

Corporate Qualification of the Mentor in the Dual Education System

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Abstract

The dual education system is one of the world-recognized models of training qualified staff. Due to consolidation of resources of all participants in this process, training of qualified staff meeting requirements of the employers is ensured. In terms of implementation of the dual education system, the task of providing production training of the trainee by a qualified mentor is becoming particularly relevant. The study is based on the use of methods of theoretical analysis, systematization, consolidation of scientific and educational literature on the subject of research and modeling. These methods have been used in different combinations at different stages of the study, depending on the tasks being solved, what, no doubt, has contributed to ensuring reliability of the study performed and validity of the conclusions made by the author. In the course of the study, a differentiated intrafirm qualification has been justified, component-wise characteristics of the levels of the mentor's psychological-pedagogical competence developed for implementation of mentorship in the dual education system. The presented component-wise characteristic serves as a criterion to determine qualification and level of formation of psychological and pedagogical competence of the mentor of production training and enables building an individual trajectory of its development. The main results of the study have been reported and discussed at scientific and practical conferences of international, all-Russian and regional levels. The psychological and pedagogical competence of the mentor (motivational-value-based, process-activity, cognitive and reflexive-analytical components) that can be formed on either level: high, medium and sufficient, is the basis of corporate qualification of mentors (mentor, tutor, coach and facilitator).

Key words: *dual education system, mentor of production training, corporate qualification, psychological and pedagogical competence, components.*

Introduction

According to the tasks stipulated in the Federal Targeted Program for Development of Education in 2016-2020, "creation of an infrastructure that provides conditions for training of the staff for modern economy" that would ensure quality of vocational education required by the labor market is a priority (Government Decree of 23.05.2015 N 497, 2015).

The trend of globalization is of special importance for development of vocational education. Individualization, standardization and growth of the economic function of education are the leading global trends, significant for the education. The theory of "human capital" is based on the

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study of the latter (Korableva & Kalimullina, 2014; Korableva et al., 2017 b). Its main idea is that investing in human education is one of the most profitable investments. This is confirmed by researches in this area. In particular, the role of human capital in the system of new economic relations of innovative production is justified (Osadchiy & Akhmetshin, 2015; Galevskiy et al., 2016; Akhmetshin et al., 2017).

At the modern stage of development of local vocational education, as one of the mechanisms to ensure a connection between production and education, the system of dual education is realized (the Order of the Government of the Russian Federation No.349-p, 2015 dated 03.03.2015).

The dual system in its content means parallel learning in the educational organization and production (Blinov & Yesenina, 2015). With such an organization of the educational process, the task of providing the trainee with production training by a qualified mentor is becoming particularly relevant (Aydarova et al., 2017; Bochkareva, et al., 2017; Magmusov, 2013a).

The main task of mentorship within framework of dual education is adaptation of students to production activities, formation of their corporate culture, as well as their further professional, career growth and their assignment in professional activities. The tasks of mentoring include: corporate training of students in accordance with corporate standards and norms adopted in the organization; formation of their corporate culture, as well as conscious positive attitude to work; providing opportunities of career growth to the trainees; formation of their cohesive team; and improving labor performance (Korableva & Kalimullina, 2016; Fedorov, 2014; Szydlowski, 2017; Korableva et al., 2017a).

Literature Review

Analysis of the scientific and pedagogical literature on the subject of the study allows us concluding that they:

- provide theoretical, methodological and methodic fundamentals of training mentors of the Soviet period (Batyshov, 1985), (Vershlovskiy et al, 1987), (Mahmutov, 1981);
- highlight issues of pedagogical mentoring (Senchenko, 1977);
- develop theoretical and methodological fundamentals to improve qualification of specialists (Amirova, 2004), (Asadullin, 2000), (Kuzmina, 1990), (Panasyuk, 2004);

- reveal substantive and technological aspects of formation of pedagogical abilities of specialists lacking pedagogical education (Arbuzova, 2006);
- cover psychological and pedagogical features of education for adults (Zmeev, 2003), (Kulyutkin, 1985).

In foreign studies, fundamentals of mentoring are revealed in the works of Bauer (2010), Bock (2008), Hombourg (2008), Nidermair (2009). At the same time, the issue of training mentors for dual education in our country has not been properly studied.

The Experimental part

Within framework of our study, taking into account the existing points of view on the functional characteristics of a modern mentor, it is reasonable to distinguish four main functions of the mentor of production training in the dual education system:

- *motivational-value function*, which assumes formation of conscious positive motives among trainees to the selected professional activity (Mauch & Tarman, 2016);
- *educational-pedagogic function*, which refers to transfer of professional experience to young trainees, their involvement in corporate values and traditions of the company and formation of their corporate culture (Magsumov, 2013b; Magsumov, 2016);
- *informational-consultative function*, stipulating timely notification of educational organizations of the level of competence of trainees and arranging consultations for both trainees and their teachers;
- *self-educational function*, which assumes formation of trainees' competence in self-improvement and self-development for the purpose of further professional and career development.

Proceeding from these functions of a modern mentor of production training in the dual education system, we have outlined basic requirements for his/her competencies:

The mentor should know: legal and regulatory provisions of the documents of the federal, regional and institutional level of organization of corporate training for the trainees; basic organizational forms, technologies and methods of effective training of the trainees in the dual education system; specific features of development of the programs for implementation of the dual education system, etc.

The mentor should be able to: analyze his/her activities, adjust actions with regard to strategic goals of the company and demands of his/her trainees; plan and design his/her activities; analyze professional activity of the new staff; monitor professional growth of the company's newcomers; search for effective ways of organizing corporate training for the students; develop corporate programs within the framework of the dual education system and correct them in a timely manner.

The mentor should have: a modern terminological apparatus in the field of corporate training of the trainees; psychological and pedagogical methods of effective information transfer; methods of professional education and training; technology of development of corporate educational programs; methods of holding corporate events; competences of management of the trainees' communication process; creative approach to corporate training of the trainees and professional activities; skills of expert thinking.

Availability of the above knowledge, practice and skills of the mentors of the dual education system shows demand for formation of a special psychological and pedagogical competence of mentors, which stipulates availability of *the mentor's abilities and readiness to implement motivational-value, educational-pedagogic, information-consulting and self-educational functions that support designing and implementation of professional training of the trainees within the dual system of education.*

The structure of psychological-pedagogical competence of the mentor, in our opinion, includes a combination of the following components:

- *motivational-value*, ensuring mentor's professional and pedagogical behavior, on the basis of the system of his/her interests and motives, orientation at the trainee's training within framework of corporate culture;
- *cognitive*, conditioned by psychological, pedagogical and professional knowledge of the essence of professional training and its technologies;
- *procedural-activity*, assuming knowledge, how to organize the trainee's training within the dual system, taking into account individual characteristics of the trainees, opportunities of individual and group teaching, creating educational communications and an environment for professional development of the trainees;
- *reflexive-analytical*, characterized by the ability to an integral view of the results of mentor's activities, self-education, self-development and self-realization, overcoming difficulties, finding

and eliminating their causes in the course of corporate training of trainees, and ability to share their knowledge with other mentors.

The level of formation of psychological and pedagogical competence directly depends on the experience of implementation of a mentor's activities (Tarman, 2016; Yiğit & Tarman, 2016).

Not only those who have a lot of experience in pedagogical work, but also those who have just come out of the trainees' environment may and should be mentors, because production needs new generators of ideas, which, as we know, should be sought among young people, and they, in the turn, need experience to consolidate the acquired knowledge, identification thereof in terms of transfer of knowledge to new trainees will be more effective, as it would acquire the context of responsibility with gradual formation of one's own sense of worth (Tünkler *et al.*, 2016). Promptness and appurtenance of subjects of mentor's activity (mentor and trainee) to one information flow are important, rather than forms of transfer (they do not always require diversity). And a special attention should be paid to the presence of professionally significant personal qualities (Tarman et al., 2015), any experience of pedagogical communication, pedagogical tact, pedagogical goal-setting, pedagogical thinking, which are required for pedagogic side of the mentor's activity (Magsumov, 2015).

In this regard, step-by-step self-identification of the mentors' readiness for implementation of mentor's activities is being updated.

Germany, where the dual education system is working, has three levels of qualification of mentors: assistant, trainer (instructor) and master.

Within framework of our study, a differentiated evaluation of professionalism of a modern mentor that requires special consideration of such concepts as 'mentor', 'tutor', 'coach' and 'facilitator', which have their own distinctive features, becomes specially relevant.

The mentor (from Latin *Mentos* - intention, purpose, spirit, *mon-i-tor* - the one who instructs) is a manager, teacher, mentor, educator or persistent supervisor (Masalimova, 2013). Mentoring involves a purposeful transfer of one's experience to a trainee by a more experienced employee in the format "do as I do".

The tutor (from Latin *tutorem* - tutor, guardian) in the sense of "senior, assigned to take care of a younger student in the learning process" (Tutors' Association). "Tutoring" is aimed to support corporate training of a trainee, discussing experience of transferring the acquired knowledge into real practice.

The coach is an experienced employee, able to build a learning process on the basis of partner's relations, inspire trainees to seek solutions of the problems themselves (Being an Effective Tutor). "Coaching" provides disclosure of the potential of the trainee's personality.

The facilitator (from Latin *facilis* – easy, convenient) is an experienced manager, ensuring successful group communication based on creative models of corporate training (International Association of Facilitators).

Discussion, Conclusion and Implications

Taking into account the above concepts with regard to mentoring, we have identified the following types (levels of readiness) of mentors for implementation of mentor's activities within framework of the dual education system we are considering, which formed the basis for corporate qualification of the mentors' training system for the dual education: mentor, tutor, coach and facilitator. Let's describe qualification characteristics for every selected type.

Qualification "mentor" assumes initial level of formation of psychological-pedagogical competence of the mentor. Available professional production experience of the employee, together with some psychological and pedagogical knowledge, practice, skills and methods of solving any production problems, allows transferring production experience according to a standard template based on instructing the trainee, tracking the algorithm of single-task actions and evaluating the result of such activity. The component-wise characteristic of the levels of psychological-pedagogical competence of the mentor-supervisor for implementation of mentor's activities is given in Table 1.

Table 1

The component-wise characteristic of the levels of psychological-pedagogical competence of the mentor-supervisor for implementation of mentor's activities

Corporate qualification of the mentor	Level of psychological-pedagogical competence	Components of psychological-pedagogical competence
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		<p>Motivational-value. Periodically takes action to master ways of mentoring.</p> <p>Cognitive. He/she knows psychological, pedagogical, methodical and educational bases of the mentor's activities sufficiently, it is somewhat difficult to establish communication and instruct the trainee in the framework of a one-task professional activity.</p> <p>Procedural-activity. He/she is able to establish training and production relationships with the trainee, sometimes has difficulties in selection and use of optimal corporate training technologies.</p> <p>Reflexive-analytical. Can assess the trainee's level in performance of his/her tasks.</p>
	sufficient	
MENTOR		<p>Motivational-value. Understands the need for mentoring activities, on a regular basis mastering the ways of mentoring.</p> <p>Cognitive. He knows and is able to implement psychological, pedagogical, methodological and educational foundations of the mentor's activity, is able to instruct the trainee in the framework of one-task professional activity.</p> <p>Procedural-activity. Is able to establish training and production relationships with the trainee, can choose to use the best technologies for corporate training.</p> <p>Reflexive-analytical. Is able to assess performance of tasks by the trainee, identify his/her problems and gaps.</p>
	medium	
		<p>Motivational-value. Aware of the need for mentor's activities, seeks to develop new types of mentoring and professional activities.</p> <p>Cognitive. Knows and applies psychological, pedagogical, methodical and educational fundamentals of the mentor's activity in practice, is able to compose and instruct the trainee in the framework of one-task professional activity.</p> <p>Procedural-activity. Is able to establish training-production relations with the trainee; select and use the best technologies for corporate training; Identify individual abilities of the trainees.</p> <p>Reflexive-analytical. Is able to assess performance of tasks by the trainee, identify his/her problems and gaps, and on this basis change the way his/her activities to achieve the result of the trainee.</p>
	high	

Qualification "tutor" stipulates tutor's theoretical knowledge of production training for the dual education system in the field of content, technologies, methods of training trainees, formation of communication methods in the group of trainees. This level of mentor's competencies determines his/her ability to provide psychological and pedagogical support of the training of trainees in the dual system of professional education. The component-wise characteristic of the levels of psychological-pedagogical competence of the mentor-tutor for implementation of mentor's activities is given in Table 2.

Table 2

The component-wise characteristic of the levels of psychological-pedagogical competence of the mentor-tutor for implementation of mentor's activities.

Corporate qualification of the mentor	Level of psychological-pedagogical competence	Components of psychological-pedagogical competence
	sufficient	<p>Motivational-value. He implicitly understands goals of his/her own mentoring activity, oriented to receive the required psychological and pedagogical knowledge.</p> <p>Cognitive. Has the required level of knowledge on the content, technologies, methods of corporate training of the trainees, methods of pedagogical activity are based on transfer of other people's experience.</p> <p>Procedural-activity. Implementation of mentoring in certain situations causes difficulties when working with a group of trainees, when using group forms of corporate training of the trainees.</p> <p>Reflexive-analytical. Characterized by tolerable level of formation of abilities for self-analysis, self-criticism, objective assessment of their mentoring activities.</p>
TUTOR	medium	<p>Motivational-value. He/she is able to determine goals of his/her own mentoring activity and masters new psychological and pedagogical knowledge for that.</p> <p>Cognitive. He/she has a sufficient level of knowledge on the content, technologies, methods of corporate training of trainees, methods of pedagogical activity are based on transfer of someone's else experience with elements of pedagogical creativity.</p> <p>Procedural-activity. Is able to work with a group of trainees, provides psychological and pedagogical support for training of the trainees</p> <p>Reflexive-analytical. Is able to ensure self-analysis, self-criticism, objective evaluation of his/her mentoring activity, understanding the need for self-development.</p>
	high	<p>Motivational-value. He/she has clearly expressed goals of his/she own mentoring activity and orientation to receive the required psychological and pedagogical knowledge. He/she is motivated by personal achievements and indicators in mentoring.</p> <p>Cognitive. Has a high level of knowledge on the content, technologies, methods of corporate training of the trainees, is able to design his/her own teaching activities.</p> <p>Procedural-activity. Is able to work with a group of trainees, provides psychological and pedagogical support for training of the trainees, can establish a favorable microclimate between the mentor and the trainee or a group of trainees.</p> <p>Reflexive-analytical. He/she is capable of an objective evaluation of his/her mentoring activity and can build trajectories of his/her own self-development, coordinating them with the corporate goal.</p>

Qualification "coach" allows the mentor ensuring the following, on the basis of a well-structured system of knowledge, skills and experience in the field of training, education and development of trainees:

- designing and implementation of the educational process on the basis of individual and group forms of production training;
- implementation of organizational and methodological conditions for self-development of the trainee and plan a program for his/her individual career development. The component-wise

characteristic of the levels of psychological-pedagogical competence of the mentor-coach for implementation of mentor's activities is given in Table 3.

Table 3

The component-wise characteristic of the levels of psychological-pedagogical competence of the mentor-tutor for implementation of mentor's activities.

Corporate qualification of the mentor	Level of psychological-pedagogical competence	Components of psychological-pedagogical competence
COACH	sufficient	<p>Motivational-value. He understands the role of the mentor in the general structure of corporate training, periodically takes actions to increase motivation of the trainees to corporate training.</p> <p>Cognitive. He/she knows and is able to use theoretical knowledge on the content, technologies, methods of corporate training of the trainees efficiently.</p> <p>Procedural-activity. Is capable of implementing individual mentoring activities, creating psychological and pedagogical conditions for training, education and development of the trainees within corporate culture.</p> <p>Reflexive-analytical. Periodically ensures self-learning in the framework of mentoring activities, is able to make operational changes in his/her own mentoring activity on the basis of analysis of the pedagogical situation.</p>
	medium	<p>Motivational-value. He/she shows a value attitude to implementation of mentoring activities, takes actions to increase motivation of the trainees to corporate training.</p> <p>Cognitive. Knows and is capable of productive and creative application of theoretical knowledge on the content, technologies, methods of corporate training of trainees.</p> <p>Procedural-activity. Is capable of implementing individual mentoring activities, creating psychological and pedagogical conditions for training, education and development of the trainees within the corporate culture.</p> <p>Reflexive-analytical. Ensures self-learning in the framework of mentoring activities, if required, is ready to make operational changes in his/her own mentoring activity.</p>
	high	<p>Motivational-value. Shows a stable value attitude to implementation of mentoring activities, motivated by professional achievements of the trainees.</p> <p>Cognitive. He/she is characterized by a sufficient level of ability formation, use of creative approaches in implementation of mentoring activities, as well as generation of knowledge from other areas.</p> <p>Procedural-activity. Is able to implement individual mentoring activities; create psychological-pedagogical and organizational-methodological conditions for training, education and development of the trainees within the framework of corporate culture; develop individual career development programs for the trainees.</p> <p>Reflexive-analytical. Systematically self-improves in the framework of mentoring and professional activities, able to unite programs of self-development, development of organization and development of the trainees.</p>

Qualification "facilitator" stipulates a high level of mentor's readiness and is characterized by his/her professionalism in the field of applying innovative models of corporate training and education of the trainees, develop individual and group programs for their professional and career growth, search for knowledge, and continuous improvement of psychological, pedagogical and other professional competencies. Mentoring activities are ensured on the basis of his/her own

models and techniques, and it allows them focusing the trainees' attention on the overall objectives of the company and maintaining a positive group dynamics to achieve it in the discussion process, creating conditions for self-development of the trainees, and their conscious mastering of the corporate training program. The component-wise characteristic of the levels of psychological-pedagogical competence of the mentor-facilitator for implementation of mentor's activities is given in Table 4.

Table 4

Corporate qualification of the mentor	Level of psychological-pedagogical competence	Components of psychological-pedagogical competence
FACILITATOR	sufficient	<p>Motivational-value. He/she has a value attitude to mentoring activities, he/she regularly uses various methods and methods of training and education of the trainees.</p> <p>Cognitive. Has the required level of psychological, pedagogical, organizational and professional knowledge; is able to apply innovative models of corporate training and education of the trainees, forms and methods of their motivation; develops individual and group programs for professional and career development of the trainees.</p> <p>Procedural-activity. He/she is able to create conditions for educational and professional creativity of the trainees, form motivation of trainees for training within the framework of corporate tasks.</p> <p>Reflexive-analytical. Is capable of self-development and self-realization, overcoming difficulties, identifying and eliminating their causes in the process of corporate training of the trainees, an integral assessment and analysis of the results of training of the trainees.</p>
	medium	<p>Motivational-value. Has a value attitude to mentoring; in his/her work regularly uses various ways and methods of teaching and training of the trainees, is capable of pedagogical creativity.</p> <p>Cognitive. Has a sufficient level of psychological, pedagogical, organizational and professional knowledge; is able to apply and modify innovative models of corporate training and education of the trainee, forms and methods of their motivation; develop individual and group programs for professional and career development of the trainees.</p> <p>Procedural-activity. He/she is able to concentrate attention of the trainees on the general objectives of the company, create conditions for self-development of the trainees, their educational and professional creativity, and motivate trainees to learn in the framework of corporate tasks.</p> <p>Reflexive-analytical. Characterized by the ability to an integral view of the results of mentor's activities, to self-development and self-realization, overcoming difficulties, identifying and eliminating their causes in corporate training of the trainees.</p>

high	<p>Motivational-value. Has a value attitude to mentoring; understands, accepts and realizes the mission of corporate training and education of the trainee - future professional of his/her business.</p> <p>Cognitive. Characterized by deep theoretical knowledge; is capable of applying and developing his/her own innovative models of corporate training and education of the trainees, forms and methods of their motivation; develops individual and group programs for professional and career development of the trainees.</p> <p>Procedural-activity. He/she is able to concentrate attention of the trainees on the general objectives of the enterprise, create conditions for self-development of the trainees, their educational and professional creativity, and motivate the trainees to learn in the framework of corporate tasks. Mentoring activities are ensured on the basis of his/her own models and techniques.</p> <p>Reflexive-analytical. Characterized by the ability to an integral view of the results of mentoring, self-development and self-realization, overcoming difficulties, identifying and eliminating their causes in corporate training of the trainees, the ability to share his/her knowledge and experience with other mentors.</p>
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Conclusion

The basis of every mentioned corporate qualification of the mentors is psycho-pedagogical competence of the mentor (motivational-value, procedural-activity, cognitive and reflexive-analytical components) that can be formed and improved in the course of corporate preparation, which can be formed at either level: high, medium or sufficient.

The above components of psychological and pedagogical competence of the mentor of production training to implementation of mentoring in the dual education system are quite complex multi-level education and have a certain practical interpretation, determining performance of the mentor's activity.

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