and techniques
7.	Identify and effectively manage any factors that affect the learner's programme
8.	Develop solutions to problems arising during mentoring process taking into account the input from the learner
9.	Uncover problems that may arise regarding the learner's job satisfaction and help in their solution
10.	Agree and record the interactions, outcomes, and progress towards objectives and goals with the learner in accordance with organisational requirements
11.	Review the learning progress with the learner at regular intervals, reflecting on the progress towards objectives and goals, revising and modifying objectives and goals and taking relevant supportive action where necessary to aid progress
12.	Ensure that any requirements for formal assessment or reporting are met
13.	Maintain records of interactions in appropriate format in line with organisational procedures
14.	Agree what further support or help learners may need and plan with them how it can be accessed
15.	Maintain mentoring activity records in line with corporate policy

EVALUATE MENTORING ACTIVITIES

No.	Knowledge & Understanding
1.	Basic principles of summative evaluation of work-based mentoring programmes
2.	Methods and tools (including assessment tools and interpretation methods, including Information and Communications Technology - ICT) for monitoring, reviewing and evaluating the mentoring process
3.	Methods to analyse the evaluation results as well as their use in order to identify areas for improvement
4.	Specific principles for documentation and presentation of evaluation results
5.	Understand record keeping requirements for documents pertaining to the evaluation of mentoring activities

No.	Performance criteria, skills
1.	Apply review and evaluation methods and tools (such as performance milestones, performance appraisals as well as formal interviews or informal discussions with the learner) for mentoring

	process
2.	Evaluate the learner's individual programme in terms of its effectiveness in meeting learning objectives
3.	Document and present evaluation results
4.	Draw useful conclusions from the evaluation process, identify areas for improvement and take appropriate actions
5.	Ensure that the evaluation of the work-based mentoring programme is done systematically taking into account the outcomes of learner's self-review and feedback from relevant stakeholders
6.	Ensure that results of evaluation of the work-based mentoring programme are taken into account for the improvement of the programme and organisational procedures and this information is passed on to relevant stakeholders
7.	Evaluate the effectiveness of the specific workplace in providing relevant learning opportunities, support and take actions for its improvement considering external influences
8.	Maintain mentoring evaluation records in line with corporate policy

COMMON SET OF BEHAVIOURS FOR ECOMENTORS

No.	Behaviours
1.	Take responsibility for own work approach and role
2.	Build and maintain rapport over sustained periods
3.	Act in a way that shows you are willing to help the learner
4.	Create and maintain an effective relationship with the learner that will help the learner to reach their professional goals
5.	Respect the client's need for information, commitment and confidentiality within legal and organisational requirements
6.	Adapt your personal style to empathise with different types of learner
7.	Listen and respond effectively and check understanding
8.	Seek to understand people's needs and motivations
9.	Invite a two-way exchange of information and feedback with the learner and others
10.	Enable the learner to take responsibility for and ownership of their objectives and goals
11.	Comply with, and ensure that others comply with, legal requirements, industry regulations, organisational policies and procedures and professional codes
12.	Identify opportunities for mentoring
13.	Encourage colleagues and stakeholders to recognise mentoring as a way to create and support a culture of learning and development in the organization