CONCEPTUALISING A TRAIN-THE-MENTOR PROGRAMME

EXPERT

TAKING ACTION

INTERFACE

SKILL ADDRESSED:
Conceptualising a Train-the-Mentor programme

LEVEL OF CHALLENGE:
Expert

TITLE OF ACTIVITY:
Taking Action

INTRODUCTION TO THE SKILL

Training mentors is important for several reasons. First, because newly recruited mentors might have several questions. They may need to learn about such skills as communication and problem solving. In the end, they may need to understand how they can become good mentors and effectively contribute to the positive inter-generational learning that their company is trying to achieve. They certainly need to know more about the potential inter-generational mentoring programme goals and expectations of the company and what is expected from them. Therefore, training adult mentors helps them develop the skills they need to create successful and effective relationships with their older more senior mentees in a context of reverse mentoring.

Through the following scenario, learners will be able to conceptualise their own Train-the-Trainer programme, as a first step towards the development of an inter-generational mentoring programme. The objective of this activity is to engage the learner into developing his/her own Train-the-Trainer programme using his/her own real workplace experience.

THE CHALLENGE

You now know the fundamentals of mentoring and reverse mentoring, the benefits and disadvantages of having an inter-generational mentoring programme and how to start. At this stage, you will have to prepare yourself to train your company younger employees into being mentors, based on the inter-generational learning attitude that you know your company wishes to boost among employees. Therefore, the scenario here is a real one, your company, your colleagues! So, how would you design an inter-generational Train-the-Trainer programme in your workplace?

You are asked to follow the indicated steps below to draft a Lesson Plan Model Canvas which you can use to implement a Train-the-Trainer programme in your workplace. This Lesson Plan Canvas should be based on the reverse mentoring and inter-generational learning concepts. You should consider the following three key areas:

1. **Mentoring mindset, the skills that matter**
   - Mentor profile: developing capabilities, inspiring, providing corrective feedback, managing risks, and opening doors.

- Mentee profile: active learning, initiative taking, follow through and managing relations.
2. **Establishing and managing relations**
   - Developing relational skills development: the ability to establish and maintain relationships, to foster a sense of belonging and trust.
   - Developing communication skills: active listening, questioning effectively (inquisitiveness), actively provide feedback, encouraging (reinforcement) and reflecting.
   - Developing resolution skills: to effectively manage conflicts and disagreements, and to negotiate (effective problem solving).
3. **Planning and managing mentoring meetings/sessions**
   - Main steps involved in formal mentoring meetings/sessions.
   - Methodologies, strategies, tools, and resources involved in formal mentoring meetings/sessions.

STRUCTURE

To complete your Lesson Plan Model Canvas, follow these steps:

1. **Purpose:** In this section, you should reflect on the purpose of the Train-the-Trainer program and its objective for effectively training an inter-generational workforce. How will introducing this program benefit both the older and younger members of the workforce? Define your overall objective for integrating this Train-the-Trainer program.

2. **Target Group:** Here, you should reflect on the diverse range of participants in your inter-generational workforce. Profile the age groups represented, their interests, personalities, qualities, strengths, academic levels, and identify any additional needs they might have in the learning process.

3. **Group Size:** This section requires consideration of the ideal group size for the Train-the-Trainer sessions. As effective learning often occurs in smaller groups, think about how to divide the participants into teams to complete the training challenges.

4. **Program Duration:** Determine the duration of the Train-the-Trainer program, considering its comprehensive coverage. Will it be completed in a single session or span across multiple workshops? If it extends over several workshops, decide if an additional Lesson Plan Canvas is necessary to support this approach.

5. **Facilitator:** Identify who will facilitate the Train-the-Trainer sessions. It can be you or an external trainer. Outline your plans and qualifications for the facilitation role.

6. **Training Venue:** Consider the location for the training sessions. Ensure there is ample space for breakout activities and group work. Additionally, ensure the venue provides sufficient internet access and IT facilities to support the training program.

7. **Learning Outcomes:** Review and finalise the learning outcomes previously developed for the Train-the-Trainer program. Ensure they align with the needs of the inter-generational workforce and are achievable within the context of the program.

8. **Preparation:** Draw upon the preparatory research done for the program and assess if there are any special preparations needed before delivering the Train-the-Trainer sessions. Make a note of any necessary arrangements.

9. **Budget:** Determine if a budget is required for the Train-the-Trainer program. If additional resources or support materials are needed, research quotes online or locally and include the required budget in this section.

10. **Training Material and Resources:** While the primary training material should be tailored for the inter-generational workforce, identify any additional materials required, such as handouts, stationery, art supplies, and IT equipment.

11. **Lesson Plan:** The final section is to develop a comprehensive lesson plan for the Train-the-Trainer program. Review the content and structure of the program, breaking it down into shorter sessions, including:

    - Introduction: Present an overview of the Train-the-Trainer program and its goals.

- Group Formation: Organise participants into smaller teams for more effective learning.
- Equipment Setup: Allow teams to gather the necessary materials and equipment for the training challenges.

Ensure the lesson plan is well-structured and accommodates the needs of the inter-generational workforce effectively.

ADDITIONAL RESOURCES:
- **Train-the-Trainer Model, How to Create a Train-the-Trainer Course** – https://www.fearlesspresentations.com/train-the-trainer-model-how-to-create-a-train-the-trainer-course/
- **What is Train-the-Trainer?** – https://www.td.org/talent-development-glossary-terms/what-is-train-the-trainer
- **Train the Trainer Course: A Complete Design Guide (With Examples)** – https://www.sessionlab.com/blog/train-the-trainer/
- **Lesson Plan Model Canvas – this can be found here!**
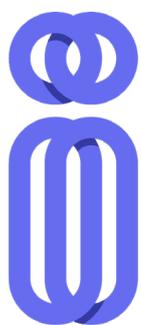
DEMONSTRATION AND EVALUATION

After completing this activity, learners will be able to demonstrate that they are able to conceptualise their own Train-the-Trainer programme based on their own real workplace experience as a first step to develop an inter-generational mentoring programme based on reverse mentoring.

Additionally, learners might also reflect on the following questions:
1. How to you think a Train-the-Trainer programme will be received in your company? Do you believe it will be supported by all employees' generations?
2. What insights or conclusions can you draw from your suggested Train-the-Mentor plan? Do you believe it is adequate to your workplace situation?
3. How can you effectively apply the Train-the-Mentor plan you have developed in your workplace? What actions do you need to take? Who do you need to involve?

Want to test your acquired skills? Take the following quiz: [link to final assessment quiz].

INTERFACE

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