

Train the Trainer

Module E: Pedagogical methods, part 1: Principles of effective teaching

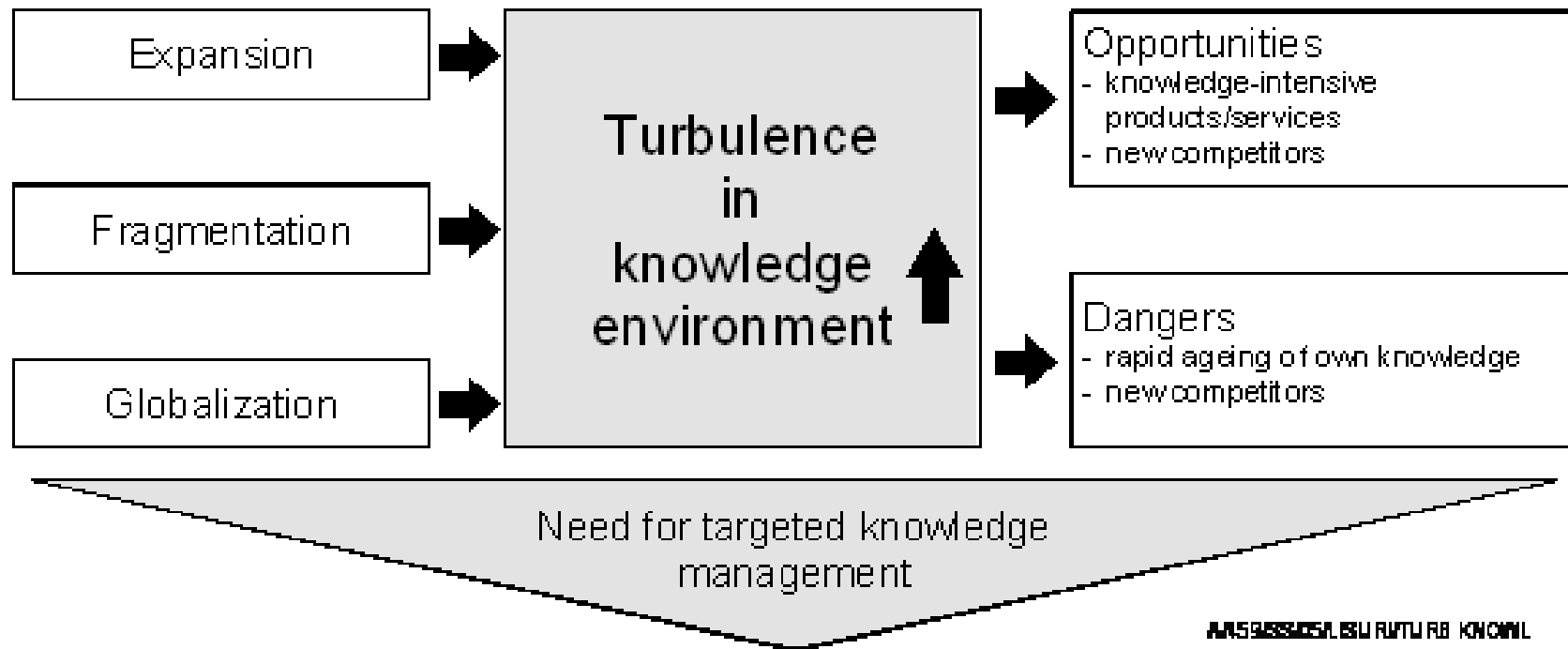
- Pedagogical approaches and teaching strategies
 - Presentation skills
 - Attitude awareness, motivation and engagement
 - Evaluation
-
- **Sirpa Sandelin**
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- **Gdansk, Poland 2.6.2015**

Kuan Chung Tzu (seventh century BC) has said

If you wish to plan for a year, sow seeds,
If you wish to plan for a ten years, plant trees,
If you wish to plan for a lifetime, develop people.

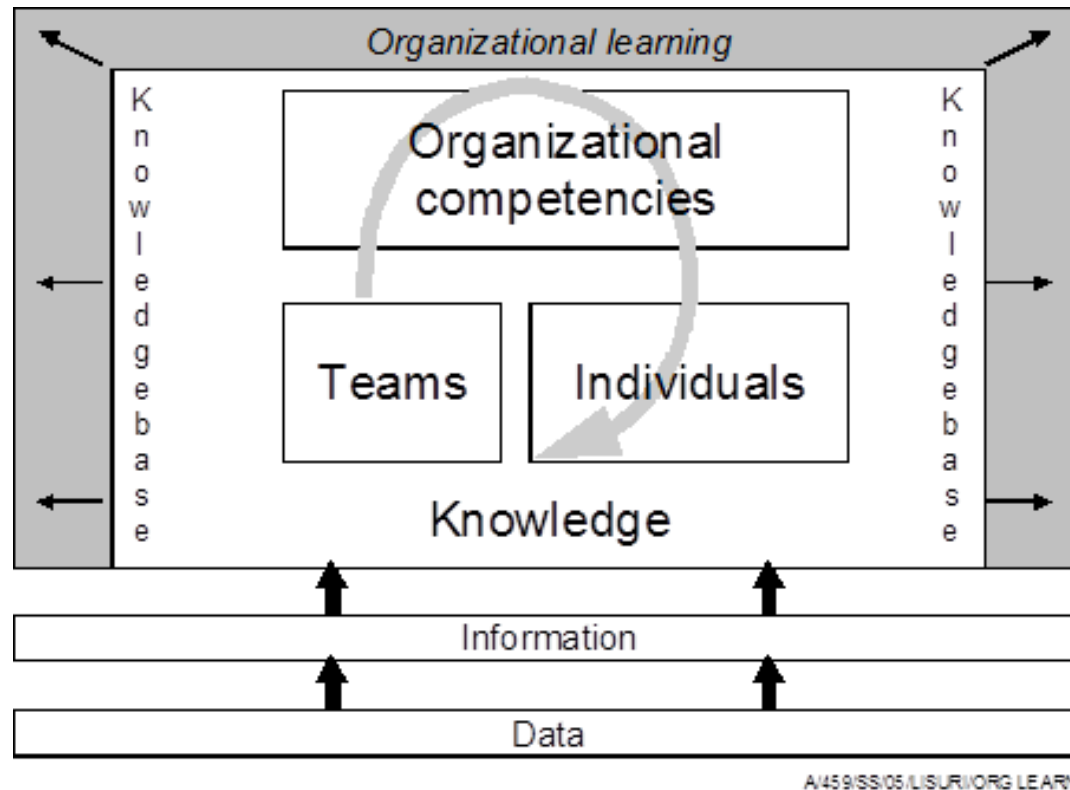
Knowledge and the society

Source: Probst et.al. 2000



Organisational knowledge

Source: Probst et.al. 2000



Learners are individuals

Learning styles

- **Visual**: written instructions, diagrams, handouts, overheads, videos, and other visual information.
- **Oral**: speakers, audio conferences, discussion groups, etc.
- **Kinesthetic**: demonstrations and practices

Task: Your learning style

- What is your learning style?

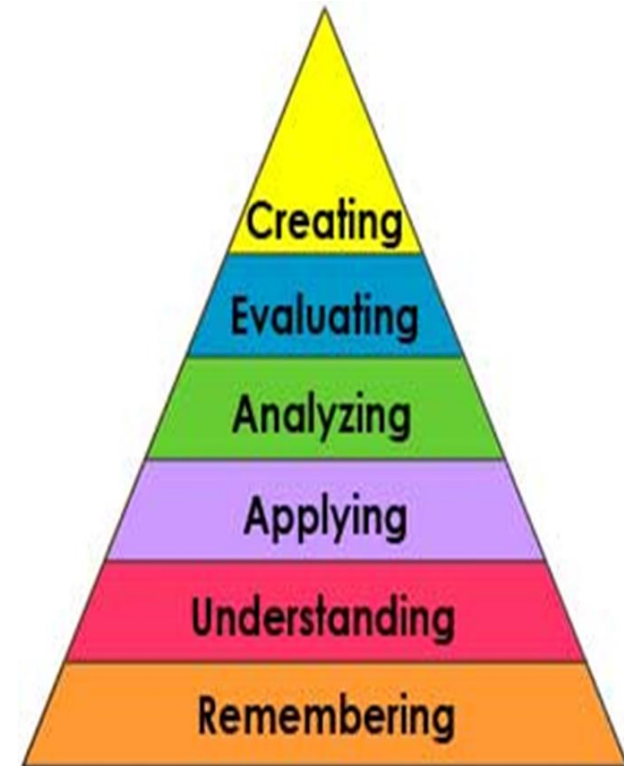
Ways of learning

- 10 % of what they read
- 20 % of what they hear
- 30 % of what they see
- 40 - 50 % of what they see and hear
- 50 % of what they discuss
- 70 % of what they experience
- 90 % of what they say as they do

| Way of learning | % |
|-----------------|---------|
| Read | 10 |
| Hear | 20 |
| See | 30 |
| See and hear | 40 - 50 |
| Discuss | 50 |
| Experience | 70 |
| Say and do | 90 |

Blooms taxonomy

- Creating: can the participant create new product or point of view?
- Evaluating: can the participant justify a stand or decision?
- Analyzing: can the participant distinguish between the different parts?
- Applying: can the participant use the information in a new way?
- Understanding: can the participant explain ideas or concepts?
- Remembering: can the participant recall or remember the information



Presentation skills

- **Lectures**: Trainers should engaged participants in thinking, questioning and experiencing themselves.
- **Icebreakers** should be topic related and at low risk so that participants would feel comfortable and easy.
- **Presentations** are designed to be a visual support for both the trainer and the participants.
- **Figures, tables and videos** including stories, Youtube, Internet,
<http://www.euronews.com/2014/11/28/upgrade-to-the-circular-economy>

Presentation skills, different fonts

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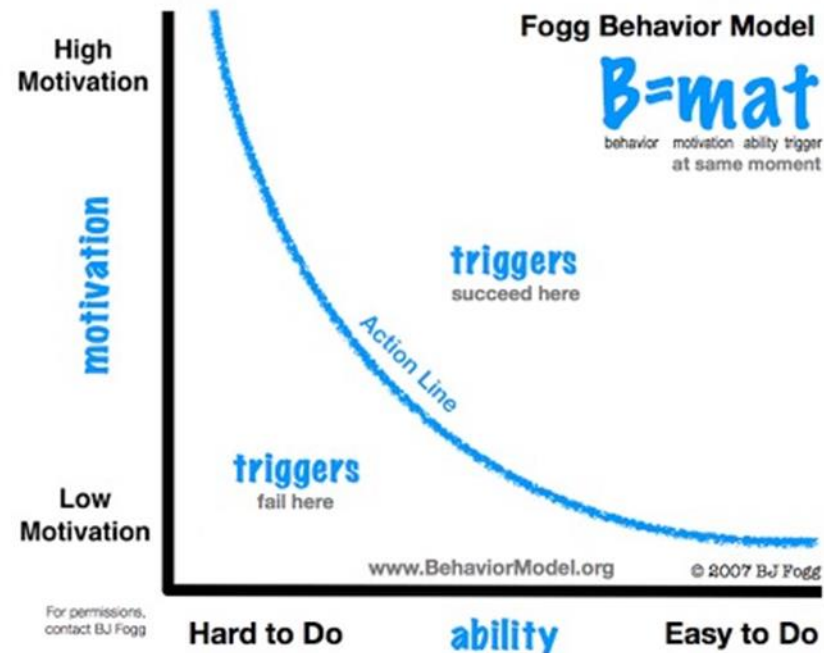
Attention crabbers

Cradle to Cradle

Cradle to Cradle

Cradle to Cradle

Attitude awareness, motivation and engagement



Is there a need for

- attitudinal change?
- future oriented attitude?
- more positive attitude?
- an attitude that can see the comparative advantages?

Active your audience by

- Experimental learning i.e. combine participants' own experiences with the training programme contents (dialog)
- Storytelling
- Debating

Engage your audience

- interesting materials, which will be used after the training, too
- pair or group discussions, involve participants in one way or another
- **case studies and examples from real life situations**
- role plays are excellent for example in supervisory, mentoring or coaching situations
- demonstrations, videos, material samples, process simulations, etc.

About dialog

- Dialog is not simply talk and sharing of ideas
- Dialog is the opportunity for encounters
- Dialog creates new insights and understanding
- Dialog leads to deeper knowledge

About dialog, contd.

- Listening
- Connecting
- Valuing other persons
- Cultivating sensitivity
- Communicating the human spirit with the action
- Sharing personal space
- Acknowledging and accepting
- Understanding your own feelings

Connecting your audience

- Us, we, all
- How can we do this together?
- I made a mistake; how can I fix this?
- Can you help me?
- You did a great job!
- A appreciate what you did...
- You have made this a better project...
- Let's do this again!

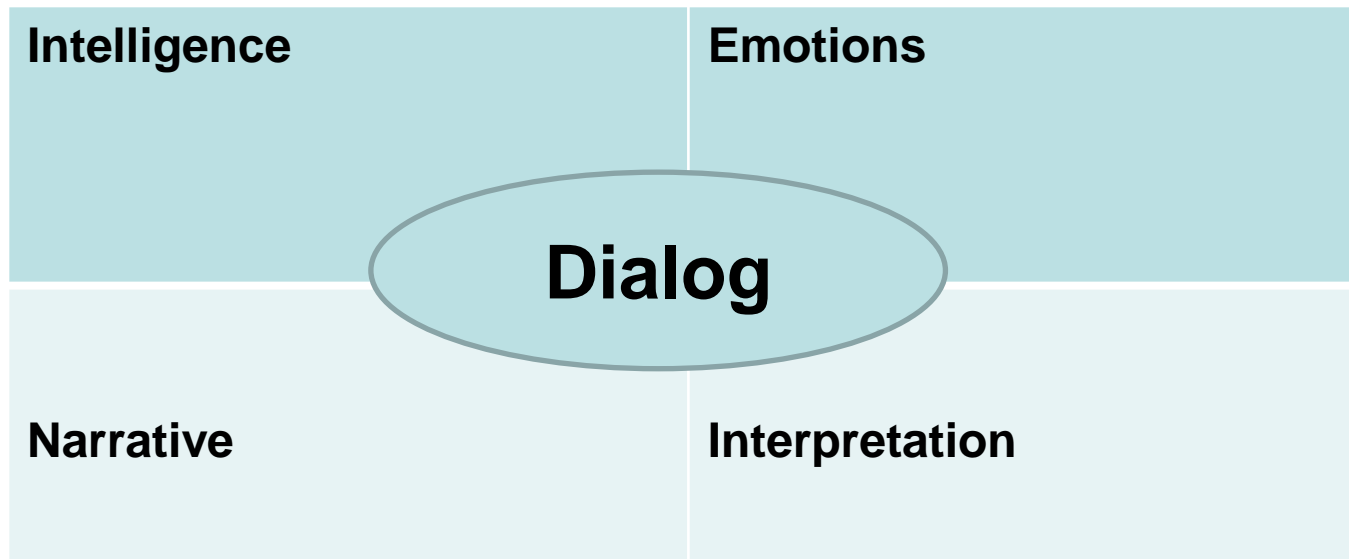
Disconnecting your audience

- Me, myself and I...
- I did this...
- My team did well...
- This is my problem...
- Go away!
- Silence
- Jargon
- Insider narrative

Questions related to C2C in companies

- What is the rationale for using C2C?
- What are the success factors?
- What pitfalls can be defined?
- Who is affected?
- What is the timeline?
- What is the expected emotional response?
- What is the trust level?
- Do employees feel management is not consulting with us?
- How would you define the communication level?

Dialog



Creating a community at work

- Engage and involve
- Inspire an open and transparent culture
- Encourage and value feedback
- Utilize all relevant communication channels
- Explain change
- Project and protect the brand internally
- Be consistent
- Create role models
- Leave the message
- Train and develop personnel
- Research and assess external perceptions

Creating a community at work, contd.

- Have a clear statement of objectives
- Be clear on principles underpinning your strategy
- Contextualize your messages
- Be aware about your target audience
- Use preferred channels of your audience
- Establish working projects plans, deadlines and responsibilities
- Get your timing right
- Build in evaluation measures
- Develop communication plan

Evaluation is important

→ the course itself with all the topics and gained knowledge

→ the framework conditions out of the course: lecturers, organization, materials etc.

- Based on the evaluation results, trainer can
 - reveal the whole training outcomes against the expected outcomes,
 - find out eventual weaknesses and
 - get information about new aspects to be incorporated into the programme.

Task on evaluation

- You will organise trainings in companies. What are the key questions you should include in the C2C evaluation?
- Your target group is the owners.
- Suggest at least five questions and their evaluation criteria.
- Note: results to be gained during a couple of months

Train the Trainer

Module F: Pedagogical methods, part 2: Effective training and consultation techniques

- Innovations and creativity
- Mentoring and coaching
- Effective questioning
- Best practices and worst cases in knowledge sharing and creation

Sirpa Sandelin

Gdansk, Poland 3.6.2015

Activate participants

- Group work
 - Goal
 - Time-frame
 - Expected results
- Tell a story
- Brainstorming
 - Getting ideas and possible solutions

A story

- One day a woman came to the customer services section and placed a plastic bag on the desk. The junior clerk looked into the bag, and noted to the woman: “Oh dear, you have uninstalled the meter”. The woman pleaded: “No, not me, but my husband”. The couple had recently moved from a small city to a bigger city, so they were not aware of the local practice. They had uninstalled the meter, and the husband has asked the woman to pick up a new one. “Have you also closed the street valve”, questioned the junior clerk. Yes, they had. The junior clerk was about to open her mouth and continue the hearing. The other clerk looked the junior clerk straight in the face. The junior understood that she should not ask anything else. She picked up the bag with the meter, and showed the woman to the meter section. “This woman has uninstalled her water meter. Will you take up from here, please”, said the junior clerk to the meter mechanics. Then she returned to her desk and burst into laughter no longer able to contain herself after seeing the disbelief on the faces of the mechanics who could only say: ”Oh indeed?”.

Creativity and innovations

- Creativity and innovations are closely related to the productivity in SMEs.
- European Commission promotes innovations in SMEs, like technological breakthroughs, new processes and business models, non-technological innovations and innovation in the services sector.
- Creativity, use of new knowledge and capturing tacit knowledge will strengthen productivity of SMEs.
- When knowledge is transferred effectively, new product, process and service innovations have a chance to be invented.

Mentoring and coaching

Business Directory definition

- **Mentoring:** Employee training system under which a senior or more experienced individual (the mentor) is assigned to act as an advisor, counselor, or guide to a junior or trainee. The mentor is responsible for providing support to, and feedback on, the individual in his or her charge.
- **Coaching:** Extending traditional training methods to include focus on (1) an individual's needs and accomplishments, (2) close observation, and (3) impartial and non-judgmental feedback on performance.

What is mentoring?

- Mentoring systems are designed to promote professional development by linking an employee with a mentor who will focus on the overall development of that mentoree.
- **Mentoring is transformational** and involves much more than simply acquiring a specific skill or knowledge.
- Mentoring is about a relationship and involves both the professional and the personal. In many ways, mentoring is like counseling.

What is coaching?

- Coaching systems are designed to provide an employee with a content expert who works with that individual in assuring that employee learns a particular skill or piece of knowledge.
- **Coaching is about skills and knowledge acquisition.**
- Although it may involve the personal, the primary focus is professional. In many ways, coaching is akin to teaching.

Task on benefits of coaching/mentoring

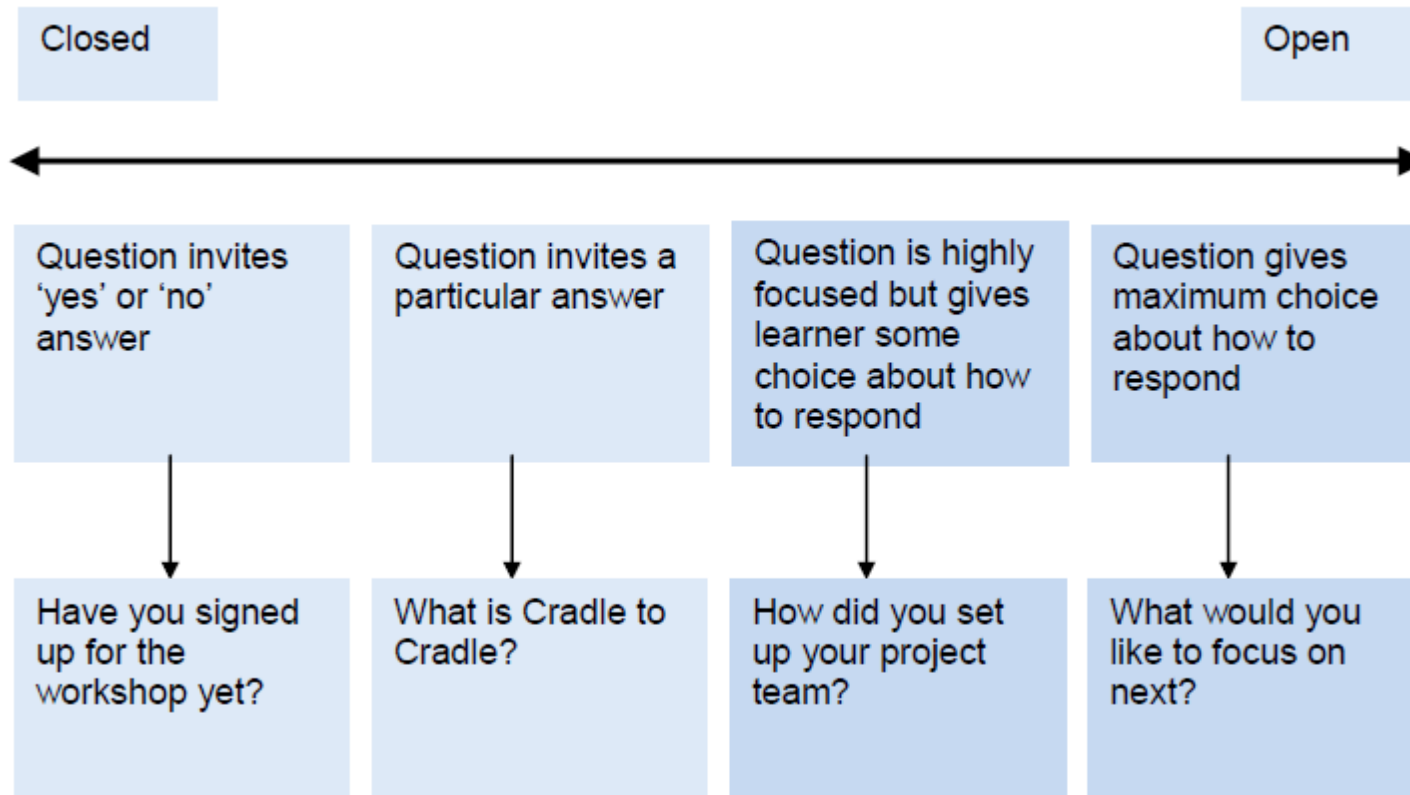
- How can coaching/mentoring (in C2C) help your company?

Successful mentoring

Source: Management mentors

- Enhancing strategic business initiatives; Encouraging retention
- Reducing turnover costs; Improving productivity
- Breaking down the "silo" mentality that hinders cooperation among company departments or divisions
- Elevating knowledge transfer from just getting information to retaining the practical experience and wisdom gained from long-term employees
- Enhancing professional development
- Linking employees with valuable knowledge and information to other employees in need of such information
- Using your own employees, instead of outside consultants, as internal experts for professional development
- Supporting the creation of a multicultural workforce by creating cross-cultural mentoring programs with diverse employees and allowing equal access to mentoring

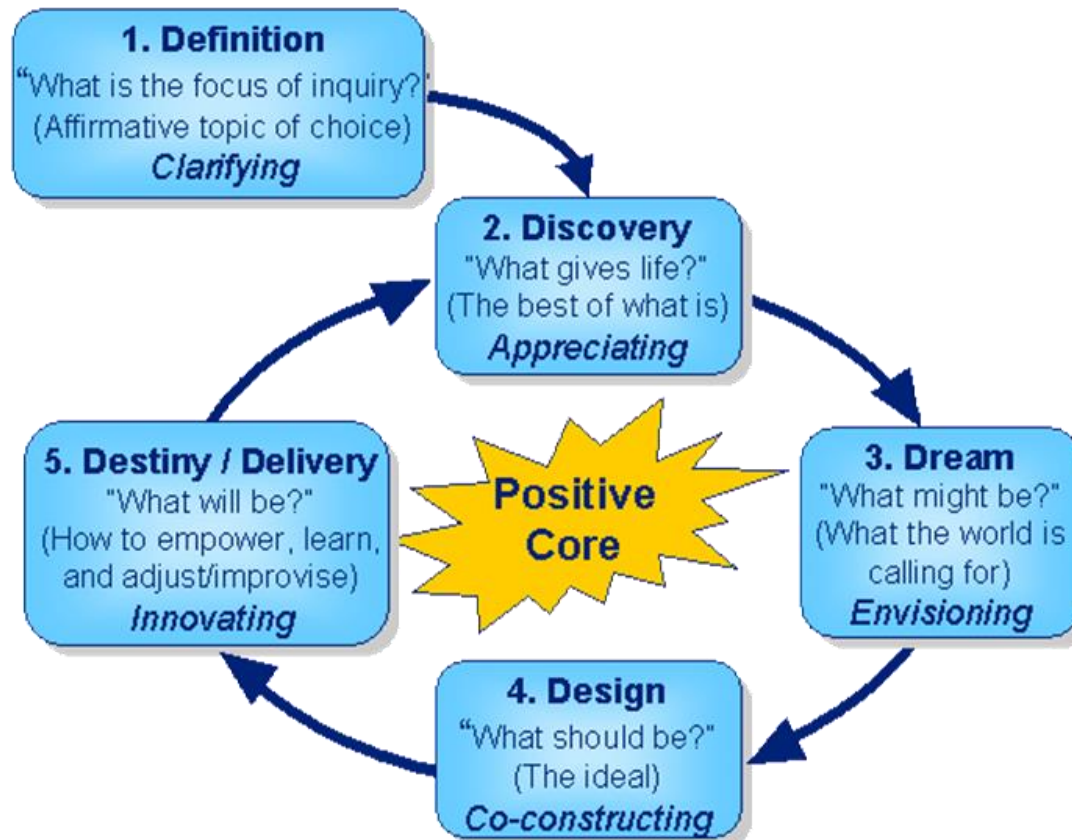
Effective questions



Effective questions

- Motivate participants, keep their interest on the key issues, and engage them in the learning process.
- Means of fostering knowledge sharing and creation among participants.
- No questions? Be worried! Pose a question.
- Encourage participants to ask questions. There are no silly questions.
- If you do not know the answer, ask help from the participants.

Effective questioning



Best practices and worst cases in knowledge sharing and creation

- Best practices can be defined as “practices that consistently show results superior to those achieved with other means”. Best practice examples can be used as a support and example during the training session. A collection of Cradle to Cradle® applications are shown in EPEAs pages. Good examples can also be asked from participants.
- <http://www.epea-hamburg.org/en/case-studies>

Best practices and worst cases in knowledge sharing and creation, contd.

- Worst cases can be defined as “worst possible environment or outcome out of the several possibilities in planning or simulation”. During the training session worst cases can be helpful to the participants in order to help their planning of the future expenditure cuts and contingency in their businesses. Unfortunately, examples from the worst cases are not easily found.

Task: Best and worst cases

- Have you any examples on C2C related themes to share with other participants?

Good luck with C2C!

Chance favours the prepared mind. ~ Louis Pasteur

A leader knows the way, goes the way, and shows the way. ~ John C. Maxwell